

Representation Social Concern in the Novel *Orang Miskin Dilarang Sekolah*: Strengthening the Profile of Pancasila Students in Schools

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Abstract

The purpose of this study is to describe the representation of social concern and how it reinforces the Pancasila Student Profile through the literary narrative of the novel *Orang Miskin Dilarang Sekolah* by Wiwid Prasetyo. This qualitative research employs a descriptive content analysis method with a literary sociology approach. Data were collected using listening, reading, and note-taking techniques on textual elements—words, phrases, sentences, and quotations—that contain elements of social concern. Data were obtained from the primary source (the novel) and supported by secondary textual references. Sampling was conducted purposively, and data validity was ensured through triangulation of sources and theories, as well as peer review and observer persistence. The data were analyzed through content analysis followed by dialectical techniques to identify interactions between social values and character formation. The findings reveal four main representations of social concern: (1) inequality in access to education, (2) societal indifference toward the poor, (3) individual resistance to social injustice, and (4) family empathy towards children's educational aspirations. These elements significantly contribute to the internalization of Pancasila Student Profile values, including mutual cooperation, independence, social justice, and empathy. The novel thus functions not only as a reflection of social reality but also as a medium to strengthen the values of character education aligned with national ideology.

Keywords: *social concern, profile of pancasila students, Orang Miskin Dilarang Sekolah, sociology of literature*

Introduction

Cases related to the lack of social care in the community can be seen from several events that show indifference to the condition of fellow humans in heterogeneous environments. First, it was found that the number of residents who ignore the poor around shows an increasingly worrying social indifference. Residents tend to allow social problems, such as homelessness, without providing proper help or attention (W. Prasetyo & Fauzi, 2020). Second, in big cities, the phenomenon of neglect of environmental needs also worsens social conditions (W. Prasetyo & Fauzi, 2020). In addition, it was also found that most people prefer to ignore the garbage that accumulates in public areas, without taking the initiative to maintain cleanliness together (Sari, 2021). Third, the lack of citizen participation in mutual cooperation programs or other social activities, which used to be a typical Indonesian culture,

increasingly shows a declining sense of solidarity between individuals in society (Pitaloka & Patmisari, 2024). These events illustrate that more and more people are not concerned about the social problems that exist around them, which has the potential to damage the social order that has been maintained for a long time (Nurnaningsih, 2023).

The embodiment of an attitude of social concern in the era of globalization is very important to be integrated into the world of education. In the midst of such a rapid globalization, a person is often trapped in individualism. Schools as formal educational institutions have a strategic role in shaping the character of students. The manifestation of behavior that shows social concern is related to the formation of students' character. The formation of students' character in the current era is focused on the Pancasila student profile (Widiastuti et al., 2024; Nugrahani, et al., 2014). The emphasis that the government seeks is the task of educators in educational institutions to design educational services that contribute to the character of students. One of them is by exploring the value of social care contained in a novel (Rettyaningsih et al., 2024).

In this regard, literary works are expressions of all feelings of a person resulting from life experiences and interest in every aspect that has value and usefulness (Ainia, 2020; Sri Hidayati & Widayati, 2024). One of them is the realization of social concern which is expected to be able to strengthen the character of students who are in line with the content of the Pancasila student profile (Nugrahani, 2017; Saddhono et al., 2017). Deep In the context of social life, inequality and injustice are often profound problems. Social and economic disparities, poverty and discrimination that occur in society can affect education, especially for individuals and groups in marginalized or marginalized groups (Hapsari and Iftayani, 2016; Hotimah and Rosadi, 2022; Widayati, 2024). The novel *Orang Miskin Dilarang Sekolah* by Wiwid Prasetyo presents the story of underprivileged children who strive to pursue education despite being trapped in poverty and systemic injustice. This literary work vividly illustrates how marginalized groups experience educational barriers due to economic limitations and social discrimination (Agustin et al., 2023). With its emotional and realistic narrative, the novel invites readers to reflect on the harsh reality faced by many in accessing their basic right to education.

The relevance of this novel lies in its representation of educational injustice, a persistent issue in Indonesian society (Prasanty et al., 2024; Zulmi, 2024). The novel portrays how children from low-income families must overcome numerous obstacles—such as financial constraints, social stigma, and limited infrastructure—to attend school. Despite education being a fundamental right (Putri, 2024; Wibowo et al., 2023), structural inequalities continue to prevent equal access. Therefore, this novel serves not only as a reflection of social reality but also as a critical medium to explore and represent social concern. It highlights how the education system often favors those with economic privilege, leaving the poor in a cycle of exclusion (Pamungkas et al., 2023; Saputra et al., 2023). Through compelling characters and relatable experiences, the story reinforces the urgency of inclusive education and becomes a relevant source for understanding and fostering values aligned with the Pancasila Student Profile. This work is not merely entertaining but acts as a mirror that reminds us of education's transformative power in achieving social justice.

Various obstacles such as high education costs, discrimination, and lack of attention to the needs of children from poor families are the main issues raised by the author in the novel *Orang Miskin Dilarang Sekolah* (Al-Ma'ruf; and Al-Ma'ruf). The novel reflects the reality that education is often more accessible to certain groups of society, thus creating social disparities in the field of education (Setyarum, 2022). Through this literary work, students can understand more deeply about the condition of society that

is overshadowed by inequality and lack of access to education. This novel raises the issue of social concern which is very relevant to the current educational and social situation, and has the potential to deepen and enrich understanding of the concept of the Pancasila Student Profile which is being promoted in the educational curriculum in Indonesia (Damayanti et al., 2024).

The main problem research in this study is in the form of how the attitude of social concern has an impact on strengthening the value of the Pancasila student profile contained in the novel *Orang Miskin Dilarang Sekolah*. This problem arises from the ongoing social reality in Indonesia, where students from underprivileged backgrounds still face limited access to proper education. The novel explicitly presents this inequality, reflecting systemic issues such as economic disparity, social discrimination, and a lack of inclusive education policy that aligns with the values of justice and mutual cooperation in the Pancasila Student Profile. In the analysis of literary sociology, this study will look at the extent to which the social aspects depicted in this literary work can provide insights for strengthening the character of students who have a sense of concern for others, especially in the aspect of inclusive and equitable education (Juidah et al., 2022). This research will also investigate how the social values contained in the novel can be actualized into Indonesian learning as a reinforcement of the Pancasila student profile (Abidin et al., 2024).

The urgency of this research lies in the fact that social injustice and injustice in obtaining education are still the main issues in Indonesian society (Daniel & Suprapti, 2020). Often, children from poor families are prevented from accessing proper education due to various factors such as cost, social discrimination, and lack of adequate educational facilities (Loretta, 2017). The integration of Indonesian teaching materials as a strengthening of the Pancasila Student Profile in elementary schools can be developed through the content of the novel (Widayati).

It is hoped that students have a character of social concern that is in line with the essence of Pancasila values. This research has the main relevance to examine how literary works can function as a medium of social reflection, which can be a means to strengthen the understanding and implementation of the Pancasila Student Profile in the world of education (Nurfadia and Hartati, 2023; Purwawijaya et al., 2024). Through the study of literary sociology, this research is also expected to contribute to critical thinking about the role of education as a tool to create a more equitable and equitable society (Prawira, 2018).

Previous research that is relevant to this study examines the problem of social inequality in education, but most of them still focus on general problems and have not been associated with the existence of literary works as a tool to represent the essence of social care that has an impact on the implementation of education as a right obtained by every person as a citizen (Al-Ma'ruf; Muryanti et al., 2024). In the field of literature, there are several studies that raise the theme of educational struggle in literary works, but the analysis that connects the representation of social concern in literature with the Pancasila Student Profile is still limited (Purwawijaya et al., 2024).

The novelty of this research is studied in the form of texts, especially in the analysis of novels with a literary sociology approach that leads to character education (Kurniawan & Widayati, 2024; M. Y. A. Prasetyo & Sukartiningsih, 2022). Often literary works are only analyzed in terms of aesthetics or literary history, but this study tries to connect the social values contained in literary works with the formation of characters that are in line with the profile of Pancasila students (Pamungkas & Sudigdo, 2022; Priatmojo et al., 2023; Suprio et al., 2020). In addition, students are able to develop all the potentials they

have to understand the characteristics of people who have social concerns, which can later be reviewed from the use of Indonesian in communicating and aimed at each type of social problem on an ongoing basis (Musaddat et al., 2021). By using a literary sociology approach, this research serves as an effective educational tool to shape the nation's character based on Pancasila values. Based on this background, this study aims to (1) describe the representation of social concern in the novel *Orang Miskin Dilarang Sekolah* by Wiwid Prasetyo as a Reinforcement of Pancasila Student Profile; (2) strengthening the Pancasila Student Profile through the representation of social concern in the novel.

Method

This study uses a descriptive qualitative research method using a pinned case study approach (Nugrahani). The case raised in this study is a single case related to the representation of social concern in the novel *Orang Miskin Dilarang Sekolah* as a reinforcement of the Pancasila student profile. The research data used in this study are in the form of words, statements, quotes, and sentences in the novel *Orang Miskin Dilarang Sekolah* by Wiwid Prasetyo which contains the meaning of social concern. The data source is in the form of a 450-page novel by Wiwid Prasetyo published by Diva Press and a learning tool document. The data collection technique is carried out by literature study through listening, reading, and taking notes. First, the researcher reads the content of the novel repeatedly to understand some of the statements contained in the reading that represent the aspect of social concern. Second, the researcher listens to the journey of each character in the events presented in the novel to understand its relationship as a strengthening of the Pancasila student profile. Third, the researcher recorded what had been obtained from the reading and listening process to be classified in a recording table to be used as a basic data in the study, as shown in Figure 1.

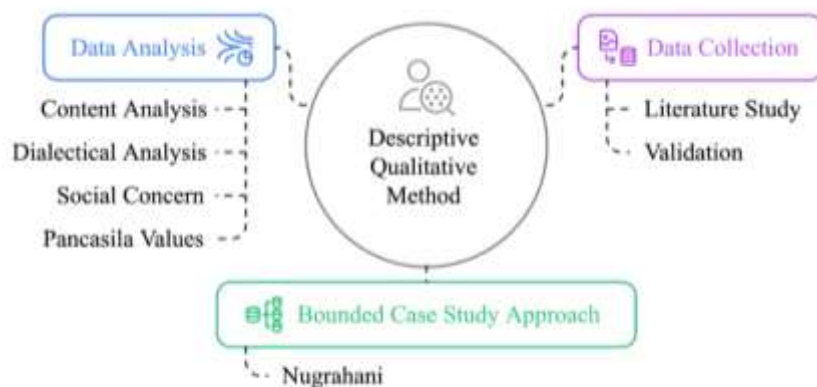


Figure 1. Methodology for Social Concern in Literature

The data that has been collected in the data card is checked for data validity through triangulation, observer diligence, and FGD. The triangulation used is the triangulation of sources and methods. The researcher compared the credibility of the data from the source of data acquisition and data collection to check its validity based on the formulation of the problem to answer the research objectives in an up-to-date manner. The up-to-date research data is characterized by the compatibility between words and statements obtained based on the theory of social concern and the profile of Pancasila students. The research data that has been collected is also discussed through peers whose relevance is checked based on documents containing Pancasila student profiles.

In addition, researchers are looking for reference sources in the form of scientific article journals that can be used as an option to check the validity of the data thoroughly. Thus, the data that has been collected is declared valid to continue at the data analysis stage.

The data was analyzed using content analysis, starting from collecting data, interpreting data, and drawing conclusions. Valid data is categorized based on elements of social concern and Pancasila student profiles. Content/discourse analysis which has been completed, continued with Dialectical Analysis to answer the formulation of the next problem which is based on the content of the literary work. Dialectical analysis techniques are used to uncover and understand the representation of social concern contained in the novel *Orang Miskin Dilarang Sekolah*. Dialectical techniques allow researchers to analyze the interaction between different concepts and values in texts, such as empathy, sympathy, tolerance, cooperation, and justice. Through this dialectical technique, researchers can identify how the characters in the novel interact with existing social issues and how these values can strengthen the profile of Pancasila students (Suryani, 2011). This technique also makes it possible to explore the social dynamics that exist in the society depicted in the novel, as well as relate them to the formation of social characters and attitudes relevant to education.

Results

The findings of the study reveal how the representation of social concern in the novel *Orang Miskin Dilarang Sekolah* by Wiwid Prasetyo is discussed using literary sociology. Some of the findings reflect the social life of the community which is told through the events in the novel shown by the main character Faisal.

Representation of Social Concern in the Novel *Orang Miskin Dilarang Sekolah* by Wiwid Prasetyo

The novel *Orang Miskin Dilarang Sekolah* by Wiwid Prasetyo discusses how social concern is shown through events between characters. The discussion of research findings that show social concern and is classified based on literary sociological analysis that focuses on the content of literary works includes, inequality of access to education, indifference to the poor, individual struggle against social injustice, empathy in the family aspect to pursue education. as follows.

Inequality of Access to Education

"Astaghfirullahal azhim, I forgot, the three of them did not go to school, until this size they had never gone to school at all or even once. Their parents can't afford to send them to school because there is no money." (Page 23)

Data 1

"Astaghfirullahal azhim, aku lupa, mereka bertiga memang tidak sekolah, sampai sebesar ini mereka belum pernah sekolah sedikitpun atau sekalipun. Orang tua mereka tidak sanggup menyekolahkan mereka karena tidak ada biaya." (Hal 23) (Trans./Terj.)

The novel *Orang Miskin Dilarang Sekolah* by Wiwid Prasetyo, there is a clear picture of the inequality of access to education experienced by the characters. One of the events that shows this is when a character realizes that three children in his neighborhood have never received an education at all. They have grown up without ever going to school, not because of their own desires, but because of the economic condition of their families that do not allow them to go to school. Their parents do not have enough money to pay

for education, so they have to accept the harsh reality that education is becoming something difficult to reach for the poor. This context illustrates the social reality that the education system, which is supposed to be open to all, in fact still faces economic barriers for certain groups of people. The inability of poor families to finance their children's education reflects how economic factors are the main barrier to access to education, which should be the basic right of every individual.

This inequality also reveals a sharp social gap between those who are able to access education and those who are not. On the one hand, there are children who can attend school with complete facilities, while on the other hand, there are those who never even get a chance to enter the school at all. This situation shows how education is still a luxury item for some people, even though it should be the main tool to break the chain of poverty. In the approach of literary sociology, this event reflects the social reality raised in the novel as a criticism of an education system that is not inclusive for all levels of society (Nikolajeva, 2016; Widaswari et al., 2022). This novel not only describes this situation, but also invites readers to reflect and realize the importance of more equal access to education for all children, without exception.

Indifference to the Poor

"I was really proud to have a kiai of a pedicab driver, a pedicab driver is not synonymous with stupidity, in fact, a pedicab driver is synonymous with piety or a person who understands religious issues." (Page 103)

Data 2

"Aku waktu itu benar-benar bangga mempunyai kiai seorang tukang becak, tukang becak tidak identik dengan kebodohan, justru tukang becak identik dengan kealiman atau orang yang paham akan masalah agama." (Hal 103) (Trans./Terj.)

This statement shows that there is a contradiction in social perceptions regarding a person's profession and level of intelligence. In many situations, society often judges a person based on their economic status and occupation. Pedicab drivers are often considered a lower class of society who are less educated and have limited access to knowledge. However, in this story, the main character actually finds a different reality, where a simple pedicab driver turns out to have broad and deep religious insights.

The context of these events reflects social indifference towards the poor, especially in terms of stereotypes and discrimination received by them. Society tends to judge a person's intelligence and abilities only by their appearance and the work they have, without considering how they acquire knowledge and life experience. In this case, even though the kiai works as a pedicab driver, he is still respected by the main figure because of his wisdom and depth of knowledge in the field of religion (Pamungkas et al., 2021).

This event also illustrates how social inequality affects a person's perspective on others. People who have access to formal education often feel superior to those who work in the informal sector. In fact, science and intelligence are not always determined by formal education alone, but also by experience, independent learning, and life wisdom obtained from a person's long journey in facing the reality of life. In addition, this story also alludes to how individuals from poor backgrounds often have to fight harder to gain recognition. In the case of a pedicab driver who plays the role of a kiai, he must prove that even though he comes from a low economic class, he still has knowledge and wisdom that is not inferior to those who are highly educated. This is a reflection that the social system is often unfair to the poor, where they have to work twice as hard to be recognized and respected.

Based on the perspective of literary sociology, the novel *Orang Miskin Dilarang Sekolah* by Wiwid Prasetyo raises the social reality that exists in society, namely how social class is the main factor in assessing a person. Through this story, readers are invited to better understand that social care is not only limited to providing material assistance, but also includes how a person is treated fairly without discrimination based on economic status. Thus, this incident criticizes the views of people who often do not care about the potential and value possessed by people from the poor.

The Struggle of Individuals in Fighting Social Injustice

"I learned one more experience, it turns out that smart people are not always synonymous with appearance, smart is the center of the brain, so it has nothing to do with appearance." (Page 40)

Data 3

"Aku belajar satu pengalaman lagi, ternyata orang pintar itu tak selalu identik dengan penampilan, pintar itu pusatnya di otak, jadi tak ada urusan dengan penampilan." (Hal 40) (Trans./Terj.)

This statement describes how the main character realizes that a person's intelligence and potential are not determined by physical appearance or social status. In the story, the main character often faces the stigma that children from poor families are considered to have no chance of success in education. They are often underestimated because of their economic condition, and are often considered not worthy of the same education as children from more well-off families. However, the main character did not succumb to the social stigma. He sought to prove that intelligence and success in education were not determined by good clothes, neat uniforms, or wealthy family backgrounds. Instead, he points out that with determination, hard work, and a passion for learning, one can overcome various social barriers and build a better future.

The struggle of individuals in fighting social injustice is seen through the efforts of the main characters in seeking knowledge even though they are faced with limitations. He learns from a variety of sources, including reading books and observing his surroundings. He also tried to instill in his friends that education is a right for everyone, not just those who are economically fortunate. Social injustice in education is the main challenge faced by many children from poor families in this novel. However, the main character points out that perseverance and a strong desire to learn can be a form of resistance to an unfair system (English, 2010; Nureeva et al., 2019). He tried to prove that education is not only about financial ability, but more about the willingness to learn and develop.

Thus, the novel *Orang Miskin Dilarang Sekolah* depicts how individuals can fight for their right to a proper education, despite having to face great social and economic barriers. Through this struggle, the novel *Orang Miskin Dilarang Sekolah* teaches that injustice in access to education is not something that must be taken for granted, but can be fought with enthusiasm, determination, and persistent effort.

Empathy in the Family Aspect for Education

"Anyway, Father let me first, later I will find my own expenses, I don't know where the important thing is halal, I also can't rely on wages to pick up grass in the field, sir." (Page 76)

Data 4

"Pokoknya Bapak izinkan aku dulu, nanti aku cari biaya sendiri, entah darimana yang penting halal, aku juga tak mungkin mengandalkan upah menyabut rumput di lapangan Pak." (Hal 76) (Trans./Terj.)

In the novel *Orang Miskin Dilarang Sekolah* by Wiwid Prasetyo, social concern in the form of empathy in the family aspect to pursue education is depicted in the struggle of the main character who tries to convince his parents to allow him to go to school. The statement reflects a child's determination to fight for his right to education, despite being faced with his family's economic limitations. The context of this event illustrates how poverty is often a barrier for children to access education. In difficult economic conditions, many families have to choose between meeting basic needs or sending their children to school. However, in this story, the main character does not give up on circumstances. He showed courage and independence by trying to find his own solution so that he could still go to school. He understands that his family does not have enough money, but his strong desire to learn makes him determined to earn his own income, as long as it is halal.

Empathy in the family can be seen from how parents, although initially hesitant, eventually begin to understand and appreciate their child's wishes. The father, who was initially skeptical, began to realize that education was not only about cost, but also about his son's passion and determination to change his fate. There is a sense of pride that arises when seeing their children think further ahead and understand that education can be a way out of poverty. Through a literary sociology approach (Nur et al., 2015; Nureeva et al., 2019), this event reflects the social reality that occurs in society, where access to education is still unequal and many children from poor families have to struggle on their own to get learning opportunities. This novel highlights the importance of empathy in the family, not only as a form of moral support, but also as an important factor that can encourage children from underprivileged families to continue to strive for a proper education.

"The father smiled, not expecting that his son was not a child anymore, but his mind had turned to the world of teenagers. Who knows that school is the first bridge so that his fried bananas sell well and he has new customers."

Data 5

"Sang Ayah tersenyum, tak menyangka anaknya bukan anak kecil lagi, tetapi pikirannya sudah mengarah ke dunia remaja. Siapa tahu sekolah adalah jembatan awal agar pisang gorengnya laris dan ia punya pelanggan baru." (Trans./Terj.)

In the novel *Orang Miskin Dilarang Sekolah* by Wiwid Prasetyo, there is an event that reflects empathy in the family aspect to pursue education. This story discusses how parents, despite living in economic limitations, still have hope and support for their child's future through education.

One passage in the novel depicts a father who smiles when he sees his son showing a more mature and visionary mindset. The child not only wants to go to school, but also begins to understand that education can be a way to improve the family's economic life. The father, who had previously probably only thought about how to make ends meet, realized that school could be a bridge for his son to a better future. With education, their children have the potential to improve the standard of living of their families, even the slightest impact, for example by attracting more customers for the fried banana business they run.

This event shows that concern in the family is not always in material form, but also in the form of moral and emotional support. The father did not oppose his son's desire to

go to school, but rather began to see the broader benefits of education. This reflects that despite the economic limitations faced by the family, they still have an awareness that education is an important factor in social and economic change (Nurhuda et al., 2018). Through the perspective of literary sociology, this event represents a social reality where many poor families face a dilemma between meeting economic needs and providing education for their children. The novel shows how families with low economic backgrounds often have to weigh difficult choices in their daily lives. However, in this case, the father showed empathy by supporting his son's wishes and not immediately rejecting the dream.

Based on the broader context, this story also reflects how the values of empathy in the family are an important element in a person's journey to obtain an education. With support, although not always in the form of finances, children from poor families can have more motivation to pursue education and improve their fortunes. This novel illustrates that the family, especially parents, has a big role in shaping children's spirits and ideals, even in the midst of difficult conditions.

The Implications of Social Concern in the Novel *Orang Miskin Dilarang Sekolah* by Wiwid Prasetyo as a Reinforcement of Pancasila Student Profiles

The findings of the study revealed that the representation of social concern in the novel *Orang Miskin Dilarang Sekolah* by Wiwid Prasetyo showed a positive contribution to the profile of Pancasila students. The strengthening of the Pancasila Student Profile in the novel *Orang Miskin Dilarang Sekolah* by Wiwid Prasetyo is reflected through various representations of social concern that are part of the narrative of the characters' lives (Hardianti & Pamungkas, 2023; Sholeh et al., 2025). This novel not only describes the social reality faced by children from underprivileged families, but also shows values that are in line with the Pancasila Student Profile, such as mutual cooperation, independence, and social justice. The implications for strengthening the Pancasila student profile are discussed as follows.

Aspects of Social Concern for Others

One form of strengthening the Pancasila Student Profile in the novel *Orang Miskin Dilarang Sekolah* by Wiwid Prasetyo can be seen in the aspect of social concern for others. The characters in the story, despite experiencing economic limitations, still have the awareness to help and support each other. The representation of social care teaches the value of mutual cooperation, where children who face challenges in accessing education are not left to struggle on their own. Children from the periphery who experience economic limitations and access to education share knowledge, encourage, and provide moral support to keep them enthusiastic about pursuing their dreams in the future. The attitude of mutual cooperation reflects the value of Pancasila which places togetherness as the foundation in building a just and civilized society.

Increasing the Spirit of Independence

The novel *Orang Miskin Dilarang Sekolah* by Wiwid Prasetyo also shows how the main character and his friends have a spirit of independence in fighting for education. In various parts of the story in the novel, it is described how children who come from poor families have to work on their own to gain access to school. Some are willing to work for the cost of education, while others continue to look for ways to continue to study even though the conditions are limited. This independence is one of the important aspects of

the Pancasila Student Profile, which emphasizes that students must have a strong determination in facing challenges and not easily give up on circumstances.

Improving Understanding of Social Justice

The value of social justice is also very prominent in the novel *People*. Inequality of access to education, which is the main theme in the story *Orang Miskin Dilarang Sekolah* by Wiwid Prasetyo, illustrates how children from underprivileged families often experience discrimination in the world of education. However, this novel also provides hope by showing characters who continue to fight for the rights of children from the underprivileged with all economic limitations to learn. In the context of the Pancasila Student Profile, this shows that students must have an awareness of the importance of social justice and strive to create a more inclusive environment for everyone, regardless of economic background.

Increasing Family Empathy for Education

One of the representations of social concern that also strengthens the Pancasila Student Profile in the novel *Orang Miskin Dilarang Sekolah* by Wiwid Prasetyo is empathy in the family towards education. Some of the parents in the story are portrayed as beginning to realize that education is not just a cost, but an investment in the future of their children. Although initially hesitant, there are parents who finally support their children to go to school, even with all the limitations they have. This attitude reflects how family values and concern in the family environment can be an important factor in building the character of students who have a high spirit of learning and good social awareness.

These various representations, the novel *Orang Miskin Dilarang Sekolah* by Wiwid Prasetyo provide a clear picture of how the values of social concern reflected in the story can be part of strengthening the Pancasila Student Profile. This novel not only presents a social critique of the unfair education system, but also provides inspiration on how the spirit of mutual cooperation, independence, and awareness of social justice can help a person overcome limitations in pursuing education. Thus, this novel can be a strong reflection material for students to understand and apply the values of Pancasila in daily life.

Conclusion

The findings of this study have important implications for efforts to improve social justice and access to education in Indonesia. The representation of social concern in the novel can foster militancy and fighting spirit among readers, especially students, to fight for the right to education for all levels of society. As a suggestion, educational institutions and policymakers can use this kind of literary work as learning material to strengthen Pancasila values and increase social awareness among students. In addition, there is a need for concrete actions to overcome inequality in access to education, such as a wider scholarship program and improvement of educational infrastructure in remote areas. This research reveals the important impact of literary works in fighting for social justice and access to education in Indonesia. Novels that describe social concern can inspire the fighting spirit of readers, especially students, to fight for the right to education for all groups of society. Educational institutions and policymakers can use this kind of literary work as a learning material to strengthen Pancasila values and increase social awareness among students. In addition, the study highlights the importance of taking concrete steps to address inequality in access to education, such as

expanding scholarship programs and improving educational infrastructure in remote areas. Thus, literary works not only serve as entertainment, but also as a powerful tool to encourage social change and increase equality in education in Indonesia.

This research has some important implications, but it also has some limitations that need to be considered. The main implication is the potential of literary works as a tool to increase social awareness and encourage changes in education policy. However, the limitations of this research lie in its limited focus on specific novels and may not represent the entire spectrum of Indonesian literary works. In addition, the influence of literary works on social change may be difficult to quantitatively measure. For further research, it is recommended to expand the scope of the literary genre studied, conduct longitudinal studies to observe long-term impacts, and integrate quantitative methods to measure the effectiveness of literary works in driving social change and educational policies. Cross-cultural comparative research can also provide valuable insights into how literary works affect social justice and access to education in various national contexts.

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