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ABSTRAK

Abstrak: Penelitian ini dilatarbelakangi oleh adanya fenomena diskriminasi sosiokultural dan represi struktural yang dialami oleh mahasiswa bumiputera di institusi pendidikan kolonial pada awal abad ke-20, sebagaimana terepresentasi dalam novel *Romansa Stovia* karya Sania Rasyid. Urgensi penelitian ini terletak pada pentingnya membedah fungsi konflik sosial dalam membangun solidaritas antaretnis. Konflik tersebut mencakup aturan diskriminatif larangan bersepatu bagi mahasiswa Jawa, pembatasan aktivitas keagamaan, hingga kasus misteri pembunuhan. Penelitian ini bertujuan mendeskripsikan bentuk, faktor penyebab, dan fungsi konflik sosial berdasarkan perspektif Lewis A. Coser. Pendekatan yang digunakan adalah sosiologi sastra dengan metode deskriptif kualitatif. Teknik pengumpulan data dilakukan melalui teknik baca dan catat. Hasil penelitian ini menunjukkan bahwa konflik didominasi oleh bentuk konflik realistik, yang secara kausalitas dipicu oleh dominasi faktor sosial budaya serta perebutan kekuasaan akibat standar ganda kebijakan lembaga. Konflik tersebut memiliki fungsi sosial positif berupa penguatan solidaritas internal kelompok (*in-group solidarity*) siswa pribumi serta pembentukan identitas kolektif untuk menuntut kesetaraan di lingkungan pendidikan kolonial. Selain itu, hasil penelitian ini memiliki relevansi komprehensif dengan pembelajaran Bahasa Indonesia Fase F (Kelas XI dan XII) SMA Kurikulum Merdeka. Hasil penelitian ini dapat diimplementasikan untuk memenuhi capaian pembelajaran membaca dan memirsa melalui evaluasi kritis gagasan tokoh serta apresiasi teks sastra berbasis konteks sosial-historis.

Kata Kunci: konflik sosial, novel, sosiologi sastra, STOVIA

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ABSTRACT

Abstract: This research is motivated by the phenomenon of sociocultural discrimination and structural repression experienced by indigenous students in colonial educational institutions in the early 20th century, as represented in the novel Romansa Stovia by Sania Rasyid. The urgency of this research lies in the importance of dissecting the function of social conflict in building inter-ethnic solidarity. The conflict includes discriminatory rules prohibiting shoes for Javanese students, restrictions on religious activities, and even murder mystery cases. This research aims to describe the forms, causal factors, and functions of social conflict based on Lewis A. Coser's perspective. The approach used is the sociology of literature with a qualitative descriptive method. Data collection techniques are carried out through reading and note-taking techniques. The results of this study indicate that the conflict is dominated by realistic forms of conflict, which are causally triggered by the dominance of socio-cultural factors and the struggle for power due to double standards in institutional policies. This conflict has a positive social function in the form of strengthening internal solidarity (in-group solidarity) of indigenous students and the formation of a collective identity to demand equality in the colonial educational environment. Furthermore, the results of this study are comprehensively relevant to Indonesian language learning in Phase F (Grades XI and XII) of the Independent Curriculum Senior High School. These findings can be implemented to meet the learning objectives of reading and viewing through critical evaluation of characters' ideas and appreciation of literary texts based on socio-historical contexts.

Keywords: novel, social conflict, sociology of literature, STOVIA