

**SOCIAL DISINTEGRATION DURING BOLSHEVIK ERA
REFLECTED IN GEORGE ORWELL'S *ANIMAL FARM***

THESIS

By:

Gilang Priyambhodo

NIM: 18320185



**DEPARTMENT OF ENGLISH LITERATURE
FACULTY OF HUMANITIES
UNIVERSITAS ISLAM NEGERI MAULANA MALIK
IBRAHIM MALANG
2023**

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THESIS**

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(S.S.)

By:

Gilang Priyambhodo
NIM: 18320185

Advisor:

Dr. Hj. Istiadah, M.A.
NIP 196703131992032002



**DEPARTMENT OF ENGLISH LITERATURE
FACULTY OF HUMANITIES
UNIVERSITAS ISLAM NEGERI MAULANA MALIK
IBRAHIM MALANG
2023**

STATEMENT OF AUTHORSHIP

I state that the thesis entitled "**Social Disintegration During Bolshevik Era Reflected in George Orwell's *Animal Farm***" is my original work. I do not include any materials previously written or published by another person, except those cited as references and written in the bibliography. Hereby, if there is any objection or claim, I am the only person who is responsible for that.

Malang, November 10th, 2023

The Researcher



Gilang Priyambhodo

NIM 18320185

APPROVAL SHEET

This to certify that Gilang Priyambhodo's thesis entitled **Social Disintegration During Bolshevik Era Reflected in George Orwell's *Animal Farm*** been approved for thesis examination at Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang, as one of the requirements for the degree of *Sarjana Sastra* (S.S.).

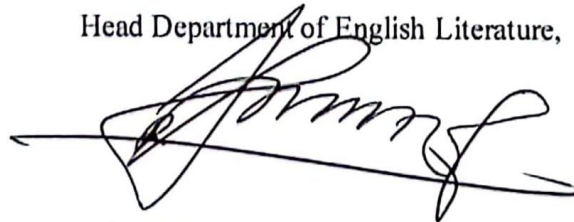
Malang, December 6th, 2023

Approved by
Advisor,



Dr. Hj. Istiadah, M.A.
NIP 196703131992032002

Head Department of English Literature,



Ribut Wahyudi, M.Ed., Ph.D.
NIP 198112052011011007

Acknowledged by
The Dean,

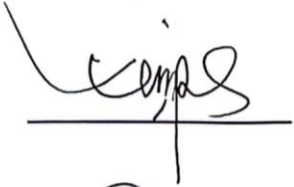




Dr. M. Faisol, M. Ag.
NIP 19741101200312003

LEGITIMATION SHEET

This is to certify that Gilang Priyambhodo's thesis entitled **Social Disintegration During Bolshevik Era Reflected in George Orwell's *Animal Farm*** has been approved by the Board of Examiners as one of the requirements for the degree of *Sarjana Sastra* (S.S.) in Department of English Literature.

Malang, December 6th, 2023

Board Examiner	Signature
1. Sri Muniroch, M.Hum. NIP 196905032003122001	
2. Dr. Hj. Istiadah, M.A. NIP 196703131992032002	
3. Asni Furaida, M.A. NIP 198807112023212027	

Approved by
Dean of Faculty of Humanities



Dr. M. Paisol, M. Ag.
NIP 19741101200312003

MOTTO

"Those who take action will set the wheel in motion."

DEDICATION

I am glad dedicating this research to:
Those who persevere amidst hardships
Those who keep smiling despite troubles
Those who bring happiness to those around them
And those who never give up in pursuing their dreams
May Allah always be with us.

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Gilang Priyambhodo

ABSTRACT

Priyambhodo, Gilang (2023). Social Disintegration During Bolshevik Era Reflected in George Orwell's *Animal Farm*. Undergraduate Thesis (Skripsi). Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Advisor: Dr. Hj. Istiadah, M.A.

Keywords: *Animal Farm*, Social Disintegration, Structural-Functional, *Talcott Parsons*

This research aims to identify the causes and impacts of social disintegration in George Orwell's novel titled "Animal Farm" and relate it to the social conditions of the Bolshevik era. The selection of this novel is motivated by its intriguing portrayal of animal social life and its enduring relevance. The research utilizes a sociological approach, with literary criticism employed to define and categorize the chosen topics from the literary work in detail. Meanwhile, the theory applied is Talcott Parsons' structural-functional theory. The researcher believes that this theory can effectively address the research questions by focusing on a detailed discussion of social integration. The research findings are presented through narrative, charts, and tables for interpretation in line with the formulated research questions. It is found that social disintegration on the animal farm is caused by four main factors: subpar economic control, political and governmental instability, legal injustice, and social inequality. As a consequence, social disintegration leads to economic crises, social inequality, and uncertainty in security guarantees. These findings align with the social conditions of the Bolshevik era, where economic policies favored a small group of society, governance was authoritarian, law was used as a tool of power, and education was designed to perpetuate government authority by sacrificing freedom of thought. In conclusion, social disintegration occurs due to a lack of cooperation among institutions. Each institution in this context is centralized around one individual, working for individual interests and neglecting collective goals.

مستخلص البحث

بريامبودو، جيلانج (2023). تفكك الحالة الاجتماعية خلال عهد البلشفية يتجلى في رواية جورج أورويل "مزرعة الحيوان". أطروحة البكالوريوس (أطروحة). قسم الأدب الإنجليزي، كلية العلوم الإنسانية، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج.

المشرف: الدكتور استعادة، الماجستير

الكلمات الأساسية: مزرعة الحيوان، التفكك الاجتماعي، الهيكلية الوظيفية، تالكوت بارسونز

البحث الحالي يهدف إلى تحديد أسباب وتأثيرات انحلال الحالة الاجتماعية في رواية جورج أورويل بعنوان "مزرعة الحيوان" وربطها بالظروف الاجتماعية في عهد البلشفية. تم اختيار هذه الرواية بدافع التصوير الجذاب لحياة الحيوانات والتأثير الدائم لها. يستخدم البحث منهجاً اجتماعياً، حيث يتم استخدام النقد الأدبي لتعريف وتصنيف المواضيع المختارة من العمل الأدبي بتفصيل في هذه الأثناء، يتم تطبيق نظرية تالكوت بارسون للوظيفة-الهيكلية. يعتقد الباحث أن هذه النظرية قادرة على معالجة الأسئلة البحثية بفعالية من خلال التركيز على مناقشة مفصلة حول التكامل الاجتماعي. تُقدم نتائج البحث من خلال سرد ورسوم بيانية وجداول للتفسير وفقاً للأسئلة البحثية المصاغة. تظهر النتائج أن انحلال الحالة الاجتماعية في مزرعة الحيوان يرجع إلى أربعة عوامل رئيسية: سوء التحكم الاقتصادي وعدم الاستقرار السياسي والحكومي والظلم القانوني وعدم المساواة الاجتماعية. ونتيجة لذلك، يؤدي انحلال الحالة الاجتماعية إلى أزمات اقتصادية، وعدم المساواة الاجتماعية وعدم اليقين في ضمانات الأمان. تتناغم هذه النتائج مع الظروف الاجتماعية في عهد البلشفية، حيث كانت سياسات الاقتصاد تفضل جماعة صغيرة من المجتمع، وكان الحكم مستبدًا، واستُخدم القانون كأداة للسلطة وتم تصميم التعليم لتواصل سلطة الحكومة على حساب حرية الفكر في الختام، يحدث انحلال الحالة الاجتماعية بسبب عدم التعاون بين المؤسسات بكل مؤسسة في هذا السياق مركزة حول فرد واحد، تعمل لصالح المصالح الفردية وتهمل الأهداف الجماعية.

ABSTRAK

Priyambhodo, Gilang (2023). Disintegrasi Sosial pada Era Bolshevik Tercermin dalam Novel George Orwell's *Animal Farm*. Skripsi. Jurusan Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Pembimbing: Dr. Hj. Istiadah, M.A.

Kata Kunci: *Animal Farm*, Disintegrasi Sosial, Struktural-Fungsional, *Talcott Parsons*

Penelitian ini bertujuan untuk mengidentifikasi penyebab dan dampak dari disintegrasi sosial dalam novel George Orwell berjudul *Animal Farm* serta mengkaitkannya dengan kondisi sosial era Bolshevik. Novel ini dipilih karena menceritakan kehidupan sosial hewan yang menarik serta problemnya yang masih relevan sampai saat ini. Penelitian ini menggunakan pendekatan sosiologi sedangkan kritik sastra digunakan untuk mendefinisikan dan mengklasifikasikan secara rinci topik yang telah dipilih dari sebuah karya sastra. Sementara itu, teori yang akan digunakan adalah teori struktural-fungsional dari Talcott Parsons. Peneliti menilai bahwa teori ini mampu menjawab rumusan masalah karena fokus pada pembahasan integrasi sosial secara detail. Hasil penelitian disajikan melalui narasi, bagan, dan tabel untuk diinterpretasikan sesuai rumusan masalah yang ada. Hasil penelitian menunjukkan bahwa disintegrasi sosial di peternakan hewan disebabkan oleh empat faktor utama, yaitu pengendalian ekonomi yang kurang baik, ketidakstabilan politik dan pemerintahan, ketidakadilan hukum, dan kesenjangan sosial. Sebagai konsekuensinya, disintegrasi sosial menyebabkan krisis ekonomi, ketidaksetaraan sosial, dan ketidakpastian dalam jaminan keamanan. Hal tersebut juga selaras dengan kondisi sosial pada era Bolshevik, yang mana kebijakan ekonomi menguntungkan sekelompok kecil masyarakat, pemerintahan yang otoriter, hukum digunakan sebagai alat kekuasaan, dan pendidikan yang didesain melanggengkan kekuasaan pemerintahan dengan mengorbankan kebebasan berfikir. Akhirnya, dapat disimpulkan bahwa disintegrasi sosial terjadi karena tidak adanya kerja sama antar lembaga. Masing-masing lembaga dalam konteks ini terpusat kepada satu orang, bekerja untuk kepentingan individu dan mengabaikan tujuan bersama.

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CHAPTER I

INTRODUCTION

This chapter describe several reasons for conducting research. There are several important points that will be conveyed: the background of the study, problem of the study, objective of the study, scope and limitations, significance of the study, and definition of key terms as will be described in the following sections.

A. Background of the Study

Social disintegration is a phenomenon that often appears in society, both in real life and in literary works. This is because literary works also develop stories based on the realities of everyday life (Hendrawansyah, 2018, p. 23). Social disintegration refers to the disruption or collapse of social relationships and the norms that bind members of society. When social disintegration occurs, elements that were previously united in social harmony begin to fracture, creating conflicts, inequalities, and uncertainties. This can be triggered by various factors, including changes in cultural values, social inequalities, political conflicts, or even questionable leadership changes. In literary studies, social disintegration is often depicted as a complex and intriguing theme because it reveals how characters in a literary work confront social change and its consequences, one of which can be found in George Orwell's novel, *Animal Farm*.

Eric Blair, known as George Orwell, was a British intellectual and writer born in 1903 in Bengal, India. As the son of a British colonialist, Orwell received his education at Eton, an elite private school in England, where he began to experience the impact of elitism and arrogance associated with different social

classes. This experience provided him with profound insights into the inequalities within society, particularly concerning imperialism (Lynskey, 2019). The empirical facts encountered by Orwell as part of the imperialistic system made him skeptical of the entrenched class structure in British society. This skepticism sparked his interest in exploring and criticizing social injustices through his literary works. These activities later made him renowned as a writer actively engaged in political essays and critiques.

Orwell is also recognized as a dedicated socialist. He openly opposed the excesses of governments in the East and the West and briefly engaged in the struggle to disseminate socialist values. Nevertheless, Orwell did not view the Soviet Union as an ideal representation of a socialist society (Ingle, 2010). His critical stance toward both capitalism and communism made him renowned as a supporter of freedom and an opponent of communism. Additionally, he became an author who produced thought-provoking works, such as *Animal Farm*.

Animal Farm is a dystopian allegorical novel. Narrated from the perspective of a group of animals, the novel depicts a political revolution against humans (Dai, 2020). Old Major, an old pig, becomes the catalyst for the rebellion by providing motivation and encouragement to achieve a more peaceful life in accordance with the principles of the animals. However, as observed in historical reality, the rebellion is disrupted by the ambitions of power and politics. Napoleon, another pig, replaces Snowball and leads the farm toward a dictatorship that mimics human behavior.

This novel also serves as an analogy to historical facts involving conflict, change, and the abuse of power. Many characters and events in Orwell's novel align with the Russian Revolution. Manor Farm is metaphorically depicted as a representation of Russia, with Old Major, Snowball, and Napoleon serving as representatives of key figures in the Russian Revolution (Sari, 2016). Mr. Jones is portrayed based on Tsar Nicholas II, and Old Major is the animal version of V. I. Lenin. The windmill plans and Snowball's programs reflect the intellectual character and ideas of Trotsky.

Based on this explanation, the *Animal Farm* tells the story of disintegration that occurred due to the failure of community leaders to implement the social system. According to Ritzer (2005, p.118), the true purpose of a social system is the achievement of social integration. Social systems are always present and affect all dimensions of human experience in society. Associated with its organized nature, it forms a pattern of institutionalized relationships. The social system is an upstream-downstream effect in which each element depends on one another. Each element also has its function. For example, society needs aspects of law enforcement to maintain security, educators to maintain norms and behavior, or the economy to maintain production continuity. If one element is damaged, the balance of the other aspects is also affected. In general, any changes that occur will cause other changes in the system.

One of the factors that contribute to social disintegration is the sectarian understanding of certain social groups or factions towards figures that continue to exploit identity politics (Prasetia, 2019, p.24). This may include issues or

sentiments related to religion, ethnicity, race, inter-group relations, and primordial beliefs. Social disintegration can be caused by a lack of participation in social activities. Juknevicius (2019, p.2) argues that changes in behavior reflect social integration or disintegration. One leading indicator is participation in collective activities, including unpaid voluntary work. If participation in social activities declines, the likelihood of social disintegration increases.

Another form of social disintegration is participation or readiness to participate in political action. Wong and Tezli (2013, p. 9-37) state that culture and citizenship, including voluntary work, voting in elections, trust and levels of trust in others, experience of discrimination, and others are some of the variables in the social integration measurement index. Therefore, the absence of these indexes can be a factor in social disintegration.

Social disintegration has significant impacts on society. These impacts include increased insecurity, crime, violence, and overall societal welfare decline. One effort to mitigate disintegration is to build and foster commitment, awareness, and willingness to unite. Parekh (in Kalsum, 2019, p.72) explains that political integration in a democratic society requires three things: agreement on certain social values by the majority, gathering in various social units and monitoring each other on potential social aspects, and interdependence between groups.

Thus, the study of social disintegration is part of sociological theory. Sociology itself belongs to the realm of scientific research. It is caused by sociology investigating humans in society also humans as social procedures. In concern to literature, sociology is an element that can be present and reflected in a literary

work. According to Ratna (2016, p.25), the sociology of literature is a study of literary works and the involvement of their social structures. Both also have the same foundation, namely making human experience as primary material for analysis (Kurniawan, 2007, p.2).

Several literary studies have also used this novel as an object of research. First research is a thesis entitled *Hibriditas dan Mimikri dalam Animal Farm Karya George Orwell: Kajian Pascakolonial Homi K. Bhabha* by Muhammad Akmal (2018). The aims are to reveal the construction of hybridity and mimicry in the novel *Animal Farm* using Homi K. Bhabha's postcolonial theory. As a result, there are hybridity and mimicry constructions in the novel. The structure of hybridity is depicted in the culture of communication, consumption, sleeping, and walking. Meanwhile, mimicry construction is described as conducting deliberation, using singing as a unifying tool, running a farm by reading books and writing the rules on the farm wall, and holding ceremonies or celebrations to commemorate the death of a pig.

Then, the second research is Muhammad Haydar Aly's thesis (2020) entitled *The Struggle of Proletarian Class Against Oppression Described in George Orwell's Animal Farm 1945*. The study tries to prove which animals in Manor Farm are oppressed, and these animals are identified as the proletariat. This research was analyzed using a Marxist approach. As a result, the researchers found two conclusions. First, the animals on the farm are identified as proletariat because they earn little from the work they do. Then, there was an attempt at resistance from the proletariat by which formed a meeting and carried out a rebellion.

Third, Dwi Handayani's thesis (2022) entitled *Social Conflict as Seen in Animal Farm Novel by George Orwell*. The aim of this research is to understand the portrayal of social conflict, the causes of social conflict, and the impacts of social conflict that occur within the novel. The study utilizes the social conflict theory by Fink. The results show that there are four types of conflict, namely inter-group conflict, interest conflict, interpersonal conflict, and social class conflict.

The studies conducted by other researchers differ from the upcoming research. The primary focus of the researcher is to analyze the causes of social disintegration, its impacts, and its reflection in early 1900s. The researcher believes that this study contributes to existing information and knowledge in the field of literary criticism, particularly concerning George Orwell's novel *Animal Farm*. Consequently, the researcher has chosen to apply the structural-functional theory proposed by Talcott Parsons. This decision is made with the intention of upholding the continuity and advancement of knowledge.

B. Reseach Questions

Based on the explanation contained in the background of the study, the researcher develops the reseach questions:

1. What are the causes of social disintegration in George Orwell's *Animal Farm*?
2. What are the impacts of social disintegration in George Orwell's *Animal Farm*?
3. How are the reflection of social disintegration during Bolshevik era?

C. Significance of the Study

This research is expected to be a guide in analyzing literary works. This research can be used as a review in conducting other research with structural-functional analysis, especially for students majoring in literature.

D. Scope and Limitations

In this study, the researcher focuses on how social disintegration occurs, its impact, and its reflection during first hal of 90s using Talcott Parsons' Structural-Functional theory. There are many other cases and areas that can be analyzed in the novel *Animal Farm*. Therefore, the researcher limits the extent of the problem to be discussed by underlining the aspect of social disintegration.

E. Definition of Key Terms

The researcher provides the key terms used in this research. Some of these terms include:

1. Social disintegration: the state of not being unified, the loss of wholeness or unity (Makeev, 2015 p.148-153).
2. Social system: interaction between two or more individuals in one particular environment. The process also includes interactions between groups, agencies, and organizations (Turama, 2020, p.63).
3. Adaptation: the ability of the community to adapt to the existing environment and change the environment according to needs (Turama, 2020, p.65).
4. Goal-Attainment: the ability to set and set future goals and make appropriate decisions (Ormerod, 2019 p.10).

5. Integration: harmonization of all members of the social system after reaching agreement on values in society (Ormerod, 2019 p.10).
6. Latency: ensuring value-attitudes (cultural values) are maintained, resolving any emerging tensions, and motivating all system activities (Ormerod, 2019 p.10).

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter examines and investigates the relevant literature on the topic of social disintegration in the perspective of structural-functional.

A. Sociology of Literature

Sociology of literature emerged as a specialized branch of sociology in the late nineteenth century. It falls within the realm of general sociology that deals with the 'text', specifically delving into aspects beyond the text itself. The element of 'text' in the sociology of literature categorizes it as one of the branches of literary studies. In general, the development of sociological literary theory was influenced by four paradigms: the author, the reader, the literary work, and reality or the universe. According to Damono (1978, p.2), the sociology of literature is an approach to literary works that considers societal aspects. The sociology of literature is an interdisciplinary field that examines the impact of social structures on the production of literary texts. In this discourse, the creation of literary works is viewed as a product of specific social situations. Therefore, unraveling the intricacies of literature cannot be well understood without first carefully analyzing its relationship with the situation. In this research, theoretical concepts and methodological principles of sociology serve as tools to read and evaluate the social function of literary texts.

Sociology and literature share the same object of study, which is human beings in society. Both disciplines aim to comprehend the connections between individuals and the phenomena that emerge from these relationships within society.

Literature is one of the resources that utilized for scientific study of society as a type of social institution. The sociology of literature asserts that literature reproduces human experiences in social life. This similarity between sociology and literature highlights their mutual objective of delving into society and interpersonal relationships. Swingewood (in Wiyatmi, 2013, p.6) expresses that sociology is a scientific and objective study of humans in society, as well as a study of its institutions and social processes.

Literary works in each period provide a clear portrayal of the social structure and behavior, environment, economy, religion, and politics of humans in their contemporary society. As well as sociological study requires the same type of data. For instance, sociology attempts to address concerns regarding how society functions and why it persists.

However, the distinction between these two disciplines lies in the nature of the study. Sociology studies tend to maintain objectivity and scientific about human beings and society, institutions and social processes, and societal life. In contrast, literary studies demonstrate the subjective and personal ways individuals experience society (Damono in Wiyatmi, p. 7). Thus, the sociology of literature represents an analysis of literary works from a sociological perspective, scrutinizing the portrayal of society and the relationship between literature and other social institutions.

B. Structural-Functional Concept

In sociology, structural-functional theory falls under the paradigm of social facts. This theory is used to examine both integration and disintegration by offering

an analysis of society as an interconnected system. The main assumption of this theory views society as a system that functionally integrated into a state of equilibrium. Therefore, if one aspect of the system changes, it will trigger other changes in the structure. This theory emphasizes the significance of social order, consensus, social integration, solidarity, and social balance.

The proponent of this theory is Talcott Parsons. Parsons was born on December 13th, 1902, in Colorado. Initially, Parsons was a medical student specializing in biology at Amherst College. His interest in sociology actually began when Parsons traveled to Heidelberg, Germany, where he gradually immersed himself in the field of sociology. Collaborating with two of his colleagues, Robert Bales and Edward Shils, they formulated the structural-functional in 1951, as elucidated in their book *The Social System*. This seminal work subsequently catapulted him into a prominent position within American sociology.

That book marks the apex and refinement of Parsons' earlier concepts, systematic, and adaptable form by uniting an imperative schema and dynamic processes in the social context. Parsons constructs his theoretical framework based on the theories of voluntary action by Durkheim, Weber, and others (Parsons, 1968). Subsequently, he conducts an extensive examination of three positivistic theorists, namely Marshall, Pareto, and Durkheim. Parsons innovates by merging the boundaries of positivism and idealism, akin to Weber. He postulates that the traditions of positivism and idealism could be accommodated within a single framework of Action (Ormerod, 2019, p. 3). At this stage, Parsons redirects his focus to examining social phenomena within the framework of a system presented

in a schematic form. Parsons' schema is depicted from bottom to top, beginning with the elements of the system as the basis for developing sub-systems and integrating them into the description of the structure of the social system.

In general, Talcott Parsons' sociological thinking was influenced by three main factors. Firstly, his attention to humanitarian issues, especially in Western society. Parsons assumes that human actions could not be understood scientifically but required the assistance of value analysis. Secondly, Parsons employs his interest in medicine as an illustration of a social activity. This issue highlights the medical profession as a representation of social activity because it is not dominated by personal gain. In another context, Parsons also uses Freud's ideas to explain the relationship between doctors and patients. Thirdly, economic characteristics were used by Parsons as a subject of scientific study. At this stage, Parsons writes a dissertation on the concept of capitalism in German social science literature. This work serves the foundations for Parsons' socio-economic thinking.

Parsons (in Rocher 1975 p.40), defines a function as a set of activities aimed at fulfilling one or several needs of the social structure. Meanwhile, the 'structure' refers to the embodiment of society, which consists of elements that collectively function and are agreed upon as a social system that interacts with each other. According to Parsons in Turama (2020, p.60), the structural-functional theory emerges through a perspective that equates society with biological organization. The interdependence between one organ of the body and another is considered similar to the condition of society. Therefore, a social structure is functional and

contributes to other structures; otherwise, it will disappear on its own because it does not benefit individuals within it or society at large.

1. Social Structure as a System

In formulating the approach, Parsons demonstrates receptivity to interdisciplinary perspectives such as the concepts and theories of sociology, linguistics, psychology, economics, biology, politics, and social anthropology. Parsons asserted that society forming a system is essential for the sustainability of the system itself. Therefore, a system must be structured, capable of collaborating with other systems, and proportionally accommodating the roles and participation of actors within it. Parsons formulates this concept a system known as the Action System, which he further subdivides into two branches: the biological system and the personality system.

From the biological system perspective, the structure of society is substantially influenced by physical factors and the environmental context. Societies have the capacity to progress and develop from a state of simplicity to one of complexity through evolutionary mechanisms. Despite the proliferation of social institutions, their relationships will operate within a common framework since these institutions stem from a common source.

While the perspective of personality system, the fundamental unit in this unit within this context is the individual or actor. As such, its primary focus encompasses the analysis of needs and attitudes, such as motivation and satisfaction. The personality system itself operates under the influence of the social and cultural system without restricting idealism at all. The social system aims for a

consensus-based balance. Thus, the role of actors become very important as they execute functions and are not limited to their social structure. Hence, there is a requisite integration of value patterns in the system between actors and their social structure with control mechanisms. In this control, there is a transmission of norms, symbols, and values from the social system to the actors. A value involves a social reference, signifying that these things are not purely personal but are culturally shared.

L	I
CULTURAL SYSTEM	SOCIAL SYSTEM
BEHAVIORAL ORGANISMS	PERSONALITY SYSTEM
A	G

Table 1. AGIL scheme and the structure of the social system.

Among these four systems, they are all interconnected through the AGIL scheme, which will be explained in the following section. First, the biological system or behavioral organism is related to the adaptation function, which involves adapting to the environment by changing it as needed. Then, the personality system is related to the goal attainment function by allocating available resources. Meanwhile, the social system handles integration, which involves controlling the components that form society. Lastly, the cultural system serves to maintain existing patterns or structures with the norms and values of actors for action.

The entire set of actions forms a scheme called the Action Scheme. This scheme consists of several key components:

1. Actor, this component consists of individuals or collective groups. Parsons believes that actors are motivated to achieve specific goals.
2. Goal, it is the target that actors aim to achieve. Typically, these goals align with the prevailing values in society.
3. Situation, it involves the infrastructure and conditions used to achieve the goal.
4. Normative standards, means comprise a set of rules or norms that actors must adhere to in order to achieve the goal.

2. Functional Prerequisites of a Social System

In order to establish a social system with proper order or undergo organized development, specific functional prerequisites must be met. Talcott Parsons (1951, p. 27) states that the basic functions of a systematically organized system of social relationships lead to a set of needs that must define a series of necessities to be imposed on the variability of the social system to meet the conditions of minimum stability. Some of these points are:

1. A social system must not be structured radically to the extent that it becomes incompatible with the functions of the actors who are its primary components.
2. A social system must have a number of competent actors who are motivated to perform their roles and avoid disruptive or deviant behavior.
3. A social system must avoid committing to cultural patterns that impose demands beyond its capabilities, which could potentially lead to conflict and deviation.

Parsons illustrates the potential disruptions, such as issues related to prestige and power. Disruptive actions on a small scale can trigger withdrawals from obligations. Such actions on a large scale can have fatal consequences for a system if left unchecked and develop into an organized movement.

3. AGIL Scheme

According to Parsons, an ideal social structure should ideally fulfill four imperative functions to achieve social order. These imperative functions are known by the acronym A-G-I-L. Specifically, the letter A signifies the adaptation function, G denotes the goal attainment function, I represents the integration function, and L stands for the latency or pattern maintenance function. Every system of activities must contain four functions. These include adapting to given environmental conditions (adaptation), achieving group goals (goal attainment), integrating actions (integration), and sustaining values (latency) (Furseth and Repstad, 2006, p. 45).

Parsons designed the AGIL scheme to be applicable at all levels of his theoretical system. The discussion below will outline how Parsons used the AGIL scheme.

a. Function of Adaptation

Parsons, as presented by Ritzer and Goodman (2011, p. 264), states that the adaptation function refers to the necessity for actors or collective groups to adjust to both internal and external changes. The term "actor" as used by Parsons refers to a single subject or organism that resides in society and acts on its own initiative. He

uses the phrase actor to substitute the word individual, which has the same connotation.

Each actor must be able to regulate and overcome emergency situations that endanger his own or his group's integrity. The transformation process is the initial step in establishing a balanced and dynamic interaction inside the actor's framework.

b. Function of Goal-Attainment

According to Ritzer and Goodman (2011: 264), Parsons interprets the goal-attainment function as the actor's obligation to be able to realize goals, set goals, assign priorities, and attempt to achieve current collective goals. This function needs the actor to notice an adaptive circumstance and then lead himself to respond appropriately by prioritizing the formation of a group. The goal-attainment function also be understood as an activity to consider and discover the aims of the actor and his group members, which are then implemented by the individual's motivation for action.

c. Function of Integration

According to Parsons, as stated by Johnson (1994), the integration function is a requirement related to forming relationships among members of a group through interaction to create strong emotional bonds. For running a social structure effectively, there needs to be a bond of solidarity among the actors within it. The issue of integration pertains to the need to ensure that emotional bonds sufficient to produce solidarity and willingness to cooperate are developed and maintained through effective communication. These emotional bonds should not solely depend

on individual interests or goals. If that were the case, solidarity and willingness to cooperate would be vulnerable to erosion because they would be based solely on personal interests and not on collective ones.

d. Function of Latent Pattern

Parsons, as reported by Johnson (1994), characterizes the latency function as an endeavor by actors to reduce disputes, deviations, and tensions that occur within themselves or their organizations via cultural artifacts. According to Parsons (in Turner and Maryanski 2010, p.127), cultural products in this context are not only in the form of norms or values that typically apply to society but also ideas, beliefs (religion), stereotypes, dogmas, technology, and language. These components are subsequently absorbed into the actor's mentality to "enable" their ability to act, engage, or make decisions affecting themselves and their group.

From the explanation, Parsons emphasizes a clear hierarchy starting from the lowest level to the highest level. Integration at the level occurs in two instances. Firstly, each lower level provides the conditions or forces needed for the higher level. Secondly, the higher levels control everything that exists at the lower levels.

C. Social Conditions During Bolshevik Era

Animal Farm is a satire and critique of the political and social developments of its time. Published in 1945, amidst the conclusion of World War II and the onset of the Cold War, Animal Farm utilizes allegory to depict the 1917 Russian Revolution and criticizes the abuse of power by authoritarian governance. This narrative is rooted in the author's concerns about the emergence of authoritarian rule within socialist systems. Through the tale of animals in Animal Farm seizing

power from humans and subsequently deviating from their initial goals, Orwell reflects the betrayal of revolutionary ideals and the use of propaganda to manipulate public opinion.

The social and political conditions of this era were highly complex and influenced by several significant events. In the early 20th century, Russia experienced widespread dissatisfaction with the monarchy and the negative repercussions of World War I. Social conditions in Russia were characterized by political tension, social discontent, and rebellions against the Tsarist monarchy. World War I exacerbated Russia's economic and social conditions, leading to escalating dissatisfaction among the populace. This dissatisfaction reached its pinnacle with the outbreak of the February 1917 Russian Revolution, resulting in the overthrow of Tsar Nicholas II and the rise of the Bolshevik government under the leadership of Vladimir Lenin. This revolution ushered in an era of social transformation challenging the dominance of global capitalism. The revolution set in motion two lineages: one directly tracing its roots to October and its Marxist leader, Vladimir Ilyich Lenin, and the second lineage being the national liberation movements in former colonized countries in Africa and Asia (Shivji, 2017).

In the early years of the Bolshevik government in the Soviet Union (1917-1922), the economic conditions faced numerous challenges and underwent significant changes. Initially, the Bolshevik administration implemented policies of industrial nationalization and radical land redistribution. Factories and large enterprises were nationalized and placed under state control (Sarkar, 2017).

Between 1918 and 1922, a civil war erupted between the Bolsheviks and anti-Bolshevik forces, resulting in substantial damage to economic infrastructure.

During the civil war, the Bolshevik government pursued an economic policy involving state-owned enterprises, strict control over distribution, and military supervision of economic activities (Gapsalamov, 2014). These policies led to a severe food crisis, including famine and suffering among the civilian population (Shugalyova, 2021). To address these issues, the Bolshevik government introduced the New Economic Policy (NEP) in 1921. The NEP permitted the development of the private sector, provided incentives to farmers, and allowed flexibility in trade, positively impacting economic recovery and increased food production (Cohen, 1970).

However, a significant portion of the Bolshevik leadership did not view the NEP as a step toward full socialism, leading to its replacement with more centrally planned five-year plans. The five-year economic planning began in the mid-1920s, emphasizing state ownership of the means of production, with a focus on heavy industry and military production (Novosti, 1981). The early period of Bolshevik governance reflects significant challenges in managing the post-revolution economy, marked by a series of policy changes that mirror experimentation and adaptation to the difficult conditions of the time.

In the early days of the October Revolution in 1917 and throughout the post-Civil War period, a profound transformation occurred in the legal system of the Soviet Union. The Bolshevik government at that time implemented structural changes in the legal system. Private property and corporate wealth were

nationalized, and laws related to private ownership were abolished, later evolving again with the introduction of the New Economic Policy (NEP). Subsequently, the government enacted political criminal laws. This policy empowered the government to control revolutionaries by imposing penalties on those perceived as political opponents and enemies of the revolution. Overall, legal transformations during the Bolshevik administration reflected radical changes in the legal structure and policies supporting socialist ideology and the revolution (Shevchenko, 2020). However, these changes could fluctuate over time in response to shifts in economic and political policies of the Bolshevik government.

In the education field, the Bolshevik government also implemented significant transformations. The education system, previously associated with the monarchy and the elite, was abolished and replaced with a secular, collective education system. The new education system aimed to mold a "new person" in line with socialist principles and values. Additionally, political education was integrated into the curriculum to instill understanding and loyalty to the government (Clelland, 1971). The Bolshevik government endeavored to establish an education system aligned with socialist ideology and supportive of the formation of a new socialist society. The transformations in education reflected broader changes occurring during the October Revolution and the establishment of a socialist state in the Soviet Union.

CHAPTER III

RESEARCH METHODS

A. Research Design

The researcher uses literary criticism to obtain a detailed description of social disintegration in George Orwell's *Animal Farm*. According to Abrams (2009, p.61) literary criticism is a study to define, classify, interpret, and evaluate literary works. Therefore, literary criticism refers to an analysis such as author studies, literary genres, literary movements, and so on. This kind of design is able to investigate many aspects of a literary work such as historical, psychological, and sociological aspect.

In this activity, the approach used is the sociology of literature. This approach considers social aspects such as social status, social ideology, and social structure. Meanwhile, to answer the research questions, the researcher chooses the structural-functional theory by Talcott Parsons. According to Maliki (2003, p.47), structural-functional theory pays good attention to the importance of social order, nconsensus, social integration, and social balance. Thus, the researcher considers that the theory is appropriate to examine the phenomenon of social disintegration reflected in *Animal Farm*. Besides, that theory also guides the researcher in criticizing other people's literary works.

B. Data Source

Data sources are objects used by researchers to obtain data. In this case, the researcher uses a novel entitled *Animal Farm* by George Orwell as primary data.

The first edition of the novel was published in the United Kingdom in 1945 of the same name. Meanwhile, the researcher uses the first edition published by PT Indoliterasi which was released on 2021. This novel is a book with a thickness of 116 pages. Subsequently, the researcher utilized various scholarly articles on the social conditions during the Bolshevik era as supporting data for the research.

C. Data Collection

Concretely, the data in this study are in the form of words, sentences, phrases, or paragraphs contained in the narrative description of the character's dialogue, the character's actions, the background of the character's thoughts, and the description of the atmosphere by the author. The researcher starts with several steps to collect data. First, the researcher reads the whole novel intensely, periodically, and deeply. Then, the researcher pays attention to the storyline by underlining and making notes to identify the relevance of the story to the topic to be discussed. Third, researchers classify and criticize the data using the theory of structural-functional by Talcott Parsons. Fourth, the researcher correlates the classification of the discovered data with the social conditions prevalent during the Bolshevik era.

D. Data Analysis

Data analysis was carried out in several main steps. The researcher describes all the data collected according to the research problem. Then analyze the data that shows the main character's actions in maintaining the social system in the story. The final step is to conclude the research.

CHAPTER IV

FINDING AND DISCUSSION

The following chapter is explaining the analysis related to the problem of the research and those are the causes of social disintegration and the impacts of social disintegration in George Orwell's *Animal Farm*.

A. Animal Farm's Social Disintegration Causes

There are four imperatives in Talcott Parsons' structural-functional theory. These are Adaptation, Goal-Attainment, Integration, and Latency. The function of adaptation can represent economic institutions, Goal-attainment as government institutions, Integration as the embodiment of law, and Latency represents the educational aspect.

1. Subpar Economic Control

Economic institutions refer to entities or structures responsible for managing and regulating economic activities within a community. The primary function of economic institutions is to establish rules, norms, and economic policies within an organization. Economic institutions fall under the category of Organism Behavioral, meaning that economic institutions are responsible for adaptation efforts, especially in situational contexts.

There are four similarities between the adaptive function and economic institutions. First, the adaptive function involves the system's ability to adapt to changes in the environment. Economic institutions, as part of the social system, must be able to adapt to economic changes, such as technological innovations,

market fluctuations, or changes in economic policies. Secondly, the adaptive function aims to maintain balance and stability within the system. Economic institutions, like central banks or economic regulatory bodies, play a role in maintaining economic stability by controlling inflation, interest rates, and other factors.

Furthermore, both provide a framework and rules that regulate economic interactions among individuals and other economic entities. This aligns with the adaptive function, where a social system requires an organized structure to function effectively. Fourthly, the adaptive function includes efforts to achieve specific goals in the context of environmental changes. Economic institutions, such as financial markets or other financial institutions, provide means and mechanisms to achieve economic goals, such as investment or risk management.

Thus, the equivalence between the adaptive function and economic institutions lies in their roles in maintaining balance, adapting to changes, and providing a structure for economic interactions within a social system.

Function of adaptation refers to the necessity for actors or collective groups to adjust to both internal and external groups. Actors are required to address emergency situations that threaten their own and the group's integrity. This transformation process becomes the initial step in creating balanced and dynamic relationships. In practice, Napoleon, as the leader of the economic institution, enforces poor and discriminatory governance policies, thereby disrupting the adaptive function. Under the pretext of obtaining urgently needed supplies,

Napoleon formulates policies that benefit one party, in this case, the pigs, at the expense of others.

In Chapter Seven, Napoleon has accepted into a trade agreement by selling the hens' eggs. This naturally creates psychological turmoil among the hens as they had prepared to hatch their eggs. Such sacrifices endanger their future offspring.

One Sunday morning Squealer announced that the hens, who had just come in to lay again, must surrender their eggs. Napoleon had accepted, through Whymper, a contract for four hundred eggs a week. The price of these would pay for enough grain and meal to keep the farm going till summer came on and conditions were easier. (p.61)

The quote above illustrates Napoleon's economic institutional policy. Napoleon decides to sell the hens' eggs to Whymper. It's important to note that this decision coincided with a harsh winter. At this stage, Napoleon's rationale for covering the cost of animal feed made sense. However, it also coincided with the time when the hens were incubating their eggs, making this policy discriminatory as it jeopardized the continuity of the chicken population on the farm.

Furthermore, engaging in transactions with humans contradicts the initial purpose of establishing Animal Farm. Instead of explaining persuasively, Napoleon assigned Squealer with his eloquence to influence other animals. Napoleon also cruelly punished the hens who did not accept the policy. The hens ultimately had no choice but to accept the policy.

2. Political and Governmental Instability

Governance is a system designed to establish and maintain social, economic, and political order. This institution serves fundamental functions, such as regulation, policy formulation, budget management, representation of

aspirations, and the preservation of security and order. Governance institutions are classified as personality systems, signifying that they are responsible for guiding an organization towards achieving common objectives. The goal attainment function is related to a system's ability to achieve predetermined objectives. On the other hand, government institutions are part of the social structure that manages governance affairs and public services.

There are four similarities between the goal-attainment function and government institutions. First, both involve planning and execution to achieve specific goals, where government institutions play a key role in formulating and implementing public policies. Second, they involve regulation and supervision of system activities to ensure effective goal achievement, with government institutions designing laws, regulations, and policies. Third, the goal-attainment function involves providing public services that support community welfare, a responsibility shared by government institutions such as departments and public service agencies. Lastly, it involves community involvement in goal achievement, where government institutions must facilitate public participation in decision-making and policy implementation to be responsive to the needs and aspirations of the community. Thus, the similarity between the goal-attainment function and government institutions lies in their roles in planning and implementing policies, regulating community activities, and providing services and community participation to achieve desired goals.

Function of goal-attainment is an imperative for actors to comprehend, establish, prioritize, and strive to achieve group-related objectives. Any activities

deviating from the collective goals can jeopardize the goal-attainment function. Various incidents on Animal Farm triggered instability within governance institutions, including open disputes among influential figures, expulsions, unilateral changes in philosophy, and the suppression of means of discussion.

The first incident involves a conspicuous dispute between two influential figures. Following the rebellion against Mr. Jones, two prominent figures emerged, namely Napoleon and Snowball. Snowball was known for his intelligence and courage, while Napoleon was perceived to possess strong character. Unfortunately, in several situations, they engaged in open debates and openly displayed mutual aversion towards one another.

Snowball and Napoleon were by far the most active in the debates. But it was noticed that these two were never in agreement: whatever suggestion either of them made, the other could be counted on to oppose it. (p.24)

The quotation marks the beginning of many debates that ensued thereafter. These individuals came from different backgrounds. Snowball's leadership style was more structured and openminded, while Napoleon possessed charisma and firmness. These differences led to many conflicts on various issues, such as the windmill, retirement age for animals, education, and all aspects of work. However, at that time, there was no de facto leader elected, so the members of the organization were divided into two camps.

Ultimately, the presence of this rivalry led Napoleon to unilaterally seize power. Without a general election, Snowball was expelled from the Animal Farm by the dogs, who had been previously under Napoleon's care.

At this there was a terrible baying sound outside, and nine enormous dogs wearing brassstudded collars came bounding into the barn. They dashed straight for

Snowball, who only sprang from his place just in time to escape their snapping jaws. (p.43)

The quote above represents the incident where Snowball was chased away by Napoleon's dogs. After the coup, Napoleon practically became the sole leader. There was no longer any comparable figure to oversee his work. Additionally, the presence of fierce dogs around Napoleon made other animals fearful. This moment marks the authoritarian regime on Animal Farm.

While leading Animal Farm, Napoleon consciously changed several principles and violated the farm's original commandments. THE SEVEN COMMANDMENTS are values that reflect the principles of Animalism. These seven commandments were created after the Cowshed Revolution, which inscribed on the walls to be adhered by all animals on the farm.

<i>THE SEVEN COMMANDMENTS</i>	<i>THE SEVEN COMMANDMENTS</i>
<i>1. Whatever goes upon two legs is an enemy.</i>	<i>1. Whatever goes upon two legs is an enemy.</i>
<i>2. Whatever goes upon four legs, or has wings, is a friend.</i>	<i>2. Whatever goes upon four legs, or has wings, is a friend.</i>
<i>3. No animal shall wear clothes.</i>	<i>3. No animal shall wear clothes.</i>
<i>4. No animal shall sleep in a bed.</i>	<i>4. No animal shall sleep in a bed with sheets. (Orwel, 2021 p.55)</i>
<i>5. No animal shall drink alcohol.</i>	<i>5. No animal shall drink alcohol TO EXCESS. (Orwel, 2021 p.88)</i>
<i>6. No animal shall kill any other animal.</i>	<i>6. No animal shall kill any other animal WITHOUT CAUSE. (Orwel, 2021 p.73)</i>
<i>7. All animals are equal. (p.19)</i>	<i>7. ALL ANIMALS ARE EQUAL BUT SOME ANIMALS ARE MORE EQUAL THAN OTHERS. (p.109)</i>

The changes to Commandments four through seven were intentionally made by Napoleon. For example, the fourth point states that no animals shall sleep in beds, but this rule immediately changed when pigs started sleeping in beds.

Furthermore, the fifth commandment which prohibits animals from drinking alcohol is modified as long as it is not excessive, as the pigs like the taste of alcohol. Each animal is also not allowed to kill other animals as explained in point sixth, but this has changed for law enforcement reasons. Ultimately, the seventh commandment legitimized of every activity undertaken by the pigs.

Additionally, Napoleon also eliminated the space for discussion. Weekly meetings are important part at Animal Farm. The agenda for these meetings provided a platform for the exchange of ideas, aspirations, and simple interaction among all animals after a week of work. During these routine meetings, performance evaluations are conducted, new work plans are devised, and tasks are allocated. By the elimination of weekly meetings, the official forum for animals to express opinions has disappeared.

He announced that from now on the Sunday-morning Meetings would come to an end. They were unnecessary, he said, and wasted time. (p.44)

The quotation above is the moment when Napoleon abolished weekly meetings. He argued that this activity would be waste time, which was certainly disappointing to many parties. However, Napoleon was more adept presenting his arguments. At the same time, the animals were also afraid of Napoleon's guard dogs, so the weekly meeting was officially abolished. This emphasized Napoleon's position as absolute leader.

3. Legal Injustice

Legal is a set of rules, norms and principles that have been established. It governs the behavior of individuals, society, including institutions, and provides

the basis for the enforcement of the law for those who violate it. Legal institutions also function as conflict resolvers, this means that everyone has equal standing in the law perspective. In Parsons' theory, legal institutions fall under the social system category. This means that legal institutions play a role in the integration function, which is responsible for the harmonious coexistence of various elements within an organization.

There are several similarities between the functions of integration and legal institutions in the context of a social system. Firstly, the integration function emphasizes the importance of maintaining stability and balance within a social system. This aligns with the role of legal institutions, aiming to establish rules and norms that maintain order and justice in society. Secondly, both integration functions and legal institutions play a role in shaping social identity and shared values. Integration functions create social solidarity and a sense of interdependence among members of society, while legal institutions reflect values considered essential and recognized by the community.

Additionally, the integration function involves developing mechanisms of social control to prevent conflict and disintegration in society. Legal institutions also play a role in providing a framework for conflict resolution and enforcing justice through the judicial system. Finally, both integration functions and legal institutions are involved in maintaining harmony and coordination among various parts or groups within a social system. This function helps prevent internal conflicts and ensures effective cooperation. Thus, the similarities between the integration function and legal institutions encompass their roles in maintaining stability,

shaping social identity, social control, and ensuring harmony within a social system.

Function of integration is a prerequisite related to the formation of relationships among members to create strong bonds. In the context of law enforcement, equal laws will foster a sense of equality for every group. Conversely, when there is deviation within legal institutions, emotional bonds will change, and solidarity and willingness to cooperate become vulnerable, as they are no longer based on collective interests.

Meanwhile, legal injustice is a situation where the law or justice system does not provide fairness, equality and equal treatment for every individual or group. Legal injustice can manifest as discrimination and violations of human rights in the law enforcement process. In *Animal Farm*, legal injustice is reflected in the death penalty given to animals without a fair and equitable judicial mechanism.

And so the tale of confessions and executions went on, until there was a pile of corpses lying before Napoleon's feet and the air was heavy with the smell of blood, which had been unknown there since the expulsion of Jones. (p.67)

The texts above describes the scene of Napoleon executing several animals. The punishment is given to each animal either by interrogation or by voluntarily making a confession. Unfortunately, they all received the same punishment. In comparison, four pigs who conspired with Snowball and A Goose who hid six ears of corn received the same punishment. Napoleon did not consider the punishment based on guilt rather emotional basis, so every animal declared guilty faced their death that night. The discriminatory judicial process demonstrates suboptimal law enforcement. The legal resolution process through a trial only proceeds in one

direction, resulting in the imposition of maximum sanctions without hearing the defendant's plea.

Napoleon also uses the law for protect his interests, in this context, his power. Absolute power accompanied by legal guarantees encourages irregularities in law enforcement. The threat of maximum sanctions makes other animals afraid and do not dare to express their objections.

4. Educational Gaps

Education is a systematic process involving the transfer of knowledge. It is a conscious effort to enhance an individual's social, physical, cognitive, and emotional abilities. Education itself serves a preservative function to form the foundation of social integration and action.

In the context of a social system, there are similarities between the latency function and educational institutions. Firstly, both contribute to the formation of values and norms accepted by members of society. The latency function, involving symbolic activities such as art and rituals, can shape shared values and social identity. On the other hand, educational institutions play a role in formally conveying these values through the learning process.

Secondly, both the latency function and educational institutions play a crucial role in individual socialization. The latency function, through symbolic activities, helps shape identity and social roles, while educational institutions provide a formal framework for the socialization process, teaching knowledge, skills, and social norms to younger generations.

Furthermore, both the latency function and educational institutions participate in shaping the culture and aesthetics of society. While educational institutions play a role in conveying and preserving cultural heritage through the curriculum and educational activities. Lastly, both the latency function and educational institutions contribute to shaping the personality and identity of individuals. The latency function, through symbols and cultural activities, influences self-perception, while educational institutions shape character and facilitate personal development through formal education.

Parsons explains that cultural products in this context are not only in the form of norms or values but also encompass other educational aspects. Educational gaps trigger inequality of opportunities and prospects. Unfortunately, this educational gap occurred in the Animal Farm led by Napoleon. After the rebellion against Mr. Jones, there are two characters who have different views on education. Snowball establishes writing and reading classes for each animal, while Napoleon believed that education was more important for the younger generation. Subsequently, both Snowball and Napoleon carry out educational activities according to their own preferences.

Snowball	Napoleon
<p><i>He formed the Egg Production Committee for the hens, the Clean Tails League for the cows, the Wild Comrades' Re-education Committee (the object of this was to tame the rats</i></p>	<p><i>Napoleon took no interest in Snowball's committees. He said that the education of the young was more important than anything that could be</i></p>

<i>and rabbits), the Whiter Wool</i>	<i>done for those who were already grown</i>
<i>Movement for the sheep, and various</i>	<i>up. (p.27).</i>
<i>others, besides instituting classes in</i>	
<i>reading and writing. (p.25).</i>	

Snowball's efforts to provide writing and reading classes were considered successful. By the end of autumn, almost all animals could read, although some of them know only a few letters. On the other hand, Napoleon cared for and educated nine puppies privately. It is not explained how they were raised, but the nine puppies developed into loyal and obedient bodyguards for Napoleon. Afterwards, they were used by Napoleon as a tool to drive Snowball out from the farm.

Since the expulsion of Snowball, Napoleon took control of the education policy. Napoleon then gave educational facilities only to the animals he desired. The young pigs were sent to school with direct teaching by him.

It was announced that later, when bricks and timber had been purchased, a schoolroom would be built in the farmhouse garden. For the time being, the young pigs were given their instruction by Napoleon himself in the farmhouse kitchen. (p.91)

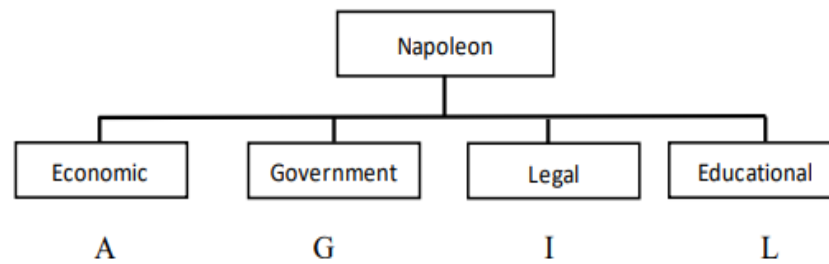
Based on the quote above, Napoleon's policies resulted in educational gap among animals. Animals with higher intelligence are given administrative work. On the other hand, labor-intensive jobs were reserved for those with average intelligence. Napoleon further instructed that whenever they passed each other, other animals had to give way to the pigs. Napoleon gave more privileges to pigs because they have more intelligence compared to other animals.

B. The impacts of Social Disintegration

Napoleon was the supreme leader of the animal farm. Since the expulsion of Snowball, no other figure stands out apart from him. Napoleon then governs an animal farm with a single leadership concept. This concept refers to a situation where only one individual has full control over government authority in a group. In this context, Napoleon had full control over political, economic, administrative and legal decisions.

Single leadership is often associated with highly centralized or authoritarian governance systems. In such a system, emphasis is placed on stronger power and control rather than on fundamental principles such as human rights, civil liberties, and democratic principles. In this system there is no division and limitation of power as well as significant control from other parties or what is commonly called the opposition.

Some arguments claim that a single leadership system has positive impacts, although this can be debated depending on the implementation process and context. Some of these arguments involve political stability, compliance to the government, and quick decision-making processes. However, these claims are contradicted by the reality on animal farm.



The diagram reflects Napoleon's superiority in leading Animal Farm. Napoleon occupies the highest hierarchy without any opposition control, which can increase the potential for social disintegration. This situation contradicts the functional prerequisites in Parsons' theory. Parsons (1951, p.27) states that a social system must have a structure that aligns with the functions of actors as its main components, and a number of competent and motivated actors are required to act according to their roles and avoid disruptive or deviant behavior.

In reality, Napoleon holds full control over economic, legal, and educational institutions. Every decree from Napoleon is a mandatory command, even though in some situations, it violates the agreed-upon principles. Therefore, to determine the social disintegration resulting from the concept of single leadership, one must first ascertain the initial goals of an organization.

If she herself had had any picture of the future, it had been of a society of animals set free from hunger and the whip, all equal, each working according to his capacity, the strong protecting the weak, as she had protected the lost brood of ducklings with her foreleg on the night of Major's speech. (p.70)

The quote above is an excerpt of Clover's thoughts about the animal farm. The term emerged when the animals rebelled against Mr. Jones. This was triggered by the animals' sense of oppression while under his care. They saw that humans as the only creatures that consumed without producing anything. Thus, the rebellion

against Mr. Jones was inspired by the vision of a society of animals free from hunger and whips, egalitarian, and were each of them working according to their capacity.

In structural-functional theory, the government is responsible for the goal-attainment function. This function emphasizes that a leader must be able to set goals for their group. So, to maintain the integrity of a group, at least the leader can formulate steps to achieve common goals. Consequently, if leader neglects or even fail in realizing common goals, several negative impacts will disrupt the overall system. In this context, the researcher finds these failures, including the emergence of an economic crisis, social inequality, and the lack of security guarantees.

1. Economic Crisis

An economic crisis is a period of economic instability characterized by disruption of economic activity in a region, including reduced access to basic services such as food. The crisis began during a bad winter on the farm. During this period, the harvest yield dramatically decreased and was not enough to cover the needs of all members. In anticipation, Napoleon initiated trade with Mr. Whymper to meet food requirements.

Since then, Napoleon began to open up to the outside world. Once upon a time the farm was constructing a windmill. Napoleon realized that there were some needs that animals could not fulfilled solely by themselves. He decided to reestablish trade relations with humans, this time with Mr. Frederick was the owner of the Pinchfield farm.

Two days later the animals were called together for a special meeting in the barn. They were struck dumb with surprise when Napoleon announced that he had sold the pile of timber to Frederick. (p.79)

The quote illustrates Napoleon's policy of selling piles of timber to Mr. Frederick. According to the calculation, the proceeds from this sale were sufficient to purchase a machinery that would be used to operate the windmill. In short, the transaction was carried out. Napoleon got twelve pounds worth of bounty, while Mr. Frederick quickly loaded the wood onto his cart.

The next moment a choking roar of rage sounded from Napoleon's apartments. The news of what had happened sped round the farm like wildfire. The banknotes were forgeries! Frederick had got the timber for nothing! (p.81)

In fact Mr. Frederick betrayed. Three days later, it was discovered that the money for selling the wood was counterfeit. This prompted Napoleon's anger, while on the other hand Mr. Frederick had already prepared himself to attack Animal Farm with his men. This battle was inevitable and was named the battle of the windmills. That battle ended with a victory for the animals.

The failure of the transaction and windmill battles required every animal have to work harder. In addition to their daily work, they received more mandate to accelerate the rebuilding of the windmill. With the postponement of the windmill project and the arrival of a harsh winter, the rations for the animals were reduced.

Meanwhile life was hard. The winter was as cold as the last one had been, and food was even shorter. Once again all rations were reduced, except those of the pigs and the dogs. (p.90)

The reduction in rations was the domino effect of the failure of the woodpile transaction. Mr Frederick saw the potential to attack the animal farm, which led to the battle of the windmill. This battle subsequently hindered the windmill

construction process. As a consequence, the construction of windmill had to continue alongside the same time as winter arrives. To accommodate this, rationing have been reduced for animals except pigs and dogs.

2. Social Inequality

Social inequality is a term that describes unequal conditions or significant differences in quality of life regarding various access to basic services. Social inequality at the animal farm is, in part, caused by unequal access to education. In this case, individuals with higher intelligence view themselves as superior to others. Since Napoleon led the farm, various policies have favored pigs. For examples a pig's right to live in Mr. Jones, extra rations, and lighter work assignments.

It was about this time that the pigs suddenly moved into the farmhouse and took up their residence there. (p.54)

The quote above depicts the situation where the pigs are living in a farmhouse. The pigs know that this is not allowed, likewise with other animals who feel this is contrary to basic rules. However, the pigs have Squelard who can convince other animals that the pigs need a quiet place to work, and the house is considered suitable as a leader's authority profile.

The second social inequality is the unequal distribution of rations. Once upon a time animal farming was quite successful during the harvest season that year. But it also coincides with the need for a windmill project. Napoleon then decided to make several adjustments, such as reducing rations and increasing barley rations for pigs.

Someone said it was the smell of cooking barley. The animals sniffed the air hungrily and wondered whether a warm mash was being prepared for their supper. But no

warm mash appeared, and on the following Sunday it was announced that from now onwards all barley would be reserved for the pigs. (p.92)

The quote shows Napoleon's policy of reducing rations. However, in reality, the pigs continued to enjoy a more comfortable life than other animals, and their weight even increased. At one point, the animals smelled boiled barley, and the next day it was announced that the entire supply of barley would be reserved exclusively for the pigs. This policy is in stark contrast to the common needs. Other animals were asked to accept a reduction ration, while there was an extra barley ration for pigs.

Lastly, social inequality is reflected in the unfair division of labor. One of the goals of animal husbandry is the division of labor according to each animal's capacity. The division of work was carried out at weekly meetings. Initially, this division of work went well. Each animal worked hard according to its abilities and strengths, until Napoleon abolished the meeting. This agenda was considered to be a waste of time, instead Napoleon formed a pig committee led by himself. The pig committee then held a closed meeting and delivered its decision afterwards.

After that it did not seem strange when next day the pigs who were supervising the work of the farm all carried whips in their trotters. (p.109)

The quotation shows the position of pigs above other animals. The pigs think that supervision work can only be done by animals with higher intelligence like them. This situation allows them to get many benefits, such as one hour more sleep time and additional nutrition to support their needs. At this moment the pigs dominate other animals, not much different from the era of Mr. Jones.

3. Lack of Security Guarantee

Security guarantee is a condition that refers to protection, certainty, or action to protect individuals, groups, or assets. It can involve preventive measures, policies, or systems to reduce risk and uncertainty in a safety context. When security guarantees do not exist, it means the loss of a sense of security, stability and protection. One of the causes of this situation is manipulating the law.

In Animal Farm, Napoleon, as the highest authority, often manipulates the law. The basic rules were changed to legitimize his actions. For example, when the hens refused to give up their eggs, Napoleon ordered rations to be withheld as pressure, as a result, the hens being forced to surrenders and give up their the eggs. In addition, there were inadequate trials during moments of animal confessions. Napoleon handed down the death penalty to all animals suspected of rebellion or disobedience to him.

And so the tale of confessions and executions went on, until there was a pile of corpses lying before Napoleon's feet and the air was heavy with the smell of blood, which had been unknown there since the expulsion of Jones. (p.67)

The quote above illustrates how Napoleon employes law as a tool of power. However, the death penalty is antithetical to the objectives of Animal Farm. The animals are terrified of this action, and they perceive it as worse because it is carried out by their own kind. In the end, manipulating the law has robbed the sense of security, which is the primary need of every individual.

C. Reflection of Social Disintegration During Bolshevik Era

In order to comprehend the reflection of social disintegration within the context of the Bolshevik era, an exploration of its historical background is imperative. The Bolshevik Revolution in October 1917 marked a pivotal moment in Russian history, characterized by the seizure of power by the Bolshevik Party under the leadership of Vladimir Lenin, subsequently implementing socialist policies (Lohr, 2020). During this period, there was a significant complexity in social and political dynamics. Revolutionary changes, the impact of war, and the establishment of a socialist government were primary drivers of transformation. In the early 20th century, Russia faced widespread dissatisfaction with the monarchy and the adverse consequences of World War I. Political tensions and societal discontent laid the groundwork for the uprising against the Tsarist monarchy.

However, even after the Bolshevik regime took control, social disintegration persisted in society. This phenomenon served as the backdrop for George Orwell's creation of the legendary *Animal Farm* novel. Orwell contended that Lenin's leadership, cloaked in socialist ideology, was a façade. Meanwhile, employing a structural-functional theory approach reveals social disintegration in *Animal Farm* triggered by failures in economic governance, political and administrative instability, legal injustices, and educational disparities.

Firstly, economic governance failure is reflected in discriminatory policies in *Animal Farm*. Napoleon, the economic policy-maker, sold chicken eggs during the incubation period, representing a failure of adaptive functions where the self-adjustment process proved detrimental to others. The consequences included an

economic crisis with a reduction in animal rations, excluding dogs and pigs. In fact, such conditions were prevalent during the Bolshevik era. In the early 20th century, Russian society was divided, with a minority group controlling the nation's resources and the majority experiencing poverty and tyranny (Hasan, Muhammad, & Bahasin, 2020, p.9). This situation reflects the inability to realize the idealized socialism advocating for economic equality and justice (Talabani, 2004, p.22).

Secondly, the political instability and governance in *Animal Farm* manifest as open conflicts among influential figures, expulsions, arbitrary shifts in philosophy, and suppression of means of discussion. These events eventually give rise to an authoritarian system. The absence of alternative figures as opposition makes the leaders increasingly arbitrary and indifferent to common goals. Meanwhile, during the Bolshevik era, the civil war caused damage to public infrastructure (Gapsalamov, 2014). The Bolshevik regime also involved the suppression of political opposition. During the Bolshevik era, the government implemented political criminal laws, enabling the control of revolutionaries by imposing punishment on those perceived as political opponents and enemies of the revolution (Shevchenko, 2020).

Thirdly, legal injustice unfolds through the imposition of the death penalty on animals disobedient to Napoleon in *Animal Farm*. Animals confessing during a meeting are sentenced to death without exception. Despite the existence of rules intended to protect the rights and freedoms of all animals, their enforcement tends to favor the interests of leaders. This represents the inequality within the legal system in the Soviet Union, where the law was frequently employed as a tool to

maintain the ruler's power and suppress opposition through state mechanisms (Hasan, Muhammad, & Bahasin, 2020, p.11). Meanwhile, there was a period known as the Great Purge in the Soviet Union during late 1930s, which executions and imprisonments involved millions of people, employing show trials, false confessions, and torture to extract information (Getty, 1999).

Lastly, educational disparity is reflected in the privileged status granted to certain animals who receive the right to education. This policy creates a gap and a sense of superiority between one animal entity and another. Consequently, it leads to the creation of social injustice. Animals with higher intelligence, such as pigs, look down upon other animals, resulting in the loss of opportunities for those animals in various job fields. Meanwhile, in educational aspect, the Bolshevik government sought to establish an education system in line with socialist ideology and supportive of the formation of a new socialist society (Clelland, 1971). The curriculum was designed to promote communist values, with a strong emphasis on education and military preparedness, especially during the Great Patriotic War (Elbuzdukaeva, 2023), indirectly reflecting restrictions on freedom of thought.

CHAPTER V

CONCLUSION AND SUGGESTION

The following chapter presents the conclusions of the analysis in the previous chapter. Furthermore, this chapter also provides the suggestions for the next researchers who will use the same research object, entitled *Animal Farm* from George Orwell.

A. Conclusion

This research applies structural-functional theory by Talcott Parsons to investigate the causes and impacts of social disintegration in the novel *Animal Farm*. Talcott Parsons identifies four imperative functions that can be used as a benchmark for assessing the harmonious operation of a system in society. These four functions are Adaptation, Goal-Attainment, Integration, and Latency (AGIL). The Adaptation function pertains to the biological system or behavioral organisms. Then, the Goal-Attainment function is related to the personality system. Meanwhile, the Integration function deals with the social system, serving as a tool to control the constituent components of society. Lastly, the Latency function refers to the cultural system as the preserver of existing patterns or structures with norms and values for actors.

The researcher finds that economic institutions, governance, law, and education can be associated within the AGIL framework. This is due to economic institutions fulfilling the adaptation function, as a means of adjustment to both internal and external changes. On the other hand, the governance institution is related to the Goal-Attainment function as it plays a primary role in goal

achievement. Then, legal institution executes the integration function due to their interactions with group members. Lastly, educational institution is seen to represent the Latency function as it serves as a means to minimize conflict, deviation, and tension.

Based on the findings and discussions in the previous chapters, there is an inconsistency among these four institutions in supporting social integration. Parsons states that the four imperative functions (AGIL) should work in tandem and support one another. However, in practice, these four functions are under the command of Napoleon. Since Snowball left the farm, no other figure has been able to control Napoleon's leadership. This leads to a centralized leadership model and encourages the abuse of power, ultimately causing social disintegration.

Social disintegration on the animal farm is caused by subpar economic control, political and governmental instability, legal injustice, and educational gaps. First, poor economic governance is reflected in Napoleon's discriminatory policies, such as selling hens eggs during their brooding period. Second, political and governmental instability is evident in various cases, such as open disputes among influential figures, expulsions, unilateral changes in philosophy, and the suppression of means of discussion. All of these cases disregard common goals and are solely carried out by Napoleon to perpetuate his power. Third is legal injustice, for example the death penalty for animals who disobey Napoleon. Finally, educational gaps are reflected in the special status of some animals to use educational facilities. This policy creates disparities and a sense of superiority among certain animals over others.

Moreover, the impact of social disintegration has resulted in an economic crisis, social inequality, and a lack of security guarantees. The economic crisis occurred following the Battle of the Windmill, which was initiated by the failure of the woodpile transaction. Mr. Frederick paid for the wood with counterfeit money, and this was followed by the attack on the windmill. The consequences of this battle led to adjustments in rations for the animals, except for the pigs and dogs. Furthermore, social inequality is an outcome of the educational gap. Animals with higher intelligence, such as the pigs, looked down upon other animals. This subsequently led to the loss of opportunities for other animals in various job fields. Finally, the lack of security guarantees emerged due to poor law enforcement. Animals who confessed at a meeting were sentenced to death without exception. Napoleon seemed to overlook the nature of their offenses and prioritized his ego in law enforcement. This instilled fear and insecurity among the animals.

In conclusion, there are similarities in social disintegration in *Animal Farm* with real events in the Bolshevik era. Firstly, the economic policies implemented during the Bolshevik era not only sacrificed common goals but also benefited a small fraction. This is evident when Napoleon sells chicken eggs and reduces food rations for animals except pigs and dogs. Secondly, the Bolshevik government sought to eliminate political enemies through the policies they created. This event also reflects the political instability and governance during the expulsion of Snowball. Thirdly, in the 1930s, there was the Great Purge, involving executions and detentions with torture to obtain information. Similar events occurred when Napoleon utilized the law for personal gain by threatening death penalties to

rebellious animals. Fourthly, during the Bolshevik era, education was created solely for the interests of socialist ideology, while in *Animal Farm*, education could only be enjoyed by specific individuals, resulting in disparities and reduced opportunities.

B. Suggestions

Animal Farm is a classic and popular novel. This novel has an intriguing historical background. Therefore, topics like symbolism can be considered by other researchers who use this object. Another suggestion from the researcher is to analyze propaganda by Napoleon using various theories such as social group theory or the Nazi propaganda model.

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CURRICULUM VITAE



Gilang Priyambhodo was born in Kediri on January 22th. He graduated in 2016 from SMKN 1 Kediri. Before pursuing higher education, he initially worked at Denso Indonesia (DNIA) Bekasi, West Java as an inspector. A year later, he enrolled at UIN Maulana Malik Ibrahim Malang. He actively participated in student organizations, serving as the vice chairman of the English Literature Department Student Association (HMJ) in 2020 and the Student Senate of the Faculty in 2021 as the chairman of the administration and finance commission. At the time of writing this thesis, he worked at Mixue as a supervisor.