

Conference Paper

Causes of School Dropout in Topporeng Village, Mallusetasi Sub-District

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Abstract.

This study aims to explore information, discuss, and provide an overview of the causes of school dropouts in Topporeng Village, Mallusetasi Sub-District seen from the following perspective: (1) interest in going to school, (2) the economic condition of dropouts, and (3) the environment where children drop out of school. This type of research is descriptive qualitative research, where the informants taken as samples are school dropouts, and the selection of informants using a purposive sampling technique. The data collection techniques used are observation, interview, and documentation techniques. The analysis technique used was data display, data reduction, data presentation, and conclusion drawing. The results showed that the factors that cause children to drop out of school are: (1) low interest in learning, while on the other hand, the teacher's method is less varied in teaching, so they do not understand. Also, the teacher gives a lot of assignments and children don't do them because they don't understand, (2) low parental income ranging from Rp 300,000-Rp 1,000,000 per month with the main job being farming and dependents between 2-5 people, and (3) the influence of peers, invitations from peers for playing which makes them skip school until they finally drop out of school.

Keywords: education, school dropout, economy, social environment

1. Introduction

Education for people in the current era of globalization is a necessity that is very decisive in the future for a person in his life, demanding that a person can have more knowledge and skills and requires mastering and understanding various disciplines in order to keep up with the times and be able to compete in the future to come. Education is a universal activity in human life, because wherever and whenever in the world there is education. Education is essentially a human effort to ennoble humanity itself, namely to civilize humans. The purpose of education is something important, considering the journey of every institution has a clear vision always starting from the goal. Likewise, education, which is now the hope of directing a better life, should always depart from the goals to be achieved. In the Sistem Pendidikan Nasional No. 20 of 2003 "The purpose of education

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is to develop the potential of students to become human beings who are faithful and devoted to God, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens". Education according to [1–3] supposed to liberate, lead to social justice and give hope so as not to easily fall into despair. Education prepares humans to develop their potential to be able to fight in the era of globalization.

Development aspects in the field of education have also been regulated in accordance with the direction and objectives stated in the 1945 Constitution in the fourth paragraph in the sentence to educate the nation's life, and further elaborated in the body of the 1945 constitution in article 31 paragraphs 1 and 3 in paragraph 1 which explains that every citizen has the right to education and teaching and paragraph 3 which explains that the government authorizes and organizes a national education system that strengthens faith and piety and noble character in order to educate the nation's life which is further regulated by law. The statement contains an important meaning that the state in the sense of the government in it protects and even provides the widest possible opportunity and as much as possible for every citizen to get formal education such as elementary, junior high and high school, or through informal education. Only through formal and informal education can each individual improve the quality of their resources both in theory and practice. Compulsory basic education chosen by Indonesia is 12 years, namely elementary, junior high and high school education when viewed from the age of those who are wajib school is 7-20 years. Education is a fundamental right for children. However, it is not easy to realize education, especially completing 12 years of compulsory education, because in reality there are still many dropouts. [4] states that the essence of education is humanizing human beings, which is a process that sees humans as a whole in their existence. Although the legal basis for improving education is very strong, education is still a problem that continues to increase from year to year. With these problems, there are more uneducated children than educated children.

In areas classified as difficult accessibility, there are also obstacles due to limited infrastructure, science and technology, the inability of schools to respond to challenges and job opportunities resulting in discontinuity that leads to dropping out of school. In terms of infrastructure facilities as a means of supporting education, many are not feasible, especially in rural areas so that the teaching and learning process must conducive itself [5]. In contrast to the observations that have been made in Topporeng Village, Mallusetasi Sub-District. Observing further in Topporeng Village, Mallusetasi Sub-District, there are still many children who have dropped out of school, even though the educational facilities and infrastructure in Topporeng Village are well facilitated.

Schools ranging from elementary to junior high school are in Topporeng Village. Even the accessibility to schools in Topporeng Village can be reached if a child is serious about getting a good education. Under such conditions, children in Topporeng Village should receive a proper and good education, because there are many educational facilities available for them to attend school. Although physically the area in Topporeng Village is good enough to reach and get education, there are still many children in Topporeng Village, Mallusetasi Sub-District who drop out of school at an age when they should be obliged to get education at school. The dropout rate in Topporeng village can be seen in Table 1.

TABLE 1: Number of Children Dropout in Topporeng Village.

Educational Level	Students Per Year		Dropout Students	
	2020	2021	2020	2021
SD	73	52	14	16
SMP	192	171	23	32

Table 1 shows that in 2020 to 2021 there was an increase in the number of students who did not continue their education to the advanced level, both at the elementary and junior high school levels. It was found that children who drop out of school occur due to various reasons, including children’s motivation, economic factors and the social environment in which they live. [6] also added that the discontinuity that results in dropping out of school occurs because of family responsibilities, financial constraints and intrinsic motivation so that they have to choose between work or continuing their education. Based on the data in Topporeng Village, Mallusetasi Sub-District, the number of children dropping out of school is very large, to find out the factors that cause children to drop out of school, a study is needed. Researchers tried to find out the causes of school dropouts in Topporeng Village, Mallusetasi Sub-District. Dropping out of school according to [7–9] is a condition of children who fail in school education and are declared to have left school before a predetermined time or before being declared graduated and getting a diploma. Researchers try to outline the factors that cause children to drop out of school which will be seen from several factors where according to [10,11] The factors that cause children to drop out of school can be seen from internal factors, namely seen from the interest of children who drop out of school and external factors where seen from the cost or economic conditions of the family, as well as the influence of the social environment where they live. Based on this phenomenon, researchers sought to uncover more deeply the causes of school dropout in children in Topporeng Village, Mallusetasi Sub-District.

2. Method

The research conducted included qualitative research, carried out through an inductive process, which departs from conceptualization, categorization, and description developed on the basis of problems that occur in the field. According to [12] qualitative research method qualitative research is research that intends to understand the phenomenon of what is experienced by the research subject such as behavior, perception, motivation, action and others holistically and by means of description in the form of words and language, in a special natural context by utilizing various natural methods. This research was conducted in Topporeng Village, Mallusetasi Sub-District. The subjects interviewed in this study were dropouts aged 7-20 years, parents who had children dropping out of school, village officials. In this study there are two types of data used, namely: primary data and secondary data. With data collection tools in the form of notebooks, tape recorders and cameras. Data were obtained through data collection techniques in the form of participatory observation and interviews. For this research to be valid, the data validity checking technique is used in this research, namely through triangulation. The analysis model used used the Miles and Hubberman qualitative analysis model. [13] suggests that activities in qualitative data analysis are carried out interactively and take place continuously until completion, so that the data is saturated.

3. Result and Discussion

Formal education is education in schools that is organized and systematic, tiered and divided into certain times that take place from kindergarten (TK) to college. Although the school period is not the only time for learning, we realize that school is a strategic place and time for the government and society to foster a person in facing his or her future [14,15]. Topporeng Village is one of the areas in Mallusetasi Sub-District where the average population is engaged in agricultural activities. For more details, a geographical overview of the Topporeng area can be seen in Figure 1.

Many people in Topporeng work as farmers. Agricultural products produced include rice, corn, peanuts and other crops. In connection with the phenomenon of dropping out of school in Topporeng Village, researchers analyzed several causes of children dropping out of school in Topporeng Village, Mallusetasi Sub-District, which can be described based on the results of interviews with informants. The first is interest in going to school. Based on the interest of dropouts in this research area, in general they



Figure 1: Topporeng Village Geographic Map.

lack interest in going to school seen from the child's own learning achievement and skipping school. From some of these dropouts, they drop out of school because their ability is too weak in managing lessons, all the lessons given from school are difficult for them to understand and understand so that when at school they always get low grades, not even going up to grade it is also due to the frequent skipping of school during learning hours. According to Slameto quoted from [16], interest is basically the acceptance of a relationship between oneself and something outside oneself. There are two possibilities for a student who fails to learn and is not promoted to the next grade. First, he will feel ashamed of his friends and teachers at school because he cannot be like his friends, so he is lazy to go to school. The second is that failure in learning will be a whip for him to study harder and more diligently so that he can match his friends, and if possible better than his original friends. Unfortunately, the second possibility is rarely found among school dropouts in Topporeng Village; what often happens is the first possibility: if they fail to learn, they will be lazy to go to school and leave their schooling unfinished. This first possibility is related to self-motivation to rise from adversity. Self-motivation can encourage individuals to achieve goals with appropriate strategies and tactics [17]. [16,18] also added that individuals who have high motivation have characteristics of responsibility for tasks or situations, have realistic goals, are able to evaluate their results or work, have high enthusiasm and hard work. In addition, school dropouts in the study area complained about the amount of homework given by their teachers at school, which made them lazy to do the work.

The second cause is the economic condition of the family, the economic factor referred to is the inability of a child's family to finance all the processes needed during education or schooling at a certain level. According to [19] In family life, the role of parents is very decisive in the process of fulfilling physical and mental needs, for example, very consumptive needs for family members. Economic conditions will be closely related to social conditions. [20,21] suggests that socio-economic conditions are the relationship between social status and daily living habits that have become cultured for individuals or groups that form cultural activities. According to [22] Socio-economic conditions are seen from education, having a social status (level of life, health, occupation) self-recognition of the environment), having greater mobility, having a large field, being oriented towards the commercial economy of the product and having an attitude with regard to credit. Based on the factor of family economic conditions, school dropouts in this research area generally come from poor families.

Parents' low income ranges from Rp 300,000-Rp 1,000,000 per month and the number of family dependents is between 2-5 people, with the main occupation being farming. The income of their parents is only enough to cover the costs of daily life so that they are unable to pay for their children's school needs such as school entrance fees, school construction fees, school uniforms, notebooks and supporting textbooks and other costs. On the one hand, children who drop out of school do not receive scholarships. With the economic conditions of families who are unable to finance their children's school needs, parents are forced to sacrifice their children's education and even children help parents in meeting the basic needs for daily meals, for example children help parents to the fields, because it is considered to ease the burden on parents and leave school for a long time then make them reluctant to go to school again, so that their children drop out of school at an age that should be obliged to get a proper education. In addition, some parents of school dropouts in the study area want their children to go back to school, but due to economic conditions their children have to drop out. With the poor economic conditions of the family, some children who drop out of school also work, they feel good about making their own money and are reluctant to go to school again so they end up dropping out of school. Where some of the parents of dropouts do not care about this.

The third cause of dropout from the study area is the social environment of residence. The social environment can be in the form of culture or culture that is taught or experienced by the individual or other individuals and institutions that interact with the individual [23]. The definition of the social environment is an area where various social interactions take place between various groups and their institutions with symbols and

values as well as established norms that are also related to the natural environment and the built environment or artificial environment [24]. The social environment of the place of residence in question is the influence of the surrounding community, or the influence of the association of peers. Good friends will also have a good effect on students, and vice versa, if students hang out with bad friends, it will also have a bad effect on the students. Bad friends, for example, who like to skip school, actively play games rather than study, stay up late, wander, cigarette addicts, and others. This can cause students to be dragged to the brink of danger and cause their learning to fall apart. According to [25] children who are unable to make satisfying friendships will also feel isolated and unhappy. For these children, school will be an unpleasant place, and as a result they can and often do skip school or drop out altogether. Based on the living environment, the cause of dropping out of school is influenced by peers. These dropouts often skip school during class hours on the grounds that they prefer to play with friends outside of school, for example playing playtation, which makes children not remember their study time. In addition, parents lack interaction with children regarding their achievements at school and do not control their children's socialization so that this results in a child's lack of interest in going to school and dropping out of school.

4. Conclusion

The causes of the dropout phenomenon in Topporeng Village, Mallusetasi Sub-District are based on three main factors: interest in schooling, family economic conditions and the social environment. Each factor has its role in supporting the dropout phenomenon. In this case, interest in school will shape the occurrence of 2 possibilities between continuing or not continuing. From this possibility, if it is driven by the need for economic fulfillment and a bad social environment, it will form a child's tendency not to want to continue his schooling. Of the three causes, the family factor plays a key role in minimizing the second and third causes. This is based on good economic fulfillment and a good social environment will form a tendency that the child will rise even if he fails. Of course, the family must provide more support to the child to move forward and become a control of the association that the child lives.

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