

## EDUCATIONAL PROBLEMATICS REGARDING SCHOOL DROPOUT RATES IN INDONESIA

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### ABSTRACT

*This article is a piece of writing related to social problems in the education sector, especially in addressing the school dropout rate which is still considered very high. Social problems in the field of education are a context that involves various aspects, including student interest and motivation, unpleasant learning, lack of media use, and low quality of education. This is caused by several factors, such as a lack of education budget, income of education staff, and lack of focus on education. As for the problem of the still high rate of school dropouts, it can create bad side effects if there is no awareness in responding to this and can hinder the regeneration of more qualified young people. This problem requires special attention, especially in seeking new directions in school management and developing better quality education.*

**Keywords:** Educational Problems; School Dropout Rate

### INTRODUCTION

Education plays a very important role in shaping future generations. Education also should not be ignored because education is the key to unlocking individual potential in achieving success. With the knowledge and skills they gain while going through the learning process in the world of education, a person can develop their abilities and prepare themselves to face challenges and problems in the future. Every generation definitely wants to pass on something, it could be knowledge to the next generation. Such as skills, attitudes and values. While inheritance can be a cultural product, the inheritance process is often in previous generations or may use education as a tool or is a cultural product of its time. (Akbar and Noviani, 2019)

Indonesia is a country that really cares about education, especially for the younger generation. In Indonesia, there are three types of education systems that are officially recognized, namely formal education, non-formal education and informal education. All three are regulated and legally recognized based on Law Number 20 of 2003 concerning the national education system. Article 13 paragraph 1 of the law explains that the Indonesian education system includes formal education, non-formal education, and also additional informal education that supports each other.

Even though Indonesia is a country that pays great attention to education, the school dropout rate is still very high. Based on DPR-RI data, if you divide the number of children who do not continue their school education, they can be divided into several categories. First, as many as 491,311 children dropped out of school at the start of the new school year. Then, there were 252,991 children who did not continue their education to junior secondary level, and 238,320 other children who did not continue to higher education in the new school year. Apart from that, there are 3,356,469 children who have dropped out of school since the previous school year.

As we can see in the Ministry of Education and Culture's data table recorded in 2023 regarding the number of high school dropout rates in Indonesia, it turns out that North Sumatra with a total of 1,263 students is the province with the highest dropout rate in Indonesia and DKI Jakarta occupies the lowest dropout rate. school with 337 students who dropped out to continue their high school education.

In Indonesia itself, the school dropout rate can be caused by many factors, not only economic factors, but the high school dropout rate can be caused by cases of bullying which are very common,



because the cost of education is too high. The higher the level of education, the greater the costs required. This causes many parents to prefer that their children earn money rather than continue formal education. Low and unstable financial conditions make it difficult for parents to set aside funds for their children's education. Another reason is socio-cultural factors, where a mindset that considers education to be less important for the future can make parents decide to marry off their children early as a form of their responsibility. The low level of education possessed by parents also influences the way they view the importance of education for their children. A mentality that doesn't care about education can have an impact on children's education, because parents may feel satisfied with what they have and consider school to be a waste of time that is not relevant to the work they are doing. Parents who do not understand education believe that school does not guarantee that their children will live in luxury or poverty. The most important thing is the child's ability to read, write and count. Additionally, it is important for children to learn how to earn money to help their parents. This makes some parents not care about their children's education. Additional factors include the school's location near home, distance from home, difficult access to school, and lack of vehicle transportation to get to school. This causes children to be reluctant to go to school. Limited education for teenagers and adults of limited age, whether they want to continue formal education or those who have dropped out of school. It can be concluded that the Package C equality program can contribute to improving Human Resources (HR) among youth and adults.

### **FACTORS FOR STUDENTS dropping out of school**

School enrollment figures in Indonesia show that the majority of children have access to formal education and attend school. However, the school dropout rate has long been a problem in this country. Factors causing school dropout can be divided into external factors and internal factors. Regarding the problem of high school dropout rates, it turns out that there are also teenagers who don't want to go to school because they are lazy and can't adapt to their school friends. Many people drop out of school because they don't go to class, which makes children embarrassed. There are those who are still in school and decide to drop out of school, there are also those who are influenced by their children's environment. This can have an impact on children who attend school, for example in majority neighborhoods where many people do not go to school. Because their children do not want to go to school and parents can only obey their children's wishes, some parents want to send their children to the highest level of education and provide money for this. This is why high school teenagers don't go to school. This is because the school is very far away and it is estimated that the travel time from home to school will take around 30 to 45 minutes. In addition, students have to drive to school because the road to school is very bad. Most people who work as carpenters or farmers cannot afford a car for their children to go to school. Most children ask for motorbikes to go to school, but parents are unable to fulfill their children's wishes for financial reasons.

One of the goals of the Republic of Indonesia is to improve people's lives, according to the Preamble to the 1945 Constitution. This can be considered as one of the main goals of the Republic of Indonesia to increase intelligence in the lives of its people. Included in this term is because every child in Indonesia has the right to quality education that suits their interests. and talents without distinction of social status, race, ethnicity, religion or gender. To protect and guarantee the welfare of Indonesian children, Law Number 23 of 2002 concerning Child Protection emphasizes important rights that must be guaranteed. According to Law Number 23 of 2002, every child in Indonesia has the right to quality education according to their interests and talents regardless of social status, race, ethnicity, religion or gender.

Child protection emphasizes several important things: 1) Article 4 guarantees that every child a) lives and develops naturally in accordance with human dignity; the right to development and participation; and b) the right to protection from violence and discrimination. 2) Article 9 clarifies two important things. a) Every child has the right to receive education and guidance in accordance with his interests and talents as well as in the context of personal development and level of intelligence.

### **CONCEPT OF SCHOOL DROPOUT**

Kaufman (Desca, 2015: 4) defines dropping out of school as a situation where a student does not successfully complete the study program at the specified time or fails to complete the study program. Meanwhile, Darmaningtyas (Ni Ayu Krisna Dewi, 2014: 5) describes dropping out of school as a condition where a school-age child has received education, both in formal and non-formal form, but does not yet have sufficient knowledge to survive in society, referring to circumstances where educational activities cannot be carried out are cancelled. Students who are forced to withdraw from the educational institution where they study are considered to have dropped out of school. Dropping out of school prevents children from receiving formal education due to various factors. The latest data shows very worrying figures regarding the number of children dropping out of school in Indonesia. Despite a downward trend in recent years, challenges still remain in efforts to minimize school dropout rates at various levels of education. Let's look at data from 2020 to 2022 regarding the number of children out of school in Indonesia. In 2020, as many as 44,516 elementary school (SD) students chose not to continue their education. This number then decreased to 38,761 in 2021, but increased slightly to 40,632 in 2022. At the junior high school (SMP) level, the situation has not improved. In 2020 there were 11,378 students who dropped out of school, but in 2021 this number increased significantly to 15,042. Even though the number of students in 2022 will decrease to 13,716 people, this number is still worrying. The dropout rate at high school (SMA) and middle school levels is also worrying. In 2020, there were 13,879 students who decided not to continue their education. This number then decreased significantly to 10,055 in 2021, but increased to 12,063 in 2022. Despite experiencing a downward trend, the still high dropout rate at various levels of education shows that there are still big challenges in keeping students on the right track. Factors such as poverty, lack of access, social challenges, and lack of support can be important contributors to this phenomenon. When improving the education system, the government, schools and society must make reducing school dropout rates a top priority

#### **IMPACT OF STUDENTS dropping out of school**

The importance of preparing human resources (HR) of working age to compete with other countries was expressed by President Joko Widodo at the opening ceremony of Tarna Nala High School in Malang, East Java. He said Indonesia would enjoy a demographic bonus in 2030 because most of its population had reached working age, which he said was beneficial for the country. "This is very good for Indonesia compared to other countries that do not have this advantage." Jokowi said, "There are many productive times, but if we don't prepare for those productive times now, it will be our own fault that it will become a burden on the country." "We are competing with other countries not to prepare our children," said Jokowi. Saturday (3 June 2017) at Tarna Nala State High School Malang, East Java.

This is a potential danger if the problem of dropping out of school is not immediately addressed. If children are not prepared well from an early age, they will become a burden on the nation and have the opposite impact in later life. The high school dropout rate will cause a decline in the quality of human resources which will ultimately affect Indonesia's competitiveness at the global level. Overcoming the risk of early school dropout requires a focus on quality education and equal access. Dropping out of school has serious consequences for both individuals and the country as a whole.





composition of education level, health status and income per capita which shows that the Indonesian Human Development Index is declining. Indonesia is ranked 102 (1996), 99 (1997), 105 (1998) and 109 (1999) out of 174 countries in the world (Agustang and Asrifan, 2021).

The challenges faced by non-formal education (PNF) tutors in classroom learning require PNF tutors to always think, pay serious attention, and think deeply about events and decisions taken. (Darmawan, Karlina and Hanafi, 2024). Dropping out of school is a serious problem in Indonesia that affects many individuals and society at large. To overcome this problem, the following steps can be taken: First, the government needs to improve access and quality of education. Scholarship and financial aid programs should be expanded to help students from low-income families stay in school. Education infrastructure also needs to be improved to ensure every region has adequate access to education.

Second, it is important to expand awareness about the importance of education. Public campaigns and community programs can help change attitudes towards education and encourage parents to support their children in their pursuit of education.

Third, there needs to be a skills training program for those who have dropped out of school. Training such as job skills, information technology, and entrepreneurship can help them gain the skills necessary to enter the world of work.

Fourth, collaboration between government, non-governmental organizations and the private sector is very important. This will enable the development of holistic and sustainable programs to address the dropout problem from multiple perspectives.

Finally, strong advocacy and policies are needed to protect the educational rights of every individual. Implementing effective policies and strict law enforcement against school dropout cases is also the key to reducing the school dropout rate in Indonesia.

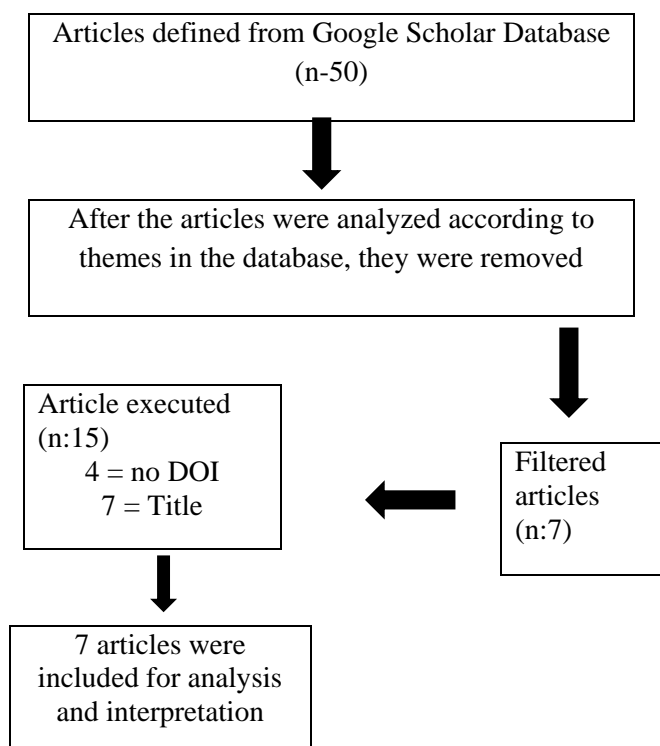
Through these steps, it is hoped that significant positive changes can be created in overcoming the problem of dropping out of school in Indonesia and providing better opportunities for every individual to get a decent and quality education.

## RESEARCH METHODOLOGY

This research is a literature study that uses a method known as Systematic Review (SR) or commonly called Systematic Literature Review (SLR). This method is a systematic approach to collecting, critically reviewing, synthesizing, and combining results from various studies related to the research question or topic you want to investigate. The research process begins by searching for literature that is relevant to the research topic to be investigated. A systematic review is a method used to evaluate certain issues by identifying, assessing, selecting and formulating questions that will be answered clearly based on predetermined criteria. This approach refers to previous research that is high quality and relevant to the research questions asked.

This research aims to systematically, clearly, and reproducibly recognize, review, and evaluate all research. This is done to identify, evaluate, and combine research and ideas that have been carried out by researchers and practitioners in their methods. This research consists of several stages: First, the question is: What are the educational problems related to school dropout rates in Indonesia Second, the data population for this research are journals that focus on problems in the education sector to overcome problems in the education sector related to school dropout rates. The search for research literature begins by using data in Google Scholar which is accessed via the Publish or Perish application. We limited keywords to articles from 2010 to 2024 and covering problematic contexts in education.

the third time is to receive various items. Researchers found 50 articles on the topic of character education through a Google Scholar database search and selected 20 articles from several papers related to the topic under study. Next, study articles related to character education material in detail. Twenty articles were included and studied in detail to produce seven articles that were appropriate to the topic of discussion. After that, 30 items will not be included in discussions or searches. Seven articles were obtained, most of which were in accordance with the themes discussed and presented in the discussion and conclusion sections. Below is a flow diagram of the exclusion and inclusion process during the systematic review phase (n: papers).



**Figure 2** Flow diagram related to Systematic Literature Review Steps

## RESULTS AND DISCUSSION

In the field of education, non-formal education has an important role in overcoming the problem of school dropout rates. Informal education is a level of education that is outside formal education and is provided informally by the family and environment. The goal of non-formal education is to provide the best education to society, and alternative education programs outside the school system can serve as an alternative, complement, or supplement to formal education.

The problem of school dropout numbers can be solved with non-formal education programs that can be a substitute or complement to formal education. One of the popular non-formal education programs is equivalence education (package program A, B, and C equivalent to SLTP and SMA), which can help students develop the skills and competencies needed in life

However, in improving the quality of non-formal education, there are several challenges that must be faced. One of the challenges is the lack of coordination in the implementation of non-formal education, which encourages non-formal education institutions, which are often neglected, also because non-formal institutions lack professional educators, which causes non-formal education programs to run poorly.

To overcome this problem, non-formal education must be carried out with clear and explained standards, a fair incentive system for educators and non-formal education staff, and the existence of a PLS department in higher education institutions that is still operating to study science, practice, and creating non-formal learning models. The results of this research are presented in Table 1 below.

Researcher	Journal	Research result
Zulfa Izza and Susilawati, (2020)	Journal: Problems of learning evaluation in achieving educational goals	Learning in the era of independence includes conditions of independence to achieve learning goals, methods, materials and assessments. Through this evaluation activity, the teacher functions as a facilitator to achieve educational goals in the independent learning era. Teachers must understand the purpose and role of

	in the modern era of learning	learning assessment. In addition, so that assessment activities can run well, teachers are expected to make learning fun, enjoyable and interesting. In fact, there are some teachers who are indifferent. The main focus in learning is the teacher's presence in class, delivery of material, implementation of routine evaluations, emphasis on final grades, and determining evaluation schedules according to the teacher's needs and desires, without paying attention to the basic principles of evaluation to achieve educational goals. An important observation was that the curriculum objectives were achieved by the end of the semester. This shows that in the era of independent learning, there is a mismatch between learning assessment and educational goals.
Oveliana Puspitasari, Ignatia Martha Hendrati, Wirya Wardaya, (2024)	Journal: Implementation of the Women and Child Friendly Village Program on the problem of out-of-school children in Surabaya	The conclusion is through the Women and Child Friendly Village program. This activity focuses on efforts to reduce the number of children dropping out of school by carrying out outreach and sending administrative data to the education office. The activities of the Women and Child Friendly Village Program in overcoming the number of children dropping out of school in Surabaya, specifically in the Wiyung sub-district area, have been carried out well. Students who drop out of school are given assistance by being given the opportunity to study at the Az-Zahra Community Learning Activity Center (PKBM).
Ila Rosmilawati (2018)	Journal: The Long Road to Alternative Schools Reflections on the Experiences of Disadvantaged Teenagers in Obtaining Education	The results of this research discuss how disadvantaged teenagers can return to school through alternative education pathways. From several cases of teenagers returning to education, they can be grouped into four ways, 1. students who have dropped out (students who underwent formal education then dropped out of school and continued their education with an equivalent education pathway) 2. students on leave (mostly junior high school students who have graduates choose to work and not continue their education) 3. actively entering students (students who graduate and want to continue their education to a higher level but are constrained by costs and then choose to continue with a package school) 4. actively transferring students (students who change schools but don't make a transfer letter and choose to continue your education at a package school. As has been explained regarding the four paths to education, it can be concluded that there are various ways we can pursue education and show that the equal education system is inclusive.
Darmawan, D. Karlina, T. Syadeli Hanafi (2024)	Journal: Implementation of Package C Equality Education Program learning in the Non-Formal Education Unit (SPNF) Learning Activity Studio (SKB) Serang City	The conclusion of the results of this research is to help identify supporting and inhibiting factors for implementing package C learning. The process of implementing package C community learning at SPNF SKB in the city of Serang includes the preparation stage, implementation stage and evaluation stage. The initial preparations carried out at each semester change include a meeting agenda with all components in the SPNF SKB Serang City, namely the Head of SKB, managers and tutors with a discussion regarding planning related to learning in package C which must be carried out by a tutor during that semester.
Nadhilah, N., Tanzil, F. Fachrurazi, Nailah Millati. A., (2023)	Journal: Parenting Program as Strengthening Parenting Patterns for Parents	From the results of the data we obtained through participant observation and interviews, it shows that parenting program activities strengthen children's parenting patterns, especially through the implementation of parent training sessions conducted at SPNF-SKB Serang City. This program has proven to have many



	Prevent Numbers Dropout (Case study City SPNF-SKB Attack)	positive impacts on parents' behavior and participation in education. Children are also taught to be more obedient and disciplined, not to be naughty, and to have better relationships with their peers. This activity also aims to encourage 4. 444 children who are currently attending school to be more enthusiastic about achieving higher academic achievements without letting internal and external pressures influence the educational process.
Agustang, A., Mutira, I, A., Asrifan, A. (2021)	Journal: Educational Problems In Indonesia	It can be concluded that in Indonesia we still have a lot of problems in the field of education. Looking closely at this, we found that one of the main obstacles in achieving an increase in the quality of education in Indonesia is the low quality of education at various levels of education, including formal education. , informal, and non-formal. The low quality of education hinders the provision of human resources who have the expertise and skills needed to drive the country's development in various fields. The journal also discusses the causes of the poor quality of education in Indonesia, starting from the quality of teachers, infrastructure, and so on.
Nurhuda (2022)	Journal: Problem-Problem Education National; Factor-Factors and Solutions Which is offered	The conclusion we can draw is that education is agreed upon and is the most important thing in any country. Indonesia itself is a country that is passionate about providing education. However, education always has problems that prevent Indonesian education from achieving its goals and aspirations. There are two types of educational problems, namely macro level problems and micro level problems. Macro problems include: a) Curriculum that is confusing and too complicated. b) Unequal education. c) Teacher scheduling problems. d) Teacher quality is low. e) The high cost of education. Currently, problems at the macro level include: a) Monotonous delivery of learning material. b) Lack of adequate facilities and infrastructure. c) Decrease in student academic achievement.  To overcome this challenge, several solutions have been proposed: a) Achieve equality in access to education. b) Improving teacher welfare. c) Improve educational standards. d) Improve student learning outcomes.

## DISCUSSION

From the seven journals, the research results show that there are still many problems in the field of education, especially with all the educational problems that exist in Indonesia. Based on all the collections of articles and journals that have been reviewed, Problems in the Education Sector are very influential in the process of learning activities, especially for children, teenagers and also the nation's future generations who are currently receiving education. In line with what has been researched previously (Ila Rosmilawati, 2018) it turns out that there is still a very high rate of teenagers who are disadvantaged in achieving education, such as several problems which have been grouped into 4 parts: 1. students who are discontinuous (students who are undergoing formal education then dropped out of school and continued their education with an equivalency education pathway) 2. students on leave (most of the junior high school students who after graduating chose to work and not continue their education) 3. active students entering (students who graduated and wanted to continue their education to a higher level but are constrained by costs and then choose to continue with a package school) 4. students who

are actively transferring (students who change schools but do not make a transfer letter and choose to continue their education with a package school).

By solving problems in the field of education, it will certainly be very helpful for all young, adolescent and elderly students who have not had the opportunity to study in formal education, so they can continue their education through package schools, as in the previous discussion (Dadan Darmawan, 2024) to help identify which factors supporting and inhibiting factors in implementing learning. The aim of this research is of course so that we can better understand and understand the problems in the world of education that need to be resolved.

In this case, the problems are not only micro, but there are also problems that occur at the macro level, such as opinions (Nurhuda, Tinggi and Islam Binamadani, 2022). There are two types of educational problems, namely macro scale problems and micro scale problems. Some issues at the macro level include: a) Complex and difficult to understand curriculum; b) Disparity in access to education; c) Problems with teacher placement and quality; d) Low teacher competency standards; e) The high cost of education. Meanwhile, at a broader level, problems include: a) Less varied learning approaches; b) Limited educational facilities and infrastructure; c) Decrease in academic achievement.

To overcome this situation, school dropout prevention results include several methods that have been implemented. Prevention methods include public awareness, institutional strengthening, training in learning methods for teachers and accompanying students, as well as counseling. Apart from that, cooperation between parties such as schools, parents and the community is also important in efforts to prevent children from dropping out of school. Through this collaborative effort, we hope that handling the school dropout problem will be more comprehensive and sustainable, as well as involving more stakeholders to solve this problem. The education of adolescent children has an importance that cannot be accepted in the general approach. Education is the basis for general understanding, social development, and the development of abilities needed to play an active role in life. Education also influences the thinking, behavior and knowledge needed to function as an individual and in society. Education can be a positive influence for young people in improving abilities, improving well-being, and increasing the ability to play a role in life.

For this reason, the role of parents in sending children to school involves ongoing and sustainable accountability between educational institutions, parents and society. Parents are not only responsible for sending their children to school, but also play an active role in supporting their children's learning at school. This includes providing examples of positive behavior, supporting children's creativity and talents, and working with schools to support children's education. Parental participation in children's education at school is very important to create a safe, attractive and humane educational environment, as well as helping children develop into individuals of good character and a future.

## CONCLUSION

The conclusions drawn from this research have a big influence on teenagers and the nation's next generation, who are currently pursuing education but are hampered by various kinds of problems that arise, both internal and external. Problems that have been known and created solutions by several people have certainly been very helpful, such as people who have graduated from junior high school but are unable to continue their education to high school because of the influence of poor economic conditions, they can replace and continue their education with a package C school. as a means of overcoming these problems. And to overcome learning activities that are less effective and monotonous, which may be felt to be very annoying and boring, it is necessary to carry out an evaluation to overcome this problem and change the learning system so that it attracts more student enthusiasm in the learning process.

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