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Factors that Cause Children to Drop Out of School at SMPN 26 Tulang Bawang Barat

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Abstract: This study aims to determine the factors that cause children to drop out of school at SMPN 26 Tulang Bawang Barat. The method used is quantitative using the chi-square analysis technique. Data collection techniques in this study use observation techniques, questionnaires, and documentation. The research was conducted at SMPN 26 Tulang Bawang Barat. The results showed that: (1) Interest in learning with a value of X^2 arithmetic $>$ X^2 table that is equal to $82.94 > 12.59$ which indicates H_0 is rejected, which means that children's interest in learning causes children to drop out of school. (2) Motivation to learn with a value of X^2 arithmetic $>$ X^2 table that is equal to $34.12 > 12.59$ which indicates H_0 is rejected, which means that children's learning motivation causes children to drop out of school. (3) Parent's Economy with a value of X^2 arithmetic $>$ X^2 table that is equal to $93.97 > 12.59$ which shows H_0 is rejected, which means that the economy of parents causes children to drop out of school. (4) Parental education with a value of X^2 arithmetic $>$ X^2 table that is equal to $31.82 > 12.59$ which shows H_0 is rejected, which means that parental education causes children to drop out of school. (5) The school environment with a value of X^2 count $>$ X^2 table that is equal to $12.54 > 12.59$ which shows H_0 is accepted, which means that the school environment does not cause children to drop out of school. (6) Living environment with a value of X^2 count $>$ X^2 table which is $34.49 > 12.59$ which indicates H_0 is rejected, which means that the living environment causes children to drop out of school.

Keywords: school dropouts, causing factors, interest in learning, motivation to learn

I. INTRODUCTION

In dealing with the demographic bonus, the State of Indonesia needs to prepare and develop youth who will be the spearhead of Indonesia's economic movement. Through quality youth, unemployment will decrease, the quality of human resources will increase, the competitiveness of the nation will increase and the economy will increase.

To create quality youth, the government through education made a 12-year compulsory education policy which is named "Universal Secondary Education (PMU). The legal basis for PMU (Universal Secondary Education) is the Regulation of the Minister of Education and Culture No. 80 of 2013 Chapter III Article 3 paragraphs (1) and (2). Which leads:

The implementation of PMU in the formal education pathway is carried out at the secondary education level in the form of Senior High School (SMA), Madrasah Aliyah (MA), Vocational High School (SMK), and Vocational Madrasah Aliyah (MAK) or other equivalent forms. The implementation of PMU in the non-formal education pathway is carried out through the Package C program or other equivalent forms of non-formal education units.

The regulation explains that the minimum education that must be taken by the Indonesian people is SMA/MA/SMK/MAK or package C. The 12-year compulsory education program is implemented with the hope that all people are able to obtain an education so that they can improve the lives of their people.

The 12-year compulsory education program is supported by another government program, namely PIP (Smart Indonesia Program). The Smart Indonesia Program is an educational assistance program for the underprivileged. So that all people are able to receive an education without worrying about school fees [1], [2].

However, in reality at SMPN 26 Tulang Bawang Barat there are still cases of dropouts every year with an average of 3 students dropping out of school per year. Students drop out of school for various reasons, such as helping their parents with gardening, being lazy to go to school, having no money, not going to class and choosing to quit, and choosing to get married[3].

Based on some of these reasons represent the aspirations of students regarding education. In addition to the problem of dropping out of school, there are also problems of students who do not want to continue to high school (SMA/MA/SMK/MAK). The output of SMPN 26 Tulang Bawang Barat every year on average there are 5 students who do not continue to the next level. The reason why children do not continue to secondary education is for various reasons, such as wanting to work directly to help their parents [4], [5].

In fact, to get a job, you need a minimum high school diploma or its equivalent. In addition, it is also possible to get a job through training to develop soft skills to open up new job opportunities. However, it also requires non-formal

education. This means that better education has implications for better types of work [6]–[8]. Therefore, education is very important to improve self-quality, develop talents, and add insight in order to get a better job [9], [10].

This study was conducted with the aim of knowing: (1) Interest in learning causes children to drop out of school. (2) Learning motivation causes children to drop out of school. (3) The economy of parents causes children to drop out of school. (4) Parental education causes children to drop out of school. (5) The school environment causes children to drop out of school. (6) Living environment causes children to drop out of school

II. RESEARCH METHOD

The research was conducted using quantitative methods. Quantitative Research Methods, according to Sugiyono are research methods based on the philosophy of positivism, used to examine certain populations or samples, data collection using research instruments, data analysis is quantitative or statistical, with the aim of testing the established hypothesis [11], [12].

The research variables in this study are the factors that cause children to drop out of school. School dropout is a predicate given to someone who cannot complete his formal education so that person cannot continue his education to the next level [13]. While the factors that cause children to drop out of school include learning motivation, interest in learning, parents' economy, parents' education, school environment and living environment. The indicators of the factors that cause children to drop out of school are then formulated into 55 statements. In filling out the questionnaire, school dropouts must fill in the available columns in the order of 4, 3, 2 and 1. Information on the order of the questionnaire is as follows: (a). Score 4 means strongly agree, (b) Score 3 means agree, (c) Score 2 means disagree, (d) Score 1 means strongly disagree [14], [15].

The data collection tool uses a questionnaire that has been tested for validity and reliability. The data obtained were processed using SPSS version 26 software. The population in this study was 36 out of school children consisting of 15 children who did not finish school and 21 children did not continue to the next level of education. From the existing population, samples were drawn using the non-probability sampling technique used, namely purposive sampling. Purposive sampling is a sampling technique with certain considerations. The selection of a group of subjects in purposive sampling is based on certain characteristics that are considered to have a close relationship with previously known population characteristics [16], [17]. Collecting data in this study using the method of documentation, observation and questionnaires. The data analysis technique used chi-square [18].

III. RESULT AND DISCUSSION

A. Result

Based on questionnaire data in the field regarding the factors that cause children to drop out of school, including interest in learning, learning motivation, parents' economy, parents' education, school environment and living environment. The following variables of interest in learning can be grouped into several categories as follows: the percentage score in table 1 is as follows:

TABLE 1 LEARNING INTEREST OF SCHOOL DROPOUTS

Category	Frequency	Percentage (%)
Height	5	19
Medium	8	31
Low	13	50

Source: Researcher Data Processing in 2022

Based on the results of the study in the table above, it shows that the learning interest of school dropouts belongs to the low category, namely as many as 13 children (50%). There were 8 children who dropped out of school in the medium category (31%) and 5 children in the high category (19%).

TABLE 2 CALCULATION OF LEARNING INTEREST USING CHI SQUARE

Interest in Learning	fo	Fe	fo-Fe	(fo-Fe) ²	(fo-Fe) ² /Fe	
Height	SS	20	15,2	4,8	23,04	1,52
	S	15	15,2	-0,2	0,04	0,00
	TS	10	13,7	-3,7	13,69	1,00
	STS	5	5,9	-1,0	1	0,17
Medium	SS	7	24,3	-17,3	299,29	12,32



	S	51	24,3	26,7	712,89	29,34
	TS	22	21,8	0,2	0,04	0,00
	STS	0	9,6	-9,5	90,25	9,40
Low	SS	52	39,5	12,5	156,25	3,96
	S	13	39,5	-26,5	702,25	17,78
	TS	39	35,5	3,5	12,25	0,35
	STS	26	15,5	10,5	110,25	7,11
Total					X ² Count	82,94

Source: Researcher Data Processing in 2022

Based on the table above, it can be seen that the X² count for interest in learning is 82.94. In testing the square test, it is necessary to compare X² count with X² table in hypothesis testing. If X² count > X² table then H₀ is accepted. In this study, it is known that Df is 6 with a significance of 0.05, so the X² table is 12.59. Then it can be seen that X² count > X² table ie 82.94 > 12.59, it can be seen that H₀ is rejected, which means interest in learning causes children to drop out of school[19].

TABLE 3 LEARNING MOTIVATION FOR DROPOUTS

Category	Frequency	Percentage (%)
Height	6	23
Medium	8	31
Low	12	46

Source: Researcher Data Processing in 2022

Based on the table above, there are 12 children (46%) who have low motivation which causes children to drop out of school. while in the medium category as many as 8 children (31%) and in the high category as many as 6 children (23%).

TABLE 4 CALCULATION OF LEARNING MOTIVATION USING CHI SQUARE

Learning Motivation	fo	Fe	fo-Fe	(fo-Fe) ²	(fo-Fe) ² /Fe	
Height	SS	26	14,5	11,5	132,25	9,12
	S	16	21,7	-5,7	32,49	1,50
	TS	8	16,6	-8,6	73,96	4,46
	STS	10	7,15	2,85	8,1225	1,14
Medium	SS	9	19,4	-10,4	108,16	5,58
	S	42	28,9	13,1	171,61	5,94
	TS	25	22,2	2,8	7,84	0,35
	STS	4	9,54	-5,54	30,6916	3,22
Low	SS	28	29,1	-1,1	1,21	0,04
	S	36	43,4	-7,4	54,76	1,26
	TS	39	33,2	5,8	33,64	1,01
	STS	17	14,3	2,7	7,29	0,51
Total				X ² Account	34,12	

Source: Researcher Data Processing in 2022

Based on the table above, it can be seen that the X² count for learning motivation is 34.12. In testing the square test, it is necessary to compare X² count with X² table in hypothesis testing. If X² counts > X² table then H₀ is accepted. In this study, it is known that Df is 6 with a significance of 0.05, so the X² table is 12.59. So it can be seen that X² count > X²

table which is $34.12 > 12.59$, so it can be seen that H_0 is rejected, which means that learning motivation causes children to drop out of school.

TABLE 5 ECONOMICS OF PARENTS OF CHILDREN DROPPING OUT

Category	Frequency	Percentage (%)
Height	2	8
Medium	11	42
Low	13	50

Source: Researcher Data Processing in 2022

Table 5 shows the economics of parents of children dropping out of school. It can be seen that 13 out of 26 children or 50% come from families with low economics. Meanwhile, there were 11 children (42%) in the medium economy category and 2 children (8%).

TABLE 6 PARENT'S ECONOMIC CALCULATION USING CHI SQUARE

Parent's Economy		fo	fe	fo-fe	(fo-fe) ²	(fo-fe) ² /fe
Height	SS	7	11,7	-4,7	22,09	1,89
	S	5	25,3	-20,3	412,09	16,29
	TS	4	15,3	-11,3	127,69	8,35
	STS	4	8,68	-4,68	21,9024	2,52
Medium	SS	14	13,3	0,7	0,49	0,04
	S	56	28,7	27,3	745,29	25,97
	TS	39	17,3	21,7	470,89	27,22
	STS	1	9,82	-8,82	77,7924	7,92
Low	SS	24	25	-1	1	0,04
	S	52	54	-2	4	0,07
	TS	28	32,5	-4,5	20,25	0,62
	STS	26	18,5	7,5	56,25	3,04
Total					X ² count	93,97

Source: Researcher Data Processing in 2022

Based on the table above, it can be seen that the calculated X² for the parents' economy is 93.97. In testing the square test, it is necessary to compare X² count with X² table in hypothesis testing. If X² counts X² table then H_0 is accepted. In this study, it is known that Df is 6 with a significance of 0.05, so the X² table is 12.59. Then it can be seen that X² arithmetic > X² table ie $93.97 > 12.59$, it can be seen that H_0 is rejected, which means that the parents' economy causes children to drop out of school.

TABLE 7 EDUCATION OF PARENTS OF CHILDREN DROPPING OUT

Category	Frequency	Percentage (%)
Height	10	38
Medium	8	31
Low	8	31

Source: Researcher Data Processing in 2022

Based on table 7 regarding the education of parents of children dropping out of school, 10 out of 26 children dropped out of school or 38%. While children with moderate and low parental education are 8 children (31%).

TABLE 8 CALCULATION OF PARENTS' EDUCATION USING CHI SQUARE

Parental Education		f_o	f_e	$f_o - f_e$	$(f_o - f_e)^2$	$(f_o - f_e)^2 / f_e$
Height	SS	17	10	7	49	4,90
	S	18	17,3	0,7	0,49	0,03
	TS	12	21,2	-9,2	84,64	3,99
	STS	3	1,54	1,46	2,1316	1,38
Medium	SS	0	8	-8	64	8,00
	S	21	13,8	7,2	51,84	3,76
	TS	18	16,9	1,1	1,21	0,07
	STS	1	1,23	-0,23	0,0529	0,04
Low	SS	9	8	1	1	0,13
	S	6	13,8	-7,8	60,84	4,41
	TS	25	16,9	8,1	65,61	3,88
	STS	0	1,23	-1,23	1,5129	1,23
Total					X^2 count	31,82

Source: Researcher Data Processing in 2022

Based on the table above, it can be seen that the X^2 count for parental education is 31.82. In testing the square test, it is necessary to compare X^2 count with X^2 table in hypothesis testing. If X^2 counts X^2 table then H_0 is accepted, and vice versa. In this study, it is known that Df is 6 with a significance of 0.05, so the X^2 table is 12.59. So it can be seen that X^2 count > X^2 table which is $31.82 > 12.59$, it can be seen that H_0 is rejected, which means parental education causes children to drop out of school.

TABLE 9 SCHOOL ENVIRONMENT FOR DROPOUTS

Category	Frequency	Percentage (%)
Height	9	35
Medium	10	38
Low	7	27

Source: Researcher Data Processing in 2022

Table 9 on the school environment for dropouts who are classified as moderate or good enough according to 10 children (38%), while those who are less supportive are 7 (27%). In addition, as many as 9 children (35%) stated that the school environment was high or conducive.

TABLE 10 CALCULATION OF SCHOOL ENVIRONMENT USING CHI SQUARE

School Environment		f_o	f_e	$f_o - f_e$	$(f_o - f_e)^2$	$(f_o - f_e)^2 / f_e$
Height	SS	7	5,88	1,12	1,2544	0,21
	S	56	45	11	121	2,69
	TS	22	30,5	-8,5	72,25	2,37
	STS	5	8,65	-3,65	13,3225	1,54
Medium	SS	4	6,54	-2,54	6,4516	0,99
	S	47	50	-3	9	0,18
	TS	37	33,8	3,2	10,24	0,30
	STS	12	9,62	2,38	5,6644	0,59



Low	SS	6	4,58	1,42	2,0164	0,44
	S	27	35	-8	64	1,83
	TS	29	23,7	5,3	28,09	1,19
	STS	8	6,73	1,27	1,6129	0,24
Total					X ² count	12,56

Source: Researcher Data Processing in 2022

11 Based on the table above, it can be seen that the X² count for parent education is 12.56. In testing the square test, it is necessary to compare X² count with X² table in hypothesis testing. If X² count < X² table then Ho is accepted. In this study, it is known that Df is 6 with a significance of 0.05, so the X² table is 12.59. So it can be seen that X² count < X² table which is 12.56 < 12.59, it can be seen that Ho is accepted, which means that the school environment does not cause children to drop out of school.

TABLE 11 LIVING ENVIRONMENT OF DROP OUT CHILDREN

Category	Frequency	Percentage (%)
Height	5	19
Medium	7	27
Low	14	54

Source: Researcher Data Processing in 2022

1 Based on the data in the table above, it shows that as many as 14 children (54%) stated that the living environment was less supportive for children and as many as 7 children (27%) stated that the school environment was in the medium category and 5 children (19%) stated that their living environment was in the high category. or quite supportive.

TABLE 12 CALCULATION OF LIVING ENVIRONMENT USING CHI SQUARE

Living Environment		fo	Fe	fo-Fe	(fo-Fe) ²	(fo-Fe) ² /Fe
Height	SS	0	5,58	-5,58	31,1364	5,58
	S	29	19,2	9,8	96,04	5,00
	TS	17	18,5	-1,5	2,25	0,12
	STS	4	6,73	-2,73	7,4529	1,11
Medium	SS	3	7,81	-4,81	23,1361	2,96
	S	25	26,9	-1,9	3,61	0,13
	TS	37	25,8	11,2	125,44	4,86
	STS	5	9,42	-4,42	19,5364	2,07
Low	SS	26	15,6	10,4	108,16	6,93
	S	46	53,8	-7,8	60,84	1,13
	TS	42	51,7	-9,7	94,09	1,82
	STS	26	18,8	7,2	51,84	2,76
Total					X ² count	34,49

Source: Researcher Data Processing in 2022

9 Based on the table above, it can be seen that the calculated X² for the residential environment is 34.49. In testing the square test, it is necessary to compare X² count with X² table in hypothesis testing. If X² count > X² table then Ho is accepted. In this study, it is known that Df is 6 with a significance of 0.05, so the X² table is 12.59. So it can be seen that X² count > X² table which is 34.49 > 12.59 then it can be seen that Ho is accepted, which means that the living environment causes children to drop out of school. The following is a presentation of the results of the research that has been done



B. Discussion

TABLE 13 RESULTS OF FACTORS CAUSING CHILDREN DROPPING OUT OF SCHOOL

No	Factors Cause	X2 count	X2 Table	Decision
1	Interest in Learning	82,94	12,59	Dominant Cause
2	Learning Motivation	34,12	12,59	Cause
3	Parent's Economy	93,97	12,59	Dominant Cause
4	Parents' Education	31,82	12,59	Cause
5	School Environment	12,54	12,59	No Cause
6	Living Environment	34,49	12,59	Cause

Interest in Learning

Interest is basically special attention. Students who are interested in a subject, for example, will have high attention and interest in serving as a strong impetus to be actively involved in teaching and learning activities. Interest is a sense of preference and a sense of connection to a thing or activity, without anyone telling. Interest is implemented through active participation in an activity. If someone who is learning realizes that the goals to be achieved are beneficial for him, then the motivation to learn will emerge strongly. Several factors that influence students' interest in learning are as follows: (1) Motivating and aspirations, (2) family, (3) the role of the teacher, (4) facilities and infrastructure, (5) social friends, and (6) learning media used by teachers when teaching in class[20], [21].

In this study, students' low interest in learning was one of the factors causing children to drop out of school at SMPN 26 Tulang Bawang Barat. Of the 26 students who were respondents in this study, there were 13 students, or 82.94 percent who stated that they had dropped out of school because they had a low interest in learning. This can be seen from the likes, interests, attention, and involvement of students in the teaching and learning process. Enjoyment can be seen in the enthusiasm of students in following the lesson. Interest can be measured by a person's response to respond to something. Attention can be measured if someone has seriousness during the learning process. Attention arises driven by curiosity. Attention is the concentration of psychic energy or thoughts and feelings towards an object.

Learning Motivation

Learning motivation is a learning activity that is driven by a desire to achieve the best possible learning outcomes. This is a part that comes from within the child expressed by saying "lazy school", "less interest in learning", "still want to play" and "lazy doing school work". For children who experience a lack of motivation to learn, it will affect the child's willingness to go to school and do school assignments until they end up dropping out of school or not continuing to the next level[22].

Based on the results of observations to respondents, there were 12 respondents who revealed that one of the causes of low student motivation which led to dropping out of school was because students who dropped out of school thought that their lives would be fine even if only or without a junior high school diploma. They believe they can live successfully without a high school diploma. The basis of such thinking makes them reluctant to continue school and choose to work. If children are used to working and making their own money and feel able to meet their needs, they will feel lazy to continue schooling. The view that work is more important than school is because school is considered unimportant if the child is able to work and earn money.

In addition, the habit of students who often do not do their homework and find it difficult to complete homework, prefer to see the work of classmates rather than do it themselves. Gradually children get used to it and are reluctant to learn. Children are also lazy to review the material and the speed system last night. After finishing learning in class, students do not review the material that has been delivered by the teacher and only learn when there will be daily tests or semester exams. Thus, the child feels burdened with all school assignments, and in the end, he is lazy to come to school and ends up dropping out of school.

Parent's Economy

Based on the results of the study, there are 7 students who come from middle-class families, namely by profession as farmers and traders, and most of them pass their current job skills to their children. With this inheritance model, children do not get any other motivation other than what their parents are doing now. In fact, if these out-of-school children get higher education, they can help the family's economy in a better way, either in land management or trade. In addition, the cause of children dropping out of school in Tulang Bawang Barat is because the majority of parents who work as farmers also have working hours from morning to evening, causing less close relationships between

students and their families. Likewise with efforts to meet economic needs. Parents of students prioritize basic needs for daily needs.

Parental Education

The level of education of parents is the background for children to get a higher education. This is because the higher the education level of parents, the higher the way of thinking about the importance of education so the desire to send their children to a high level is also very high. On the other hand, if the education level of parents is low, it will affect the paradigm of parents in terms of the importance of education so that they think that education is not important so and the desire to send their children to a higher level is very low [23].

Based on the results of the study, there were 8 students who stated that the involvement of parents in encouraging their children in education depends on the level of education that parents have. Differences in views on education also have an impact on children's perspectives on the learning process. The children felt it was okay for him if he didn't have to go to high school. Because their parents were educated in elementary school and some did not even finish school. Although most parents have fairly high expectations about their children being able to go to high school and do not follow in their parents' footsteps.

A family is a place where children learn about small things to something big and have the same goal. Each individual in the family has their respective roles, functions, and duties, and they must also carry out their roles, functions, and duties properly so as not to cause problems or irregularities in the family. In other words, a father and mother (parents) are role models for their children. The child will follow and learn what he has seen and felt, including thinking about not continuing school because his parents did not finish school.

In line with the structural-functional theory, which is a family theory that focuses on the stability of the family in society. A family consists of a husband, mother, and children who have their respective roles and duties and follow appropriate rules or norms in order to create balance in social life. In other words, a father/mother is a role model for their children. If the family does not support the child's education, the child feels pessimistic that he will be able to achieve his goals considering the education of his parents and the family economy, the desire to learn is low, and surrender to the fate that makes the child not have the enthusiasm to achieve these goals. Should have high ideals, children will make children more enthusiastic in school to achieve their goals, but not for children who drop out of school.

School Environment

In education, the environment also plays a major role in changing human behavior. The environment around the individual will affect activities, both in the physical environment and in the social environment. In fact, most of the environment determines a person's behavior indirectly. A conducive school environment is a factor in the comfort of children in school. If the school environment is not conducive, the child will not be comfortable in school and look for other comfortable places so that the child is reluctant to go to school. Based on the data above, it can be concluded that the school environment is quite conducive. A student does not like school because the school environment does not like students, or from peer factors even from the teacher who teaches the student.

Living Environment

The living environment is one of the factors that causes children to drop out of school which is quite high. Based on the results of observations, there were 14 students who stated that the respondents were in an unsupportive social environment, namely the daily life of the respondents interacting with children who were not in school, had worked and were unemployed. This is because most of their playmates are out of school and are already working. So that the social environment influences them not to continue their education.

Through playmates or peers will influence each other's behavior, attitudes and ways of acting on children. Playmates can be an inhibiting factor as well as a driving factor in children's education. A supportive friend or a positive influence, for example, a person who is friends with another child who is educated and passionate about learning will also bring good benefits to the child [24].

Meanwhile, friends who have a negative influence will inhibit children from carrying out their learning activities. For example, children who are friends with children who are no longer in school will have a negative influence on children. If you make friends with children, most of whom are not in school, it will interfere with children's learning activities, for example, invite them to chat until they lose track of time, invite them to play during school days, and so on so that children's learning activities are disrupted and even willing to play truant.

IV. CONCLUSION

Based on the results of research on the factors that cause children to drop out of school at SMPN 26 Tulang Bawang Barat, the following conclusions were obtained: (1) Interest in learning with a value of X_2 arithmetic $> X_2$ table that is

equal to $82.94 > 12.59$ which indicates H_0 is rejected which means Children's interest in learning causes children to drop out of school. (2) Motivation to learn with a value of X^2 arithmetic $> X^2$ table that is equal to $34.12 > 12.59$ which indicates H_0 is rejected, which means that children's learning motivation causes children to drop out of school. (3) Parent's Economy with a value of X^2 arithmetic $> X^2$ table that is equal to $93.97 > 12.59$ which shows H_0 is rejected, which means that the economy of parents causes children to drop out of school. (4) Parental education with a value of X^2 arithmetic $> X^2$ table that is equal to $31.82 > 12.59$ which shows H_0 is rejected, which means that parental education causes children to drop out of school. (5) The school environment with a value of X^2 count $> X^2$ table that is equal to $12.54 > 12.59$ which shows H_0 is accepted, which means that the school environment does not cause children to drop out of school. (6) Living environment with a value of X^2 count $> X^2$ table which is $34.49 > 12.59$ which indicates H_0 is rejected, which means that the living environment causes children to drop out of school.

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