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Analysis of dropout students at Junior High School in Lemoh Timur village

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Abstract

The purpose of this study is to 1) analyze and describe the factors that cause children to drop out of junior high school in East Lemoh Village 2) to find efforts to prevent school dropouts in East Lemoh Village, East Tombariri District, Minahasa Regency. This study uses a qualitative approach. Informant retrieval technique using purposive sampling and data collection techniques by observation, interviews and documentation while the data analysis used is an interactive analysis of Miles and Huberman. The results showed that the factors causing children to drop out of school in Lemoh Timur Village, Tombariri Timur District, Minahasa Regency were factors in the low economic condition of parents, low parental knowledge of children's education and the condition of divorced or separated parents. Efforts are being made to prevent children dropping out of school, namely parents trying to supervise children's education and teacher efforts are to identify underprivileged children and register them for educational assistance such as the Smart Indonesia Card.

Keywords: School dropouts, causing factors, overcoming efforts

1. Introduction

Adolescence is a condition in which a child is between the levels of primary and upper secondary education. There are children who drop out of school at the high school level even at the age of nine years of compulsory education (elementary school and high school) in East Lemoh Village, East Tombariri District, Minahasa Regency. A number of children who drop out of school are at the elementary, junior high, and high school levels. However, of the three levels, the highest case of dropouts is at the junior high school level. Based on the data that the researchers found in the initial observations, the number of children attending the junior high school level was 75 children consisting of 50 boys and 25 girls. From a total of 75 children attending junior high school, there are 59 children who are still in school and are spread across the five guardhouses in Lemoh Timur Village. To protect I, the number of children attending school is 15 children consisting of 10 boys and 5 girls. Guard II has the least number of junior high school children attending school among the other guards, with 7 children attending school, consisting of 2 boys and 5 girls. In guard III the number of children attending school is 9 children, consisting of 6 boys and 3 girls. Furthermore, in guard IV the number of children attending school is 15 children consisting of 11 boys and 4 girls. Then the last guard V, the number of children attending school is 13 children, consisting of 8 boys and 5 girls.

Junior high school students are part of a society that has many units and small groups including families. The family is the smallest unit in a society consisting of the head of the family and several people in it who live together and have strong ties, both as parents and as children. The family is like a system that influences each other. There are heads of families, mothers, and children who will need each other and have their respective functions and roles. When the role as head of the family to provide, supervise, and educate children does not function properly, it will affect other family members. When a mother does not carry out her function and role in the family to educate, supervise and guide the children's lives, the children's lives are not controlled. Likewise, as a child in the family when he does not carry out his role as a good and devoted child to his parents, it will affect his family's condition, because problems in the family are not only with parents but also with children. Every family has hope that in the future their children may become smart children, behave well,

have good character, succeed in reaching their goals, even if they can have a better life than their parents. One option to realize the expectations of parents is to send their children to school. Syafaruddin (2008: 153) ^[17] the teaching and learning process is conditioned to efforts to empower students through actions in the form of learning stimuli from the teacher, and it is expected that there will be reactions from students so that scientific transactions occur in the context of learning. In terms of decision making and policies of the school and parents, according to what Syafaruddin (2008: 152) ^[17] said is an effort to bring together similarities between school members such as school principals, teachers, students, parents of students, intellectual's intelligent people who have an interest in education. This clearly shows that the role of parents and schools greatly influences the life of children, especially from the point of view of education for the future of children.

It is unfortunate that this fact shows a gap, especially with the nine-year compulsory education program because the highest dropout rate in East Lemoh village is at the junior high school level. When a child drops out of school, indeed they can still be educated by their parents, but there are different ways of educating parents and teachers. Children need education from parents and from teachers so that affective, cognitive, and psychomotor development can run in a balanced and optimal way. Each child's competence is different because it needs to be guided and directed so that children can grow and develop optimally. If a child who is in school can drop out of school, it is certain that there are things that cause them to drop out of school, it could be due to encouragement from within the child itself or encouragement and influence from outside. One of the things needed in education is discipline. Discipline is also an important part that must be taught and exemplified by both teachers and parents to cultivate the child's personality to become a disciplined child and feel that education is important. When a child feels that education is an important part of his life, it is not easy for him to drop out of school without thinking. Dropping out of school is not entirely the fault of teachers, schools, religious leaders, and even the government. There are many things that must be studied which will start from the family which has an influence on the lives of children who drop out of school, ranging from supervision, economic problems as well as attention and control from parents from peers who really have an effect on the continuation of children's education. -child. Based on initial observations, researchers found that most children who dropped out of school in Lemoh Timur Village due to economic and family factors did not pay much attention to their children's education, only focused on earning a living for their daily needs and did not supervise and pay attention to the real importance of education is a primary need. In addition, the lack of understanding of parents about the importance of education for their children's future is a trigger factor for children dropping out of school because parents only consider it as a daily routine without understanding in depth the importance of education for the future. Furthermore, there is a lack of motivation in children to complete and continue their education, because there is nothing interesting that triggers children to go to school and are more interested in going to the garden and playing.

Several attempts were made by religious leaders and the government in terms of building motivation for adolescent children so as not to drop out of school. In worship

activities, religious leaders always provide advice and remind families and teenagers to be enthusiastic about participating in education at school. The government has made efforts through the Smart Indonesia Program through the Smart Indonesia Card so that every school-age child can receive education, especially the nine-year compulsory education. In addition to KIP, there is also the Family Hope Program with one of the goals of increasing the education level of PKH participants. In Minahasa Regency through the Education Office, the distribution of school supplies for underprivileged families in the form of bags, uniforms, shoes, and stationery has been carried out. The three government programs have been realized in Lemoh Timur Village, but it cannot be denied, the problem of children dropping out of school still occurs today, especially at the junior high school level, which from the age category is in their early teens. Although all government assistance and programs to support education have been felt by the community, there are also parents who do not understand the importance of education for their children. This results in the assistance in the form of money and school supplies that are not guaranteed to ensure the implementation of the nine-year compulsory education program. The problem of out-of-school children is very important to be studied and resolved because this will have an impact on the quality of human resources in the future.

The purpose of this research is

- a. Describe the factors that cause children to drop out of junior high school (early teens) in Lemoh Timur Village, East Tombariri District, Minahasa Regency.
- b. Put forward efforts to prevent the problem of dropping out of junior high school (early teens) in Lemoh Timur Village, East Tombariri District, Minahasa Regency.

2. Literature Review

2.1 Education Concept

Education in a narrow sense according to Mudyahardjo (2016: 6) ^[12] is all the influences that schools seek to give to children and adolescents so that they have perfect abilities and full awareness of their social relationships and tasks. From the several definitions of education described above, it can be interpreted that education is an important component in the life of a human being as a provision of knowledge, to form character, develop skills, and instill character education that is useful for the future of the human being. Education requires a conscious effort on the part of parents, schools, and the government to support the continuity of education for the nation's children.

The main thing in education is learning and teaching which is now often called learning. According to James Patrick Chaplin in Dictionary of Psychology 1985 (Widhiieaprilia 2019) Learning is limited to two types of formula. Learning is the acquisition of the first formulation changes are relatively sedentary behavior as a result of training and experience. The second formulation Learning is the process of obtaining responses as a result of special training. Learning is limited to two types of formulas. The first formulation learning is a relatively permanent change in behavior as a result of training and experience. The second formulation learning is the process of obtaining responses as a result of special training.

James Chaplin's opinion indirectly conveys that if a child does not take part in learning, he will lose the opportunity to get a formula to change behavior as a result of training and

experiences that are very useful for his life. Time well put to good use is when someone spends time and ends up producing something or at least adding to knowledge. Therefore, the period of education is a golden time that should be used to add insight, knowledge, and self-development.

Basically, education has a function to develop one's life in order to explore the potential in each person and develop it. Neolaka (2016: 17) suggests the function of education in micro and macro;

- a) On a micro level, the function of education is to provide conscious assistance for the occurrence of physical and spiritual development in students. Physical development is knowing one's physical self, to be physically healthy one must be disciplined in food and drink, regular exercise, and so on. As for spiritual development, it starts with knowing oneself, being taught to know oneself and God.
- b) On a macro level, the function of education is closely related to: (1) personal development on a macro level, namely love for friends and neighbors, loving family, loving the environment, and knowing the creator of the universe; (2) development of diverse arts and culture of the nation; and (3) self-development as a good citizen, and as a citizen he must be determined to defend his nation and country. This macro-education function will run smoothly when in the educational process it is necessary to emphasize education on harmonious interaction because the essence of education is a matter of interaction, therefore harmonious interaction is very important to be taught and then applied in real life everyday.

Based on the educational function proposed by Neolaka, it can be understood that the function of education is very broad and deep. Broad means that it includes many aspects, starting from instilling a sense of love for the homeland, loving the environment, respecting others, and developing one's potential. While deep tends to introduce the importance of one's physical and spiritual health. This is related to the distribution of education both in terms of infrastructure and in terms of teaching staff. When educational facilities and infrastructure are available evenly, the educational function has the possibility to run well. Teachers as educators are human resources who will help achieve the goals and functions of education. Equitable distribution of education for educators is also needed to achieve the functions and objectives of education to improve the quality of education so that children are encouraged to continue in school if the teacher is able to condition the class or conduct interesting learning for students.

2.2 Education concept for children

Education is an important component in human life when born into the world as a child. When a child is born, a child is helpless, because along with physical development, his mental and spiritual development must also develop. When children enter their early teens and continue at the junior high school level, children face many challenges both from the school environment, the environment where they live, even from the development of science and technology. According to Monks (1999) in (Agustin 2014: 3) ^[2] early adolescents are in the age range of 12 to 15 years, in general, individuals are in junior high school or the

equivalent. Mudyahardjo (2016: 33-34) ^[12] the basic necessity of education for a human child includes 4 patterns, namely;

1) Biological Basis.

- a) Human children are born not equipped with perfect instincts to be able to adapt to the environment.
- b) Human children need a long period of learning in preparation to be able to properly relate to the environment in a constructive manner.
- c) Early education occurs after a human child reaches physical adjustment (children can walk alone, can feed themselves, can use their own hands) or achieve physical and physical freedom.

2) Implication

- a) Human children who do not receive help from other humans who have grown up will not become cultured humans or even die.
- b) Children need protection and care, as a period of preparation for education.
- c) Limited educational capabilities.
- d) Adults who are not successfully educated need re-education or re-education.

3) Socio-Anthropological Basis

Civilization does not happen by itself owned by every member of society.

- a) Every member of the community needs to master the culture of the group in the form of social/cultural heritage.
- b) People want a civilized life.

4) Implication

- a) A transformation from a biological organism to a cultured organism is required.
- b) Cultural transmission is required.
- c) Cultural internalization is required.
- d) Social control is needed for cultural preservation.
- e) Education = personalization of socio-cultural roles (personalization of civilization).

Based on the 4 patterns of educational necessity above, it is very contradictory to have junior high school level children dropping out of school. When a child drops out of school, he automatically does not follow the 4 patterns of educational necessity, while the educational imperative means that a child must receive education in order to adapt to the environment, know culture, and live civilly.

2.3 Reasons for dropping out of school

A child in his early teens at the junior high school level tends to be unstable in making decisions. Often they make decisions without thinking and just because of emotions or going along with their peers. The influence of peers is indeed great for school-age children at the junior high school level. School-age children who ultimately drop out of school are caused by many factors, some of which are as follows:

1. Factors of parents (family)

Agustin (2014: 7) ^[2] says that parental support has an important role in the psychological condition of children. In addition to teachers in schools, parents also have an

obligation to provide strengthening direction for children to get an education. Tirtarahardja and Sulo (2005) in (Edu, et al, 2017: 99) ^[6] say that parents/guardians in the family environment are indeed the first and most important educators for students. Edu et al (2017: 99) ^[6] say that in the modern era, although most of the educational functions are taken over by formal educational institutions, the family is still the most important institution in the child's socialization process. Licknoa (2013) in (Edu, et al, 2017: 99) ^[6] parents are the main moral educators for children. Licknoa (2016: 50) ^[8] our character can be formed from our habits, our habits as children usually last until adolescence, parents can influence good or bad the formation of their children's habits.

Based on the concept above, it can be concluded that the role of parents greatly determines the continuation of children's education at school age. The family shares a system consisting of parents and children and their respective functions. If the role as parents to look after, educate, and supervise children does not function properly, it is possible that it will have a negative impact on children's education, such as children who can skip school, are lazy to go to school, and even drop out of school. The cause of parents not being able to carry out their roles properly is because they are influenced by several factors

2. Motivation Factor

Rahmat (2018: 188) the word motivation comes from the word motive which means encouragement or reason, motive is a driving force that encourages humans to act or a force within humans that causes humans to act or do something. Encouragement from within and even from outside can be the reason for the action of change to do something in accordance with the purpose of the action. Various motives can arise based on what drives someone to do the action.

Motivation is associated with dropouts, meaning that a child can drop out of school based on certain motives (encouragements/reasons) such as encouragement from peers or the child's personal reasons. Dropping out of school does not just happen, but because there are reasons so that the result is a child dropping out of school.

2.4 Emotional Reaction

Emotional reactions are the same as psychological reactions, which are complex and take different forms. The following emotional variants are quoted from Baharuddin (2016: 140-142) ^[4].

1. Fear

Fear is a feeling that encourages individuals to stay away from something and as much as possible avoid being associated with that thing. The extreme form of fear is a pathological fear, which is called a phobia. A phobia is a very strong fear of certain things even if there is no real reason, such as a fear of dark places or closed rooms (claustrophobia). Another fear that is a psychiatric disorder is anxiety or someone's fear without a clear target and reason.

2. Worry

Worry or worry is a fear that has no clear object or no object at all. Anxiety causes feelings of displeasure, anxiety, tension. unsettled and unsafe. One's fear of violating religious and community norms or customs is a form of worry that is common to every individual. This kind of worry is actually positive, because it will make a person to

always be careful and try to adjust to the norms of religion and society.

3. Angry

The main sources of anger are things that interfere with activities to get to the goal. When the tension that occurs in the activity does not subside, even increases, then to channel the tensions, the individual concerned becomes angry.

4. Surprised

Surprised is an expression of a stimulus that occurs or comes suddenly because of something unexpected before. Expression of surprise is something that exists in every individual and is brought from birth or inborn. So, surprise is not influenced by each individual's experience. Therefore, the expression of surprise is the same for each individual, namely closing the eyes, the mouth widening, and the head and neck moving forward.

5. Happy

Joy is an expression of relief, that is, a feeling of being free from tension. In other words, joy is a positive feeling towards the situation faced by the individual. The opposite is sadness and distress, namely negative feelings about the situation at hand because of emptiness or the loss of something that is valued. While happy, usually caused by things that are sudden or surprise and also joy is usually social in nature, namely involving other people around the person who is having fun.

6. Jealousy

Jealousy is a special form of worry that is based on a lack of self-confidence and a fear of losing someone's love and affection. In general, jealous people always have a hateful attitude towards their rivals

3. Research Method

Based on the problem formulation and research objectives above, to find the facts behind dropping out of school and its prevention, in this study the researcher will use qualitative methods. According to Afrizal (2014: 13) ^[1] qualitative research methods are defined as social science research methods that collect and analyze data in the form of words (oral and written) and human actions and researchers do not attempt to calculate or quantify qualitative data that has been obtained and thus not analyzing the numbers. Straus and Corbin (2003) in Afrizal (2014: 12) ^[1] define qualitative research methods as a type of research whose findings are not obtained through statistical procedures or other forms of calculation.

Researchers will conduct research in East Lemoh Village, East Tombariri District, Minahasa Regency, North Sulawesi Province. In accordance with Afrizal's opinion (2014: 128) ^[1] research locations can be selected based on non-academic considerations such as security and convenience considerations, but the choice of location does not sacrifice the relevance of the location for the case or research problem. In selecting the research location, the researcher has made the following non-academic considerations:

1. Lemoh Timur Village is one of the villages in East Tombariri Subdistrict which is easily accessible by researchers.
2. The level of security is guaranteed when researchers will conduct data collection on research informants.

3. The place of research is the place of domicile of the researcher, thus the researcher is familiar with and knows the environment around the place of research.

The focus of this research is the causes of children dropping out of school at the junior high school level in Lemoh Timur village and efforts to prevent the problem of school dropouts. The purpose of the research focus is that the research that will be carried out by the researcher is only limited to what is the focus of the research and there are no actions outside the interests of the research.

Based on the function of the research focus put forward by Alwasilah, the researcher focuses this research only on the study of the factors that cause children to drop out of junior high school in Lemoh Timur Village based on the assessment indicators described above.

Research Information. The researcher selected the informants in this research using purposive sampling technique. Informants in this study will develop when researchers go to the field. Afrizal (2014: 139) ^[1] research informants are people who provide information either about themselves or other people or an event or thing to researchers or interviewers in depth. In accordance with what Afrizal said, the determination of informants has the condition that the data source must be someone who is able to provide information about the causes to how to prevent the problem of school dropouts. Therefore, the researcher chose parents, school dropouts, and teachers who were considered by the researcher to be able to provide the information that the researcher needed in this study. This is related to the opinion of Winarni (2018: 153) ^[19] purposive sampling is a sampling technique from data sources with certain considerations, for example people who are considered to know best about what is expected or maybe he is the ruler so that it will make it easier for researchers to explore the object of the social situation under study. So the researchers considered the informants who were considered to know the cause of the problem of school dropouts in Lemoh Timur village and ways to prevent the problem of school dropouts.

Data Collection Techniques. Data collection techniques that will be used by researchers are interviews and observation. What the researcher will do first is the interview. According to Lexy J. Moleong (2020 Learning Materials) an interview is a conversation with a specific purpose in which the conversation is carried out by two or more parties, namely the interviewer who asks questions and the interviewee who provides answers to the questions. Researchers will conduct unstructured interviews with dropouts, parents, and teachers to find real data that causes children to drop out of school. After conducting interviews, the researchers will make observations. Nasution (1988) in Winarni (2018: 159) ^[19] states that observation is the basis of all science, scientists can only work based on data, namely facts about reality obtained through observation. So the researcher will make observations to find facts and match the results of interviews conducted by previous researchers. Researchers will also carry out documentation for collecting research data that requires document images that are in accordance with research data needs.

Data analysis Techniques. The data obtained by interview can be analyzed using qualitative analysis. Miles and Huberman (1984) in Winarni (2018: 171) ^[19] suggest that activities in qualitative data analysis are carried out interactively and take place continuously until complete, so that the data is saturated. Activities in data analysis, namely

data reduction, data display, and conclusion drawing/verification.

The stages are as follows

a) Data reduction (data reduction)

According to Winarni (2018: 172) ^[19] reducing data means summarizing, choosing the main things, focusing on the important things, looking for themes and patterns. Thus the data that has been reduced will provide a clearer picture and make it easier for researchers to conduct further data collection, then look for it if needed. Winarni (2018: 163) ^[19] data reduction is a sensitive thinking process that requires high intelligence, breadth and depth of insight.

b) b. Presentation of data (data display)

Researchers will present data in qualitative research in the form of short descriptions, displaying charts, brief descriptions, and relationships between important points related to the focus of this research.

c) Conclusion/verification (conclusion drawing/verification)

In this qualitative research, it is hoped that the conclusion is a new finding that has never existed before.

4. Result and discussion

4.1 Factors that cause children to drop out of school

Based on the results of interviews, observations and data analysis, it has been shown that Lemoh Timur Village is one of the villages in East Tombariri Subdistrict, Minahasa Regency which in general is still found children who have dropped out of school. There are several cases of children dropping out of school in Lemoh Timur Village so that researchers are interested in conducting research to find out the causes of children dropping out of school. In the research conducted, the researcher used a qualitative approach by using data collection in the form of interviews and documentation. This study examines the factors of children dropping out of school in the form of parents' economic factors, factors of lack of attention and parental supervision, and the problem of divorced parents on children's education. These three factors are the main factors for dropping out of school in Lemoh Timur Village, Tombariri Tumor District, Minahasa Regency. Research conducted by Alkholifatus Sholikhah (2017)

by examining the factors of children dropping out of school with the sub focus of the study on children's interest in school, economic factors, environmental factors, internal family communication factors, social factors and health factors. The results showed that it is true that the factors that cause children to drop out of school are the lack of interest in school, economic factors, environmental factors, family internal communication factors, social factors and health factors. The most dominant factor that causes children to drop out of school in Karangrejo village, North Metro District is the lack of interest in children to school. When compared with this study, in this study there are three factors that affect children dropping out of school, namely the parents' economy, lack of parental supervision and family problems, namely parents divorced, meaning that this research is in accordance with research conducted by Alkholifatus Sholikhah (2017).

Research conducted by Sarfa Wassahua, (2016) ^[16] states that the factor of children dropping out of school is due to many factors that influence it, both internal and external factors. Internal factors include the income of the head of

the family and the education level of the head of the family. External factors include community culture. These factors are thought to be a major contributing factor to the paradigm of parents about the importance of education. In addition, there are other factors that also play a role in increasing the development of children's education, namely the level of awareness of the head of the family in terms of education. If the level of awareness of the head of the family in terms of education is lower, the awareness of children for school is also low, thus the rate of children dropping out of school will increase.

Based on research conducted by Sarfa Wassahua (2016) ^[16], which states that the factors causing children to drop out of school are the income and economic factors of parents and children's education, according to this study, the factors that cause children to drop out of school in Lemoh Timur Village, Tombariri District, Minahasa Regency are economic factors. parents and the lack of parental concern for children's education due to lack of attention and supervision, as well as research conducted by Nevy Farista (2015) ^[14] which states that the factors for children dropping out of school are the distance from where they live to school, the type of work of parents, number of dependents, parents' educational background, and income level. In addition, dropouts in these areas are also influenced by the productive activities of children in the household. If it is associated with this study, the low level of parental income is due to economic factors, such as some children in Lemoh Timur Village who often look for coconuts to get pocket money and other needs of the child so that one of the factors that causes children to drop out of school is economic factors. parents, coupled with a lack of parental supervision of children, and family problems (divorce) that have an impact on the child's education process.

Research conducted by Nevy Farista (2015) ^[14], it was found that there are family factors in this case the parents' economy and the level of education of parents, so when compared with this study, the factors that cause children to drop out of school in Lemoh Timur Village are the economic factors of parents, lack of parental supervision of children's education, and parental divorce factors.

In general, the results of this study are related to the system theory by Mudyahardjo (2016) ^[12] which explains that education which includes all of its components has parts such as; school, government, family, and peers. The part of the school as a subsystem has components in it such as the principal, vice principal, teachers, and education staff, which have their respective functions and roles. The government as part of the subsystem has components such as heads of services, supervisors, and sector sections that have their respective functions and roles. The family as a subsystem has components in it, namely father, mother, and children. Fathers have roles, among others, to provide for, shape the character of children, lead, and protect the family. Mothers have the role of educating, teaching good things, bridging communication in the family, and guiding children. Children must love, respect, and be devoted to their parents. Peers are also part of education, a place to interact to form character and friendship in the classroom. Positive peers can support each other and encourage each other to learn.

So when the school, the government, the family, and peers both carry out their roles and functions well, it is certain that there will be no problem with dropping out of school at the junior high school level in Lemoh Timur Village.

Based on the explanation of the system theory which is then linked in this research, it can be said that with the results of

the study which states that the economic conditions of parents are lacking, parents' knowledge of education is lacking and also the result of the condition of divorced parents, a system in education itself does not function, namely in family functions or there is an abnormality in the family system.

Factors causing children dropping out of school in Lemoh Timur Village, Tombariri District, Minahasa Regency can be discussed as follows:

a. Parent's Economic Factors

The economic condition of parents is a factor that causes children to drop out of school in Lemoh Village, East Tombariri District, Minahasa Regency, where the economic condition of parents who are less able to finance their children's education such as buying uniforms, pocket money and other necessities so that children become lazy to go to school choose to make money by looking for coconuts. It is undeniable that the economic conditions of parents greatly affect the continuity of children's education because taking education requires money as well. This is in accordance with research conducted by Fitriana Nur Itsnaini Year: 2015 which states that one of the causes of children dropping out of school is the economic condition of their parents who are weak as well as research conducted by Linda Purwanti Year: 2016 Factors causing dropouts are low child motivation, economic factors, and parental factors.

b. Factors Lack of Parental Supervision

Lack of parental supervision of children's education is a factor that causes children to drop out of school in Lemoh Village, East Tombariri District, Minahasa Regency. Parents who are less concerned with their children's education and the assumption that it is better for their children to earn money for the necessities of life are more important than education, which are the main thoughts of parents so that there is less supervision for children Children become less cared for and supervised in terms of their education. It is undeniable that the factor of lack of parental supervision is a factor that causes children to drop out of school. This is in accordance with research conducted by Roy Kulyawan Year: 2013 which states that the factors that cause children to drop out of school are economic factors, environmental factors and awareness factors for parental supervision of education.

c. Factors of Divorced Parents

Family problems often affect children's education. In accordance with the results of this study, it turns out that there are children who drop out of school because their parents are divorced and live separately from their children. This results in the absence of maximum attention and supervision for these children so that when children need the role of parents, they do not get it, causing children drop out of school. The concept of emotional reactions put forward by Baharuddin (2016) ^[4] contains feelings of fear, worry, and anger. Feelings of fear, worry, and anger towards divorced parents affect the mindset and decision making of a child who is still at the junior high school level, so dropping out of school is his choice.

Based on the description above, the researcher concludes that it is related to systems theory (Muddyaharjo 2016) namely when the function of the head of the family to provide, supervise and guide is not done properly, the impact is that children can drop out of school, as well as the function of the mother to educate, regulate family life and If

it doesn't work properly it will result in the child dropping out of school. Children who drop out of school due to economic factors, lack of parental supervision, and divorced parents, take the decision to drop out of school because of the psychic will as in the will theory in Johannes Lindworski's research which through his research concludes that will is a psychic activity that is closely related to function. other psychic, although not entirely determined by psychic impressions such as feelings and so on. So based on a combination of systems theory, will theory, and the concept of emotional reaction, children who want to drop out of school are driven by their psychic and emotional reactions due to the three factors that encourage children to drop out of school, namely economic factors, lack of parental supervision, and divorced parents.

4.2 Efforts to Prevent Children Drop Out of School

Based on the results of the study, it can be explained that the efforts made to prevent children from dropping out of school are on the parents and teachers' side. As for parents, it is trying to supervise children to stay in school and especially other family members. Then the teacher's effort is to identify underprivileged children to be registered for educational assistance such as the Smart Indonesia Card (KIP) so that cases of dropping out of school due to the economy of their parents do not occur.

Research conducted by Ridwan, (2019), states that there are efforts by parents and teachers (schools) in preventing children from dropping out of school, namely by: 1) Efforts by parents to pay attention to the importance of formal education by providing support and motivation both from in terms of morals and material, caring, establishing closeness with children, accompanying children when they are at home and controlling children's interactions, 2) School efforts by establishing closeness with students and parents, calling students' parents to then find solutions so that children continue to formal education. The research is in accordance with this research that there are efforts by teachers or the school in overcoming or preventing children from dropping out of school and there are also efforts made by parents.

5. Conclusion

Based on the results of research, data analysis and discussion, some conclusions can be drawn as follows:

1. Factors causing children to drop out of school in East Lemoh Village, East Tombariri District, Minahasa Regency are the first factors of the low economic condition of parents, secondly the lack of parental supervision of children's education, third and the condition of the parents being divorced or separated.
2. Efforts are made to prevent children dropping out of school, namely parents trying to do more supervision of children's education and teacher efforts are to identify children who are less fortunate and registered with educational assistance such as the Smart Indonesia Card

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