

Education Department Strategies in Overcoming School Dropout Children in Bulukumba Regency, Indonesia

Nuryanti Mustari^{1*}, Junaedi², Thasya Ramadhani³, Lukman Nul Hakim Amran Saputra⁴, Herman⁵

Faculty of Social and Political Science, Universitas Muhammadiyah Makassar, Makassar, 90141, Indonesia^{1,2,3,4,5}

Corresponding Author: 1*



ABSTRACT— Education is something that is very important for life in the future because good education can lead to better jobs so that they can improve their standard of living. The rise of children dropping out of school in society is a problem in the current educational era, therefore the aim of the research was to determine the government's strategies in education department in dealing with out-of-school children in Bijawang Village, Ujung Loe District, Bulukumba Regency by referring to the indicators of government strategy theory by Geoff Mulgan. This research method was qualitative research, and data descriptively by using Nvivo 12 Pro application. The research results showed; 1) Bulukumba has a mission to overcome school dropout children by reducing the school dropout age rate and increasing the average length of study and the target group of children aged 7-18. 2) The internal environment influenced by motivating strength, dealing with out-of-school children and carrying out strategies according to commitment and responsibility are caused by the low economy so that the external environment influenced by the implementation instructions and guidelines. 3) Form of coordination from central to regional, forming a PPATS team, coordinating with OPD, communication in the form of data collection, interviews, publications, education to the community, outreach, and integrated into one team structure to accelerate the handling of out-of-school children in Bulukumba. 4) Factors that influence in the form of economic, marital and environmental reasons or juvenile delinquency.

KEYWORDS: Strategy, Education Department, School Dropout Children

1. INTRODUCTION

Education is something that is very important for life in the future because good education can lead to better jobs so that they can improve their standard of living. In line with that, according to Law Number 20 of 2003 concerning the national education system that: "National education functions to develop abilities and shape the character and civilization of a dignified nation in order to make the life of the nation intelligent, aimed at developing the potential of students to become human beings who believe and are devoted to Almighty God, noble character, healthy, knowledgeable, capable, creative, independent, and a democratic and responsible citizen" [1- 3].

Education is an important factor that contributes to positive social development. It directly and indirectly influences many development factors and can bring about significant social change, in individuals, communities and even a nation. In the era of globalization, the demand to be able to keep up with developments in science and technology has been felt by all levels of society. Education can be said to be successful if each educational element can carry out its respective role well [4- 6].

The right to education is part of human rights in Indonesia, not just a moral right but also a constitutional

right. This is in accordance with the provisions of Article 28 C paragraph (1) of the 1945 Constitution (post amendment), which states: “Every person has the right to develop himself through fulfilling his basic needs, has the right to obtain education and benefit from science and technology, arts and culture, for the sake of improve the quality of life and for the welfare of humanity” [7- 9].

Life skills education can be understood as education to improve the abilities, abilities and skills needed by a person to maintain survival and self-development [10- 13]. It has become the belief of all nations in the world that education has a very big role in the progress of the nation [14- 16] stated that a president of the most developed country in the world, still acknowledged that investment in education was important in the nation's progress. “As a nation, we now invest more in education than in defense”. Therefore, in a global era like today, when a government does not care about developing the education sector seriously and sustainably, it is easy to predict that in the long term that country's government will actually trap the majority of its people into a world of underdevelopment in various aspects of life [17- 20].

In line with the important role of education, it indicates that the development of the education sector must be a top priority in human resource development. This has encouraged the Indonesian government to pay more attention to the education sector by enacting a number of laws related to education, including Law Number 20 of 2003 concerning the National Education System, Law Number 14 of 2005 concerning Teachers and Lecturers (which is the basis for improving welfare of teachers and lecturers), and Law Number 9 of 2009 concerning Educational Legal Entities. Various laws will become the legal umbrella for the implementation of education in Indonesia in order to be able to improve the quality of human resources and open the widest possible access for the public to obtain quality educational services [21- 25].

Based on the author's literature observations, there are several common problems that cause children to drop out of school, these factors are, low economic capacity including exploitation of children's labor as child labor by their parents to help earn a living for the family; as well as low understanding of the importance of education and lack of motivational support from the family [26- 31]. And also the author's initial observation in improving and developing education, there are challenges in its implementation, expensive access to schools, the traditional culture of the Bulukumba tribe which prohibits outside schools, poverty, long distances to schools, job demands, laziness. Including the current challenge of the large number of children in Bulukumba who have dropped out of school, the number is quite fantastic, reaching approximately 8,688 children aged 7 to 18 years, which is caused by various factors [32- 36].

The current role of the Government is to invite all relevant stakeholders to jointly commit to taking responsibility so that these children can return to school with the various problems faced by each of these children, in order to create a golden generation for Bulukumba in the future in accordance with the vision and mission. Regent and Deputy Regent (Wabup). It is also hoped that the Village Government and Village Head will continue to be more proactively involved in the success of this program to ensure that every citizen has the right to education so that children dropping out of school can be prevented. Based on the background description above. The author is interested in conducting research with the title ‘Education Service Strategy in Overcoming School Dropout Children, Especially in Bijawang Village, Ujung Loe District, Bulukumba Regency’.

2. MATERIALS AND METHODS

This research is in the form of qualitative research which emphasizes and reveals descriptive data as an approach to generally understand the focus of the research using the help of the Nvivo 12 Pro application to analyze and visualize the data. Qualitative research is a research method that emphasizes holistic descriptions,

which can explain in detail what activities or situations are taking place rather than comparing the effects of certain treatments, or explaining attitudes or behavior [37]. This research uses this method to describe the problems faced in the Education Department's Strategy in Overcoming School Dropout Children, Especially in Bijawang Village, Ujung Loe District, Bulukumba Regency. It is hoped that using this method will provide the best solution so that the Education Department's strategy for dealing with out-of-school children, especially in Bijawang Village, Ujung Loe District, Bulukumba Regency runs more optimally. The data source referred to in this research is the subject from which the data can be obtained and has clear information about the data collection and processing process. Primary data was obtained from interviews with officials from the Bulukumba Regency Education Service, the Head of PAUD and PNF development at the Bulukumba Regency Education Office, parents and elementary and middle school students. Secondary data was obtained from government regulations, budget implementation documents (DPA), standard operating procedures (SOP), profile of the Bulukumba Education Office. The data collection techniques used in this research are through interviews, observation, documentation and literature study, then the data is analyzed through data reduction, data presentation and data verification. The results of data processing are the basis for drawing conclusions by the research team.

3. RESULTS AND DISCUSSION

3.1 Environmental Conditions and Goals in Educational Problems

Strategy Objectives are important and the most basic thing in doing things for the Government to deal with out-of-school children in Bulukumba Regency. Therefore, the Regional Government of Bulukumba Regency must have clear goals and overcome out-of-school children so that they develop much better than before. mission (mission) and passion/vocation (talent/ability) we can know that to have a goal requires a mission and the ability to carry out and implement that mission.

The Bulukumba Regency government, namely the Education Office, is a government agency whose aim is to address out-of-school children in Bulukumba Regency by means of a form of coordination starting from the central level to the regional level, forming a PPATS team, then coordinating with the government OPD for data collection, coaching and providing assistance, communication methods used in the form of data collection methods, interview methods, publicity-education methods for the community, outreach to various existing stakeholders, and integrated into one structure called the PPATS team (accelerating handling of out-of-school children) at the Bulukumba district level. and increasing the average average length of study. This leads to the author's explanation that in Bulukumba district, a total of 844 out-of-school children from the ages of 7-18 (SD-SMA) and 1,644, and children do not continue their schooling from SD-JMP or SMP-SMA.

Bulukumba District Education Office Government has a mission to overcome school dropout children by reducing the school dropout age rate and increasing the average length of study and the target of children aged 7-18. These include issuing policies in the education sector such as educational financial assistance, providing educational scholarships for the poor (BSM), as well as providing outreach to the public about the importance of education.

The environment is very important for the regional government of Bulukumba Regency to pay attention to in dealing with out-of-school children, both the impact of risks and positive things that influence changes that occur in the condition of out-of-school children, therefore the regional government of Bulukumba Regency must make regulations in the child's environment. both within the family environment and the surrounding environment, because children's attitudes, behavior and mentality are influenced by the family environment and the surrounding environment.

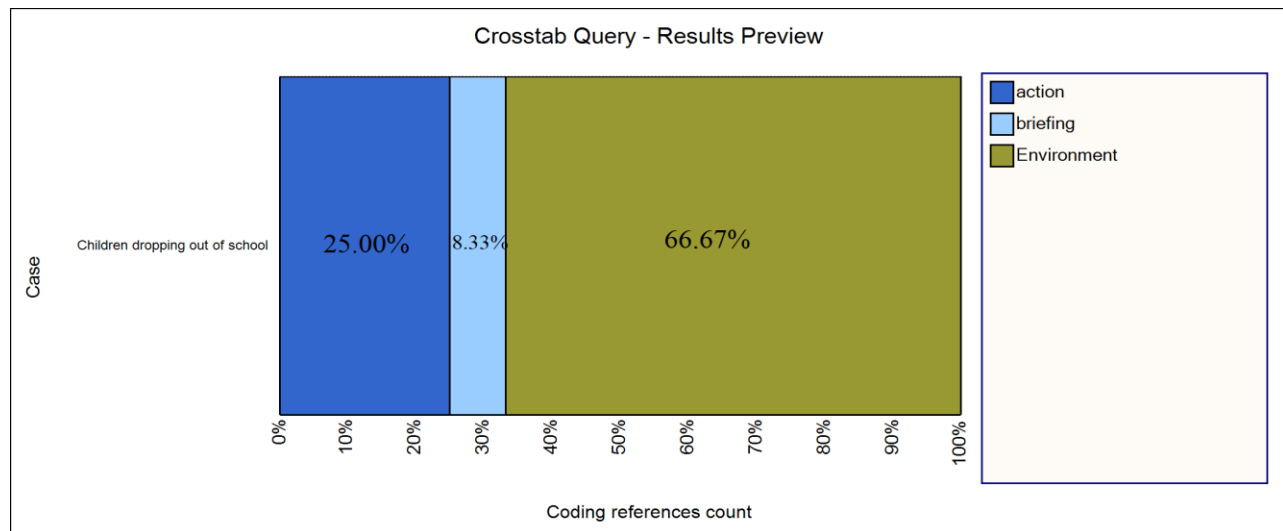


Figure 1. Environmental Conditions and Goals in Educational Problems

Source: Results processed by researchers using the Nvivo 12 Pro application, 2023

Based on the results of the interview above, the internal environment is influenced by the power to motivate, deal with out-of-school children, carry out and carry out strategies created in accordance with commitment and responsibility by providing educational funds or educational assistance, providing scholarships for the poor, as well as outreach to society about the importance of education, as well as weaknesses caused by the low economic level of society, which influences children to continue their education for economic reasons. The external environment is influenced by the existence of implementation instructions, and guidelines for strategies for dealing with street children are contained in PERDA no. 16 of 2013 concerning educational services and environmental threat sources of juvenile delinquency which are difficult to regulate. This is in line with other research which states the same thing [38- 40].

ABS The external environment is influenced by the existence of implementation instructions, and guidelines for strategies for dealing with street children are contained in PERDA no. 16 of 2013 concerning educational services and sources of environmental threats to juvenile delinquency that are difficult to regulate. In this Regional Regulation, the government took the initiative to issue a policy which is stated in providing scholarships for poor people in Bijawang Village which aims to prevent children from dropping out of elementary and middle school.

3.2 Policy Direction and Action in Dealing with Out-of-School Children

All forms of coordination, communication at the direction of the regional government of Bulukumba Regency and parties directly related to handling out-of-school children. Because controlling and supervising a policy requires cooperation between groups so that the burden of a strategy can be overcome and we can know it. In this section there are two indicators of direction or direction, including coordination, communication.

The coordination referred to is the Bulukumba Regency Education Service and the Regional Government as well as all work units in Bulukumba Regency to continue to coordinate with the Regional Government and all staff in the Education Office to continue to find solutions to deal with out-of-school children in Bijawang Village, and One of its strategies as a sector that operates in the education sector is providing scholarships for underprivileged students so that the Education Department's strategy for dealing with out-of-school children in Bijawang Village, Ujung Lowe District, Bulukumba Regency is implemented. Communication is a process in which the Department of Education, the Government and the community create and use information to connect and communicate with each other and coordinate regarding strategies for dealing with out-of-school

children in Bijawang Village, Ujung Lowe District, Bulukumba Regency.

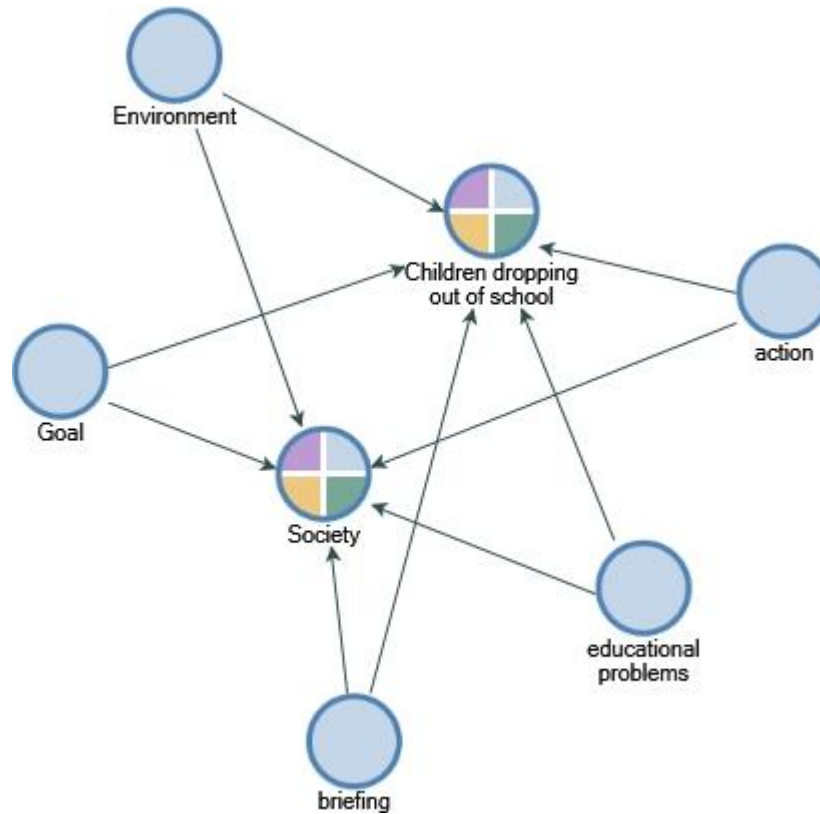


Figure 2. The relationship between guidance and action policies in dealing with out-of-school children
Source: Results processed by researchers using the Nvivo 12 Pro application, 2023

Based on the picture above, it can be seen that there is a relationship between actions where making a strategy to deal with school dropouts will be done by looking at the external situation, the tools used, and decision making which are very closely related when carrying out a strategy. Therefore, the regional government must take a decision, for example in the form of aid funds and scholarships for children to continue their education, empowerment and prevention. The actions taken are influenced by external factors implementing the strategy in the form of a low average economic level in society, which influences children to continue their education for economic reasons, marriage factors (young marriages), and), environmental factors or juvenile delinquency. The connection between the indicators also found. in line with other research that states the same thing [41- 45].

The Department made a rotmet starting from increasing the competency of data collectors, and familiarizing them with technology that could be utilized. There are several shortcomings in carrying out the strategy, namely human resources (HR) which still need to be improved, limited budget resources for dealing with out-of-school children, actions in taking strategic steps by the Government of the Education Service based on the Regent's Regulation on handling out-of-school children, building synergy between all OPD, related formal and non-formal partner organizations, and outreach to the community.

3.3 Learning policies in dealing with out-of-school children

Successful implementation of the strategy depends on the ability of local governments to innovate to create strategies for dealing with out-of-school children, which is an art rather than knowledge for future projections regarding the topic of out-of-school children. A strategy that has been formulated but is not implemented

means that the strategy is useless. Learning and, in this section there are two important indicators, including: comparison method, and policy evaluation identification [46- 49].

The comparison method includes efforts to examine various positive aspects that can be adopted from the Bulukumba District Education Office's strategy for dealing with out-of-school children. Overcoming children who have dropped out of school. One of the facilities that can overcome this is school facilities and infrastructure, infrastructure for how they can be comfortable at school so that children don't get bored and then the learning mode is fun so that children.

Identification of policy evaluation and management of out-of-school children. The Bulukumba Regency government must carry out and create strategies that are sustainable (continuous). Evaluate any deficiencies such as financial resources and human resources, increasing competency provided by the government to the community, building better synergy between all relevant OPDs and the community including all stakeholders, creating or designing a curriculum process for children who will continue their schooling. Findings This is also supported by other research that explains the same statement [50], [51].

4. CONCLUSION

Based on the results and discussion of the research that has been described and put forward, the Bulukumba District Education Office has a mission, the aim of which is to overcome school dropout children by reducing the school dropout age rate and increasing the average length of study and the target of children aged 7-18. The internal environment is influenced by the strength to motivate, overcome children who have dropped out of school, carry out and carry out strategies created according to commitment and responsibility, as well as weaknesses caused by the low economic level of society, which influences children to continue their education for economic reasons. The external environment is influenced by the existence of implementation instructions, and guidelines for strategies for dealing with street children are contained in PERDA no. 16 of 2013 concerning educational services and sources of environmental threats to juvenile delinquency that are difficult to regulate. The form of coordination starts from the central level to the regional level, forming a PPATS team, then coordinating with the government OPD for data collection, guidance and providing assistance. The communication methods used are data collection methods, interview methods, publication-education methods for the community, outreach to various stakeholders. exists, and is integrated into one structure called the PPATS (accelerated handling of out-of-school children) team at the Bulukumba district level.

Influencing factors include economic reasons, marriage factors (young marriage) and environmental factors or juvenile delinquency. Then there are shortcomings in carrying out the strategy, namely human resources (HR) which still need to be improved, limited budget resources to deal with out-of-school children, then the strategic steps of the Education Department are guided by the PERBUB regarding handling out-of-school children, building synergy between all OPDs, and the organization related formal and non-formal partners. Things that the government and all elements need to consider by providing guidance, providing educational facilities and services for children who have dropped out of school, as well as evaluating any deficiencies in strategies for dealing with street children in Bijawang Village, Ujung Loe District, Bulukumba Regency.

5. References

- [1] E. Sholikhah, SI Safitri, and A. Rohman, "Policy Strategies for Reducing Drop Out Rate in Senior High Schools,"... Conf. Educ. ..., 2020, [Online]. Available: <https://www.atlantispress.com/proceedings/yicemap-19/125949861>
- [2] K. Lydner, "Drop-Out Prevention and Strategies to Help Special Education Students."

search.proquest.com, 2022. [Online]. Available:
<https://search.proquest.com/openview/4df4db2b67cf407e5fe9368a236d87d7/1?pq-origsite=gscholar&cbl=18750&diss=y>

[3] GH Ramsdal and R. Wynn, "Attachment and school completion: Understanding young people who have dropped out of high school and important factors in their re-enrollment,"... journal of environmental research and public mdpi.com, 2022. [Online]. Available: <https://www.mdpi.com/1660-4601/19/7/3938>

[4] S. Dawadi, RA Giri, and P. Simkhada, "Impact of COVID-19 on the Education Sector in Nepal: Challenges and Coping Strategies."Online Submission., 2020, [Online]. Available: <https://eric.ed.gov/?id=ED609894>

[5] K. Johnston-Goodstar and RVL Roholt, "Our kids aren't dropping out; they're being pushed out': Native American students and racial microaggressions in schools,"... , Pract. Educ., 2020, doi: 10.4324/9780429460531-3.

[6] MJ Khan and J. Ahmed, "Child education in the time of pandemic: Learning loss and dropout,"Child. Youth Serv. Rev., 2021, [Online]. Available: <https://www.sciencedirect.com/science/article/pii/S0190740921001444>

[7] R. Rusmaniah, F. Mardiani, MRN Handy, and ..., "Social Services Based on Institutional for Youth Discontinued School,"Innov. ..., 2021, [Online]. Available: <https://ppjp.ulm.ac.id/journals/index.php/iis/article/view/3082>

[8] IS Masaka,Management of risk factors of children who drop out of school: a case study of girls in Monze district.dspace.unza.zm, 2022. [Online]. Available: <http://dspace.unza.zm/handle/123456789/7676>

[9] TA Dinesen, BH Blix, and A. Gramstad, "Professional strategies in upper secondary school dropout management among youth in the Sami areas of Norway: a focus group study,"Int. J. ..., 2023, doi: 10.1080/22423982.2023.2198112.

[10] O. Tsolou, T. Babalis, and K. Tsoli, "The impact of COVID-19 pandemic on education: social exclusion and dropping out of school,"Creative Education. scirp.org, 2021. [Online]. Available: https://www.scirp.org/html/4-6305527_107598.htm

[11] A. Al-Hroub, C. Saab, and ..., "Addressing the educational needs of street children in Lebanon: A hotchpotch of policy and practice,"J. Refug. ..., 2021, [Online]. Available: <https://academic.oup.com/jrs/article-abstract/34/3/3184/6053477>

[12] R. Mireles-Rios, VM Rios, and A. Reyes, "Pushed out for missing schools: The role of social disparities and school truancy in dropping out,"Educ. Sci., 2020, [Online]. Available: <https://www.mdpi.com/2227-7102/10/4/108>

[13] MB Rodriguez, C. Cobo, A. Munoz-Najar, and ..., "Remote Learning during the Global School Lockdown: Multi-Country Lessons,"World Bank, 2020, [Online]. Available: <https://eric.ed.gov/?id=ED619477>

- [14] AI Msangi, Examination of the Challenges Facing Most Vulnerable Children and the Coping Strategies in Acquiring Primary School Education in Arusha City Council. repository.out.ac.tz, 2020. [Online]. Available: <http://repository.out.ac.tz/id/eprint/2808>
- [15] M. Ainscow, "Promoting inclusion and equity in education: lessons from international experiences," *Nord. J. Stud. Educ. Policy*, 2020, doi: 10.1080/20020317.2020.1729587.
- [16] S. Bashir, Perspectives of dropped-out children on quitting public primary schools in Kasur-Pakistan. gupea.ub.gu.se, 2023. [Online]. Available: <https://gupea.ub.gu.se/handle/2077/77646>
- [17] B. Savitsky, Y. Findling, A. Erel, and T. Hendel, "Anxiety and coping strategies among nursing students during the covid-19 pandemic," *Nurse Educ. Pract.*, 2020, [Online]. Available: <https://www.sciencedirect.com/science/article/pii/S1471595320303371>
- [18] W. Matsa and W. Matsa, "Intervention Strategies for Equity in Education: Synchronized and Co-ordinated Model to Help Learners Cope with Absence of Parents Due to Migration in Zimbabwe," *Marginality, Migr. Educ. Educ. ...*, 2020, doi: 10.1007/978-3-030-60873-6_10.
- [19] F. MULENGA, FACTORS INFLUENCING LEARNERS DROP OUT IN SECONDARY SCHOOLS: A CASE OF SELECTED SCHOOLS IN LUSAKA DISTRICT. 155.0.3.194, 2021. [Online]. Available: <http://155.0.3.194:8080/jspui/handle/123456789/880>
- [20] HW Minja, School-Based Management Strategies for Reducing Girls School Dropout in Secondary Schools: A Case of Community Secondary Schools in Babati District repository.out.ac.tz, 2021. [Online]. Available: <http://repository.out.ac.tz/3413/>
- [21] E. García and E. Weiss, "COVID-19 and Student Performance, Equity, and US Education Policy: Lessons from Pre-Pandemic Research to Inform Relief, Recovery, and Rebuilding." *Econ. Policy Inst.*, 2020, [Online]. Available: <https://eric.ed.gov/?id=ED610971>
- [22] B. Ntuli, M. Mokgatle, and S. Madiba, "The psychosocial wellbeing of orphans: The case of early school leavers in socially depressed environments in Mpumalanga Province, South Africa," *Plos one. journals.plos.org*, 2020. [Online]. Available: <https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0229487>
- [23] WO MOHAMMED, Strategies used by learners with physical disabilities to cope with environment in regular primary schools in Mumias sub-county, Kenya. repository.maseno.ac.ke, 2020. [Online]. Available: <http://repository.maseno.ac.ke/handle/123456789/4056>
- [24] J. Mahfouz, "Principals and stress: Few coping strategies for abundant stressors," *Educ. Manag. Adm. ...*, 2020, doi: 10.1177/1741143218817562.
- [25] Q. Wodon, "COVID-19 crisis, impacts on catholic schools, and potential responses| part II: developing countries with focus on sub-Saharan Africa," *J. Cathol. Educ.*, 2020, [Online]. Available: <https://digitalcommons.lmu.edu/ce/vol23/iss1/3/>
- [26] L.M. Siegel, The complete IEP guide: How to advocate for your special education child.

books.google.com, 2020. [Online]. Available:
<https://books.google.com/books?hl=en&lr=&id=6czxDwAAQBAJ&oi=fnd&pg=PP1&dq=strategy+of+the+education+department+in+dealing+with+children+dropping+out+of+ school&ots=c-4IrnkCd&sig=BRT-HUWX9ij4PGWAaK6oVOi72kY>

[27] B. Baroni, A. Day, C. Somers, S. Crosby, and ..., "Use of the Monarch Room as an alternative to suspension in addressing school discipline issues among court-involved youth,"... *Educ.*, 2020, doi: 10.1177/0042085916651321.

[28] AHK Al Kalkawi, "STRATEGIES OF DEALING WITH CRISIS MANAGEMENT IN EDUCATIONAL INSTITUTIONS IRAQ SCHOOLS AS A MODEL,"*World Bull. Manag. Law*, 2022, [Online]. Available: <https://scholarexpress.net/index.php/wbml/article/view/697>

[29] JYD Quansah, S. Kudadze, and W. Agoke, "The ban on corporate punishment in a senior high school in Ghana: The perspicacity of teachers at Northern School of Business,"*Child. Soc.*, 2023, doi: 10.1111/chso.12610.

[30] JP Comings, "Persistence: Helping adult education students achieve their goals,"*Rev. Adult Learn. Literacy*, Vol. 7, 2023, doi: 10.4324/9781003417996-2.

[31] F. Yousaf, K. Shehzadi, and Z. Parveen, "Reasons for being Out of School: Implications for Education Policy," *Global Educational Studies*.... [researchgate.net](https://www.researchgate.net/profile/Farzana-Yousaf-3/publication/352097575_Reasons_for_being_Out_of_School_Implications_for_Education_Policy/links/60c0516c458515bfdb5508c8/Reasons-for-being-Out-of-School-Implications-for-Education-Policy.pdf), 2020. [Online]. Available: https://www.researchgate.net/profile/Farzana-Yousaf-3/publication/352097575_Reasons_for_being_Out_of_School_Implications_for_Education_Policy/links/60c0516c458515bfdb5508c8/Reasons-for-being-Out-of-School-Implications-for-Education-Policy.pdf

[32] E. Xue, J. Li, T. Li, and W. Shang, "China's education response to COVID-19: A perspective of policy analysis,"*Educ. Philos. Theory*, 2021, doi: 10.1080/00131857.2020.1793653.

[33] A. Kourrad, A. Alabkari, K. Adnaoui, and ..., "A mathematical model and optimal control analysis for scholar Drop out,"*Bol. yeah...*, 2023, [Online]. Available: <https://periodicos.uem.br/ojs/index.php/BSocParanMat/article/view/62650>

[34] A. Behr, M. Giese, HDT Kamdjou, and ..., "Motives for dropping out of higher education—An analysis of bachelor's degree students in Germany,"... *J. Educ.*, 2021, doi: 10.1111/ejed.12433.

[35] AG Ngwacho, "COVID-19 pandemic impact on Kenyan education sector: Learner challenges and mitigations,"... *Innovation and Implications in Education*. [researchgate.net](https://www.researchgate.net/profile/George-Areba/publication/342514992_COVID-19_Pandemic_Impact_on_Kenyan_Education_Sector_Learner_Challenges_and_Mitigations/links/5ef8db2192851c52d6043beb/COVID-19-Pandemic-Impact-on-Kenyan-Education-Sector-Learner-Challenges-and-Mitigations.pdf), 2020. [Online]. Available: https://www.researchgate.net/profile/George-Areba/publication/342514992_COVID-19_Pandemic_Impact_on_Kenyan_Education_Sector_Learner_Challenges_and_Mitigations/links/5ef8db2192851c52d6043beb/COVID-19-Pandemic-Impact-on-Kenyan-Education-Sector-Learner-Challenges-and-Mitigations.pdf

[36] Z. Ntshuntshe and SG Taukeni, "Psychological and social issues affecting orphans and vulnerable children,"... *Multicult. Needs Sch. Guid.* ..., 2020, [Online]. Available: <https://www.igi-global.com/chapter/psychological-and-social-issues-affecting-orphans-and-vulnerable-children/238627>

- [37] Sugiyono, "Quantitative Qualitative Research Methods and R&D.,"Bandung Alf., 2012.
- [38] M. Bzour, FM Zuki, and M. Mispan, "Causes and Remedies for secondary school dropout in Palestine,"*Improv. Sch.*, 2022, doi: 10.1177/13654802211004067.
- [39] R. Youssef, Dropping out in an Irish and German schooling system. edoc.ub.uni-muenchen.de, 2022. [Online]. Available: <https://edoc.ub.uni-muenchen.de/30811/>
- [40] T. Doyle, Helping students learn in a learner-centered environment: A guide to facilitating learning in higher education. books.google.com, 2023. [Online]. Available: https://books.google.com/books?hl=en&lr=&id=CA_JEAAAQBAJ&oi=fnd&pg=PT7&dq=strategy+of+the+education+department+in+dealing+with+children+dropping+out+of+school&ots=mUnAaqn0Ew&sig=BlqhJV929-sZQOrVFtJ6s2cHU7k
- [41] A. Saputra and M. Fauzi, "Integration of Education Planning Funds Based on Philanthropy: Drop Out School Mitigation,"... *J. Humanit. Manag. Soc.* ..., 2022, [Online]. Available: <http://lamintang.org/journal/index.php/ij-humass/article/view/333>
- [42] W. Bank, The COVID-19 pandemic: Shocks to education and policy responses. csrbox.org, 2020. [Online]. Available: <https://csrbox.org/media/148198.pdf>
- [43] A. Page, J. Charteris, J. Anderson, and ..., "Fostering school connectedness online for students with diverse learning needs: Inclusive education in Australia during the COVID-19 pandemic,"...*Spec. Needs Educ.*, 2021, doi: 10.1080/08856257.2021.1872842.
- [44] L. Parker and L. Sudibyo, "Why young people leave school early in Papua, Indonesia, and education policy options to address this problem,"... *Comp. Int. Educ.*, 2022, doi: 10.1080/03057925.2022.2084037.
- [45] K. Opstoel, L. Chapelle, FJ Prins, and ..., "Personal and social development in physical education and sports: A review study,"... *Phys. Educ.* ..., 2020, doi: 10.1177/1356336X19882054.
- [46] AJT Tohara, "Exploring digital literacy strategies for students with special educational needs in the digital age."... *J. Comput. Math. Educ.* ..., 2021, [Online]. Available: <https://www.turcomat.org/index.php/turkbilmat/article/view/5741>
- [47] A. Edwards-Jones, S. Waite, and R. Passy, "Falling into LINE: school strategies for overcoming challenges associated with learning in natural environments (LINE),"... *Issues Prim. Educ.*, 2022, doi: 10.4324/9781003316862-29.
- [48] B. Ntuli, E. Sebola, and S. Madiba, "Responding to maternal loss: A phenomenological study of older orphans in youth-headed households in impoverished areas of South Africa,"*Healthcare*, 2020, [Online]. Available: <https://www.mdpi.com/2227-9032/8/3/259>
- [49] CA Kearney and PA Graczyk, "A multidimensional, multi-tiered system of supports model to promote school attendance and address school absenteeism,"*Clin. Child Fam. Psychol. Rev.*, 2020, doi: 10.1007/s10567-020-00317-1.

[50] SL Rutandaro, CL Munalula, and ...,Lives at Risk: A study of girls dropping out of school in Juba, Rumbek and Pibor Counties, South Sudan. oxfamilibrary.openrepository.com, 2022. [Online]. Available: <https://oxfamilibrary.openrepository.com/handle/10546/621453>

[51] PW Mukonyi and K. Onkware, “Strategies Used to Improve Participation of Students in Secondary School Education in Kakamega County, Kenya,”*International Journal of Education and ijern.com*, 2020. [Online]. Available: <https://www.ijern.com/journal/2020/May-2020/01.pdf>



This work is licensed under a Creative Commons Attribution Non-Commercial 4.0 International License.