

The Role of Parents, Schools, and Communities for Preventing Dropout in Indonesia

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Abstract: This study aims to analyze the role of parents, schools, and communities in preventing students from dropping out of school in Indonesia. This is a qualitative study using the subject of students who dropped out of school at the primary education level. The data analysis technique used includes data collection, data reduction, data display, and conclusions. The results show that the roles of parents in preventing children from dropping out of school include: 1) giving great attention and affection; 2) creating a good and harmonious family environment. The roles of school include: 1) creating a child-friendly school environment; 2) providing school programs to support the talents and interests of students; 3) good communication with parents; and 4) creating anti-bullying programs. Meanwhile, the roles of the community are: 1) creating a community environment that cares about education and is child friendly; 2) fair treatment of every child without discrimination.

Keywords: Parents, School, Community, Drop Out of School, Primary Education

1. Introduction

The Indonesian government has organized a nine-year compulsory education program for all citizens to eradicate illiteracy. Article 6 of Law Number 20 of 2003 concerning the National Education System states that every citizen aged seven to fifteen is obliged to attend basic education. This includes elementary schools and junior high schools or equivalent. According to the Ministry of National Development Planning of the Republic of Indonesia, the objectives of the basic education program include: (1) expanding the reach and capacity of *elementary* and junior secondary schools so that they reach children from all regions of Indonesia; (2) increasing equal opportunities for education for disadvantaged groups, including those living in remote and slum urban areas, problem areas, the poor, and children with disabilities; (3) improving the quality of basic education with adequate quality; and (4) improving the implementation of basic education management based on schools and communities.

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According to the results of a national socio-economic survey conducted by Statistics Indonesia, it is reported there are an estimated 4.4 million school-age children (7-18 years old) who do not attend school. In more detail, for the category of elementary school aged children (7-12 years old) there are approximately 190 thousand (0.7%) are not attending school. For the population of junior high school aged children (13-15 years old) an estimated 1.1 million (8.3%) are not attending school. Meanwhile, for the population of senior high school aged children (16-18 years old) there are approximately 3.1 million (23.9%) who are not in school.

From these reports, children with special needs are also found to have contributed significantly to the increase in dropout rates in Indonesia. Based on the 2017 national economic social survey, it is estimated there are more than 180 thousand children with disabilities aged 7-8 years who do not go to school. The report is later strengthened by the results of the 2010 Census data analysis conducted by UNICEF. It identifies that of all children with disabilities at school age (7-18 years old), two-thirds (66.5%) of them have no formal education at school. Among children with disabilities of primary school age (7-12 years), 54.1% of them do not go to school. Subsequently, 80.9% of children with disabilities of secondary education age (13-18 years) do not go to school.

Education is one of the most important issues in developed countries (Yildiz & Eldeleklioglu, 2018). Through education, a country has enormous power not only in the field of economic development but also global competition. In addition to improving the economy, education has a major contribution in creating quality jobs, democratic society, poverty reduction, unemployment, and eradication of violence (Yildiz & Eldeleklioglu, 2018). Accordingly, education must be the main foundation in strategic policies. One is by reducing the number of dropouts, especially in primary education. This is because of dropouts leave a big loss for the economic stability and a waste of a country's resources (Oragwu, 2020).

UNICEF identifies various factors causing school-age children and adolescents in Indonesia to not attend school. These factors include remoteness of the area of residence, omission or gap in regional development, poverty family economic background, and inadequate educational services for vulnerable children such as those with disabilities (Bappenas.go.id). Afterward, the report also indicates that family, school, and community factors become the dominant factors to the number of dropout rate in Indonesia (Bappenas.go.id).

The roles of family, school and community have a big influence on children's success. The greater their role in children's education, the higher the success rate of their children in the future. Conversely, the lower their role in the child's educational progress, the lower the level of outcomes on their children. Lack of role and support of parents, school, and community in children's education led to the large number of dropouts. The increasing number of children dropping out of school has an impact on the quality of education in Indonesia. Because of this, it is important to actively involve parents, schools, and communities to improve the educational success of children (Kementerian Pendidikan dan Kebudayaan, 2015).

A study conducted by Njagi and Mwanja also mentions that parenting and family relationships with children affect school dropout rate (Njagi & Mwanja, 2017). Parents who put too much pressure and limiting children's freedom trigger their children out of school. Moreover, parents who are too busy and

pay less attention to their children also trigger them to drop out of school (Njagi & Mwanja, 2017). Similar results are also described by Afia, where the neglect of parents, lack of communication, and poor supervision are closely related to the risk of children dropping out of school (Afia et al., 2019).

An important finding suggests that support from parents and teachers contributes significantly to dropout rates (Ricard & Pelletier, 2016). Further, parental support is the most significant predictor of children dropping out of school. Thereafter, school is the second learning environment for children after family. In point of fact, being a dominant environment in developing the skills of cognitive, affective, and psychomotor (Ricard & Pelletier, 2016). Accordingly, it is important to establish a good school environment in order to reduce the number of dropouts. Figure 1 shows the school's role in suppressing the number of dropout rates (Mac Iver & Mac Iver, 2009).

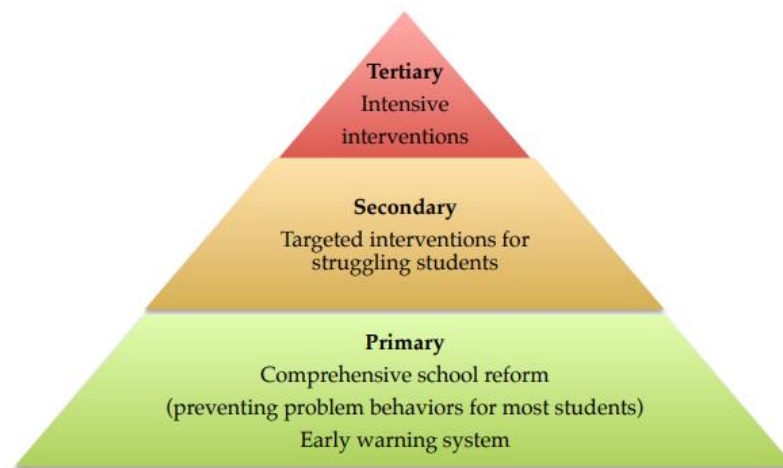


Figure 1: Model triangular for dropout prevention

(Source: Mac Iver & Mac Iver, 2009)

Figure 1 illustrates a triangular model in the prevention of school dropouts. On the base of the triangle which is the primary stage covers the solidity of the whole school as teaching coherence and establish a positive learning environment system. Whilst, in the secondary and tertiary stages, children who are at risk of dropping out of school are intervened (Mac Iver & Mac Iver, 2009).

Apart from families and schools, the community environment contributes to reducing the number of school dropouts. A safe and comfortable community environment has always supported education in a positive influence on children's education. A finding study says that communities contribute in reducing the number of dropouts (Itzhaki et al., 2018). A finding also explains that a safe and supportive community environment is able to maintain good mental health, which at the same time reduces the risk of children dropping out of school (Yee Wan & Tsui, 2020). Hereinafter, a report also states that social support is quite influential in causing the risk of children dropping out of school even though it is negatively correlated in preventing children from dropping out of school (Samuel & Burger, 2020).

Based on the above background, this research is expected to provide a positive contribution to education stakeholders regarding the importance of the role of parents, schools, and the community in preventing children dropping out of school early on.

2. Method

2.1 Research Design

This study applies a qualitative approach using a descriptive analysis style. The research is carried out for 4 months, starting from July to October 2020 in the area of Kebumen, Central Java, Indonesia. The research subjects include seven sub-districts in Kebumen which are located in mountainous, coastal, rural, and urban areas. In addition to considering the conditions of the area, determining the subject of this study also takes into account the number of dropout rates in each sub-district. The sampling technique used is purposive sampling, which is based on the researchers' policies and reasons tailored to the main objectives of the study. Meanwhile, the intended objectives are students who have dropped out of school along with related parties, such as their parents, their schools, and the communities they are closely associated with.

2.2 Participant

The data analyzed in this study come from children who drop out of school, parents whose children have dropped out of school, schools who have dropped out of school students, and the community (school committee). There are 144 children who have dropped out of school, 38 parents whose children have dropped out of school, 98 schools have dropped out of school students, and 20 communities from school committee. Children dropping out of school have an average age of about 13 years with the greatest age being 19 years and the smallest age being 7 years. The majority of children dropping out of school come from parents who have an educational background of SD / MI / Package A graduates. Based on the data, the majority of children who drop out of school are while attending primary school with 58.68% boys and 41.32% girls.

2.3 Material

The instruments used are questionnaire and interview sheets. The questionnaire uses a Likert scale with the following conditions: Strongly Agree = 4; Agree = 3; Disagree = 2; and Strongly Disagree = 1. The questionnaire data were analyzed qualitatively by presenting the percentage for each respondent's answer to each statement item. When conducting the interview, at the same time the questionnaire sheets are also presented to the respondents so that they immediately provide answers. The questionnaire was made using language that was effective and easily understood by the respondents.

Given that the respondent is a child who dropped out of school with various factors (low reading ability, low intelligence ability, and so on). The use and selection of statement sentences in the questionnaire are very important so that respondents can immediately respond without confusion and reduce questions from respondents. The technique of validity testing was technical triangulation and source triangulation. Source triangulation by cross-checking research data from different data sources.

The triangulation technique is by cross-checking the research data from different techniques. If the technique used shows the same results, the data is said to be valid. Conversely, if after the cross-check it shows different results, then it must be asked the data source directly to ensure the correctness of the data. For the results of the analysis of the validity and reliability of the questionnaire, it was stated that all statement items were valid and reliable with a Cronbach alpha value of 0.894.

2.4 Procedure

The procedure in the study was to interview school dropouts, parents whose children have dropped out of school, schools who have dropped out of school students, and the community (school committee). Apart from interviews, respondents also filled out a questionnaire. The results of interviews and questionnaires are used as the results of this study.

The confidentiality of respondents will be guaranteed so that the trust in researchers will increase and will provide more accurate information. It is very important to establish good and friendly relationships and communication with children who dropped out of school so that they will feel comfortable. Respondents with special needs are represented by researchers with the help of parents or teachers in obtaining information. Interviews were conducted at homes of school dropouts and/or schools that had children who had dropped out of school with a cover letter explaining the purpose of the research to be carried out. Respondents were drawn by paying attention to regional aspects, namely respondents in mountainous, urban, rural, and coastal areas.

2.5 Data Analysis

This study uses a data analysis model, which are data collection, data reduction, data display, and conclusions (Miles et al., 2018). The research will use frequency tables, chart, and descriptive tools to analyze the data.

The first stage in data analysis is data collection. The research data were collected into one. After being collected, the data is reduced/selected. Data reduction means summarizing, choose the basic things, focusing on important things, look for themes and patterns. The data taken to be the research result is data that is relevant to the focus of the study, while irrelevant data is discarded. After obtaining the relevant data, the researcher presents the data in descriptive form which is then used as a conclusion in the study.

3. Results and Discussion

3.1 Results

Based on the results of data analysis, as many as 57.63% of children come from families who have separated /divorced. 61.75% of children dropping out of school come from parents whose educational background is only elementary school graduates or equivalent. Subsequently, 28% of children dropping out of school come from parents who have no education. The rest are students who come from parents who have graduated from junior high school and/or senior high school. These findings indicate that dropouts are predominantly derived from a family that is less harmonious and lacks attention to children. Lack of awareness of parents towards education also greatly affects the motivation of children to go to

schools. Table 1 shows the various roles that parents may play in preventing their children from dropping out of school.

Table 1: The role of families in coping with dropouts

Statements	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
Parents' attention to motivate children to be enthusiastic about learning	88,25	11,75	0	0
Willingness of parents to provide children's school supplies	52,84	45,78	1,38	0
Obedience of parents in paying school fees	48,84	48,38	2,78	0
Giving school allowance to children	38,27	58,25	3,48	0
Good mentoring while studying at home	78,25	21,75	0	0
Encouraging children to have big goals	85,78	14,22	0	0
Providing motivation from parents to children to go to school	82,68	17,32	0	0
Activeness of parents in participating school activities	60,17	38,45	1,38	0
Democratic rule in the family	75,28	24,72	0	0

From Table 1, the attention and motivation of parents to their children to always be enthusiastic about learning and at the same time having big goals is the highest aspect compared to other. Based on the results of the interview, children who drop out of school expect to have a caring family and can motivate children to always study and continue their studies. It was continued that with the attention of parents, children will be more motivated to learn than to work. The lack of parental attention to education causes children to drop out of school. This is reinforced by the results of interviews with parents who have dropped out of school children that parents pay less attention to their children. This is because the child comes from a family that is not harmonious, such as separated parents, so that the mother has to work to meet the needs of the child so that the child's attention to learning is reduced. The existence of these factors makes children happier to work than study because it can help mothers earn money. So that it causes children to be not enthusiastic for to school. Figure 2 shows the results of the percentage of children who are enthusiastic and not enthusiastic about school.

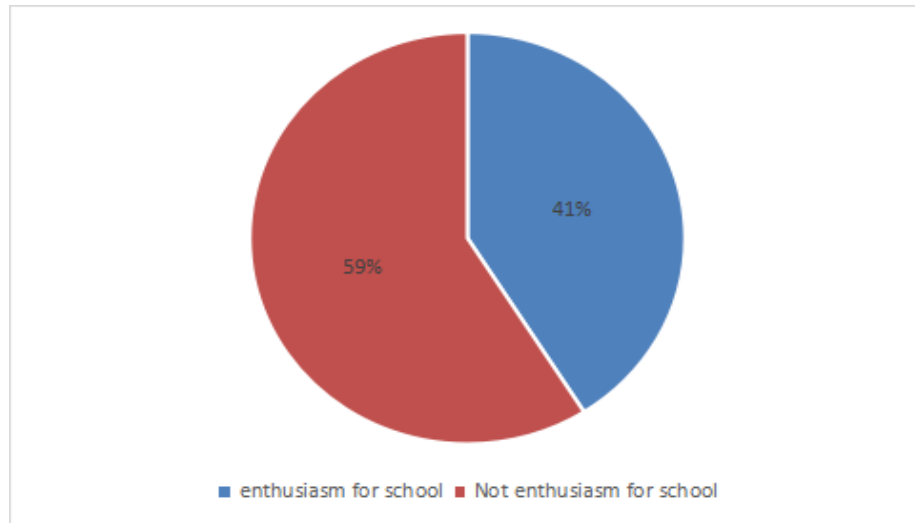


Figure 2: Description of school dropouts who are enthusiastic and not enthusiastic about school

Figure 2 shows that children who drop out of school have less enthusiasm to go to school. That is, as many as 59% of children are not enthusiastic about going to school. Table 2 shows the role and how the school can reduce dropout rates, which emphasizes the interests of students.

Table 2: The role of schools in coping with dropouts

Statement	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
School regulations that are not strict, but firm make children more comfortable in school	85,25	14,17	0	0
Programs that prohibit bullying	86,75	13,25	0	0
Providing scholarships for children with excellence	90,28	9,72	0	0
Providing assistance for children who are less or less well off financially.	90,78	9,22	0	0
Using the curriculum that focuses more on developing children's talents	83,45	16,55	0	0
Using effective and dynamic curriculum	84,00	16,00	0	0
Providing extracurricular activities that are suitable for developing children's talents	75,78	24,22	0	0
Creating a counseling program for children in need	59,17	38,45	2,38	0
Creating a fun and child-friendly school environment	91,38	8,62	0	0
Friendly teachers who always motivate and stimulate the children to be enthusiastic about learning and go to school	91,00	9,00	0	0
Creating school literacy programs	50,25	48,45	1,30	0
Providing complete and adequate school facilities	88,20	11,80	0	0
There is no discrimination against children in school by teachers or peers	94,25	5,75	0	0

Based on table 2, the role of schools in the aspect of establishing good relationships between teachers and students is the most important. A good relationship between teachers and students, such as not discrimination between one student and another, is the most important part. Apart from that, establishing child-friendly and fun schools and classrooms is part of what makes children feel comfortable in school. Moreover, the existence of good motivation and attention from teachers and schools to children will provide comfort for children to go to school and have high aspirations. Based on the results of the interview, children feel comfortable when the teacher does not differentiate between one student and another. In addition, the teacher's attention to children as a whole (not favoritism) makes children more motivated to learn at school.

Based on the results of interviews with teachers, attention and forming child-friendly schools are indeed important things in making children comfortable learning at school. Besides, the absence of bullying at school also has a considerable impact on the comfort of children studying at school. The comfort of

children in learning will form self-confidence in children. So that children will be more optimistic in achieving their goals. However, some children who drop out of school feel insecure about their abilities. Also, children who drop out of school have abilities below average so that they make children not confident. Table 3 shows the various roles of the community to participate actively in eradicating the dropout rate.

Table 3. The role of community in coping with dropouts

Statement	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
A community environment that provides support and motivation for children's enthusiasm to go to school	85,20	14,80	0	0
A community environment that encourages children to continue their studies to a higher level	82,25	17,75	0	0
Creating a community culture that is child-friendly and emphasizes education	84,80	15,20	0	0
Fair treatment without discrimination against children in community, such as religion, race, and social status.	88,78	11,22	0	0

Table 3 describes the role of the community in providing comfort and safety to children, which in turn helps reduce dropout rates. Community support for having a great passion for learning and the absence of discrimination is the highest aspect among others.

Based on the results of the interview, community support for children to study hard and have high aspirations makes children enthusiastic to always go to school. High community support will have an impact on the continuation of children to a higher level of schooling. The culture that exists in the community is very influential on the development of children. Like the “kuda lumping” game, children who drop out of school actually prefer to join a “kuda lumping” group rather than learning. This is reinforced by the results of an interview by one of the teachers that children who drop out of school prefer to join the “kuda lumping” group rather than go to school. This is because the surrounding community allows children to participate in these activities.

Based on the results of data analysis, parents, schools, and the community have a very important role in preventing children from dropping out of school. The following is the relationship between parents, school, and the community in preventing children from dropping out of school

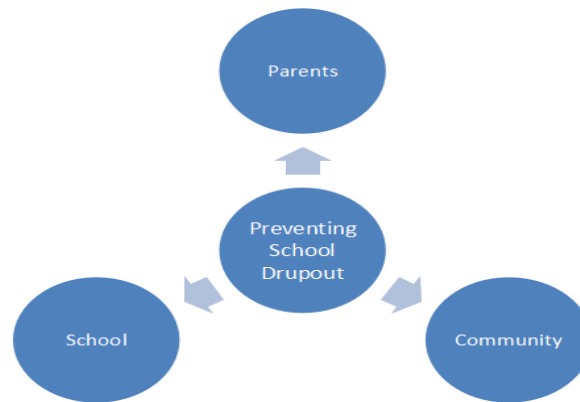


Figure 3: The relationship between parents, school, and community in preventing children from dropping out of school

Figure 3 explains that in preventing children from dropping out of school it is necessary to have good collaboration between parents, schools, and the community.

3.2 Discussion

Lack of awareness of parents towards education also greatly affects the motivation of children to go to schools. A research finding states that parental separation and family disputes are factors that put children at risk of dropping out of school (Afia et al., 2019). Likewise, Alcaraz's findings state that the educational background of parents greatly influences children in having a tendency to drop out of school (Alcaraz, 2020). Therefore, it is important for parents to always motivate their children to always have high enthusiasm to go to school and continue their education to a higher level.

Parents who always give attention, stimulation, and encouragement to their children are one of the most important factors in their success. These results do not contradict previous studies, which tend to report similar results. A report states that affection and healthy relationships between parents and children contribute greatly to developing children's achievement (Aguirre-Dávila et al., 2021). Later on, parenting, involvement, and motivation of parents to children are considerable factor in determining a child's future. This is because children who drop out of school tend to come from families that do not pay attention to the importance of education for children. A finding reports that the finding that inattention and neglect of parents to children are closely associated with the risk of children dropping out of school (Afia et al., 2019).

The role of parents in supporting and motivating continuously may drive children to be more motivated in learning so that they can achieve academic achievement. The results of the research by Balkis reveal that the high motivation of the children is able to stimulate them to always be keen about going to school. This can indirectly have an impact on reducing school dropouts (Balkis, 2018). This high motivation is also closely related to the height of children to have big goals (Balkis, 2018). A study explains that a family that guides children properly and regularly to have high goals and at the same time creates a family environment that always motivates children to learn can improve children's school achievement and reduce the tendency to drop out of school (Effiong & Edet, 2020). Thus, the role of the family to support,

stimulate, and encourage their children to have the highest possible goals is crucial in suppressing children dropping out of school.

Ideal parenting styles, such as providing less strict but democratic rules and the activeness of parents in participating in school activities/events also make a big contribution in suppressing children dropping out of school. This is also consistent with a research that says that positive parenting plays the most important role in reducing dropouts (Jeong & Paik, 2020). Another study also provides similar support, which has resulted in the finding that democratic parenting and the activeness of parents in parenting programs conducted by schools are in the best position to support children's achievement (Warren & Locklear, 2021). Likewise, a research result explains that optimal and quality parenting creates a conducive and orderly family environment and keeps family relationships warm. This indicates that the role of the family has a very dominant influence in reducing the dropout rate (Afia et al., 2019). This is as stated by Jungup et al. (2020) that family factors have a significant relationship with dropout rates (Jungup et al., 2020). Reciprocally, the finding of a research mentions that parental factors have a significant relationship in the number of school dropouts (Bilige & Gan, 2020).

Furthermore, providing adequate school facilities makes it easy for children to repeat lesson materials at home. Children who have complete learning facilities at home make them to have a feeling of great enthusiasm and eagerness for learning school materials. These statements are supported by previous research, which states that the existence of adequate learning facilities for children at home is able to provide stimulation and encouragement for them to study harder. Thus, the tendency of children to drop out of school may be smaller (Majumder & Mitra, 2020).

In addition to adequate school facilities, discipline by parents in paying for school administration plays an important role in reducing dropout rates. This is also closely related to the family's financial situation. Families with stable economic conditions are less affected by children's school fees. Thus, they can be categorized as a strategy to reduce dropout rates. These findings are also consistent with other studies that have been published. A study explains that parental discipline in paying school fees is one of the factors that can be used to pushing down the dropout rates (Effiong & Edet, 2020). Likewise, research by Alcaraz in 2020 also states that the financial condition of parents is one of the factors that can affect children dropping out of school (Alcaraz, 2020). Hereinafter, a similar study produces findings that poverty and financial constraints become the most dominant factor in establishing children out of school (Zira & Zumo, 2020). Therefore, it is important for parents to work hard to support the proper education of their children, especially financially.

In the school, the good relationship includes teachers who are friendly, do not discriminate, and always motivate children to enthusiastically go to school and study diligently. Subsequently, the dominant aspects in the role of schools in reducing dropout rates include create a comfortable and child-friendly school environment; provide assistance or scholarships to children with outstanding achievements; and provide financial assistance for children in need.

These results are supported by several previous studies. A study reports that comprehensive support from schools is capable to suppress children dropping out of school. Then, the support from the school can make children less depressed and stressed while in the school environment (Lee-St. John et al., 2018). Other

support is also obtained from a study which suggests that a good relationship between teachers and students can reduce dropout rates (Noble et al., 2020). Likewise, a finding states that both a good relationship between teachers and children and a healthy relationship between students have a positive impact on the risk of dropping out of school. Then, it is also stated that the support from all parties at school contribute positively to the dropout rates (Gil et al., 2019).

Non-discriminatory activities and programs, in which children feel that they are treated fairly and equally, also make a big contribution in reducing the dropout rate. Discriminatory attitudes received by children may make them less confident and uncomfortable to study in school. Thus, they feel unmotivated and reluctant to come to school. Similar results have also been reported by other researchers. A study states that discriminatory attitudes shown by teachers to children contribute to the number of children dropping out of school. Discriminatory treatment adequately affect academic performance and reduce children's learning motivation and tend to make children drop out of school (McWhirter et al., 2018).

Apart from non-discriminatory culture, a comfortable school environment for studying can also pressure children to drop out of school. This is also consistent with previous research reports. A finding reveals several things that contribute greatly to suppressing dropout including healthy relationships between teachers and students; capable human resources and adequate school facilities; friendly learning environment; effective curriculum; and the existence of a school activity program that is developed based on children's talents (Zira & Zumo, 2020). Another study states that creating a good school activity program is capable to reduce the risk of children dropping out of school. For example, technology-based school programs are able to develop children's interest and motivation to be more involved in school activities (Manzuoli et al., 2019). Likewise, a research result explains that the existence of school programs to develop children's talents and foster a positive learning culture helps reduce dropouts (Ecker-Lyster & Niileksela, 2016). Furthermore, the existence of extracurricular activities that support children's interests and talents reduces the risk of children dropping out of school. A study mentions that extracurricular activities are a key factor in increasing students' sense of belonging to school. Other than that, they are believed to be able to develop students' skills and knowledge outside of school hours (Bacote, 2018).

Providing scholarships for high-achieving students and financial assistance for underprivileged students can also be used as school programs to reduce dropout rates. These results are also in line with previous studies. A research by Oragwu says that one of the school's strategies in reducing school dropouts is providing scholarships and assistance for high achievers and underprivileged students, respectively (Oragwu, 2020). Providing scholarships for high-achieving students can increase their enthusiasm and motivation not only to maintain their achievements but also to pursue other achievements. Thus, it creates positive competitive cultures among students, which may lead to improved student and school quality. These competitive cultures competently reduce school dropouts. Apart from merit scholarships, assistance for underprivileged children also has a positive impact in alleviating the dropout rates. These financial supports allow children to continue studying in school even though they are economically disadvantaged. Their motivation and enthusiasm for studying at school are not disturbed by financial problems, which are usually one of the main obstacles for underprivileged families. Their parents also do not have heavy thoughts about school funding so it may be easier to provide moral support to the children to be more active in studying.

Ability, competence, proficiency, and willingness of the school in facing bullying between students also contribute to suppressing children dropping out of school. A finding that supports this statement, which shows that the existence of bullying activities at school cause children to have a tendency to drop out of school (Jungup et al., 2020). Reciprocally, other findings suggest that school and peers have a significant relationship in the number of school dropouts (Bilige & Gan, 2020). Therefore, the existence of anti-bullying programs helps children to be more comfortable studying at school and have good relationships with their peers. A similar finding suggests that students who are victims of bullying are more likely to consider dropping out of school than those who have never been victims of bullying (Bernardo et al., 2020). Bullying victims feel socially isolated at school. They often feel neglected and ignored (Murray-Harvey & Slee, 2010). Then, they even think that they don't have friends or anyone who cares enough about their existence. These feelings and thoughts make bullying victims uncomfortable to studying at school. Therefore, school assertiveness and moral support from classmates can make children feel comfortable and at the same time enjoy a pleasant learning atmosphere at school. Thus, reducing the number of children dropping out of school is easier.

The existence of a counseling program in schools also has a big influence on making children comfortable studying at school. This statement is supported by the results of interviews with the schools, which suggest that each school that is the object of the research has provided the necessary assistance for children who have dropped out of school and those who are at risk of dropping out of school. There are two mentoring provided, namely mentoring in schools and the home visit programs. These counseling are given to provide understanding to parents and children about the importance of education. Besides, equality of perception between schools, parents and children is also encouraged to map the various problems faced by children at risk of dropping out of school. This result is supported by previous study; where mentoring by conducting a home visit helps children feel more comfortable to share their conditions. Furthermore, home visit counseling can significantly reduce school dropouts (Ibda & Wijayanti, 2020). Literacy movement is echoed massively also provide sufficient effect in reducing the number of dropouts. A study by Oragwu reports that a literacy movement program can be a recommendation in reducing school dropouts (Oragwu, 2020). Literacy programs that are closely related to a reading culture can shape a positive school environment and build a better academic culture. Hence, it is not surprising that is also one of the government's intensive programs to eradicate illiteracy in Indonesia.

In the communities, community support for having a great passion for learning and the absence of discrimination is the highest aspect among others. This result is also consistent with another research. A study suggests that community involvement can prevent children from dropping out of school (García-Carrión et al., 2018). The existence of a good relationship between community members is also able to increase children's enthusiasm to go to school and continue their education to a higher level. Then, the role of peers and youths in the community can be used as role models for children, especially for those who are still at the level of basic education. Their participation helps prevent children from dropping out of school from an early age.

Generally, these three parties, namely parents, schools, and the community have a big responsibility to participate in eradicating school dropouts. Hence, it is important for them to maximize their roles in accordance with their respective capacities. Their active roles are useful not only to reduce dropout rates

but also indirectly reduce illiteracy rates in Indonesia. Hence, the better quality of Indonesian education is not impossible to overcome immediately. Thus, Indonesia's human resources competently compete with other countries.

4. Conclusion

This study attempts to explore the roles of various parties in eradicating the dropout rate in Indonesia, including parents, schools, and communities. Broadly speaking, they have a crucial role in preventing children from dropping out of school according to their respective capacities. Some things parents can do to prevent their children from dropping out of school are providing great attention and affection; giving high enthusiasm for their children to always go to school and pursue their dreams; understanding children's needs; good parental involvement with the school; and creating a comfortable and harmonious family environment. Subsequently, the role of schools in preventing children from dropping out of school includes creating a conducive and child-friendly school environment; giving guidance, attention, and motivation to children intensively; providing school programs to support children's interests and talents; providing communications with parents by holding parenting programs; creating a fun learning environment; anti-bullying and developing literacy programs; and the absence of discrimination by the teacher. Meanwhile, the role of society in preventing children from dropping out of school such as creating a child-friendly community environment capable of supporting education and there is no discrimination against children in terms of religion, race, and social status.

This study has limitations in terms of finding children who have dropped out of school and are still in the Kebumen area. Some of the children who have registered as dropouts have gone to the city. Because of the crucial role of these three parties, then it is necessary to carry out an in-depth analysis of the role of the family, school, and community in reducing the number of children dropping out of school by increasing the number of research samples.

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