
ANALYSIS OF FACTORS CAUSED OUT OF SCHOOL IN KUPANG TIMUR DISTRICT, KUPANG REGENCY, NUSA TENGGARA TIMUR PROVINCE

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ABSTRACT

KEYWORDS

Education, Child,
School, Factor

The problem of children dropping out of school and children's participation in school are like two sides of a coin that are difficult to separate because they both talk about the future of children as the nation's golden generation. From the available data, the School Participation Rate (APS) is distinguished by age group: 7-12 years (SD/Equivalent: 98.45%), 13-15 years (SMP/Equivalent: 95.25%), and 16-18 years (high school/equivalent: 74,92%). This means that with increasing age, school participation also decreases. Looking at school statistics in Kupang Regency, it should be able to reach all children in continuing education at every level. However, the reality is the opposite. The participation rate for each level continues to decline from time to time, more tragically, the dropout rate is also increasing. This study aims to analyze the factors causing school dropouts in the East Kupang sub-district, Kupang district, East Nusa Tenggara province. This study uses a descriptive research method with a qualitative approach which was carried out in Kupang Kupang Regency because of the 24 sub-districts in Kupang Regency, the informants used purposive techniques with the number of informants as many as 50 people. Based on the results of research conducted by the author, it is known that the factors that cause children to drop out of school in SMA Negeri Kupang Timur District, Kupang Regency, Nusa Tenggara Province in 2018, 2019, 2020, and 2021 consist of internal factors. factor. namely promiscuity and low interest in children to school while external factors are economic factors, lack of parental attention, culture and history as well as the location or location of the school.

INTRODUCTION

Completion of the nine-year fair is targeted for completion in 2008/2009 by implementing the Presidential Instruction of the Republic of Indonesia Number 5 of 2006 concerning the National Movement to Accelerate Completion of Compulsory Education for Nine Years of Basic Education and Eradication of Illiteracy (Wassahua, 2016). Basic education in Indonesia includes SD/MI/equivalent for six years and SMP/MTs equivalent for three years. The implementation of basic education is carried out by taking into account the conditions and the vast territory of Indonesia, with a very heterogeneous population, background, social, economy and culture. Various policies and strategies have been and continue to be carried out so that they are expected to touch the very challenging and complex issues in the completion of the program. This is proven by the launching of various programs and activities in that direction. For example, the BOS program, BOS Book, PIP, the one-roof junior high school program, and the socialization program. In addition, the provision of additional capacity at the basic education level and quality improvement as well as improvement in the implementation of good education services are carried out

simultaneously and continuously so that optimal results are expected to be achieved. Then, moving on from there, big cities in various parts of Indonesia have also accepted 12 Years of Education (Walgito, 2010).

Various efforts have been made by the government to overcome these problems, including by: Increasing the number of buildings or classes of educational institutions; increasing the number of education personnel; addition and replacement of a number of educational facilities/infrastructure; carry out various upgrading for both teachers and other education personnel; and carry out a 9-year compulsory education program for basic education. However, the results obtained are still not optimal as expected. Therefore, starting in the 2013 fiscal year, the Ministry of Education and Culture has started to implement new policies related to efforts to improve the quality and quality of education in the country through several programs. Among them are Universal Secondary Education (PMU), otherwise known as the 12-year Compulsory Tuition Pilot. PMU program rollout is to succeed the 12-year compulsory education program (Sugihartono, Harahap, Setiawati, & Nurhayati, 2007).

Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 19 of 2016 concerning the Smart Indonesia Program (PIP). Article 2 states the objectives of PIP: a. increase access for children aged 6 (six) to 21 (twenty one) years to obtain educational services until they graduate from secondary education units in order to support the implementation of universal secondary education/pioneering compulsory 12 (twelve) years of education; b. prevent students from dropping out of school or not continuing their education due to economic difficulties; and/or c. attracting dropouts or discontinuing students in order to return to education services at schools, learning activity studios, community learning activity centers, course and training institutions, other non-formal education units, or job training centers. If you look at this policy, it should make a big contribution in helping children who are experiencing economic difficulties not to drop out of school, it can even help attract children who for economic reasons have dropped out of school (Slameto, 2010).

Every program that has become a government policy, whether in the form of the BOS Fund, PIP, and various other assistances, as an effort to encourage the improvement of the quality of education, participation of school-age children in formal education, completing the dropout rate, and eradicating illiteracy does not seem to have given good results. The BOS and PIP Funds have not been able to attract children who have dropped out of school to return to school, on the other hand, compulsory education has not provided the right answer. Because so far, compulsory education is only a slogan that is carried out without control and sanctions for those who violate it (Semiawan, 2009). Of course this is also very influential on parents as the main actors in the success of their children.

The funds allocated to finance the implementation of education in Indonesia are quite high from the state budget of 20%. The amount of this budget every year always experiences a significant increase. However, unfortunately, it has not had a significant impact on improving education services in the country. The use of education funds needs to get serious attention from all parties, both as budget users and as an audit team so that such large funds can be used on target. It is hoped that with large funds, educational services will also run well, then have a positive impact on the quality of graduates. This can be seen from the increasing number of dropouts from year to year (Saroni, 2011).

The higher the level, the higher the dropout rate. In 2020, 1 in 1,000 residents drop out of school at the elementary/equivalent level. This percentage is smaller than the dropout

rate at the SMP/equivalent and SM/equivalent levels (Prasetijo & Ihalauw, 2005). Of the 1,000 residents who received junior high school education/equivalent, 10 of them had to drop out of school. Meanwhile, the dropout rate at the high school/equivalent level is slightly different from that for junior high school/equivalent where 11 out of 1,000 residents with high school education/equivalent drop out of school (Neolaka, 2020).

At all levels of education, the dropout rate in rural areas is higher than the dropout rate in urban areas. This difference in education gaps in urban and rural areas can be caused by households in rural areas that tend to be poor or lack of access to educational facilities. Another challenge in Indonesia's education development is the high percentage of Out of School Children (ATS). Handling ATS has become a National Strategy with a focus on the 7-18 year age group. With the ATS Stranas, it is hoped that every child can receive a quality education which in the end will have the potential to grow Indonesia's social and economic development (Mulyana, 2002).

Next, you can see the data on dropout students processed by Bung Iman in May 2020. The dropout rate in Indonesia is still unresolved even though so many funds have been disbursed as an effort to solve educational problems. In particular, the province of NTT is also the largest contributor, with the sixth rank in elementary school, second in junior high school, fourth in high school, and eighth in vocational school. This means that NTT is not in good condition, serious attention is needed to deal with the problem of dropping out of school. Nationally, NTT is in fifth place (Mudjito, 2008).

Based on the level of education completed, the majority of NTT's population aged 15 years and over or 26.57% do not have a diploma, either because they have never received an elementary school education (SD) or have not completed elementary education/equivalent (NTT Education Statistics 2017). The number of children dropping out of school in NTT for the May 2020 period, SD 3,344 children, SMP 2,406 children, SMA 2,010 children, and SMK 1,478 children (source: Ministry of Education and Culture, processed by Bang Imam Sharing, May 2020). Of course this number does not please the people of NTT, we do not want to continue to hold the 3T status (Front, Outermost, and Disadvantaged). So, what is stated by (Manampiring, 2015)"The existence of the poverty gap can be worrying because poverty will continue to produce poverty in a vicious cycle of poverty." The issues of education, poverty, and health are very interesting issues to be discussed. There will be no end, because the three are like links that cannot be separated from each other.

The issue of children dropping out of school and children's participation in school are like two sides of money that are difficult to separate, because they both talk about the future of children as the nation's golden generation. From the available data, the School Participation Rate (APS) is differentiated by age group: 7-12 years old (SD/Equivalent: 98.45%), 13-15 year old (SMP/Equivalent: 95.25%), and 16-18 years old (high school/equivalent: 74,92%). This means that with increasing age, school participation also decreases (Krech, 1948).

Looking at school statistics in Kupang Regency, it should be able to reach all children in continuing education at every level. However, the reality is the opposite. The enrollment rate for each level continues to decrease from time to time, even more tragically, the dropout rate has also increased. So it is not surprising that people often hear the saying "People prefer to sacrifice their children for the sake of animals, rather than sacrifice their animals for the sake of children." Sad indeed, heart-wrenching for sure. But this is real, no one can avoid it (Iswanu & Sutarto, 2016).

Things that need to be known further are the rates of no school participation, school participation, and dropouts in the Kupang Regency area. Based on data processed from BPS NTT in 2020, it was found that the percentage of the population of Kupang Regency according to school status, aged 7-24 years tends to decrease:

Table 1 Data on Education Status in Kupang District

No	Information	Percentage
1.	No/never been to school	0.69%
2.	Elementary school/equivalent	47.46%
3.	Middle school/equivalent	25.09%
4.	High school/equivalent	19.59%
5.	Studying	7.35%
6.	Number still in school	79.06%
7.	No more school	20.25%

East Nusa Tenggara Provincial Education Office, 2022

According to data processed from the Education Office of East Nusa Tenggara Province, it was found that the data on children dropping out of school in Kupang Regency was quite high, especially at the (state) high school level. Of the 48 public high schools in the Kupang Regency area, 596 people have dropped out of school. The data can be seen in the following table:

Table 2 Data on the Status of Out of School Children in Kupang Regency (State High School)

No.	Subdistrict	School name	Amount
1.	Semau	SMA Negeri 1 Semau	2
		SMA Negeri 2 Semau	2
2.	West Kupang	West Kupang 1 Public High School	32
		SMA Negeri 2 Kupang Barat	2
3.	East Kupang	SMA Negeri 1 Kupang Timur	3
		SMA Negeri 2 Kupang Timur	47
		SMA Negeri 3 Kupang Timur	39
4.	Sulamu	SMA Negeri 1 Sulamu	2
		SMA Negeri 2 Sulamu	0
5.	Central Kupang	Middle School 1 Kupang	26
		Middle School 2 Kupang	25
6.	Amarasi	Amarasi 1 Public High School	41
		Amarasi 2 Public High School	0
7.	Fatuleu	SMA Negeri 1 Fatuleu	4
		SMA Negeri 2 Fatuleu	24
		SMA Negeri 3 Fatuleu	2
8.	Takari	Takari 1 Public High School	33
		Takari 2 Public High School	0

		Takari 3 Public High School	4
		Takari 4 Public High School	0
9.	South Amfoang	South Amfoang 1 Public High School	75
10.	North Amfoang	North Amfoang 1 Public High School	6
11.	Nekamese	Nekamese 1 Public High School	19
		Nekamese 2 Public High School	0
12.	Western Amarasi	West Amarasi 1 Public High School	8
		West Amarasi 2 Public High School	6
13.	Southern Amarasi	South Amarasi 1 Public High School	13
		South Amarasi 2 Public High School	4
		South Amarasi 3 Public High School	0
14.	Eastern Amarasi	SMA Negeri 1 Amarasi Timur	1
		SMA Negeri 2 Amarasi Timur	0
		East Amarasi 3 Public High School	1
15.	Amabi Oefeto Timur	SMA Negeri 1 Amabi Oefeto Timur	25
		SMA Negeri 2 Amabi Oefeto Timur	10
		SMA Negeri 3 Amabi Oefeto Timur	0
16.	Southwest Amfoang	Southwest Amfoang 1 Public High School	3
17.	Northwest Amfoang	Northwest Amfoang 1 Public High School	4
18.	South Semau	SMA Negeri 1 Semau Selatan	31
19.	Taebenu	Taebenu 1 Public High School	2
		Taebenu 2nd High School	0
20.	Amabi Oefeto	SMA Negeri 1 Amabi Oefeto	6
21.	East Amfoang	SMA Negeri 1 Amfoang Timur	28
		East Amfoang 2 Public High School	0
22.	West Fatuleu	SMA Negeri 1 Fatuleu Barat	31
		SMA Negeri 2 Fatuleu Barat	9
23.	Central Fatuleu	SMA Negeri 1 Fatuleu Tengah	0
		Middle Fatuleu 2 Public High School	5
24.	Middle Amfoang	South Amfoang 1 Public High School	21
Total		48 Public High Schools	596

Source: NTT Provincial Education Office (processed from Dapodik), 2022

Based on document data and observations, the condition of children after dropping out of school is very worrying. Those who are supposed to be at school with their friends in neat clothes every day, on the other hand, are in a very poor condition. Most of the children who do not go to school help dispose of the community's garbage and then earn five thousand rupiah for their work. By getting wages from each work, the child is complacent and then tells his experience to his friends which then influences other children to do the same work. This happens as a result of the weak economy of the community so that they have to go to find money to help ease the burden on their parents. In addition to disposing of the community's garbage, they also sell receptacle bags at the fish market where only a small amount of profit is important, which is important to meet their daily needs. This is what

children who drop out of school do in their daily lives without caring about the importance of education for their long-term future survival.

This condition is very sad. In the process of children's education, parental attention is a very big factor in the success of children in pursuing their education. With attention, parents will be willing and able to think about the various needs and needs of children in the educational process. With attention, parents can receive and choose stimulants that are relevant to the problems they face. "Attention can make parents direct themselves to tasks that are obligations that must be met against the demands of children, focus on problems that must be solved first and ignore irrelevant things (Thromi, 2004).

Attention from families, especially parents, will determine the sustainability and success of their children's education. The attention given by parents to children is very necessary because parents are the first personal coaches in children's lives. The form of parental attention can be in the form of attention in children's learning activities, providing motivation or encouragement to stay in school and meet the needs of children's school facilities and infrastructure (Hartoyo, Latifah, & Mulyani, 2011).

The problem is that there are still some parents who do not pay attention to the education process of their children. There are parents who do not control and supervise study hours or just accompany their children while they are studying. Sometimes parents also lack motivation and do not care about school facilities and infrastructure for children (Destriyani & Kusumo, 2021). The lack of parental attention is thought to be one of the causes of children dropping out of school. This is based on the results of brief interviews with several students who stated that their parents rarely supervise or accompany them when studying at home due to their busy work to earn a living for the survival of their family so that children's education is sacrificed (Creswell, 2016).

The lack of parental attention to children's learning activities is due to some parents who think that learning problems are school matters. When they submit their children to school, the responsibility lies entirely with the school concerned. "Parents feel that they have finished their work when they send their children to school and pay tuition fees. They pay less attention to school needs related to uniform cleanliness, shoe condition, and student handbooks. Parents also pay less attention to their children's homework" (Baharuddin, 2007).

The parents' perceptions or views indicate that there is still a lack of understanding of parents about the importance of education for their children. "Parents who have perceptions and understandings that are in line with the concept of children's education developed in an educational institution, will voluntarily contribute their energy, thoughts and emotions for their children's education. On the other hand, if the understanding and perception of parents about the concept of education is not in line with the concept developed, there will be hesitation to involve themselves both physically and psychologically and emotionally in providing education for their children.

METHOD RESEARCH

This study uses a descriptive research method with a qualitative approach which was carried out in Kupang Kupang District because of the 24 sub-districts in the Kupang District, East Kupang District is the area with the highest dropout rate, namely 89 children (from 3 public high schools). In this study, the informants were determined by using purposive techniques, which were selected with certain considerations and goals, who really mastered an object that the researcher was researching with a total of 50 informants. Then the researchers would carry out the stages of data collection according to Creswell, namely; (a)

Qualitative observation, (b) Qualitative interview, (c) Qualitative documents tracing and (d) Qualitative audio and visual materials, then data -The data will be analyzed using the data analysis technique proposed by Creswell (2016) related to the terminology used by the researcher, which is as follows:

1. Researchers begin to process and prepare data for analysis.
2. The second step is to read the data as a whole.
3. The next step is to start coding all the data.
4. Next, apply the coding process to describe the setting (field), people (participants), categories and themes to be analyzed.
5. The fifth step is for the researcher to describe the themes mentioned above and re-present them in a qualitative narrative/report.
6. The last step is making an interpretation (interpretation in qualitative research) or interpreting the data.

RESULTS AND DISCUSSION

The Preamble to the 1945 Constitution states that one of the goals of the Republic of Indonesia is to educate the nation's life. This means that every Indonesian child has the right to obtain quality education according to their interests and talents regardless of social status, race, ethnicity, religion, and gender.

Law Number 23 of 2002 concerning Child Protection emphasizes several important things as follows: 1) Article 4 states that every child has the right to be able to live, grow, develop, and participate fairly in accordance with human dignity and protection from violence and discrimination. 2) Article 9 reveals two main things, namely; a) Every child has the right to receive education and teaching in the context of his personal development and level of intelligence in accordance with his interests and talents. b) In addition to children's rights as referred to in paragraph (1), specifically for children with disabilities are also entitled to special education, while children who have advantages are also entitled to special education.

According to BPS (2021) the main causes of children dropping out of school are due to lack of parental awareness of the importance of children's education, economic limitations/no cost, unfavorable geographical conditions, limited access to school, because schools are far away or lack of educational facilities. (Neolaka, 2020) states that there are still many students who drop out of school due to several factors, including: "(1) low economic capacity including the exploitation of child labor as child labor by their parents to help earn a living for the family; (2) low understanding of the importance of education and lack of motivational support from the family".

Observing what was expressed by Mudjito illustrates that family conditions greatly affect the sustainability of children's schools, one of which is the family's economic condition. The same thing was also expressed by Ahmad, (2011) that, "The level of the family's economy is in fact one of the aspects that hinders the opportunity for the education and learning process. There are many school-age children who are hampered, and even lose the opportunity to participate in the education process just because of the unfavorable economic situation of the family".

Furthermore Ahmad, (2011) states that, there are several factors that cause children to drop out of school, namely: (1) certain customs and teachings, (2) due to the small income of parents of students, (3) the distance between home and school. schools (4) weak ability of

students to continue learning from one class to the next and (5) lack of attention from the school.

From various explanations about the problems that cause children to drop out of school, based on the results of research conducted by researchers in the Kupang Timur District, especially the SMA Negeri level, it can be seen that what causes children to drop out of school is influenced by various reasons, both internal and external. child. The factors that cause children to drop out of school are:

1. Internal factors

a. Free Association Factors (environment)

Promiscuity is a factor that causes children to drop out of school. The tendency of children to want to live free from various rules both at school and at home, makes children fall into promiscuity. Promiscuity in question varies, ranging from skipping school, dating, having free sex, consuming liquor, smoking, committing acts of violence (fighting), and others.

From the results of the interview, it was found that the impact of promiscuity makes children lazy to go to school, skipping school, and dating. These three things are the causes of children dropping out of school. This is where the role of schools, parents, and the government is expected. Schools do not only take care of educating children in the classroom, but must build good communication with parents regarding child development. Then parents also need to control and pay attention to their children. This means that parents not only fulfill material needs, but also the need for affection. The principle that at the end of the rattan there is gold needs to be balanced with attention and affection, so that children do not feel that their parents do not love them.

The parents' perceptions or views indicate that there is still a lack of understanding of parents about the importance of education for their children. Parents who have perceptions and understandings that are not in line with the concept of children's education developed in an educational institution. Lack of cooperation between parents and the school causes children to drop out of school. Therefore, it is hoped that in the future the school and parents will continue to build good coordination for the children's education process. For example, if a child does not go to school, the school is expected to immediately convey it to parents, there is no need to wait until the end of the semester or the end of the school year. The goal is that the child is immediately handled by both parents and school. In addition to the cases above, there is an interesting case found by researchers in the field where their child is pregnant out of wedlock so that they cannot continue their education to a higher level.

From the results of these interviews, it can be seen that promiscuity can result in children having sex outside of marriage and eventually getting pregnant. Pregnant at school age is the impact of promiscuity. This case certainly needs the attention of all parties, not only parents and schools, but also the attention of the government and other social institutions. If this is allowed, it is feared that it will become a plague for schools.

The results showed that the causes of unwanted pregnancies in adolescents were risky sexual behavior, lack of knowledge about reproductive health and sexuality, adolescent attitudes towards permissive sexuality, media access to information about pornography, parental attitudes, and the behavior of close friends.

The occurrence of unwanted pregnancy reviews stories or experiences that occur which include premarital sexual behavior, the journey during an unwanted pregnancy,

and the impact experienced from the occurrence of an unwanted pregnancy. Children's lack of knowledge about reproductive health and sexuality includes knowledge about pregnancy and the process of pregnancy, knowledge about premarital sex and the risks arising from premarital sex, knowledge about courtship and risky courtship, and knowledge about sexual relations. Therefore, it is hoped that there should be early socialization to children regarding courtship, the risk of premarital sex, and knowledge of sexual relations. This is seen as very important in order to equip children, so that in the future it is hoped that it can reduce the risk of getting pregnant out of wedlock.

The informant's attitude towards premarital sex discusses the informant's views on premarital sexual relations and the reasons for the informants to have premarital sex. In this study, it was found that the informants showed a permissive attitude towards premarital sexual relations. Although the informants thought that sexual intercourse should not be done before marriage, they still decided to do it for various reasons such as on the basis of consensual and sexual desire that suddenly arose as a form of love. Even the informant said that he did not feel sorry for having sexual relations that led to pregnancy because it was consensual and eventually married.

Media access to information about pornography includes informants' access to pornography and discussions on matters related to sexuality. The media are so free to provide information about sexual behavior. This is certainly suspected as the cause of children having premarital sex.

In this case the form of parental attention given to informants, parental monitoring, providing information on reproductive health and sexuality as well as providing information about the dangers of premarital sex and the prohibition of premarital sexual relations. The behavior of close friends, where the informants usually do activities with their close friends in their spare time and the sexual behavior of close friends.

Suggestions for parents are to build closer relationships with children by inviting children to share or discuss daily activities and problems at school and increase supervision of their children who are in their teens. Not only that, parents also need to know their child's close friends, the goal is to be able to control and limit the child's association if the child chooses the wrong friend.

b. Factors of Children's Interest in School

The low interest of children can be caused by lack of parental attention, the distance between the child's residence and the far school, lack of learning facilities, and the influence of the surrounding environment. Lack of interest can be caused by environmental influences, for example the low level of public education followed by low awareness of the importance of education. The inability of the family's economy to support the cost of education which has an impact on children's psychological problems so that children cannot socialize well in association with their school friends besides that is the role of the environment.

Children's lack of interest in school is caused by a lack of job opportunities. Lack of employment opportunities causes many school graduates, both high school and undergraduate, to be unemployed. When a child sees so much unemployment, he will lose his passion for school. Not only jobs, many school children do not know their talents and interests. This happens because the school has not optimally explored the talents and interests of children.

In an effort to find out the talents and interests of children, the school conducts interest and aptitude tests through a form filled out at the time of initial registration at school. But unfortunately, the school has not maximally developed the talents and interests of children. This can be found during interviews with some children who have dropped out of school in the field. They admitted that they did not know their talents and interests, and did not even know that there were talent and interest development activities at school (extracurricular activities).

Therefore, as an effort to develop children's talents and interests, according to several informants met by researchers. They hope that the school in this case needs to be serious in fostering children's interests and talents. This is considered very important because they assume that a child will not develop if he does not know himself well. Children's interest in school is strongly influenced by the child's introduction to himself, thus motivation will be born in the child to be serious in school.

From the results of the interview, it is seen that it is very necessary to develop children's interests and talents. In this case, the school is the party that has the main role. Therefore, it is hoped that the school will be able and serious in efforts to develop the talents and interests of each child. The development of these talents and interests needs to start from a psychological text to find out the talents of each child, then counseling with the BK teacher, and finally providing a space for fostering interests and talents. The space in question is extracurricular activities. This activity is considered very important and schools need to open the widest possible space for children according to the interests of each child. For example, there is a child who has musical talent, even if it is only one or two children, the school still prepares the room. So are the others.

Furthermore, as the development of children's interests and talents. The NTT Provincial Education Office feels that it has an important role. The department has so far provided a special space for the development of children's interests and talents. The space in question is that every year there are always OSN, O2SN, FLS2N, and other competitions.

It is necessary to develop the interests and talents of children. In this case, the government has so far always helped the school by providing space for the development of interests and talents. The space in question is routinely holding OSN, O2SN, FLS2N, and Cipta Mars Pendidikan competitions.

The development of children's talents and interests by providing a special room is considered quite effective in generating enthusiasm and interest in children for school. So that children do not see school as a boring place, a place to only learn to memorize, but above all, school should be a place for improving life skills.

From the results of interviews and observations in the field, what was done by the head of SMA Negeri 3 Kupang Timur, Mr. Philipus Nahak Klau, S.Pd., in developing children's interests and talents was quite successful in reducing the dropout rate. This is evident from the dropout rate in this school showing a declining trend. Therefore, it is hoped that the school will be serious in increasing the interests and talents of children.

So far, schools have not optimally sought out the talents and interests of children. This can be seen from the children who drop out of school on average do not know their talents and interests, and they are also never directed to take part in extracurricular activities prepared by the school. It is hoped that in the future, the school will carry out tests of children's talents and interests at the beginning of entry, even on a regular basis. The goal is that every child can know their talents and interests, because it is believed that

every child has talents and interests that are given by God. Many children do not shine or are not even interested in school because they do not know their purpose in life.

In addition, children's lack of interest in this school is influenced by inadequate learning facilities. Learning facilities available in schools, such as inadequate learning tools (tools, materials, and media), inadequate textbooks, and so on. The needs and learning facilities needed by students cannot be met by students, which can lead to a decrease in children's interest which ultimately leads to dropping out of school. This was found by the researcher when he made observations to the schools that were the object of research.

The low interest of children in school is also influenced by the lack of attention and care of teachers or schools for children. Teachers show less attitude of being digugu and imitated. Such an attitude should not occur in the school environment, teachers must ensure that any form of discipline given to children is a form of attention and affection. Teachers should not allow children to feel unloved by children at school, let alone let children feel resentment and hurt because of teacher discipline until they choose to leave school. Children for whatever reason, teachers should not just let go and let them not go to school.

Seeing some of the factors above as the cause of children's low interest in school, it is necessary to have support or encouragement. The support and encouragement in question is the need for parental attention to children, the availability of schools close to the children's homes, tracking of children's interests and talents, space for developing talents and interests for children at school, availability of infrastructure, and schools need to make children yearn to come. to school all the time. Not only that, the government is expected to be able to assist schools in providing BK teachers who are linear and meet the quota according to the ratio of students in each school. Where the BK teacher ratio is 1:150, so far the availability of BK teachers in the field has not been adequate. For example, SMA Negeri 1 Kupang Timur with 1,300 students only has 3 BK teachers.

2. External Factors

a. Economic Factor

Economic factors are factors that cause children to drop out of school. The family's inability to finance all the processes needed during education or schooling at a certain level, even though the government has launched a twelve-year Free Education Program, has not had a maximum impact on reducing the number of children dropping out of school.

The family economy is certainly one of the causes of the sustainability of children's education. Parents/families with good economic backgrounds are more likely to make good plans and think about their children's education and future. Children's education is actually a child's right and has become the responsibility of parents, but what happens is that most parents ignore their children's rights and responsibilities. The result is that their children have to leave school or drop out of school.

Parents consider children to be responsible for fulfilling the family's economy, so the risk is that children must be willing to leave school. This was also stated by one of the children who dropped out of school during an interview at his workplace, so the risk is that the child must be willing to leave school. Lasarus has taken on the role of parents as provider for the family. He felt it was his responsibility to take care of his parents. Holding on to enough money every day and having all his needs met, he felt there was no

point in going to school anymore. Lasarus began to learn to manage his finances well. He has a dream that one day he will have his own business. Therefore, he pursues the fish business that is currently running. This illustrates that Lasarus' condition after dropping out of school began to experience economic changes, all personal and family needs were slowly being fulfilled from the results of his efforts.

The family's economic limitations make one of the informants responsible for making a living to meet their daily needs. Because he is used to holding money and focusing on work, Adirio makes school number two and even the umpteenth. This is why he had to drop out of school. Seeing this condition, parents should pay more attention to their children's education. If children are forced to help work to meet the needs at home, then it is the obligation and responsibility of parents to pay attention to their children's education.

Based on the authors' findings, it can be found that financial factors are the cause of children dropping out of school. The inability of the family to finance all the processes needed during education or school at a certain level. Although parents are aware of their responsibilities in children's education, it cannot be denied that financial problems are a deadly weapon that makes them helpless. They must surrender to the circumstances and accept the fate that exists.

It is true as stated by Hasan Faridah, et.al (2005) in Neolaka (2020:3) "The existence of the poverty gap can be worrying because poverty will continue to produce poverty in a vicious cycle of poverty." The issues of education, poverty, and health are very interesting issues to be discussed. There will be no end, because the three are like links that cannot be separated from each other. Therefore, as an effort to eradicate school dropouts, the government's attention is needed.

It takes the government's presence and full attention in paying attention to the education of children who are experiencing economic problems. With the PKH, PIP, BOS funds, and other assistance, it is hoped that they will be channeled and used on target. Some of the children above admitted that they had not received assistance from the government, either PKH or PIP, even though they were very eligible to receive it. The government in this case needs to review the objectives of government policies regarding the benefits and objectives of the assistance, so that the goals and expectations of the existing policies have benefits for the community.

b. Parental Attention Factor

Lack of parental attention is a factor that causes children to drop out of school. The low parental attention to children can be caused by the family's economic condition or the low income of parents so that parents' attention is more devoted to efforts to meet family needs.

As stated above, parents have a very important role in the education of their children. The form of attention from parents is an important factor in the success of their children. The role of parents in building the character and future of the child is very important. A child will not be able to grow well if he does not get the attention and love of his parents. Integrity in the household is seen as a determinant of children's success. Children will directly imitate what parents do.

Based on the results of research in the field, it can be found the same thing which shows that parents are more focused on work and pay less attention to their children.

Parents only meet the needs of eating, drinking, clothing, and paying school fees. While other attention is not paid attention.

This condition is very sad. In the process of children's education, parental attention is a very big factor in the success of children in pursuing their education. With attention, parents will be willing and able to think about the various needs and needs of children in the educational process. With attention, parents can receive and choose stimulants that are relevant to the problems they face. "Attention can make parents direct themselves to tasks that are obligations that must be met against the demands of children, focus on problems that must be solved first and ignore irrelevant things" (Sugihartono et al., 2007).

Attention from families, especially parents, will determine the sustainability and success of their children's education. The attention given by parents to children is very necessary because parents are the first personal coaches in children's lives. The form of parental attention can be in the form of attention in children's learning activities, providing motivation or encouragement to stay in school and meet the needs of children's school facilities and infrastructure.

The problem is that there are still some parents who do not pay attention to the education process of their children. There are parents who do not control and supervise study hours or just accompany their children while they are studying. Sometimes parents also lack motivation and do not care about school facilities and infrastructure for children. The lack of parental attention is thought to be one of the causes of children dropping out of school. This is based on the results of brief interviews with several students who stated that their parents rarely supervise or accompany them when studying at home because they are busy making a living for their family's survival so that children's education is sacrificed.

The parents admitted that they had been busy with work so they did not pay attention to their children to go to school properly. They have to work hard to meet the needs of the children and the daily needs of the home. Due to busy work, attention to children is reduced. The attention in question is to accompany while studying, discuss problems faced at school, and other matters related to education and children's future.

The lack of parental attention to children's learning activities is due to some parents who think that learning problems are school matters. When they submit their children to school, the responsibility lies entirely with the school concerned. "Parents feel that they have finished their work when they send their children to school and pay tuition fees. They pay less attention to school needs related to uniform cleanliness, shoe condition, and student handbooks. Parents also pay less attention to their children's homework."

The parents' perceptions or views indicate that there is still a lack of understanding of parents about the importance of education for their children. "Parents who have perceptions and understandings that are in line with the concept of children's education developed in an educational institution, will voluntarily contribute their energy, thoughts and emotions for their children's education. On the other hand, if the understanding and perception of parents about the concept of education is not in line with the concept developed, there will be hesitation to involve themselves both physically and psychologically and emotionally in providing education for their children.

c. Cultural and Historical Factors

Culture and history are factors related to the habits of the surrounding community. The low awareness of parents or the community about the importance of education. The behavior of rural communities in sending their children to school is more influenced by environmental factors. They think that even without going to school their children can live decently like other children who go to school, because in the village there are more children who go to school and they can live properly, such conditions are used as the basis for determining their children's future. Vice versa, views will change if school children also have the same lifestyle as children who generally do not go to school.

The view of many children with lots of fortune makes people in rural areas more directing their children who are still of school age directed to help their parents in earning a living. This habit makes the benchmark for a child's success lies in the extent to which a child works while attending school. This condition is also slowly becoming the cause of children dropping out of school. This happens because children no longer focus on school, children will help their parents work more. When a school-age child is forced to work, of course he will lose time to study or do his homework at night.

The measure of a child's success is when he is still at school age, he is accustomed to working to help his parents earn a living. This view is the measure of a child's success in the extent to which a child works while attending school. This condition is also slowly making children drop out of school. This happens because children no longer focus on school, children will help their parents work more. When a school-age child is forced to work, of course he will lose time to study or do his homework at night. This is experienced by Adirio, he does not only focus on school, but he spends most of his time working to help his parents earn a living.

Not only that, the low awareness of parents or the community about the importance of education. People's behavior in sending their children to school is more influenced by environmental factors. They think that even without going to school their children can live decently like other children who go to school. They always compare with their personalities who are considered not to go to school, but can live like other people who go to school.

In addition, historical factors are also the cause of children dropping out of school because many parents still adhere to anti-smart people. They adhere to this understanding because they look at the history of the Indonesian nation where smart people have always colonized the people. Finally they became anti-smart people, they were afraid that someday the children would be smart, then they returned to colonize their own area.

d. School Location Factor

The location or location of the school is a factor that can cause children to drop out of school. Long distances with difficult access are things that must be considered by the community to be able to send their children to school. Lack of means of transportation and the distance between home and school is quite far. In addition, with access that is considered difficult, safety is also considered not guaranteed.

From the results of the study, it was found that the location of the school that was far away was also the cause of children dropping out of school. There are still children who live far from the school location, some even come from the village and live with the supervisor. Due to this condition, children are often late and skip school.

To overcome the problem of children dropping out of school because of the distance or the far location of the school, the government's attention is needed. The

zoning system needs to be tightened with good control from the government through the system that has been built. So that in the future there will no longer be the term favorite school or family closeness to the school. In addition, there is a need for equitable distribution of education development throughout the region, especially in the East Kupang District. Kupang Timur sub-district with a fairly large area, with a population of around 50,901 people, where most of the population is of school age, so it is urgently needed to add more schools to provide educational services that are close to the residents.

Based on the findings above, it can be concluded that to solve the dropout rate, cooperation from all parties is needed. As parents, it is expected to build intensive communication with the school regarding the development of children's education. Likewise the school, the school is expected to build coordination and communication with parents regarding children's education while in school. Schools are also expected to have empathy for children, if children experience problems or are indicated to have the potential to drop out of school, follow-up actions are immediately carried out by discussing with parents to find solutions to the problems faced. So far, it seems that the school is still indifferent in solving children's problems. Many children claimed that they had never been contacted by the school since they had not been to school.

Even though the government's policy direction pays so much attention to the development of education, with the allocation of APBN funds reaching 20%, it will still be in vain if it is not supported by adequate human resources. From the results of existing research, it shows that there is a lack of understanding of parents and children about the importance of education, the role of the government is less effective, and the management or distribution of aid is not right on target.

CONCLUSION

Based on the results of research conducted by the author, it is known that the factors causing children to drop out of school in SMA Negeri Kupang Timur District, Kupang Regency, Nusa Tenggara Province in 2018, 2019, 2020, 2021 consist of internal factors, namely promiscuity and low interest in children to school, while the External factors are economic factors, lack of parental attention, culture and history as well as the location or location of the school.

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