

# Analysis of the Factors Contributing to High School Dropout Rates (A Review from the Perspective of Educational Management)

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## Article Info

### Keywords:

School dropout;  
educational management;  
student retention;  
school governance;  
dropout prevention

## ABSTRACT

The high dropout rate remains a serious challenge in educational development due to the complexity of social, economic, psychological, and educational governance factors influencing it. This study aims to analyze the factors causing school dropouts from the perspective of educational management and to evaluate the effectiveness of school governance in preventing dropout cases. The study employed a qualitative approach with an interpretive paradigm and a case study design. Data were collected through in-depth interviews, observations, documentation, and school archive studies, then analyzed using the interactive model of Miles, Huberman, and Saldaña through data reduction, data display, thematic coding, and conclusion drawing. The findings indicate that family economic conditions, low learning motivation, weak family support, psychological pressure, social environment, and limited access to education are the dominant factors contributing to school dropouts. From the educational management perspective, student monitoring, counseling services, and early dropout detection systems have not been implemented optimally or sustainably. The study concludes that strengthening student retention-based educational governance, preventive counseling services, and collaboration among schools, families, and communities are essential strategies for sustainably reducing dropout rates.

## Informasi Artikel

### Kata Kunci:

Putus sekolah;  
manajemen pendidikan;  
student retention;  
tata kelola sekolah;  
pencegahan dropout

## ABSTRAK

Tingginya angka putus sekolah masih menjadi tantangan serius dalam pembangunan pendidikan karena dipengaruhi oleh kompleksitas faktor sosial, ekonomi, psikologis, dan tata kelola pendidikan. Penelitian ini bertujuan menganalisis faktor penyebab putus sekolah dari perspektif manajemen pendidikan serta mengevaluasi efektivitas tata kelola sekolah dalam pencegahan dropout. Penelitian menggunakan pendekatan kualitatif dengan paradigma interpretif dan desain studi kasus. Data dikumpulkan melalui wawancara mendalam, observasi, dokumentasi, dan studi arsip sekolah, kemudian dianalisis menggunakan model interaktif Miles, Huberman, dan Saldaña melalui reduksi data, display data, coding tematik, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa faktor ekonomi keluarga, rendahnya motivasi belajar, lemahnya dukungan keluarga, tekanan psikologis, lingkungan sosial, dan keterbatasan akses pendidikan menjadi penyebab dominan putus sekolah. Dari perspektif manajemen pendidikan, monitoring peserta didik, layanan konseling, dan sistem deteksi dini dropout belum berjalan optimal dan berkelanjutan. Penelitian menyimpulkan bahwa penguatan tata kelola pendidikan berbasis student retention, layanan konseling preventif, serta kolaborasi sekolah, keluarga dan masyarakat menjadi strategi penting dalam menekan angka putus sekolah secara berkelanjutan.

## Article History

Received : 15/03/2026

Revised : 25/05/2026

Accepted : 21/07/2026

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## 1. Introduction

The transformation of 21st-century education places equitable access to education as the primary foundation for human resource development, strengthening national competitiveness, and sustaining global social development. Education is no longer viewed merely as a process of knowledge transfer, but rather as a strategic instrument for reducing poverty, increasing social mobility, and improving the quality of life within society. Within the framework of the Sustainable Development Goals (SDGs), particularly Goal 4 concerning quality education, the success of an educational system is measured not only by school participation rates but also by the ability of educational institutions to sustain students' learning continuity until they complete their education optimally. The phenomenon of high dropout rates has become an important indicator reflecting inequalities in access, weak educational governance, and persistent social vulnerability in both developing and developed countries [1], [2]. This condition indicates that the issue of school dropout is a multidimensional problem closely related to the quality of educational management, social protection systems, and the effectiveness of school services in maintaining students' learning continuity.

Various international studies demonstrate that school dropout is influenced by a combination of economic, psychological, family, social, and institutional educational factors. A study conducted by [3] in Türkiye found that family poverty, low parental education, and regional inequality were dominant determinants contributing to increased dropout rates among school-age children. Research by [4] in India revealed that household economic vulnerability, child labor, and limited family support were significantly associated with adolescents' decisions to leave school. Meanwhile, [5] emphasized that mental health issues, low self-esteem, and unstable family structures increase the risk of school dropout among adolescents. From a psychological perspective, [6] explained that school aversion and psychosocial pressure contribute to increased school refusal that eventually leads to permanent dropout.

Similar phenomena are also found in vocational education and rural areas. [7] explained that the high dropout rate in vocational education is influenced by the mismatch between students' needs and the learning environment, weak school support, and low academic engagement. [8], through a comparative study in Romania, identified significant differences between urban and rural areas in terms of educational access, facility quality, and social support for students' school continuity. Furthermore, [9] emphasized that geographical barriers and regional disparities are structural factors contributing to high rates of early school dropout in marginal areas. These findings indicate that school dropout cannot merely be understood as an individual student failure, but rather as a reflection of the complexity of educational systems and social governance that remain insufficiently

inclusive.

In Indonesia, school dropout remains a serious challenge in national educational development, particularly in remote, border, and high-poverty areas. Research by [10] showed that family economic conditions, low learning motivation, peer environment, and limited parental attention were the dominant causes of school dropout among children in Konawe Regency. Similarly, a study by [11] in Melawi Regency found that economic limitations, transportation access constraints, low educational awareness, and weak learning supervision encouraged students to work instead of continuing their education. These conditions indicate that the issue of school dropout in Indonesia is still strongly influenced by social inequality and weak educational support systems at the local level.

In the context of West Kalimantan, educational issues are closely associated with geographical challenges, poverty, and regional development disparities. [12] explained that educational attainment has a significant relationship with poverty in West Kalimantan Province, indicating that high dropout rates potentially reinforce intergenerational cycles of poverty. Data from the Central Bureau of Statistics (BPS) of Ketapang Regency (2021) showed that several remote areas still face limitations in educational access, school facility distribution, and socio-economic community support. In certain regions, long travel distances to schools, limited transportation, and low levels of family educational supervision increase students' vulnerability to dropout. This situation indicates that addressing school dropout requires not only administrative measures but also strategic approaches through strengthening educational management based on contextual regional needs.

The perspective of educational management becomes crucial because the success of schools in retaining students is largely determined by the effectiveness of educational governance. [13] emphasized that educational management plays a strategic role in improving learning quality, the effectiveness of school services, and the sustainability of student participation. In the context of school dropout, student management should not merely focus on attendance administration but must also include early detection systems for dropout risks, counseling services, academic progress monitoring, and strengthened communication between schools, families, and communities. [13] explained that weak student management causes schools to struggle in identifying students vulnerable to dropout at an early stage, resulting in delayed and ineffective interventions.

Furthermore, strategic evaluation of educational policies and management is a fundamental aspect of reducing dropout rates. [14] emphasized the importance of continuous educational management evaluation through strengthening learning participation, school monitoring, and educational governance innovation. [15] also explained that innovation in educational management is necessary to build an educational system that is

adaptive to the socio-economic challenges of modern society. In practice, schools require integration between educational leadership, strengthening inclusive school culture, psychosocial services, and the utilization of educational data to identify high-risk students. This approach aligns with the findings of [1], who emphasized that dropout risk can be minimized through systematic, collaborative, and student-centered school interventions.

Although numerous studies on school dropout have been conducted, most still focus partially on the socio-economic and psychological aspects of students. Comprehensive research on school dropout from the perspective of educational management remains relatively limited, particularly studies integrating school governance, educational services, student management, and educational policy evaluation within a unified analytical framework. In addition, contextual research in rural and remote areas of Indonesia has not been extensively explored, despite the significant influence of geographical and socio-cultural characteristics on students' educational continuity. This research gap highlights the need for a multidimensional approach capable of explaining the interrelationship between students' internal factors and the effectiveness of educational management.

Based on these conditions, this study offers novelty through an integrative and contextual analysis of the factors contributing to high dropout rates from the perspective of educational management. The study not only examines students' economic, family, and psychological factors but also explores the effectiveness of student management, school services, monitoring systems, educational leadership, and institutional governance in preventing dropout. The focus on rural and remote areas is expected to provide empirical insights into the complexity of educational issues in regions with limited access and resources.

This study is important because its findings are expected to contribute theoretically to the development of educational management studies based on student retention and educational equity. Practically, the research may serve as a foundation for recommendations to school principals, education authorities, guidance and counseling teachers, and policymakers in developing early detection systems, strengthening inclusive educational services, and implementing dropout prevention strategies based on regional needs. Thus, efforts to reduce school dropout rates should not merely be understood as the responsibility of individual students, but rather as part of a broader transformation toward more adaptive, humane, and sustainable educational governance.

## 2. Method

This study employed a qualitative approach with an interpretive paradigm and a case study design to gain an in-depth understanding of the factors contributing to the high dropout rate from the perspective of educational management. This approach

was chosen because the phenomenon of school dropout is not only related to individual student factors, but is also influenced by complex social, economic, psychological, and educational governance dynamics [16], [17].

The research was conducted in areas characterized by educational vulnerability and limited access to school services, particularly rural and remote regions with relatively high dropout risks. The research informants were selected purposively and included school principals, guidance and counseling teachers, homeroom teachers, dropout students, parents, community leaders, and representatives from the education office based on their direct involvement in dropout cases.

Data were collected through in-depth interviews, observations, documentation, and school archive studies to explore factors such as family economic conditions, learning motivation, absenteeism, mental health, social environment, as well as the effectiveness of student management and school services [1], [7]. Data analysis employed the interactive model of Miles, Huberman, and Saldaña (2013), which involved data reduction, data display, thematic coding, and continuous conclusion drawing.

The validity of the data was ensured through source and technique triangulation, member checking, audit trails, and peer debriefing to maintain the credibility and dependability of the research findings [18]. An educational management approach was used as the analytical framework to evaluate the effectiveness of school governance, student monitoring, counseling services, educational leadership, and contextual as well as sustainable dropout prevention strategies.

## 3. Result and Discussion

The identification of the phenomenon of high dropout rates was conducted through an examination of the social, economic, and educational conditions of the community using educational statistical data, school documents, education office reports, and previous studies related to dropout cases. The qualitative inquiry process was strengthened through preliminary observations and initial interviews with school principals, guidance and counseling teachers, homeroom teachers, parents, and community members to obtain a contextual understanding of educational inequality and students' vulnerability to dropout. The analysis focused on family poverty, limited access to education, low learning motivation, weak parental supervision, high absenteeism, adolescents' psychosocial conditions, as well as the effectiveness of educational management and school governance in supporting student retention. This approach demonstrates that dropout prevention issues are not only influenced by students' internal factors, but are also closely related to the quality of educational governance and school services that have not been fully responsive to the social vulnerabilities within the community [19], [20].

**Table 1.** Results of the Analysis of the Identification of High Dropout Rate Phenomena

Identification Aspect	Main Findings	Impact on School Dropout
Family economy	Low family income and dependence on informal employment	Students tend to work to support the family economy
Geographical conditions	Long distance to schools and limited transportation	Reduces continuity of school attendance
Parents' educational background	Low family educational attainment	Lack of learning support and educational supervision
Social environment	Negative peer association and weak school culture	Decreases students' academic motivation and engagement
Learning motivation	Low interest in learning and weak educational orientation	Students lose commitment to schooling
Mental health	Psychological pressure and school aversion	Increases absenteeism and dropout risk
Student management	Student monitoring has not been optimal	Vulnerable students are not detected early
Counseling services	Limited psychosocial assistance	Students' problems are not handled preventively
Regional inequality	Differences in facilities between rural and urban areas	Unequal quality of educational services
School policy	Evaluation and dropout intervention are not systematic	Dropout prevention becomes less effective

The phenomenon of high dropout rates demonstrates a multidimensional relationship among social, economic, psychological, and educational management factors. Family economic limitations, low learning motivation, weak parental supervision, psychosocial pressure, and difficult access to education in rural areas increase the risk of prolonged absenteeism and eventual dropout, particularly in regions with high educational inequality and limited educational facilities. From the perspectives of school governance and student retention, student monitoring, counseling services, and early dropout detection systems remain inadequate; therefore, schools have not been fully capable of implementing preventive and sustainable dropout prevention strategies. Based on this complexity, the study employed qualitative inquiry with an interpretive paradigm and a case study design to understand the experiences of students, families, and schools contextually and naturalistically [21], [22], [23].

The research site was purposively selected based on the socio-economic conditions of the community, educational accessibility, high absenteeism rates, and weak monitoring of

students at risk of dropout in order to represent the real conditions of educational governance among vulnerable groups. The findings indicate that areas with high dropout vulnerability are generally characterized by family economic limitations, weak social support, and disparities in educational services between rural and urban areas, particularly in terms of transportation access, school facilities, and family educational supervision. Research informants were purposively selected, including school principals, guidance and counseling teachers, homeroom teachers, dropout students, parents, community leaders, and education office representatives, to obtain an in-depth understanding of the social, economic, psychological, and managerial factors influencing dropout and its prevention strategies [24], [25], [26].

**Table 2.** Purposive Determination of Research Informants

Research Informants	Information Focus	Purpose of Data Collection
School principal	School policy and student management	Identifying school strategies for dropout prevention
Guidance and counseling teachers	Counseling services and student assistance	Exploring psychosocial and behavioral factors of students
Homeroom teachers	Attendance, motivation, and students' learning progress	Identifying early signs of dropout risk
Dropout students	Personal experiences and reasons for dropping out	Understanding internal and external dropout factors
Parents	Economic conditions and family educational support	Identifying family influence on school continuation
Community leaders	Social conditions and educational culture	Understanding the influence of the social environment on education
Education office	Educational policy and regional education data	Examining government strategies in handling dropout
School documents	Attendance, student transfers, and dropout data	Verifying factual school conditions

The purposive determination of research informants indicates that each informant group contributed significantly to explaining the complexity of the dropout phenomenon from the perspectives of educational management and student retention. School principals, guidance and counseling teachers, and homeroom teachers revealed that attendance monitoring, mentoring services, and school governance in dropout prevention were still not optimal, while dropout students and parents emphasized that family economic limitations, low learning motivation, and weak educational support were the

dominant dropout factors. On the other hand, community leaders and education office representatives explained that educational inequality, limited access to education, and uneven policy interventions increased dropout vulnerability in rural areas and among socially vulnerable communities.

To obtain in-depth and contextual data, the study systematically developed research instruments in the form of interview guidelines, observation sheets, and documentation formats based on the principles of interpretive qualitative inquiry. These instruments focused on family socio-economic conditions, learning motivation, absenteeism, mental health, social environment, counseling services, student management, and school policies related to dropout prevention. In addition, observations and documentation were used to verify learning conditions, student monitoring, attendance records, counseling reports, and educational policies in order to produce naturalistic, structured, and socially relevant educational analyses.

**Table 3.** Research Instrument Blueprint

Type of Instrument	Focus Aspect	Main Indicators	Data Sources
Interview guideline	Family economic factors	Family income, parents' occupation, educational support	Parents, students
Interview guideline	Learning motivation and experiences	Learning interest, absenteeism, reasons for dropout	Students
Interview guideline	Educational management	Student monitoring, counseling services, school policies	School principal, counseling teachers
Interview guideline	Social environment	Peer association, community educational culture	Community leaders
Observation sheet	Student attendance and discipline	Absenteeism, tardiness, learning participation	School
Observation sheet	School service conditions	Counseling implementation and student monitoring	Counseling teachers, homeroom teachers

Observation sheet	Educational environment conditions	School access and educational facilities	School environment
Documentation format	Student administration	Dropout data, student transfers, attendance records	School archives
Documentation format	Educational policies	Dropout prevention programs and school regulations	Education office, school
Documentation format	Regional educational data	Educational statistics and school participation	Statistics Agency/Education Office

The results of the development of the research instruments indicate that the instrument blueprint successfully represents the interrelationship among social, economic, psychological, and educational management factors contributing to high dropout rates. Interview guidelines were used to explore students' experiences, family support, the effectiveness of school services, and dropout prevention practices, while observation sheets helped identify actual conditions related to absenteeism, discipline, student monitoring, and school governance within the educational environment. Documentation formats served to verify administrative data such as attendance records, student transfers, counseling reports, and school policies related to student retention, thereby producing more comprehensive and contextual data [27].

The data collection process was conducted gradually through in-depth interviews, field observations, documentation, and school archival studies to obtain a comprehensive understanding of the factors causing dropout from the perspective of qualitative inquiry. Interviews involved school principals, guidance and counseling teachers, homeroom teachers, dropout students, parents, community leaders, and education office representatives to explore experiences, perceptions, and educational policies related to educational inequality and dropout prevention. Meanwhile, observations and documentation studies were conducted to examine learning conditions, student attendance, counseling services, and to triangulate administrative school data in order to enhance the credibility and depth of the research [28].

**Table 4.** Results of Research Data Collection

Instrument Type	Aspect Focus	Main Indicators	Data Sources	Main Findings
Interview guideline	Family economic factors	Family income, parents' occupation, educational support	Parents, students	Most families had low income, parents worked in the informal sector, and support for children's education was not yet optimal

Interview guideline	Learning motivation and experiences	Learning interest, attendance, reasons for dropping out	Students	Low learning motivation, frequent absenteeism, and some students chose to work to support their families
Interview guideline	Educational management	Student monitoring, counseling services, school policies	Principal, counseling teachers	Monitoring of students at risk of dropping out was not yet systematic, and counseling services were limited
Interview guideline	Social environment	Peer interaction, community educational culture	Community leaders	The social environment was less supportive of a learning culture, and peer influence was relatively strong
Observation sheet	Student attendance and discipline	Absenteeism rate, lateness, learning participation	School	High absenteeism, repeated lateness, and low learning participation were identified
Observation sheet	School service conditions	Implementation of counseling and student monitoring	Counseling teachers, homeroom teachers	Counseling was conducted only for certain cases, and student monitoring was not continuous
Observation sheet	Educational environment conditions	School access and educational facilities	School environment	Transportation access was difficult, and learning facilities were limited
Documentation format	Student administration	Dropout data, student transfers, absenteeism	School archives	Increased absenteeism and transfers were identified before students dropped out
Documentation format	Educational policies	Dropout prevention programs and school regulations	Education office, school	Dropout prevention programs were available, but implementation was not yet optimal
Documentation format	Regional education data	Educational statistics and school participation	Central Bureau of Statistics/Education Office	The research area showed relatively high vulnerability in school participation

Based on the data collection results, it was found that the high dropout rate was influenced by the interrelation of family economic factors, low learning motivation, weak educational supervision, and limited school services. Most students came from low-income families, which encouraged them to work to support their parents rather than continue their education. In addition, high absenteeism, low learning engagement, and social environmental influences increased the risk of dropout. From the perspective of educational management, the monitoring of students at risk, counseling services, and the implementation of dropout prevention programs had not yet been carried out optimally, especially in areas with limited educational access and school facilities. These findings indicate that the dropout phenomenon is a multidimensional issue requiring strengthened educational governance, collaboration between schools and families, and a more structured and sustainable preventive intervention system.

The process of identifying the factors causing school dropout was carried out through an integrated analysis of interview results, field observations, documentation, and school archive studies. The researcher categorized the data based on economic aspects, family background, learning motivation, social environment, mental health, and educational management to identify relationship patterns influencing the high dropout rate. The identification process involved data reduction, thematic categorization, and in-depth interpretation of students' experiences, family conditions, community environments, and the effectiveness of school services. This approach enabled the researcher to understand that school dropout was not caused by a single factor but rather resulted from the interaction of various interconnected social and institutional educational conditions.

**Table 5.** Identification of Factors Causing School Dropout

Causal Factors	Findings Indicators	Data Collection Results	Impact on School Dropout
Economic	Low family income	Parents worked in the informal sector with unstable income	Students chose to work to support the family economy
Economic	Limited educational costs	Difficulty purchasing school supplies and transportation	Reduced educational continuity

Family	Low parental attention	Supervision of children's learning was not optimal	Students' learning motivation decreased
Family	Low parental education	Parents lacked understanding of the importance of education	Children were more likely to leave school
Learning motivation	Low interest in learning	Students were less active and lacked educational goals	High absenteeism and dropout risk
Learning motivation	Learning discomfort	Difficulty following lessons and low academic achievement	Reduced academic attachment
Social environment	Peer influence	Environment was less supportive of a learning culture	Students were more interested in working or activities outside school
Social environment	Low community educational culture	Education had not become a primary family priority	Increased risk of school dropout
Mental health	Psychological pressure	Students experienced stress, inferiority, and learning anxiety	Caused school aversion and absenteeism
Mental health	Low self-confidence	Students felt incapable of following lessons	Reduced motivation to continue schooling
Educational management	Student monitoring not yet optimal	Absenteeism and dropout symptoms were detected late	School intervention became less effective
Educational management	Limited counseling services	Psychosocial assistance was not sustainable	Student problems were not addressed early
Educational management	Dropout prevention programs not systematic	Schools had not established an integrated intervention system	Dropout risk remained high
Educational management	Limited access to education	Transportation and school facilities were limited	Reduced student learning participation

Based on the identification results, family economic factors became the dominant cause of the high dropout rate, particularly due to low parental income and limited educational expenses that encouraged students to work to support their families. In addition, low parental attention and educational background led to weak learning supervision and low awareness of the importance of education. From the students' perspective, low learning motivation, discomfort in participating in learning activities, and psychological pressure increased the risk of prolonged absenteeism leading to dropout. A social environment that was less supportive of educational culture also strengthened students' tendency to leave school. Meanwhile, from the educational management perspective, the monitoring of students at risk, counseling services, and dropout prevention programs had not been implemented optimally, making it difficult for schools to conduct effective early intervention. These findings indicate that school dropout is a multidimensional issue requiring a preventive approach based on strengthening

educational governance, family support, and sustainable social collaboration within the community.

The process of analyzing the effectiveness of student management, counseling services, attendance monitoring, and school governance was conducted through the integration of interview results, observations, documentation, and school archive studies to assess the extent to which schools were able to systematically prevent dropout risks. The analysis focused on student data management mechanisms, absenteeism supervision, implementation of counseling services, homeroom teacher involvement, school communication with parents, and the implementation of school policies in handling students at risk of dropping out. The data were analyzed thematically to identify the strengths, weaknesses, and obstacles in educational governance in maintaining students' learning continuity. This approach was used to obtain an overview of the effectiveness of dropout prevention systems based on educational management within the context of schools and the research area.

**Table 6.** Results of the Analysis of Dropout Prevention Effectiveness

Analysis Aspect	Indicators Analyzed	Main Findings	Effectiveness Level
Student management	Data collection and monitoring of at-risk students	Student data were available, but monitoring was not continuous	Less effective
Student management	Follow-up on student absenteeism	Intervention was conducted after high absenteeism occurred	Less effective
Counseling services	Implementation of counseling guidance	Counseling was more incidental and not preventive	Less effective
Counseling services	Students' psychosocial assistance	Assistance was limited to certain cases	Less effective
Attendance monitoring	Student absenteeism records	Attendance systems were available, but evaluation was not routine	Fairly effective
Attendance monitoring	Early detection of dropout risk	Schools had not established an integrated early detection system	Less effective

School governance	School communication with parents	Communication was conducted but not intensive	Fairly effective
School governance	Dropout prevention programs	Programs were available, but implementation was not optimal	Less effective
School governance	School and community collaboration	Community involvement remained limited	Less effective
School governance	Educational sustainability policies	School focus was still dominated by academic administration	Less effective
Role of homeroom teachers	Monitoring students' learning progress	Homeroom teachers were active, but limited time became an obstacle	Fairly effective
Access to educational services	Support for facilities and school access	Transportation and learning facilities were limited	Less effective

Based on the analysis results, the effectiveness of dropout prevention in schools still faced various limitations, particularly in aspects of student monitoring and counseling services that had not been implemented preventively and sustainably. Schools generally already had attendance administration systems and student data records; however, mechanisms for early detection of students at risk of dropping out were not yet well integrated. Counseling services tended to be reactive after problems emerged, so psychosocial assistance had not been able to prevent prolonged absenteeism and low learning motivation. In addition, communication between schools, parents, and communities had not been conducted intensively, resulting in weak supervision of students' education outside school. From the perspective of educational governance, dropout prevention programs were already available, but their implementation was not yet optimal due to limited resources, educational access, and coordination among educational stakeholders. These findings indicate that strengthening student management, attendance monitoring systems, preventive counseling services, and collaboration between schools, families, and communities are important

factors in building a more effective and sustainable dropout prevention system.

The data analysis process employed the interactive model of Miles, Huberman, and Saldaña, which includes data reduction, data display, thematic coding, and continuous conclusion drawing. The analysis began by selecting, simplifying, and categorizing data obtained from interviews, observations, documentation, and school archives based on the research focus concerning factors causing school dropout and the effectiveness of educational management. Furthermore, the data were presented in the form of matrices, thematic categorizations, and patterns of relationships among variables to facilitate the interpretation of findings. Thematic coding was conducted by identifying major themes such as family economy, learning motivation, social environment, mental health, student monitoring, counseling services, and school governance. The final stage involved interpretation and conclusion drawing to identify the relationship between social factors and the effectiveness of educational management in contextual and in-depth dropout prevention.

**Table 7.** Results of Data Analysis Using the Interactive Model of Miles, Huberman, and Saldaña

Analysis Stage	Analysis Activities	Analysis Results	Main Findings
Data reduction	Selecting and simplifying data obtained from interviews, observations, and documentation	Data focused on the factors causing school dropout and educational governance	Dominant factors identified included economic conditions, learning motivation, and school monitoring
Data reduction	Grouping data based on research themes	Data were organized into social, economic, psychological, and educational management categories	Facilitated the identification of relationship patterns among factors
Data display	Presenting data in matrices and thematic categorizations	Data became more systematic and easier to interpret	Relationships among absenteeism, family economic conditions, and dropout risk became visible
Data display	Organizing relationship patterns among findings	An overview of the interconnection between students' internal and external factors was obtained	Family and school factors mutually influenced educational continuity
Thematic coding	Assigning codes based on key issues and themes	Themes identified included economic conditions, family, motivation, mental health, and school governance	Dropout factors were multidimensional
Thematic coding	Grouping themes based on the intensity of findings	Dominant themes related to weak student monitoring and lack of family support were identified	Schools had not optimally implemented early dropout detection

Conclusion drawing	Interpreting the overall research data	A contextual understanding of dropout causes was obtained	School dropout was influenced by the interaction of social factors and educational management
Conclusion drawing	Verifying findings through data triangulation	Research findings were considered consistent and valid	Strengthening educational governance was necessary for dropout prevention

Based on the results of data analysis using the interactive model of Miles, Huberman, and Saldaña, it was found that the phenomenon of school dropout was influenced by a complex relationship among social, economic, psychological, and educational governance factors. The data reduction process revealed that poor family economic conditions, weak learning motivation, and high absenteeism were dominant factors causing dropout. Through data display and thematic coding, it became evident that limited student monitoring, counseling services that were not yet preventive, and weak communication between schools and families increased the risk of students leaving school. The conclusion-drawing process indicated that school dropout was not only caused by individual student conditions but was also influenced by the effectiveness of educational management in conducting supervision, assistance, and early intervention for students at risk of dropping out. These findings emphasize the importance of strengthening a more adaptive, collaborative, and sustainable school governance system in efforts to prevent school dropout.

The process of testing data validity was conducted to ensure the credibility, consistency, and accuracy of the research

findings through source triangulation, technique triangulation, member checking, and audit trails. Source triangulation was carried out by comparing information obtained from principals, counseling teachers, homeroom teachers, dropout students, parents, community leaders, and the education office to obtain consistency regarding the factors causing dropout and the effectiveness of educational management. Technique triangulation was conducted by matching the results of interviews, field observations, documentation, and school archives so that the data obtained could be contextually verified. In addition, member checking was carried out by reconfirming interview results and data interpretations with research informants to ensure the suitability of the meanings and experiences conveyed. Audit trails were conducted through systematic documentation of the entire research process, starting from data collection, coding, theme categorization, to conclusion drawing so that the analysis process could be academically traceable and transparent.

**Table 8.** Analysis of Data Validity Testing

Validity Testing Technique	Process Conducted	Verification Results	Main Findings
Source triangulation	Comparing data among informants	Information among informants showed relatively consistent patterns	Economic factors, absenteeism, and school monitoring became dominant themes
Source triangulation	Verifying data from principals, counseling teachers, parents, and students	Consistency was found regarding weak educational supervision	Dropout risk was influenced by family and school factors
Technique triangulation	Comparing interview, observation, and documentation results	Field data were consistent with school archives and observation findings	High absenteeism was confirmed in school documents
Technique triangulation	Verifying administrative data and field conditions	Empirical findings were considered valid and contextual	Dropout prevention programs had not been optimal
Member check	Confirming interview results with informants	Informants stated that the interpretations reflected actual conditions	Research data were considered representative
Member check	Clarifying themes and interpretation results	No significant differences were found among interpretations	Findings were considered credible
Audit trail	Documenting the data collection and analysis process	All research stages were systematically documented	The research process could be retraced
Audit trail	Storing field notes and coding data	Data analysis became more transparent and consistent	Supported research dependability

Based on the results of the data validity test, the findings showed that the research data had good credibility and consistency because the information obtained from various informants demonstrated relatively similar patterns. Source and technique triangulation indicated consistency among interview results, observations, documentation, and school archives

regarding the factors causing school dropout, particularly family economic conditions, high absenteeism, low learning motivation, and suboptimal student monitoring. Member checking showed that informants agreed with the interpretation of the research results as a representation of actual field conditions, while the audit trail ensured that the entire research

process was systematically and transparently documented. These findings indicate that the research results had adequate validity and dependability in explaining the phenomenon of school dropout from the perspective of educational management in a contextual and in-depth manner.

The process of interpreting the research findings was conducted by relating all field analysis results to the perspectives of educational management and student retention to understand how schools maintain students' learning continuity and prevent the risk of dropout. Interpretation was carried out through the integration of social, economic, psychological, and institutional

educational factors with the effectiveness of school governance, counseling services, attendance monitoring, and student assistance systems. The student retention perspective was used to assess the school's ability to create a learning environment that supports academic engagement, continuity of school participation, and preventive dropout reduction. Meanwhile, the educational management perspective was used to evaluate the effectiveness of planning, organizing, implementation, supervision, and evaluation of educational services in handling students at risk of dropping out contextually and sustainably.

**Table 9.** Interpretation of Research Findings Based on the Perspectives of Educational Management and Student Retention

Interpretation Aspect	Field Findings	Educational Management Perspective	Student Retention Perspective
Family economy	Students helped their parents work	Schools did not yet have preventive economic support systems	Retention risk was low due to high economic pressure
Learning motivation	Low interest and engagement in learning	Learning and mentoring had not been adaptive	Students' academic engagement declined
Student absenteeism	High absenteeism and lateness	Attendance monitoring had not been optimal	Absenteeism became an early indicator of dropout
Counseling services	Counseling was incidental	Psychosocial assistance had not been sustainable	Students' emotional support remained low
School-parent relationships	Communication was not intensive	Educational collaboration had not been effective	Support for learning continuity was less optimal
Social environment	Low community educational culture	Schools had not maximized social engagement	The environment did not support student persistence
School governance	Dropout prevention programs were not systematic	Student management remained administrative	Retention systems were not integrated
Early dropout detection	At-risk students were identified too late	Supervision of vulnerable students was not preventive	Dropout prevention was less effective
Educational access	Transportation and facilities were limited	Educational service planning had not been adaptive	Reduced continuity of school participation
Role of homeroom teachers and counseling teachers	Assistance was limited to certain cases	Service coordination had not been optimal	Student support systems remained weak

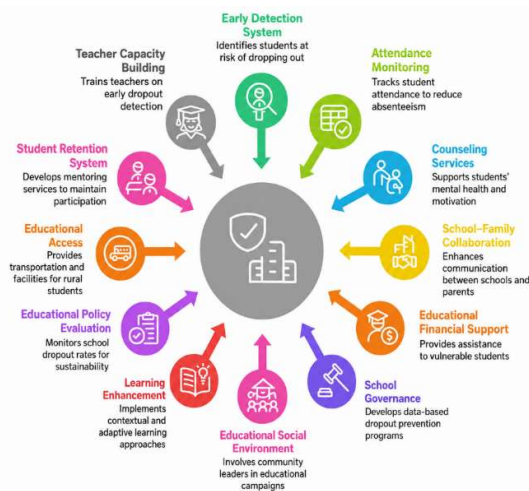
Based on the interpretation results, the phenomenon of school dropout indicates that students' educational continuity is strongly influenced by the effectiveness of school governance in building adaptive and preventive student retention systems. Family economic factors, low learning motivation, high absenteeism, and weak social environmental support increased the risk of students leaving school. From the educational management perspective, it was found that student monitoring, counseling services, communication between schools and parents, and dropout prevention programs still tended to be administrative and had not been systematically integrated. As a result, schools experienced delays in detecting and handling students at risk of dropping out. The student retention perspective showed that low academic engagement and psychosocial support caused students to lose commitment to continuing their education. These findings emphasize that dropout prevention requires strengthening student management,

sustainable mentoring systems, collaboration between schools and families, and the development of more inclusive, supportive, and responsive educational environments toward students' social vulnerabilities.

The process of formulating strategic recommendations was carried out through the synthesis of all research findings related to the factors causing school dropout and the effectiveness of educational governance from the perspectives of educational management and student retention. The recommendations were formulated based on the analysis results concerning weaknesses in student monitoring, counseling services, communication between schools and families, and the implementation of dropout prevention programs that had not yet functioned optimally. The recommendations focused on strengthening educational governance that is more preventive, collaborative, adaptive, and based on the needs of vulnerable students. In addition, the recommendations also considered the

socioeconomic conditions of the community, limited educational access in rural areas, and the importance of involving all educational stakeholders in building a sustainable dropout prevention system.

Based on the strategic recommendations, preventing school dropout requires strengthening educational governance that is not only administratively oriented but also preventive and centered on students' learning continuity. The development of early detection systems, integrated attendance monitoring, and sustainable counseling services are important steps in identifying and handling students at risk of dropping out from an early stage. In addition, strengthening communication between schools, families, and communities is necessary to build more collaborative educational supervision. In areas with limited economic conditions and educational access, educational assistance, transportation facilities, and data-based policies become strategic factors in improving student retention. These findings indicate that the success of dropout prevention is highly determined by the ability of schools and policymakers to build an inclusive, adaptive, and responsive educational governance system toward students' social vulnerabilities in a sustainable manner.



**Figure 1.** Strategic Recommendations for School Dropout Prevention Based on Strengthening Educational Governance

### Discussion

The research findings indicate that the high dropout rate is influenced by a multidimensional interaction among family economic factors, low learning motivation, weak family support, a social environment that does not adequately support educational culture, students' psychological pressures, and the suboptimal governance of educational management in preventing dropout cases. Economic factors emerged as the dominant cause because most students come from low-income families, leading them to work to support household needs rather than continue their education. In addition, low academic engagement, high absenteeism rates, and weak counseling

services cause students to lose motivation and emotional support to remain in school. These findings are consistent with the studies of Kumar et al., Braunstein et al., and Lawrence & Adebowale, which emphasize that school dropout is influenced by the complex relationship among social vulnerability, psychological conditions, and the educational environment.

From the perspective of educational management, the study found that student monitoring, early detection systems for dropout risk, school-family communication, and the implementation of student retention programs are still administrative in nature and have not been integrated preventively. This condition demonstrates that the success of dropout prevention is determined not only by individual student factors but also by the effectiveness of school governance in developing inclusive, adaptive, and sustainable educational services. Therefore, strengthening student management, preventive counseling services, school-parent-community collaboration, and education policies based on social needs are important strategies for improving educational sustainability and reducing the risk of dropout in educationally vulnerable regions.

### 4. Conclusion

This study concludes that the high dropout rate is a multidimensional issue influenced by the interaction of family economic conditions, low learning motivation, weak family support, social environments that are less supportive of education, students' psychological pressures, and the suboptimal management of education in preventing dropout cases. Economic factors are the dominant cause driving students to leave school in order to support their families' needs, while high absenteeism, low academic engagement, and weak counseling services further increase the risk of continued dropout.

From the perspective of educational management, the study found that student monitoring, early detection systems for dropout risk, school-parent communication, and the implementation of student retention programs have not yet been carried out in a preventive, integrated, and sustainable manner. These conditions indicate that school dropout is not only related to the individual vulnerability of students, but also reflects the limited effectiveness of educational governance in developing inclusive and responsive educational services that address the social needs of the community.

Therefore, strengthening student management, preventive counseling services, school-family-community collaboration, and data-based educational policies are important strategies for improving student retention and reducing dropout rates sustainably.

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