ANALYSIS OF THE POTENTIAL OF SCHOOL DROPOUT STUDENTS IN EAST LOMBOK REVIEWED BY EDUCATION LEVEL AND GENDER

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Abstract: The High School Dropout Rate in East Lombok Is Caused by the Lack of Accessibility of Quality Education, Especially in Rural Areas Far From Education Centers

The aim of this research is to analyze the potential for students to drop out of school in East Lombok based on education and gender. This research uses qualitative research methods because the data studied is the result of observations, interviews and documents. The importance of this research is that it uses qualitative research, so that the results provided explain the problem of out-of-school children in more detail and reality. By including analytical descriptive methods, the aim is to provide visual information about the phenomena we use as research material and compare them with existing data in the field. The results state that factors such as learning motivation, interests and talents, school safety, climate environment, social problems, relationships, violence and economics contribute to the high school dropout rate in East Lombok. Even though the Smart Indonesia Card Program is implemented, factors such as learning motivation, interests and talents, and the environment remain the main causes of school dropout in East Lombok. There are no gender equality problems related to potential school dropouts.

Keywords: Education, School Dropout, Gender

Abstrak: Tingginya Angka Putus Sekolah di Lombok Timur Disebabkan Oleh Kurangnya Aksesibilitas Pendidikan Berkualitas, Terutama Di Pedesaan Yang Jauh dari Pusat-pusat Pendidikan

Tujuan penelitian ini yaitu untuk menganalisis potensi siswa putus sekolah di Lombok Timur berdasarkan pendidikan dan gender, Penelitian ini menggunakan metode penelitian kualitatif karena data yang diteliti merupakan hasil dari observasi, wawancara dan dokumen. Pentingnya penelitian ini dengan menggunakan penelitian kualitatif, agar hasil yang diberikan menjelaskan permasalahan anak putus sekolah lebih detail dan nyata. Dengan memasukkan metode deskriptif analitis bertujuan untuk memberikan informasi secara visual mengenai fenomena yang kami angkat sebagai bahan penelitian dan membandingkannya dengan data yang ada di lapangan. Hasilnya menyatakan bahwa faktor-faktor seperti motivasi belajar, minat dan bakat, iklim keamanan sekolah, lingkungan, masalah sosial, pergaulan, kekerasan, dan ekonomi berkontribusi terhadap tingginya angka

putus sekolah di Lombok Timur. Meskipun Program Kartu Indonesia Pintar diterapkan, faktor-faktor seperti motivasi belajar, minat dan bakat, serta lingkungan tetap menjadi penyebab utama putus sekolah di Lombok Timur. dan tidak ada permasalahan kesetaraan gender terkait potensi putus sekolah.

Kata Kunci: Pendidikan, Putus Sekolah, Gender

PENDAHULUAN

According to the Draft Law Number 20 Year 2003, Education is a conscious and planned effort to create a learning atmosphere and learning process so that learners actively develop their potential to have spiritual and religious strength, self-control, personality, intelligence, noble character, and skills needed for themselves, society, nation, and state (Achmad, 2019). The development of students' potential is a very important effort in education, even becoming the essence of educational endeavours. To develop students' potential, it is necessary to first know and understand what potential they possess. Students have not fully developed and utilized the potential within themselves (Amaliyah & Rahmat, 2021). Education is an important aspect of life; it's not just about making someone smart and proficient in a particular area. Education is also used in the process of shaping the character of learners, teaching the application of virtues, morality, and developing the talents of learners, as well as to develop skills that learners either haven't acquired or have already acquired (Gulo et al., 2021). This is because education can create a highly competitive society, especially in creating quality human resources, and it can also foster independence to be prepared to face the challenges of globalization in the future, especially as Indonesia entered the era of free markets in 2020 (Rahmawati, 2020). Preparing high-quality human resources with expertise is an asset in facing global competition. Industrial and trade competition will always be determined by key factors such as price, quality, design (preferences), supply time, marketing, and services. The success of these factors ultimately depends on the quality of human resources involved in the production and marketing processes (Wonggo, 2017).

The 12 year compulsory education program is designed to provide equal educational access for every citizen to foster human resources with competency in knowledge and skills to support their competitiveness in the current era of globalization (Asmiati et al., 2022). The primary factor for the success of development in a country is the availability of high-quality Human Resources (HR). Efforts to improve the quality of HR start with educational development. Therefore, education is one of the most critical aspects of a country's development (Ulumudin & Martono, 2018). Human resources are one of the main components of all their activities. Although in the process of carrying out their activities, there are various

alternatives or assistance in terms of using sophisticated equipment, these would not be meaningful without active involvement from the human resources themselves (Apriliana & Nawangsari, 2021). The aim of developing human resources for school dropouts is to provide effective capabilities, enhance competencies, and address challenges through non-formal programs, skills training, guidance, and social support, for positive impacts on individual and community development. In the context of developing human resources for school dropouts, appropriate and planned strategies are needed to achieve these goals. School dropouts often face various challenges, whether in terms of education, economics, or social aspects. Therefore, a comprehensive and inclusive approach is required to assist them in maximizing their potential (Gulo et al., 2021). The issue of high school dropout rates in Indonesia, especially in West Nusa Tenggara Province. Based on data from the Department of Education and Culture in NTB One Data (2022), the dropout rates for elementary, junior high, and senior high/vocational school levels in the academic year 2021/2022 are still quite significant. For the elementary level, there are 344 students who dropped out, or 0.07 percent of the total students. Meanwhile, for the junior high level, there are 43 students who dropped out in NTB. As for the senior high level, there are 47 students who dropped out. The next educational level with a high number of dropout students is vocational school, with 249 students dropping out, or 0.34 percent (Haiban et al., 2023). Understanding the situation regarding the high number of school dropouts among children and their access to education, a comprehensive study is necessary (Wijana & Suhardi, 2018). One of the efforts that may be undertaken to break the cycle of school dropout among children is to provide emotional support and positive education. Involving them in relevant learning programs and motivating them can help build their interest and self confidence.

School dropout is viewed as a serious educational and social problem over the past few decades. By leaving school before graduating, many school dropouts do not receive sufficient education, thus limiting their economic and social well-being throughout their adult lives. Education is needed in efforts to nurture and develop the potential, interests, and talents of the younger generation (Tamba et al., 2015). Dropping out of school, according to Utami and Rosyid (2020) is the process of a student forcibly leaving an educational institution where they were studying. This means that a child is left behind from a formal educational institution, caused by various factors, one of which is inadequate family economic conditions. However, children are individuals who will continue the aspirations of their parents and serve as a relay for the future. Compulsory education is one of the programs vigorously promoted by the Ministry of National Education. This program mandates every Indonesian citizen to attend school for nine years at the primary education level, from the first grade of elementary school to the ninth grade of junior high school (Utami & Rosyid, 2020). A child may stop attending school for a period of time or

may never return to school. If they are willing to continue schooling at some point in the future, there is some debate about whether this would be considered dropping out or not, at least because of questions about whether the resumption of schooling after dropping out can be guaranteed. With this complexity in mind, Bjerk argues that defining dropout can be difficult because many students leave and return to school several times. This certainly becomes a complicated issue when studying dropouts (Mughal et al., 2019).

The increasing number of dropouts has its own impact on specific individuals as well as the wider community. In reality, someone who drops out and graduates with low educational standards tends to have more difficulty finding employment, and job opportunities are often limited. This situation can perpetuate the cycle of poverty. Fundamentally, high and increasing dropout rates can also hinder the economic, social, and cultural growth and progress of a country (Alifa, 2023). Related to the above, relevant research has been conducted by Hidayat and Hastuti (2017). By addressing the issue of Survival Analysis in Modeling School Dropouts, the research results indicate that low parental education levels and the number of household members contribute to the high risk of student dropout in Palopo City. Another study conducted by Dr. H.T. Effendy Suryana, SH., M.Pd. The Analysis of the high dropout rates among Open Junior High School students showed that the main factor contributing to dropout is economic factors. Additionally, the lack of facilities for independent learning leads students to feel bored during their learning activities (Suryana, 2012). With the increasing number of school dropouts, there will be implications for unemployment because the skills possessed by these school dropouts are not sufficient to fill the increasingly sophisticated job market that requires specialized skills. Consequently, the unemployment rate will also increase (Mujiati et al., 2018).

Based on the opinions above, it can be concluded that the increase in children dropping out of school is caused by several factors, namely economic factors, lack of support from parents, lack of attention from the local community and very low human resources for students. Therefore, this research aims to analyze the potential for students to drop out of school in East Lombok based on education level and gender. Based on initial research, the factors causing children to drop out of school are economic factors in society, mothers' attention to their children and students' motivation to pursue education is still low in terms of educational level and gender. The difference between this research and previous research lies in that previous research focused on the factors that cause school dropout rates, while this research focuses on a specific analysis of the potential for school dropouts based on education level and gender in the East Lombok region. This research makes a contribution by identifying the relationship between economic factors, parental attention (especially mothers), and student learning motivation, which has not previously been discussed comprehensively in this local and demographic context.

METHODS

This research is a qualitative study, with qualitative methods chosen because the data under investigation are the results of observation, interviews, and documents. The importance of using qualitative research in this study is to ensure that the results provided explain the issue of school dropout in more detail and vividly. By incorporating descriptive analytical methods, the aim is to provide visual information about the phenomenon we are investigating and compare it with the data available.

In this research, we will use two types of data, namely primary and secondary data. Primary data will be obtained through direct research methods involving participants/respondents in the field as well as related parties such as children who have dropped out of school. The selection of research subjects was carried out by considering several important factors to ensure representative and reliable results.

Primary Data

Participants/respondents in the field: We will collect primary data through in-depth interviews and direct observation of children who have dropped out of school. This process involves direct interaction with students who have stopped attending school, both those who are still at school age and those who are older. These participants were selected by purposive sampling, namely selecting subjects who could provide relevant and rich information about their experiences with dropping out of school.

Relevant parties: We will also involve parties involved in education, such as parents, teachers, school principals and employees of the East Lombok Education and Culture Service. Interviews with them aim to understand their perspectives and views on the causes of dropping out of school, existing education policies, and the support needed to prevent students from dropping out of school. These subjects were selected taking into account their role and influence in the local education system.

Secondary Data

Literature study: Secondary data will be collected by studying existing literature, including research results, previous research reports, and related publications that discuss the problem of school dropouts in East Lombok or similar areas. This method will provide a broader context about the factors that cause school dropout, prevention strategies that have been implemented previously, as well as findings that are relevant to our research. Source selection for secondary data is carried out by selecting the most relevant documents, both in terms of topic and quality of the data presented.

Through this approach, this research does not only rely on direct insights from participants, but also enriches the data with previously existing information. This allows us to identify patterns, confirm findings, and create a more complete picture of the school dropout problem in East Lombok (Budi Lestari et al., 2020). The

researcher sampled from interviews with employees of the East Lombok Department of Education and Culture. The instrument in this study is the researcher themselves, who can directly observe, observe, and feel what happens to the subjects under investigation. By positioning oneself as the instrument, it can facilitate the researcher in collecting, analyzing, and concluding the data obtained. In gathering data, we will use methods such as in-depth interviews with relevant parties (Budi Lestari et al., 2020). Also, a literature review was conducted by collecting and studying secondary data in the form of documents, archives, research results, and previous research findings.

The data collection stages in this research are as follows through several processes: preparation, implementation, and closure. (1) In the preparation stage, the researcher seeks official data related to the increasing number of school dropout phenomena at the elementary, junior high, and high school levels. In this case, the data are officially issued by the Ministry of Education and Culture to ensure their validity; (2) In the implementation stage, the researcher identifies participants from the related phenomenon who will be interviewed and observed later on. Interviews are conducted in an unstructured manner to directly address the main issues. The researcher also collects results from previous research to be used as references; (3) In the closure stage, the researcher records and documents important information supporting the phenomena of the problem conveyed by the participants. The researcher reviews the information provided by the participants for further analysis and conclusion.

RESULTS AND DISCUSSIONS
Factors Contributing to the Potential of Students Dropping Out of School in View of the level of education in East Lombok

Based on research data found in the field which focuses on the potential of students who are at risk of dropping out of school, taking into account aspects of education and gender. From an educational perspective, there are several factors that contribute to the potential for students to drop out of school, such as the school environment, violence, lack of interest and talent in learning, promiscuity, social and economic problems.

School Environment

The school environment in East Lombok can be a factor that influences a student's decision to potentially drop out of school. One of them is an environment that is not conducive to learning, interference from peers who like to ridicule, bullying and some are also due to the teacher's teaching methods.

Based on the results of interviews with middle and high school students in East Lombok, the first quote about an unconducive school environment: "Our classrooms are often damaged and uncomfortable. Sometimes the roof leaks when

it rains, so we have to move to another room. This condition makes us lazy about studying.", Second quote about Peer Disorder and Bullying: "My friends like to make fun of me because I come from a poor family. They said I wouldn't be able to continue school. After a while I became embarrassed and didn't want to come to school.", and the third quote about Teachers' Unattractive Teaching Methods, one of the high school students said that "Our teacher only told us to take notes and memorize lessons. There are no explanations or other activities. So I was bored and felt like I didn't understand what was being taught."

Violence

Violence in schools is a serious issue that can disrupt the educational process and create an unsafe environment for students. Based on the research results, the forms of violence that often occur in schools in East Lombok can be grouped as follows:

1. Physical Violence. Physical violence involves actions that cause injury or pain directly to the victim's body. Examples include hitting, kicking, pinching, or even fighting between students. This physical violence often occurs in the classroom, field or hidden places at school.
2. Verbal Violence. Verbal violence includes insults, taunts, harsh words, or derogatory comments directed at students. Even though it doesn't leave physical wounds, verbal violence can have a major impact on students' mental.
3. Psychological Violence. Psychological violence often takes the form of intimidation, threats, or controlling behaviour that makes the victim feel emotionally distressed. An example is threats made by other students or even by teaching staff, which make the victim feel unsafe or afraid to speak up. Health, causing low self-esteem, stress and anxiety.
4. Bullying. Bullying is a form of violence that occurs repeatedly, whether physically, verbally or through digital media (cyberbullying). This behaviour involves a power imbalance between the perpetrator and the victim, where the victim often feels powerless to fight back.
5. Sexual Harassment. Sexual harassment in the school environment can take the form of inappropriate comments, unwanted touching, or other acts of sexual exploitation. This not only violates students' rights, but can also cause long-term trauma.
6. Structural Violence. Apart from direct violence, structural violence also often occurs in schools. Examples include the application of unfair rules or punishments, discrimination based on gender, ethnicity or social status, which causes students to feel marginalized or discriminated against.

Based on the results of interviews with middle and high school students in East Lombok, it was found that violence in various forms, whether physical, verbal, psychological, bullying, sexual harassment, or structural violence, is still a

significant factor that contributes to the potential for students to drop out of school. An unsafe school environment and lack of emotional support make students feel depressed, embarrassed, and lose motivation to continue their education. This shows the need for improvement in creating a learning environment that is safer, more inclusive, and supports holistic student development. One of the students said: "My friends often tease and hit me. I became lazy about going to school because I felt like no one cared."

Lack of Interest and Talent in Learning

Unfulfilled interests and talents can make students in East Lombok feel disconnected from their lessons and school environment. This can result in a lack of motivation to learn and ultimately lead to dropping out.

Based on the results of interviews with junior high school students in East Lombok, it shows that the lack of interest and talent in learning is often influenced by unattractive teaching methods, lack of supporting facilities, and lack of support to develop students' potential according to their talents and interests. This mismatch causes students to feel bored, unmotivated, and ultimately choose not to continue school. One student said, I like drawing, but at school there are no lessons that support my talent. "I just learned by rote, so I quickly got bored and didn't want to go to school anymore."

Peer Pressure

Peer pressure can negatively affect students in several ways. Firstly, it can divert their attention from academics to less productive activities. Secondly, peer pressure often involves pressure from peers to engage in negative behaviour's such as skipping school or engaging in risky behaviour. This can disrupt students' focus and make them lose interest in their education. Furthermore, peer pressure can also lead to discipline problems in school, which can result in punishment or even expulsion, leading to dropping out.

Based on research results in East Lombok, it shows that free association can cause students to be distracted from lessons and academics to less productive activities. "Peer influence often encourages students to engage in risky behaviour, such as neglecting their education and facing disciplinary problems at school. This risks causing students to drop out of school and negatively impacting their academic future."

Social Issues

In East Lombok, social issues that can potentially lead to students dropping out of school include poverty, as children are forced to work to support their families, leaving school early to work and assist their parents.

Based on research results in East Lombok, one of the causes of potential students dropping out of school is poverty. "Children are often forced to work from

morning to evening to help their families meet their daily needs. This situation forces them to leave school, which disrupts the educational process and affects their academic future."

However, among these factors, one aspect is not particularly dominant as a cause of dropping out, namely economic issues, because in East Lombok there is the KIP program (Smart Indonesia Card) and all schools provide free education at every level. Additionally, gender issues can also be a factor that potentially leads to students dropping out of school. However, according to Mr. Burhan's opinion, in East Lombok, from year to year, no students have been found to be at risk of dropping out of school due to gender inequality. In the context of education, the school environment, as well as support from peers, there has never been a gender inequality issue. Female and male students are treated fairly and equally by the school, teachers, and their peers during their schooling.

Factors Contributing to the Potential of Students Dropping Out of School in View of the level of education in East Lombok

Based on the research results, there was no significant difference in the potential for students to drop out of school in terms of gender in East Lombok. This analysis shows that both male and female students face the same risk of dropping out of school due to various factors, such as poverty, promiscuity, and lack of educational support from the family. Field research shows no significant difference in school dropout rates between male and female students in the region. This can be influenced by social, economic and environmental factors that influence access to education and academic success uniformly without regard to gender. Therefore, more attention needs to be paid to addressing the factors that cause school dropout in general, without distinguishing based on gender.

Discussion

Factors Contributing to School Dropout in East Lombok: An Analysis

The research findings indicate that there are various factors contributing to the potential school dropout among students in East Lombok, including learning motivation, interests and talents, school safety climate, environment, social issues, peer influence, violence, and economics. According to Mr. Burhan, an employee of the Department of Education and Culture of East Lombok, economic issues do not significantly affect the potential for student dropout in the region because the Smart Indonesia Card Program (Program Kartu Indonesia Pintar) is already in place in East Lombok, ensuring that school fees are not a problem. In general, the purpose of the KIP Program for students at all levels of education (elementary, junior high, and senior high school) is to realize affordable and quality educational services for all segments of society in support of the 12-Year Compulsory Education Program. To what extent the KIP program can support activities in realizing the 12-Year Compulsory Education Program depends on the schools' compliance in

implementing the KIP program as regulated in the 2015 KIP Program technical guidelines, both in terms of objectives and allocations (Setyawati, 2018).

The issue of educational inequality arises because the 1945 Constitution mandates that all citizens have the right to education. Therefore, the government is obliged to provide education uniformly for all Indonesian people. All Indonesians are entitled to receive quality education, not just the upper-middle class. However, the reality in Indonesia is that education development for the middle and upper classes is more adequate compared to the poor. This case proves that the government has not been sufficiently responsive to educational equity (Setyawati, 2018).

The issue of potential school dropouts in East Lombok is a serious and complex challenge that has been a major concern in in-depth discussions among local communities and relevant parties. Every year, the number of students dropping out in this region continues to increase, causing deep concerns about the future of education in the area. Several factors contribute to the high dropout rate in East Lombok, including the lack of accessibility to quality education, especially in rural areas that may be far from educational canters. Additionally, economic issues often serve as a primary factor forcing students to drop out to help meet their family's financial needs. Moreover, factors such as insufficient social and educational support, lack of motivation to learn, and social and cultural challenges also contribute to this issue.

To address this issue, a holistic and integrated approach involving various stakeholders is needed, including local governments, educational institutions, community organizations, and the private sector. Efforts that can be undertaken include improving access to education through the development of adequate educational infrastructure, providing scholarships or financial assistance to students in need, implementing non-formal education programs tailored to local needs, and conducting campaigns to increase awareness and motivation for learning among students and parents. Additionally, it is important to actively involve the local community in the prevention and mitigation of school dropout by engaging them in the planning, implementation, and evaluation of educational programs. Through close collaboration among various stakeholders and the implementation of integrated strategies, it is hoped that an inclusive, equitable, and sustainable educational environment can be created in East Lombok, ensuring that every child has equal opportunities to access quality education and build a better future.

Several factors can contribute to the increasing number of school dropouts in East Lombok. One of them is the factor of children's learning motivation, where the learning motivation of school dropouts refers to the drive or reasons that push students to learn but are not successful, leading them to decide to leave school. The factors of social issues and violence face a number of complex and serious challenges. The impact of dropping out of school due to social issues and violence

can be very detrimental to children, such as difficulties in finding decent jobs in the future, low income levels, and the risk of involvement in negative or criminal behavior. School dropouts will face difficulties in finding decent jobs, potentially leading to poverty and underdevelopment in various aspects of life. Additionally, the high dropout rate also has a negative impact on social and economic development in the area, hindering overall growth and development.

Therefore, it is important to provide attention and support to children who are at risk of dropping out of school in East Lombok. To address this issue, joint efforts from various parties are needed. Firstly, the government needs to improve educational accessibility by expanding the school network and transportation. Additionally, financial assistance to low-income families can help alleviate economic burdens that may be a contributing factor to dropping out of school. Improving the quality of educational facilities, such as adequate classrooms and libraries, is also essential to create a conducive learning environment. Furthermore, enhancing the quality of educators through training and professional development can improve teaching effectiveness and student motivation. With these steps, it is hoped that the issue of potential school dropout in East Lombok can be gradually addressed.

Special Program of the Department of Education and Culture for Schools, School Dropouts, and Communities in East Lombok

Burhan said that in East Lombok, there is a specific program to address the potential for student dropouts, school dropouts, and the general community, which is very concrete:

Program Curriculum Independence

Burhan expressed that "Curriculum Independence aims not only to improve academic quality but also to create a safer, more comfortable, and enjoyable school environment for students. By creating a conducive atmosphere, it is hoped that Curriculum Independence can be a solution in preventing children from potentially dropping out of school and reducing incidents of violence, bullying, and intolerance in the school environment. Thus, Curriculum Independence is expected to provide a more positive learning experience for students, which will ultimately have a positive impact on their optimal growth and development. The curriculum independence applied in East Lombok is P5 with the theme 'Character'." Through the implementation of the P5 Merdeka Curriculum, students are expected to be able to improve their abilities more freely and creatively, even as people who are more objective and able to make extraordinary contributions to society. The Merdeka Curriculum is the main structure that must be found in training in higher education to carry out learning activities. This curriculum is the spirit of schooling which must be studied and updated in a modern, orderly and superior manner according to the times (Firdaus et al., 2022).

The curriculum is a set of plans and arrangements regarding the objectives, content, and materials of instruction, as well as the methods used as guidelines for organizing learning activities to achieve the goals of Higher Education (Nugraha,2022). Kurikulum Merdeka, which is a policy of the Ministry of Education and Culture (Kemdikbudristek), was planned to be implemented starting in 2021 and applied to Pilot Schools. In 2022. Kemdikbudristek will attempt to conduct data collection which will serve as the basis for the future implementation of this Curriculum Merdeka in educational units. The implementation of Curriculum Merdeka is not carried out simultaneously and massively. Kemdikbudristek provides flexibility for educational units to implement the curriculum according to their readiness levels (Susetyo, 2020). The Merdeka Curriculum is designed to utilize all available potentials in its surroundings, not only natural resources but also other untapped potentials. There is connectivity between the materials of the Merdeka Learning School with all potentials in all sectors, enabling the exploration of regional strengths, thus making it a strength for the school's departments. In the Merdeka curriculum, students have the right to choose which curriculum to follow throughout their schooling. Of course, with the existence of this curriculum, various differences will be felt by students.

Merdeka Belajar is a new policy program of the Ministry of Education and Culture of the Republic of Indonesia (Kemendikbud RI) launched by the Minister of Education and Culture Nadiem Anwar Makarim. Nadiem made the policy of independent learning not without reason. This is because the 2019 Program for International Student Assessment (PISA) research showed that the assessment results for Indonesian students only ranked sixth from the bottom; In the field of mathematics and literacy, Indonesia is in 74 th position out of 79 countries. In response to this, Nadiem also made a breakthrough in assessing minimum abilities, including literacy, numeracy and character surveys. Literacy not only measures the ability to read, but also the ability to analyze reading content and understand the concepts behind it (Firdaus et al., 2022).

Preparing for Open Junior High School (SMP Terbuka) & Open Senior High School (SMA Terbuka).

In East Lombok, an Open School program has been introduced, providing a golden opportunity for those who have dropped out of school to resume their education. This program not only welcomes back students who stopped halfway, but also opens the door for individuals who have not obtained junior high school (SMP) and senior high school (SMA) diplomas to pursue formal education. One of the main advantages of the Open School program is its flexibility, allowing participation from people of all ages. This means that anyone, whether young or adult, can take part in this program to complete their secondary education. This flexibility provides significant advantages for individuals who cannot attend regular education due to

various constraints, such as the need to work, physical limitations, or other personal reasons. With the presence of the Open School program, the hope for more inclusive and sustainable access to education in East Lombok is becoming a reality.

Open Junior High School (SMP Terbuka) and Open Senior High School (SMA Terbuka) are Distance Education Programs organized to enable those who cannot attend regular formal education to continue learning. Both programs provide opportunities for those with limitations in attending formal education to continue their education. This system is designed to address learning issues, especially for those who, due to various constraints, cannot access opportunities for learning in conventional ways, while they have the potential to learn, and there are still untapped learning resources available (Susetyo, 2020). Explaining Open Senior High School (SMA Terbuka) as an education subsystem at the secondary education level that prioritizes independent learning activities for its students with limited guidance from others. SMA Terbuka is one of the alternative education service models at the secondary school level and is not a new standalone institution or UPT (Unit Pelaksana Teknis) but is subordinated to existing regular senior high schools (SMA). Thus, the regular senior high school that serves as the Parent School of SMA Terbuka essentially conducts education with a dual-mode system. This means that the Parent School of SMA Terbuka simultaneously serves two different groups of students with different learning methods. In this case, the Parent School of SMA Terbuka is given an expanded or additional role, namely providing education services with a distance learning system intended for students who face certain constraints (Susetyo, 2020). From the information above, it can be formulated that the model/system of Open Senior High School (SMA Terbuka) education is a model/system where most of its learning activities are carried out independently by students, using learning materials that can be learned individually with minimal or no assistance from others. Therefore, every day, SMA Terbuka students study independently at the Learning Activity Center (Tempat Kegiatan Belajar - TKB), either individually or in small groups under the supervision of the Mentor Teacher. Mentor Teachers do not teach as they are not recruited to teach at the SMA.

Program Kesetaraan dan Kursus Bebas (PKBM) *Program*

The implementation of the Equivalency and Free Course Program (Program Kesetaraan dan Kursus Bebas - PKBM) in East Lombok adopts a decentralized approach, where the program is not centralized in one fixed location but can be conducted in various places such as village offices or borrowed school locations. This approach brings PKBM closer to school dropouts, enabling them to participate in the program in their nearest environment. Thus, PKBM becomes more easily accessible to those in need. In order to facilitate the implementation of PKBM, the Department of Education and Culture of East Lombok plays a crucial role in streamlining the licensing process for establishing PKBM in various locations. This action not only reduces administrative barriers but also enhances the accessibility

and sustainability of non-formal education programs for the local community. It reflects the commitment of the local government to improving access to education for all segments of society, including those who face difficulties in accessing formal education. Therefore, this strategy represents genuine efforts to provide broader opportunities for individuals who are not reached by formal education to obtain the education and skills they need. With this decentralized approach, it is hoped that more people can access education, thereby increasing opportunities to improve their quality of life and their contribution to society. PKBM is currently a vulnerable point for educational competition if it is not managed well. PKBM management provides effective and positive results in facing global challenges so that in line with Management is achieving organizational goals effectively and efficiently through organizing planning, leadership and control of organizational resources (Beno et al., 2022).

PKBM serves as a platform for various community learning activities aimed at empowering potential to drive development in the social, economic, and cultural fields. PKBM is a learning center formed by, for, and of the community in an effort to enhance the knowledge, skills, attitudes, hobbies, and talents of community members, starting from the meaningfulness and usefulness of human and natural resource potential in their environment (Hermawan & Suryono, 2016). The Community Learning Center (Pusat Kegiatan Belajar Masyarakat - PKBM) is a non-formal education institution that functions as a place of learning and a source of information established and managed by the community. It is oriented towards empowering local potential to enhance the knowledge, skills, and attitudes of the community in the fields of economics, social, and culture. PKBM in East Lombok is an institution situated in the midst of the community, managed and designed by the community itself. The PKBM program in East Lombok has been implemented in several villages, such as the Selebung Ketangga Village in East Lombok. This signifies that PKBM serves as an educational hub closely integrated with the community, allowing them to access relevant learning and information tailored to their local needs and potentials.

Based on the research findings studied by Sulastri (2021) at the PKBM Haska Khafila institution in Selebung Ketangga Village, East Lombok, covering the Context, Input, Process, and Product (CIPP) components, the results obtained are as follows: the Context component accounts for 31%, the Input component for 27.4%, the Process component for 26.5%, and the final result of the Product component is 27.9%. The average of these four components is 28.2%. Therefore, the conclusion drawn from the research on the effectiveness of management development patterns at the PKBM Haska Khafila institution in Selebung Ketangga Village, Keruak District, East Lombok Regency, NTB, in 2020/2021 overall falls into the category of less effective.

The research findings suggest that education is an inseparable part of community development. With the foundation of education, it is hoped that the community can actively participate in development. Education is crucial in creating quality human resources. Community-based non-formal education becomes highly significant for the people of East Lombok, as it can provide knowledge and skills to all members of the community without the need for formal education.

PKBM (Pusat Kegiatan Belajar Masyarakat) is a non-formal education institution in Indonesia, particularly in East Lombok, aimed at providing learning opportunities for the local community who cannot access formal education, including school dropouts. The relationship between school dropouts and PKBM can be outlined as follows: (1) Learning Opportunities: PKBM offers learning opportunities for school dropouts who cannot continue formal education due to various reasons such as economic constraints, geographical location, or personal issues; (2) Flexibility of Time and Place: PKBM provides more flexible learning programs in terms of time and location, making it suitable for students with limitations in attending formal education; (3) Integrated Curriculum: PKBM conducts learning programs with an integrated curriculum that can be adjusted to the needs and abilities of students, including school dropouts; (4) Reducing Dropout Rates: With the existence of PKBM, it is expected that the dropout rate can decrease due to the availability of educational alternatives for those who cannot continue formal education; (5) Providing Opportunities to Continue to Higher Education Levels: PKBM can assist school dropouts in preparing themselves and continuing their education to higher levels, such as through package exams to obtain equivalent diplomas. Therefore, PKBM plays a crucial role in providing educational opportunities for school dropouts and helping them attain proper education even without following the formal education path.

The implementation of the Equivalency and Free Course Program (PKBM) in East Lombok adopts a decentralized approach, where the program is not centralized in one fixed location but can be held in various places such as village offices or borrowed school locations. This approach has the advantage of bringing PKBM closer to school dropouts, as they can participate in the program in their nearest environment. Thus, PKBM becomes more accessible to those in need. In facilitating the implementation of PKBM, the East Lombok Department of Education and Culture plays a crucial role in easing the licensing process for establishing PKBM in various locations. This action not only reduces administrative barriers but also enhances accessibility and the sustainability of non-formal education programs for the local community. It reflects the local government's commitment to improving access to education for all layers of society, including those who have difficulty accessing formal education. Therefore, this strategy reflects a genuine effort to provide broader opportunities for individuals who are not reached by formal education to obtain the education and skills they need. With this decentralized

approach, it is hoped that more people can access education, thereby increasing opportunities to improve their quality of life and contribute to society.

CLOSING/CONCLUSION

Based on the results and discussions above, it can be concluded that there are various factors contributing to the high dropout rate in East Lombok. These factors include learning motivation, interests and talents, school safety, climate, environment, social issues, social interactions, violence, and economics. Although the Indonesia Smart Card Program has been implemented in East Lombok to address school cost issues, other factors such as learning motivation, interests and talents, and environment remain the main causes of dropout. The role of parents, government and society is very important in supporting the success of children's education. With good cooperation between all related parties, it is hoped that the school dropout rate in East Lombok can be reduced, thereby creating a higher quality generation with the potential to build a better future.

My suggestion is that future researchers can get more information or data so that readers can compare the contents of this article and hopefully the results of my research will be useful for the Indonesian people, especially the Lombok region.

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