

HANDLING OF SCHOOL DROPOUTS AT BUMIREJO PUBLIC ELEMENTARY SCHOOL, PENCIKAN FISHERMAN'S VILLAGE, PATI REGENCY, CENTRAL JAVA

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Abstract. This study examines dropout management in fishing villages and emphasizes the importance of preventive strategies for elementary school children in these communities. Elementary school dropout remains a serious issue in Indonesia, particularly in coastal areas where socioeconomic challenges are acute. Using a qualitative approach, this research identifies key factors contributing to school dropout, including poverty, limited parental support, and low learning motivation. The study employed direct observation, in-depth interviews, documentation, and active researcher participation to gather contextual insights. Data were collected at Bumirejo Public Elementary School, Pencikan Fishing Village, Central Java, from principals, teachers, former students, fishermen's families, and other stakeholders. Interview guides and sheets served as the main research instruments, while data validity was ensured through triangulation. The findings emphasize the need for targeted interventions, such as scholarships, socialization and mentoring programs, free schooling, and alternative learning pathways, to support vulnerable children. These insights provide valuable implications for policymakers, educators, and community leaders seeking to reduce dropout rates and promote educational equity in Indonesia's fishing villages.

Keywords: key handling of school dropouts, school dropouts, elementary schools, fishing village.

INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process that enables students to effectively develop their potential, including the strength of religious spirituality, self-control, personality, and noble morals, which are essential for them in life as individuals, as part of society, as a nation, and as a state. Education is a major factor in human life. As an important component, and based on the National Education System Law No. 20 2003 article 3 states that national education functions to develop abilities and shape meaning and human civilization in order to enlighten the life of the nation, the goal of national education is to develop the potential of students to become human beings with quality character and noble character so that they have the continuity of inheritance of values and norms that apply in society. (W.P. 2013). Education is a conscious and planned effort to create a learning atmosphere and learning process that enables students to effectively develop their potential, acquiring the strength of religious spirituality, self-control, personality, intelligence, noble morals, and skills necessary for themselves, society, nation, and state. Education is one of the most important factors in human life. Based on the National Education System Law, which states that national education functions to develop abilities and form words and a dignified human civilization, in order to educate the nation's citizens. The goal of national education is to develop students' potential to become human

beings with a quality character and noble values, thereby ensuring the continuity of the societal values and norms that are inherited.

At this time, education is a fundamental human need; it plays a crucial role. Currently, society is striving as hard as possible to achieve the highest level of education and fighting to ensure their children can access higher education. Awareness of the importance of education has begun to emerge. At this time, education is a necessity for humans; it plays a crucial role. Society competes to obtain the highest education possible, but on the other hand, there are also some people who cannot access a decent education, whether at the basic level or higher levels. Additionally, there are members of society who have received a basic education but eventually dropped out of school. Many factors contribute to children dropping out of school, including economic difficulties, inadequate educational facilities, environmental or social factors, and others. The right to education is realized formally at school and informally through the family. Not all children, particularly in formal education, are eligible due to parents' inability to meet the requirements. Based on 2023 data from the Central Statistics Agency (BPS), Indonesia still has a dropout rate at the elementary school level, specifically 0.67% of elementary school students drop out. This figure represents an average of 0.68% for boys and 0.66% for girls at the elementary school level. Central Java Province boasts a long coastline and a significant fishing community. Its unique community relies on fishing as its primary livelihood. The North Coast of Central Java has one of the highest dropout rates in Indonesia despite its abundant natural resources. This problem is caused by many factors. Therefore, research was conducted to determine how to handle dropout cases in the Pantura Fishing Village and to analyze the inhibiting factors. Addressing dropout cases in fishing villages presents several challenges that must be addressed to improve participation rates and the quality of education in these communities. The following table displays data on school dropouts in Central Java.

Table 1. Data on School Dropouts in Central Java (2024)

Kabupaten/Kota	Perkotaan*Perdesaan				
	Angka Putus Sekolah SM/MA/ Paket C	Angka Putus Sekolah SMP/MTs/ Paket B	Angka Putus Sekolah SD/MI/ Paket A	Angka Melanjutkan SMP/MTs/ Paket B	Angka Melanjutkan SD/MI/ Paket A
(1)	(2)	(3)	(4)	(5)	(6)
01. Kab. Cilacap	3,62	1,68	0,70	69,25	99,27
02. Kab. Banyumas	0,99	2,59	0,26	86,64	90,51
03. Kab. Purbalingga	8,54	2,04	0,72	57,90	95,70
04. Kab. Banjarnegara	0,20	2,14	0,89	58,69	88,04
05. Kab. Kebumen	2,99	0,67	0,42	89,83	99,21
06. Kab. Purworejo	2,89	0,00	0,00	94,21	98,45
07. Kab. Wonosobo	7,47	4,95	0,00	64,40	92,57
08. Kab. Magelang	3,30	3,39	0,32	77,96	94,51
09. Kab. Boyolali	15,10	1,22	0,29	85,06	94,08
10. Kab. Klaten	0,92	0,00	0,00	90,64	99,27
11. Kab. Sukoharjo	0,00	0,00	0,00	85,32	100,00
12. Kab. Wonogiri	9,81	0,00	0,00	83,69	95,89
13. Kab. Karanganyar	0,00	0,00	0,55	80,32	99,09
14. Kab. Sragen	3,22	2,70	0,31	88,25	99,32
15. Kab. Grobogan	2,48	0,00	0,10	74,98	95,27
16. Kab. Blora	9,78	0,69	0,80	72,15	98,02
17. Kab. Rembang	6,04	0,00	0,00	63,94	100,00
18. Kab. Pati	0,00	0,64	0,79	75,66	95,64
19. Kab. Kudus	0,63	4,42	1,45	81,27	95,36
20. Kab. Jepara	3,80	0,00	0,00	82,45	96,03
21. Kab. Demak	3,03	0,49	0,00	85,49	95,91
22. Kab. Semarang	3,42	5,80	0,22	86,19	97,67
23. Kab. Temanggung	7,19	1,97	0,84	60,29	94,15
24. Kab. Kendal	4,53	0,72	0,00	77,49	96,12
25. Kab. Batang	1,37	2,97	0,72	62,88	90,74
26. Kab. Pekalongan	2,36	2,63	0,47	73,43	89,23

(Source: Central Java BPS, 2024)

This research was conducted at a school located in a fishing village on the North Coast of Java (Pantura), Central Java. This research was conducted at Bumirejo Public Elementary School, Juwana District, Pati Regency. Bumirejo Public Elementary School is situated in the Pencikan Fishing Village, located in the Pantura region of Central Java. Bumirejo Public Elementary School was chosen as the research subject because it is located in a fishing village whose community is vulnerable and has a low economic level. Additionally, the school can provide valuable data and information about the conditions of children, families, communities, and education in the area. Based on data from Bumirejo Public Elementary School over the past five years, the dropout rate has ranged from 10% to 20% annually (Bumirejo Public Elementary School Data: 2025). Based on the results of initial observations, the obstacles frequently encountered in fishing villages related to cases of children dropping out of school at the elementary level are factors of economic limitations and perceptions about education. One of the most significant obstacles encountered in fishing villages is economic limitations. Nearly all families in fishing villages face economic constraints, forcing children to participate in family chores and subsequently opting out of school. Environmental, family, and social factors also contribute to the high number of children dropping out of school in fishing villages. Some parents may not fully realize that their children must attend

school and pursue an education. The importance of education for them has faded, or perhaps society holds a different perception, believing that without formal education, they can still earn a living in the fishing sector or become fishermen, a far more profitable option than pursuing a traditional education. Social factors, such as local culture, can also encourage children to follow in their parents' footsteps in the fishing industry, reinforcing the decision to forgo education. Naturally, fishing villages rely heavily on fishing employment; children may feel pressured to join this profession rather than choose education. This can also hinder children's motivation to learn. Equally important are internal family factors, such as divorce, death, or family instability, which can also influence children's involvement in education.

School dropout is a significant issue faced by many developing countries, particularly Indonesia. The issue of school dropouts not only affects individuals and their communities but also impacts society as a whole in Indonesia. Fishing Villages are one area that requires special attention in Indonesia, due to the high number of school dropouts. Dropping out of school is not a new problem in Fishing Villages. Fishing villages often face significant educational challenges, which can lead to a high number of school dropouts in the area. High poverty rates and limited access to education cause many children to drop out of school. Poverty data in Indonesia shows a figure of 8.57% with a national poverty line of IDR 595,242 per capita per month (BPS Data, 2024). Effective strategies, policies, and programs are necessary to ensure that children have access to a quality education. This study was conducted to analyze effective strategies, policies, and programs for addressing school dropout cases in fishing villages. By focusing on community empowerment, education management, and the active participation of relevant stakeholders, this research is expected to contribute to the management of school dropouts in fishing villages in Indonesia. It can also assist the government and relevant institutions in developing appropriate policies and programs to address the issue of school dropouts in fishing villages.

METHODS

This research uses a qualitative approach. According to Sugiono (2015:8), the definition of a qualitative approach is research that emphasizes flexible and contextual research design. This research design is more based on direct observation, data collection, in-depth interviews, and participant observation during the research process. This research employs a qualitative approach, focusing on an in-depth understanding of the experiences and perceptions of school dropouts, as well as the opinions of related parties. Qualitative research often employs field data collection methods in locations where participants experience the problem or issues being studied (Creswell, 2014, pp. 247-248). According to Strauss and Corbin in V. Wiratna Sujarweni (2014, p. 6), qualitative research is a type of research that produces findings that cannot be achieved or obtained using statistical procedures or other means of quantification (measurement).

Because this research aims to understand human behavior within its own social framework, the method employed is a case study approach. According to Rahardjo, a case study is a series of scientific activities carried out intensively, in detail, and in depth about a program, event, or activity, whether at the individual level, a group of people, an institution, or an organization, to gain in-depth knowledge about the event (Rahardjo, 2017). The case study approach allows researchers to examine a case in depth. According to Sugiyono (2018, pp. 39-40), a case study is a type of qualitative approach that examines a particular "case" in a contemporary real-life context or setting. This research aims to present an in-depth picture of reality in analyzing and describing the phenomenon being studied, namely the strategy for handling school dropouts in the Fisherman's Village.

Place and Time of Research

This research was conducted at Bumirejo Public Elementary School, Pencikan Fisherman's Village, Juwana District, Pati Regency, Central Java Province. The location was chosen based on specific considerations and reasons, as Bumirejo Public Elementary School is situated in a fishing village where the population remains below the poverty line, and children are particularly vulnerable to dropping out of school. This research was conducted from January to May 2025.

Data Source

Data sources are the subjects from which data is obtained in qualitative research, namely, spoken words, writings, documents, etc. Data sources are sources of information that can be obtained directly, such as observations, interviews with research subjects, and notes, as well as video or audio recordings. Data sources are among the most important in research; errors in using or understanding data sources can result in data that does not align with expectations (Moleong, 2012, p. 129).

The data sources for this research on school dropouts were obtained from interviews, observations, surveys, and field studies with informants relevant to the research focus. The data were collected from several sources, including Bumirejo Public Elementary School, the Joint Decree of the Pati Regency Education Office, the Bumirejo Village Government, the Pencikan Fishermen's Community, the National Statistics Institute, the Al-Maun Pati Fisheries Service, the Pati Regency Fisheries Service, and the Pati Regency Teachers' Community.

The sampling technique used in this study was purposive sampling. Purposive sampling was used because the selected informants were competent and knowledgeable about the school dropout case in Pencikan Fishing Village. Informants play a crucial role in collecting data and information.

According to Afrizal (2016:139), a research informant is someone who provides in-depth information about themselves, others, an event, or a matter to a researcher or interviewer. In qualitative research, informants are divided into three types:

Key Informant

According to Afrizal (2016, p. 139), a key informant is an informant who has comprehensive information about the problem raised by the researcher. The key informant in this study was the Principal of Bumirejo State Elementary School.

Main Informant

According to Afrizal (2016, p. 139), the main informants are individuals who possess technical and detailed knowledge about the research problem being studied. The main informants in this study were fishing families and school dropouts.

Additional Informant

According to Afrizal (2016, p. 139), additional informants are individuals who can provide supplementary information to complement the analysis and discussion in qualitative research. The additional informants in this research were the residents of the Fishermen's Village and the authorities.

In this study, the principal was chosen because of his central role in determining the direction of school policy, including policies regarding the management of dropouts. Three teachers were selected because they are actively involved in managing dropouts at school and in the community.

Six dropout students served as key informants because they met the criteria for representativeness of dropouts in the Pencikan Fishing Village.

Research Techniques and Instruments

The data collection techniques employed in this study included observation, interviews, documentation, and data triangulation. According to Sugiyono (2015, p. 308), data collection is the most crucial step in research, as the primary goal of research is to obtain data. The data analysis technique in this study used an interactive analysis model. Interactive analysis is an approach to data analysis that involves interaction between the researcher and the data being analyzed. The approach is carried out by the researcher through direct engagement in the analysis process, digging for information, and identifying patterns or trends that emerge from the data. This approach is very effective because the researcher places themselves directly in the midst of the community to obtain information and important issues that are the focus of this study. The data collection process involved interviews with participants, as well as a literature review that examined secondary data, including documents, archives, and previous research results. Qualitative data analysis methods were employed because the data were obtained through observations and interviews.

RESULTS AND DISCUSSION

Results Reflecting on the research on handling school dropouts in several regions in Indonesia above, based on the results of interviews with school dropouts (KM, MI, AC, AY, AM, AB) and related parties at Bumirejo State Elementary School (EP, SN, RM, AN), in Pencikan Fisherman's Village, data shows that several programs for handling school dropouts that have been running and have been able to break the chain of cases of school dropouts at Bumirejo Elementary School, Pencikan Fisherman's Village, namely;

1. An alternative education program has been implemented by the Village Government in collaboration with the Pati Regency Education Office's Joint Decree. This program is the Online Package B Catch-Up Program, an informal educational program that allows children to continue their studies while fishing at sea, with online learning that offers flexibility without face-to-face interaction.
2. The economic and capital assistance program for fishermen is also carried out by the School and Village Government in collaboration with the MSME Service, the DPRD, the Lazismu Juwana Zakat Collection Institution, and Lazismu Pati, which has been able to prevent children from dropping out of school.
3. Providing full scholarships in the form of free schooling and free boarding for elementary, middle, and high school (SMK) students. Schools and village governments have partnered with the Al-Maun LKS (School of Education) in Pati Regency to facilitate children who cannot afford to continue their education at the elementary, middle, and high school levels.
4. The school also collaborates with the Community of Leading Teachers, acting as agents of change in education, by conducting outreach and counseling to change the community's mindset and address the lack of awareness and understanding of the importance of school for their children's future. The Community of Leading Teachers in Juwana District also provides scholarship assistance and outreach to free schools and colleges, addressing cases of school dropouts. This comprehensive and massive approach is implemented continuously and sustainably.
5. The fishing community collaborates with Fisheries Extension Workers and PKH Extension

Workers to provide an understanding of the importance of school. In addition, they also provide financial social assistance, recommendation assistance for higher-level schools, and introduce people's schools from the Ministry of Social Affairs, as well as the Special Program for Civil Service Schools from the Ministry of Fisheries and Maritime Affairs, for the children of fishermen.

Table 2. Research Results on Handling School Dropouts in Pencikan Fishing Village

No.	School Dropout Handling Program	Informant	Target	Program Achievements
1.	Business capital assistance from the Pati Regency Fisheries and Maritime Affairs Service	KM, SN, AN, EP, AY	All fishing groups in Pencikan.	Runs annually in the form of business capital assistance for fishing groups.
2.	Business capital assistance from LAZISMU Juwana District for entrepreneurship for school dropouts	WN, MA, DS	5 children dropped out The school has received assistance.	Every child of a fisherman who drops out of school receives business capital to start a small business by submitting an application to the Lazismu leadership.
2.	PIP from the DPRD, Pati Regency Education Office, and the Ministry of Education	MI, KM, UI, EP	All the children of fishermen at Bumirejo State Elementary School.	Every year, all students at Bumirejo State Elementary School receive assistance from the Smart Indonesia Program.
3.	Full scholarships for elementary, middle, and high school/vocational school dropouts from LKSA Al-Maun, Pati Regency.	WN, IS, IN, MA	9 fishermen's children received Al-Maun Scholarships.	School dropouts can continue their education with a full scholarship, attend formal school, and live in a free boarding school until they graduate.
4.	Compensation from the Principal of Bumirejo State Elementary School and the Coordinating Body of Juwana District for the children of orphaned fishermen.	MI, MD, DS	6 orphans at Bumirejo State Elementary School.	Provided to the children of orphaned fishermen who are experiencing economic difficulties.
5.	Family Hope Program Assistance for Fishermen's Families from the Ministry of Social Affairs.	WN, AY, AC	Some fishermen's families receive PKH.	Helping fishing families who are unable to meet their basic food needs.

6.	Basic Food Assistance from the Pati Regency Government and Pati Police.	KN, WN, IN	All fishermen in Pencikan Village.	The program does not run continuously.
7.	Mentoring and Socialization on Education, Free Schools, and Scholarships from Leading Teachers, Fisheries Extension Workers, and PKH Extension Workers/Companions.	UK, AY, WN, AM	2 children on scholarship, 7 children in civil service schools, 1 child enrolled in a public school junior high school)	Changing the mindset about education and conducting outreach about free schools and scholarships.
8.	Special Package B Catch-up Program for Fishermen	AM, AN, AD	Because there were not many interested parties, the program was subsequently halted by the Pati Regency Joint Decree.	Non-formal school learning is conducted online, with no offline meetings. All assignments are given and completed online.

CONCLUSION

Addressing school dropouts in fishing villages remains a significant challenge. However, there have been some successes in implementing the policy. Factors influencing the success of policy implementation include the availability of resources, public awareness, coordination between stakeholders and related parties, and community involvement in the Pencikan Fishing Village. Handling school dropouts requires comprehensive policies, strategies, and solutions to ensure that these children can return to school and increase their opportunities for a better future. Based on research conducted at Bumirejo Public Elementary School in Pencikan Fishing Village, several factors were identified as contributing to children dropping out of school, including poverty, the need to assist parents, and a lack of motivation and interest in learning. Meanwhile, programs that have been implemented effectively in the fishing villages include financial assistance and scholarship programs, outreach and mentoring programs for dropouts, free school programs, and alternative learning programs, such as the Kejar Paket B program.

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