

Rosada, R. S. & Lestari, S. (2022). Psychological conditions and social relations of school dropouts. *Indigenous: Jurnal Ilmiah Psikologi*, 7(3). 288-307. doi: <https://doi.org/10.23917/indigenous.v7i3.19573>

Psychological Conditions and Social Relations of School Dropouts

Rehan Sapto Rosada¹, Sri Lestari²

Faculty of Psychology, Universitas Muhammadiyah Surakarta ^{1,2}

Submitted: 16 August 2022	Accepted: 17 November 2022	Published: 17 January 2023
---------------------------	----------------------------	----------------------------

Abstract. *This study aims to understand the psychological condition and social relations of adolescents who have dropped out of school. This research was conducted using a qualitative case study type approach. The research took place in Kalibening District, Banjarnegara Regency, Central Java. The informants in this study were five out-of-school adolescents, along with their parents, teachers, and peers, with a total of 21 people. The informants were selected using a purposive sampling technique. Data collection implemented semi-structured interview techniques. The data obtained were analyzed using thematic analysis. The results indicated that adolescents who dropped out of school have low learning motivation, are introverted, are less able to control themselves, experience anxiety, tend to surrender to circumstances, and are forced by circumstances to be economically independent. Parents who are less responsible and have low educational aspirations, student-teacher conflicts, the teacher's minimal role as a second parent at school, bad influence from friends, and bullying practices contribute to adolescents' desire to quit school. This research implied that understanding the psychological condition of adolescents and their social relations can help detect the vulnerability of adolescents to dropping out of school. Thus, psychological assistance and involving parents, teachers, and peers as a support system could help prevent the issue.*

Keywords: *psychosocial profile; adolescents; dropout.*

INTRODUCTION

School dropouts in Indonesia are still at high rates, although programs such as BOS (Bantuan Operasional Sekolah/School Operational Assistance), BOP (Bantuan Operasional Penyelenggaraan/Implementation Operational Assistance) funds, and PIP (Program Indonesia Pintar/Smart Indonesia Program) which require a 12-year education under PERMENDIKBUD (Regulation of the Minister of Education and Culture) Number 19 of 2016, have been made to prevent the issue. However, they need to work better. Based on data edited from <http://statistik.data.kemdikbud.go.id/>, from 2018-2019, the dropout rate at the elementary level was 57,426, junior high school was 85,545, the high school reached 52,142, and at the vocational level was 106,014.

School dropouts are those who once attended school at a certain level of education but are no longer enrolled in any formal education at the time of the survey (Riyadiningsih & Astuti, 2013)

*Corresponding author: S300190007@student.ums.ac.id

Dropout is defined as absence from formal schools, although one can still attend another institution (Li et al., 2017). Dropping out of school is a serious issue for every country, with various and complex causal factors. The level of intelligence is the main indicator of dropping out of school. Academic problems are another prominent indicator of dropping out, not to mention failing more than one subject and poor performance (Fried et al., 2012; Mahoney, 2018; Parr & Bonitz, 2015). The problem of low academic achievement can cause students to feel frustrated, and low academic self-efficacy causes dislike and disinterest in going to school (Fan & Wolters, 2014; Jun et al., 2017).

Apart from problems with children, parents' perceptions influence children to stop attending school (Krismiati et al., 2017; Ni & Nu Nu Aung, 2019). Children have to stop going to school or never have the opportunity to go to school because they have to help care for their younger siblings and work while their parents look for work outside. Children must also support the family's economy because of poverty. Poverty includes economic and mindset through neglecting children's rights. Parents who lack education cannot comprehend their children's rights and obligations well.

The teacher-student relationship can also cause students to drop out of school. The influence on students' decisions to leave school is reflected in students' academic achievement. When a student decides to drop out, it can be a sign that the teacher-student relationship at school is not going well; that is, social and personal relationships result in low academic achievement. Meanwhile, low academic scores cause a decline in students' mental health; ultimately, if not treated immediately, it will result in children dropping out of school (Krane et al., 2016).

Relationships with peers are essential in predicting children's retention in school. Students who drop out of school tend to have bad behavior and aggression and get many suspensions. Deviant peer relationships play an important role in developing antisocial behavior (Mahoney, 2018; Mccaffrey et al., 2010). In addition, peer bullying determines a child's desire to quit school (Cornell et al., 2013).

Adolescence is a critical stage in forming an individual identity. During this stage, the identity versus identity confusion stage occurs. Young individuals are faced with self-discovery about who they are and where they will go, undergoing many new roles, statuses of maturity, work, and love (Yusuf & Amin, 2020). The environment and journey determine the process of adolescent psychosocial development.

Adolescents' psychological conditions can predict the intention to drop out of school. The inherent psychological aspects that become a character in a person affect future success, which is a description of a person's psychological profile (Dongoran et al., 2020). Factors that influence learning outcomes come from internal and extra factors. Internal factors include intelligence, interest and attention, talent, motivation, and maturity. External factors include how parents educate, parental attention, relations between families, schools, and community environmental factors (Nasrun AR, 2015).

From the explanation above, dropping out of school is not only influenced by internal conditions such as level of intelligence/intelligence, attitude, interests, talents, motivation, maturity, and readiness. External factors that surround the lives of adolescents also influence the act of dropping out of school. These external factors include family factors, school factors, and peer factors.

Many studies explored the factors that predict youth dropping out of school, such as psychological conditions (Dongoran et al., 2020), teacher-student relationships (Krane et al., 2016), and low academic achievement (Fried et al., 2012; Mahoney, 2018; Parr & Bonitz, 2015). However, studies exploring the psychological conditions and social relations surrounding adolescents dropping out of school have yet to be investigated much. Hence, this study aims to get an overview

of school dropouts' psychological condition and social relations with their parents, teachers, and peers. Researchers argued that poverty is not the most important factor in adolescents' decision to quit school, but psychological factors contribute to this decision. Based on the description above, the research question is, what are school dropouts' psychological conditions and social relations with their parents, teachers, and peers?

METHOD

Design

This research used a qualitative approach with a case study method. A case study is a qualitative approach in which the researcher explores real-life, modern finite systems (cases) or various bounded systems (cases). Data collection was carried out in detail and in-depth involving various or multiple sources of information (e.g. observations, interviews, audiovisual materials, documents, and various reports), then reported case descriptions and case themes (Creswell, 2015).

Participant

This research was conducted in Kalibening District, Banjarnegara Regency, Central Java. The selection of informants used a purposive sampling technique, which selected informants based on certain criteria (Turner, 2020). The informants in this study were divided into the main informants and supporting informants. The main informants were adolescents aged 15-21 who did not/drop out of school at the formal junior and senior high school levels (Permendikbud No. 44, 2019). Supporting informants consisted of one of the parents, former teachers at school, and friends.

Table 1.

Demographic data of adolescent informants

Initial	Age	Sex	Education Background	Status Family
KH	19	F	Class XI SMK (Vocational School)	Orphan
ITS	17	F	Middle School	Orphan
T	18	F	Middle School	Complete family
EPS	17	M	Class IX Middle School	Complete family
MRSPA	19	M	Class XI Islamic Boarding School	Complete family

Note: The main informants are adolescents who dropped out of junior and senior high school.

Table 2.

Demographic data of parent informants

Initial	Parents	Age	Status	Education Background	Occupation	Monthly Income (Rupiah)
R	KH	51	Mother	Elementary School dropouts	Labor	< 1 million
M	ITS	56	Mother	Elementary School dropouts	Trader	150 thousand
RN	T	52	Mother	Elementary School dropouts	Farm workers	500 thousand
WS	EPS	43	Father	Elementary School	Farmer	1.5 million
J	EPS	36	Mother	Elementary School	Housewife	-
HSEW	MRSPA	41	Father	Senior High School	Self-employed	> 5 million

Note: The parents of 4 school dropouts from low-education backgrounds, and only one graduated from high school. Mothers dominate the informants.

Table 3.
Demographic data of teacher informants

Initial	Teacher of	Age	Sex	Status
NKH	KH	45	F	Vocational Animal Science Teacher
TR	ITS	51	F	Middle School Indonesian Language Teacher
RS	T	38	F	Middle School Cultural Arts Teacher
ES	EPS	45	M	Middle School Indonesian Language Teacher

Note: The teacher of one school dropout was not willing to be an informant in this study.

Table 4.
Demographic data of friend informants

Initial	Friend of	Age	Sex	Education Background	Status
TA	KH	19	F	Senior High School/Pesantren	Friend
FP	ITS	17	F	Middle school/Active in High School of Class XII	Friend
S	T	17	F	Middle School	Friend
SPS	EPS	14	F	Elementary /Active in junior high school of Class IX	Sibling
DA	EPS	17	M	Dropped out of junior high school Class VIII	Friend
IH	MRSPA	20	M	Senior High School	Friend

Note: The fourth informant was a younger sibling to strengthen the information obtained.

Procedure

This case study research concerns school dropouts, so the research data was obtained by involving all components, including teachers, parents, and peers. The search started from non-formal educational institutions to obtain data on youth registered as learning citizens but has yet to be active. After obtaining the required data, the researchers contacted the main informants via WhatsApp to ask about their willingness to become informants. If willing, they would be scheduled. Interviews with supporting informants, including their parents, teachers, and friends, were conducted after interviews with the main informants.

The interview process was carried out face-to-face and by telephone. The researchers interviewed via telephone due to the COVID-19 pandemic. However, for informants who did not mind meeting face to face, the researchers went to the informant's house during the data collection process. The face-to-face interview process, of course, followed a predetermined health protocol. Data collection in this study used a semi-structured interview technique with an interview guide that had been planned by the author and used a tape recorder. The interviews focused on gathering data on adolescents' experiences in non-formal education until dropping out of school and their relationships with their parents, teachers, and peers.

Data Validity

This study implemented source triangulation as a technique to validate data. Triangulation with sources means comparing and checking back the degree of trust in the information obtained (Moleong, 2010). The aim of the strategy is to increase data credibility. This technique was carried out by conducting separate interviews for all individuals who were informants in this study.

Analysis Techniques

Data analysis refers to the data analysis guidelines according to Cresswell: 1) processing

and preparing the data, 2) reading all the data, 3) analyzing in more detail by coding the data, 4) applying the coding process to describe settings, people, categories- categories, and themes to be analyzed 5) describing themes presented back in qualitative reports 6) interpreting information (Creswell, 2015).

RESULTS AND DISCUSSION

After conducting interviews with five informants, the researchers found two themes: 1) the psychological condition and 2) the psychosocial condition. The two main themes summarize the sub-themes described in Table 5.

Table 5.
Theme and Sub-Theme

Theme	Sub-Theme
Psychological conditions	Low learning motivation
	Introverted attitude
	Low self-control ability
	High Anxiety
	Surrender to circumstances
	Child labor
Social relations	The relationship between school dropouts and their parents
	The relationship between school dropouts and their teachers
	The relationship between school dropouts and their peers

Psychological Conditions

Poverty and psychological conditions are the two major causes of dropping out of school. Adolescents may experience low learning motivation, are introverts, have low self-control, have high anxiety, surrender to circumstances, or get into child labor.

Low Learning Motivation

Most teenagers drop out of school due to their reluctance to participate in learning activities or low motivation to learn. Academic intelligence is not always the main reason adolescents drop out of school, although intelligence and academics are the most prominent indicators of dropping out of school (Fried et al., 2012; Mahoney, 2018; Parr & Bonitz, 2015). This study found that those who decided to drop out of school had an average level of intelligence. With these results, children should be able to follow and complete their education. Low motivation is the cause of children's inability to excel at school, even though motivation is what will encourage children to continue attending school (Fan & Wolters, 2014; Jun et al., 2017).

With an IQ level above 100 or an average intelligence score, children should be able to think about more abstract things and follow learning well. The factors that caused some informants not to want to continue their studies were low motivation. Reluctance is the impact of adolescent stress at school. Academic-related stress can reduce academic achievement. Decreased motivation will increase the risk of dropping out of school (Parr & Bonitz, 2015).

The results showed that three informants left school because of their reluctance to participate in learning activities.

"I feel like I no longer care about my education. I did not know what I did; I just went to school unmotivated." (W/KH/222-223)

"Yes, to be honest, sir, I was really lazy. I did not want to go to school anymore." (W/EPS/468-469)

"Yeah, maybe it is because I was too lazy, that is how it is. I could not study when laziness kicked in." (W/IH/154)

Life circumstances, children's boredom with school routines, and the influence of peers are the driving factors for low children's motivation. Family economic factors and community culture are other factors causing a decrease in children's motivation to go to school, as experienced by the two informants.

Introverted Attitude

Adolescence is one of the most important periods in life to develop self-esteem. According to Erikson's psychosocial theory (Batubara, 2016; Yusuf & Amin, 2020), as a teenager, individuals need a strong identity to know that they are unique and have talents and abilities as individuals who are ready to face the future.

Identity versus identity confusion is a stage of psychosocial development in adolescence. Erikson suggested that individuals without a clear identity will feel depressed and lack self-confidence because they have no goals. Individuals can accept a negative identity given as a loser to be recognized. Being an individual with a negative identity is still better than having no identity (Nadiah et al., 2021).

The closed attitude shown by all informants can be interpreted as a child's failure at this stage of development.

"I'd rather keep it for myself." (W/KH/310)

"I do not have reasons. I just want to be alone." (W/ITS/280)

Informants experienced identity confusion caused by their life's journey, influencing their psychological development. A study regarding the factors that cause children to drop out of school at the age of 5 – 27 years found that at the age of 16 – 21 are relationships with peers who have negative behavior and relationships with mothers (Lansford et al., 2016). The influence of friendship with children who have negative behavior will make children tend to have a negative identity (Suharto et al., 2018).

Adolescents need help finding identity to establish relationships with the social environment. They tend to show a reserved attitude, feel inferior, and have low self-esteem when hanging out with friends who are still at school. They feel anxious and find it difficult to establish relationships with other people, and they rarely even participate in social activities held by the community.

Low self-control ability

Self-control is closely related to academic achievement and children's resilience in school. Self-control must start with oneself. For example, if a student puts down their cell phone to

concentrate on math, they practice self-control. Duckworth et al. (2019) stated that self-control could predict academic achievement, as seen in students' resilience to stay focused on academic goals or choose to have fun.

Self-control is one of the factors for students to continue to survive in school. Self-control trumps natural talent in predicting academic success during adolescence. Longitudinal evidence has confirmed the importance of self-control to achieve learning goals instead of momentary temptation (Duckworth & Seligman, 2017; Galla et al., 2018; Stadler et al., 2016).

Momentary temptations and desires influence children in the process of self-control in achieving their goals. In addition, contextual factors will hinder adolescent self-control: poverty, stress, and uncertainty. Research conducted on children showed that these factors hinder academic achievement. The effect is through obstacles to developing self-control and expressing it (Blair & Cybele Raver, 2015; Evans & Rosenbaum, 2008; Kidd et al., 2013; Michaelson & Munakata, 2016).

Based on the interview, an informant implied that his self-control is not good.

"Until now, it's still difficult to get up, you know." (W/KH/518)

"No one is paying for my education. Also, at that time, the only one working was my mother, while my father was already sick and could not work." (W/ITS/172-173)

Several different factors cause adolescents to find it difficult to control themselves. For the first informant, he lost self-control because there was no certainty in his life. Losing loved ones makes children hopeless and frustrated. In the second and third informants, the influencing factor is poverty. They must accept the existing situation so that their dreams and hopes vanish. In the four informants, the factors that make children lose self-control are the influence of peers. The influence of peers becomes the basis for adolescents to do momentary acts of pleasure, so they must be expelled from school. In informants, the five factors influence their stress and pressure obtained during the learning process. Teenagers cannot withstand the burden, so they decide to quit school.

High Anxiety

Anxiety exists and is inherent in humans. However, this anxiety is pathological if the situation persists and disturbs one's peace. According to Erikson, the importance of the development of adolescence is the search for identity. Those who fail at this stage will experience identity confusion. In addition, when teenagers become individuals who are not tough or unable to accept their strengths and weaknesses, they will experience anxiety.

This anxiety can be caused by intellectual disability or pressure (Pascoe et al., 2020), being overweight (Kurniawati & Suarya, 2019), bullying (Febriana, 2017), puberty (Suyamti & Hastuti, 2018), and family socio-economic conditions which are not well established (Pratiwi et al., 2019). Anxiety experienced by adolescents is one of the causes of dropping out of school (Hooven et al., 2012). Some people think dropping out of school is a difficult problem to overcome. These problems cause pressure on the teenager that it can cause stress in living life in the future and interfere with the stages of development as a teenager toward adulthood.

Anxiety that persists in students due to innate or incompetence in certain things, such as difficulties in subjects, is a factor causing children to drop out of school. Adolescents with anxiety and stress disorders are twice as likely to drop out of school as those who do not experience these. Anxiety shows a significant positive relationship with reports of children's intention to drop out of

school (Butterworth & Leach, 2018; Carsley et al., 2017; Killu et al., 2016).

High anxiety was experienced by all informants related to anxiety about the future. Informants four and five experienced anxiety due to academic inability and pressure, while limited family economic factors caused informants two and three. As a result, the desire to continue school cannot be fulfilled because economic conditions stop it.

Adolescents who drop out of school also experience unresolved psychological conflicts and a lack of social support. Most of the children who choose to drop out of junior high school are afraid of not being able to have a decent job. As a result, these individuals feel confused about how to be successful themselves and worry about the future (Istiqomah & Amin, 2020), as experienced by the first informant whose family economy is limited, experiencing anxiety about the future, loneliness, body image, and bullying.

Surrender to circumstances

A surrender attitude is characterized by an inability to recover unmet psychological needs and experiencing feelings of alienation, worthlessness, helplessness, and depression (Williams, 2009). Much resignation is caused by social exclusion over a relatively long period (Marinucci & Riva, 2021; Riva et al., 2017). According to the western view, surrender implies a negative and impoverished state of self-affirmation. Surrender for western nations is a condition that must be avoided. Surrender is often interpreted as a state of surrender (giving up), submitting, and giving oneself up to despair (abandoning oneself to despair) (Meaders, 2019).

Surrender in Indonesian culture is influenced by culture and religion. Surrender, in general, can be described as accepting reality without any effort to change. However, religiously it requires an understanding that there are forces beyond the control of all humans and individuals must submit and obey. Therefore, surrender will lead humans to face all conditions (Kertamuda & Chris, 2012). Surrender is letting go of someone's burden (Alfadla & Trisnawati, 2020).

Several informants chose to surrender when circumstances were different from their wishes.

"I will let it go. It is a destiny. Nothing I can do about it." (W/KH/518-519)

"I will follow what this path brings me." (W/T/290)

The first informant lost a loved one has made him hopeless and frustrated. This situation made him have to quit school. Recovering from this situation required a long process and time for him to accept. Surrendering to the situation is the final stage for the informant to accept and reorganize his life sincerely.

The second and third informants showed a state of surrender to the situation with the behavior of not wanting to burden their parents and giving in to something that they thought was more important. His desire to continue his education at a higher level had to be dashed due to the low economic level of his family. The two informants felt their life circumstances were different from their peers. This situation makes teenagers feel jealous of their friends. Through a long process, the two informants finally surrendered to the situation. They are willing to work to help their parents meet the family's needs.

The fifth informant experienced sadness because his goal of entering formal education at the high school level had to fail. After all, the informant did not have a high school equivalency certificate as a condition for continuing. This situation made the informant experience despair, although, in the end, the informant surrendered to the situation he received. The process of being

willing to accept the situation requires a long time.

The surrender attitude in school dropouts is not in harmony with the Javanese philosophy of life, called *nrima*. *Nrima* is not only an act of surrendering to circumstances without doing hard work. Acceptance means accepting all conditions with spiritual-psychological awareness without grumbling because of disappointment. Whatever is received is seen as a gift from God. Humans should accept it with sincerity and be accompanied by maximum effort before surrendering (Endraswara, 2013).

Child labor

According to Steinberg (2002), adolescents who have achieved independence can carry out their life activities regardless of the influence of other people's controls, especially parents (Steinberg, 2002). In adolescence, attention to their position in society is massive. Teenagers always want to be accepted by their friends, and then teenagers can solve these problems independently.

A longitudinal study found that generally, adolescents aged 12 to 16 move away from parental authority and feel increased conflict with their parents. In contrast, adolescents from 16 to 20 years of age feel independent and improve their relationship with their parents (Hadiwijaya et al., 2017).

The independence of school dropouts is obtained because they have to be able to do activities after they no longer get much attention from their parents. Parents think it is no longer their responsibility after the child is out of school. Children no longer in school are considered to be able to find their livelihood. The existing culture is that parents will let their children go after they are not in school (Ramli, 2021).

The four informants had to work to provide for their needs and help the family economy. The demands of these situations and conditions force adolescents to be independent (Rahmawati et al., 2020).

"Yes, for example, I will do it myself if I can." (W/TA/79-80)

"When I was in third grade, I paid my education fee because I already worked, so I no longer received money from my parents." (W/ITS/363-364)

"I never asked my parents, so I looked for solutions myself." (W/T/368-369)

An independent attitude is created because of demands to adapt to life circumstances that must be lived without more attention from parents (Wulandri & Fauziah, 2019). An independent attitude in school dropouts is formed because of conditions that force them. The relationship between dropout adolescents and parents who are less close makes them accustomed to facing problems and finding solutions independently.

Adolescent independence is also obtained from interaction with the social environment. Through relationships with peers, adolescents think independently, make their decisions, accept views and values that are not from the family, and learn to behave to be accepted by the group (Lating, 2016) because, for teenagers, the views of their friends on themselves are more important than their parents. Most teenagers think they are big and independent (Diananda, 2019).

The social relations

Adolescents' decision to stop school is strongly influenced by the psychosocial conditions

they experience. A longitudinal study revealed that individual, family, and school factors contribute to a child's decision to leave school (Fortin et al., 2013). Literature studies state that a link between psychology, family, school, and community environment influences a child's desire to quit school (De Witte et al., 2013).

The relationships with parents

Parents can stop their children's wishes not to go to school. However, poverty is a big challenge. Several studies found that the inability of parents to pay for their children forces them to quit school (Aristin, 2015; Kulyawan et al., 2015; Rahmawati et al., 2020; Sarker et al., 2019). Parents' low educational background also causes teenagers to drop out of school. A simple perspective and not prioritizing education give parents no motivation to provide higher education (Hakim, 2020; Larasati, 2019). Some parents think that having a higher education does not necessarily determine the income they will get. Sending children to high school is only a waste of time and money.

The second and third informants revealed that the family's economic condition and low level of education were the main factors for adolescents dropping out of school. Parents argue that there are no free schools and everything costs money. Even though there are no school fees, meeting needs such as equipment, facilities, and accommodation still requires a lot of money. Parents need their help to overcome family economic problems. Teenagers are expected to be able to work to supplement their income to sustain their lives (Hikmah et al., 2015; Lestari et al., 2020). Forcing children to quit school is one solution to economic problems.

Another factor that causes adolescents to quit school is the lack of attention from parents (Indira, 2017). Parental involvement in education and schools is multi-dimensional. Parental involvement in school activities, student learning processes, and concerns can strengthen the psychological side. Parental attention is useful for encouraging learning motivation, monitoring adolescent development, and leading adolescents to achieve their goals (Krane & Klevan, 2019).

The fourth and five informants described the lack of attention from their parents. These two families' economic level is relatively good, and the parent's desire to provide education to their children is high. What only lacks is good attention to children. Adequacy of children's material needs considering complete in giving attention.

Child association and learning difficulties are not a concern of parents. Juvenile delinquency is mostly caused by poor parenting and lack of parental attention. Although environmental factors also affect the process of juvenile delinquency (Sumara et al., 2017; Utami & Raharjo, 2019). Parental attention is a major factor in fortifying children from negative behavior. Parental attention is needed to achieve academic success for adolescents (Aisyatinnaba & Sutoyo, 2017; Emeraldal & Kristiana, 2017; Hasgimianti et al., 2017; Marisa et al., 2018). Psychological support and attention from parents will calm teenagers in carrying out their obligations.

The first informant showed that the cause of children dropping out of school was a combination of low family economic factors, low education, and poor parental attention. Parents with single-parent status and working out of town need help to monitor and pay attention to their children. This combination of problems, of course, exacerbates the condition of adolescents in maintaining school.

The relationships with teachers

The teacher is another factor in determining a teenager's decision to leave school. Some factors that can cause a high risk of dropping out of school are teaching methods from less varied

teachers. Teachers giving many assignments are also a risk factor for dropping out of school because students need to work on the grounds they need to understand or feel it is too hard (Fauzi & Suasti, 2018). The conflict between teachers and students significantly predicts an increase in negative behavior problems and eventually becomes a factor in dropping out of school (Longobardi et al., 2016).

The fifth informant mentioned that the teacher and student relationship was lacking due to the informant's inability to participate in learning activities, making him in trouble with the teacher. Disputes with teachers make students unable to survive to finish school.

A good teacher-student relationship will motivate students to like the subjects taught. On the other hand, if the teacher-student relationship is not going well, it will result in delays in the teaching and learning process and poor student achievement. As a result of bad relationships, students are lazy or often commit violations at school and eventually drop out because they feel an unpleasant school environment (Davis & Dupper, 2016; Kim et al., 2015).

For the first and fourth informants, non-academic problems became obstacles for these two informants to finishing school. Even though the teachers had played a big role in solving students' problems, they still failed to maintain them not to drop out. Contribution and attention to non-academic fields from teachers have yet to be able to maintain student motivation. This situation is a weakness of the teacher-student relationship system showing that many teachers only attribute dropouts to personal and family factors. In contrast, the causes of dropouts related to the attitudes and behavior of school members have not been widely recognized (Nairz-Wirth & Feldmann, 2017).

The teacher-student relationship is wider than the teaching and learning process. The teacher becomes a second parent figure for teenagers while at school. The inability of teachers to guide and supervise their students causes their failure to finish school. Factors that can make students decide to stop going to school are when the teacher cannot make students like class and school, has a negative attitude towards students, overly oppresses students, forces student capacity, does not give love to students, does not recognize students, fails to provide proper guidance effective for students, does not care about students' psychological problems and does not create educational awareness among students (Şahin et al., 2016).

For informants two and three, the relationship with the teacher went well because they experienced a few problems in their learning activities. The results of a literature study on dropouts said that teachers who can improve the academic abilities of students who are at risk of dropping out of school by providing interventions that are developmentally appropriate and can help students to maintain positive relationships with their friends would reduce the potential for dropping out of school (McGrath & Van Bergen, 2015).

The relationships with peers

Friendships in adolescents have a major influence on their perspective and identity. Friendship is also a determining factor for adolescents in completing study obligations. Friendship with dropping out of school can be caused by the inability of adolescents to adjust to their community. This inability will result in bullying, intimidation, or threats.

Research conducted in rural areas of China found that the driving factors for dropping out of school as a result of the inability of adolescents to adapt to the community environment were 1) adolescents did not have many classmates; 2) not accepted by classmates; 3) being teased or threatened by classmates (bullying); 4) having physical fights or arguments with classmates and 5) having friends who have dropped out of school (Gao et al., 2019).

The fifth informant showed that he had some problems with his peers. Often informants have to argue with their dorm mates just because of small problems. Long-term conflicts with peers cause adolescents to be reluctant to attend school. Many teenagers withdraw from their circle of friends or stop going to school. Bullying practices predict student dropout in high school (Cornell et al., 2013).

Loneliness in adolescence is another factor determining the desire to drop out of school. A study states that loneliness is caused by low self-esteem and shame. In addition, adolescents' lack of acceptance by peers, being victims of bullying, having few friends, and poor friendship quality contribute to adolescent loneliness (Vanhalst et al., 2014). This situation will slowly reduce the motivation of adolescents, and in the end, they decide to quit school as a solution to their withdrawal from the peer community environment.

Another factor of peer relations that causes adolescents to drop out of school is the wrong choice of friends. The mistake of choosing friends will encourage teenagers to act negatively and tend to have criminal behavior. A literature study states that community and peer factors influence the risk of dropping out of school if the environment followed by adolescents is negative (De Witte et al., 2013). Peer relationships that deviate or behave negatively play an important role in developing antisocial behavior in adolescents (Mahoney, 2018; Mccaffrey et al., 2010)

The research results from the fourth informant found that he had friends outside of school who were older and no longer in school. Having friends in a bad social environment is another factor in developing the intention to drop out of school in adolescents because teenagers will be affected by the behavior and mindset of children who have dropped out of school earlier (Gao et al., 2019; Mua et al., 2017).

The developmental task of adolescence is to find one's identity. According to Erikson (1968), the main and most important task of development for adolescents is to solve the crisis between identity discovery versus identity confusion. In addition, adolescents must build their unique identities, find a social environment where they can belong, and create meaningful relationships with others (Ragelienė, 2016).

Factors forming adolescents' identities do not only come from the individual but are influenced by the social environment in which they are raised. Erikson's opinion in his psychosocial theory revealed that a person's life stages start from birth to death formed by social influences that interact with a person, thus making him physically and psychologically mature (Yusuf & Amin, 2020).

These social factors come from adolescents' relationships with parents, teachers, and peers. Adolescents often reject the standards set by their parents and teachers when developing their search for identity. Teenagers prefer the values shared by their peers. It is mostly caused when parents impose rules without explaining the reasons. If the teacher still carries the title "the teacher is always right," then the child tends to refuse because, at the adolescent stage, the child already has a concept of himself wanting to do what he wants (Hanifah & Raharjo, 2018).

The role of peers is vital during the development of adolescents. Friendship support is a significant positive predictor of resilience function in later life. In contrast, family support negatively impacts resilience and adolescent psychosocial functioning in later life (Van Harmelen et al., 2017). During adolescence, the role of peers or groups has more influence on the formation of adolescent identity and the resilience of adolescents to undergo the next stages of development.

Some of the negative attitudes or personalities in adolescents show that during this stage of development, they fail to determine their identity. In addition, identity confusion in adolescents is caused by the psychosocial problems they are experiencing. These problems are caused by the

presence or absence of a nuclear family that accompanies the developmental period, the status of the adolescent's family, namely single or complete parents, the role of the mother who has to work or not, the existence of sufficient pocket money and the level of parental knowledge regarding education. These psychosocial problems will cause disturbances in adolescents, the most common of which are depression and anxiety as internal disorders. At the same time, delinquency, aggression, educational difficulties, and school truancy are external disturbances (Bista et al., 2016).

Psychosocial forms adolescent identity. Apart from that, the good and bad psychosocial processes experienced by adolescents also affect their external conditions. Education and school are inseparable parts of the psychosocial processes experienced by adolescents. Hence, dropping out of school in adolescents is caused by psychosocial dysfunction.

This research has several limitations. The COVID-19 pandemic made the interview process inconvenient. The pandemic was why several informants refused to be interviewed face-to-face, so the conversation did not flow nor build closeness. The signal often constrains telephone media or communication applications. Most of the informants involved in this study were from families with limited economic conditions, and their parents' education was elementary and high school. Further studies need to be carried out on whether the level of parental education significantly affects the support for children to achieve higher education. Future researchers should explore the psychological condition of school dropouts and contributing factors using quantitative methods so that the results can be generalized and widely applied.

CONCLUSION

This study examined school dropouts' psychological condition and social relations with parents, teachers, and peers. Psychologically, school dropouts have low learning motivation, as indicated by their reluctance to participate in learning activities. School dropouts are introverted and less able to control themselves from temptations and momentary desires for fun. They also experience anxiety about the future and feel helpless in facing life's difficulties, so they choose to surrender. They are forced to be independent because of the limited family economy.

The parents usually do not see their children's education as a priority. While still studying at school, dropouts experience difficulties following lessons. Their bad relationships with teachers cause negative attitudes toward learning and behavior toward other students. They are also more likely to have conflicts with others.

This research implies that an understanding of the psychological conditions and social relations woven by adolescents needs attention from parents and teachers to detect issues immediately. Early detection of problems will facilitate the handling and process of assisting adolescents.

REFERENCES

- Aisyatinnaba, N., & Sutoyo, A. (2017). Peran Orang Tua Dalam Memotivasi Belajar Siswa. *Indonesian Journal of Guidance and Counseling*, 5(3), 52–57. <https://doi.org/10.15294/ijgc.v5i4.13520>
- Alfadla, M. T., & Trisnawati, P. L. (2020). Factors Subjective Well-Being Santri are Practicing Fasting Ngrowot. *Proceeding of The ICECRS*, 8. <https://doi.org/10.21070/icecrs2020468>

- Aristin, N. F. (2015). Faktor-Faktor Yang Berpengaruh Terhadap Anak Putus Sekolah Tingkat Sekolah Menengah Pertama (SMP) Di Kecamatan Bondowoso. *Jurnal Pendidikan Geografi*, 1. <https://doi.org/10.1136/bmj.2.2017.513>
- Batubara, J. R. (2016). Adolescent Development (Perkembangan Remaja). *Sari Pediatri*, 12(1), 21. <https://doi.org/10.14238/sp12.1.2010.21-9>
- Bista, B., Thapa, P., Sapkota, D., Singh, S. B., & Pokharel, P. K. (2016). Psychosocial Problems among Adolescent Students: An Exploratory Study in the Central Region of Nepal. *Frontiers in Public Health*, 4(158), 1–7. <https://doi.org/10.3389/fpubh.2016.00158>
- Blair, C., & Cybele Raver, C. (2015). School readiness and self-regulation: A developmental psychobiological approach. *Annual Review of Psychology*, 66(1), 711–731. <https://doi.org/10.1146/annurev-psych-010814-015221>
- Butterworth, P., & Leach, L. S. (2018). Early Onset of Distress Disorders and High-School Dropout: Prospective Evidence from a National Cohort of Australian Adolescents. *American Journal of Epidemiology*, 187(6), 1192–1198. <https://doi.org/10.1093/aje/kwx353>
- Carsley, D., Heath, N. L., Gomez-Garibello, C., & Mills, D. J. (2017). The Importance of Mindfulness in Explaining the Relationship Between Adolescents' Anxiety and Dropout Intentions. *School Mental Health*, 9(1), 78–86. <https://doi.org/10.1007/s12310-016-9196-x>
- Cornell, D., Gregory, A., Huang, F., & Fan, X. (2013). Perceived prevalence of teasing and bullying predicts high school dropout rates. *Journal of Educational Psychology*, 105(1), 138–149. <https://doi.org/10.1037/a0030416>
- Creswell, J. W. (2015). *Penelitian Kualitatif & Desain Riset (Memilih di antara Lima Pendekatan) (ke-3)*. Pustaka Pelajar.
- Davis, K. S., & Dupper, D. R. (2016). Student-Teacher Relationships. *Journal of Human Behavior in the Social Environment*, 9(1–2), 179–193. <https://doi.org/10.1300/J137v09n01>
- De Witte, K., Cabus, S., Thyssen, G., Groot, W., & Van Den Brink, H. M. (2013). A critical review of the literature on school dropout. *Educational Research Review*, 10, 13–28. <https://doi.org/10.1016/j.edurev.2013.05.002>
- Diananda, A. (2019). Psikologi Remaja Dan Permasalahannya. *Journal ISTIGHNA*, 1(1), 116–133. <https://doi.org/10.33853/istighna.v1i1.20>
- Dongoran, M. F., Kalalo, C. N., & Syamsudin. (2020). Profil Psikologis Atlet Pekan Olahraga Nasional (PON) Papua Menuju Pon XX Tahun 2020. *Journal Sport Area*, 5(1), 76–83. [https://doi.org/10.25299/sportarea.2020.vol5\(1\).4621](https://doi.org/10.25299/sportarea.2020.vol5(1).4621)
- Duckworth, A. L., & Seligman, M. E. P. (2017). The Science and Practice of Self-Control. *Perspectives on Psychological Science*, 12(5), 715–718. <https://doi.org/10.1177/1745691617690880>
- Duckworth, A. L., Taxer, J. L., Eskreis-Winkler, L., Galla, B. M., & Gross, J. J. (2019). Self-Control and Academic Achievement. *Annual Review of Psychology*, 70, 373–399. <https://doi.org/10.1146/annurev-psych-010418-103230>

- Emeralda, G. N., & Kristiana, I. F. (2017). Hubungan Antara Dukungan Sosial Orang Tua Sekolah Menengah Pertama. *Empati*, 7(3), 154–159. <https://doi.org/https://doi.org/10.14710/empati.2017.19744>
- Endraswara, S. (2013). *Falsafah Hidup Jawa: Menggali Mutiara Kebijakan dari Intisari Filsafat Kejawen*. Cakrawala.
- Evans, G. W., & Rosenbaum, J. (2008). Self-regulation and the income-achievement gap. *Early Childhood Research Quarterly*, 23(4), 504–514. <https://doi.org/10.1016/j.ecresq.2008.07.002>
- Fan, W., & Wolters, C. A. (2014). School motivation and high school dropout: The mediating role of educational expectation. *British Journal of Educational Psychology*, 84(1), 22–39. <https://doi.org/10.1111/bjep.12002>
- Fauzi, N., & Suasti, Y. (2018). Faktor Penyebab Anak Putus Sekolah Di Kenagarian Air Manggis Kecamatan Lubuk Sikaping. *Jurnal Buana*, 2(3), 817. <https://doi.org/10.24036/student.v2i3.138>
- Febriana, B. (2017). Penurunan Kecemasan Remaja Korban Bullying Melalui Terapi Kognitif. *Indonesian Journal of Nursing Practices*, 1(2), 1–8. <https://doi.org/10.18196/ijnp.1255>
- Fortin, L., Marcotte, D., Diallo, T., Potvin, P., & Royer, É. (2013). A multi-dimensional model of school dropout from an 8-year longitudinal study in a general high school population. *European Journal of Psychology of Education*, 28(2), 563–583. <https://doi.org/10.1007/s10212-012-0129-2>
- Fried, R., Petty, C., Faraone, S. V., Hyder, L. L., Day, H., & Biederman, J. (2012). Is ADHD a Risk Factor for High School Dropout? A Controlled Study. *Journal of Attention Disorders*, 20(5), 383–389. <https://doi.org/10.1177/1087054712473180>
- Galla, B. M., Amemiya, J., & Wang, M. Te. (2018). Using expectancy-value theory to understand academic self-control. *Learning and Instruction*, 58, 22–33. <https://doi.org/10.1016/j.learninstruc.2018.04.004>
- Gao, S., Yang, M., Wang, X., Min, W., & Rozelle, S. (2019). Peer relations and dropout behavior: Evidence from junior high school students in northwest rural China. *International Journal of Educational Development*, 65, 134–143. <https://doi.org/10.1016/j.ijedudev.2018.04.001>
- Hadiwijaya, H., Klimstra, T. A., Vermunt, J. K., Branje, S. J. T., & Meeus, W. H. J. (2017). On the Development of Harmony, Turbulence, and Independence in Parent–Adolescent Relationships: A Five-Wave Longitudinal Study. *Journal of Youth and Adolescence*, 46(8), 1772–1788. <https://doi.org/10.1007/s10964-016-0627-7>
- Hakim, A. (2020). Faktor Penyebab Anak Putus Sekolah. *Jurnal Pendidikan*, 21(2), 122–132. <https://doi.org/10.33830/jp.v21i2.907.2020>
- Hanifah, H., & Raharjo, S. T. (2018). Relasi Orangtua, Anak Dan Peer Group (Penemuan Konsep Diri Pada Remaja, Kasus Pada Siswa Sman Tanjungsari Sumedang). *Jurnal Pekerjaan Sosial*, 1(2), 124–134. <https://doi.org/10.24198/focus.v1i2.18277>

- Hasgimianti, H., Nirwana, H., & Daharnis, D. (2017). Perhatian Orangtua Dan Motivasi Belajar Siswa Yang Berlatar Belakang Melayu Dan Jawa. *Insight Jurnal Bimbingan Konseling*, 6(2), 130–143. <https://doi.org/10.21009/insight.062.02>
- Hikmah, L., Quraisy, H., & Arifin, J. (2015). Kemiskinan dan Putus Sekolah. *Journal Equilibrium Pendidikan Sosiologi*, 4(2), 1–10. <https://doi.org/https://doi.org/10.26618/equilibrium.v4i2.498>
- Hooven, C., Snedker, K. A., & Thompson, E. A. (2012). Suicide Risk at Young Adulthood: Continuities and Discontinuities From Adolescence. *Youth and Society*, 44(4), 524–547. <https://doi.org/10.1177/0044118X11407526>
- Indira, P. M. (2017). Kapasitas Pengasuhan Orangtua dan Faktor-Faktor Pemungkinnya Pada Keluarga Miskin Perkotaan. *Indigenous: Jurnal Ilmiah Psikologi*, 2(1). <https://doi.org/10.23917/indigenous.v2i1.4433>
- Istiqomah, F., & Amin, A. (2020). Konsep Diri dan Kecemasan Remaja Putus Sekolah. *Jurnal Psikologi*, 7(2), 104–121. <https://doi.org/10.35891/jip.v7i2.2419>
- Jun, E., Hsieh, G., & Reinecke, K. (2017). *Types of motivation affect study selection, attention, and dropouts in online experiments*. Proceedings of the ACM on Human-Computer Interaction, 1(CSCW), 1–15. <https://doi.org/10.1145/3134691>
- Kertamuda, F., & Chris, H. (2012). *Pasrah (Surrender) and Sabar (Patience) Among Indonesia Ethnic (Javanese, Sundanese, Betawi) Through Disaster: An Indigenous Psychological Analysis*. Proceedings of Hong Kong International Conference On Education, Psychology, and Society, 382–387. Retrieved from: https://www.researchgate.net/publication/341654836_Pasrah_Surrender_and_Sabar_Patience_Among_Indonesia_Ethnic_Javanese_Sundanese_Betawi_Through_Disaster_An_Indigenous_Psychological_Analysis
- Kidd, C., Palmeri, H., & Aslin, R. N. (2013). Rational snacking: Young children's decision-making on the marshmallow task is moderated by beliefs about environmental reliability. *Cognition*, 126(1), 109–114. <https://doi.org/10.1016/j.cognition.2012.08.004>
- Killu, K., Marc, R., & Crundwell, A. (2016). Students with Anxiety in the Classroom: Educational Accommodations and Interventions. *Beyond Behavior*, 25(2), 30–40. <https://doi.org/10.1177/107429561602500205>
- Kim, S., Chang, M., Singh, K., & Allen, K. R. (2015). Patterns and factors of high school dropout risks of racial and linguistic groups. *Journal of Education for Students Placed at Risk*, 20(4), 336–351. <https://doi.org/10.1080/10824669.2015.1047019>
- Krane, V., Karlsson, B. E., Ness, O., & Kim, H. S. (2016). Teacher–student relationship, student mental health, and dropout from upper secondary school: A literature review. *Scandinavian Psychologist*, 3, 1–25. <https://doi.org/10.15714/scandpsychol.3.e11>
- Krane, V., & Klevan, T. (2019). There are three of us: parents' experiences of the importance of teacher-student relationships and parental involvement in upper secondary school. *International Journal of Adolescence and Youth*, 24(1), 74–84. <https://doi.org/10.1080/02673843.2018.1464482>

- Krismiati, K., Ismanto, A., & Bataha, Y. (2017). Hubungan Perhatian Orang Tua Dan Motivasi Anak Dengan Anak Putus Sekolah Usia Remaja Di Kecamatan Belanag Kabupaten Minahasa Tenggara. *Jurnal Keperawatan UNSRAT*, 5(1). <https://doi.org/10.35790/jkp.v5i1.14689>
- Kulyawan, R., Pujiastuti, W., & Hanis, H. (2015). Studi Kasus Tentang Anak Putus Sekolah Di Kecamatan Moutong. *EDU CIVIC*, 3(2), 1–12. Retrieved from: <http://jurnal.untad.ac.id/jurnal/index.php/EduCivic/article/view/6206/4918>
- Kurniawati, N. W. W., & Suarya, L. M. K. S. (2019). Gambaran kecemasan remaja perempuan dengan berat badan berlebih. *Jurnal Psikologi Udayana*, 6(02), 280. <https://doi.org/10.24843/jpu.2019.v06.i02.p07>
- Lansford, J. E., Dodge, K. A., Pettit, G. S., & Bates, J. E. (2016). A Public Health Perspective on School Dropout and Adult Outcomes: A Prospective Study of Risk and Protective Factors from Age 5 to 27 Years. *Journal of Adolescent Health*, 58(6), 652–658. <https://doi.org/10.1016/j.jadohealth.2016.01.014>
- Larasati, A. W. (2019). Penanggulangan putus sekolah dengan pelibatan orang tua di Desa Rumpin. *Jurnal Pendidikan Luar Sekolah*, 13(2), 68. <https://doi.org/10.32832/jpls.v13i2.2651>
- Lating, A. D. (2016). Konflik Sosial Remaja Akhir (Studi Psikologi Perkembangan Masyarakat Negeri Maamala Dan Morella Kecamatan Leihitu Kabupaten Maluku Tengah). *Jurnal Al-Iltizam*, 1(2), 23–35. <https://doi.org/http://dx.doi.org/10.33477/alt.v1i2.204>
- Lestari, A. Y. B., Kurniawan, F., & Bayu Ardi, R. (2020). Penyebab Tingginya Angka Anak Putus Sekolah Jenjang Sekolah Dasar (SD). *Jurnal Ilmiah Sekolah Dasar*, 4(2), 299. <https://doi.org/10.23887/jisd.v4i2.24470>
- Li, Q., An, L., Tan, J., Zheng, C., Yang, M., & Gong, C. (2017). School Dropout, Ethnicity, and Religion: Evidence from Western Rural China. *Chinese Economy*, 50(3), 193–204. <https://doi.org/10.1080/10971475.2017.1297655>
- Longobardi, C., Prino, L. E., Marengo, D., & Settanni, M. (2016). Student-teacher relationships as a protective factor for school adjustment during the transition from middle to high school. *Frontiers in Psychology*, 7, 1–9. <https://doi.org/10.3389/fpsyg.2016.01988>
- Mahoney, J. L. (2018). *School Dropout* (M. H. Bornstein (ed.)). The SAGE encyclopedia of lifespan human development.
- Marinucci, M., & Riva, P. (2021). Surrendering to social emptiness: Chronic social exclusion longitudinally predicts resignation in asylum seekers. *British Journal of Social Psychology*, 60(2), 429–447. <https://doi.org/10.1111/bjso.12410>
- Marisa, C., Fitriyanti, E., & Utami, S. (2018). Hubungan Pola Asuh Orangtua dengan Motivasi Belajar Remaja. *Jurnal Konseling Dan Pendidikan*, 6(1), 25. <https://doi.org/10.29210/118700>
- Mccaffrey, D. F., Pacula, R. L., Han, B., & Ellickson, P. (2010). Marijuana Use And High School Dropout: The Influence Of Unobservables. *Health Econ*, 19(11), 1281–1299. <https://doi.org/10.1002/hec.1561>

- McGrath, K. F., & Van Bergen, P. (2015). Who, when, why, and to what end? Students at risk of negative student-teacher relationships and their outcomes. *Educational Research Review*, 14, 1–17. <https://doi.org/10.1016/j.edurev.2014.12.001>
- Meaders, N. Y. (2019). The Japanese psychology of resignation, *akirame*, and the writings of Kawabata. *International Forum of Psychoanalysis*, 28(1), 47–54. <https://doi.org/10.1080/0803706X.2018.1437280>
- Michaelson, L. E., & Munakata, Y. (2016). Trust matters: Seeing how an adult treats another person influences preschoolers' willingness to delay gratification. *Developmental Science*, 19(6), 1011–1019. <https://doi.org/10.1111/desc.12388>
- Moleong, L. J. (2010). *Metode Penelitian Kualitatif (27th ed.)*. Remaja Rosdakarya.
- Mua, V. B., Manginsela, E. P., & Baroleh, J. (2017). Faktor-Faktor Penyebab Putus Sekolah Dari Anak Petani Dan Non-Petani Di Desa Sea Dan Desa Warembungan Kecamatan Pineleng Kabupaten Minahasa. *Agri-Sosioekonomi*, 13(3A), 313. <https://doi.org/10.35791/agrsossek.13.3a.2017.18401>
- Nadiah, S., Nadhirah, N. A., & Fahriza, I. (2021). Hubungan Faktor Perkembangan Psikososial Dengan Identitas Vokasional Pada Remaja Akhir. *Quanta*, 5(1), 21–29. <https://doi.org/10.22460/q.v1i1p1-10.497>
- Nairz-Wirth, E., & Feldmann, K. (2017). Teachers' views on the impact of teacher–student relationships on school dropout: a Bourdieusian analysis of misrecognition. *Pedagogy, Culture, and Society*, 25(1), 121–136. <https://doi.org/10.1080/14681366.2016.1230881>
- Nasrun AR, N. A. R. (2015). Psikologi Belajar. *Al-Fikrah: Jurnal Kependidikan Islam*, 6. retrieved from: <http://e-journal.iainjambi.ac.id/index.php/alfikrah/article/view/843>
- Ni, L., & NuNuAung. (2019). Major factors leading to out of primary school in Myanmar: a case study of non-formal primary education program in Dala Township Yangon. *SHAKAIKAGAKU-RONSHU (Social Science Review)*, 156, 141–160. <https://doi.org/10.24561/00018620>
- Parr, A. K., & Bonitz, V. S. (2015). Role of family background, student behaviors, and school-related beliefs in predicting high school dropout. *Journal of Educational Research*, 108(6), 504–514. <https://doi.org/10.1080/00220671.2014.917256>
- Pascoe, M. C., Hetrick, S. E., & Parker, A. G. (2020). The impact of stress on students in secondary school and higher education. *International Journal of Adolescence and Youth*, 25(1), 104–112. <https://doi.org/10.1080/02673843.2019.1596823>
- Permendikbud Nomor 44 Tahun. (2019). *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 44 Tahun 2019*. retrieved from: [https://jdih.kemdikbud.go.id/arsip/Permendikbud Nomor 44 Tahun 2019.pdf](https://jdih.kemdikbud.go.id/arsip/Permendikbud%20Nomor%2044%20Tahun%202019.pdf)
- Pratiwi, D., Mirza, R., & Akmal, M. E. L. (2019). Kecemasan Sosial Ditinjau Dari Harga Diri Pada Remaja Status Sosial Ekonomi Rendah. *Jurnal Al-Irsyad*, IX(1), 22–36. <https://doi.org/http://dx.doi.org/10.30829/al-irsyad.v9i1.6734>
- Ragelienė, T. (2016). Links of Adolescents Identity Development and Relationship with Peers:

- A Systematic Literature Review. *Journal of the Canadian Academy of Child and Adolescent Psychiatry = Journal de l'Academie Canadienne de Psychiatrie de l'enfant et de l'adolescent*, 25(2), 97–105. <https://pubmed.ncbi.nlm.nih.gov/27274745>
- Rahmawati, F. D., Idris, & Sukamto. (2020). Peranan Orang Tua Terhadap Anak Dropout (Studi Kasus Pada Jenjang SMP di Tulungagung). *Jurnal Sandhyakala*, 1(2), 44–55. retrieved from: <https://jurnal.ikipjember.ac.id/index.php/sandhyakala/article/view/338/329>
- Ramli, M. (2021). Remaja Putus Sekolah Pada Komunitas Pekerja Sawah Di Desa Leworeng Kecamatan Donri-Donri Kabupaten Soppeng. *Jurnal Sosialisasi*, 8(1), 39–46. <https://doi.org/https://doi.org/10.26858/sosialisasi.v0i3.19958>
- Riva, P., Montali, L., Wirth, J. H., Curioni, S., & Williams, K. D. (2017). Chronic social exclusion and evidence for the resignation stage: An empirical investigation. *Journal of Social and Personal Relationships*, 34(4), 541–564. <https://doi.org/10.1177/0265407516644348>
- Riyadiningsih, H., & Astuti, R. P. (2013). *Kondisi psikologis anak putus sekolah*. Proceeding Seminar Nasional Fakultas Ekonomi, Universitas Wijayakusuma Purwokerto, 3(1). retrieved from: <http://jp.feb.unsoed.ac.id/index.php/sca-1/article/viewFile/214/219>
- Şahin, Ş., Arseven, Z., & Kiliç, A. (2016). Causes of student absenteeism and school dropouts. *International Journal of Instruction*, 9(1), 195–210. <https://doi.org/10.12973/iji.2016.9115a>
- Sarker, M. N. I., Wu, M., & Hossin, M. A. (2019). Economic effect of school dropout in Bangladesh. *International Journal of Information and Education Technology*, 9(2), 136–142. <https://doi.org/10.18178/ijiet.2019.9.2.1188>
- Stadler, M., Aust, M., Becker, N., Niepel, C., & Greiff, S. (2016). Choosing between what you want now and what you want most: Self-control explains academic achievement beyond cognitive ability. *Personality and Individual Differences*, 94, 168–172. <https://doi.org/10.1016/j.paid.2016.01.029>
- Steinberg, L. (2002). *Adolescence (Sixth Edit)*. McGraw-Hill, Inc.
- Suharto, M. P., Mulyana, N., & Nurwati, N. (2018). Pengaruh Teman Sebaya Terhadap Perkembangan Psikososial Anak TKI Di Kabupaten Indramayu. *Focus Jurnal Pekerjaan Sosial*, 1(2), 135. <https://doi.org/10.24198/focus.v1i2.18278>
- Sumara, D., Humaedi, S., & Santoso, M. B. (2017). Kenakalan Remaja Dan Penanganannya. *Prosiding Penelitian Dan Pengabdian Kepada Masyarakat*, 4(2). <https://doi.org/10.24198/jppm.v4i2.14393>
- Suyamti, E., & Hastuti, W. (2018). Gambaran Tingkat Kecemasan Remaja Putri Kelas VII dan VIII Yang Mengalami Pubertas. *Profesi (Profesional Islam): Media Publikasi Penelitian*, 16(1), 78. <https://doi.org/10.26576/profesi.295>
- Turner, D. P. (2020). Sampling Methods in Research Design. *Headache The Journal of Head and Face Pain*, 60(1), 8–12. <https://doi.org/10.1111/head.13707>
- Utami, A. C. N., & Raharjo, S. T. (2019). Pola Asuh Orang Tua Dan Kenakalan Remaja. *Focus: Jurnal Pekerjaan Sosial*, 2(1), 150. <https://doi.org/10.24198/focus.v2i1.23131>

- Van Harmelen, A. L., Kievit, R. A., Ioannidis, K., Neufeld, S., Jones, P. B., Bullmore, E., Dolan, R., Fonagy, P., & Goodyer, I. (2017). Adolescent friendships predict later resilient functioning across psychosocial domains in a healthy community cohort. *Psychological Medicine*, 47(13), 2312–2322. <https://doi.org/10.1017/S0033291717000836>
- Vanhalst, J., Luyckx, K., & Goossens, L. (2014). Experiencing loneliness in adolescence: A matter of individual characteristics, negative peer experiences, or both? *Social Development*, 23(1), 100–118. <https://doi.org/10.1111/sode.12019>
- Wulandri, D., & Fauziah, N. (2019). Pengalaman Remaja Korban Broken Home (Studi Kualitatif Fenomenologis). *Empati*, 8(1), 1–9. <https://doi.org/https://doi.org/10.14710/empati.2019.23567>
- Yusuf, O. Y. H., & Amin, L. O. A. S. Al. (2020). Teori Perkembangan Sosial/Psikososial Erik Homberger Erikson. *Jurnal Idrus Qaimuddin*, 2(1), 58–64.