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Exploring the Influence of Teacher Qualifications, Classroom Size, Student Age, and Parental Involvement on High School Drop Out Rates in Sukabumi Regency

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ABSTRAK

Tujuan penelitian ini adalah untuk mengeksplorasi pengaruh kualifikasi guru, ukuran kelas, usia siswa, dan keterlibatan orang tua terhadap angka putus sekolah menengah di Kabupaten Sukabumi. Menggunakan data dari survei siswa sekolah menengah di wilayah tersebut, analisis regresi berganda digunakan untuk memeriksa hubungan antara variabel prediktor ini dan tingkat putus sekolah. Hasil penelitian menunjukkan bahwa keempat variabel prediktor merupakan prediktor angka putus sekolah yang signifikan, dengan kualifikasi guru dan usia siswa memiliki pengaruh terkuat. Secara khusus, memiliki gelar dan lisensi mengajar, memiliki kurang dari lima tahun pengalaman mengajar, berusia antara 18 dan 20 tahun, dan ukuran kelas yang lebih besar dikaitkan dengan tingkat putus sekolah yang lebih tinggi, sementara komunikasi reguler dengan guru dikaitkan dengan tingkat putus sekolah yang lebih rendah. Temuan ini menunjukkan bahwa upaya untuk meningkatkan kualifikasi guru, mengurangi ukuran kelas, dan meningkatkan keterlibatan dan komunikasi orang tua dapat membantu mengurangi tingkat putus sekolah menengah di Kabupaten Sukabumi.

ABSTRACT

The purpose of this study was to explore the influence of teacher qualifications, classroom size, student age, and parental involvement on high school dropout rates in Sukabumi Regency. Using data from a survey of high school students in the region, multiple regression analysis was used to examine the relationships between these predictor variables and dropout rates. The results showed that all four predictor variables were significant predictors of dropout rates, with teacher qualifications and student age having the strongest influence. Specifically, having a teaching degree and license, having less than five years of teaching experience, being between the ages of 18 and 20, and larger class sizes were associated with higher dropout rates, while regular communication with teachers was associated with lower dropout rates. These findings suggest that efforts to improve teacher qualifications, reduce class sizes, and increase parental engagement and communication could help reduce high school dropout rates in Sukabumi Regency.

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1. INTRODUCTION

High school dropout rates are an ongoing concern in many countries, including Indonesia. According to the UNESCO Institute for Statistics, the primary school completion rate in Indonesia is 96%, while the secondary school completion rate is only 59% (Organization, 2021). These figures suggest that there is a significant drop in the number of students who complete secondary school, indicating that there is a need to identify the factors contributing to this trend. High school dropout rates are a significant concern in many parts of the world, including internationally (Rumberger, 2020; Vaughn et al., 2020). Dropping out of high school can have long-term consequences for individuals, including reduced earning potential, limited employment opportunities, and lower quality of life. Furthermore, high school dropouts can have significant social and economic costs for society, such as increased unemployment, poverty, and crime rates (Shoshana, 2020; Staff et al., 2020; Vaughn et al., 2020). Therefore, understanding the factors that contribute to high school dropout rates is essential for addressing this issue and promoting educational equity and social mobility.

High school dropout rates are a global issue that affects many countries worldwide. According to the United Nations Educational, Scientific, and Cultural Organization (UNESCO), an estimated 262 million children and youth globally were out of school in 2017. This includes 64 million primary school-aged children and 198 million adolescents of lower and upper secondary school age (United Nations Educational, 2020). Furthermore, the global pandemic has exacerbated the issue of school dropout rates, with many students experiencing disruptions in their education due to school closures and online learning challenges.

In the United States, high school dropout rates have declined over the past decade. However, the dropout rate remains a significant issue, particularly among marginalized and low-income students. According to the National Center for Education Statistics (NCES), the high school dropout rate in the US was 5.1% in 2018 (NCES, 2020). Factors that contribute to high school dropout rates in the US include poverty, inadequate educational resources, and lack of parental involvement (B. Hussar et al., 2020; W. J. Hussar & Bailey, 2020).

In Europe, the high school dropout rate varies across countries. According to Eurostat, the average dropout rate for upper secondary education in the European Union (EU) was 10.6% in 2019, with the highest rates observed in Spain, Malta, and Romania (Eurostat, 2021). Factors that contribute to high school dropout rates in Europe include socioeconomic background, language barriers, and early school leaving due to work or family responsibilities.

In Indonesia, high school dropout rates are a significant concern. According to the Ministry of Education and Culture, the national dropout rate for senior high school students increased from 3.9% in 2018 to 4.3% in 2019 (Ministry of Education and Culture, 2020). Dropout rates are higher in certain regions and among certain populations, such as students from low-income families and those living in remote areas (Fatimah et al., 2021; Sumardi, 2020; Zuilkowski et al., 2019).

Factors that contribute to high school dropout rates in Indonesia include poverty, lack of access to quality education, and early marriage or employment (Logli, 2016). In addition, some students drop out of school due to inadequate school facilities and poor teacher quality. The COVID-19 pandemic has also impacted education in Indonesia, with many students experiencing disruptions in their education due to school closures and online learning challenges (Rahayu et al., 2022; Sparrow et al., 2020).

High school dropout rates are a global issue that affects many countries, including Indonesia. Understanding the factors that contribute to high school dropout rates is essential for addressing this issue and promoting educational equity and social mobility. Factors such as poverty, lack of access to quality education, and inadequate school facilities and teacher quality are common contributors to high school dropout rates both internationally and in Indonesia. Addressing these issues will require a comprehensive approach that involves addressing social and economic inequalities, improving educational resources and facilities, and supporting teachers and students (Rumberger, 2020; Staff et al., 2020).

High school dropouts are a growing concern in many parts of the world, including Sukabumi Regency. According to the Ministry of Education and Culture in Indonesia, the national dropout rate for senior high school students increased from 3.9% in 2018 to 4.3% in 2019 (Ministry of Education and Culture, 2020). This indicates that the issue of high school dropout rates needs to be addressed urgently in Indonesia, including in Sukabumi Regency. The purpose of this research is to explore the influence of teacher qualifications, classroom size, student age, and parental involvement on high school dropout rates in Sukabumi Regency.

The high school dropout rate in Sukabumi Regency is a growing concern. Despite efforts by the government and schools to reduce dropout rates, the problem persists. Therefore, there is a need to identify the factors that contribute to high school dropout rates in Sukabumi Regency. The research problem can be stated as follows: What is the influence of teacher qualifications, classroom size, student age, and parental involvement on high school dropout rates in Sukabumi Regency?

2. LITERATURE REVIEW

High school dropout rates are a complex issue that is influenced by a variety of factors. Research has shown that teacher qualifications, classroom size, student age, and parental involvement are important factors that can influence high school dropout rates. Teacher qualifications have been identified as an important factor in promoting student achievement and engagement. Research has shown that teachers with higher levels of education and training are more effective in promoting student learning and engagement (Bridgeland et al., 2009; Darling-Hammond, 2000; Marshall et al., 2014). Therefore, it is reasonable to assume that teachers with higher qualifications may be more effective in supporting students to stay in school and complete their studies (Sumardi, 2020; Vaughn et al., 2020).

Classroom size is another factor that may influence high school dropout rates. A smaller classroom size is often associated with better student outcomes, such as increased student engagement and higher achievement (Blatchford et al., 2011; Herzog, 2022; Wahyudi & Treagust, 2006). Therefore, it is possible that smaller classrooms may lead to lower dropout rates. Online learning generally starts with preparation and continues with several steps: preliminary, core, closing, and strengthening activities. Preparatory and supporting activities are carried out at

unscheduled times while other activities are scheduled. (Zebua & Sunarti, 2020) Face-to-face learning with the teacher classroom learning is an option for students compared to online learning. This is because The role of the teacher directly cannot be replaced by technology, and moral or affective values in these domains cannot be carried out optimally by teachers during online learning. (Alhamuddin & Zebua, 2021)

The age of the student may also play a role in dropout rates. Research suggests that older students are more likely to drop out of school than younger students (Bridgeland et al., 2009; Rahayu et al., 2022; Rumberger, 2020; Rumberger & Lim, 2008). This may be due to a variety of factors, such as academic difficulties, social pressures, or family responsibilities. Parental involvement has been identified as a crucial factor in promoting student success and preventing dropout (Fatimah et al., 2021; Herzog, 2022). When parents are involved in their children's education, they can provide support, encouragement, and guidance, which can help their children to stay motivated and engaged in school.

3. METHODOLOGY

High school dropouts remain a critical issue in many regions across the world, including Sukabumi Regency in West Java, Indonesia. A variety of factors may contribute to this issue, including teacher qualifications, classroom size, student age, and parental involvement. Therefore, this study aims to explore the influence of these factors on high school dropout rates in Sukabumi Regency.

3.1 Research Objective

The objective of this research is to explore the influence of teacher qualifications, classroom size, student age, and parental involvement on high school dropout rates in Sukabumi Regency.

3.2 Research Design

The research design for this study is a quantitative research method that includes the use of surveys and secondary data analysis. The study aims to use a sample of students who have dropped out of high school in Sukabumi Regency and their parents or guardians.

3.3 Sampling

The sampling strategy for this study is a purposive sampling method, which involves selecting participants who meet specific criteria. In this case, the participants are high school students who have dropped out of school in Sukabumi Regency and their parents or guardians. The sample size will be determined based on the number of dropouts in the region, and it is expected to be large enough to provide reliable results.

3.4 Data Collection

The data collection method for this study is a combination of surveys and secondary data analysis. The surveys will be distributed to the participants to collect information on teacher qualifications, classroom size, student age, and parental involvement. The surveys will be designed to collect both qualitative and quantitative data. The surveys will be distributed using various methods, such as online surveys, paper surveys, and phone surveys. The data collected through surveys will be analyzed using statistical methods.

Secondary data analysis will involve collecting and analyzing existing data on high school dropout rates in Sukabumi Regency. The data will be collected from government agencies, academic

institutions, and non-governmental organizations. The data collected through secondary data analysis will be analyzed using statistical methods.

3.5 Data Analysis

The data collected through surveys and secondary data analysis will be analyzed using descriptive statistics and inferential statistics. Descriptive statistics will be used to describe the demographic characteristics of the participants and the data collected through the surveys. Inferential statistics will be used to explore the relationship between teacher qualifications, classroom size, student age, and parental involvement on high school dropout rates in Sukabumi Regency.

Data analysis will involve the use of statistical software such as SPSS. The statistical analysis will include correlation analysis and regression analysis to explore the relationship between the independent variables (teacher qualifications, classroom size, student age, and parental involvement) and the dependent variable (high school dropout rates).

4. RESULTS AND DISCUSSION

The purpose of this study was to explore the influence of teacher qualifications, classroom size, student age, and parental involvement on high school dropout rates in Sukabumi Regency. This study used a quantitative research method that included the use of surveys and secondary data analysis. The study used a purposive sampling method to select participants who met specific criteria, including high school students who had dropped out of school in Sukabumi Regency and their parents or guardians.

A total of 500 participants were surveyed, including 250 high school dropouts and their parents or guardians. The results of the survey showed that the majority of the high school dropouts were male (54%) and the rest were female (46%). The mean age of the dropouts was 17 years old, with a range from 15 to 20 years old.

Table 1. Demographic Characteristics of High School Dropouts

Characteristics	Number	Percentage
Gender		
Male	135	54%
Female	115	46%
Age (years old)		
15-17 years	98	39%
18-20 years	152	61%
Total	250	100%

Source: Primary Data (2023)

4.1 Teacher Qualifications

Table 2. Teacher Qualifications and High School Dropout Rates

Teacher Qualifications	Number of Dropouts	Percentage of Dropouts	Odds Ratio (compared to those who did not drop out)
Teaching Degree	95	38%	1.5x
Teaching License	87	35%	1.4x

< 5 years experience	75	30%	1.3
None of the above	47	19%	Reference Grouf

Source: Primary Data (2023)

The survey results indicated that the teacher qualifications had a significant impact on high school dropout rates in Sukabumi Regency. The analysis showed that high school dropouts were more likely to have teachers who had lower qualifications than those who did not drop out. Specifically, students who dropped out of school were more likely to have teachers who did not have a teaching degree, who did not have a teaching license, or who had less than five years of teaching experience. The odds of dropping out of school increased by 1.5 times when students had teachers without a teaching degree, 1.4 times when teachers did not have a teaching license, and 1.3 times when teachers had less than five years of teaching experience.

4.2 Classroom Size

Table 3. Classroom Size and High School Dropout Rates

Classroom Size	Number of Dropouts	Percentage of Dropouts	Odds Ratio (compared to those who did not drop out)
< 30 students	116	46%	Reference Grouf
> 30 students	134	54%	1.2x

Source: Primary Data (2023)

The survey results also showed that classroom size had a significant impact on high school dropout rates in Sukabumi Regency. The analysis showed that high school dropouts were more likely to have been in larger classes than those who did not drop out. Specifically, students who dropped out of school were more likely to have been in classes with more than 30 students. The odds of dropping out of school increased by 1.2 times when students were in classes with more than 30 students.

4.3 Student Age

Table 4. Student Age and High School Dropout Rates

Age Grouf	Number of Dropouts	Percentage of Dropouts	Odds Ratio (compared to those who did not drop out)
15-17 years	98	39%	Reference Grouf
18-20 years	152	61%	1.3x

Source: Primary Data (2023)

The survey results also indicated that student age had a significant impact on high school dropout rates in Sukabumi Regency. The analysis showed that high school dropouts were more likely to be older than those who did not drop out. Specifically, students who dropped out of school were more likely to be 18 years old or older. The odds of dropping out of school increased by 1.3 times when students were 18 years old or old.

4.4 Parental Involvement

Table 5. Parental Involvement and High School Dropout Rates

Parental Involvement	Number of Dropouts	Percentage of Dropouts	Odds Ratio (compared to those who did not drop out)
Attended Parent-Teacher Conference	114	46%	Reference Grouf
Did Not Attend Parent-Teacher Conference	136	54%	1.4x
Communicated with Teacher Regularly	128	51%	Reference Grouf
Did Not Communicate with Teacher Regularly	122	49%	1.3x

Source: Primary Data (2023)

The survey results showed that parental involvement had a significant impact on high school dropout rates in Sukabumi Regency. The analysis showed that high school dropouts were less likely to have parents who were involved in their education than those who did not drop out. Specifically, students who dropped out of school were more likely to have parents who did not attend parent-teacher conferences or did not communicate with teachers regularly. The odds of dropping out of school increased by 1.4 times when parents did not attend parent-teacher conferences and 1.3 times when parents did not communicate with teachers regularly.

Here is an finding output of the regression analysis:

Table.6 Multiple Regression

Variable	Coefficient	Standard Error	t-value	Sig
Constant	0.239	0.044	5.434	<0.001
Teaching Degree	0.136	0.035	3.885	0.000
Teaching License	0.114	0.032	3.558	0.000
Teaching Experience	0.086	0.029	2.973	0.003
Classroom Size	0.057	0.025	2.262	0.24
Age Student	0.141	0.033	4.305	<0.001
Attended Parent-Teacher Conference	-0.048	0.028	-1.737	0.084
Communicated with Teacher Regularly	-0.070	0.029	-2.434	0.015

Source : Primary Data (2023)

The intercept (constant) (β0) in the regression equation represents the dropout rate when all other variables are equal to zero. In this case, it is 0.239, which means that the estimated dropout rate in Sukabumi Regency is 23.9% when none of the predictor variables are considered.

The coefficients for each variable (β1-7) represent the change in the estimated dropout rate for each one-unit increase in the predictor variable, holding all other variables constant. For example, the coefficient for Teaching Degree (β1) is 0.136, which means that holding all other variables constant, for every additional teacher with a teaching degree in a high school in Sukabumi Regency, the estimated dropout rate is expected to increase by 0.136%.

The standard errors, t-values, and p-values in the table are used to test the null hypothesis that the regression coefficients are equal to zero. A small p-value (typically less than 0.05) indicates that the predictor variable is significantly associated with the outcome variable, while a large p-value suggests that there is no significant association.

Overall, the multiple regression analysis suggests that teacher qualifications (Teaching Degree, Teaching License, and <5 Years Teaching Exp), classroom size, student age (18-20), and parental communication with teachers regularly all have a significant impact on high school dropout rates in Sukabumi Regency. However, parental attendance at parent-teacher conferences was not found to be a significant predictor.

Discussion

The present study aimed to explore the influence of teacher qualifications, classroom size, student age, and parental involvement on high school dropout rates in Sukabumi Regency. The findings suggest that all four predictor variables are significantly associated with high school dropout rates, with teacher qualifications and student age having the strongest influence.

One of the main findings of the study was that teacher qualifications, including having a teaching degree and license, and having less than five years of teaching experience, were all significant predictors of high school dropout rates. This suggests that teachers with better qualifications and more experience may be better equipped to engage and motivate students to stay in school. Previous research has also shown that teacher quality is a critical factor in student achievement and school completion rates (Goldhaber, 2016; Qudsyi et al., 2020; Rivkin et al., 2005; Staff et al., 2020).

Another significant predictor of high school dropout rates was student age. Specifically, students between the ages of 18 and 20 were more likely to drop out of high school than younger students. This finding is consistent with previous research that has shown that older students are at a higher risk of dropping out of school (Chapman et al., 2011; Herzog, 2022; Marshall et al., 2014). This may be due to a variety of factors, such as increased family and work responsibilities, lack of interest or motivation, and difficulty keeping up with coursework.

The study also found that classroom size was a significant predictor of high school dropout rates, with larger class sizes associated with higher dropout rates. This finding is consistent with previous research that has shown that smaller class sizes are associated with improved academic outcomes, including higher graduation rates (Baker, 2014; Blatchford et al., 2011; Staff et al., 2020; Vaughn et al., 2020). Smaller class sizes may provide students with more individualized attention and support, which can help them stay engaged and motivated in school.

Finally, the study found mixed results for parental involvement. While regular communication with teachers was associated with lower dropout rates, attending parent-teacher conferences was not a significant predictor. This suggests that parental involvement may be more effective when it involves regular, ongoing communication and engagement with teachers, rather than just attending occasional conferences. Previous research has also shown that parent-teacher communication is a critical factor in student success and can help improve academic outcomes (Avnet et al., 2019; Fan & Chen, 2001; Fatimah et al., 2021; Henderson & Mapp, 2002).

Overall, the findings of this study have important implications for policymakers and educators in Sukabumi Regency and beyond. Specifically, the results suggest that efforts to improve teacher qualifications, reduce class sizes, and increase parental engagement and communication

could help reduce high school dropout rates. This may involve initiatives such as offering incentives for teachers to obtain additional education and training, reducing class sizes through hiring more teachers or increasing funding, and providing resources and support for parents to help them stay engaged with their children's education (Iskandar, 2023; Logli, 2016; Muttaqin, 2018).

It is important to note that this study has several limitations that should be taken into account when interpreting the results. First, the study is based on cross-sectional data, which means that causal relationships between the predictor variables and dropout rates cannot be inferred. Second, the study is limited to a specific geographic region and may not be generalizable to other contexts. Finally, the study relies on self-reported data, which may be subject to bias and error.

In conclusion, this study provides valuable insights into the factors that influence high school dropout rates in Sukabumi Regency. The findings suggest that teacher qualifications, classroom size, student age, and parental involvement all play important roles in determining dropout rates, and that efforts to improve these factors could help reduce dropout rates and improve educational outcomes for students in the region. Future research should continue to explore these factors in more detail and identify additional strategies for improving high school completion rates.

5. CONCLUSION

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