

## SCHOOL REFUSAL POST-COVID: HANDLING, ROLE, ACTIVITY OF TEACHERS AND PARENTS TO PREVENT SCHOOL DROPOUT

Abdul Khobir<sup>1</sup>, Fihris<sup>2</sup>, Ana Chonitsa<sup>3</sup>, Mei Yuniati<sup>4</sup>

<sup>1,3,4</sup>UIN KH. Abdurrahman Wahid Pekalongan

<sup>2</sup>UIN Walisongo Semarang

<sup>1</sup>[abdul.khobir@iainpekalongan.ac.id](mailto:abdul.khobir@iainpekalongan.ac.id), <sup>2</sup>[fihris@walisongo.ac.id](mailto:fihris@walisongo.ac.id),

<sup>3</sup>[anachonitsa@mhs.iainpekalongan.ac.id](mailto:anachonitsa@mhs.iainpekalongan.ac.id), <sup>4</sup>[meiyuniati@mhs.iainpekalongan.ac.id](mailto:meiyuniati@mhs.iainpekalongan.ac.id)

### ABSTRAK

Masa pandemi covid-19 telah merubah pandangan serta paradigma orang tua, siswa sekolah dan masyarakat tentang pentingnya pendidikan. Penelitian ini bertujuan untuk menganalisis peran serta penanganan guru dan orang tua dalam mencegah siswa putus sekolah pasca covid-19. Penelitian ini menggunakan *literatur review* dengan pendekatan studi kepustakaan yang bersumber pada artikel ilmiah dan jurnal penelitian yang relevan dengan penanganan serta peran guru maupun orang tua dalam mencegah anak putus sekolah pasca pandemi covid-19. Hasil penelitian ini menunjukkan bahwa peran guru dan orang tua sangat dibutuhkan siswa untuk mencegah meningkatkannya angka putus sekolah pasca covid-19. Dapat diwujudkan dengan peran guru dan orang tua dalam memberikan motivasi, edukasi dan pendekatan konseling yang baik kepada siswa dilengkapi dengan adanya pendekatan *family education* yang melibatkan interaksi internal didalam rumah antara orang tua dengan anak. Bentuk pendekatannya antara lain pendekatan emosional orang tua dengan anak, pendekatan peran dan fungsi orang tua dalam keluarga dan pendekatan konseling orang tua anak.

**Kata kunci** : Guru , Orang tua, Putus Sekolah, Pasca Covid-19

### ABSTRACT

The Covid-19 pandemic has changed the views and paradigms of parents, school students and the community about the importance of education. This study aims to analyze the role and handling of teachers and parents in preventing students from dropping out of school after Covid-19. This study uses *a literature review* with a literature study approach sourced from scientific articles and research journals relevant to the handling and role of teachers and parents in preventing children from dropping out of school after the Covid-19 pandemic. The results of this study indicate that the role of teachers and parents is needed by students to prevent an increase in the post-covid-19 dropout rate. This can be realized by the role of teachers and parents in providing motivation, education and

a good counseling approach to students, complemented by a *family education* that involves internal interactions within the home between parents and children. The forms of approach include the emotional approach of parents with children, approaches to the roles and functions of parents in the family and counseling approaches for parents of children.

**Keywords:** *teachers, parents, dropouts, post covid-19*

## INTRODUCTION

The Covid-19 pandemic has created its own problems and challenges in human life. It was noted that the impact caused by the Covid-19 pandemic was widespread from health, economic, social issues, food security to education. Education has undergone very significant changes since online learning (online) from home was implemented. Problems that arise such as the loss of student motivation to learn, lack of understanding of students on the subject matter, to minimize learning gaps between students which involve problems for students and their families. So from this it does not rule out a school refusal.

Based on data from the Ministry of Education and Culture, it shows an increase in the number of students experiencing school refusal

after the Covid-19 pandemic. There were 75,303 children who left school and decided not to continue their education. As in 2021, the highest number of children who did not continue their education at the elementary school (SD) level was 38,716 students. Based on these data, the high number of students experiencing school refusal is a problem that must be prevented and handled jointly by the current national education ministry (Kusbudiyanto & Munandar, 2020).

The existence of this problem about school refusal provides a broad picture that there is still an important role for educators or teachers in providing guidance and teaching to students when the learning process takes place. In accordance with their duties and obligations, teachers are professionals who are tasked with planning and implementing the learning process, assessing learning

outcomes, conducting guidance, training and research and community service (Lubis, 2020) which are closely related to improving the quality of education in the context of the intellectual life of the nation.

The quality of students in the world of education is very dependent on the quality of teachers. Therefore, teachers must have competencies that are in accordance with national education standards, so that they can carry out their duties and roles according to their competencies, namely making students knowledgeable and competent in practicing their skills. Especially after the current Covid-19 pandemic, teachers will face many challenges, such as how to rearrange teaching and learning activities to be more effective, active and interactive. This is certainly not easy, especially for teachers to build academic habits for students who have studied for almost 2 years via smartphone without an interaction process between teachers and students (Faturohman & Gunawan, 2021).

However, the focus of this research is on the role and proper handling of teachers and parents to prevent children from experiencing *school refusal* post-covid-19. It is hoped that this research can be an education for teachers to improve their abilities and professionalism in order to reduce the number of students who decide to stop studying and have an education in Indonesia. This study uses *a literature review* with a literature study approach sourced from scientific articles and research journals relevant to the handling and role of teachers and parents in preventing children from dropping out of school after the COVID-19 pandemic.

## **DISCUSSION**

### **School Refusal Post-Covid-19**

School refusal is one of the impacts of the COVID-19 pandemic. The COVID-19 pandemic has caused problems in various aspects of human life, including in the world of education. The COVID-19 pandemic has changed the order of the learning

process with different implementation rules than before. This regulation certainly changes the paradigm of the educational process, which previously used direct or face-to-face learning to now run online by utilizing social media as a learning tool (Chandra et al., 2021). This is a new rule that has been set by the government to prevent the spread of the *Corona Virus Disease-19* from spreading in the midst of Indonesian society. Therefore, one of the most effective learning models used at that time was distance learning through internet-based applications and social media such as WhatsApp, zoom meetings, google classroom, cellular phones, live chat and so on so as to assist the process. non-face-to-face learning between teachers and students.

Online learning is the best solution during the COVID-19 pandemic for the people of Indonesia. However, online learning received different responses in the midst of Indonesian society. A very significant impact is shown from the ineffectiveness of online learning as

in the research conducted by (Faliyandra et al., 2021), (Ratulangi et al., 2021), (Dewi, 2020), (Syah, 2020) and (Munawaroh, 2020) which states that online learning (online) at home has a negative impact on students which includes decreased motivation and enthusiasm for student learning, lack of understanding of the material presented by the teacher and *learning loss*. *Learning loss* is a situation where students lose knowledge and skills, both in general and in particular, which results in academic setbacks due to certain conditions such as prolonged gaps due to the non-sustainability of the educational process (Cerelia et al., 2021). Therefore, learning loss can be interpreted as the beginning of school refusal. According to (Sutarimah Ampuni, 2015) it is called a school strike or dropping out of school.

School refusal is the process of forced cessation of students from an educational institution where they study or abandonment of children from a formal educational institution,

which is caused by various factors, one of which is the condition of learning from home (online), this is exacerbated by the weak family economy which is not adequate. (Talakua, 2018). In addition, school refusal can be interpreted as a situation where a child no longer participates in the learning process due to several factors including economic factors, family factors and factors from the child himself (Budi Lestari et al., 2020). Dropout is a predicate given to students because they are unable to complete a level of education, so that these students drop out of education and cannot continue their studies at the next level of education (Wassahua, 2016).

The event of dropping out of school after the Covid-19 pandemic is a problem that cannot be ignored. This is because it has become a problem both at home and abroad. Based on the results of the *United Nations International Children's Emergency Fund* (UNICEF) survey, 1% or 938 children aged 7-18 years dropped out of school due to the Covid-19 pandemic. Of these, 74%

of children reported dropping out of school for economic reasons. UNICEF also reports that girls are 10 times more likely to drop out of school because of early marriage. In addition, children with disabilities are twice as likely to drop out of school as children without disabilities (Jayani, 2021).

School refusal due to Covid-19, the results of domestic research conducted in Lemah Makmur Village, Tempuran sub-district, stated that school dropout cases were motivated by the low level of community about the importance of education and low economic factors. In addition, the process of teaching and learning activities carried out online makes it difficult for many children. Due to limited facilities, the family's economic condition has drastically declined, which triggers children to drop out of school. Such as the obligation to use smartphone, laptops or other communication tools to support the teaching and learning process in which family economic problems cannot be resolved. So there are not a few children who

have to help their parents work in the fields, gardens and rice fields in order to maintain the survival of their families (Rahmat & Afifah, 2021).

Thus, post-covid 19 school refusal is concluded as a dropout phenomenon caused by economic problems in the family which makes the student's learning process limited in space due to the inability of the family to support learning facilities for the survival of the family.

### **The Teacher's Role in Handling and Preventing Dropout Students**

The teacher is a guide who based on their experience and knowledge of learning they must be responsible for the education and development of their students. Based on the results of the researcher's observations regarding the role of teachers in handling and preventing dropout students, in essence and in practice the teacher must involve the parents of students if the student's problems are quite difficult, usually the teacher will visit his house (Mujiati et al., 2018). This is in accordance with the results of

research from Siti Fatimah which states that low parental education is one of the causes of children dropping out of school. Parents with low formal education are judged not to appreciate the education, motivation and support given to their children enough. Therefore, teachers must approach them by visiting their homes and providing motivation, education and an illustration that education is important for every child to their parents gradually (Arini Eka Putri, Trisnaningsih, 2018). Another study states that intervention involving parents and teachers is a factor that helps to achieve effective treatment (Sutarimah & Budi).

Economic factors are also a factor that dominates the causes of children dropping out of school. Economic factors here are closely related to the income owned by a family. Muhammad Firman, stated that the inability to pay for school or economic factors was the most dominant factor in dropping out of school. Therefore, the role of an effective teacher in the handling and prevention is to provide information to students regarding scholarships,

whether scholarships are internal to the school or from various government programs that can support education (Saepuloh & Suherman, 2019). Almost every school has scholarship opportunities that its students can take advantage of (Asmara & Sukadana, 2016).

From several previous results (Septiana & Wulandari (2012)), Grahacendikia (2009), Alifianto (2008)) the contributing factors are unpleasant experiences such as fear of teachers, not going to class, and the environment such as low parental education level, household problem, etc. Thus, it can be observed that this experience and environment affect the psychological condition of individuals, so that it has an impact on their attitudes and behavior, namely deciding to drop out of school. Therefore, the role of an effective teacher in dealing with this problem is to conduct a good counseling approach to students who drop out of school, informing about the impact of dropping out of school and providing treatment for social psychology guidance to students (Hening & Ratna).

There are other factors behind elementary school children dropping out of school. The results showed that the cause of children dropping out of school was caused by three factors, namely very low motivation of children to go to school, weak academic abilities of children, social environment and unhealthy places to live. Efforts that need to be made to overcome the dropout problem need to be based on the underlying factors, namely: 1) To solve the problem of dropping out due to low motivation, it is necessary to provide awareness by the teacher by providing explanations and reasonable reasons. acceptable to the child. 2) To solve the problem of dropping out due to weak academic abilities, the role of the teacher is needed to identify the types of children's learning difficulties, find out the factors that cause children's low academic abilities, control and provide tutoring at home and carry out remedial learning at school. 3) To solve the problem of dropping out of school caused by an unhealthy social environment and child's place of residence, joint control from the

tricenter (family, school and community) is needed. This joint control of the education tri-center is based on the premise that overall, a child's growth is influenced by the family, school and community environment. At home, naughty is dominated by parents. At school, children are controlled by the teacher. And outside the home and school is the responsibility of the community. Therefore, the cooperation of these three institutions is needed to motivate, teach, and socialize to children the importance of education and create a healthy environment for children (Robe & Sinar, 2018).

### **Approach Family Education as Parental Activity**

family plays a very important role in handling and preventing cases of *school refusal* in children. As has been stated that the case of dropping out of school is caused by various possibilities and factors that influence it. The case of *school refusal* that occurred in the Tulungagung District Middle School was caused by the lack of children's

ability to receive lessons, low family economy, lack of love from parents and a less supportive school environment (Rahmawati et al., 2020). Then, dropping out of school in Tanjung Banjar Hamlet, Kayong Utara Regency, there are still many children who are unable to continue their education, one of the reasons is the insufficient family economy and lack of encouragement from parents which causes the children's lack of willingness to continue their education (Sulianti et al. ., 2019).

The family approach and the activeness of parents in educating and guiding children are effective ways to prevent post-covid-19 dropouts because the family is the place where a child gets full love and the best protection when he is in a bad condition. This can be interpreted as a form of reinforcement that can be received by a child when he is nervous, confused or in trouble.

So that the preventive family approach can be followed up in the form of the *Family Education Approach* where this approach consists of three approaches,



including the emotional approach of parents and children, the approach to the roles and functions of parents in the family and the counseling approach of parents of children.

*Parent's emotional approach* Children is an approach related to feelings of affection that are manifested by the love of parents for children. With affection, more internal communication between children and parents can be carried out so that *chemistry* (closeness) which involves feelings to protect and love each other and children and parents can prevent children from dropping out of school because children will follow the advice and words of their parents to themselves.

*The approach to the role and function of parents in the family* is a series of actions of parents in relation to their duties and functions to foster a family. It can be realized in the form of advice, supervision, care, protection, education for children's knowledge and welfare for their children's future. Therefore, this approach provides an understanding that parents need to provide guidance

to their children regarding cause and effect if they drop out of school.

*Parental counseling approach* Children are interactions that are built between children and their parents to become counselors and motivators as long as they encounter problems related to lack of enthusiasm, motivation or encouragement to continue education. In this approach parents try to be good friends for their children because by being good friends the child will be more free to tell stories so they can find the best solution in preventing dropping out of school.

### **Analysis of Dropout Prevention Through Teachers and Families**

*Prevention school refusal* through teachers and families is a way of prevention that is interconnected with one another. On the basis of their role and handling, the teacher has a role in preventing school refusal when children are in school. Good communication between teachers and children can give children a better understanding of the problems they are

experiencing due to the pandemic. This also applies in the family, namely the role of parents in preventing school refusal in the home and surrounding environment. Here the active role of parents and families in fostering a harmonious and affluent family is emphasized because the majority of school dropout problems are dominated by the weak economy in the family. If parents are able to educate through a *family education approach*, the child will understand and there will be an effort for a child to try to stay in school by looking for scholarships that are able to give him the opportunity to continue to excel in order to continue his education at a higher level. Therefore, both of them need to build good communication in order to participate actively in building a golden generation for the progress of the nation and state.

## CONCLUSION

*School refusal* or dropping out of school is one of the impacts of the COVID-19 pandemic. The background is due to the weakening of the family economy, low parental

education, learning environment that affects students' psychological conditions and low student motivation due to the application of online learning. Therefore, the participation of teachers and parents is very much needed by students in order to prevent an increase in the post-covid-19 dropout rate. This can be realized by the teacher's role in providing motivation, education and a good counseling approach to students, complemented by a *family education* that involves internal interactions within the home between parents and children. The forms of approach include the emotional approach of parents with children, approaches to the roles and functions of parents in the family and counseling approaches for parents of children.

With the prevention of school dropouts through research that has been carried out, it contributes to reducing the number of children who drop out of school in Indonesia, especially those in the frontier, remote and underdeveloped 3T areas so that they are far from getting access to education, facilities and

infrastructure, especially those that are difficult to reach by Indonesian government

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