



Understanding School Dropout Decisions through Parenting Styles and Learning Motivation: Evidence from a Rural Indonesian Case Study

Siti Juariah^{1*}, Halimah Halimah²

^{1,2}Universitas Pelita Bangsa

Email: siti.juariah82@pelitabangsa.ac.id

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Abstract

This study aims to understand the relationship between parenting styles and children's learning motivation in Cilangkara Village, particularly in cases of school dropouts. This research employs a qualitative method with a case study approach, where data was collected through interviews and observations of school dropouts, their parents, and neighbors, allowing for an in-depth understanding of social and familial dynamics influencing learning motivation. The findings indicate that authoritative parenting increases children's learning motivation, while authoritarian and permissive parenting tends to decrease motivation, contributing to the decision to drop out of school, highlighting the theoretical relevance of parenting typologies in explaining motivational outcomes. Additionally, economic factors and negative experiences at school also influence children's decisions to lose motivation in continuing their education and provide practical implications for parents, educators, and local policymakers in designing context-sensitive educational interventions.

Keywords : Parenting Styles, Learning Motivation, School Dropouts, Parental Involvement, Rural Education

Introduction

Education is a crucial component of sustainable human development. In Indonesia, formal education provides the foundation for children to reach their full potential and contribute to society. However, in some areas, such as Cilangkara Village, there is still a serious problem related to school dropout rates. This phenomenon requires further research to understand its causes and impacts, particularly regarding parenting styles, which play a role in children's motivation to learn.

The functions and objectives of education in Indonesia are regulated in Law No. 20 of 2003 concerning the National Education System. This law covers all aspects related to the implementation of national education in Indonesia, including the definition of education, the functions and objectives of education, types of education, levels of education, educational standards, and so on. Therefore, the direction of education in Indonesia has been clearly determined. (Sujana, 2019). Education and humans are two inseparable things. Without the educational process, humans will be nothing, will not be able to develop their potential, or pursue their dreams. With systematic and planned education, human potential can be developed to the maximum. (Amaruddin, Eka Danik Prahastiw, 2024)



Parenting styles play a crucial role in a child's psychological and academic development. Several studies have shown that parenting styles can influence a child's motivation to learn. Baumrind (1991) identified There are three main types of parenting styles: authoritative, authoritarian, and permissive. Each parenting style has a different impact on children's motivation and academic achievement.

A family's socioeconomic status is also a significant factor influencing parenting and education. Parents from low-income backgrounds often face difficulties supporting their children's education. In Cilangkara Village, many families those in lower middle class conditions, so that it makes children prefer to work from on continuing school.

Research shows that children raised in a supportive and loving environment tend to have a higher motivation to learn. Conversely, less supportive parenting can reduce a child's interest in continuing their education. This is exacerbated by parents' lack of awareness of the importance of education for their children's future.

In Cilangkara Village, the school dropout phenomenon is largely due to a lack of parental attention and economic conditions that force children to help with family chores. Many children prefer working in the fields or tending livestock to attending school. This suggests that parenting styles at home, which may be more focused on short-term economic needs than education, are a major contributing factor.

Previous research conducted by Sunder (2023) showed that one of the main reasons children drop out of school is due to unfavorable economic conditions. Besides economic factors, various other factors influence the decision to drop out, such as family problems, the situation at home, and conditions at school. Even feelings of discomfort with school or dislike for teachers can also be significant factors. This study aligns with these findings, but focuses on specific factors in Cilangkara Village, where parenting styles and negative experiences at school play a role in influencing children's learning motivation and their decisions to stay in school or drop out.

Schools play a crucial role in preventing dropouts and increasing children's motivation to learn. Intervention programs involving parents and communities can help improve parenting patterns and raise awareness of the importance of education. In some areas, these programs have significantly reduced dropout rates.

This study aims to explore the relationship between parenting styles and children's learning motivation in Cilangkara Village. By understanding the parenting styles adopted by parents in this village and their impact on children's decisions to stay in school or drop out, this research is expected to provide useful recommendations for improving education policy in remote areas. The results of this study are expected to provide new insights into how parenting styles and socioeconomic conditions influence children's motivation to learn. These findings can also be used to design more effective intervention programs to prevent school dropout in remote areas like Cilangkara Village.

Method

This research used a qualitative method with a case study approach to explore the influence of parenting patterns on the learning motivation of school dropouts in Cilangkara

Village. Qualitative methods were chosen because they allow researchers to gain a deeper understanding of social phenomena within the context of everyday life (Sukmadinata, 2013).

The research subjects included children who had decided to stop attending school, their parents, and neighbors. House. School dropouts are a primary focus because they directly experience the impact of parenting styles. Parents are surveyed to understand the type of parenting style they employ and how it influences their children's decision to drop out. Neighbors are also involved to provide additional perspectives on social conditions and available community support.

Data collection was conducted through unstructured interviews and observations. Unstructured interviews provide researchers with greater flexibility to explore topics without a rigid question format. Researchers interact with subjects more naturally, allowing the conversation to evolve according to the subjects' responses. Interviews were conducted with school dropouts, their parents, and neighbors to gain a comprehensive understanding of the factors influencing learning motivation. Additionally, observations were conducted to observe daily interactions between children, parents, and the surrounding environment. The results of these observations were used to confirm and enrich the data obtained from the interviews (Sugiyono, 2017).

Results and Discussion

Results

The research was conducted on Tuesday, August 20, 2024 and Thursday, August 29, 2024 at the subject's house located in RT 02, Cilangkara Village, Serang Baru District, Bekasi Regency, West Java 17330

Based on the results of our research in Cilangkara Village, it shows that the type of parenting style implemented by parents significantly influences children's learning motivation, which ultimately impacts their decision to stay in school or drop out. Parenting style is a series of strategies used by parents to guide, educate, and care for their children. According to Baumrind (1991), there are three main types of parenting styles: authoritative, authoritarian, and permissive. The following is an explanation of each parenting style:

1. Authoritative Parenting Style

This type of parenting style is characterized by a combination of high demands and responsiveness. Authoritative parents tend to support and encourage children's independence, but still maintain consistent rules. In Cilangkara Village, it was found that children raised with an authoritative style were more motivated to learn and more likely to stay in school because they felt supported and understood in their learning process. One child stated, "I feel more enthusiastic about learning because my parents are always supportive, but still remind me to be disciplined."

2. Authoritarian Parenting Style

This parenting style is characterized by high demands but low responsiveness. Authoritarian parents often enforce strict rules and high expectations without allowing children to discuss their concerns. Research shows that children raised with an authoritarian style tend to feel stressed and less motivated to learn, which in some cases leads to them dropping out of school.



3. Permissive Parenting Style

In this parenting style, parents demonstrate a high level of responsiveness but low demands. Permissive parents tend to let children make their own decisions without clear boundaries. As a result, in Cilangkara Village, children raised in a permissive style often exhibit low learning motivation, which also contributes to the high school dropout rate.

Discussion

The analysis of this study shows several key factors contributing to the high school dropout rate in Cilangkara Village. One of the most dominant factors is low family economic conditions. Financial constraints force many children to help with family chores, such as working in the fields or caring for livestock, which reduces their time and energy for learning. As some children expressed, "I have to help my parents work because the family income is not enough."

Another significant factor is negative experiences at school that make children feel uncomfortable or afraid to return. Several children reported being forced to pay for their education and being mistreated by their peers, which made them reluctant to continue their education. The study found one child said, "I'm afraid to go to school because my peers forced me to pay for it."

Furthermore, parents' lack of awareness of the long-term importance of education is also a significant factor. Some parents focus more on short-term economic needs than on the benefits of education for their children's future. This situation is often exacerbated by the parents' own low educational level, which often leads to a lack of understanding of the value of formal education.

Environmental factors also play a significant role, including pressure from peers who may also choose to work over school. An environment that doesn't support education makes children more likely to follow in the footsteps of their friends who have dropped out. Thus, the problem of dropping out of school in Cilangkara Village is not only caused by one factor, but is the result of the interaction of various factors, including family economics, parenting patterns, negative experiences at school, and the influence of the social environment.

Conclusion

This study revealed that the factors influencing children's decisions to drop out of school in Cilangkara Village are complex and involve various aspects of the child's social environment and personal experiences. One of the main factors identified is negative experiences children experience at school, such as extortion and bullying by peers. This contributes to decreased motivation to learn and their inability to continue their education.

In addition, findings show that parental attention and support play a significant role in children's motivation to attend school, underscoring the practical importance of strengthening parental involvement through community-based education and parenting programs. In cases where parents cannot provide sufficient attention due to the large number of children, Children tend to feel neglected, which contributes to their decision to leave school, while also indicating the study's limitation in its focus on a single geographical setting, suggesting that



future research should expand to broader regions and inform targeted policy interventions aimed at reducing school dropout rates.

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