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Analysis of the Impacts of Socioeconomic Conditions on the Dropout Statuses of High School-Level Students in Malang City

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Abstract: This research examines the impact of socioeconomic conditions on dropout statuses at the high school level in Malang City. The study aims to fill the gap in understanding the factors influencing high school dropout rates by analyzing the relationship between various socioeconomic variables and the likelihood of students dropping out. Using logistic regression and firthlogit models, data from several districts in Malang City were analyzed to identify significant predictors such as parental education level, parental completeness, parental income, child employment status, and recipient status of the Indonesia Smart Program (PIP). The results show that low parental income and child employment status significantly increase the likelihood of students dropping out. In contrast, higher parental education levels, parental completeness, and PIP recipient status tend to lower the dropout risk. This research concludes that targeted policy interventions are needed to mitigate these risks. The implications contribute to educational policy, highlighting the importance of sustained financial and social support for students from low-income families.

Keywords: Dropout, child employment status, parental income, parental education level, parental completeness, socioeconomic, Indonesia Smart Program recipient status

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INTRODUCTION

Education is an essential component of economic growth and societal development. It is widely recognized as a crucial factor in determining the quality of life for individuals and communities. Globally, education systems face significant challenges, including disparities in access and quality, which can hinder progress. In Indonesia, these challenges are particularly pronounced, with high dropout rates at various educational levels signaling a critical issue that demands immediate attention. This research aims to investigate the socio-economic factors contributing to school dropout rates among high school students in Malang City, a region that epitomizes the educational struggles faced nationwide (Becker, 1994). The importance of addressing school dropout rates cannot be overstated, as they have far-reaching implications for individuals and society. According to the Central Bureau of Statistics (BPS), the dropout rate in Indonesia has risen alarmingly in recent years, particularly among high school students, leading to negative outcomes such as increased poverty and limited workforce productivity (Rudiyanto, 2020). Various studies have shown a strong correlation between socio-economic factors—such as parental education, family income, and children's labor involvement—and students' decisions to leave school prematurely (Ramanda & Asmara, 2013). If left unaddressed, these issues could perpetuate cycles of poverty and social inequality, making it imperative to explore the underlying causes and implement effective interventions (Kumar et al., 2023).

Malang City has been chosen as the focal point of this study due to its unique educational landscape and rising dropout rates. While known as an educational hub in East Java, Malang faces significant challenges in ensuring equitable access to quality education for all children. The city boasts numerous educational facilities; however, the increasing dropout rates indicate persistent socio-economic barriers that hinder students from completing their education. Understanding the dynamics of this city provides valuable insights into the broader challenges faced by similar urban areas across Indonesia (Putri & Darwis, 2015). Despite the existing body of research on school dropouts, there remains a notable gap in understanding how specific socio-economic factors interact within the local context of Malang City. Previous studies have yielded inconsistent findings regarding the effectiveness of social assistance programs, such as the Indonesia Smart Program (PIP), in reducing dropout rates (Quraisy & Arifin, 2017). Furthermore, the role of family dynamics, particularly the impact of child labor, is often overlooked, despite its relevance in urban environments characterized by diverse socio-economic conditions (Kurniawan, 2018). Addressing these gaps will enhance the understanding of the local educational landscape and inform targeted interventions. This study aims to bridge the identified research gaps by providing a comprehensive analysis of the socio-economic factors influencing high school students' dropout decisions in Malang City. The findings are expected to contribute to the development of educational theories and policies that promote inclusivity and sustainability. Specifically, the objectives of this research include identifying the significant socio-economic factors affecting dropout rates and proposing evidence-based recommendations for policymakers. By illuminating these issues, this study seeks to support efforts towards achieving the Sustainable Development Goals (SDGs) and improving educational outcomes for all children in Indonesia.

LITERATURE REVIEW

Labor Theory

According to Article 1 of Law No. 13 of 2003, particularly paragraphs 1-2, labor refers to all matters related to individuals involved in work, both before, during, and after the employment period. Workers are those who possess the ability to perform tasks in order to produce goods and/or services, either for personal needs or for societal benefit. Article 68 prohibits employers from employing minors, and Article 1 paragraph 26 defines a child as any person under 18 years of age. The classical theory considers efficient allocation of human resources as a key to driving economic growth. In this view, education and skills acquired by children during their learning years represent investments in human resources, which will contribute to future economic growth (Todaro & Smith, 2012).

Human Capital Theory

Human capital is a term used by economists to describe human capabilities, such as education and health, which when improved, can enhance productivity (Todaro & Smith, 2012). The main concept of human capital is the view that humans are not merely considered as resources but also as a form of capital that can generate returns. Therefore, spending to improve the quality and quantity of human capital is considered an investment (Becker, 1994).

Welfare Theory

Welfare economics is a component of social welfare that can be associated with monetary metrics, either directly or indirectly (Pigou, 2017). Although there have been significant improvements in economic and social indicators, the percentage of people who feel "very happy" has actually decreased. To describe the quality of a population's experience, more subjective measures such as life satisfaction, affective quality of life, and stress levels are needed. Studies have shown that these three measures are interrelated, but welfare patterns vary depending on the living environment (Campbell, 1976). Welfare can be realized when society has the ability to interact socially and overcome poverty. Inability to address social issues can result in what is known as social illfare or social disease. Low educational attainment in society becomes a barrier to achieving optimal welfare (Pangestu, 2019).

Human Capital Theory and the Effectiveness of Government Policies in Addressing School Dropouts

Human capital theory serves as a key foundation in understanding the government's efforts to address school dropout issues, particularly through the Smart Indonesia Program (PIP). This concept emphasizes the importance of investing in education and skills as a means to increase productivity and individual capacity to create economic value (Becker, 1994). Through the PIP, the government seeks to expand access to and improve the quality of education for children from poor or vulnerable families so that they can develop their human capital optimally. However, the effectiveness of government policies in addressing school dropout issues depends not only on the programs launched but also on proper implementation and support from various parties. Previous research has identified problems within the PIP program, such as unequal distribution of Smart Indonesia Cards (KIP), incomplete disbursement of PIP funds, and inaccuracies in targeting KIP recipients. Additionally, issues like poor management of PIP funds by parents, low community involvement, and a lack of public understanding of the policies and mechanisms of PIP fund distribution have also been highlighted (Dimmera & Purnasari, 2018).

Research Framework

The research framework in this study is based on the belief that socio-economic conditions significantly influence students' decisions to drop out of school in Malang City. Factors such as parents' education level, parental completeness, household income, child employment status, and PIP recipient status are considered to impact these decisions. By analyzing these socio-economic variables, this research aims to understand the dropout decisions in Malang City and provide a foundation for formulating effective policies to reduce dropout rates in the region.

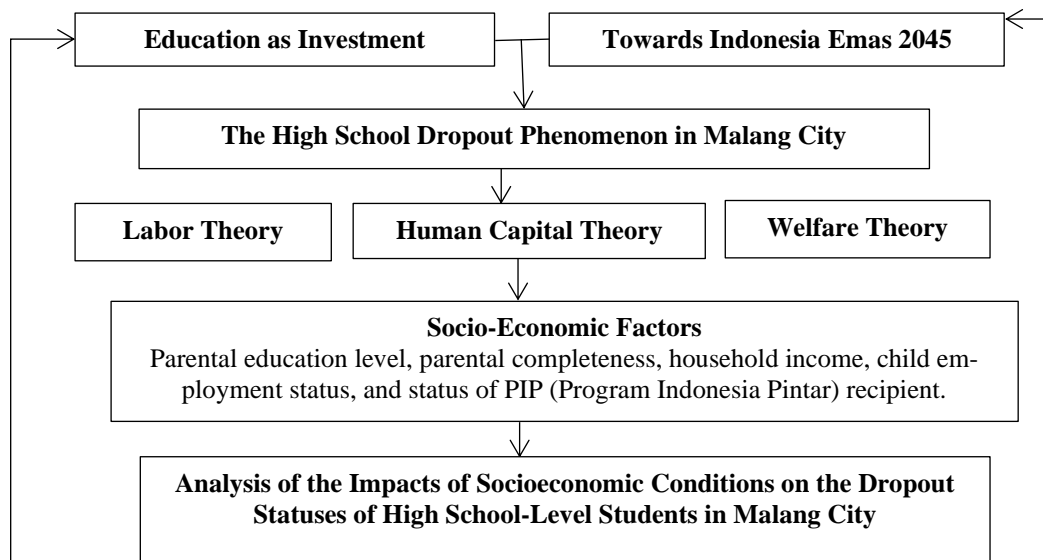


Figure 1. Research Framework

Source: Author (2024)

Hypothesis Development

This section outlines the theoretical basis for formulating the research hypotheses, describing the relationships between the variables in narrative form and concluding with the formulation of the hypotheses. Each hypothesis is supported by prior research, with at least one recent study as a reference. Parental education level plays a crucial role in determining children's educational attainment. Parents with higher education levels typically have better access to resources and are more likely to understand the importance of education for future economic opportunities. They often prioritize their children's schooling, leading to lower dropout rates. In contrast, children from less educated families are at greater risk of dropping out of school due to limited access to educational support (Ramli, 2021). Based on these findings, the hypothesis is formulated as follows:

H1: Parental education level has a significant effect on the dropout status of high school-aged children in Malang City.

Parental completeness refers to whether both parents are present and active in the household. Research has shown that children from single-parent or absent-parent households are more likely to face emotional, financial, or logistical challenges that increase their likelihood of dropping out of school. The absence of one or both parents can result in a lack of guidance and support, which can contribute to a higher risk of school dropout (Sinaga & Sitorus, 2022). The following hypothesis is thus proposed:

H2: Parental completeness has a significant effect on the dropout status of high school-aged children in Malang City.

Parental income is a key socioeconomic factor influencing access to quality education. Families with higher incomes are better equipped to provide educational resources, such as tuition, books, and school supplies. Conversely, low-income families may struggle to afford these resources, which can lead to children dropping out of school. Research has consistently shown that children from lower-income families are more vulnerable to dropping out due to financial constraints (Pigou, 2017). Based on this, the hypothesis is as follows:

H3: Parental income has a significant effect on the dropout status of high school-aged children in Malang City.

Child employment is another factor that influences school dropout rates. Children who engage in work at an early age, particularly those who do so to support their families financially, are often forced to prioritize work over education. This leads to increased dropout rates among working children, as balancing school and work becomes challenging. Parents may also encourage their children to work, further diminishing their chances of continuing their education (Putri et al., 2022). Therefore, the hypothesis is as follows:

H4: Child employment status has a significant effect on the dropout status of high school-aged children in Malang City.

The Program Indonesia Pintar (PIP) is designed to alleviate the financial burden of education for low-income families by providing educational assistance. By reducing the economic strain associated with schooling, PIP aims to lower dropout rates among students from disadvantaged backgrounds. However, the effectiveness of this program depends on the proper implementation and distribution of benefits. When executed properly, PIP is expected to reduce dropout rates (Dimmera & Purnasari, 2018). Thus, the hypothesis is formulated as follows:

H5: PIP recipient status has a significant effect on the dropout status of high school-aged children in Malang City.

These hypotheses aim to explore the various socioeconomic factors affecting school dropout rates in Malang City, providing a foundation for understanding and addressing the issue through policy intervention.

METHOD

Ditulis dalam satu paragraf narasi berurutan yang dimulai dari jenis penelitian sifat penelitian, lokasi, periode penelitian, jumlah populasi, teknik pengambilan sampel, jumlah sampel, sumber data, metode pengumpulan data, dan metode analisis data yang dilakukan.

RESULTS AND DISCUSSION

Respondent Characteristics

The respondent characteristics describe the demographic and socioeconomic profiles of the participants in this study. The characteristics are summarized in Table 1. These include variables such as gender, age, education level, and employment status of the parents, as well as the child's school status. By analyzing these characteristics, the study aims to provide a clearer understanding of the factors influencing school dropout rates in Malang City. These characteristics are crucial to identifying patterns in the data, such as whether certain groups are more vulnerable to dropping out.

Table 1. Respondent Characteristics

Characteristic	Frequency	Percentage
Reasons for Dropping Out of School		
Working	36	70,59%
Other	4	7,84%
Resigned	8	15,69%
Parental Request	2	3,92%
Lack of Motivation to School	1	1,96%
Fathers' Occupations		
Laborer	11	28,94%
Other	11	28,94%
Deceased	1	2,63%
Private Sector Employee	5	13,15%
Unemployed	1	2,68%
Self-Employed	7	18,42%
Respondents Receiving PIP Funds for Non-Educational Purposes and Their Reasons		
Household Needs	2	40%
Personal Needs	1	20%
Daily Needs	1	20%
Other Needs	1	20%
Reasons for Planning to Drop Out		
Financial Constraints	12	60%
Lack of Interest in Studies	6	30%
Personal Issues	2	10%

Source: Primary Data Processing (2024)

Data Analysis Results

This section presents the analysis of the research data collected by the author through various data collection methods. The results are summarized in Table 2, which displays the findings from the FirthLogit regression analysis, including coefficients, standard errors, z-values, p-values, and 95% confidence intervals for each independent variable concerning school dropout status.

Table 2. FirthLogit Regression Results

Variable	Coefficient (Coef.)	Standard Error (Std. Err.)	z	p> z	95% CI
Father's Education Level	0.0319	0.4121	0.08	0.938	[-0.775, 0.839]
Completeness of Parents	1.7064	1.5217	1.12	0.262	[-1.275, 4.688]
Parental Income	-1.4860	0.6913	-2.15	0.032	[-2.841, -0.131]
Child Employment Status	3.1571	1.0698	2.95	0.003	[1.060, 5.254]
PIP Recipient Status	1.5471	1.0763	1.44	0.151	[-0.562, 3.656]
Constant (_cons)	0.0790	1.3958	0.06	0.955	[-2.656, 2.814]
LR Test	44,85 (<i>p-value</i> = 0,000)				
Hosmer-Lemeshow Test	5,31 (<i>p-value</i> = 0,7237)				

Source: Primary Data Processing (2024)

The analysis of the FirthLogit regression results presented in Table 2 reveals several important insights regarding the factors influencing school dropout rates. The father's education level exhibits a coefficient of 0.0319, suggesting a minor positive correlation with dropout rates; however, the high p-value of 0.938 indicates that this relationship is statistically insignificant, meaning that variations in the father's education do not significantly impact dropout likelihood. Similarly, the variable representing parental completeness has a coefficient of 1.7064 and a p-value of 0.262, indicating no substantial effect on dropout rates, although it may still hold some relevance. In contrast, parental income demonstrates a significant negative coefficient of -1.4860 with a p-value of 0.032, highlighting that higher parental income is associated with a reduced risk of school dropout, thus emphasizing the importance of economic stability in ensuring educational continuity.

The analysis further reveals that child employment status has a robust positive coefficient of 3.1571 and a significant p-value of 0.003, suggesting that children who are employed face a considerably higher likelihood of dropping out of school, which underscores the detrimental effects of work obligations on their education. Meanwhile, the PIP recipient status variable shows a coefficient of 1.5471 and a p-value of 0.151, indicating it does not have a significant impact on dropout rates. The constant term (_cons) of 0.0790 reflects the log-odds of school dropout when all independent variables are at zero but is not statistically significant (p-value 0.955). The overall significance of the model is reinforced by the Likelihood Ratio (LR) Test, which shows a statistic of 44.85 with a p-value of 0.000, confirming that at least one independent variable significantly influences school dropout status. Furthermore, the Hosmer-Lemeshow Test results, with a chi-square statistic of 5.31 and a p-value of 0.7237, indicate a good fit for the model, enhancing the reliability of the analysis. In summary, these findings underscore the critical roles of parental income and child employment status in shaping school dropout rates.

Hypothesis Testing

This section presents the results of hypothesis testing conducted to evaluate specific statements regarding the factors influencing school dropout rates, utilizing statistical methods to determine the significance of the findings.

Table 3. Summarizes The Hypotheses Tested and Their Respective P-Values Derived from The Firthlogit Regression Analysis

Hypothesis	Coefficient (Coef.)	P-Value	Conclusion
H1: Father's Education Level affects dropout rates	0.031	0.938	Fail to reject the null hypothesis; no significant effect.
H2: Completeness of Parents impacts dropout rates	1.706	0.262	Fail to reject the null hypothesis; no significant effect.
H3: Parental Income influences dropout rates	-1.486	0.032	Reject the null hypothesis; significant negative effect.
H4: Child Employment Status affects dropout rates	3.157	0.003	Reject the null hypothesis; significant positive effect.
H5: PIP Recipient Status impacts dropout rates	1.547	0.151	Fail to reject the null hypothesis; no significant effect.

Source: Primary Data Processing (2024)

The analysis of the hypotheses reveals that for H1, the p-value of 0.938 indicates no significant effect of the father's education level on dropout rates, leading to a failure to reject the null hypothesis. Similarly, H2 shows a p-value of 0.262, suggesting that the completeness of parents does not have a significant impact on dropout rates, resulting in another failure to reject the null hypothesis. In contrast, H3 presents a p-value of 0.032, allowing for the rejection of the null hypothesis and indicating that parental income has a significant negative effect on the likelihood of children dropping out of school. H4 shows a p-value of 0.003, which supports rejecting the null hypothesis and demonstrates that child employment status significantly increases the risk of dropout. Finally, H5 yields a p-value of 0.151, indicating that the status of being a PIP recipient does not have a significant effect on dropout rates, resulting in a failure to reject the null hypothesis. Overall, these findings underscore the significant influence of parental income and child employment status on school dropout rates, while the other factors analyzed do not demonstrate statistically significant effects.

Relationship between Variables

This section discusses the relationships between the independent and dependent variables in the logistic regression model analyzed. The examination focuses on how each independent variable influences the likelihood of school dropout, highlighting previous research that either supports or contradicts the findings of this study

Parental Education Level (Father's Education)

The relationship between the father’s education level and school dropout rates has been widely debated in educational research. While this study found no significant impact of the father's education level on the likelihood of a child dropping out of school, previous research has frequently suggested otherwise. For instance, studies by Nurmawati Nasibu et al. (2022) indicated that higher parental education levels contribute positively to reducing dropout risks, suggesting that educated parents are more likely to prioritize their children's education. This aligns with the classic theory of human capital, which posits that parents with higher education are more aware of the benefits of schooling and thus provide better support. However, this study's findings contradict previous research, indicating a potential shift in socio-economic dynamics or educational policies affecting how parental education impacts school outcomes. Factors such as

the quality of local schools, access to educational resources, and other socio-economic conditions may play a more substantial role in influencing dropout rates, rendering parental education less impactful in this context.

Completeness of Parents

The completeness of parental presence has been a critical factor in understanding school dropout rates. Prior studies, such as those by Prido Putra Sinaga and Jeffry R.H. Sitorus (2021), have shown that children from families with both parents tend to have a lower likelihood of dropping out. The presence of both parents often leads to a more stable home environment, which can significantly affect a child's educational journey. In contrast, the current analysis found no significant effect of parental completeness on dropout rates. This discrepancy might be attributed to variations in socio-economic conditions across different regions or changes in family dynamics over time. For example, in today's context, single-parent families may have better access to support systems, such as community programs and financial assistance, which can mitigate the challenges traditionally associated with incomplete parental presence.

Parental Income

Parental income consistently emerges as a significant determinant of school dropout rates. This study's findings align with previous research, such as that by Yuusufa Ramanda Indra Asmara and I Wayan Sukadana (2016), which demonstrated a negative correlation between family income and dropout decisions. Higher family income often translates to better access to educational resources, including tutoring, extracurricular activities, and safe transportation to school. The significant negative coefficient found in this study suggests that as parental income increases, the likelihood of school dropout decreases. This relationship emphasizes the role of economic stability in providing children with the necessary support to remain in school. Conversely, families with lower incomes may struggle to meet educational expenses, leading to increased dropout rates due to financial pressures.

Child Employment Status

The role of child employment in influencing school dropout rates is complex and multifaceted. Previous research, including findings by Prido Putra Sinaga and Jeffry R.H. Sitorus (2021), has highlighted that working children are at a greater risk of dropping out, primarily due to time constraints and the burden of balancing work and education. This study supports these findings, demonstrating a significant positive relationship between child employment status and dropout rates. Children who work often face challenges in managing their academic responsibilities alongside their job obligations. This can lead to increased stress and decreased motivation to continue their education. In this context, children might prioritize immediate financial contributions over long-term educational benefits, a trend that reflects broader economic pressures faced by families.

PIP Recipient Status

The impact of PIP (Program Indonesia Pintar) on dropout rates has been a subject of varying conclusions in the literature. Research by Nimas Anggara Samalo and Thia Jasmina (2024) indicated that PIP was effective in reducing dropout rates at lower educational levels but had less impact at the SMA/equivalent level. This study's findings, showing no significant effect of PIP recipient status on dropout likelihood, highlight the complexity of financial aid programs in addressing educational challenges. While PIP aims to provide financial support to low-income families, the lack of a direct relationship between PIP status and dropout rates in this study suggests that other factors, such as the overall quality of education, community support, and individual student circumstances, may play a more crucial role in determining educational outcomes. This implies a need for a broader perspective on educational support systems, considering how financial assistance can be tailored to meet the specific needs of students at different educational levels. In conclusion, the relationships among these variables reveal intricate

dynamics that affect school dropout rates. The differences observed in this study compared to previous research underscore the importance of considering contextual factors, such as socio-economic conditions and educational policies, when interpreting these relationships. This analysis contributes to a deeper understanding of how various factors interact to influence educational outcomes, highlighting areas for future research and policy development.

CONCLUSION AND SUGGESTIONS

Conclusion

This study aims to analyze the influence of socio-economic factors, parental education levels, family completeness, parental income, child labor status, and the PIP assistance program on school dropout rates at the high school level in Malang City. The study employed a quantitative method with descriptive analysis and logistic regression (including firthlogit) to examine how these variables affect children's decisions to stay in school or drop out. The results show that socio-economic factors, particularly parental income, play a significant role in preventing school dropouts in Malang City. Families with higher incomes are better able to meet their children's educational needs, in line with Human Capital Theory, which views education as an investment to increase productivity. However, parental education levels and family completeness did not significantly influence children's decisions to remain in school. Additionally, children who work are more likely to drop out of school, indicating that economic pressures often force them to leave education. Although the PIP assistance program is available, the study's findings reveal that this program has not been significantly effective in reducing dropout rates. Therefore, this research highlights the importance of stronger financial support and policies focusing on family welfare to achieve Indonesia's 2045 vision of human resource development.

Suggestion

Future research should explore in greater depth the variables examined in this study. It is recommended that future researchers focus on expanding the sample size, particularly by including more diverse geographical areas, to enhance the generalizability of the findings. Additionally, future studies should examine other factors not covered in this research, such as school infrastructure, peer influence, and psychological factors, which may also contribute to school dropout rates. Moreover, researchers should also consider using longitudinal designs to assess changes over time in socio-economic conditions and their impact on educational outcomes. This approach can provide a more comprehensive understanding of how socio-economic factors evolve and affect students' educational decisions throughout their schooling years. Finally, future research could also employ qualitative methods, such as interviews or focus group discussions, to gain a deeper understanding of individual experiences related to dropping out of school.

IMPLICATIONS

The findings of this study highlight the significant role of socio-economic factors in shaping school dropout rates. The results suggest that parental income plays a crucial role in preventing children from leaving school early, supporting the idea that economic stability enables families to provide better educational opportunities for their children. The study also underscores the vulnerability of children who work, indicating a need for policies that address child labor and offer better support systems for families under financial strain. Additionally, the findings have implications for government policies, especially in the areas of financial aid and educational assistance. Programs like PIP need to be re-evaluated and potentially restructured to ensure they effectively target at-risk students and families. Strengthening support mechanisms within schools and local communities can also be an important step in reducing dropout rates, contributing to long-term educational attainment and economic development.

LIMITATIONS

This study has several limitations that must be acknowledged. First, the research sample is limited to a specific geographical region—Malang City—which may limit the generalizability of

the findings to other regions in Indonesia. Second, the study focuses on certain socio-economic variables, such as parental income and employment status, without considering other potentially influential factors, such as school quality or psychological determinants of student behavior. Furthermore, the use of cross-sectional data means that causality cannot be established, and the study only provides a snapshot of the current situation without tracking changes over time. Future research could address this limitation by employing longitudinal methods to observe the long-term effects of socio-economic factors on school dropouts. Finally, the reliance on quantitative methods may not fully capture the complexity of the reasons behind school dropouts, which could be better understood through qualitative approaches.

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