



At-Tarbawi: Jurnal Pendidikan, Sosial dan Kebudayaan
e-ISSN: 2086-9754/p-ISSN: 2086-9754
Volume 12 Number 2 2025
doi: 10.32505/tarbawi.v12i.12526

Factors That Cause Student Dropouts and Mutations to Strengthen Student Character at MAS Miftahul Jannah Learning Space

Received:
August 31, 2025

Accepted:
Dec 23, 2025

Published:
Dec 26, 2025

Aisyah Nuramini^{1*}; Khrisfison²; Nelly Hastuti³
Institut Agama Islam Negeri Laksemana¹²³

*Contributor Email : aisyaaaminibatam48@gmail.com

Abstract

Students are vital to the continuity of education. The existence of students needs to be regulated to ensure the quality of education. One form of student regulation is dropout and transfer. This study provides a new perspective on how managing student dropouts and transfers can contribute to character building. This study aims to identify the factors causing transfers and dropouts, as well as the efforts made by schools to prevent dropouts and transfers, to strengthen student character. This study uses a qualitative approach, with a case study type of research. The research was conducted at MAS Miftahul Jannah, Bengkalis, Bengkalis Regency. The data collection techniques were in-depth interviews and observation. The results of the study show that the factors causing student dropouts and transfers originate from the students themselves (internal factors), such as the students' inability to adapt to school rules and the unattractiveness of the school environment. Reducing student dropout and transfer rates can be achieved by strengthening character education values such as discipline, hard work, and responsibility. Strengthening these character values is expected to create moral, social, and academic resilience in students.

Keywords: *Character Building, Student Dropout, Student Transfer*

Abstrak

Siswa merupakan objek vital dalam keberlangsungan pendidikan. Keberadaan siswa perlu diatur, agar dapat menjamin kualitas pendidikan. Salah satu bentuk pengaturan kesiswaan adalah dropout dan mutasi. Penelitian ini memberikan perspektif baru tentang bagaimana pengelolaan dropout dan mutasi siswa dapat berkontribusi pada penguatan karakter. Penelitian ini bertujuan untuk mengidentifikasi faktor penyebab mutasi dan dropout serta usaha sekolah dalam mencegah dropout dan mutasi dalam upaya menguatkan karakter siswa. Penelitian ini menggunakan pendekatan kualitatif, dengan jenis penelitian studi kasus. Penelitian dilakukan di MAS Miftahul Jannah, Bengkalis, Kab. Bengkalis. Teknik pengumpulan data yaitu wawancara mendalam dan observasi. Hasil penelitian menunjukkan bahwa faktor penyebab dropout dan mutasi siswa bersumber dari siswa (faktor internal) seperti siswa tidak mampu untuk beradaptasi dengan tata tertib sekolah

*Factors That Cause Student Dropouts and Mutations to Strengthen Student Character
at MAS Miftahul Jannah Learning Space*

Aisyah Nuramin; Khrisfison; Nelly Hastuti

dan kurang menariknya lingkungan sekolah. Menekan angka dropout dan mutasi siswa dapat dilakukan dengan penguatan nilai pendidikan karakter seperti disiplin, kerja keras dan tanggung jawab. Penguatan nilai karakter tersebut diharapkan dapat menciptakan ketahanan moral, sosial, dan akademik siswa.

Kata Kunci: dropout siswa, mutasi siswa, penguatan karakter

Introduction

Students are vital to the continuity of education. Their presence must be regulated to ensure the quality of education. Student management is one of the key aspects of school management, covering everything from student admission to graduation. Student management involves planning and efforts to continuously guide students so that they can participate in learning activities, from admission to graduation(Astuti, 2021) . One form of student management is dropouts and transfers. Dropouts and transfers in a school need to be managed, as they will have an impact on the number of students in a class or school. In addition, it will also have an impact on the school environment if the number of dropouts and transfers increases. The increase in dropouts and transfers can also be identified as a problem of failure in education. This is because educational failure is not only limited to learning difficulties due to situational problems , but also the effects of motivation, conditions, and intellectual factors that cause students to decide to drop out of school(Taufik, 2020) .

The student dropout rate in schools is one of the key quantitative indicators in a school. This is because students are an input factor for schools, which will later become the output of schools. Similarly, with transfers, students who have just transferred schools usually require close supervision at their new schools(et al., 2019) . This activity is carried out to prevent the negative influence caused by new students who have had problems at their previous schools. In addition, supervision is carried out to monitor students so that they can adapt to their new school environment. BPS data in 2023 concluded that the dropout rate in Indonesia increased in line with higher levels of education. Regional factors also contributed to the increase in dropout rates. For example, rural areas showed higher dropout rates across

all levels of education. Similar to dropouts, the impact of student transfers is also felt in several private schools. One example is at Medan Putri Private High School, where many teachers have resigned due to a decline in student numbers, which has affected the school's operational costs. This situation will make it difficult for the school to maintain its quality as one of the favourite schools in Medan City (Sinaga & Supsilolani, 2024).

The issue of school dropouts has been continuously studied and has received attention from both the central and regional governments. For example, the Poor Student Assistance (BSM) program provides cash subsidies from the government to poor students by covering some of their personal education expenses, such as the purchase of shoes, transportation, and uniforms, so that students can continue their education(Suprastowo, 2024) . Even some institutions, businesses, and industries provide educational assistance to students and schools as a form of support for education. However, cases of students dropping out of school continue to occur. Reducing the dropout rate is a government effort to ensure the quality of human resources through education, particularly in character development. Character is an important goal within the affective domain.

Dropout is defined as the act of students leaving school before completing their studies. Dropout is known as school dropout, because they have not completed the graduation requirements. Dropout can occur in formal and non-formal education. Dropout occurs when students are forced to leave school for several reasons. The causes of student dropouts, according to (Sho'Ida et al., 2024), include: (a) Parental educational background, which influences parents' views on the importance of education for their children's future, (b) social environment, which plays a role in students' lives. If the student's social environment has been healthy and supportive of their education. Conversely, if the environment is unsupportive or even hostile, students will certainly drop out due to the influence of their social environment, and (c) lack of funds for schooling, forcing students to help their parents meet their daily needs. In Papua Province, the dropout rate in

2021 reached 3.22% at the junior high school level, which is the highest dropout rate nationwide. The cause of dropout due to financial issues stems from the low economic support capacity of the community (Khairani et al., 2025). Based on research conducted in Bantul Regency, out of four students classified as informal workers, three chose to work and decided to drop out of school. The students' decision left them feeling regretful for having dropped out of school (Safitri, 2019).

Internal factors affecting student dropout rates include a lack of interest and motivation toward their current school (Magfirah, 2019). This factor is usually caused by students feeling compelled to attend their current school due to failing the selection process at their desired school. In addition, students' attitudes towards teachers, such as creating discomfort in the teaching and learning process or misbehaviour in class (Anwar et al., 2022). School is considered uninteresting, so students are unable to keep up academically, such as adapting to schoolwork and workload, including following school rules (Widiasanti et al., 2023). Dropout caused by external and internal factors will trigger impacts on both individuals and schools as education providers. For students who drop out, it can lead to low skills and limited opportunities (Ridwan & Momo, 2019). Meanwhile, for schools, dropout will disrupt the educational process and impact the quality of graduates.

Furthermore, transfer refers to a move within the same level of education. Transfer is the movement of students from one class to another at the same level, and/or the movement from one school to another at the same level. Students who transfer continue their learning process rather than repeating it. Students who transfer can continue their education at their old school without having to repeat at their new school. This is done so that the new school is aware of the student's history at their old school, such as grades, attendance, and other information, so that the transition runs smoothly (Sumampow, 2024). Transfers must be managed by schools with important requirements so as to reduce the accumulation of transfers at

certain schools. Several things that must be considered when transferring students include (a) ensuring that the student has no problems; (b) ensuring the school's capacity; and (c) ensuring that the student has a National Student Identification Number (NISN) card to facilitate the transfer administration process(Kusumaningrum et al., 2019) . In fact, each region has a *Standard Operating Procedure* (SOP) to control student transfers, especially external transfers.

Transfers are divided into external transfers and internal transfers. External transfers are student transfers that are commonly known to the public, namely the transfer of students from one school to another school of the same level or even with different policies or foundations. External transfers are the transfer of students from one educational institution to another educational institution that has a different system or policy from the previous one(Mulyasa, 2021) . Meanwhile, internal transfer refers to the movement of students from one class to another, such as changing majors according to the student's needs(Aryawan, 2019) .

Factors causing student transfers are classified as originating from the students themselves and the school environment (Imron, 2012). Causes of transfers originating from the students themselves include (a) laziness; (b) boredom with the school environment; (c) students' inability to adapt to lessons at the school; and (d) following their parents, such as due to job transfers, moving house, study assignments, and others. Meanwhile, those originating from the school include (a) an unattractive environment; (b) teachers frequently absent; (c) the school being closed down; and (d) school policies perceived as too burdensome for students to follow.

Character education is a conscious and systematic process of instilling, nurturing, and strengthening character values in all members of the school community (Utama, 2022) . The process of internalizing character values involves aspects of *knowledge, feeling, loving, and action*. This interpretation suggests that character education is not merely about knowledge, but also encompasses emotional aspects and personal habits (Hasanah, 2022). In

*Factors That Cause Student Dropouts and Mutations to Strengthen Student Character
at MAS Miftahul Jannah Learning Space*

Aisyah Nuramin; Khrisfison; Nelly Hastuti

relation to dropouts and transfers, character education is considered capable of strengthening students' character, so that students become accustomed to and able to manage character values such as responsibility, independence, hard work, and discipline. Thus, dropouts and transfers originating from the students themselves (internal factors) can be prevented.

Until now, research has only focused on one aspect, such as dropout or transfer. However, dropout and transfer can indicate the failure of schools to implement an effective education system. Effective education continues to support the implementation of character education. Therefore, preventing student dropout and transfer can support education in schools. This study provides a new perspective on how managing student dropouts and transfers can contribute to character building. This study aims to describe: (a) the factors that cause students to drop out and transfer at MAS Miftahul Jannah in Bengkalis Regency; (b) the school's efforts to prevent dropouts and transfers so that they contribute to strengthening student character. The results of this study aim to describe the factors experienced by MAS Miftahul Jannah in Bengkalis Regency that are related to student dropout and transfer, as well as efforts to prevent them so that has an impact on character building. Based on the factors that occur, schools can take steps to prevent student dropout and transfer, especially those that have an impact on student character building.

Methods

This research is qualitative research. Qualitative research emphasizes understanding problems based on natural, complete, holistic, and detailed realities (Murdiyanto, 2020). Natural situations are key to making discoveries (discovery oriented). The researcher does not manipulate the conditions being studied but instead allows them to unfold naturally, until a relevant discovery is made. The research method used is a case study. Case studies are used to explore an issue by collecting detailed, in-depth data from various sources of information. The cases examined are *real-life events* that are

currently ongoing, not past events (Fadli, 2021). Data collection techniques included interviews and documentation studies. Data was collected over a two-month period (March-April 2025) through semi-structured interviews. This was followed by observation and documentation studies, which involved tracing historical records such as photographs, notes, reports, and other official documents (et al., 2023).

This research was conducted at MAS Miftahul Jannah Selat Baru, Banten District, Bengkalis Regency, Riau Province. The research subjects were the principal and vice principal of student affairs. *Purposive sampling* was used to determine the subjects according to the objectives. The research object was the management of student dropouts and transfers. Data analysis techniques using the Miles and Huberman model. These techniques begin with data reduction, data display, and verification conclusions (Sugiyono, 2020). The research stages involve selecting relevant data sources, followed by collecting data through interviews and documentation studies. The data was analyzed by identifying the factors causing student dropouts and transfers, and describing the school's efforts to prevent dropouts and transfers in order to strengthen student character. Thematic analysis was used to classify and assess the data found.

Results and Discussion

Based on the data collected, the following is the data on student dropouts and transfers at MAS Miftahul Jannah Bengkalis. The data is presented for the last 5 years, starting from the 2020/2021-2024/2025 academic years.

*Factors That Cause Student Dropouts and Mutations to Strengthen Student Character
at MAS Miftahul Jannah Learning Space*

Aisyah Nuramin; Khrisfison; Nelly Hastuti

Table 1. List of Students of MAS Miftahul Jannah in 2020-2025

No	Academic Year	Grade 10	Grade XI	Grade XII	Total
1	2020/2021	16	37	21	74
2	2021/2022	15	16	37	68
3	2022/2023	20	18	17	55
4	2023/2024	26	18	15	59
5	2024/2025	27	21	15	63

(Source: Student Data from MAS Miffatahul Jannah, Bengkalis)

Table 2. Student Dropout Data at MAS Miftahul Jannah Bengkalis
for the Last 5 Years

Year	Number of Dropouts	Notes
2020/2021	0	-
2021/2022	0	-
2022/2023	2	Grade 1 and grade 3
2023/2024	0	-
2024/2025	1	Class 3

(Source: Student Data from MAS Miffatahul Jannah, Bengkalis)

Table 3. Student Transfer Data for Miftahul Jannah Bengkalis
for the past 5 years

No	Academic Year	Incoming Transfers	Outgoing Transfers
1	2020/2021	2	none
2	2021/2022	2	none
3	2022/2023	6	7
4	2023/2024	7	8
5	2024/2025	2	2

(Source: Student Data from MAS Miffatahul Jannah, Bengkalis)

Factors Causing Dropout and Transfer At Mas Miftahul Jannah Bengkalis

There are two major factors causing students at MAS Miftahul Jannah Bengkalis to drop out over the past five years (2020–2025). These dropouts are divided into two categories, namely:

- a. Dropouts due to disciplinary violations result in students being officially expelled by the madrasah for failing to meet the applicable standards of order and behaviour.
- b. Voluntary dropouts occur when students leave the madrasah of their own accord, rather than being expelled administratively by the school.

In practice, the school has established rules and regulations that all students must obey. Students who accumulate violations and reach more than 1000 violation points will be expelled from school. Students who lack discipline and commitment and are unable to adapt to madrasah rules tend to repeat violations, eventually reaching the school's tolerance limit. This practice is a form of the madrasah's commitment to strengthening students' character through quality discipline. Based on interviews with the head of the madrasah, it was found that initially, the students showed enthusiasm, motivation, and hope to continue their education. However, over time, the madrasah realised that not all students were able to maintain their initial intentions. Some students exhibited changes in attitude and behaviour that led to the risk of dropping out of school. These changes were influenced by various factors, particularly their social environment and social conditions that affected their discipline, such as frequent tardiness or unexcused absences.

The school emphasises that there are no special punishment programs for students who violate the rules. The approach used is educational and persuasive. This is based on the belief that students who have chosen to continue their education at the Aliyah level have the intention and hope to complete it. Therefore, the madrasah places more emphasis on character building and motivation, rather than on imposing sanctions.

*Factors That Cause Student Dropouts and Mutations to Strengthen Student Character
at MAS Miftahul Jannah Learning Space*

Aisyah Nuramin; Khrisfison; Nelly Hastuti

The main causes of dropouts at MAS Miftahul Jannah can be attributed to internal and external factors. As explained above, students drop out because they are unable to adapt to the rules and regulations that apply at school. Internal factors include the school being considered uninteresting, which leads to a lack of interest, a lack of impact, and a tendency to feel lazy about going to school. Laziness leads to addiction, because laziness makes students irresponsible in fulfilling their obligations as students(Kholidah & Widjayatri, 2025) . In addition, low student interest in attending school is caused by environmental factors such as low levels of education and public awareness of the importance of education(Assa et al., 2022) . Schools need to communicate and collaborate, especially with parents, particularly if students are identified as having learning difficulties due to low cognitive abilities. Through such collaboration, parents play a role in providing motivation and assisting students in supporting the educational process.

Furthermore, regarding student transfers, MAS Miftahul Jannah Bengkalis has been conducting both incoming and outgoing student transfers. Student transfers carried out by the school are in accordance with government policy. Terms and conditions for student transfers. Incoming student transfers to MAS Miftahul Jannah generally occur due to different backgrounds and learning experiences at their previous institutions. Most students who transfer to MAS Miftahul Jannah come from two main groups: first, students who previously studied at Islamic boarding schools, and second, students who come from public schools, such as high schools and vocational schools.

For students who previously attended Islamic boarding schools, the main reason they transferred to MAS Miftahul Jannah was that they were unable to adjust to the boarding school environment. Most of the students came from elementary or junior high schools in the public school system and experienced difficulties when they entered the Islamic boarding school. Islamic boarding schools are typically filled with religious learning activities and strict rules. The intense learning activities, especially in the field of

*Factors That Cause Student Dropouts and Mutations to Strengthen Student Character
at MAS Miftahul Jannah Learning Space*

Aisyah Nuramin; Khrisfison; Nelly Hastuti

religion, as well as the obligation to live in the dormitory, made students feel depressed and uncomfortable. This condition led them to finally decide to leave the boarding school and choose MAS Miftahul Jannah as a place to continue their education. At MAS Miftahul Jannah, students feel more able to follow lessons and are more comfortable psychologically because the learning system is not as intense as in boarding schools. Meanwhile, students who come from public schools such as SMA and SMK also have their own reasons. Students generally choose to transfer to MAS Miftahul Jannah because they cannot stand the disciplinary system at their previous school. These public schools usually have fairly strict rules, especially in terms of attendance, uniforms, order, and behaviour in class. For some students, these rules make them feel restricted and unsuited to their interests and needs. As a result, they look for schools that are considered more flexible to their needs but still of high quality, and MAS Miftahul Jannah is one of their choices.

Thus, the main reason for transferring to MAS Miftahul Jannah is the student's incompatibility with the education system at their previous school. This could be due to academic pressure and a boarding school environment that is too demanding, or an inability to adjust to the strict discipline at public schools. Students felt that MAS Miftahul Jannah was a more suitable place because it offered a more balanced learning environment, both academically and in terms of a more humane approach to discipline.

Furthermore, the transfer of MAS Miftahul Jannah students to other schools is generally caused by external factors. Students follow their parents' relocation. One of the most common reasons for student transfers is that parents have to move to another area. Relocation occurs due to work, family matters, or other personal reasons. This relocation of parents has a direct impact on the continuity of students' education. This is because the distance to school becomes too far or impossible to travel every day. Parents decide to transfer their children to another school that is closer to their new place of residence. Therefore, the main reason for transferring out of MAS Miftahul

Jannah is not due to dissatisfaction with the school environment or culture, but rather the necessity to follow the family's relocation.

School Efforts to Prevent Dropouts and Student Transfers at Mas Miftahul Jannah in Bengkalis Regency.

MAS Miftahul Jannah Bengkalis has made several efforts to reduce student dropout rates. The school's efforts are carried out in stages so that students do not drop out of school. The school does this systematically, purposefully, and responsibly, because if students drop out, it will threaten their future. The following are the efforts made by the school to prevent student dropouts:

1. Monthly attendance monitoring: Madrasah routinely evaluates student attendance through monthly attendance lists. If a student is found to be absent without explanation, immediate follow-up action is taken.
2. Follow-up by homeroom teachers: The first step is to call the homeroom teacher to provide guidance and find out the cause of the student's behavior.
3. Follow-up by the student affairs representative: If there is no change after guidance by the homeroom teacher, the student will be summoned by the student affairs representative for further guidance.
4. Coordination with parents: If violations continue to recur, the school will invite parents to discuss and find solutions together, involving the homeroom teacher and student affairs staff.
5. Special guidance and monitoring: After coordination, the student concerned will continue to receive guidance and be subject to special monitoring by the homeroom teacher and student affairs representative. This step is taken to prevent negative actions from recurring.

The school involves parents through intensive communication. As for students who are at risk of dropping out due to disciplinary violations, the school has previously taken the following measures:

1. Recapitulation and First Summons. When a student has accumulated 300 violation points, the school will take initial action by summoning the parents. The purpose of this summons is to convey the problems experienced by the student at school. At this stage, a First Warning Letter (SP) is also given, with the hope that the student will not repeat the same mistake.
2. Further Assistance and Evaluation. After the first warning letter is issued, the madrasah continues to monitor and provide feedback to parents regarding the student's behaviour and discipline. If violations are still found and the student's attitude does not change, the guidance process continues.
3. Issuance of the Second Warning Letter. If the accumulated violation points increase to 500 points, the madrasah will summon the student's parents for a second time. During this meeting, the madrasah will issue a Second Warning Letter (SP II) as a continuation of the disciplinary guidance process.
4. Issuance of a Third Warning Letter and Dropout. If violations continue until a total of 1000 points is reached, the madrasah will issue a third summons to the parents. At this stage, a Third Warning Letter (SP III) will be issued, and the student will be returned to their parents, which administratively means that the student is declared to have dropped out (left the madrasah).

This procedure is carried out by taking into account the principles of guidance, a persuasive approach, and the involvement of parents at every stage, so that the final decision of expulsion is truly a last resort after maximum efforts at improvement have been made. Teacher involvement as role models is needed to prevent dropouts. Teachers can be empowered in student guidance and development activities. Student guidance and development activities, such as activities that optimally nurture and develop students' talents, interests, and abilities (Mangenre et al., 2024) .

Extracurricular and intracurricular activities are needed so that students can choose a variety of activities that support their talents, interests, and abilities.

Schools should optimise special school services, particularly Guidance and Counselling (BK) services, to prevent dropouts. BK services are carried out as a preventive measure against dropouts. Orientation and classical services are forms of services that can be provided by BK teachers in collaboration with other teachers, parents, and school partnerships (Cholid et al., 2022). Furthermore, school orientation needs to be carried out as a form of introduction to the school, both the physical and social environments of the institution. This introduction includes students getting to know the learning curriculum, extracurricular activities, school administration, school rules, teachers and educational staff, senior students, and others who support students while at school (Ibrahim et al., 2023) . Thus, students do not experience culture shock with their new school environment and can adapt more easily.

The transfer of students at MAS Miftahu Jannah is carried out in accordance with applicable laws and regulations. These guidelines are based on Law No. 20 of 2003 concerning the National Education System, Government Regulation No. 17 of 2010 concerning the Management and Implementation of Education, Ministerial Regulation No. 51 of 2018 concerning the Admission of New Students, and other regional regulations. These guidelines include strict administrative procedures, such as the use of online transfer features, the transfer of National Student Identification Numbers (NISN), and the completion of administrative documents such as transfer letters, academic reports, and letters of reference from relevant institutions. These provisions indicate that transfers are not only a matter of the physical movement of students, but also concern the regularity of data and the legality of the transfer process.

The school carries out the transfer process gradually and through initial consultation with the students' parents. In addition, the school also

requests important documents such as a transfer letter from the original school and processes the administration of transferring student data to the new school system. This reinforces the theory that the transfer process must be accompanied by verification and completeness of documents so that the student's status is administratively valid. The transfer process involves several parties, such as the original school, the destination school, the education office, and the student's parents. The purpose of involving these parties is so that the student transfer process can run in accordance with the provisions and without administrative problems (Astuti et al., 2025). The stages of implementing the student transfer system are the student transfer request, verification of student transfer documents, and recording of student transfers (Choirunniswah et al., 2024).

Specifically for incoming transfers, students who continue to the next level. The school has established a special policy for new students, namely a 30-day trial period. MAS Miftahul Jannah provides a trial period for transfer students to assess their ability to adapt to the new school environment. This policy is expected to be in line with educational principles that take into account the psychological and social readiness of students.

Teachers at the school are empowered to assist transfer students at the beginning of their transfer. This effort is made to provide special attention, especially in introducing the social environment and adapting to learning in a new school. This shows an effort to build positive relationships and create a friendly learning atmosphere, in line with the theory that initial acceptance greatly determines the success of student adaptation. The role of mentoring has an impact on student growth and learning development. Teacher mentoring is also an obligation to influence student development (Rosidah et al., 2020).

Student management contributes to addressing student dropout and transfer issues. The main role of student management in reducing student dropout and transfer rates is to build harmonious and positive relationships with students, such as creating an environment that supports and motivates

students to complete their education(Mangenre et al., 2024).To achieve this environment, there needs to be total involvement as part of the school's efforts to improve teaching quality through innovation in learning, motivating students to learn, and requiring educators to improve their services to both students and parents (Solechan & Setiawan, 2021).

Character Building to Prevent Dropout and Student Transfers

Character can simply be defined as a person's nature, morals, or personality. Based on the factors causing student dropouts and transfers, which originate from internal factors, it is necessary for students to have a responsible, disciplined, and hard-working character. A student's character will influence their learning conditions. The character education currently being pursued aims to create superior human resources with eighteen character values, some of which have been mentioned (Kemendikdasmen, 2025) . Strengthening character education is integrated into curricular and extracurricular programs, which are the domain of student management development (Gestiardi & Suyitno, 2021)

Discipline is the willingness to obey certain rules (a system of rules). The function of discipline itself is to organise life, build character, and train individuals to become people who value time and are responsive (Kinteki & Utomo, 2023). By strengthening the character of discipline, students are accustomed to valuing time and being sensitive to situations and conditions. One of the causes of disciplinary violations is the lack of student awareness about the importance of discipline and weak supervision from the school. Therefore, schools need to increase the involvement of school elements such as teachers, students, and parents in enforcing school rules. In addition, teachers need to receive special training to deal with students who violate rules with a humanistic and educational approach (Sofiati & Pratikno, 2024). Until now, the imposition of sanctions has been more aimed at making students feel deterred by the punishment, but schools have not ensured that

discipline and sanctions can make students aware and strengthen their character.

The next character education values are hard work and responsibility. Hard work is an obligation for every individual to achieve success in their life phase. Hard work itself means sincerity in doing something tirelessly, and not stopping before achieving it. If hard work is not done, then those goals will not be achieved. Hard work needs to be supported by motivation, so that students understand the direction of the struggle that must be done. Teachers play a role in motivating students, because motivation will have an impact on student achievement (Rohana et al., 2022). Responsibility teaches students to be accustomed to understanding their obligations and trained in accepting risks. Hard work and responsibility are carried out in tandem as character values that prevent student dropouts and transfers. Students are aware, accustomed, and sensitive in understanding their responsibilities. Thus, students are not prone to becoming individuals who are discouraged by circumstances and have the responsibility to become well-rounded individuals in the future.

Currently, the government has established a character-building policy with the 7KAIH habit, which consists of waking up early, praying, exercising, and going to bed early. The 7KAIH habit aims to develop positive character traits that can increase productivity, quality of life, and overall well-being (Rofiqi et al., 2025). The 7KAIH habits help students understand responsibility and discipline in student life. These habits are expected to guide students toward recognising the importance of a quality lifestyle, thereby reducing dropout rates and transfers, particularly those caused by internal factors.

Conclusion

The factors causing student dropouts at MAS Miftahul Jannah are internal factors. Students feel uninterested or lack motivation, which leads to misbehavior. Students who violate school rules are punished for their

violations. This ultimately causes students to become less motivated and confident at school. Of their own volition, students choose to drop out of school. Schools can prevent this by getting to know the students' environment and creating humanistic school programs, such as implementing positive discipline in support of child-friendly school programs. High dropout rates will lead to waste. This study highlights that managing school dropouts and student transfers through a character-based discipline system contributes to students' moral, social, and academic resilience. Further research is recommended to explore a broader sample in other Islamic schools, particularly at the secondary level.

References

- Anwar, Y., Hadju, V., & Rambulangi. (2022). Faktor-faktor penyebab putus sekolah usia 12-18 tahun di Polobangkeng Utara, Kabupaten Talakar. *Jurnal Kebidanan Malakbi*, 3(2), 80–86. <https://doi.org/10.33490/b.v3i2.690>
- Ardiansyah, Risnita, & Jailani, M. S. (2023). Teknik pengumpulan data dan instrumen penelitian ilmiah pendidikan pada pendekatan kualitatif dan kuantitatif. *IHSAN Jurnal Pendidikan Islam*, 1(2), 1–9. <https://doi.org/10.61104/ihsan.v1i2.57>
- Aryawan, I. W. (2019). Peningkatan kualitas pelayanan pendidikan melalui optimalisasi penerapan manajemen peserta didik. *Jurnal Ilmiah Ilmu Sosial*, 5(1), 35–45. <https://doi.org/10.23887/jiis.v5i1.18778>
- Assa, R., Kawung, E. J. R., & Lumintang, J. (2022). Faktor penyebab anak putus sekolah di Desa Sonuo Kecamatan Bolangitang Barat Kabupaten Bolaang Mongondo. *Jurnal Ilmiah Society*, 2(1), 1–12.
- Astuti. (2021). Manajemen peserta didik. *Manajemen Pendidikan Islam*, 11(2), 113–114. <https://doi.org/10.35673/ajmpi.v11i2.2136>
- Astuti, M., Hidayat, & Vitaloka, R. (2025). Pelaksanaan mutasi peserta didik di SMP Negeri 50 Palembang. *PESHUM Jurnal Pendidikan, Sosial, Dan Humaniora*, 4(4), 6069–6073. <https://doi.org/10.56799/peshum.v4i4.9302>
- Choirunniswah, Ibrahim, & Febriayana, T. (2024). Pelaksanaan sistem mutasi peserta didik di SMP Muhammadiyah 4 Palembang. *Journal of Law, Administration, and Social Science*, 4(4), 624–631. <https://doi.org/10.54957/jolas.v4i4.852>
- Cholid, N., Marsudi, M. S., & Afiya. (2022). Upaya guru bimbingan dan konseling terhadap kasus putus sekolah selama pandemi COVID-19 di Sekolah Menengah Kejuruan Provinsi Kepulauan Bangka Belitung.

- Scientia Jurnal Hasil Penelitian*, 7(2), 95–106.
<https://doi.org/10.32923/sci.v7i02.2706>
- Fadli, M. R. (2021). Memahami desain metode penelitian kualitatif. *Humanika, Kajian Ilmiah Mata Kuliah Umum*, 21(1), 33–54.
<https://doi.org/10.35673/ajmpi.v11i2.2136>
- Gestiardi, R., & Suyitno. (2021). Penguatan pendidikan karakter tanggung jawab sekolah dasar di era pandemi. *Jurnal Pendidikan Karakter*, 12(1), 1–11. <https://doi.org/10.21831/jpk.v0i1.39317>
- Hasanah, M. (2022). Implementasi nilai pendidikan karakter dalam pembelajaran IPS. *Edukatif*, 8(1), 27–37.
- Ibrahim, Zulpawinda, F., & Bahari, I. (2023). Internalisasi nilai karakter pada kegiatan orientasi peserta didik baru. *Journal of Education Research (JCSR)*, 1(4), 158–200.
<https://doi.org/10.55606/jcsrpolitama.v1i4.2234>
- Imron, A. (2012). Manajemen peserta didik berbasis sekolah. Bumi Aksara.
- Kemendikdasmen. (2025). Panduan penerapan tujuh kebiasaan anak indonesia hebat untuk guru dan satuan pendidikan pada pendidikan sekolah dasar.
- Khairani, A., Hakiki, N. I., & Yopan, M. (2025). Analisis faktor penyebab angka putus sekolah di tingkat SD dan SMP di Papua: Kajian Studi Pustaka Berbasis Teori Struktural. *JlIP (Jurnal Ilmiah Ilmu Pendidikan)*, 8(1), 45–51. <https://doi.org/10.54371/jiip.v8i1.6510>
- Kholidah, K. A., & Widjayatri, R. (2025). Identifikasi penyebab anak putus sekolah: Studi literatur. *Jurnal Jendela Cakrawala*, 1(1), 8–16.
- Kinteki, R. C., & Utomo, A. C. (2023). Penanaman pendidikan karakter disiplin dan kerja keras melalui ekstrakurikuler drum band. *Jurnal Dinamika Manajemen Pendidikan*, 1(1), 32–39.
<https://doi.org/10.26740/jdmp.v4n1.p1-10>
- Kusumaningrum, D. E., Benty, D. D. E., & Gunawan, I. (2019). Manajemen peserta didik (Cet. 1). Rajawali Pres.
- Lestari, S. P., Dewi, R. S., & Junita, A. R. (2024). Menumbuhkan kreativitas tanpa batas: Strategi inovatif sekolah dalam mengembangkan karakter kreatif siswa. *AINARA Journal*, 5(3), 358–364.
- Magfirah, D. A. (2019). Faktor-faktor penyebab siswa putus sekolah tingkat SMA/SMK Negeri di Kota Mataram. *Jurnal Kebijakan Pendidikan*, 8(3), 215–222. <http://dx.doi.org/10.21831/sakp.v8i3.15862>
- Mangenre, M. F., Kadir, A., & Makkarateng, M. Y. (2024). Peran manajemen kesiswaan dalam mengatasi dropout peserta didik. *Ekspose Jurnal Penelitian Hukum Dan Pendidikan*, 23(1), 86–95.
<https://doi.org/10.30863/ekspose.v23i1.6832>
- Mulyasa, E. (2021). Manajemen berbasis sekolah. Remaja Rosdakarya.

- Murdiyanto, E. (2020). Metode penelitian kualitatif. LPPM UPN Veteran Yogyakarta Press.
- Ridwan, I., & Momo, A. H. (2019). Faktor penyebab anak putus sekolah (studi kasus di Desa Mapila Kecamatan Kabaena Utara Kabupaten Bombana). *SELAMI IPS*.
- Rofiqi, A., Purwanti, M. E., & Khoiriyah, H. (2025). Penguatan karakter peserta didik melalui tujuh kebiasaan anak Indonesia hebat untuk menyongsong generasi emas Indonesia 2045. *Jurnal Ilmiah Profesi Pendidikan*, 10(3), 2502–7069.
- Rohana, Siregar, S. T., & Said. (2022). Analisis pendidikan karakter, kerja keras, mandiri, dan toleransi siswa SD. *CITIVAS*, 8(1), 54–64.
- Rosidah, Ma'aruf, M., & Machfud, M. (2020). Pendampingan pembelajaran serta upaya peningkatan fasilitas pendidikan di Desa Kraton pada masa pandemi COVID-19. *Al Khidmat Jurnal Ilmiah Pengabdian Kepada Masyarakat*, 3(2). <https://doi.org/10.15575/jak.v3i2.9585>
- Safitri, S. I. (2019). Strategi kebijakan pengurangan angka dropout pada sekolah menengah atas di Kabupaten Bantul. *Jurnal Kebijakan Pendidikan*, 8(2), 115–122.
- Sho'Ida, M. A., Musyafi'a, Z., & Sari, N. R. (2024). Pengelolaan dropout dan mutasi peserta didik. *Departemen Administrasi Pendidikan Universitas Negeri Malang*, 217–223.
- Sinaga, F. T., & Supsilani. (2024). Problematika kemunduran sekolah swasta (studi kasus pada SMA swasta Medan Putri sebagai sekolah favorit di Kota Medan. *Jurnal Penelitian Pendidikan Sosial Humaniora*, 9(1), 34–42. <https://doi.org/10.32696/jp2sh.v9i1.2422>
- Sofiati, R., & Pratikno, A. S. (2024). Peranan tata tertib sekolah dalam membentuk kedisiplinan siswa di Sekolah Dasar: Studi Kasus pada UPTD SD KAMAL 2. *Jurnal Pendidikan Tambusai*, 8(3), 4320–4348.
- Solechan, & Setiawan, A. (2021). Implementasi manajemen peserta didik dalam peningkatan mutu Madrasah di MTs Rahmat Selorejo Mojowarno. *Urwatul Wutsqo Jurnal Studi Kependidikan Dan Keislaman*, 10(2), 191–202. <https://doi.org/DOI:%2520https://doi.org/10.54437/juw>
- Sugiyono. (2020). Metode penelitian kualitatif untuk penelitian yang bersifat eksploratif, enterpretif, interaktif, dan konstruktif (Cetakan 3). ALFABETA.
- Sumampow, F. Z. (2024). Buku ajar manajemen pendidikan. Selat Media Patners.
- Suprastowo, P. (2024). Kontribusi bantuan siswa miskin terhadap keberlangsungan dan keberlanjutan pendidikan siswa. *Jurnal Pendidikan Dan Kebudayaan*, 20. <https://doi.org/10.24832/jpnk.v20i2.135>

*Factors That Cause Student Dropouts and Mutations to Strengthen Student Character
at MAS Miftahul Jannah Learning Space*

Aisyah Nuramin; Khrisfison; Nelly Hastuti

- Taufik, A. (2020). Analisis kegagalan siswa dalam menempuh pendidikan di sekolah. *Jurnal Pendidikan Dan Pembelajaran*, 4(3), 537–545.
<https://doi.org/10.23887/jipp.v4i3.23989>
- Utama, M. M. (2022). Method of habituation pillars character building student in COVID era. *At-Tarbawi: Jurnal Pendidikan, Sosial, Dan Kebudayaan*, 9(1), 130–147.
<https://doi.org/https://doi.org/10.32505/tarbawi.v9i1.4242>
- Widiasanti, I., Abdul, A. V., & Arlita, A. U. (2023). Ancaman melawan putusa sekolah dengan dilema kualitas pendidikan Indonesia. *Jurnal Ilmu Sosial Dan Pendidikan*, 7(3), 2118–2126.
<http://dx.doi.org/10.58258/jisip.v7i3.5228>

***Factors That Cause Student Dropouts and Mutations to Strengthen Student Character
at MAS Miftahul Jannah Learning Space***

Aisyah Nuramin; Khrisfison; Nelly Hastuti