



## **The Education Office's Strategy for Reducing the Dropout Rate in Bintan Regency by 2025: A Case Study of East Bintan Subdistrict**

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### **Abstract**

*School dropout remains a significant challenge to educational equity and human resource development, particularly at the local level. This study aims to analyze the strategy of the Bintan Regency Education Office in reducing school dropout rates in East Bintan District. A qualitative descriptive approach was employed, with data collected through interviews and documentation involving education officials, school principals, guidance and counseling teachers, parents, and school dropout children. Data were analyzed through data reduction, data display, and conclusion drawing. The analysis employed J. Kooten's strategic framework, consisting of organizational strategy, program strategy, supporting resource strategy, and institutional strategy. The findings indicate that the Education Office has implemented its strategy through policy formulation, Out-of-School Children identification, educational assistance, PIP and BOS programs, counseling services, home visits, equivalency education through PKBM, and stakeholder coordination. However, implementation remains constrained by socioeconomic conditions, limited parental awareness, low student motivation, difficulties in reaching dropout children, and insufficient inter-institutional coordination. The study concludes that stronger data management, continuous mentoring, parental involvement, resource optimization, and cross-sectoral collaboration are required to improve the effectiveness and sustainability of dropout reduction programs in East Bintan District.*

**Keywords:** school dropout, educational strategy, local government, educational policy, East Bintan District.



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## **INTRODUCTION**

Education is a fundamental instrument for human capital development, as it contributes significantly to improving quality of life, economic productivity, and sustainable social development. Numerous studies have emphasized that equitable access to education is a key indicator in achieving the Sustainable Development Goals (SDGs), particularly Goal 4 on quality education and Goal 10 on reducing inequalities. Nevertheless, many developing countries continue to face persistent challenges related to school dropout, which limits equal educational opportunities and adversely affects both social welfare and long-term economic development (UNESCO, 2023; United Nations, 2023). These circumstances highlight the necessity of comprehensive public policies and strategic interventions to ensure that every citizen has equitable access to quality education.

School dropout is a multidimensional phenomenon that cannot be explained solely by economic constraints but also by the interaction of social, cultural, institutional, and policy-related factors. Previous studies have identified household poverty, limited access to educational services, inadequate parental support, low learning motivation, and unfavorable social environments as the primary determinants influencing students' decisions to discontinue their education before completing compulsory schooling (UNESCO, 2022; UNICEF, 2021). At the institutional level, the effectiveness of government efforts to reduce school dropout rates largely depends on policy implementation, inter-agency coordination, resource availability, and active community participation in supporting educational continuity. Therefore, developing well-designed and evidence-based strategies is essential for addressing the root causes of school dropout and improving educational participation across regions.

Indonesia has made considerable progress in expanding access to education through compulsory education policies, financial assistance programs, and educational decentralization. Despite these achievements, school dropout remains a significant educational challenge, particularly in regions characterized by socioeconomic disparities and unequal access to public services. National evidence indicates that economic hardship, geographical barriers, limited parental involvement, and insufficient institutional support continue to hinder students from completing their basic education (World Bank, 2023; OECD, 2023). Consequently, reducing school dropout has become one of the government's strategic priorities for improving educational equity and strengthening human capital development.

The issue of school dropout is also evident in Bintan Regency, Riau Islands Province, where East Bintan District recorded the highest number of school dropout cases in 2025. According to data from the Bintan Regency Education Office, a total of 277 students dropped out of school in East Bintan, consisting of 113 elementary school students and 164 junior secondary school students, indicating that this district experiences a more serious educational challenge than other districts within the regency. These figures demonstrate that a considerable number of school-age children remain unable to complete compulsory education despite various government interventions designed to improve educational participation. Therefore, East Bintan District represents an important empirical setting for examining the effectiveness of local government strategies in reducing school dropout rates and ensuring educational continuity.

To address the issue of school dropout, the Bintan Regency Education Office has implemented various intervention programs, including the identification of Out-of-School Children (OSC), educational financial assistance, equivalency education through Community Learning Activity Centers (Pusat Kegiatan Belajar Masyarakat or PKBM), counseling services, and collaborative initiatives involving schools, parents, and village governments. These programs demonstrate the local government's commitment to expanding educational access and ensuring that children who have discontinued their education are provided with opportunities to return to formal or non-formal learning pathways. However, the implementation of these initiatives continues to encounter substantial challenges, such as socioeconomic vulnerability, limited parental awareness regarding the importance of education, inadequate monitoring systems, and difficulties in reaching children who are at high risk of permanent educational exclusion. These implementation barriers suggest that policy interventions require stronger institutional coordination, more efficient resource allocation, and continuous monitoring to achieve sustainable reductions in school dropout rates.

Previous studies have extensively examined school dropout from perspectives such as socioeconomic determinants, educational inequality, parental involvement, and government intervention. Although these studies provide valuable insights into the causes and consequences of school dropout, relatively few have specifically investigated the strategic role of local education authorities using J. Kooten's strategic management framework, particularly within the context of Bintan Regency. Furthermore, most existing research emphasizes the identification of dropout factors rather than comprehensively evaluating how organizational strategy, program implementation, resource mobilization, and institutional collaboration interact to improve educational outcomes. Therefore, this study seeks to address this research gap by providing a comprehensive analysis of the strategic efforts undertaken by the Bintan Regency Education Office to reduce school dropout in East Bintan District through the analytical lens of J. Kooten's strategic management theory.

## **RESEARCH METHODS**

This study employed a qualitative research approach with a descriptive design to explore the strategies implemented by the Bintan Regency Education Office in reducing the school dropout rate in East Bintan District. A qualitative approach was selected because it enables an in-depth understanding of organizational strategies, policy implementation, and stakeholder experiences within their natural context. The research was conducted at the Bintan Regency Education Office, with the primary focus on analyzing organizational strategy, program strategy, supporting resource strategy, and institutional strategy based on J. Kooten's strategic management framework. Data were collected through semi-structured interviews and document analysis involving key stakeholders directly engaged in the implementation of school dropout reduction programs.

The participants were selected using purposive sampling to ensure that all informants possessed relevant knowledge and practical experience regarding the implementation of educational policies. The informants included officials from the Bintan Regency Education Office, school principals, guidance and counseling teachers, parents, and school dropout children. The collected data were analyzed using the interactive model of data analysis, which consists of data reduction, data display, and conclusion drawing to identify patterns and relationships among the findings. To ensure the trustworthiness of the study, data credibility was strengthened through source triangulation and cross-validation of interview findings with official documents and supporting records.

## RESULTS AND DISCUSSION

### Organizational Strategy

The organizational strategy implemented by the Bintan Regency Education Office constitutes the primary foundation for reducing school dropout rates in East Bintan District. According to the findings, the Education Office has established strategic objectives aligned with regional educational development policies, emphasizing equal educational access, compulsory education, and the reduction of out-of-school children. These objectives have been translated into institutional programs that prioritize early identification of students at risk of dropping out and strengthen collaboration among educational stakeholders. Such strategic orientation demonstrates that organizational commitment is essential for ensuring that educational policies are transformed into practical interventions capable of addressing local educational challenges (David, 2019).

The interviews revealed that organizational planning is conducted systematically through annual work plans, educational performance indicators, and continuous coordination among departments within the Education Office. Informants emphasized that every educational unit is required to report students who are potentially at risk of dropping out so that preventive actions can be implemented before students permanently discontinue their education. This preventive mechanism reflects an organizational approach that prioritizes early intervention rather than reactive policy implementation. Similar findings were reported by Hidayat et al. (2024), who argued that organizational planning and institutional commitment significantly influence the effectiveness of school dropout prevention programs.

Furthermore, the Education Office has integrated national educational priorities with local governmental policies to ensure consistency between central and regional development agendas. The implementation of compulsory education programs, educational assistance, and monitoring systems illustrates how organizational objectives are translated into operational activities. This institutional alignment strengthens policy coherence and facilitates collaboration among schools, local governments, and community organizations. According to David (2019), strategic alignment between organizational goals and operational activities is a prerequisite for achieving sustainable organizational performance.

Although organizational policies have been formulated comprehensively, the findings indicate that several structural challenges continue to hinder policy implementation. Limited parental awareness regarding the importance of education, socioeconomic constraints, and insufficient educational monitoring remain major obstacles preventing some children from completing compulsory education. Consequently, organizational effectiveness depends not only on institutional planning but also on external environmental factors that influence policy implementation. This finding is consistent with Aswar et al. (2025), who concluded that local government strategies require strong community engagement to effectively reduce school dropout rates.

**Table 1. Organizational Strategy Implemented by the Bintan Regency Education Office**

| Strategic Component   | Implementation Findings                                       | Expected Contribution            |
|-----------------------|---------------------------------------------------------------|----------------------------------|
| Organizational Vision | Aligning educational policies with regional development goals | Improve educational access       |
| Strategic Planning    | Annual educational work plans and performance indicators      | Strengthen policy implementation |
| Early Identification  | Reporting students at risk of                                 | Prevent permanent school         |

|                            |                                                            |                               |
|----------------------------|------------------------------------------------------------|-------------------------------|
|                            | dropping out                                               | dropout                       |
| Institutional Coordination | ollaboration among schools, villages, and Education Office | Enhance policy effectiveness  |
| Monitoring System          | Periodic evaluation of educational programs                | Improve policy sustainability |

The findings presented in Table 1 indicate that the organizational strategy adopted by the Bintan Regency Education Office is structured around clear institutional objectives, systematic planning, preventive interventions, inter-institutional coordination, and continuous monitoring. These strategic components demonstrate that the organization has attempted to establish an integrated management system to reduce school dropout rates in East Bintan District. Among these components, early identification of students at risk of dropping out emerged as one of the most critical preventive mechanisms because it enables schools and educational authorities to intervene before students permanently leave the education system. Such an approach supports the argument that organizational effectiveness depends on the capacity of institutions to transform strategic planning into measurable educational outcomes (David, 2019).

The implementation of organizational strategies also reflects the application of J. Kooten's strategic management framework, particularly the organizational strategy dimension that emphasizes the formulation of vision, mission, objectives, and institutional direction. The Education Office has translated these strategic principles into operational policies through annual planning, educational performance indicators, and institutional coordination involving schools and local government agencies. These findings suggest that strategic management is not limited to policy formulation but also encompasses the institutional capacity to ensure policy implementation across multiple administrative levels. Therefore, organizational commitment becomes an essential determinant of successful educational governance and sustainable school dropout reduction.

The present findings corroborate previous studies demonstrating that strong organizational leadership significantly contributes to the effectiveness of educational intervention programs. Hidayat et al. (2024) reported that consistent organizational planning and active institutional coordination improved the implementation of school dropout prevention programs in Tangerang Regency. Likewise, Andayani et al. (2021) found that local governments capable of integrating planning, supervision, and stakeholder participation achieved better educational outcomes than institutions relying solely on financial assistance. These similarities indicate that organizational strategy functions as the central mechanism linking educational policies with practical implementation in local contexts.

Nevertheless, the findings also reveal several limitations that require further institutional improvement. Although strategic planning has been established systematically, socioeconomic disparities, inadequate parental awareness, and inconsistencies in educational monitoring continue to affect policy effectiveness. Similar implementation challenges have been documented by Sulistriani (2021), Lorensa et al. (2024), Septia (2025), and Ryana et al. (2023), who concluded that organizational commitment alone is insufficient unless accompanied by continuous community participation, accurate educational databases, and sustainable inter-agency collaboration. Consequently, organizational strategies should be complemented by adaptive management approaches capable of responding to dynamic educational challenges and local socioeconomic conditions.

Overall, the organizational strategy implemented by the Bintan Regency Education Office demonstrates that institutional planning has provided a solid foundation for reducing school dropout rates in East Bintan District. The integration of strategic objectives, preventive educational policies, stakeholder coordination, and monitoring mechanisms illustrates a comprehensive governance approach consistent with contemporary strategic management theory. Although several implementation barriers remain, the organizational framework has enabled the Education Office to establish systematic interventions aimed at improving educational participation and preventing permanent school dropout. Therefore, strengthening organizational capacity, expanding institutional collaboration, and improving evidence-based policy evaluation will be essential for enhancing the long-term effectiveness and sustainability of school dropout reduction initiatives, consistent with the findings of Thalib and Hermansyah (2025), Fadel et al. (2025), Suhaema (2025), and Limbong et al. (2025).

### Program Strategy

Program strategy represents the operational dimension through which organizational objectives are translated into concrete educational interventions. The findings indicate that the Bintan Regency Education Office has implemented several strategic programs designed to reduce school dropout rates, including the identification of Out-of-School Children (OSC), the Smart Indonesia Program (Program Indonesia Pintar/PIP), School Operational Assistance (BOS), educational equipment assistance, counseling services, home visits, and equivalency education through Community Learning Activity Centers (PKBM). These initiatives demonstrate that the Education Office has adopted a comprehensive approach that combines preventive, corrective, and rehabilitative measures to ensure educational continuity for vulnerable children. Such a multidimensional strategy reflects the importance of integrating educational assistance with social intervention to minimize educational exclusion.

Interview findings revealed that the OSC identification program serves as the initial stage of intervention by enabling schools and local authorities to identify children who have discontinued their education or are at high risk of dropping out. Once identified, these children are referred to appropriate educational services through formal schools or non-formal education institutions, depending on their educational circumstances. Informants emphasized that this systematic identification process facilitates early intervention and improves coordination among schools, local governments, and parents. Similar observations were reported by Ryana et al. (2023), who argued that accurate educational databases significantly enhance the effectiveness of school dropout intervention programs.

Financial assistance programs, particularly the Smart Indonesia Program and School Operational Assistance, also constitute essential components of the program strategy. These initiatives are intended to reduce financial barriers that often prevent students from continuing their education, especially among economically disadvantaged households. According to the respondents, financial assistance has enabled many students to remain enrolled in school despite experiencing socioeconomic difficulties. This finding supports UNESCO (2023), which emphasizes that targeted financial support is one of the most effective policy instruments for improving educational participation among vulnerable populations.

Counseling services and home visit programs further strengthen the effectiveness of educational interventions by addressing non-economic factors associated with school dropout. Guidance and counseling teachers regularly communicate with students and parents to identify academic, psychological, and social problems affecting educational participation. Home visits provide opportunities for schools to better understand family conditions and encourage parents to support their children's educational continuity. Consequently, these interventions illustrate that successful school dropout prevention requires not only financial assistance but also continuous psychosocial support and community engagement.

**Table 2. Implementation of Program Strategies for School Dropout Reduction**

| Program                                     | Primary Objective             | Implementation Outcome                |
|---------------------------------------------|-------------------------------|---------------------------------------|
| Out-of-School Children (OSC) Identification | Identify students at risk     | Early educational intervention        |
| Smart Indonesia Program (PIP)               | Reduce financial barriers     | Increased school retention            |
| School Operational Assistance (BOS)         | Support educational costs     | Improved access to education          |
| Counseling Services                         | Strengthen student motivation | Reduced dropout risk                  |
| Home Visits                                 | Enhance parental involvement  | Better communication with families    |
| PKBM Equivalency Education                  | Reintegrate dropout children  | Alternative educational opportunities |

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strategic components demonstrate that the organization has attempted to establish an integrated management system to reduce school dropout rates in East Bintan District. Among these components, early identification of students at risk of dropping out emerged as one of the most critical preventive mechanisms because it enables schools and educational authorities to intervene before students permanently leave the education system. Such an approach supports the argument that organizational effectiveness depends on the capacity of institutions to transform strategic planning into measurable educational outcomes (David, 2019).

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The findings also reveal several limitations that require further institutional improvement. Although strategic planning has been established systematically, socioeconomic disparities, inadequate parental awareness, and inconsistencies in educational monitoring continue to affect policy effectiveness. Similar implementation challenges have been documented by Sulistriani (2021), Lorensa et al. (2024), Septia (2025), and Ryana et al. (2023), who concluded that organizational commitment alone is insufficient unless accompanied by continuous community participation, accurate educational databases, and sustainable inter-agency collaboration. Consequently, organizational strategies should be complemented by adaptive management approaches capable of responding to dynamic educational challenges and local socioeconomic conditions.

The organizational strategy implemented by the Bintan Regency Education Office demonstrates that institutional planning has provided a solid foundation for reducing school dropout rates in East Bintan District. The integration of strategic objectives, preventive educational policies, stakeholder coordination, and monitoring mechanisms illustrates a comprehensive governance approach consistent with contemporary strategic management theory. Although several implementation barriers remain, the organizational framework has enabled the Education Office to establish systematic interventions aimed at improving educational participation and preventing permanent school dropout. Therefore, strengthening organizational capacity, expanding institutional collaboration, and improving evidence-based policy evaluation will be essential for enhancing the long-term effectiveness and sustainability of school dropout reduction initiatives, consistent with the findings of Thalib and Hermansyah (2025), Fadel et al. (2025), Suhaema (2025), and Limbong et al. (2025).

### **Supporting Resource Strategy**

Supporting resource strategy represents the third dimension of J. Kooten's strategic management framework and concerns the capacity of an organization to mobilize and utilize human resources, financial resources, facilities, infrastructure, information, and other organizational assets required to achieve strategic objectives. In the context of school dropout reduction in East Bintan District, the Bintan Regency Education Office does not implement its policies solely through program formulation, but also depends on the availability and effective utilization of supporting resources. The findings indicate that human resources, educational budgets, school facilities, administrative infrastructure, and educational information constitute important elements supporting the

implementation of dropout prevention programs. This finding is consistent with J. Kooten's perspective that public-sector strategies require adequate organizational resources to transform policy objectives into operational outcomes (J. Kooten, 1997).

The availability of competent human resources is particularly important because dropout reduction requires continuous interaction between education officials, school principals, teachers, guidance and counseling personnel, parents, and students. The Education Office relies on school-level personnel to identify students at risk, conduct counseling, communicate with parents, and report educational conditions to the local government. Guidance and counseling teachers are especially important because they function as the closest institutional actors to students experiencing academic, social, or motivational difficulties. This finding supports the argument of Hidayat et al. (2024) that effective dropout prevention requires socialization, communication, and active involvement of educational personnel rather than merely the distribution of educational assistance. It also corresponds with Andayani et al. (2021), who emphasized the importance of local-government capacity and stakeholder involvement in addressing children who discontinue their education.

Financial resources constitute another important component of the supporting resource strategy. The implementation of PIP, BOS, educational assistance, counseling, home visits, and other intervention activities requires adequate and sustainable budgetary support. Financial assistance is particularly significant for families experiencing economic difficulties because household financial constraints remain one of the factors associated with school discontinuation. Hakim (2020) identifies economic and social conditions among the important causes of school dropout, while Lestari et al. (2020) similarly demonstrate that socioeconomic conditions can contribute to the persistence of dropout among elementary-school-aged children. Therefore, the allocation of educational resources should not be interpreted merely as administrative expenditure, but as a strategic instrument for reducing the financial barriers that prevent children from remaining in education.

The importance of financial and material resources becomes more apparent when considering the broader objective of educational equity. The Indonesian education system establishes education as a fundamental public responsibility and requires the state to provide opportunities for citizens to obtain education (Pemerintah Republik Indonesia, 2003). In this regard, the provision of BOS, PIP, educational equipment, and other forms of assistance can be understood as mechanisms for translating the constitutional and statutory commitment to education into practical support for vulnerable students. Sujana (2019) argues that education serves not only individual development but also broader national development objectives. Consequently, supporting resources need to be directed toward ensuring that economic limitations do not become a decisive reason for children in East Bintan to discontinue their education.

**Table 3. Strategic Educational Resources Supporting Dropout Reduction Programs**

| Resource Component            | Utilization in Dropout Reduction                          | Strategic Function                                       |
|-------------------------------|-----------------------------------------------------------|----------------------------------------------------------|
| Human resources               | Education officials, principals, teachers, and counselors | Identification, counseling, monitoring, and intervention |
| Financial resources           | PIP, BOS, and educational assistance                      | Reducing economic barriers to school participation       |
| Facilities and infrastructure | Schools, learning facilities, and PKBM                    | Maintaining access to formal and non-formal education    |
| Community resources           | Parents, villages, subdistricts, and PKBM                 | Extending intervention capacity and outreach             |
| Institutional resources       | Education Office and partner institutions                 | Coordinating and sustaining dropout reduction programs   |
| Information resources         | OSC data, student reports, and educational records        | Identifying and monitoring vulnerable children           |

Table 3 demonstrates that supporting resources operate as an interconnected system rather than as isolated components. Human resources are required to manage programs, financial resources

facilitate implementation, facilities provide learning environments, information resources support identification, and community resources expand the government's capacity to reach vulnerable children. This integrated character is important because the causes of school dropout are multidimensional and cannot be addressed through a single resource intervention. Suryana (2015) emphasizes that school dropout is closely associated with complex educational and social problems, indicating that government responses must similarly involve multiple forms of support.

Information resources are particularly strategic because the identification of Out-of-School Children depends on the accuracy and continuity of educational data. The findings show that the Education Office requires schools to report students who are potentially at risk of dropping out, allowing preventive measures to be undertaken before students become permanently excluded from education. This mechanism is consistent with Ryana et al. (2023), who emphasize the importance of accurate educational databases in supporting dropout intervention. Ramadani (2025) likewise highlights the role of education offices in minimizing dropout rates through administrative and programmatic interventions. Thus, improving data quality should become an integral part of the supporting resource strategy rather than being treated merely as an administrative obligation.

The geographical and social characteristics of local communities also influence the effectiveness of resource utilization. Nasution (2018) explains that educational development in rural areas may face distinctive limitations related to access, infrastructure, socioeconomic conditions, and community participation. In East Bintan, difficulties in reaching children who have already left school indicate that the availability of resources does not automatically guarantee effective intervention. Resources must be distributed according to the actual location and needs of target groups. Therefore, a resource strategy based on uniform allocation may be less effective than an adaptive strategy that considers the accessibility, socioeconomic conditions, and educational characteristics of different communities.

The findings further indicate that resource optimization must be accompanied by continuous mentoring and institutional supervision. The existence of educational assistance alone cannot guarantee that students will return to or remain in school because some dropout cases are influenced by low motivation, weak parental awareness, family circumstances, and social pressures. Harifin (2025) emphasizes the strategic role of education authorities in reducing dropout rates, while Suhaema (2025) demonstrates that education-office strategies require sustained implementation to address dropout problems effectively. Similarly, Lorensa et al. (2024) and Fadel et al. (2025) show that local-government interventions require coordination and sustained implementation to overcome the complex conditions surrounding school dropout.

Resource strategy also needs to be understood as part of broader institutional collaboration. The Education Office cannot independently reach every child who has discontinued schooling because intervention frequently requires cooperation with schools, village governments, parents, community organizations, and PKBM. Aswar et al. (2025) found that local-government strategies for handling school dropout are strengthened by community involvement, while Limbong et al. (2025) demonstrate the importance of governmental strategies and collaboration in addressing dropout challenges at the local level. Thalib and Hermansyah (2025) similarly emphasize the strategic role of education and culture authorities in coordinating interventions for out-of-school children. These findings suggest that community and institutional networks can be treated as strategic resources that extend the operational capacity of the Education Office.

The supporting resource strategy in East Bintan continues to face several limitations. The manuscript identifies socioeconomic constraints, limited parental awareness, low student motivation, difficulties in reaching dropout children, and the need for stronger inter-institutional coordination as persistent challenges. These limitations demonstrate that resource adequacy should not be assessed solely by the amount of budget or number of personnel available, but also by accessibility, targeting accuracy, coordination, and utilization effectiveness. Septia (2025), Suhaema (2025), and Lorensa et al. (2024) similarly indicate that local-government dropout interventions require more than formal program availability; they require effective implementation mechanisms capable of responding to local conditions.

The supporting resource strategy of the Bintan Regency Education Office has provided an important foundation for implementing dropout reduction programs in East Bintan District. The combination of human resources, financial assistance, educational facilities, information systems,



community participation, and institutional partnerships enables the Education Office to implement preventive and corrective interventions for vulnerable children. However, the effectiveness of these resources depends on their integration with organizational planning and program implementation. The findings therefore support the argument of David (2019) that strategic effectiveness is achieved when organizational resources are aligned with objectives and operational activities. In the context of East Bintan, strengthening data management, improving resource targeting, expanding community-based outreach, enhancing the capacity of educational personnel, and ensuring sustainable budgetary support are essential steps toward creating a more adaptive and sustainable strategy for reducing school dropout.

## CONCLUSION

The study concludes that the strategy implemented by the Bintan Regency Education Office to reduce school dropout rates in East Bintan District has been implemented fairly well through four strategic dimensions: organizational strategy, program strategy, supporting resource strategy, and institutional strategy. The organizational strategy is reflected in the formulation of educational policies, objectives, and targets that support equal access to education and the prevention of school dropout. The program strategy is implemented through Out-of-School Children identification, educational assistance, the Smart Indonesia Program (PIP), School Operational Assistance (BOS), counseling services, home visits, and equivalency education through Community Learning Activity Centers (PKBM). These strategies demonstrate the government's commitment to preventing school dropout and providing educational opportunities for children who have discontinued formal schooling.

The implementation of these strategies continues to face several challenges, particularly socioeconomic constraints, limited parental awareness, low student motivation, difficulties in reaching all out-of-school children, and the need for stronger inter-institutional coordination. Supporting resources, including human resources, budgets, facilities, and infrastructure, have contributed to program implementation, although their utilization still requires optimization. Institutional strategies have also been implemented through collaboration among the Education Office, schools, village and subdistrict governments, parents, and PKBM. Therefore, strengthening educational data management, continuous mentoring, parental engagement, cross-sectoral coordination, and systematic program evaluation is necessary to improve the effectiveness and sustainability of school dropout reduction efforts in East Bintan District.

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