



Evaluation, Supervision, and Control (ESC) Strategies in Student Drop-Out Management in Islamic Higher Education

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Abstract:- Evaluation Strategy (ES), Monitoring Strategy (MS), and Controlling Strategy (CS) are carried out to provide input, action, and supervision in addressing the dropout rate in Higher Education Institutions. This paper aims to identify aspects of ES, MS, and CS in dealing with dropout rates in study programs at Islamic universities (IHE). Clustering data analysis using the meaning clustering data K-Means++ model was used to analyze the data of 1870 students of the Islamic Religious Education (IRE) study program who were still in student status at UIN Tulungagung. This analysis found that the potential high dropout rate at university reached 18.8% of the total number of students. The study results show that the program requires ES, MS, and CS actions in dealing with the high dropout rate. During the literature study, it was found that several stages must be carried out in the ES process and several strategic aspects must be considered in dealing with the potential dropout rate through several ways so that the strategy is easy to implement and control so that dropouts can be controlled.

Keywords: Management, evaluation, supervision, control, drop-out.

1. Introduction

The Islamic Studies Program is one of the oldest study programs at the State Islamic University of Tulungagung, in its journey, many things have been done by the institution to improve the quality of this study program because it is known that quality in education is one of the cornerstones in producing resources (Petrick & Furr, 2017). The high quality of education in this country aims to improve Human Resources (HR) (Girma et al., 2007). Universities as HR-printing institutions are the foundation of hope in producing a quality generation, the smallest education implementing unit in higher education is the study program, the quality of universities in which there is a study program, one of the benchmarks is the quality of students (Cao & Doa, 2019). To evaluate the success of the educational process in a study program, it can be seen from the quality of students. Good-quality of students will form a good study program, otherwise,



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poor-quality students will cause poor study programs. One of the benchmarks for whether a study program is good or bad can be seen in the dropout rate for students. The problem that often hinders the success of student studies is the problem of dropping out of college or often called dropping out (Nagy & Molontay, 2018).

If left unchecked, of course, it is very detrimental to students, student families, study programs, and universities. This is of course very detrimental to various parties because as we know that the student dropout rate occupies a separate point in measuring the quality of study programs, as is done by educational accreditation institutions (Kamila & Subastian, 2019). The Higher Education Accreditation Board (BAN-PT) in the study program assesses the percentage of student dropout rates with a fairly high assessment so that after all, the dropout rate must be taken seriously by universities and faculty, especially study programs.

Dropout is a condition that occurs in students who are no longer able to continue their studies for certain reasons (Kirp, 2019). The cessation of a student's study for various reasons, both in the middle of the study process and in the final semester of the study period is very likely to cause student dropout rates (Moesarofah, 2021). The granting of dropout status by universities is done by changing the student's active status to inactive status for various reasons, generally, the student is disabled because the student is unable to complete his studies in 14 semesters, or because a student is unable to pay tuition for 2 semesters consecutively or it may also be since during semester 4 they could not complete 40 credits with a grade point average (GPA) not reaching 2.00.

The dropout rate for the Islamic Religious Education study program at UIN Tulungagung currently reaches 8.9%, a figure that is considered quite large compared to the dropout rate for its peers. But so far, efforts and strategies to control the dropout rate are still limited, handling the prevention of student dropout rates in particular. The actions taken are usually applied to students who are above the 12th semester, even though many of these dropouts also occur not only in old semesters but also in the early and middle semesters. Handling the prevention of student dropout rates that have been carried out so far is only calling students in the 13th and 14th semesters, providing counseling guidance, and providing relief for the completion of the final project for students. Supervisors who often make it easier for students, so that students are expected to complete their final assignments. Likewise, what is often done if students are constrained to graduate because of work, so they have often been given similar actions.

From the case above, it is necessary to evaluate the handling of student dropout rates and special management to handle the reduction in student dropout rates, follow-up study programs have so far been considered less than optimal in dealing with dropout rates considering that dropout rates do not only occur in the old semester, but even young semesters are very vulnerable to dropping out of college, so it is necessary to carry out an evaluation, supervision, and control strategy to start taking steps to control it (Ma et al., 2008). Special evaluation management is



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needed to discuss and overcome the problem of dropout rates until a suitable management strategy is found to control student dropout rates, both dropout rates that occur in the early, middle, and end semesters.

ESC strategies are urgently needed in addressing this problem, the strategy to prevent dropout rates cannot be started without evaluation from various parties managing this educational institution (Gupta et al., 2020). Understanding strategy is often not easy, because various literature provides different definitions and until now there is no standard definition. Strategy is defined as steps that are systematically arranged in preparing a macro plan to achieve a goal (Kaufman, 1992). Strategy can also be called a plan, method, or part of the activities carried out to achieve the goals of the institution (Sophia & Owuor, 2015). The strategy includes identifying and qualifying targets to be achieved, opinions and determining the main approaches that affect achieving goals, determining steps, and setting benchmarks that will later be used to bring results from the efforts that have been carried out. The values contained in strategic management are developed to ensure strategic goals run as expected (Baharin et al., 2021). These values serve as ethical references for organizational behavior and decision-making in institutional aspects (Purba et al., 2020; Utaminingsih, 2014). Strategic management is an art and science technique to apply, evaluate, and supervise various decisions that exist in the organization.

Management is a science that contains planning, organizing, actuating, and controlling activities in completing various affairs by maximizing existing ones to reach the previously set goals (Havinal, 2009). Strategic management in the world of education is a series of the highest management activities designed by the education management board, then carried out by structural management together with the executive team in educational institutions. Strategic management aims to provide comprehensive guidance for organizations or educational institutions related to organizational behavior. The main focus of strategic management includes determining and analyzing goals in the organization, the resources contained in the organization, and how the process of utilizing resources effectively to meet strategic goals (Bagheri, 2016; Ferreira et al., 2014). Strategic decisions are said to be decisions related to the organizational development of educational institutions in the long term.

This study aims to examine how strategic orientation is in the application of strategic management in handling student dropout rates. Evaluation, supervision, and monitoring of strategies are important elements in efforts to control the dropout rate of study program students because it will have an impact on the decline in the quality of higher education.

Literature Review

Evaluation Strategy

Evaluation is an important process that must be carried out to correct inequality during strategy implementation. The management process cannot be said to have reached the final result



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before the results of strategy implementation are evaluated. Evaluation is the last stage in the strategic management process (Tsiligiris, 2018). Evaluation is a series of actions that are related to the assessment of the results that have been achieved after implementing the strategy (Pineda, 2010). Strategy evaluation is defined as an attempt to obtain information that can be modified in the next period due to internal and external factors that may change at any time (Hermosilla et al., 2021). In the strategy evaluation, it will be answered whether the goals have been achieved by the implementation of the chosen strategy (Erisman & Azhar, 2019). As defined by Marcovitch that evaluation is not the last step in a management process (Wei et al., 2000), but is the initial step that becomes the material for the next work because the strategic management process is an ongoing process that determines parameters for the management of an educational institution (da Silva et al., 2017).

Strategy evaluation is a stage where management tries to ensure that the chosen strategy will be implemented properly and can achieve the goals of the institution (Cavusgil & Zou, 1994; Turner et al., 1999). The evaluation strategy is a process, which leads to the results being achieved in various activities and actions that have previously been carefully planned with the hope that the goals can be achieved (Mahmud & Suratman, 2019). Strategy evaluation can also be defined as a series of processes that convince the management team that the selection of strategies can certainly be carried out by management as a post-implementation reflection material and as a basis for the next strategic plan (Nuroni & Adiguna, 2017).

Evaluation process based on the strategy evaluation process above, the implementation of the strategy will obtain implementation results. The results of the implementation are evaluated based on two elements, namely the element of quantity and the element of quality which are then stated in the form of recommendations. Recommendations will later be submitted to management to make a policy that refers to the evaluator's recommendations so that the policy can be applied to the next stage of implementation (Yam, 2020).

Evaluating strategy is defined as the most important tool for getting notifications. This is done by arranging the steps for evaluating the strategy. Several actions can be taken in the evaluation strategy process, including the following: (1) supervising all activities resulting from the planning and implementation of strategies in education management; (2) measuring the performance of human resources in educational institutions; and (3) determination of corrective steps to evaluate the performance of educational institutions (Hefniy & Fairus, 2019).

This evaluation strategy is very much needed in an organization (Dalkir et al., 2007). Because strategies that bring results today will not necessarily be used successfully in the future. Strategy evaluation is an activity to monitor the results of strategy design and implementation which includes the organization's workability and taking corrective steps if needed (Preble, 1992). This strategy, a manager can find out various kinds of problems that are being faced when



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implementing the strategy. If the process is carried out regularly, then the implementation of the strategy can run according to the desired flow so that the goals can be achieved (Yunus, 2016).

The failure of a strategy that is often felt by organizations or institutions is often caused by incompatibility between plans and other elements (Stiglitz, 2002). If unexpected performance results occur due to inaccuracies in the management process, the implementing management must know about it so that it is expected to improve the activities of the implementing team (Thomas & Hunger, 2017). Therefore, the evaluation can show the weaknesses of the previous strategic implementation process so that it can encourage and become a benchmark for continuous improvement.

For the evaluation to run optimally, a manager must get clear feedback from his subordinates in the organization. The main focus in strategy evaluation is the creation and measurement of performance (Atkinson et al., 1997; Slater et al., 1997). Performance measurement is an important stage in evaluating the achievement of the work that has been carried out by each part of the management of the institution to achieve the goals, objectives, vision, and mission of the institution. Strategy evaluation can be broken down into three stages. The first stage is performance measurement, which includes: (1) activity performance; and (2) the level of target achievement (Chiesa & Frattini, 2007; Schaltegger & Wagner, 2006).

The second stage is the analysis and evaluation of performance results to find out how far the progress of the performance has been produced. And the third stage is reporting the progress and performance results orally and in writing and also on a computer. Reporting aims to communicate the extent to which the goals have been achieved by the organization (Ana-Maria et al., 2009). The strategic management process runs like a cycle in which one component is closely related to another. It begins with observation, then develops strategies and continues with strategy implementation, supervision, and evaluation, then returns to making observations.

Monitoring Strategy

Strategy is part of an organization that is stated by the relevant leader in the form of (1) long-term goals; (2) constraints or obstacles and a series of concepts (policies) set by managers or superiors that set boundaries for the organization concerned (Zairi & Leonard, 1994), and (3) a set of plans and goals in a short time which is carried out in the hope that there will be feedback in achieving organizational goals (Walz, 1982).

The strategy has several aspects, including (1) strategy as a statement of purpose and intent (Lent & Brown, 2006); (2) strategy as a long-term plan, in the long-term plan, the strategy plays an important role in efforts to achieve the goals, targets, vision, and mission of the institution; (3) strategy as a means of competition (Porter, 2008); (4) strategy as an element of leadership; (5) strategy as a position for the future (Gomez-Mejia & Welbourne, 1988); and (6) strategy as a tool to build (Marinescu et al., 2010) (every organization certainly has its particular



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sign. Therefore strategies can also be created based on the culture or characteristics of an organization.

Literature by Jackson about HR planning: a challenge for organizational psychologists explains that strategy can be implemented in various methods (Jackson & Schuler, 1990). This can be explained as follows: (1) strategy is a plan, method, or means to get something, from one place to another place; (2) strategy is a pattern of activity over time; (3) strategy is a position that describes the action of offering a product or service in a particular market; and (4) strategy is a view, vision, direction, direction,

Whatever creative an option strategy, its success should be measured by acceptance which is closely related to performance improvement. When the return on investment (ROI) and the investment strategy is not satisfactory, management needs to monitor the strategy to make improvements (Tampubolon, 2016). Monitoring of strategies requires discipline and should be standardized into a structured system both in terms of implementation time and data provision. A good strategy is a strategy that gives good results for customers (a great place to shop), institutional owners (a great place to invest), and employees and employees (a great place to work) (Carlock & Ward, 2001).

Evaluation and Control Strategy

The strategic management model ends with the evaluation and control phase (Wheelen et al., 2017). The control strategy in strategic management can be applied in various ways according to the level of needs, organizational technical, and applicable law, the control strategy compares the real conditions with the expected ideal conditions, by examining the deviations that occur (Hadrian et al., 2021). At this stage, the actual workability that has been obtained will be compared with the performance standard. The results of the assessment will later be used as the basis for further control processes, whether the intentional difference between actual workability and standard workability is still within tolerance or deviated far so that steps must be taken in the form of improvement (Thomas & Hunger, 2017). Evaluation includes two basic activities: (1) assessing actual results and comparing them with expected ones, and (2) taking corrective steps or actions to ensure performance and plans are appropriate (Aswathappa & Dash, 2020).

Strategy evaluation or control includes all efforts to monitor and monitor the overall results of strategy implementation (Hobson et al., 2014), including assessing the workability of individuals and institutions and determining the stages of correction if necessary. Strategy formulation is a principle in strategic management that describes the expectations and goals of an organization. The strategy formulation activities were then continued with the implementation strategy (Cohen & Cyert, 1973). Including the identification of strategy determination and the key to success in obtaining results; determination of goals, objectives, and designs (policies, programs, and activities); process, observation, and supervision (Clarke & Fuller, 2010).



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The evaluation process is carried out at the same time as a means of controlling the implementation and at the same time the results of implementing the strategy (Radomska, 2015). Evaluation and control determine that an institution can get a variety of ways to run. In evaluation and control, activities that combine action and reflection should be done (Behn, 2003). The main focus of the goal is that the results of this evaluation can be used as material for subsequent actions for improvement purposes so that the goals, objectives, vision, and mission of the institution can be achieved (Aguilar-Saven, 2004).

There are several ways that a developed strategy can run successfully, namely that (1) the strategy must be sustainable with the environment or conditions; (2) the strategies that are prepared are not only of one kind; (3) focus strategy and unite all related resources; (4) the strategy focuses on the strength of the organization or company, and (5) the strategy must think about the risks that will occur (Yunus, 2016).

2. Methods

Research Design

The research method is a teaching of truth that is regulated in logical considerations, to obtain inter-relations that systematic analysis of facts as an effort to find explanations, discoveries, and justifications for problems (Fitri, 2020). The research method used in this research was exploratory sequential design (Fetters et al., 2013). The research implementation begins with qualitative research and then continues with quantitative data analysis (Cresswell, 2011). The selection of this method adapts to the needs of the data in the field and the flow of data analysis required.

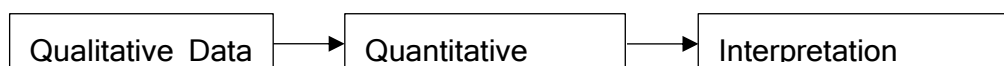


Figure 1. The Exploratory Sequential Design

Qualitative research is a method that is designed naturally and focuses on meaning from the perspective of the participants (Sugiyono, 2013). At the initial stage, a qualitative data analysis process was carried out by conducting in-depth interviews with faculty leaders, study programs, lecturers, and students who dropped out of college. At this stage, the researcher asks questions, takes pictures, analyzes, and constructs social situations that occur.

The research stage next is the quantitative research stage, this stage emphasizes the analysis process of numerical data in the form of numbers then processing using statistical methods and interpreting the results in the form of numbers. Boddy states that quantitative research is used for research with a large sample size (Boddy, 2016). The quantitative data analysis technique in this study is the technique of selecting the model *clustering* best, carried out on the number of clusters $k=2$ to $k=5$. From each of these models' *clustering*, they have calculated *silhouette coefficient index* and *purity*. The cluster that has the best values of



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silhouette coefficient index and *purity* is considered the best cluster. The results of this cluster are then described based on the factors of status, gender, entry route, parental occupation, parents' education level, and parents' income.

Population and Sample

In this study, the sample used was a saturated sample, namely all data from IRE students who had not graduated. The data used is secondary data obtained from the academic database of UIN Tulungagung. The data taken is the academic data of students of the 2018-2022 Islamic religious education (IRE) study program with a total number of students of as many as 1870 students. The data consists of internal factor data and external factor data. Internal factor data are student achievement index (IP) data, semesters taken by students, and total semester credit units (SKS). While the external factor data consists of entry, school origin, and parental income.

Data Analysis

After reviewing the phenomenology, it continued with quantitative data analysis. This analysis was carried out to find clusters of students who had the potential to drop out of the IRE UIN Tulungagung study program, the clustering process with the K means++ algorithm was carried out with the following steps:

1. Selecting some k- centroids;
2. Grouping data based on the smallest distance to the centroid data;
3. Updating the value of the point centroid by finding the average value of each cluster;
4. Repeating steps 2 and 3 until all objects move;
5. Testing the validation of the data cluster results using the silhouette coefficient index and purity.

The cluster that has the best values of silhouette coefficient index and purity is considered the best cluster. From the clusters found, then focused on clusters of students who have the potential to drop out of high school. Knowing students who have the potential to drop out of college, it is hoped that this can be used as the basis for actions and policies taken for students who have the potential to drop out of college, especially those with the potential to drop out of college. The data analysis tool used is statistical inferential clustering analysis using K-Means++. This analysis has credibility and the ability to measure and test causal relationships between variables (Arvapally & Liu, 2012). This research was conducted by determining the type of data and processing it by calculating numbers. The selected data is secondary data that will be taken from the UIN Tulungagung student database obtained from academic services from 2018-2022. Using the student achievement index, semester, force, status, gender, total credits taken, university entrance variables, parent's occupation, parent/guardian graduate, and parent's income. The census of all students in the Study Program is one of the data mining methods chosen in this quantitative study. After finding students who have the potential to drop out of college, it is here that it is highly assessed that there is a need for an evaluation, monitoring, and controlling strategy process to handle this problem.



3. Results

Data findings in the qualitative research process using the in-depth interview method, the results of the interviews showed that the strategies for handling dropout prevention were as follows:

1. There was a summons for students who were sitting in semesters 12 and 14, student summons was carried out to get a report. progress of studies and plans for completion of student studies, as well as finding solutions to problems faced, but often this step is hampered by difficulty students to contact, low student responsibility for invitations to faculty, and calls at the faculty and study program levels are not carried out periodically.
2. At the study program level, handling dropout prevention is also carried out in the old semester (end), and communication efforts are carried out by contacting students to accelerate the completion of their studies. However, student responses are also considered not to be in line with expectations
3. For handling students other than the old semester, it is limited to serving students who meet study program officials for permission to drop out of college, a little counseling guidance to provide some considerations and so far it is not optimal, because most students still decide to drop out of college.

Based on the technical results of the case data analysis carried out several discussions about the dropout rate at the IRE of the study program, the phenomenon of the dropout rate at UIN Tulungagung is a high category, namely 8.9%, and this figure is much higher than its peers which are both established. in almost the same year. Based on cases of handling dropout rates that have been carried out so far, there are several efforts made by the study program, namely:

1. Identifying students who are in the old semester category, namely those who enter semesters 12, 13, and 14.
2. Calling students to report on their college progress.
3. Help find the research theme, so that you can submit a thesis title that can be completed.
4. Provide supervisors who are considered to facilitate students in completing research.
5. Giving motivation by study program.
6. If the student's problem is not passing several courses, then they will be assisted in communicating with the lecturers of the subjects who have not passed.
7. For students other than the old semester, there is no special action to prevent the dropout rate.

Based on the results of the qualitative data above, it is necessary to have an evaluation process for the Institution's strategy. Strategy evaluation is defined as an attempt to obtain information that



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can be modified in the next period due to internal and external factors that may change at any time. Several actions can be taken in the process of evaluating strategies for handling the prevention of dropout rates for study program students, namely:

1. Supervising all activities in the study program environment, supervision is carried out from various sides, lecturers, students, and study program officials.
2. Plan and implement follow-up strategies to prevent early dropouts from occurring by disentangling several contributing factors.
3. Develop a new prevention strategy by creating an early warning system for potential students dropping out of college from the start so that early preventive action can be taken.
4. Making policies and standard operational procedures (SOP) specifically to handle students who have the potential to drop out of college.
5. Determination of steps monitoring and controlling strategy in planning and implementation efforts to prevent dropout rates above.

The follow-up strategy is quantitative data analysis by creating a design system for early detection of dropout rates using data mining analysis methods, research exploratory used inferential statistics which in this study uses the K-Means++ Algorithm. This analysis has credibility in measuring and testing the causal relationship between the variables determining the dropout rate. By using the variables of the student achievement index, semester, force, status, gender, total credits are taken, college entrance, parents' occupations, parents' education, and parents' income.

The next quantitative data analysis process is using the clustering data analysis technique, the K-Means++ algorithm, with a validation test using the Silhouette Coefficient Index. From this quantitative data analysis, the following data exposures resulted: The best centroid results from this cluster analysis process were obtained from clusters, namely very high potential dropout rate (ST), medium potential dropout rate (S), and very low potential dropout rate (SR).

Table 1: K-Means Clustering analysis ++, 2022

Cluster All	GPA	SKS	Semester
C1 (ST)	2,60	37,42	4,97
C2 (S)	3.11	90.11	5.43
C3 (SR)	3,19	145, 2	8,96

Source: Real data, Matlab Output

In the potential cluster, the dropout rate is very high, a GPA of 2.60 is obtained with the number of credits taken being 37.442 and the semester being 4.97.

Table 2: Results of 3 Clusters

Cluster	Amount of data
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C1 (ST)	351
C2 (S)	418
C3 (SR)	1101
Total	1870

Source: Real data, Matlab Output

If combined with the previous table, the category of potential dropout rate is very high with a GPA of 2.60. With several students 351 students with a high percentage of potential student dropout rates of 18.8%. The details of the variables that affect the potential dropout rates for students are as follows:

Table 3: Potential Dropout Rates

	Potential high dropout rate	18.8% of 1870 Student = 351
Generation	Semester 3	62,7%
	Semester 7	12%
Status	Active	59%
	Non-Active	33,9%
Gender	Female	59,8%
Entrance	UM-PTKIN	47,9%
Parents' job	Entrepreneur	17,9 %
	Farmer, peasant	17,7 %
Parents' Education Level	Senior High School	35,9 %
	Elementary School	22,8 %
Parent's income	< 500 thousand	24,8%
	500 k – 1 million	23,6 %

In the data above, it is found that the potential for dropping out of college is very high for the IRE of UIN Tulungagung study program as much as 18.8%. The variables that have the largest endowment in contributing to a large number of potential dropouts include (1) class, (2) status, (3) gender, (4) entry path, (5) parental type of work, (6) parents' alma mater, and (7) parental income level. From the data above, it was found that the third semester (3) class with the most potential to drop out of college was 62.7% of the total number of potential dropouts. Likewise for active students, and female students, State Islamic Religious University Entrance Examination (UM-



PTKIN) entry points to parents of students with low incomes who contribute greatly to the potential dropout rate.

4. Discussion

In the evaluation of the strategy to prevent dropout rates to run optimally, it is necessary to have a compatible management system (McCaslin & Good, 1992), supported by policy support, human resources, infrastructure, and an adequate information system in terms of handling it (Sørensen et al., 2010). The policymakers and the spearhead of handling this dropout rate are at the level of the study program ranks, the study program leaders must get clear feedback from various parties and human resources within the institution. The main focus in strategy evaluation is the creation and measurement of performance (Chang, 2010; Semedo, et.al., 2016). Evaluation of work achievement positions performance measurement as an important part of the organization to achieve the goals that are targeted.

There are several ways that a strategy that is developed can run successfully, namely: (1) the strategy must be sustainable with the environment or conditions (Placet et al., 2005); (2) the strategies developed are not only one kind (Yu et al., 2020); (3) a strategy of focusing and integrating all related resources (Shen et al., 2015); (4) the strategy focuses on the strength of the organization or institution (S. et al., 2016), and (4) the strategy must think about the risks that will occur (Kaplan & Mikes, 2012).

In this study, the evaluation of the dropout rate reduction strategy carried out by the UIN Tulungagung study program used an evaluation procedure for evaluation criteria starting from the implementation of the strategy for handling dropout rates carried out by the study program (Darkow, 2015). For many further actions, the results of the evaluation of the results of the implementation are evaluated based on two elements, namely the quantity element and the quality element, and then put into the form of a recommendation. The quantity element of the evaluation found that many students dropped out of college without any special handling from the institution related to its handling. Preventive measures for dropping out were often only applied to old-semester students and minimal action was taken for other generations. Meanwhile, the evaluation of the quality of handling elements is considered minimal as described previously. This can be seen from the outcome of the real condition of the dropout rate which reached 8.9%, which is much higher than its peers. So that the evaluation of the strategy needs to be followed up in the form of making policies that are oriented towards reducing the dropout rate.

Based on the results of data analysis, several steps were determined to implement the dropout rate reduction, including searching for students who have a high dropout potential (Stinebrickner & Stinebrickner, 2012), the results of this student search will be the basis for making institutional policies to control high dropout rates. The process of detecting students who



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have the potential to drop out of college is done by clustering analysis using K-means++. The results show that for semesters 1 to semester 13, 18.8% of students have the potential to drop out of college from a total of 1870 students.

Based on the findings of the names of students who have the potential to drop out of college, the institution needs to take preventive steps early on. Based on the monitoring literature, several steps are recommended that are assumed to be able to reduce and treat various models of social problems that commonly occur. The stages of solving social problems that can be done are:

1. Rehabilitation

Rehabilitation efforts are carried out to improve conditions that are currently occurring and have not been as expected to become an ideal state in the student environment (Roberts, 2000). This effort can be done by motivating students which leads to the expected vision and goals (Schunk, 1990).

2. Preventive

Preventive efforts are steps taken to anticipate the problem of dropping out of college from happening again (Kirscht, 1983). This is considered urgent so that the problem of dropping out of college stops and does not happen again. This effort is carried out by detecting students who have the potential to drop out of college in the hope that it will produce some data on potential students, especially students with high potential for dropping out. If this is done, the study program can take preventive measures to drop out of college early on. By holding calls, identifying problems that hinder students, providing motivation, and providing counseling guidance for various problems that cause students to drop out of college (Vallerand et al., 1997), it is hoped that effective communication will be established to reduce dropout rates. on students.

3. Self-development

Self-development is carried out to increase the ability to meet the needs of life for the better (Juma & Yee-Cheong, 2005). By doing this effort, it is hoped that there will be a more conducive atmosphere in the student environment and the university environment. The function of this development effort is to support the rehabilitation and preventive efforts that have been carried out previously (Sonnentag & Zijlstra, 2006). Development efforts that can be done are the creation of a special strategic management system that specifically handles dropout problems that occur in universities. With this effort, it is hoped that students will be free from the status of people with social problems and are expected to be able to improve their standard of living for the better.

Conclusion



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The potential for dropping out of college is an important issue to be taken seriously because it covers various aspects ranging from parents' economic background, learning motivation, and learning difficulties to status factors. How prevent and to overcome this problem can be started with the process of evaluating, monitoring, and controlling strategy so that preventive and corrective steps can be taken. Sustained actions supported by various parties, both from the institution, students, and parents of students, are expected to be able to reduce the dropout rate that has been happening so far and realize a better standard of living from these various parties.

Recommendation

These findings should encourage educational institutions to develop standards for evaluation, supervision and control in eliminating the potential for student drop-outs. Thus, guardian lecturers and students can communicate more intensely and effectively. This study also recommends to future researchers to develop a management control model to avoid student learning failures so that they have the potential to discontinue their studies.

Limitations

This research has limitations, namely it only involves respondents from Tarbiyah faculties and education sciences. As such, research results may not be able to reach a wider range of respondents across all faculties in tertiary institutions. In addition, this study has limitations, namely using the K-Means++ model which is supported by interviews, observation and documentation.

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