THE EFFECT OF SOCIAL MEDIA AND LIFESTYLE ON CHILDREN'S DROPOUT RATE

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ABSTRACT

The development of information and communication technology has changed the behavior of communication in all circles especially students and youth customers into a virtual culture by using social media and social networking sites in everyday life or characterize every activity, interest, opinions or new lifestyle. The research method used is the study of literature, which is sourced from laws and regulations, books, and other articles that support this research. Excessive and uncontrolled use of social media by school-age children and adolescents will encourage the formation of the hedonism and consumptive lifestyle. Besides positive impacts, the use of social media without the control of parents, family and the environment will have negative impacts on students and adolescents such as student laziness, unwilling to do household chores, and unable to complete learning tasks. This condition also affects students' mental health, mood swings, adjusting sexual behavior and displaying bad attitudes. The hedonism and consumptive lifestyle also encourages individualism, juvenile delinquency, free sex, drug use, triggers social insecurity and moral degradation and other negative impacts. If this condition occurs without control from parents, family and community, then the continuity of children's education will be disrupted and result in dropping out of school. In order to reduce and counteract the negative impacts of social media, the hedonism and consumptive lifestyles of children and adolescents, the implementation of educational development requires synergy between the government, local government and community environment (traditional villages in Bali), so that the dropout rate down, the level of education is increasing and the welfare of the community is also increasing.

Keywords: Welfare, Education, Social Media, Lifestyle, School Drop Outs.

INTRODUCTION

Educational development becomes very important and priority to be implemented, because education is one indicator in measuring the welfare of a region and country as measured through the Human Development Index (HDI). A prosperous society covers all aspects of life: ideology, politics, economy, social, culture, as well as order and security. The size of prosperity is not only measured from the economic aspect (income), but also social aspects. The United Nations Development Program (UNDP) in 1990 began to use the Human Development Index (HDI) as a measure of development achievement by combining economic aspects (income per capita) with social aspects (education level and health status). Todaro (2004), with the concept of HDI allows countries to measure their development performance both in relative and absolute terms, because HDI combines social data and economic data. The use of educational achievement data in HDI is an emphasis on the importance of human resource development to accelerate the achievement of people's welfare. The education indicators in HDI are formed from long school expectations (HLS) and average length of schooling (RLS). Gilley and Eggland (1996), human development refers to the advancement of knowledge, competence and improvement of the behavior of human resources themselves, both for individual interests and for the benefit of the organization. Human resources is one of the potentials that needs to be explored and developed in order to develop the capacity and capabilities of each individual to achieve the welfare of individuals, families, communities and the nation. Todaro (1983), the factor of production of capital and natural resources is a passive factor of production, while the factor of production of labor (human) is an active factor of production that can raise capital, exploit natural resources, build social, economic and political organizations and carry out national development. Competent human development can only be done through education, because education is the path to quality human resources whose role is to educate and advance people's lives.

The achievement of children's educational performance will be influenced by individual student factors, the family environment, the school environment and the community environment where they live. Rumberger and Larson's research (1998) revealed the relationship between educational performance with individual students, the school environment, family conditions and environmental conditions as outlined in the "Conceptual Framework for Studying Student Educational Performance". Within the framework of this concept, educational performance will be influenced by the child's individual background as seen from the perspective of gender education, attitudes or perceptions about education and the educational background of parents. This background has a direct effect on: 1) social conditions in schools, and 2) academic conditions of students. Furthermore, educational performance will be known from the social and academic conditions of the students concerned. In terms of the stability of children's education it can be seen whether the child will continue or stop and drop out of school. While in terms of academic achievement will be seen from the acquisition of student academic scores and test scores. The whole framework of children's education, will result in educational attainment both in terms of graduation years, credits achieved and diplomas completed. So the performance of children's education will be influenced by factors of the family environment, school environment and community environment.

The success of a child to complete his education is largely determined by his motivation to improve self-competence for the future. Children's motivation for schooling cannot be separated from the influence of the family environment, the school environment and the community, including peer relationships. The development of information and communication technology (including social media) which is so fast has an impact on the sustainability of children's education. The positive impact is that it makes it easy to interact quickly without constraints of distance and time, lower costs, has many networks, so that it will facilitate and accelerate the learning process to improve educational performance. The existence and use of social media by

children and adolescents if not controlled, will have a negative impact and adverse effects on children and adolescents, so that it will disrupt the sustainability of children's education such as dropping out of school and promiscuity. Social media is a means of interacting children and adolescents, so that the role of parents and family and society is to monitor, supervise, and control the activities, perceptions and desires of school-age children in their lifestyles so as not to fall into negative lifestyles and ruining his future. It is undeniable that social media has a big influence on someone's life and even for teenagers, social media has become an opiate that makes users no day without opening social media and they assume that the more active they are on social media then they will be increasingly considered cool and slang. Internet technology, mobile phones and smart phones are increasingly advanced by displaying features that are fun and provide convenience. In line with these advancements, social media also grows rapidly, so adolescents are highly dependent on social media. They are so synonymous with smartphones that are almost 24 hours on hand and are very busy surfing the online world as if it never stops.

The occurrence of children dropping out of school or quitting school is influenced by several factors including the negative impact of social media and the lifestyle of children and adolescents that lead to the lifestyle of hedonism. Based on the above background, in order to reduce the number of dropouts and encourage school-age children to continue their education to the level of secondary education, this paper will examine from the perspective of the influence of social media and lifestyles on dropout children, so that simultaneously increasing access and quality of education will have an impact on improving the welfare of society in general.

RESULT AND DISCUSSION

The research method used is the study of literature, which is sourced from laws and regulations, books, and other articles that support this research. Law Number 20 Year 2003 concerning the National Education System, defines education as a conscious and planned effort to create an atmosphere of learning so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, social attitudes and skills needed himself, society, nation and state. Education is also interpreted as Understanding of education can also be interpreted as an effort to increase knowledge, skills and behavior in social life (http://www.sosiologis.com, 2019). Gilley and Eggland (1996) state that human development refers to the advancement of knowledge, competence and improvement of the behavior of human resources themselves, both for individual and organizational interests. Based on some of the statements above, the development of human resources is very important and becomes the first and main priority for the progress of a nation in realizing the welfare of society. Quinn & Rubb (2006). States, education is one of the needs of modern society's access to wealth and social welfare. Education contributes to improving and developing the social and economic status of individuals and building a vibrant community and a strong nation. According to Kolle in Bintarto (1989) states that in measuring a person's welfare can be done using welfare indicators, one of which is through the achievement of the level of education. The higher the level of someone's education, the level of welfare will increase.

It is realized that capital investment alone is not enough to drive economic growth. Besides capital, the education and training sector is another major factor that can drive economic growth. Thus improving the quality of human resources, among others characterized by the level of education is a key word in economic development (Social Development Planning, 2003). Pangestu and Stiati (1997), stated that education has a correlation with income. Low education will correlate with low income levels too, so that with low income causes low purchasing power of products to improve health status. Suryadi (1997) states that investment in human resources through basic education in a number of countries is considered to have the greatest impact on progress in new industrial countries. Andrianus and Meilyora's research (2010) shows that the Granger causality test results on government spending in education and economic growth in Indonesia in the period 1971-2004, there is a direct relationship of education spending on economic growth. In line with these results, Hafidh (2011) states that there is a causal relationship between economic growth and education expenditure, both of which influence each other. Implementation of education development programs to improve access, quality and relevance and education governance in each region has been implemented. But in reality, children drop out of school and do not continue their education until the secondary education level still occurs. Regarding dropping out of school, Rumberger (1987), defines dropout as "someone who has not graduated from, or is not currently enrolled in full time, state approved education programs". Furthermore Djumhur and Surya (1975), Rahman (1998), Frances Hunt (2008), Hafidh (2011), Gunawan (2019), generally stated that dropping out of school was a condition of school-age children who stopped or dropped out of the learning process in school either in the middle or in a certain level, in the final semester of a certain level of education, or stopping between levels ie not continuing education to a higher level of education in accordance with the regulations set by the government. Dropouts occur due to various factors, which are generally stated to originate from within the student and from outside the student or due to economic and non-economic factors. Nur Berlian (2011) Balitbang of the Ministry of National Education, that the factors causing the low achievement of compulsory education in basic education in each region are quite varied, among others: 1) the population poverty factor, 2) the difficulty factor to go to school, 3) the lack of education services, 4) the factors low motivation of parents and students towards education, 5) the lack of support from the regional government and the community towards education, and 6) socio-cultural factors. Krisna Dewi, et-al (2013), Ajis (2013) stated that dropping out is a serious problem in this country, there are two factors underlying this case, namely internal and external factors. For internal factors originating from within the child itself, for example his reluctance in learning or receiving lessons, can also psychological factors from the child's self. The external factors are related to outside of the child, namely economic factors, expensive education costs, parents' attention, the imposition of parental rights, the lack of learning infrastructure in schools, the environment and means of transportation, the mindset of the community. Then the consequences of this dropout problem also vary, such as juvenile delinquency, unemployment and homelessness.

The Influence of Social Media on School Drop Outs

In the development of the world today, social networking continues to influence the lives of our children and youth. Apart from the main purpose of communicating, interwoven information, interacting and also as entertainment, social networking has penetrated the practice of life in all fields, both in the family, community, government and including the educational process. The existence of social networks in every activity, reinforced by the development of technology, information and communication that is increasingly sophisticated and so fast, which then slowly affects the new lifestyle. Changes in communication media from mass media that refer to the dissemination of information through books, newspapers, magazines, films, radio, television programs, CDs, DVDs, etc., are becoming new types of journalism, namely media through the internet. This new media as proof has born a new form of journalism that will bring about a new culture that is virtual culture which is the result of virtual communication. This virtual culture has become a trend and is loved by all groups. Now humans enjoy connecting and communicating with each other virtually through their social media (Jones, 1997). Communication with new media or virtual culture is simply meant to communicate with social media. Straubhaar and LaRose (2002) state that communication with channels such as print media such as books, magazines, tabloids, newspapers, and electronic media such as radio, television and film are often referred to as "old media".

Boyd (2006) states, social media is part of social networking which is defined as "Sites that allow individuals to (i) construct a public or semi-public profile within a bounded system, (ii) articulate a list of other users with whom they share a connection, and (iii) view and traverse their list of connections with those made by others within the system ". Furthermore Brooks (2013) defines, Social media is a technology that relies on its hedonic appeal for personal usage, but like any other technology implemented within an organization, will need to provide utilitarian benefits that support the workplace. The development of industrial technology 4.0 is marked by the growth of various information and communication technology innovations, so that social media is always designed to attract its user market by increasing its attractiveness through several innovations that make it easier, so as to provide pleasure and convenience for personal use or by organizations both governments, businesses and industry, workplaces including various communities. This condition is also among students, students and teenagers and the younger generation.

Bryer and Zavatarro (2001) "Social media are technologies that facilitate social interaction, make possible collaboration, and enable deliberation across stakeholders. These technologies now include blogs, wikis, media (audio, photo, video, text) sharing tools, networking platforms (including Facebook), and virtual worlds ". Furthermore Abdulahi, et al (2014) in the early 2000s, the Web became a much more personal site, when social networking sites were introduced and embraced by the times or the public. Social networking sites (SNS) are defined as web-based services that allow a person or individual to build a public or semi-public profile in a limited system, can display a list of other users, with whom they share connections, and view and traverse their list either through connections that are made by yourself or made by others in the system. While the nature and conditions of a connection can be different from one site to another site. Social networking sites are unique because: "not that they allow individuals to meet strangers, but rather that they enable users to articulate and make visible their social networks. While social networking sites (SNS) have implemented a wide variety of technical features, their backbone consists of visible profiles that display an articulated list of Friends who are also users of the system Profiles are unique pages where one can "type oneself into being" (Sunden, 2003). In using social networking sites, meetings are held only through cyberspace which allow mutual analysis between individuals through profiles created through their respective social networks. Muslimin (2011) states that the consequences of virtual culture are social spaces that we can see in the real world, we can also find in the virtual world. Social spaces that exist in the virtual world are social simulations of real space in the world, which is then referred to as cyberspace social spaces. It was said that because it was clear communication with a computer or smartphone media was networked communication. Without this global network we will not be able to communicate and discover the characteristics of social media with an unlimited number of communication participants, such as the example of social media Facebook.

Communication through social media, there are three forms of communication, namely: one-to-one communication, one-to-many communication and many-to-many communication (Straubhar nad LaRose, 2002). Virtual communication or media communication cannot be determined whether this type of communication describes the type of communication that is very personal (interpersonal) or open, because the condition can still be modified or deliberately manipulated as desired. This is what makes virtual communication considered a new type of communication relationship. The use of technology such as smart phones and other gadgets, will easily write walls, messages or comments even on-line in chat rooms just to contact friends in activities or personal activities that are not important such as wanting to eat together, conveying the position at that time, sharing stories and others on the wall. Cahyono (2016) Social media is an online media, with its users can easily participate, share, and create content including blogs, social networks, wikis, forums and the virtual world. Blogs, social networks and wikis are the most common forms of social media used by people throughout the world. Another opinion says that social media is online media that supports social interaction and social media using web-based technology that turns communication into interactive dialogue. Social networking is a site where anyone can create a personal web page, then connect with friends to share information and communicate.

The largest social networks include Facebook, Myspace, and Twitter. Posting on a blog, tweeting, or uploading YouTube videos can be done at any time and can be seen directly by millions of people around the world using social media. Zarella (2010) in Utari (2017) states that social networking media is a site where people communicate with their friends, who they know in the real world and cyberspace. With the existence of social media a person is easier to share information, make friendships, exchange messages or to find out information about job openings in cyberspace. Nga and Wong (2013) stated, "Online social networking, particularly Facebook, is the most popular platform for young people to use to connect with friends". Social media like Facebook, which is the most popular social media today is a social networking site to communicate in various

ways with many people who have different thoughts and backgrounds. This interaction can be the basis for changing the behavior and attitudes of individuals in social systems (DiMaggio, et al, 2001).

Based on the statistics of each company in July 2011, Facebook surpassed 750 million users; Linked In has more than 100 million members; Twitter reaches more than 177 million tweets per day; You Tube reaches three billion views every day (Chen and Bryer, 2012). About 93% of adolescents use the internet, and more of them treat it as a place for social interaction - a place where they can share their creations, tell stories and interact with others. The Pew Internet and American Life Project has found that 64% of teens in networks aged 12-17 years have participated in one or more of the various content creation activities on the internet, up from 57% of teens in the network in a similar survey at the end of 2004 (Lenhart, et al, 2007). Today, Facebook is the largest social network in the world. Facebook's social networking service, founded in 2004 by Mark Zuckerberg, has active users reaching more than 88 million per month. Facebook has been downloaded approximately 1 billion times through the Play Store. Users can make friends, exchange messages and can manage groups with the same interests as other users such as workplaces, schools or colleges (https://tekno.tempo.co, 2019). So the development of the use of social media is increasingly globalized in all circles, both children, students, adolescents, youth, private and government employees and the general public.

Virtual communication using social media which is now a daily necessity and has even shifted to a basic need, will have both positive and negative impacts. The positive effects are: a) makes it easy to interact with many people; b) expanding relationships; c) distance and time are no longer a problem; d) easier to express yourself; e) information dissemination can take place quickly; f) lower costs. In addition to positive impacts, culture and virtual communication will be able to bring negative impacts such as: a) can alienate people who are already close and vice versa; b) face-to-face interaction tends to decrease; c) make people addicted to the internet; d) very vulnerable to the bad influence of others; e) there is a conflict with a privacy problem; f) cause conflict (Cahyono, 2016). With the various potential negative impacts of using social media, caution is needed in social media and being selective in uploading something on social networking sites. Regarding education, Mingle and Adams (2015), revealed that apart from the benefits derived from student participation in social media networks, the use of social media has a negative impact on students' academic performance if not used properly. Social media has also proven to play a negative role in various riots in the world with the spread of hoaxs. AlHinai and AlWahaibi (2013) stated, Oman and other countries in the world, also face the same challenges, especially for adolescents aged 13 to 19 years who are the main segments of social networking sites and social media, are very vulnerable to receive bad influences and negative impacts from social networking media that is growing rapidly in this group. The research of Branzuela, et al (2019) revealed that the negative effects that influence academic achievement include: laziness of students, unwilling to do household chores, and unable to complete learning tasks. This condition also affects the mental health of students, mood swings (adjustments), adjustment of some sexual behavior and display bad attitudes.

Several studies have found a negative impact of uncontrolled use of social media among students. Kirshner and Karpinski (2010) conclude that the use of social media among young people / students will show a care-free attitude, luxurious living and generally tends to break the rules, easy to imitate bad behavior, not polite to parents and teachers, not serious about their academics. Akubugwo et-all (2013) concluded that "Social media has many negative effects on students' social behavior. It can negatively affect academic pursuits because of the time spent by users which does not often relate to academics". The use of social media that is not controlled will be able to cause or inspire inappropriate behavior, such as invitations to conduct riots / demonstrations, hoax news, gossip, terrorism, and improper behavior. Many cases of negative behavior through social media always have lots of friends and are always used as a center for giving doctrine and strengthening relationships for young children in inappropriate actions. Other negative social behaviors that may be caused are dishonesty, mental disorders, crime, violence, online sexual crimes, the spread of pornography, copying bad slangs from online friends, and others. Kord (2008) confirmed that student behavior is easily influenced by social media sites because there are often unpleasant comments posted on social media to harass peers and this condition cannot be controlled. The results of this study, found 76.08% recognized that social media sites have negative social effects on individuals and society, because only by posting hoaks, people can easily be tricked or even lured into negative actions. In line with Michele and Shonna (2007) which states that around 51% of the 21 million young people / students involved in social media sites every day have been affected by a more negative social impact that is affecting social behavior.

If children are allowed to spend most of their time using social media platforms and social networking sites freely and uncontrollably, it will cause a shift from positive impacts to negative impacts both related to student academic achievement and social behavior. Parents are advised to monitor and control the use of social media and children's social networks or avoid excessive use of social media that is not appropriate to their needs. If the negative impact of the use of social media is more dominant in school-age children, then social media will be a trigger for school dropouts and damage their future.

Relationship between Social Media and Lifestyle

Indicators of a person's modernity level consist of lifestyle, critical power, social media and interacting on social networking sites. This social media is a characteristic of modern lifestyle, which in reality has become a daily necessity or may be categorized as a very important need for certain circles. According to David Chaney (2012) lifestyle is a hallmark of a modern world. That is, anyone who lives in modern society, will use lifestyle ideas to describe his own actions and those of others. According to Chaney, lifestyle is a style or procedure for using goods, places, and times, which is specific to certain groups of people. Activities in social networking and social media among students and adolescents are now part of the lifestyle. Research Juwita, et al (2014), found that the intensity of social media users among students is increasing. The lifestyle of urban youth is seen as individuals who are inseparable from the sophistication of information technology and the use of social media have an impact on the lifestyle of adolescents in the city of Bandung. Octavianty (2014) by using social learning theory examining the

effect of intensity of use and peer group interaction on the lifestyle of adolescent hedonists in PATH social media users revealed that there was a significant influence between intensity of use and peer group interaction on adolescent hedonist lifestyle of PATH social media users. Furthermore Monica Utari (2017) revealed that the social media Instagram account @princessyahrini had a positive effect on the hedonic lifestyle. Sukmaraga's research (2018) also shows that there is a significant and positive relationship between the intensity of the use of Instagram social media and the lifestyle of teenage materialism. This means that the higher the intensity of using social media Instagram, the higher the materialism of adolescents and vice versa. Hidayatun (2015), that there is a positive and significant influence between the intensity of the use of social media on the consumptive behavior of adolescents / students. Based on the above results, it can be concluded that the use of social media that is not controlled and not in accordance with the needs, will encourage school-age children and adolescents to have a lifestyle of hedonism and consumptive lifestyles and can negatively affect the continuity of children's education which results in dropping out of school.

Lifestyle Influence Against School Drop Outs

The original concept of the lifestyle of Alfred Adler, 1956 in Thyra C. Uth. (1996) as follows.

According to Alfred Adler every individual has his own distinct life style that can be more or less similar to life styles of other individuals, but never quite the same. Life style develops through the endogenous styled creative power of the individual during the first years of childhood and is neither due to heredity nor the environment.

"We must refute the causal significance of situation, milieu, or experiences of the child (......). The same experience has never exactly the same effect on two individuals; and we learn from experience only to the extent that the style of life permits".

To Adler life style is the wholeness of individuality which is hard to grasp.

The lifestyle of each individual will be different from each other and there is a possibility that it is only similar, because the lifestyle develops from within a person which is influenced by environmental factors and life experiences experienced from childhood, adolescence to adulthood by Adler concluded that the lifestyle is the integrity of individuality that is difficult to understand. Lifestyle describes the whole pattern of a person in action and interact in life in the world. According to Assael (1984), lifestyle is "*A mode of living that is identified by how people spend their time (activities), what they consider important in their environment (interest), and what they think of themselves and the world around them (opinions)*" (*https://fachritiar.wordpress.com,* 2019). From the above opinions it can be concluded that the lifestyle is a person's lifestyle expressed in their activities, interests and opinions in daily life. Fatherstone, 2005 in Utari (2017), the term lifestyle is now blurred. Sugihartati (2010) states that lifestyle (life style) is the active adaptation of individuals to social conditions in order to meet the need to unite and socialize with others. Whereas Engel, et al (1995) defines lifestyle as a pattern where people live and spend time and money. Lifestyle is a function of consumer motivation and prior learning, social class, demographics, and other variables. Susanto (2001) explained that lifestyle is a combination of the need for self-expression and group expectations for someone acting based on the prevailing norms. According to Plummer in Susanto (2001), lifestyle is an individual way of life that is identified by how people spend their time (activities), what they consider important in their lives (interests) and what they think about the world around them. Lifestyle segmentation measures human activities in terms of: 1) How they spend their time; 2) their interests, what is considered important around them; 3) Views both of oneself and others; and 4) basic characteristics such as the stage they have passed in life, income, education and where they live or their environment. So it can be concluded that lifestyle is the interests, opinions, behavior, and orientation of individual, group, or cultural behavior of a person or group in life.

According to Sumarwan (2003), psychographic is an instrument to measure lifestyle, which provides quantitative measurements and can be used to analyze very large data. Psychographic is a quantitative measurement of the lifestyle, personality and demographics of consumers or as a measurement of AIO (activity, interest, opinions). Prasetijo and Ihalauw (2005) state that lifestyle is simply defined as how one lives (including how one lives), including how a person uses his money, how he allocates his time, and so on. Likewise, Kotler (2008) defines lifestyle as a person's lifestyle in the world that is revealed in his activities, interests and opinions (Activities, Interests, and Opinion). From the above definition it can be concluded that lifestyle is a person's lifestyle that is expressed in his activities, interests, and opinions. Lifestyle reflects the whole person in interacting with the environment and the habits of a person. Each individual must have different views, hobbies, or habits that are lived in their daily lives. Ahmad, et al (2010), explains the lifestyle dimensions that consist of Activities, Interests, and Opinions. Activities are part of lifestyle behaviors related to the use of time each individual has or how each individual spends their time and money. Interest refers to the level of excitement that is accompanied by special or continuous attention to a particular object, event, or topic. Interest is a personal factor found in individuals in influencing the decision making process. While opinions related to the opinions of every individual who comes from their personal. An opinion is an oral or written answer given by someone in response to a stimulus situation, where there is a kind of question to ask. Opinions also have consequences and alternative actions that will be taken and measured through opinions about themselves, social, political, business, economic, educational, product, future, and cultural issues.

Solomon (2004) states that a marketing perspective, lifestyle recognizes that individuals individually are grouped based on the things they do, how they spend their free time, and how they choose to spend their income. Lifestyle more describes a person's behavior that is how they live, use their money and utilize the time they have. Dimensions of a person's lifestyle can be seen in the following table.

Table: Lifestyle Dimensions According To Solomon

Dimension	Example
Activity	Work, hobby, social event, holiday, internet explore, sport, shopping.
Interest	Family, household, job, recreation, fashion, food, media, achievement
Opinion	Personal opinion, social issue, politics, product, future opinion, culture
Demographics	Income, age, family life cycle, geograpics, home, position, family size, education

Based on the description of the lifestyle dimensions above, that lifestyle includes four dimensions: activity, interests, opinions, and demographics. With regard to school-age children, the behavior and lifestyle of children who are specific to the internal factors of the child concerned, will be greatly influenced by behavior, lifestyle and family environment. Barnadib, (1999) in Rahayu and Alimudin (2015), the family environment that is responsible for behavior, the formation of personality, affection, attention, guidance, health and the atmosphere of the home, including association in the community. Based on the various opinions above, for differences in a person's lifestyle, a grouping or classification of lifestyle is carried out. David Chaney in Utari (2017) classifies lifestyles as follows: 1) Lifestyle Industry or Appearance Industry; 2) Lifestyle Advertising or Imaging; 3) Public Relations and Lifestyle Journalism; 4) Independent Lifestyle; 5) Hedonistic Lifestyle.

Qibtiyan, et al (2017) that, lifestyle describes the whole person who interacts with their environment. Lifestyle is a combination of the need for self-expression and group expectations for someone to act based on the prevailing norms. Furthermore, a hedonist lifestyle is a pattern of life whose activities are to find the pleasures of life, such as spending more time outside the home, playing more, enjoying the city crowd, buying expensive things, and always wanting to be the center of attention. So it can be interpreted that the lifestyle of hedonism leads to a free lifestyle and prioritizes the pleasure of personal life and luxury. In The encyclopedia of positive psychology mentioned that: The related term hedonism is the doctrine that pleasure is the sole good. Philosophical hedonism claims that pleasure is the moral good, suggesting that the definitive social norm is to provide the greatest amount of pleasure for the greatest number of people. Psychological hedonism holds that everyone aims only at pleasure as the ultimate end, and that at any given moment there is an ordering of events along a continuum of hedonic tone ranging from very aversive through neutral, to very desirable. (Lopez, 2009). Likewise, VandenBos (2015) in APA Dictionary of Psychology Second Edition memberikan definisi hedonisme adalah "in philosophy, the doctrine that pleasure is an intrinsic good and the proper goal of all human action. One of the fundamental questions of ethics has been whether pleasure can or should be equated with the good in this way. In psychology, any theory that suggests that pleasure and the avoidance of pain are the only or the major motivating forces in human behavior". then according to Kunto (1999), hedonism is all efforts and activities undertaken are to achieve enjoyment. Activities undertaken do not look at any means, what are the conditions, and what facilities are needed, and do not consider the consequences of this hedonism lifestyle. So the hedonism lifestyle is a lifestyle that makes pleasure or happiness the goal. Related to the development of a globalized era, Takariani (2014), found that the lifestyle of hedonism is not only a culture of urban youth but has entered into rural areas such as in rural areas and has begun to follow the lifestyle of hedonism. Teenagers in rural areas are of the view and regard the culture in urban areas as modern and if you want to say modern style, then that culture must be followed. Against the impact of this hedonism lifestyle, Effendi (2012) revealed that, the hedonism lifestyle forms a fragile mental attitude, is easily discouraged, tends to be reluctant to struggle, always wants to take shortcuts, and does not like to work hard. Hunt (2008) concludes that additional factors that influence motivation and decision making regarding access to education are also key to understanding dropouts. Perceptions about how education will affect lifestyle and career possibilities / opportunities have proven to be a determining factor in deciding to leave school or continue accessing education.

Regarding the impact of the hedonism lifestyle among school children and adolescents, Swytlie Brigita Rumeen (2019) states that the hedonism lifestyle is now very rampant for all people, not only parents and even young children have also practiced this lifestyle, even hedonism is also close to people who are not working or more precisely young people who have not been paid, including school-age children. This hedonism lifestyle directs someone to do various ways to get pleasure only (https://wwwkompasiana.com, 2019). Adverse effects of hedonism culture for adolescents are promiscuity (free sex, clubbing and illegal drugs), individualism, matrealistic, irresponsible, lazy, undisciplined, plagiarism, and discrimination. One cause of the hedonism culture is the rapid development of information technology (internet) and social media, one of which. Information about contemporary lifestyles from both the internet and social media has become a trend for young people today. Based on some of the characteristics of this hedonism lifestyle, if it is associated with the process of child growth and the process of education, the lifestyle of hedonism will be able to influence the motivation of children in their education. If they are not careful in supervising and controlling their relationships, it will lead to dropping out of school.

The Role of Families in Children's Education

The level of education achieved by the child will be determined by the motivation of the child to participate in the educational process and hope for a prosperous future. The process of children's education is influenced by several factors holistically, especially family environment factors, in addition to the community and school environment. Mishra & Azeez (2014) stated. "Family is the most influential agent among the different social factors that significantly influences the growth and development of any child. The family environment, especially parental education, influences the child's developmental milestones, and parents as an important driving force in the process of socializing and shaping the child's personality. Creating an

environment for having quality education is a moral responsibility of the family and community because education is also an important factor for empowerment and socio-economic development.Maggi, et-all (2005) also states, by school age, development has been influenced by factors at three levels of society: family, neighborhood / village, and the broader societal level.It is very clearly mentioned that the family environment, community environment and wider community or village influence the school-age children in their education. Continuation of childhood is adolescence with berb agai problem also needs to be a concern in improving access and quality of education, so that teenagers avoid dropping out of school. Karaman (2007) argues that, "adolescence is a period that bridges childhood and adulthood world, where there is an increased number of risks". In the period of time between childhoods to the adult world is called adolescence, where during adolescence there will be an increase in the number of risks and many challenges. Related to this adolescence, Zarrett & Eccles, (2006) stated that when they go through adolescence, they will face many challenges, including conflicts with their parents, because of the increase: a sense of mastery, the search for identity, the development of autonomy and building niches. for themselves in society. Furthermore, if conflict is poorly managed it is likely to be a factor in causing students to drop out of school (Doll, et al, 2013).

Rumberger & Larson's research (1998) revealed the relationship between educational performance with individual students, the school environment, family conditions and environmental conditions as outlined in the "Conceptual Framework for Studying Student Educational Performance". Within the framework of this concept, educational performance will be influenced by the child's individual background as seen from the perspective of gender education, attitudes or perceptions about education and the educational background of parents. This background directly affects the social conditions in schools, and the academic condition of students. The framework for the concept of educational attainment, is described below.

Figure 1: *Conceptual Framework For Studying Student Educational Performance*
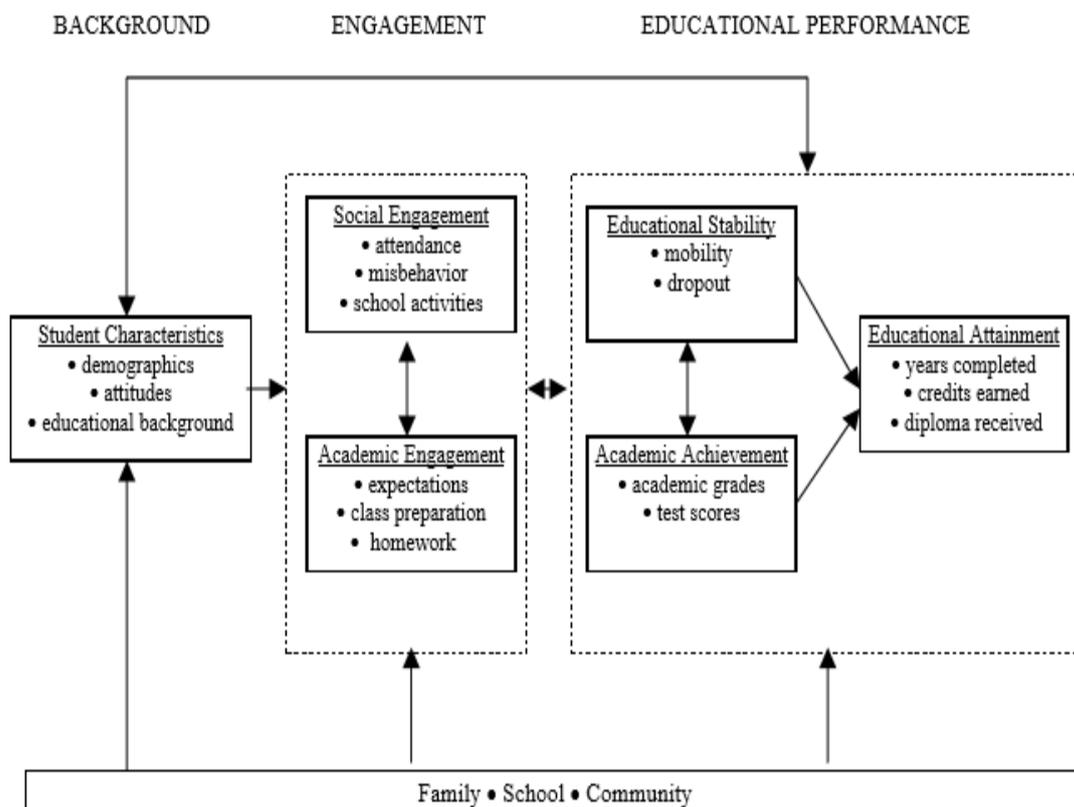
Source : Rumberger & Larson (1998).

The first framework is seen from the background (perspective) of individual students who focus on student characteristics namely their grades, attitudes and behavior, and how these characteristics contribute to their decision to quit school. Dropouts occur due to individual backgrounds and student characteristics, basically there are two dimensions of involvement, namely academic involvement or learning involvement and social involvement. This involvement will be reflected in the attitudes and behavior of students who are associated with formal aspects of the school such as behavior in the classroom and its activities at school, and informal aspects seen from relationships with peers. Both dimensions of this involvement both academic involvement and social involvement can influence the decision to stay in school or quit school. Dropping out of school is one aspect of the dimensions of educational achievement in addition to aspects of academic achievement, aspects of educational stability (still in school) and aspects of educational attainment or completion of education. From this framework it can be seen that educational achievement is influenced by educational stability and academic achievement. Students who are distracted, will drop out of school, transfer schools or are less likely to graduate completing their education. Furthermore, it can be concluded that student involvement and student educational achievement is influenced by the background of students before entering school and there is a reciprocal relationship between the factors of individual attitudes, social relations, and experiences

in the school environment towards the achievement of education whether students will drop out of school or be able to complete their education. So the family environment, school environment and the surrounding community contribute to the attainment of children's education level.

Pelto et-all. (1999) states "Families are the first environments with children interacting from birth. They are critically important in providing children with stimulation, support and nurturance". It was explained that the family was the first environment that interacted with children from birth. The existence of a family is very important in providing stimulation, support and care for children towards the development of the next life. Rasmy, et-al (2017), states that the factors that cause failure to complete education in secondary school or drop out are family conditions, family structure, number of dependents in the family, family income, parent education, family character, environmental conditions, geographical location, perspective of parent education and expectations of the child himself. Rumberger (2001) states, In addition to families and schools, communities and peer groups can influence students with draw from school. There is at least some empirical evidence that differences in neighborhood characteristics can help explain differences in dropout rates among communities apart from the influence of families. From several theories and empirical studies conducted, it can be concluded that the family environment, school environment and education level make important contributions in life and well-being. Children's educational performance is influenced by the school environment, so that in this cycle the management of education programs must be implemented well, effectively, efficiently and transparently and really directed to improve access and quality of education to realize community welfare.

Impact of School Drop Outs on Family Welfare

Sharp in Kuncoro (1997) identifies the causes of poverty when viewed from an economic perspective, there are 3 (three), namely: First, micro, poverty arises because of the inequality of resource ownership patterns that results in an unequal distribution of income. The poor only have limited resources and are of low quality. Second, poverty arises due to differences in the quality of human resources. Low quality human resources means low productivity, which in turn low wages. The low quality of human resources is due to low education, disadvantaged fortune, discrimination, or heredity. Third, poverty arises due to differences in access to capital. Todaro and Smith (2006) state that education is fundamental to improving the quality of human life and ensuring social and economic progress. Poverty has a close relationship with inadequate education. So it is very clear, that one of the causes of poverty is because of low education, and the cause of low education is dropping out of school. The relationship between income and education level, stated that education level has a correlation with income. The higher the level of education, the higher the level of income. Furthermore, the income obtained will be used for education costs. With increasing per capita income, the ability of the community to finance education is higher, so demand for education levels becomes higher and school time becomes longer (Susanti et al, 1995)

School Dropout is seen as a very serious educational and social problem during the last few decades. By leaving school before graduating, many individuals drop out of school who do not get enough education so that their economic and social welfare becomes limited throughout life as adults (Tamba, et al, 2014). Kusumah (2008) said that the problem of teenagers dropping out of school is a big and serious problem. This problem is not only about helplessness or just dropping out of school, but is a problem of depletion of human resources who at the moment are unable to do anything, because they are not prepared to face challenges. This situation will later threaten the survival and future of the Indonesian nation when millions of the nation's next generation have dropped out of school. Conditions experienced by teenagers dropping out of school according to Combs. 1973 in Tamba, et al, (2014) is a feeling of disappointment and discouragement because they are forced out of school, even though they still have the desire to learn. Can cause moral deterioration because there is emptiness in the psyche of adolescents so it is easy to behave negatively. They are threatened to become illiterate because usually they immediately assume social responsibility as adults (living in a household, participating in earning a living), even though they try to develop themselves through exercises. They are less able to reach maturity so they are less ready to have a family, less social, less independent. Many communities are disadvantaged because usually teenagers dropping out of school can lead to unemployment, crime, juvenile delinquency, and they cannot actively participate in community development.

Teenagers dropping out of school is one social problem whose impact is felt not only by themselves, but also by the community. As previously stated, teenagers dropping out of school can lead to unemployment, crime, poverty and juvenile delinquency. Rumberger (1987) also states that the social impact of dropping out can result in 1) high crime rates, 2) higher health costs, 3) social integration problems, 4) income inequality, 5) low tax revenues for country. The impact is a serious concern in the development of education that dropping out of school must be prevented or reduced as soon as possible. Ali TAS, et al (2013), "Dropping out has several consequences for both the person and the society. A drop-out will have serious educational deficiencies. Therefore, he will have difficulties in finding a good and well-paid job in the future. These individuals also have higher tendencies to work in illegal jobs, have health problems, increased demand for social services, and will cause high crime rates. These are some of the consequences of dropping out for the person ". The impact of dropping out of school was also concluded by Rumberger, 1987) "Personal and societal consequences of dropping out of school ar e costly. Dropoutsexperience experience higher levels of unemployment and receiving low earnings from hig h schoolgraduates". It was explained that dropping out of school provides very expensive consequences, both on the child's personal and socially. Dropping out of school will cause more unemployment. Furthermore, if working will potentially receive lower income from workers who have the required level of education. Based on the explanation above, the existence of a child who has dropped out of school will have an impact on the ability and future of the child to be left behind in achieving welfare. To overcome this condition, a policy of implementing a 12-year compulsory education program is required to be integrated between parents (families), social institutions (adat villages) and the government, both central and regional, so that the reduction in dropout rates can be handled according to the factors that cause dropouts.

CONCLUSSION

Starting in 2015 a 12-year compulsory education program has been implemented, with the aim of improving access and quality of public education. The level of education has a positive effect on economic growth for the welfare of society. Improving access to and quality of education in the Province of Bali must continue to be carried out to achieve the stated educational development goals. One aspect that needs special attention is to reduce dropout rates. The development of a global society with technology, information and communication that is very fast, needs to be accompanied by an appropriate strategy of implementing development. The use of social media and social networking features in all circles including school-age children and teenagers and has become a culture of virtual communication has an impact on lifestyle changes, and the existence of social media is now a daily necessity. The use of social media has a positive impact because it can speed up communication, eliminate distance, reduce costs and be very simple. However, if its use is not selective and uncontrolled, especially for school children and adolescents, it will provide a negative impact on the continuity of children's education, and encourage the lifestyle of hedonism. In addition, social media and social networking sites that are used without control such as hoaxes or hoaxes, fornographic content, hate speech, radicalism and others will lead to negative behavior and social vulnerability. Excessive use of social media among students will result in student laziness, unwilling to do housework, and unable to complete the learning task. This condition also affects the mental health of students, mood swings (adjustments), adjustment of some sexual behavior and display bad attitudes. The hedonism and consumptive lifestyles that result from uncontrolled virtual communication also encourage individualism, juvenile delinquency, free sex, drug use, triggers of social vulnerability and moral degradation and other negative impacts. If this condition occurs without control from parents, family and community, then the continuity of children's education will be disrupted and result in dropping out of school.

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