

Holistic Strategies to Resolve Student Dropout Issues: A Systematic Literature Review

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ABSTRACT

The problem of student dropout in the Malaysian education system is not a new topic, but this issue has become much more severe in the case of the outbreak of the coronavirus (COVID-19) pandemic. There is a critical rise in the dropout level both at primary and secondary school levels. This question has to be studied profoundly, and a more extended strategic plan has to be developed to help treat this issue. The study was carried out as a systematic literature review aiming to determine (i) the problems of the student dropout condition along with (ii) the comprehensive strategies that were discussed and proposed by past researchers. A review study was conducted as per the PRISMA method (Preferred Reporting Items for Systematic Reviews and Meta-Analysis) on three databases, namely Scopus, Web of Science, and Google Scholar. Among 176 published studies from 2019 to 2023, 22 articles were retrieved. These were selected on the basis of certain inclusion and exclusion criteria. The results indicated that student dropout is subject to a variety of factors associated with the students, students' parents, teachers, and authorities. The research also presents different holistic ways of doing something to stop the student dropout problem. The results are likely to help educators plan relevant actions depending on deeper strategies that can be aligned towards ensuring that the rate of dropout is low among students who are of different diversities.

Keywords— Issues, Dropout, Student, Strategies, Holistic

INTRODUCTION

The mission of the Malaysian government with regard to the Ministry of Education (MOE) is to make sure that all Malaysians gain access to education in full. The improvement of the educational gap is still ongoing, with cooperation with the implementing organizations, community organizations, parents and students (Rosli et al., 2023). Nevertheless, when it comes to generating strategies to create a high-quality pool of human resources, Malaysia cannot successfully address the proper management of an effective and quality education system because it is affected by the issue of student dropout (Subra et al., 2019). It is claimed that the problem of dropouts influences the intellectual development of the education system and the society in general (Gubbels et al., 2019). Wood et al. (2017) stated that the problem of student dropping out can create negligence of education and future of the youth.

In his research, Putra (2021, December 22) stated that according to the Ministry of Education Malaysia (MOE), a total of 21,316 students left the school system between March 2020 and July 2021. In 2020, the rates of



dropout in both primary and secondary schools have risen according to the minister of education, Radzi Jidin due to the outbreak of the coronavirus (Covid-19) pandemic. The number of school children dropping out of school in primary school went up to 0.13 percent in 2020 compared to 0.12 percent in 2019 and in secondary schools it went up to 1.26 percent in 2020 as compared to 1.14 percent in the year 2019. MOE also added that 21,316 students have opted to quit school (Ahmad, December 12, 2021). It is a matter of great concern to the government that the dropout rate is increasing, and the number of students quitting school is high, and due to this, it adversely affects the future of the nation both in terms of society and education.

The proposed study would hence be reviewing the problem of student drop-out and subsequently determining overall strategies to manage the same through a scientific literature review approach. The systematic literature review method was selected since no previous research has been conducted on the topic of dropouts of students, and comprehensive approaches to find the results with the help of this approach. The research aimed to examine the themes around the conversation on the topic of dropout in education and then the comprehensive approaches brought to light in past studies, both locally and internationally, with respect to dropout in education as a growing menace.

This article will be organized into nine (9) parts. The introductory part of the study will start with an introduction to the study itself, then a literature review, the objective of the research, and the research questions will be listed. In the fifth section, the author pays attention to data analysis methods and methodology. In the sixth section, the analysis based on findings and discussion will be shown. Lastly, the piece of work ends with a conclusion of the findings.

LITERATURE REVIEW

Student Dropout

According to the Education (Compulsory Education) Regulations 2002, a student drops out is a person who is not being involved in compulsory education at school or a student who is out of the school and has an absence in school, moreover, then three days consecutively, but not the truants, poor health and those who are exempted by the Minister conduct under subsection 29A (3) (Muda et al., 2023). The problem of student drops out is an old issue, and substantial concern has been raised about it in the 1960s and it could give rise to Murad Report in 1972. It was shown that 40 percent of the students in Malaysia have dropped out in their academics, whereas 35 percent of students in Year One to Year Three have dropped out (Noor, 1973). Dropouts take place among students of different backgrounds. This issue related to the Asnaf (eligible zakat recipients) and the extremely poor may be associated (Bashah & Zulkifli, 2023). Other ethnic groups have progressed and developed to pursue education yet the Orang Asli (Indigenous peoples) lives in a situation of student dropout (Nor et al., 2018).

The rural community is also often linked to low rates of educational success since these people are lacking numerous aspects of education, employment, and high income (Rashid & Samat, 2018). Earlier scholars often noted the problem of student dropout; in particular, particularly when referring to Orang Asli and rural students (Awang et al., 2022; Ahmad et al., 2021). This research will identify different issues and elaborate plans discussed by previous researchers on dropout tendency as experienced among students with different backgrounds, which may include remedial students, special needs students, asnaf students, poor students, Indian students, and non-native speakers. Education is a personal need of every student to succeed and meet the desired goals, as everyone deserves to get equal opportunities in access to the educational system because there is no distinction upon background, residence, and social classes-as stipulated by Maslow's theory.

Conceptual Framework/ Theory

Maslow published this theory in 1943 in his article titled A Theory of Human Motivation which was published in the Journal of Scientific Psychology. Maslow had established the theory of the hierarchy of human needs, usually called the pyramid, that describes the fundamental categories of human needs and personal aspirations. The needs at the lowest level are physiological needs, which are associated with the need for food, air, and other prerequisite needs for survival. The second one is safety needs. Maslow maintained that only after the lower-level needs are sufficiently satisfied do the higher-level needs take part. The third tier is social needs,

and it has to do with the need to love and be loved. The fourth tier is the necessity of esteem, the desire to be respected and appreciated by other individuals. Upon having them fulfilled, people feel more confident. The last and the fifth stage is a need for self-actualisation that is simply the personal interest to develop and to make a self-improvement. It also has to do with the need to become intellectually accomplished (academic success), being the ability to achieve all that one can, or representing the talent (Maslow, 1943). According to this theory, human needs are separated into material and spiritual needs or psychological needs.

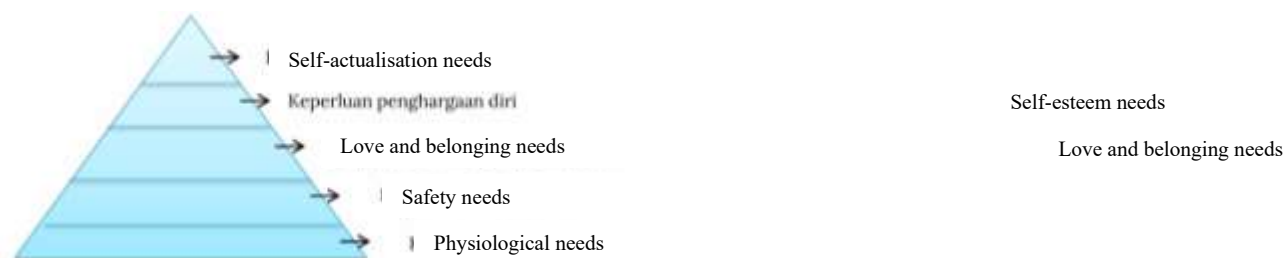


Fig.1: Maslow's Theory (Maslow, 1943)

The need of education is based on education. This is a right that every student should exercise. UNESCO implemented what is known as the Education for All that serves the purpose of ensuring that schools serve each child, either with ability or disability, gender, social, economic, cultural, ethnic or religious origin, status or health state. The children are equally entitled to quality education, care and protection. In order to implement this intention, schools, communities, any religious centers, non-governmental organizations (NGOs), and even educational as well as health agencies should know that they have legal obligations and hence have to be mindful and responsive. The process of education must be all-inclusive in terms of working towards an Education for All (Opertti et al., 2009). According to this, all children are entitled to education and they are not expected to drop out of school. Thus, the research was carried out with the emphasis on the problem of student dropout and based on the following research objectives and research questions.

Research Objectives

RO1: To determine the concerns of student dropout in school education.

RO2: To have a closer look at whole-view approaches to addressing the issue of student dropout.

Research Questions

RQ1: What are the problems that lead to dropout among student in school education?

RQ2: What are some comprehensive solutions that can help to solve the issue of student dropout?

METHODOLOGY

Methods and Procedures

In this work, document analysis was conducted on the material of a Systematic Literature Review (SLR). The Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) influenced the process of conducting the systematic literature review. PRISMA helps a researcher to decide on inclusion and exclusion criteria in systematic reviews and use massive databases of scientific literature within a certain time limit. The four predominant phases of the review process are (1) identification, (2) screening, (3) eligibility, and (4) inclusion (Page et al., 2021). During the initial step, the scholars employed three database search engines to identify the articles. These were Scopus, Web of Science (WoS), and Google Scholar. In this particular systematic review, Scopus and WoS served as the chief sources of finding journal articles on the issues of student dropout and comprehensive approaches to this challenge, as they are highly indexed and respected databases. The keywords that have been applied during the study include issue, dropout, student, strategy, and holistic in locating the interesting information. As a result, 176 articles were obtained by searching according to the keywords.

Identification

In the systematic literature review, the identification process will be carried out in the first stage with references to the PRISMA guidelines. The search for articles has been conducted via Scopus, Web of Science (WoS), and Google Scholar databases. Issue, dropout, student, strategy, and holistic were the keywords. The finding of the identification process of this research are shown in Table 1.

Table 1: Respondents' Views on The Implementation of Formative Assessment

Database	Keywords used in articles search
Scopus (n=17)	TITLE-ABS-KEY ("isu" OR "masalah" OR "persoalan" OR "issue" OR "problem" OR "question") AND ("keciciran" OR "ketinggalan" OR "lemah" OR "dropout" OR "abandon" OR "give up" OR "withdraw" OR "WEAK") AND ("murid" OR "pelajar" OR "student") AND ("strategi" OR "langkah" Web of Science (n=1) OR "cara" OR "rancangan" OR "strategy" OR "step" OR "way" OR "plan") AND ("holistik" OR holistic))
Web of Science (n=1)	(TS= ("isu" OR "masalah" OR "persoalan" OR "issue" OR "problem" OR "question") AND TS= ("keciciran" OR "ketinggalan" OR "lemah" OR "dropout" OR "abandon" OR "give up" OR "withdraw" OR "WEAK") AND TS= ("murid" OR "pelajar" OR "student") AND TS= ("strategi" OR "langkah" OR "cara" OR "rancangan" OR "strategy" OR "step" OR "way" OR "plan") AND TS= ("holistik" OR holistic))
Google Scholar (n=158)	Issue AND dropout AND student AND strategy AND holistic

Screening

Once the identification has been carried out then it goes through the screening stage. All in all, 176 articles have been located and successfully screened. Possibly the most significant criterion of article selection was that the articles had to be published within the time period between 2019 and 2023.

Table 2: Article Selection Criteria

Database	Keywords used in articles search
Year of	2019 to 2023



Publication	
Type of Publication	Journal Articles
Language	Malay and English
Type of Findings	Empirical
Focus of Findings	Data related to student dropout issues and holistic strategies

Eligibility

Following the screening action, 173 articles underwent the second step, referred to as the eligibility phase. Quality assessment has been made to ensure that all the selected articles were relevant and qualified to make it into the system of literature review (SLR). Naive evaluation of the articles by looking at the titles and abstracts of the articles was done. The methodology, research findings, and the discussion were also used as criteria to select it, in addition to the title and abstract. The reason why 138 articles were excluded was based on the fact that the articles did not address the issues of student dropout and wholesome approach to solve the problem, were irrelevant to education, did not revolve around students, teachers and higher education, was the same in content, in full realization of content, or was not in the format of a journal article (such as a book chapter or conceptual article). Due to this filter, 35 articles reached the final stage, namely, the inclusion. The procedure undertaken in searching the articles systematically based on the PRISMA framework is as depicted in Figure 2, Appendix 1. Selection of the articles in the current systematic literature review was done on the basis of their relevance to the problem of student drop-out and holistic approaches to work with the concern. Table 3, Appendix 2, shows the chosen studies. It was decided to select the Scopus, Web of Science (WoS), and Google Scholar databases because the articles contained in these resources are of high quality, and education-related research is usually indexed in them.

FINDINGS AND DISCUSSIONS

The screening of 22 articles involved a process that took a number of steps. The review has identified one article on Scopus, one in Web of Science (WoS), and 20 in Google Scholar. In 2019, five articles were published, one in 2020, four in 2021, and six in 2022 and six in 2023. The papers were also categorized with respect to the research questions and objectives determined. Table 3 shows the results of the classification of the articles based on two major themes:

Table 3: Article Selection Criteria

No.	Authors/Year	Theme 1: Dropout issues	Theme 2: Holistic Strategies
1.	Zakari (2022)	/	
2.	Subra et al. (2019)	/	
3.	Nordin & Wahab (2021)		/
4.	Ahmad et al. (2021)		/
5.	Jawas & Zulkifli (2022)		/
6.	Awang et al. (2022)	/	



7.	Dharmalingam & Rajanthiran (2019)	/	
8.	Wei et al. (2020)		/
9.	Zakaria & Ahmad (2022)		/
10.	Paraman & Hussain (2023)		/
11.	Radi & Amran (2023)		/
12.	Kadir & Kutty (2023)		/
13.	Lialoura eta al. (2021)		/
14.	Samsuddin & Hussin (2019)		/
15.	Jasni et al. (2022)	/	
16.	Zin et al. (2023)	/	
17.	Adnan et al. (2023)	/	
18.	Masrom et al. (2022)		/
19.	Behak et al. (2021)	/	
20.	Ahmad et al. (2023)		/
21.	Valdivia et al. (2019)	/	
22.	Mut et al. (2019)		/
Total		9	13

The student dropout problem in school education is increasing, and it has been attributed to the issues of students, parents, teachers of the school, and the authorities.

Research Question 1: What are the problems that lead to dropout among students in school education?

The student dropout problem in school education is increasing, and it has been attributed to the issues of students, parents, teachers of the school, and the authorities.

Student Dropout Issues from the Students' Factors

Family and peer pressure are also major influential factors in student dropout, especially among the students who have a background of poverty (Zakari, 2022). Low-income families usually lag in other subjects like mathematics and reading, which can be attributed to both the financial aspect and the conditions and the lifestyle of the surrounding. Studies such as mathematics, English, and history are to be taken seriously, trained regularly, and they need to be highly motivated. Consequently, students need an environment that would facilitate routine study and revision.

Regarding the peer influence, it is seen that the students indulge in anti-productive behavior like smoking, truancy, or late-night life. Such behaviours divert students in their academic work because they find excitement and fun outside of school through being under the influence of their peers, and they find it more risky to be in



school than this perceived fun. Besides the underprivileged students, it was also demonstrated that Orang Asli (Indigenous) students also spent their non-schooling time with friends in their homes by Awang et al., (2022). Thus, students (in particular, the students at risk of dropping out) need to be in a position to judge and select the peers that they can use as study companions. It is noted that the high dropout rate is associated with high-school goes finding the wrong company of friends or friends who do not value education.

To find out how to approach language learning in the Orang Asli schools, the indicators used in the study conducted by Halman et al. (2021) are the language difference between the teachers and Orang Asli students. Many Orang Asli students were found to have lacked the ability to communicate using Malay. This lack of communication causes trouble in communication between the teachers and these students. The teachers must also change their vocabulary in teaching modules and syllabi to ensure that students can comprehend what they are saying. This language deficiency causes the major issue of the students not being able to clearly understand the teaching and learning process.

Moreover, social distance in the Orang Asli community implies that the students in this community exhibit varying behaviours with other students. An example is that they are usually so timid with strangers, including teachers. Others even see people they perceive to be outsiders as a menace or even suspect that one or more groups of people are out to rob them of their beliefs and cultures. Such a perceived gap in communication diminishes positive two-way dialogue between the teachers and the students in their teaching and learning sessions.

The fact that the Orang Asli have a strong sense of social ecology and community was also found by Awang et al. (2022) to be also related to the lack of priority of education among them. The Orang Asli people have a close bond to the forest and are very tied to the forest and its ecology and have been so over many generations. It is an ecology that avails them possibilities to participate in economic processes and attain independent living.

Therefore, most of the Orang Asli students often accompany their parents in doing forest-related jobs or working in the farms, e.g., palm oil harvesting or rubber tapping, instead of studying at home. Their different attitude, character, and view on the relevance of financial survival rather than education cause them to be disinterested in schooling (Halman et al., 2021).

Moreover, Orang Asli students have other patterns of learning, primarily during school holidays, as stated by Behak et al. (2021). During the fruit harvesting season, many students fail to attend extra classes conducted by the teachers since this is one of the sources of income for their families. This also impacts the learning outcomes of students at risk of dropping out, since they cannot attend the intensive classes that are aimed at supporting the learning progress of the students.

Student Dropout Issues from the Parental Factors

Parents have also been established to adopt a laissez-faire attitude when it comes to the absenteeism status of their children in school. Awang et al. (2022) note that in most cases, parents fail to be strict with their children in the event of the latter stating that they want to quit school. Actually, parents of the Orang Asli sign withdrawal forms for their children in schools at some point out of their own will. This is because of the attitudes of some Orang Asli who do not see education as a priority in life, hence the cycle of poverty in the communities.

Moreover, the research conducted by Subra et al. (2019) discovered that disregarding parents' celebration of the education of their children is a factor that leads to the dropout of students. Both parents have a tendency to work overtime or find an extra job so that they can have enough money to feed the family, instead of checking on the performance of their children in school. The case shows that parents will not have the time to pursue their children's learning process since they are busy trying to make ends meet by finding some source of income to sustain the family well-being.

According to Zakari (2022), school dropout is caused by family socioeconomic status in a big way. The low family income, occupation of parents, level of education of parents, and failure to obtain family support are some of the major causes of the drop out by students. Research shows that the level of education that a parent



has contributed to ensuring that a child understands the value of knowledge. The educational level attained by many urban poor residents is also very low, which leads to a lack of interest among children in learning.

Research by Dharmalingam and Rajanthiran (2019), which was conducted on the progress of Indian learners' dropout rate, identified that learners who have been brought up in nuclear or extended families show a negative development cycle that interferes with academic success. The smaller the proportion of the number of children in a family is, the higher is the level of social support to a child. Such a state of affairs negatively affects the personality building and professional advancement of the students.

The occupation of parents and household income are two variables that have a close relationship with dropout. Poor families cannot provide their children with adequate educational means. Some students are driven out of school by economic reasons so that they can work as part-time laborers in the cities to support their families.

Student Dropout Issues from the Teachers' Factors

Single-dimensional style of teaching has also been cited as a factor that leads to students dropping out. Conventional pedagogical practices contribute to the decline in interest rates and raise the level of boredom among secondary school students and primary school students (Zakari et al., 2022). Learning becomes fun, and most of the students enjoy learning when there is active and engaging work between the teachers and the students in the classroom. The aspect of quality interaction between the teachers and the students should be highlighted since some of the educators are still using teacher-centred methods of teaching. The given conventional approach diminishes the amount of student attention and participation in the classroom, causing them to miss more classes because of insufficiently engaging and appealing instructional designs (Valdivia et al., 2019).

According to Behak et al. (2021), subject-matter expertise is a problem that English teachers encounter, especially those who teach Orang Asli students, whose status in society makes English a third language. The proficiency of the teachers in English is very critical because instruction will be delivered effectively to the Orang Asli students.

According to Adnan et al. (2023), a critical problem experienced by the teachers is a deficiency of educational resources among students who are enrolled in asnaf (underprivileged) schools. The study has pointed out that the lack of educational resources is a factor that restricts the capacity of teachers to employ the use of 21st-century teaching methods. These new techniques built on gamification technology of applications such as Kahoot, Wordwall, and Powtoon are crucial in generating student interest and engagement. Nevertheless, within the framework of such limitations, teachers do their best to make the use of available materials in the classroom- i.e., cardboard paper, markers, and other basic supplies- as effective as possible through the group activities and thus maintain the continuity of coverage through effective teaching.

Student Dropout Issues from the Authorities Factors

One of the problems impacting students with disabilities (OKU) is the dropout problem, which occurs mainly as a result of the absence of proper infrastructure to accommodate the learning needs of such students. Zin et al. (2022) distinguished several important facilities that students with disabilities (PKU) may need, such as special ramps so that students with visual disabilities may move freely, special inclined pathways that wheelchair users may easily use to move around the school building, and tactile guidance blocks to help students with visual disabilities orient around the school building. Other key facilities that will be provided are specialised lifts, wheelchairs, convenient toilets, and parking spaces that will be used by the disabled students. The authorities will have to provide these infrastructures so that this group is not deterred to pursue their education further.

One of the most recent methods of education that incorporates the elements of fun into the learning process is called Edutainment, and it has been proven that it makes the environment much more pleasant and welcoming. Halman et al. (2021), however, reported that there is no teacher awareness and understanding of using such an approach, mostly due to the minimal guidance of school administrators. This involves less publicity, poor distribution of information, and no related courses or training programmes, particularly in the Orang Asli



schools, in spite of them having adopted the approach in other schools quite long ago. In addition, the authorities have not been furnishing the teachers with appropriate edutainment modules that could be used as a guideline. As a result, there is no edutainment-based learning in such schools, and most teachers still use old education practices, which are teacher-centred.

Research Question 2: What Are Some Comprehensive Solutions That Can Help to Solve The Issue of Student Dropout?

Nordin & Wahab (2021) conducted research that discovered that the Sekolah Rimba (Forest School) approach can facilitate decreasing the number of dropouts among Orang Asli students. Forest School refers to an inspirational process of learning according to Murray et al. (2003), which enables learners of all ages to grow through tactile nature advent in the forest or other natural environments. This mode of learning has not gotten a lot of attention in Malaysia, even though it is relevant and applicable to the Orang Asli students greatly. New Orang Asli learners should be provided with a specialised curriculum, as offered by Wahab & Mustapha (2020), which entails but is not limited to history, cultural traditions, music, folklore, and flora and fauna peculiarities. It is possible to implement creative and enjoyable teaching and learning (PdP) for the students to make their minds work and process the information better. The traditional modes of delivery of information either as known in schools or in schools, are very likely to clash with the shape of understanding and acquisition of knowledge in the Orang Asli students. Hence, the Sekolah Rimba module provides a more pragmatic and participatory learning process, which is capable of enhancing the interest to learn among the Orang Asli students.

Also, the application of the Simple Reading Model of Orang Asli Students has been effective in raising the level of reading skills as well as stimulating positive student behaviour (Roslee et al., 2021). Orang Asli students, especially those in rural and remote places, become particularly susceptible to the difficulty of gaining basic literacy and numeracy. The MOA module entails reading material on the life of Orang Asli communities which has a daily orientation. A significant number of Orang Asli families in remote regions continue to continue with their traditional way of life by going into the forest to hunt and gather resources and observe their local cultures. Therefore, learning techniques that are pegged on the indigenous knowledge systems should be introduced to or adopted by children of these communities that are intertwined within school subjects to uphold the Orang Asli heritage and identity. Here, the teachers inventively transform the routine activities into a module to make the students feel belongingness. Cumming & Nash (2015) contributed a significant element in the sense of belonging and sense of place that aids positive learning outcomes and builds ties between the students and their communities. This module is also in place to help increase the literacy achievement among the Orang Asli students with poor reading capabilities and also to arouse their interest to learn to read and attend school. The culturally appropriate material assists students to feel closely linked with their instructors and learning establishment, which, in turn, motivates timely attendance in school.

The article by Ahmad et al. (2021) also highlighted the *didik hiburan* (edutainment) approach to help rural students acquire the skills of reading. In this respect *Didik* can be understood as teaching in the learning process, whereas *Hibur* can be translated as the meaning of learning being funny, entertaining, and interesting. According to Ismail (2016), such elements of *Didik Hibur* as humour and fun by singing, rhymes, poems, and traditional verses can draw the interest of students and keep them motivated to study. According to the study conducted by Aliza and Mahamod (2016), the students find learning during playtime more attractive and entertaining. One of the best ways of making children familiarize themselves with abstract language concepts in a more concrete way is playing, and this also helps to develop children's interest in reading. Some of the approaches suggested include the implementation of 21st Century Education that has high components of *Didik Hibur* and differentiated learning. Provided that the teaching strategies and techniques are applied with references to these characteristics, a higher level of readiness and motivation to learn to read may be expected among the students.

The ADDIE model can help the students in Special Remedial category to learn reading techniques. Literacy and writing problems have not been solved in education yet. Special Remedial students are the children that have trouble in gaining basic skills in three letters reading, writing, and arithmetic (the 3Rs) because of environmental conditions but not cognitive disorders. They fall under the category of Special Remedial



Education where the students have difficulties with learning but do not display any kind of physical impairment in the form of vision or hearing impairment that can be quantitatively measured. Dick and Carey developed the ADDIE model based on behaviourist theory, in 1996 as an instructional design model. ADDIE is a term and an acronym used to refer to that of Analysis, Design, Development, Implementation and Evaluation. The success of the ADDIE model in designing effective and interesting modules of instructions is well documented. Therefore, according to the research conducted by Ahmad et al. (2023), using the five processes of ADDIE when constructing teaching modules became an extremely efficient method of attracting the attention of the students and encouraging them to pursue the learning process.

The students with special needs were also given special focus in this study. Jawas and Zulkifli (2022) indicated that the positive changes in SNS triggered during the pandemic should be maintained through the use of creative teaching strategies using technology and gamification in T&L. Integration of creative aspects in the T&L is an important aspect in developing competitive and useful individuals with disabilities (PWD) so that they play their roles effectively in the development of the country. Technology and gamification are some of the methods that introduce the creative teaching practices. Mottan (2019) introduces a new approach taken by teachers to overcome the behavioural problems of hyperactive children with SNS through gamification or kinaesthetic gamification (KG) as it is also known to aid children in focusing and staying calm. In line with this, Almarshedi, Wanick, and Wills (2017) concluded that gamification has a positive impact on the behaviour of the SNS students and contributes to behavioural changes. The use of gamification in learning by the teachers has been found to encourage purposeful and controlled behaviour among SNS students.

Along with it, the significance of Teaching and Learning strategies focused on students in minimising the dropout rates among non-native speakers of the Malay language must be emphasised as well (Wei et al., 2020). The Indigenous student population in the state of Sarawak was more than 200 000 students in secondary schools, according to the 2015 Sarawak Education Department sector report provided by the Department of Statistics Malaysia. This group of students who are defined as Bumiputera people, are primarily non-Malay Malays. Also, the Resource Report by the Examination Board in the Malaysia Education Blueprint (2013-2025) indicated that non-native Malay-speaking students still lag behind in the Malay Language subject, which is also part of the reasons they are unable to pass the Malay Language subject in the SPM national examination, which is set at a passing grade. This problem is mostly related to the ineffective command of basic Malay linguistic skills. One of the approaches proposed is the rehearsal method, which is concentrated on pronunciation and naming. In the approach, students are involved in direct reading tasks in the classroom, whereas facilitating is left to the teachers, who need to monitor the process and provide necessary guidance.

The street children have to be taken through spiritual education strategies to enhance their living conditions, especially in education (Samsuddin & Hussin, 2019). Every part of society should be given equal access to education. But there is a group of children who have been denied this privilege- the so-called street children. Street children are the children living on the streets because of failure to provide birth records, lack of citizenship, they are children of migrants, or because they lack a home. They spend a big portion of their days working, playing, and doing other activities on the streets. The existence of spiritual education is a very important aspect that helps to develop behaviour patterns and morals. It is more than just external religious actions, and it has to do with internal remodeling that drives one to do right and to keep away from wrong. When building spiritual education into the street children, the educators play a role of imparting knowledge but also of imparting knowledge, they also act as mentors who encourage physical and spiritual growth of these children. This balanced development of human capital comes out of this holistic approach that promotes balanced growth (Suhid et al., 2015).

The article has been dedicated to the topic of the Differentiated Learning Approach as one of the strategies to work out the problem of dropout and learning gaps in primary schools. As Mustaffa et al. (2021) point out, the given method can be utilized as one of the tools that may address the variety of needs of the students. Diversity means students may be considered not only in the many ways in their interests and learning styles but also in their preparation level, background knowledge, and the already gained skills (Kotob & Abadi, 2019). In achieving meaningful and successful learning, what is scheduled by the teachers as teaching and learning activities needs to accommodate this diversity. The inability to employ a differentiated instruction approach in the classroom can also lead to a situation where students become dissatisfied with classes where the learning



experience does not facilitate their needs (Mokhlis, 2021). Such disinterest may translate to several undesirable behaviors that include a lack of concentration, disrespect to the teachers, and breaking of law. These behaviours can accumulate and lead to higher levels of trouble as time progresses, such as the student dropping out.

CONCLUSION

According to the results of the literature review, different problems related to the topic of student dropout were addressed in earlier research. Such discussions underscore that drop out in education is caused by a myriad of factors, among them those that relate to the student, the teachers, the parents, and the authorities. Student dropout and different strategies that can be adopted in dealing with this issue have been addressed to students who have diverse backgrounds, and not necessarily the national school students. They are Indigenous (Orang Asli) students, rural students, remedial programme students, students with special needs, asnaf (underprivileged) students, poor students, Indian students, and non-native speakers. Understanding the two themes explored in this paper can be the guiding tool that future researchers can use when broadening their research on dropout concerns and the comprehensive approach that can be suitable when dealing with the problem. Finally, everybody should contribute towards addressing the drop-off in students. The literature findings and suggestions should be applied in the educational practice as well as in the community. Unified and routine efforts need to be enhanced over a longer period of time in order to make the educators and society in general concerned with the long-term effects of the growing rates of school dropouts in students. The efficiency of the holistic plans put forward in this research report is also likely to receive the inquiry of future research in terms of its ability to overcome the problem of student dropout among students of different socio-educational groups.

In line with the key issues derivable in the present research (including diversity of student population, absence of inclusive facilities, inadequate teacher education, and low participation of parents), the next research will be shifted to an empirical mixed-design study of assessing the efficiency of comprehensive intervention plans in decreasing student dropout. The newer targets will be to test the difference in the engagement and the retention among the students who would belong to the marginalized population, including Orang Asli, students with special needs (MBK), asnaf, and non-native speakers, when subjected to differentiated and gamified learning, spiritual education, and targeted teacher training. Methods used in the study may include pre- & post-surveys, observations in the classroom, focus groups, and interviews with parents, students, and teachers. In this way, the study will provide an empirically tested intervention model and empirical advice on how to enhance student retention and equality in learning.

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APPENDIX

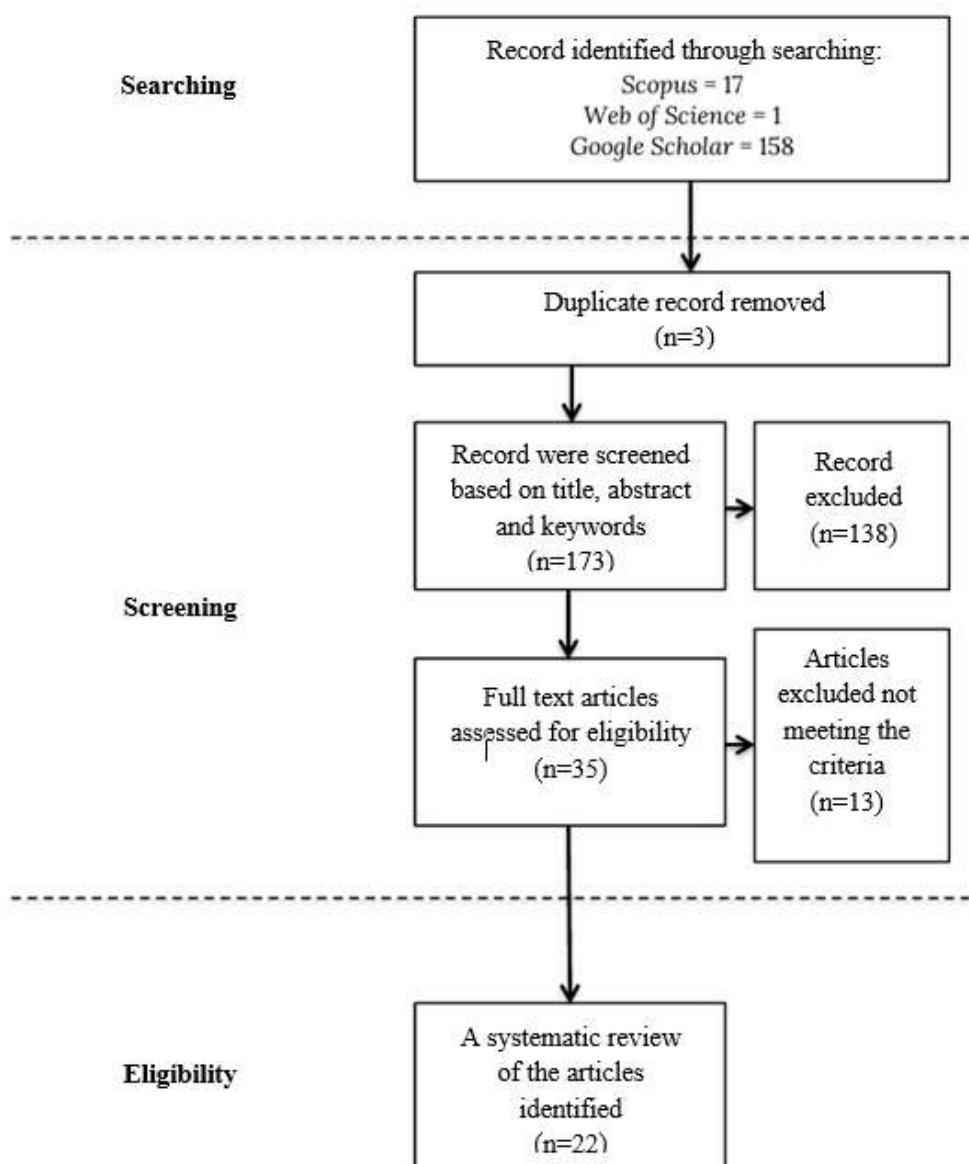


Fig.2: PRISMA Model Flow Chart (Rafique et al., 2021)