

The Effect of Government Expenditure in the Education Sector, Human Development Index, and Economic Growth on Poverty Rate in Eastern Indonesia

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Abstract—This study aims to determine the effect of government expenditure in the education sector, human development index, and economic growth on poverty rates in Eastern Indonesia. The research method of this article is quantitative, with multiple linear regression analysis techniques. The data used in this study is secondary data obtained through the central statistics agency in the form of panel data from 13 provinces in Eastern Indonesia. The results stated that (1) government spending in the education sector did not have a significant effect on Poverty; (2) the human development index has a negative and significant effect on Poverty; (3) economic growth has a negative and significant effect on Poverty. The results of this study imply that direct subsidies or individual subsidies sourced from government spending in the education sector need to be targeted at low-income households. In addition, direct government spending on public services and infrastructure, especially in the welfare, health, and education sectors, is prioritized for low-income households to improve the human development index. This public investment transmission mechanism is one of the Government's efforts to accompany economic conditions towards Poverty and equal income distribution. Thus, it will reduce the poverty rate in Eastern Indonesia.

Keywords: Poverty; Expenditure Education Sector Government; Human Development Index; Economic Growth

1. INTRODUCTION

Poverty has still become a problem most important in the world. That proves that Poverty has become the objective of the Millennium Development Goals (MDGs). Of the eight components of the MDGs, eradicating Poverty and hunger is a top priority. Based on the evaluation and monitoring of the achievement of the MDGs, one of the indicators in the red category or Not yet achieved is the reduction of Poverty (Bappenas, 2022). MDGs continued and expanded scope in Sustainable Development Goals or Sustainable Development Goals (SDGs), containing 17 objectives, with the alleviation of Poverty being target number One in the necessary SDGs completed by all countries worldwide.

Poverty is a long-term social problem that can only be overcome now (Ristika et al., 2021). The problem of Poverty is often characterized by underdevelopment and underdevelopment, low productivity and low income received, limited access and ability, and opportunities to develop themselves and improve welfare (Putri et al., 2019). According to Susanto et al., (2019), Based on the poverty cycle theory, it can be seen that several factors cause Poverty, including income levels, education levels, and the amount of consumption. Besides, according to Ristika et al. (2021), several factors cause Poverty, namely: low-quality human resources (HR), uncontrolled management of natural resources (SDA), low level of education, lack of knowledge in developing sectors sector of the economy, rising unemployment rates, and declining economic growth.

Based on data from the World Population Review, Indonesia entered among the world's poorest 100 countries based on income national per capita, with 73rd in 2020 and 91st in 2022, with Indonesia's GDP figure of US \$ 14,535 (CNN Indonesia, 2022). Position the, of course, better If compared to other countries in Southeast Asia. However, Poverty still becomes a fundamental issue that is the center of attention for governments in any country, both in developed countries and developing countries like Indonesia.

According to Kasriyati (2018), there are three general characteristics of Poverty in Indonesia, namely: 1) Most households are near the national poverty line, which results in a large number of people prone to Poverty; 2) Poverty in Indonesia does not take into account the actual poverty line, income is the primary measure of Poverty; 3) The vast territory of Indonesia and the differences between regions are the essential characteristics of Poverty in Indonesia.

Based on the Indonesian Ministry of Home Affairs (2017) regarding the codification and administration of regional administration per province, the number of provinces in Indonesia is 34. These provinces are divided into two regions, the Western Region of Indonesia (KBI) and the Eastern Region of Indonesia (KTI). Second, the region shows a tendency for provinces in the Western Region of Indonesia (KBI) to generally experience faster economic development than regions or provinces in the Eastern Region of Indonesia (KTI). For example, the availability of infrastructure, transportation facilities, education, and health facilities in KBI is much better when compared to areas in Eastern Indonesia (KTI).

Based on the picture above, Poverty in Eastern Indonesia (KTI) is still very high if compared to the Western Region of Indonesia (KBI) on average. Comparisons between the two areas are also linked far. That proves that height poverty in Eastern Indonesia is A necessary problem to overcome.



Figure 1. Percentage Amount Poor Population in Indonesia

As reported through DetikFinance, (2018), Poverty in Indonesia since September 2017 is still concentrated in eastern Indonesia, namely Maluku and Papua, with a percentage of 21.23%. A report analysis of Poverty by Bappenas (2018) mentions that most of the provinces in the KTI region still have a high poverty rate above the national average. The poverty rate in Indonesia in 2018 has decreased by 9.82 %. The decline in the poverty rate occurred in almost all provinces. On the contrary, several eastern provinces experienced an increase in Poverty from the previous year, namely in NTT, North Maluku, and Papua. In fact, in several provinces, such as NTT and Papua, Poverty has remained the same in the previous few years.



Figure 2. Percentage Amount Poor Population in Eastern Indonesia (KTI) in 2021

Based on the picture above, got We Look at the province with the highest percentage of Poverty in the final year, i.e., 2021, which is Papua province at 26.86% then, followed by West Papua province at 21.84% and NTT at 20.99%. In comparison, provinces in Eastern Indonesia show a low percentage of Poverty Lowest, that is, the province of Bali at 4.53%, which, if seen factually, has a pretty good economic condition. Poverty Still becomes a problem for part big provinces in Eastern Indonesia (KTI).

The problem of Poverty in Indonesia, especially in Eastern Indonesia (KTI), is related to the increased allocation of government spending in education, health, and as well as infrastructure that increases every year but becomes question can have a significant effect on reducing the percentage of poor people or even vice versa (Hidayat & Azhar, 2022). In matter this, meaning Government plays an essential role in reducing Poverty. The influence of the Government is enormous in making decisions or policies that are pro-poor (Evita & Primandhana, 2022). Besides, based on expenditure sector government _ education, the quality of human resources (HR) can also be a factor causing Poverty. HR quality can be seen from the Development Index Human (IPM). The low HDI will result in the low work productivity of the population. Low productivity results in low income, so low income causes Poverty (Suherman et al., 2022).

Based on the description problem, this research aims to know the influence of Expenditure Education Sector Government, Human Development Index, and Economic Growth on Poverty Levels. This research is an update from previous research because the data used is more recent. Namely, the year 2017 -2021, and the area used as a case study is the attractive Eastern Region of Indonesia For research Because there is Still little research before.

The cycle of Poverty is a theory, a circle, or a series that influence each other in such a way as to create a situation where a country will remain poor and will experience many difficulties in achieving a better level of development. The existence of underdevelopment, market imperfections, and lack of capital causes low productivity. Low productivity results in the low income that they receive. Low income will affect low savings and investment, both human and capital

investments. Low investment results in underdevelopment. This logic of thinking was put forward by Ragnar Nurkse in 1953, which said, "A poor country is poor because it is poor" (de Bruijn & Antonides, 2022).

Referring to research conducted by Haniko (2022), two groups of theory expenditure government are theory macro and theory micro. Theory macro, namely (1) Theory Rostow and Mugrave attributing government costs to the stages of economic development, to the early stages of economic development according to them, government spending ratios are relatively large to national income. At a later stage of development, government activities shifted from provision to service, spending on social services such as health and education and economic infrastructure ; (2) Wagner's law, if per income per capita increases, relatively speaking, government spending also increases. Meanwhile, the micro theory in government spending is to analyze the various factors that give rise to a demand for public goods and various other factors that affect the availability of these public goods (Mangkoesobroto, 2018)

United Nations Development Programme (UNDP) defines the Human Development Improvement Program or the Human Development Improvement Program as expanding the range of people's choices, which means they have more choices in meeting social, economic, and cultural needs. Considering these three things is essential in people's choices, namely having a long healthy life to learn and having a job to create a decent income to obtain a decent standard of living, which can be measured from 0 to 100.

Economic growth theory can be classified into several groups, namely (1) theory economy classic on analysis growth economy looking at two factors, namely total output and population growth ; (2) neoclassical theory state that economic growth is an innovation process carried out by innovators and entrepreneurs and originates from four main factors, namely people, capital accumulation, modern technology, and outputs ; (3) theory Keynes state investment is an essential component in the process of determining the success of economic growth.

Previous research conducted by Hatta (2018) showed that government spending on education and health would reduce poverty if the expenditure is carried out to improve the quality of human resources and economic growth. The effect of government spending on education and health and the level of dependence on the quality of human resources on poverty have a negative and significant effect on poverty.

Another previous study by Hasan (2021) found a significant correlation between economic growth and poverty variables. Variables of human development index and poverty, in addition, the Human Development Index (HDI) has a significant negative effect on the poverty rate per province in Indonesia (Azzahra et al., & Mafruhat, 2022)

Based on previous relevant research, researchers see a gap where there are inconsistencies in relevant research results. In addition, in previous relevant studies, there were still few studies examining poverty in the provinces of Eastern Indonesia. In previous studies, government expenditure variables have focused on more than just the education sector. In the research to be carried out, the data used is the latest research data, namely in the 2017-2021 range.

From the theoretical review above, the Expenditure government education sector, index development people, and growing economic influence negatively and significantly affect Poverty in Eastern Indonesia. The purpose of this study is to determine whether there is an effect of Government Expenditure in the Education sector, Human Development Index and Economic Growth on Poverty

2. RESEARCH METHODS

This research obtains data related to the problem; researchers conducted level research poverty in 13 provinces in Eastern Indonesia (KTI). The data was obtained from the Central Statistics Agency (BPS) and the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia. The scope of this study discusses the effect of spending Education Sector Government, Human Development Index, and Economic Growth against Poverty in Eastern Indonesia (KTI) in the range of 2017 -2021. This study will analyze the causal relationship of several variables that will affect other variables. The relationship between each variable can be reflected in the following constellation:

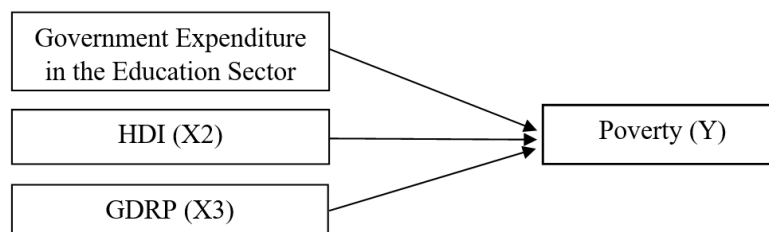


Figure 3. Constellation Correlation Variable

Based on the constellation in Figure 1, obtained description is that Poverty is influenced by output government sector education, index development (HDI), and the growing economy. Operationalization of the model on expenses government sector education is issued or allocated for necessity-sourced education from State Revenue and Expenditure Budget (APBN) and APBD as stated in Law no. 20 of 2003. The Human Development Index (HDI) is a measure of human development achievements based on several fundamental components of quality of life, which include several

components, namely health, knowledge, and people's purchasing power. Next, the economy in a country is manifested in an increase in Gross Domestic Product (GDP), and for a region, it is called the Gross Regional Domestic Product (GDP).

Study This uses secondary data types provided by the Central Bureau of Statistics (BPS) and the Ministry of Education, Culture, Research and Technology, Republic of Indonesia. With this data source, information about expenses can also be obtained Education Sector Government, Human Development Index, Economic Growth, and Poverty in provinces in Eastern Indonesia (KTI) in the 2017-2021 period. Data used in the study This is panel data. Panel data combines time series and cross-section data (Marsono, 2022). The research uses cross-sectional data from 13 provinces in Eastern Indonesia and time series data for five years, that is, 2017 – 2021. With the amount of data by whole, combine cross sections and time series in panel data form as much as 65 analysis data.

The analytical technique used in the study This is The analysis technique in this study uses regression analysis techniques for panel data. In general, regression analysis, according to Gujarati (2006), is a study of the dependence of the dependent variable (bound) both between one variable and more independent variables (independent variables), which aims to estimate or predict the average of the population or the average value of the dependent variable based on the known values of the independent variables. Until finally issuing the regression results in the form of coefficients for each independent variable. This research will use panel data; it is necessary to know the model used in the study between no models, i.e., the Fixed Effect Model (FEM) and Random Effect Model (REM). Tests are carried out to compare which model will be used, including the Chow, Hausman, and Lagrange Multiplier tests. After the model is selected, need Assumption Test is carried out Classic. This classical assumption test is required as a condition that Ordinary Least Square (OLS) can be BLUE (Best Linear Unbiased Estimator), producing a regression model with an excellent linear estimator. The tested equation must be free from classical assumptions when analyzing the multiple linear regression model. Then the selected models will be analyzed based on the results Simultaneous Significance Test (F Test), Partial Significance Test (t-Test), and Coefficient of Determination Test (R2).

3. RESULTS AND DISCUSSION

3.1 Assumption Test Classic

Using panel data, the classic assumption tests used in this study are the normality, multicollinearity, and heteroscedasticity tests. Assumption test results from classic research This is as follows.

3.1.1 Normality Test

A normality Test is done To know the normal distribution of residuals. Criteria-taking decisions are determined with normally distributed data. If the probability value of Jarque-Bera > 0.05 , means that the data is distributed normally. Following normality test results in research, this.

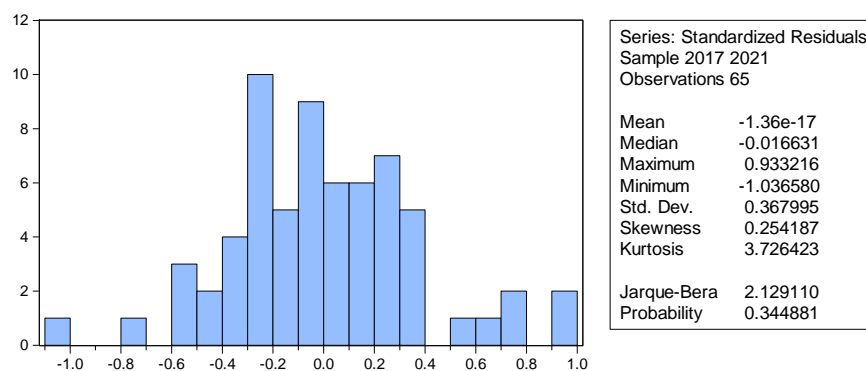


Figure 4. Normality Test

Based on normality test results in research, this value probability Jarque-Bera arithmetic of 0.344881 results from the bigger of 0.05, meaning that H_0 is accepted. So that, in conclusion, is a normally distributed residual.

3.1.2 Multicollinearity Test

Multicollinearity Test aim: Independent variables have a high and perfect correlation in the regression model. If the value correlation between variables > 0.8 , then the variable free own symptom multicollinearity; if < 0.8 , then No happen symptom multicollinearity. Following are the Multicollinearity test results in this research.

Table 1. Multicollinearity Test

	LOG(EXPD_EDU)	HDI	LOG(EC_GROWT)
LOG(EXPD_EDU)	1.000000	0.269129	0.761522
HDI	0.269129	1.000000	0.227356
LOG(EC_GROWTH)	0.761522	0.227356	1.000000

Based on the results from the table above is known that the correlation between variable free < 0.8, so in the study This No there is problem multicollinearity or assumption No happen symptom multicollinearity in models can be fulfilled.

3.1.3 Heteroscedasticity test

The heteroscedasticity test is intended To know inequality variation from a residual value observation to an observation other in the regression model. Criteria Heteroscedasticity Test results are If variation of a residual observation to other observations are fixed, then called homoscedasticity, and if variation from a residual value observation to other observations are different so-called heteroscedasticity. Following are the Heteroscedasticity Test results from the study.

Table 2. Heteroscedasticity Test

Variables	coefficient	std. Error	t-Statistics	Prob.
C	14.90158	4.861250	3.065381	0.0035
LOG(EXPD_EDU)	-0.368731	0.233817	-1.577005	0.1212
HDI	-0.039047	0.056630	-0.689517	0.4938
LOG(EC_GROWTH)	-0.839178	0.600577	-1.397286	0.1686

Criteria Heteroscedasticity Test decision that is with see mark probability t-statistic of variable independent. If the value probability > 0.05, then It means No happen symptom heteroscedasticity. On the contrary, If the mark probability is < 0.05, then It means happen symptom heteroscedasticity. Based on the results of tests produced in research _ This marks a probability variable independent > 0.05, so can, in conclusion, is that No happen symptom of heteroscedasticity in research.

3.2 Hypothesis Testing

Regression model estimation using the panel data used in knowing the effect of government expenditure on the education sector, HDI, and growing economy to level Poverty in Eastern Indonesia (KTI). Following results, panel data regression with the study's Fixed Effect Model (FEM) model.

Table 3. Fixed Effect Model (FEM) Estimation Results

Variables	coefficient	std. Error	t-Statistics	Prob.
C	89.75886	10.33398	8.685797	0.0000
LOG(EXPD_EDU)	-0.961664	0.497045	-1.934760	0.0588
HDI	-0.369287	0.120382	-3.067617	0.0035
LOG(EC_GROWTH)	-3.910794	1.276699	-3.063208	0.0036
Effects Specification				
Cross-section fixed (dummy variables)				
R-squared	0.996900	Mean dependent var		14.13723
Adjusted R-squared	0.995951	SD dependent var		6.609592
SE of regression	0.420566	Akaike info criterion		1.315309
Sum squared residue	8.666906	Schwarz criterion		1.850543
Likelihood logs	-26.74755	Hannan-Quinn criteria.		1.526493
F-statistics	1050562	Durbin-Watson stat		1.124795
Prob(F-statistic)	0.000000			

Based on the results, data processing then obtained results as follows:

$$POVERTY_{it} = 89.75886 - 0.961664 \text{ LOG(EXPD_EDU)} - 0.369287 \text{ (HDI)} - 3.910794 \text{ LOG(EC_GROWTH)} + e_{it}$$

Based on equality regression, that can conclude that :

- If Expenditure Education Sector Government, HDI, and Economic Growth are valuable remains (constant), then own constant value 0 will cause Y (Poverty) to be 89.75886
- If X1 (Expenditure education sector government) value increases by 1%, then Y (Poverty) will go down by 0.96%
- If X2 (Human Development Index) is the value increase by 1 unit index, then Y (Poverty) will be down by 0.36%
- If the value is X3 (Economic Growth). increases by 1%, then Y (Poverty) will go down by 3.91%

3.2.1 Coefficient Test Individual Regression (t-test)

t test showing how significant One independent variable on variable dependent with consider variable other constants. That is done by comparing prob t- count with level alpha error (0.05). If the prob t- count value is <0.05, it can be concluded that influential independent variables are significant to dependent variables. Whereas if t- count prob value > 0.05, it can be concluded that influential independent variables are Insignificant to variable dependent.

Based on the results estimate regression in Table 4.6 can explain the testing hypothesis of each independent variable, namely:

- Expenditure government sector education owns probability as big 0.0588 with a coefficient of -0.961664. The value shows that variable expenditure on government sector education negatively influences Poverty and has no significance

with a significance of 5% ($\alpha = 0.05$). Variable expenditure government sector education No influential significance to Poverty.

- b. Index development man own probability as significant 0.0035 with coefficient as big -0.369287 . the value shows that the variable The Human Development Index (IPM) influences Poverty negatively and is significant with a significance of 5% ($\alpha = 0.05$). Variable The Human Development Index (IPM) is significant to Poverty.
- c. The growth economy owns probability as big 0.0036 with a coefficient as big -3.910794 . The value shows that the variable Economic Growth negatively influences Poverty and is significant with a significance of 5% ($\alpha=0.05$). A variable growth economy is influential and significant to Poverty.

3.2.2 Coefficient Test Regression kindly overall (Test F)

The result of the hypothesis expenditure government sector education, HDI, and growth proposed economy are as follows:

H₀: Expenditures Government of the Education Sector, HDI, and Economic Growth as a whole simultaneous influential to Poverty

H₁: Expenditures Government of the Education Sector, HDI, and Economic Growth as a whole simultaneous No influence on Poverty

Based on the estimation of the result in Table 4.6, the mark probability F-statistic of 0.000000 value is $< \alpha = 0.05$. those results show that, in a manner, simultaneous variable-free influence on Poverty. Based on the proposed hypothesis, reject H₀ and accept H₁ so that in the study, This variable is accessible in a manner that simultaneously influences Poverty

3.2.3 Test of the Coefficient of Determination (R²)

Based on table 4 shows mark coefficient determination (R²) of 0.996900 and value Adjusted R² of 0.995951. Value R² ranges from 0 to 1. The value of R² is 0.996900 meaning the independent variable capable of explaining the variable dependent of 99.69%, and other factors outside of the study influence the remaining 0.31%. The adjusted R² value is R² customized in the study. This mark Adjusted R² is 0.995951. It means variables; dependent, i.e., Poverty, can be explained by variables independent, i.e., expenditure government education sector, HDI, and growing economy of 99.59%; meanwhile, the remaining 0.41% is influenced by other factors outside the study. This

3.4 Discussion

3.4.1 The Effect of Government Expenditure in the Education Sector on Poverty in Eastern Indonesia

Based on results estimated in Table 4 shows that the number coefficient regression variable Expenditure Education Sector Government is as big as -0.961664 with probabilities 0.0588. That shows that the Expenditure of The Education Sector Government does not significantly influence ($= 0.05$) the Poverty level in Eastern Indonesia (KTI).

That indicates that internal government policies allocate expenditure sector education for low-income people, which must be appropriately implemented. That is, programs or policies issued by the Government through the expenditure sector, education still need to be an appropriate target for low-income people to get a proper education.

Something similar was found in research conducted by Palaneven (2018), which shows that there is an increase in government spending in the education sector yet entirely reduce Poverty because expenditure government in the education sector consists of various allocation like help schools, teacher salaries, scholarships, and others Not yet appropriate target. In line with research conducted by Fithri & Kaluge (2017), the variable of government spending in the education sector has a negative and insignificant impact on Poverty because it has yet to be targeted to help people experiencing Poverty obtain a proper education.

3.4.2 The Effect of the Human Development Index on Poverty in Eastern Indonesia

Based on results estimated in Table 4 shows that the number coefficient regression variable of The Human Development Index (IPM) is as significant as -0.369287 with a probability of 0.0035. That shows that Human Development Index (IPM) has an influence negative significance ($= 0.05$) on the level of Poverty in Eastern Indonesia (KTI). Matter of this, upgrading the HDI figure to a 1-unit index will reduce Poverty by 0.36%. *ceteris paribus* human development index contains three essential dimensions in development, namely those related to fulfilling the need for longevity and healthy living life), gaining knowledge (the knowledge), and having access to resources and power to meet living standards. This means that the three essential dimensions of human development in the provinces of Eastern Indonesia (KTI) greatly affected Poverty in Eastern Indonesia (KTI) in 2017-2021

this is in line with research conducted by Sayifullah & Gandasari (2016), which states that HDI affects lowering Poverty. The decline in Poverty when the HDI increases indicates that the increase in HDI indicates the high quality of human resources, which results in increased productivity of the population's workforce, which will increase income. Increased income will cause people to be able to meet their own needs and can reduce poverty levels. Besides, research conducted by ((Fadila & Marwan, 2020) shows that a decrease follows a higher Human Development Index in the poverty rate. It means that when there is an increase in human resources in an area, it will affect the quality of human resources in the related area, which will also affect the productivity of these human resources. Furthermore, research by (Andhykha et al., 2018) shows that HDI is related to productivity. A good HDI will increase work power so that it will increase output.

3.4.3 The Effect of Economic Growth on Poverty in Eastern Indonesia

Based on results estimated in Table 4 shows that the number coefficient regression variable Index Economic Growth is as big -3.910794 with probability 0.0036. This shows that Economic Growth gives influence negatively and is significant ($\alpha = 0.05$) to the level of Poverty in Eastern Indonesia (KTI). In this matter, an upgrade Economic Growth of 1% will reduce Poverty by 3.91%. *ceteris paribus*

Growth in Eastern Indonesia (KTI) is increasing within 5 (five) years, from 2017 – 2021. In part, the big provinces influence the declining Poverty. According to the theory by Kuznets, growth, and Poverty have a robust correlation because, in the early stages of the development process, the poverty rate tends to increase. The number of poor people gradually decreases when approaching the final stage of development (Didu & Fauzi, 2016).

Research results align with research conducted by Sudewi & Wiranthi (2013) that there is a negative relationship between economic growth and poverty levels. An increase in economic growth will reduce the level of Poverty. This relationship shows the importance of accelerating economic growth to reduce Poverty. Besides, research conducted by Ningsih & Andiny (2018) points out that an increase in output from an increasing economic sector can reduce Poverty through equitable income distribution. Economic sector development policies are needed to boost the economy and reduce Poverty.

4. CONCLUSION

Based on the results of research conducted by researchers on the effect of government spending on the education sector, HDI, and economic growth on Poverty in Eastern Indonesia (KTI) in 2017-2021, they obtained possible results concluded, partially expenditure government sector education No influential significant to Poverty in Eastern Indonesia (KTI) in 2017-2021. Partially the Human Development Index (IPM) had an effect negative and significant to Poverty in Eastern Indonesia (KTI) in 2017-2021. kindly Partial growth economy influential negative and significant to Poverty in the Eastern Region of Indonesia (KTI) in 2017-2021. Simultaneous expenditure on government sector education, Human Development Index (IPM), and the growing economy influenced Poverty in Eastern Indonesia (KTI) in 2017-2021. Implications of results study this direct or subsidy sourced individually from expenditure government in sector education needs to be targeted at low home ladder income. Besides that, expenses direct the Government to service the public and infrastructure, especially in the welfare, health, and education sectors, which are prioritized for low-income households to increase index development human. It is a mechanism transmission investment public, which is one of the Government's efforts to accompany the economic conditions towards poverty rate and equitable income distribution. Thereby will push the level of Poverty in Eastern Indonesia. In this study, the limitations only use government spending in the education sector, which affects poverty, and do not use government spending in other sectors. This research is expected to bring good benefits by becoming a reference for further research. This study recommends adding other independent variables, such as government spending in the health sector, infrastructure, or other variables, to enrich the research results. In addition, it can increase the period of observation in research so that it will produce more stagnant results.

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