



PENGARUH TINGKAT PENDIDIKAN TERHADAP TINGKAT KESEJAHTERAAN MASYARAKAT PROVINSI JAWA TIMUR

THE INFLUENCE OF EDUCATION LEVEL ON THE WELFARE LEVEL OF EAST JAVA PROVINCE

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ABSTRAK

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Pendidikan salah satu indikator mengukur kesejahteraan masyarakat. Suatu masyarakat dengan tingkat pendidikan yang tinggi diharapkan juga memiliki kualitas hidup yang tinggi sehingga kesejahteraan dapat tercapai. Dengan menjalankan proses pendidikan yang baik seperti yang terjadi di Jawa Timur, masyarakat mampu meningkatkan kesejahteraan melalui pengetahuan dan skill yang akan diperoleh di bangku sekolah. Tujuan penelitian ini yaitu mengetahui pengaruh tingkat pendidikan terhadap tingkat kesejahteraan masyarakat Jawa Timur. Metode yang digunakan dalam penelitian ini yaitu Analisis Regresi Linier Sederhana dengan metode kuantitatif. Hasil analisis data menunjukkan bahwa tingkat pendidikan tidak memiliki pengaruh yang signifikan terhadap tingkat kesejahteraan masyarakat di kabupaten atau kota di wilayah Jawa Timur pada tahun 2018 hingga 2020.

Kata Kunci: Kesejahteraan, Masyarakat Jawa Timur, Pendidikan

ABSTRACT

Education is one of the indicators measuring community welfare. A society with a high level of education is also expected to have a high quality of life so that prosperity can be achieved. By carrying out a good educational process as happened in East Java, the community is able to improve their welfare through the knowledge and skills that will be acquired at school. The purpose of this study is to determine the effect of the level of education on the level of welfare of the people of East Java. The method used in this study is Simple Linear Regression Analysis with quantitative methods. The results of the data analysis show that the level of education has no significant effect on the level of social welfare in regencies or cities in the East Java region from 2018 to 2020.

Keywords: Welfare, East Java Community, Education

1. INTRODUCTION

Education is an activity that requires continuous learning and development among students. Education evolves along with the times, demanding innovation that aligns with human character and societal progress (Putri, 2020). Humans and education are inseparable because education serves as the foundation for the future and is the key to improving and developing individual quality (Ahor et al., 2015). The level of education is one of the variables influencing unemployment indicators. The higher a person's educational attainment, the higher their work competence tends to be. Education serves as a technical requirement that can affect employment opportunities, thereby helping reduce unemployment (Suhendra & Wicaksono, 2020). When more people attain at least a high school (SMA) education, they are likely to

secure better jobs. This condition influences consumption patterns, as individuals with higher incomes tend to spend more on non-food consumption. Spending on non-food items is perceived by others as a reflection of higher social welfare and status (Maulidah & Soejoto, 2017).

Community welfare is one of the key indicators of societal well-being. In general, a prosperous family is viewed as one capable of providing education for its members up to higher levels (Mulia & Saputra, 2020). Thus, higher educational attainment often leads to greater family welfare due to its reciprocal effects, such as higher income and better employment opportunities. Essentially, the government's main goal is to improve public welfare. Therefore, the government strives to enhance human resource quality and development in education to ensure prosperity and improve living standards across various aspects of life (Mahendra & Arka, 2018). However, many individuals still struggle to find employment due to high unemployment rates, which reflect the imbalance between the labor force and available job opportunities (Putra & Arka, 2016). The Open Unemployment Rate (TPT) is used to measure unemployment by comparing the number of unemployed individuals to the total labor force.

The relationship between education level and unemployment arises because education serves as a benchmark for assessing individual quality. People with higher education levels tend to have a better quality of life than those with lower education levels. Education also plays an important role in job searching, as most job vacancies require higher education and specific skills (Prakoso, 2020). This aligns with the human capital theory, which emphasizes that humans cannot be replaced by machines because human capital is key to improving quality of life through investments in education, training, experience, creativity, and competence (Hastuti & Dewi, 2019).

Previous studies support this relationship. Research by Imroatus Suaidah and Hendry Cahyono, titled "The Effect of Education Level on the Unemployment Rate in Jombang Regency," found that education level affects unemployment in Jombang Regency. Their findings show that improved education correlates with reduced unemployment, reflecting higher labor productivity and more employment opportunities for individuals with at least a high school education (Suaidah & Cahyono, 2013). Meanwhile, a study by Edyson Susanto, Eny Rochaida, and Yana Ulfah, titled "The Effect of Inflation and Education on Unemployment and Poverty," revealed that inflation and education have a significant direct effect on unemployment in Samarinda City. However, despite the increasing number of high school graduates, job opportunities remain limited, resulting in intense competition among job seekers with similar qualifications (Susanto et al., 2017).

Conversely, Indra Suhendra and Bayu Hadi Wicaksono, in their study "The Effect of Education Level, Wages, Inflation, and Economic Growth on Unemployment in Indonesia," found that high school education does not significantly affect unemployment across 33 provinces in Indonesia (Suhendra & Wicaksono, 2020). Another study by Samsul Arifin and Firmansyah, titled "The Effect of Education Level and Employment Opportunities on Unemployment in Banten Province," concluded that education level has a negative relationship with unemployment, meaning that higher education levels enhance motivation and skills in job seeking. However, employment opportunities were found to have no significant effect on unemployment in Banten, as available jobs often do not match the qualifications of the existing workforce (Arifin & Firmansyah, 2017).

Based on these conditions, this study aims to verify and analyze "The Effect of Education Level on Community Welfare in East Java Province." The purpose of this research is to examine the influence of high school (SMA) education level on community welfare, using the open unemployment rate as an indicator of welfare among the population in East Java.

2. LITERATURE REVIEW

2.1 Education

Education encompasses all life situations that influence individuals, while in a narrower sense, education refers to formal schooling. Education is defined as the teaching and learning process conducted in schools as formal educational institutions. It can also be understood as the deliberate influence exerted by schools on children and young people entrusted to them so that they acquire well-rounded skills and a full understanding of their social relationships and responsibilities (Nurwahyudi, 2020). According to Lestari in Wirawan (2016), as cited by Apsari (2023), the level of education is an individual's effort to enhance skills, behavior, and attitudes for future life, whether through organized or non-organized learning activities. The education level of a country can be measured through indicators such as literacy rates, completed levels of schooling, and school attendance rates. A country is considered to have a high level of

education when most of its population is literate, the average level of education attained is high, and all individuals of school age have access to education.

Low education levels in a country are influenced by several factors: (1) Low household income, which affects families' ability to afford education for their children; (2) Lack of public awareness about the importance of education; (3) Inadequate educational facilities and infrastructure; and (4) An imbalance between the number of educational institutions and the population of school-age children (Sukmayani, 2008). The purpose of education is a crucial aspect of the educational process because it determines the direction and goals that education seeks to achieve. Educational implementation cannot be separated from these objectives, as evidenced by the organization of education in Indonesia (Hidayat et al., 2019).

Education is also guided by several educational principles. According to Rosmita Sari Siregar and Iskandar Kato (2021), principles of education represent truths that serve as the foundation or basis for thought—both in the design and implementation stages of education. In Indonesia, several educational principles provide direction in shaping and carrying out national education. These principles stem from the thoughts and experiences developed throughout the history of education in the country. Among them, five main principles are identified: (1) The Tut Wuri Handayani Principle, introduced by Ki Hajar Dewantara, which emphasizes that every individual has the right to self-governance while maintaining harmony and unity in social life; (2) The Lifelong Learning Principle, defined as a formal goal and organizational framework for structuring educational experiences; and (3) The Principle of Learning Independence, which is closely related to both the Tut Wuri Handayani and Lifelong Learning principles. The implication of this principle is that educators should fulfill their roles as communicators, facilitators, motivators, organizers, and informants (Ahdar, 2014). Data yang diambil dari bagian pengadaan adalah jumlah kuantiti pemesanan obat ke supplier, *lead time* pengiriman obat setelah dilakukan pemesanan ke supplier sampai dengan obat diterima oleh logistik farmasi, dan periode pemesanan.

2.2 Community Welfare

According to Soetomo (2014), welfare is a condition that encompasses elements such as order, security, justice, peace, prosperity, and a well-organized life. This definition carries a broad meaning, as welfare is not only about achieving order and security but also about realizing justice in various dimensions. Therefore, the ideal state of welfare reflects a life that is fulfilled physically, materially, and spiritually—meeting both physical and spiritual needs. Furthermore, the purpose of welfare, as stated by Fahrudin (2012, cited in Sriyana, 2021), is to achieve basic living standards such as adequate clothing, food, housing, healthcare, and harmonious social relationships, as well as to promote good self-adjustment within the community. This can be achieved by exploring and developing various sources that help improve and sustain a satisfactory standard of living.

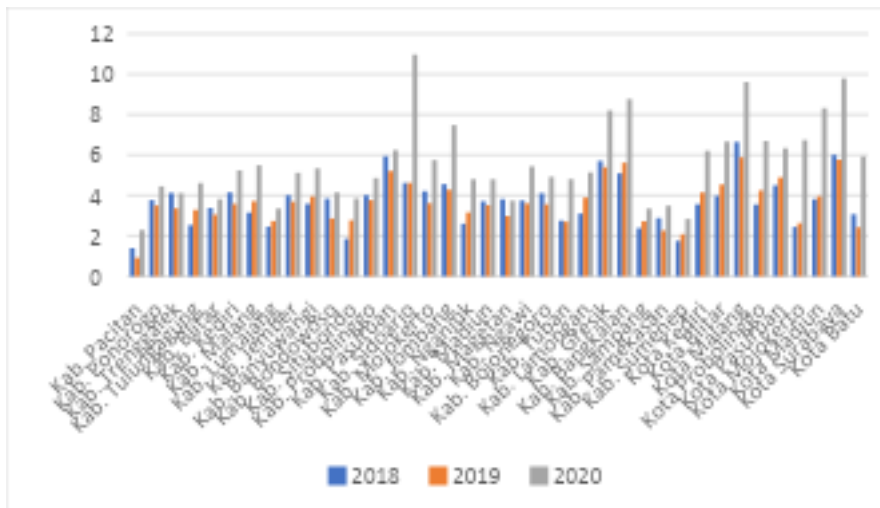
According to Soetomo (2014), community welfare indicators include three main components: (1) Social justice, which comprises indicators such as education, health, access to electricity and clean water, and poverty levels; (2) Economic justice, which includes indicators such as income, home ownership, and expenditure levels; and (3) Democratic justice, which consists of indicators such as personal security and access to information.

Kertati et al. (2023) state that the open unemployment rate is an important indicator in measuring community welfare because a higher unemployment rate indicates a greater proportion of the population without income. Unemployment, also referred to as *tunakarya*, is a condition in which a person belongs to the labor force but does not have a job or is actively seeking one. A decline in prosperity or welfare within a community is often caused by unemployment. Therefore, the unemployment rate can serve as a measure of community welfare (Winarni & Sari, 2022).

According to Elphisah (2022), the unemployment rate can be calculated by comparing the number of unemployed individuals to the total labor force, expressed as a percentage. Similarly, Case & Fair (2007), Mankiw et al. (2012), and Nanga (2021), as cited in Damanik et al. (2022), explain that the unemployment ratio is generally used to measure the unemployment level in a country. The formula is expressed as:

$$\text{Unemployment rate} = \frac{\text{Number unemployed people}}{\text{Labor force}} \times 100$$

Types of unemployment can be classified based on their causes and duration. One common type is open unemployment, which refers to individuals who are entirely without work. According to Operation (2018), open unemployment occurs when workers do not have any job at all, often due to a lack of available job opportunities or a mismatch between job openings and workers' educational backgrounds or skills. To address unemployment, several strategies can be implemented, such as expanding employment



Source : Central Bureau of Statistics (BPS)

4 RESULTS AND DISCUSSION

4.1 Research Results

In conducting a study, an analysis is required to help provide answers to the research problem. If a study aims to determine the effect of one variable on another, the appropriate analytical tool is Linear Regression. In this research, the researcher employs a Simple Linear Regression analysis.

a. Coefficient of Determination Test (R Square)

In this study, to determine whether there is an influence between variable X (education level) and variable Y (welfare level), the researcher conducted a simple linear regression analysis using SPSS (Statistical Product and Service Solution). After performing the simple linear regression analysis, the following results were obtained. The purpose of the Coefficient of Determination Test (R Square) is to determine how much the independent variable (education level) can explain the dependent variable (welfare level). The results of the coefficient of determination (R Square) test are presented below.

Tabel 1. Coefficient of Determination Test (R Square)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.020 ^a	.000	-.027	3.97962
a. Predictors: (Constant), Independen				

Source : SPSS

Based on the model summary table of the coefficient of determination test above, the R square value is 0.020 (2.0%). This indicates that, using the regression model, the independent variable (education level) has an influence of 2.0% on the dependent variable (welfare level), while the remaining 98.0% is influenced by other variables.

To determine in which quadrant the correlation value lies, the researcher refers to Sugiyono (2018), where the direction and strength of the relationship between variables are shown in the table below:

Tabel 2. Guidelines for Interpreting the Correlation Coefficient

Interval Koefisien	Tingkat Hubungan
0,00 – 0,199	Sangat Rendah
0,20 – 0,399	Rendah
0,40 – 0,599	Sedang
0,60 – 0,799	Kuat
0,80 – 1,000	Sangat Kuat

From the correlation coefficient interpretation table above, it is shown that the effect of education level on welfare level falls within the coefficient interval of 0.20–0.399, which is interpreted as a low category.

b Test ANOVA

Tabel 3. ANOVA Test

ANOVA ^a						
Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	.231	1	.231	.015	.905 ^b
	Residual	585.983	37	15.837		
	Total	586.214	38			
a. Dependent Variable: Dependen						
b. Predictors: (Constant), Independen						

Source: SPSS

The ANOVA table explains whether there is a significant effect of the independent variable (X) on the dependent variable (Y). From the output above, it can be seen that the calculated F value is 0.015 with a significance level of 0.905, which is greater than 0.05 (0.905 > 0.05). Therefore, this regression model cannot be used to predict the dependent variable.

C Hypothesis Test (t-count and t-table)

Tabel 4. Hypothesis Test

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.973	.671		19.324	.000
	Independen	6.826E-5	.001	.020	.121	.905
a. Dependent Variable: Dependent						

Source : SPSS

From the output results above, the coefficient values of the regression equation in this study are obtained using the following simple regression equation:

$$Y = a + bX$$

Explanation :

X = Education Level

Y = Welfare Level

From the output results of the simple linear regression, the coefficients produce the following regression equation:

$$Y = 12,973 + 6,826 X$$

From the coefficients of the simple linear regression equation above, the constant value of 12.973 indicates that if the education level variable is zero or remains constant, the welfare level will increase by 12.973%. The education level variable coefficient of 6.826 shows that if the education level increases by one unit, it will affect the welfare level by 6.826 units or 68.26%.

In addition to illustrating the regression equation, the output results also present the significance test using the t-test, which aims to determine whether there is a significant effect of variable X (education level) on variable Y (welfare level). The following are the formulated hypotheses:

1. Ho : here is no significant effect of the Trust variable (X) on the Participation variable (Y).
2. Ha : There is a significant effect of the Trust variable (X) on the Participation variable (Y).

With the following conditions:

1. If t-count > t-table, then H₀ is rejected, meaning there is a significant effect.
2. If t-count < t-table, then H₀ is accepted, meaning there is no significant effect between the education level and the community welfare level.

Distribution of t-Table Values

Table 5. Distribution of t-Table Values

Df	t0,05	t0,025	t0,01	t0,005	Df	t0,05	t0,025	t0,01	t0,005
1	6.314	12.706	31.821	63.657	20	1.725	2.086	2.528	2.845
2	2.920	4.303	6.965	9.925	21	1.721	2.080	2.518	2.831
3	2.353	3.182	4.541	5.841	22	1.717	2.074	2.508	2.819
4	2.132	2.776	3.747	4.604	23	1.714	2.069	2.500	2.807
5	2.015	2.571	3.365	4.032	24	1.711	2.064	2.492	2.797
6	1.943	2.447	3.143	3.707	25	1.708	2.060	2.485	2.787
7	1.895	2.365	2.998	3.499	26	1.706	2.056	2.479	2.779
8	1.860	2.306	2.896	3.355	27	1.703	2.052	2.473	2.771
9	1.833	2.262	2.821	3.250	28	1.701	2.048	2.467	2.763
10	1.812	2.228	2.764	3.169	29	1.699	2.045	2.462	2.756
11	1.796	2.201	2.718	3.106	30	1.697	2.042	2.457	2.750
12	1.782	2.179	2.681	3.055	31	1.696	2.040	2.453	2.744
13	1.771	2.160	2.650	3.012	32	1.694	2.037	2.449	2.738
14	1.761	2.145	2.624	2.977	33	1.692	2.035	2.445	2.733
15	1.753	2.131	2.602	2.947	34	1.691	2.032	2.441	2.728
16	1.746	2.120	2.583	2.921	35	1.690	2.030	2.438	2.724
17	1.740	2.110	2.567	2.898	36	1.688	2.028	2.434	2.719
18	1.734	2.101	2.552	2.878	37	1.687	2.026	2.431	2.715
19	1.729	2.093	2.539	2.861					

Source : SPSS

From the output of the simple linear regression coefficients above, the t-count value for the education level variable is 0.121. With degrees of freedom (df) = N - 2 = 3 - 2 = 1, the t-table value obtained from the table above is 6.314.

It can be concluded that t-count < t-table (0.121 < 6.314). Since t-count is less than t-table, H₀ is accepted and H_a is rejected. This means that there is no significant effect between the education level and welfare level over the three-year period, from 2018 to 2020. Furthermore, based on the t-test results, the

significance value is 0.905, which is greater than 0.05 ($0.905 > 0.05$), indicating that there is no strong relationship between education level and welfare level.

4.2 Discussion

From the results of the simple linear regression test above, it can be clearly seen that the effect of education level on community welfare from 2018 to 2020 across all cities and regencies in East Java shows a negative influence. This means that during the 2018–2020 period, the education level in East Java did not have a significant impact on the welfare level of its residents. However, from 2021 to 2022, there was a slight increase in both the education level and the unemployment rate in the East Java region.

Tabel 6. Education level data

Provinsi	SD		SMP		SMA	
	2021	2022	2021	2022	2021	2022
Jawa Timur	97,76	98,71	90,30	90,47	66,33	66,87

Source : Central Bureau of Statistics (BPS)

Tabel 7. Unemployment Data

Provinsi	2022			2023		
	Februari	Agustus	Tahunan	Februari	Agustus	Tahunan
Jawa Timur	4,81	5,49	-	4,33	-	-

Source : Central Bureau of Statistics (BPS)

This study is consistent with the research conducted by Laraswati (2020), which was carried out in Kebumen Regency, Central Java, specifically in Ayah Village — a coastal area where most residents work as fishermen. In Ayah Village, the average education level of the population is relatively low. However, this low education level does not necessarily make the residents less prosperous, as most fishing families have reached the level of prosperous family stage III. Another factor contributing to the welfare of Ayah Village residents is the diversification of employment. For instance, many fishermen who own boats also engage in side jobs such as renting out their boats for tourism activities.

However, this study is not consistent with the research of Nurwahyudi (2020) conducted in Bantul, Asyiah Siregar & Ritonga (2018) conducted in Ngawi, East Java, and Aini et al. (2018) conducted in Kesatrian Village, Malang City. The three studies above revealed that there is a significant relationship between education level and welfare level in their respective regions — Bantul, Ngawi, and Malang. Therefore, it can be concluded that these three areas have a higher level of community welfare influenced by their education levels.

5. CONCLUSION AND SUGGESTIONS

Conclusion

This study, analyzed using a simple linear regression method, found that there is no significant effect of education level on the welfare level of the people in East Java Province from 2018 to 2020, and that the relationship between the two variables is negative. This means that an increase in education level is not followed by an increase in community welfare. The results indicate a decline in the influence of education level on welfare from 2018 to 2020 across all regencies and cities in East Java, showing that education level during this period did not have a significant impact on community welfare. However, from 2021 to 2022, there was a slight improvement in both education level and unemployment rates in East Java.

The education level in this study reflects the quality of the population or human resources. Therefore, greater attention from the local government is needed to promote better and more equitable education across all regions. Education serves as a form of human capital investment that enhances the quality of human resources. Furthermore, improving welfare and supporting economic growth require special

attention from local governments, ensuring that the increasing labor force is matched with sufficient job opportunities and well-qualified human resources.

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