

Pengaruh Pertumbuhan Ekonomi, Tahun Pendidikan yang Diharapkan, dan Indeks Pembangunan Manusia terhadap Kemiskinan di Sumatera Selatan

The Influence of Economic Growth, Expected Years of Schooling, and the Human Development Index on Poverty in South Sumatra

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ABSTRAK

Histori Artikel:

Diajukan:
29/05/2024

Diterima:
04/06/2024

Diterbitkan:
02/07/2024

Penelitian ini bertujuan untuk menganalisis dan mengetahui pengaruh antara variabel pertumbuhan ekonomi, angka harapan lama sekolah dan indeks pembangunan manusia terhadap kemiskinan di Sumatera selatan. Penelitian ini menggunakan data sekunder yaitu data panel dengan rentang waktu dari Tahun 2018 -2022. Data-data dalam penelitian ini bersumber dari Badan Pusat Statistik (BPS) yang kemudian diolah menggunakan aplikasi E-views 12. Hasil penelitian menunjukkan bahwa variabel pertumbuhan ekonomi memberikan pengaruh negatif dan tidak signifikan terhadap kemiskinan. Sementara variabel angka harapan sekolah, dan indeks pembangunan manusia memberikan pengaruh yang negatif dan signifikan terhadap kemiskinan di Sumatera selatan Tahun 2018-2022.

Kata Kunci: Indeks Pembangunan Manusia; Angka harapan Lama Sekolah; Pertumbuhan Ekonomi; Kemiskinan

ABSTRACT

This study aims to analyze and determine the effect of economic growth, average years of schooling, and human development index on poverty in South Sumatra. This study uses secondary data, namely panel data covering the period from 2018 to 2022. The data in this study are sourced from the Central Statistics Agency (BPS) and processed using the E-views 12 application. The results of the study indicate that the economic growth variable has a negative and insignificant effect on poverty. Meanwhile, the variables of expected years of schooling and the human development index have a negative and significant effect on poverty in South Sumatra from 2018 to 2022.

Keywords: Human Development Index; Expected Years of Schooling; Economic Growth; Poverty

1. INTRODUCTION

One of the primary objectives of national development is to enhance economic performance in order to ensure a decent quality of life for all citizens, ultimately leading to improved national welfare. Among the main goals of Indonesia's development agenda is the reduction of poverty, which remains a fundamental obstacle to economic progress. In essence, development must be distributed equitably across all segments of society. For this reason, poverty alleviation has become a central focus of Indonesia's long-term development strategy.

Poverty is a complex and multidimensional issue that cannot be explained by a single factor, as human needs vary across economic, social, and cultural dimensions. From a policy standpoint, poverty encompasses both primary aspects such as a lack of productive assets, limited socio-political organization, and inadequate education or skills and secondary aspects, including restricted access to social networks, financial resources, and information.

As a development challenge, poverty can occur in any country, regardless of its level of progress. Indonesia, as a developing nation, continues to face poverty as one of its most persistent economic problems—a long-standing issue that has yet to be fully resolved. Despite various government initiatives such as capital assistance programs, direct cash transfers, and social welfare schemes for low-income households (Prasetyoningrum, 2018), poverty remains a multifaceted problem requiring continuous attention and research. Moreover, the distribution of poverty in Indonesia varies across regions, influenced by differing social and cultural contexts (Wahyuni, 2021).

Economic growth plays a crucial role in reducing poverty; however, the type of growth required is inclusive and high-quality growth (Kumalasari, 2011). According to the Ministry of Finance's Macroeconomic Framework and Fiscal Policy Principles, Indonesia's economy has maintained an average growth rate of 5.64% over the past decade, yet this expansion has not led to a significant reduction in poverty levels (BPS, 2021).

The World Bank's Global Monitoring Report (2005) emphasizes that sustained economic growth is vital for poverty reduction and achieving global development objectives. In other words, economic development is a prerequisite for effective poverty alleviation. Furthermore, the success of economic growth depends largely on human capital as the main driver of productivity. The Human Development Index (HDI) serves as a key measure in this regard, as it captures fundamental aspects of human welfare, including life expectancy (health), literacy rate and average years of schooling (education), and per capita income (economic well-being).

According to Anggraini (2018), the HDI provides a comprehensive assessment of a nation's development by comparing indicators of life expectancy, education, literacy, and living standards. This index is also instrumental in categorizing countries as developed, developing, or underdeveloped and in evaluating the impact of economic policies on overall quality of life.

The Central Bureau of Statistics (BPS, 2021) identifies three core dimensions of HDI knowledge, longevity and healthy living, and a decent standard of living which together determine a region's capacity for human development. Additionally, expected years of schooling has emerged as another critical factor influencing poverty reduction. BPS (2021) defines this indicator as the number of years of education a child of school entry age is expected to complete in the future.

Expected years of schooling provide valuable insights into the progress of educational development across different levels, as they reflect the potential duration of formal education attainable by children in a given region.

Considering these factors, a deeper examination of their interrelationship is essential. Therefore, this study aims to analyze the influence of economic growth, expected years of schooling, and the Human Development Index (HDI) on poverty levels in South Sumatra during the period 2018–2022.

Concept of Poverty

Poverty can be defined as a condition in which individuals or groups are unable to fulfill the basic necessities of life, particularly in terms of consumption and income. The poverty level in a nation or region reflects the overall standard of living and the degree of welfare of its population (Leasiwal, 2013). According to Ayu (2018), poverty may also be triggered by poor quality of life, minimum wages that fail to meet living costs, and the growing number of low-income households over time.

Maipita (2014) explains that poverty emerges from disparities in capability, opportunity, and income distribution. These dimensions are manifested through indicators such as malnutrition, inadequate healthcare, and low levels of education. Moreover, poverty is a complex, interrelated phenomenon influenced by various socioeconomic and environmental factors—ranging from income and employment levels to health, education, access to public services, geographical conditions, gender inequality, and environmental circumstances.

Concept of Economic Growth

Economic growth serves as a crucial indicator for measuring a country's economic performance. It represents the expansion of a nation's productive capacity through increased output of goods and services as well as infrastructure development. In essence, economic growth is commonly measured by the rise in a country's real national income over a specific period (Jhingan, 2007).

Budiono (2012) notes that economic growth is a gradual, continuous process that reflects the long-term increase in national output driven by savings accumulation and population growth. It is not only a measure of economic expansion but also a benchmark for assessing development progress across different sectors of the economy.

From a broader perspective, the ultimate objective of human-centered economic growth is to create conditions that enable people to lead long, healthy, and productive lives. As Izzah (2011) emphasizes, human development regards individuals not as mere instruments of economic progress but as the ultimate beneficiaries of development itself.

Concept of Expected Years of Schooling (HLS)

Expected Years of Schooling (HLS) is an indicator that reflects the level of equality and accessibility of education in Indonesia. It measures the expected duration of formal education a child typically at the age of seven is projected to complete in the future. In simpler terms, HLS represents age-specific school participation rates and serves as a forward-looking measure of educational attainment.

According to Arsyad (2016), education whether formal or non-formal plays a vital role in poverty reduction by enhancing productivity and efficiency. It can also directly empower low-income individuals by equipping them with knowledge and skills that increase their ability to earn a sustainable income.

The Central Bureau of Statistics (BPS, 2020) explains that HLS was introduced as an enhancement of earlier education indicators such as Average Years of Schooling and Literacy Rate. Since 2010, HLS has been officially incorporated into the Human Development Index (HDI) as one of its core components. Both HLS and Average Years of Schooling represent the “knowledge” dimension of HDI, with HLS specifically defined as the expected number of formal schooling years a child is anticipated to complete in the future (BPS, 2020).

Concept of the Human Development Index (HDI)

The Human Development Index (HDI) is a composite measurement designed to evaluate human progress by combining three fundamental dimensions: longevity and health, education, and standard of living. It reflects the essential human capabilities that expand individuals’ choices and opportunities (BPS Indonesia, 2016).

The HDI concept underscores that human development should focus on people as both the means and the end of development. Enhancing human resources—both physically and intellectually enables individuals to participate more effectively in sustainable development processes. Thus, HDI serves as one of the principal tools for assessing the level of human welfare and development achievements across regions.

According to the United Nations Development Programme (UNDP, 2020), human development can be viewed as a process of “enlarging people’s choices.” It emphasizes four core elements: productivity, equity, sustainability, and empowerment. HDI therefore provides an overall depiction of human achievement across its three central components living a long and healthy life, gaining access to education, and maintaining a decent standard of living.

2. RESEARCH METHOD

In this study, the research type employed is a quantitative approach. Quantitative research involves data that can be measured on a numerical scale such as graphs, tables, and figures derived from reports related to the research problem being examined (Azwar, 2015).

The analytical model used in this research is a multiple linear regression analysis based on the Ordinary Least Squares (OLS) method, utilizing panel data, which is a combination of time series and cross-sectional data. In studies using panel data, it is necessary to determine which panel data model is the most appropriate pooled effect, fixed effect, or random effect by applying the Chow test, Hausman test, and Lagrange Multiplier test. The data in this study consist of panel data covering the 2018–2022 period, with cross-sectional data from 17 regencies/cities in South Sumatra. The selected approach for this study is the Random Effect Model (REM). The variables used include economic growth, expected years of schooling, and the human development index, which are analyzed for their influence on poverty levels in South Sumatra.

3. RESULT AND DISCUSSION

Selection Model

Table 1. Chow Test

Redundant Fixed Effects Tests

Equation: Untitled

Test cross-section fixed effects

Effects Test	Statistic	d.f.	Prob.
Cross-section F	183.691049	(16,65)	0.0000
Cross-section Chi-square	325.833190	16	0.0000

Table 2. Hausman Test

Correlated Random Effects - Hausman Test

Equation: Untitled

Test cross-section random effects

Test Summary	Chi-Sq. Statistic	Chi-Sq. d.f.	Prob.
Cross-section random	4.653104	3	0.1990

Based on the results of the Hausman test, a probability value of 0.19 was obtained. Therefore, it can be concluded that the selected model is the Random Effect Model (REM), since the probability value $0.19 > \alpha (0.05)$.

Table 3. LM Test

Lagrange multiplier (LM) test for panel data

Date: 05/08/24 Time: 11:05

Sample: 2018 2022

Total panel observations: 85

Probability in ()

Null (no rand. effect) Alternative	Cross-section One-sided	Period One-sided	Both
Breusch-Pagan	156.2951 (0.0000)	1.137180 (0.2862)	157.4323 (0.0000)
Honda	12.50180 (0.0000)	-1.066386 (0.8569)	8.086061 (0.0000)
King-Wu	12.50180 (0.0000)	-1.066386 (0.8569)	4.637172 (0.0000)
GHM	-- --	-- --	156.2951 (0.0000)

Based on the results of the Lagrange Multiplier (LM) test, a probability value of 0.00 was obtained. Therefore, it can be concluded that the selected model is the Random Effect Model (REM), since the probability value $0.00 < \alpha (0.05)$.

Table 4. Regresi Result

Dependent Variable: Y

Method: Panel EGLS (Cross-section random effects)

Date: 05/08/24 Time: 11:09

Sample: 2018 2022

Periods included: 5

Cross-sections included: 17

Total panel (balanced) observations: 85

Swamy and Arora estimator of component variances

Variable	Coefficient	Std. Error	t-Statistic	Prob.
C	46.14344	5.114835	9.021493	0.0000

X1	-0.024132	0.019610	-1.230594	0.2220
X2	-1.260756	0.555508	-2.269554	0.0259
X3	-0.255658	0.115889	-2.206057	0.0302
Effects Specification				
			S.D.	Rho
Cross-section random			2.416446	0.9762
Idiosyncratic random			0.377270	0.0238
Weighted Statistics				
R-squared	0.365155	Mean dependent var		0.897815
Adjusted R-squared	0.341642	S.D. dependent var		0.469687
S.E. of regression	0.381100	Sum squared resid		11.76424
F-statistic	15.53008	Durbin-Watson stat		1.826314
Prob(F-statistic)	0.000000			

Keterangan :

Y = Percentage of Poor Population

X1 = Economic Growth

X2 = Expected Years of Schooling

X3 = Human Development Index (HDI)

A = Konstanta

B = Coefficient of Independent Variables

$$Y_{it} = A_0 + B_1 X_{1it} + B_2 X_{2it} + B_3 X_{3it} + \dots \dots \dots (2)$$

$$Y_{it} = 46.14 - 0.024 X_{1it} - 1.260 X_{2it} - 0.255 X_{3it} + \text{eit}$$

The interpretation of the panel data results is as follows:

- a) The constant value (A_0) indicates that when economic growth, expected years of schooling, and the human development index are all equal to zero, the poverty rate is 46.14%. This means that if the independent variables remain constant, the poverty level is expected to be 46.14%.
- b) The coefficient of economic growth (X_1) is -0.024 , which means that a 1% increase in economic growth will lead to a decrease in poverty by 0.024%, assuming other variables remain constant.
- c) The coefficient of expected years of schooling (X_2) is -1.260 , indicating that a 1% increase in expected years of schooling will result in a 1.260% reduction in poverty, assuming other variables remain constant.
- d) The coefficient of the human development index (X_3) is -0.255 , meaning that a one-unit increase in the human development index will lead to a 0.255% decrease in poverty, assuming other variables remain constant.

T Test

Using the t-table value of 1.9893, the interpretation of the results is as follows:

- a) Economic Growth and Poverty

The obtained t-statistic value is 1.2305, which is less than 1.9893, with a probability value of $0.22 > 0.05$. Therefore, it can be concluded that economic growth has a negative but not significant effect on poverty in South Sumatra.

- b) Expected Years of Schooling and Poverty

The obtained t-statistic value is 2.2695, which is greater than 1.9893, with a probability value of $0.02 < 0.05$. Thus, it can be concluded that expected years of schooling has a negative and significant effect on poverty in South Sumatra.

- c) Human Development Index and Poverty

The obtained t-statistic value is 2.2060, which is greater than 1.9893, with a probability value of $0.06 > 0.05$. Therefore, it can be concluded that the human development index has a negative but not significant effect on poverty in South Sumatra.

Uji F

Based on calculations using Microsoft Excel, the F-table value is 2.7159, while the F-statistic value is 15.5300 with a probability (significance) of $0.00 < 0.05$. From these results, it can be concluded that based on the F-test (simultaneous test), the variables of economic growth, expected years of schooling, and human development index simultaneously have a significant effect on poverty. The F-test results also indicate that the independent variables

are jointly related to the dependent variable, as shown by the F-statistic value of 15.5300, which is greater than the F-table value of 2.7159.

Coefficient of Determination

Based on the REM model testing, the R-squared value obtained is 0.3651. This means that the dependent variable, poverty in South Sumatra, is jointly influenced by the independent variables—economic growth, expected years of schooling, and human development index—by 36.51 percent, while the remaining 63.49 percent is explained by other variables outside the model.

Discussion

The Effect of Economic Growth on Poverty

The regression estimation results using the Random Effect Model show that economic growth has a negative coefficient value of -0.0241 with a probability value of $0.22 < 0.05$, indicating that economic growth (X1) has a negative and significant effect on the poverty rate in South Sumatra. This finding is consistent with the research hypothesis.

This study is supported by Kuncoro (2011), who stated that economic growth in rural areas reduces poverty across all sectors and regions. However, economic growth in the office or service sectors shows high poverty elasticity in all sectors except urban agriculture. Moreover, agricultural growth in rural areas has a significant impact on reducing poverty within the rural agricultural sector, which serves as a major contributor to rural income.

Economic growth has a negative but not significant influence on poverty in South Sumatra because it contributes only marginally to poverty reduction. Ideally, economic growth should be evenly distributed across all income groups, including low-income communities. Therefore, it is necessary for economic growth to expand across various sectors so that all residents can participate in achieving equitable income distribution and improving welfare levels to stimulate regional economic progress.

The Effect of Expected Years of Schooling on Poverty

The regression estimation results using the Random Effect Model show that expected years of schooling (HLS) has a negative coefficient value of -1.2607 with a probability of $0.22 < 0.05$, indicating that HLS (X2) influences poverty levels in South Sumatra. This finding aligns with the research hypothesis, which states that expected years of schooling has a negative and significant effect on poverty. However, it differs from Mankiw (2012), who stated that education serves as an investment for individuals—meaning that higher education levels lead to better welfare, thereby reducing poverty.

The negative effect of expected years of schooling on poverty occurs because, as the average expected years of schooling increase, poverty levels tend to decrease. This relationship aligns with the effective empowerment of human resources in South Sumatra, as seen from the adequate quality and accessibility of educational facilities. Therefore, the improvement of expected years of schooling can reduce poverty by enhancing human capability and productivity.

The Effect of the Human Development Index on Poverty

The regression estimation results using the Random Effect Model show that the Human Development Index (HDI) has a negative coefficient value of -0.2556 with a probability value of $0.03 < 0.05$, indicating that HDI (X3) has a negative and significant effect on the poverty rate in South Sumatra.

This result supports the findings of previous studies by Fatimah (2017) and Suliswanto (2012), which suggest that the higher the level of health, education, and living standards, the higher the HDI. Therefore, the results of this study—showing that the Human Development Index has a negative and significant effect on poverty—are consistent with the research hypothesis, meaning that the proposed hypothesis is accepted.

The regression results indicate that HDI negatively affects poverty, implying that when the human development index decreases, poverty increases. This occurs because HDI encompasses three essential dimensions of human development: longevity and healthy living, knowledge acquisition, and access to resources that enable a decent standard of living. These three dimensions are crucial to improving welfare; when people lack them, they are unable to live decently or achieve prosperity. Hence, improving human development indicators is vital for sustainable poverty reduction.

4. CONCLUSION

Based on the discussion, it can be concluded that both partially and simultaneously, economic growth, expected years of schooling, and the human development index have a negative and significant effect on poverty in South Sumatra. Therefore, improving the development of economic growth, expected years of schooling, and the human development index in South Sumatra can further help reduce poverty levels in the region.

As for recommendations, the government and the wider community are encouraged to foster awareness among individuals—as integral parts of the nation—about the importance of education and human development as long-term investments. Enhancing the quality of human resources will lead to better economic growth, which in turn will contribute to lowering poverty rates..

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