Analysis of Community Ability and Access to Education as an Effort to Reduce Poverty Rate in Indonesia

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Abstract

Poverty is a topic that is still being discussed in Indonesia. The mitigation itself cannot be carried out through one stage, so that poverty indicators need to be clearly, measurably and comprehensively defined and can then be guided and become the basis for making policies with precise targets with relevant poverty alleviation programs. In Indonesia, to accelerate poverty reduction, the Government has established social protection programs including the Prosperous Family Savings Program, the Smart Indonesia Program, and the Healthy Indonesia Program. The things that must be considered in doing so are public access to education and other factors, namely the average length of schooling and the unemployment rate.

Keywords: Education, Access, Poverty.

1. Introduction

The poverty level of a country can indirectly describes an impact of the total family income which is smaller than the threshold for meeting family needs. In countries that are classified as poor, people experience limitations in being able to access human development indicators such as health, education, and mortality. UNICEF found a fact that children in poor countries have the potential to die sooner even before the age of 5 years and suffer from malnutrition and disease than children in rich countries (https://internasional.kompas.com) . In addition, it is also known that the high level of education also determines the income level of the next generation in later adulthood, which is around 10%. In this regard, UNICEF encourages more efforts to be made in providing access to education for children. Rural poverty accounts for almost 63.00% of poverty worldwide, reaching 90.00% in China and Bangladesh and around 65.00% to. 90% in sub-Saharan Africa, with the exception of a few Latin American countries where the majority of poverty is concentrated in urban areas. Indonesia is another developing country that is also still in a similar situation, especially during the pandemic which is still being experienced by the world. Based on BPS data as of March 2021, it can be seen that both the number of poor people and the poverty rate in Indonesia are still increasing. This is reflected in the number of poor people nationally as many as 27.54 million people in March 2021 which increased by 1.12 million people when compared to March 2020. When viewed from the percentage, the poverty rate in Indonesia was 10.14% in March 2021 which increased by 0.36% from March 2020. (https://databoks.katadata.co.id/)

Istiana Hermawati argues that poverty is interpreted by the community as a condition or condition that describes the powerlessness or inability or challenges experienced by society in general, both in the economic, social, psychological, cultural and political fields in order to realize a life that is humanely decent. The results of his research show that poverty in Indonesia is multidimensional in nature, so that poverty indicators need to be clearly, measurably and comprehensively defined so that they can then be guided and become the basis for making policies that have precise targets with relevant poverty alleviation programs. On the other hand, many people believe that poverty indicators can be described simply in a situation where people have very minimal income, so they are unemployed, become homeless, do not have access to health when sick, and continue the next generation to be unable to have access to education. who deserve to develop themselves and their abilities and circumstances will only get worse after that. This has also been raised and continues to be promoted by UNICEF to make countries realize how important access to education is in a country.

2. Methodology

The research was conducted by means of a literature study and panel data analysis as follows:

- Research ObjectThe object of research in writing this scientific paper is the poverty rate in Indonesia using provincial data from 2007 to 2007. 2013 with a total of 34 provinces.
- The formulation of the problems raised includes factors that can affect the trend of poverty rates in Indonesia seen from the perspective of education as follows: What are the factors related to public access to education that affect the poverty rate? Do provincial factors affect the poverty rate?
- The data used is secondary data with data collection methods by conducting library research to obtain reading sources, materials related either directly or indirectly to the object under study. In addition, data from other studies are also used, including those conducted by institutions or organizations such as BPS and others.
- The analytical tool used to answer the problems in this research is a literature study method and simple statistical data analysis, with the following details: Locating the data: data published by government agencies, online data, census data, etc. Evaluate the data (evaluate the data): perform a critical analysis (validity and reliability) of the research report that produces the data. Is the theory (conceptual model) correct? Is the study method correct? Are the definitions of variables and their measurements correct? Data verification (verify the data): After passing the validity and reliability, you must make sure that you get the correct copy of the data (number of observations, number of variables, coding).

3. Result and Discussion

Government Programs

In accordance with Presidential Regulation of the Republic of Indonesia Number 166 of 2014 dated November 3, 2014 concerning the Program for the Acceleration of Poverty Reduction, poverty is an urgent national problem and requires systematic, integrated and comprehensive handling and approach steps, in order to reduce the burden and fulfill basic rights. citizens properly through inclusive, equitable, and sustainable development to realize a dignified life. In addition, as an effort to increase the effectiveness and efficiency of poverty reduction acceleration programs, it is necessary to make efforts to sharpen social protection programs. The funding for the implementation of the poverty alleviation acceleration program comes from the State Revenue and Expenditure Budget, the Regional Revenue and Expenditure Budget, and other non-binding funding sources in accordance with the provisions of laws and regulations. This shows how the government is very serious about

reducing poverty in Indonesia. Poverty Reduction is a government and regional government policy and program that is carried out in a systematic, planned, and synergized manner with the business world and the community to reduce the number of poor people in order to improve the welfare of the people. Poverty reduction programs are activities carried out by the government, regional governments, the business world, and the community to improve the welfare of the poor through social assistance, community empowerment, empowerment of micro and small economic enterprises, as well as other programs in order to increase economic activities.

To accelerate poverty reduction, the Government establishes social protection programs including:

- Prosperous Family Savings Program;
- Smart Indonesia Program; and
- Healthy Indonesia Program.

Regarding the 3 programs mentioned above, it can be seen that public access to education can be done through programs a and b.

Prosperous Family Savings Program

Prosperous Family Savings is given to families who hold the Prosperous Family Card (KKS) which is a substitute for the Social Protection Card (KPS). The Prosperous Family Card (KKS) is a marker for underprivileged families who are entitled to various social assistances, including prosperous family savings. The Family Welfare Savings Program for KKS holders itself is a program of providing non-cash assistance in the form of savings given to 15.5 million underprivileged families throughout Indonesia, amounting to Rp. 200,000/family/month. For 2014, Rp400,000 was paid at once for November and December. The Family Welfare Savings Program is given to underprivileged families, gradually expanding to include residents of orphanages, nursing homes and other social institutions. In 2014, 1 million families were provided in the form of digital financial services by providing SIM cards, while 14.5 million families were provided in the form of postal checking deposits.

Smart Indonesia Program (PIP)

In accordance with the Regulation of the Minister of Education and Culture of the Republic of Indonesia 19 of 2016 concerning the Smart Indonesia Program dated 27 May 2016, PIP is intended for children aged 6 (six) to 21 (twenty one) years with priorities including:

- KIP holder students;
- students from poor/vulnerable poor families and/or with special considerations such as:
  1. students from families participating in the Family Hope Program (PKH);
  2. students from families of KKS holders;
  3. students who are orphans/orphans/orphans from schools/social institutions/orphanages;
  4. students affected by natural disasters;
  5. students who are not in school (drop-out) who are expected to return to school;
  6. students who have physical disabilities, victims of disasters, from parents who have been laid off, in conflict areas, from families of convicts, are in correctional institutions, have more than 3 (three) siblings living in the same house;
  7. participants in course institutions or other non-formal education units.
- SMK students who study group expertise in the fields of: Agriculture, Fisheries, Livestock, Forestry and Shipping/Maritime.

Children who are included in the priority targets as referred to in paragraph (1) can be proposed by schools, learning activity studios, community learning activity centers, course institutions, training institutions, or stakeholders. Furthermore, the Ministry of Education and Culture provides KIP based

on the Integrated Database (BDT) issued by the National Team for the Acceleration of Poverty Reduction.

Panel Data Analysis Method

In order to answer the problem in this research, a method is needed in analyzing the data, namely the correlational research model which is a research model by connecting one variable to another. Meanwhile, the relationship between variables is generally often referred to as correlation. This research method is very appropriate if it is implemented when conducting research on complex variables, with the hope of knowing the relationship between variables and in order to predict the relationship of variables in the future. Furthermore, the methods and variables used by the researchers are described as follows:

Hypothesis

Hypothesis testing is a common thing in a study. However, the elements of habit and old understanding often lead to the wrong choice or implementation of a method. Several things need to be considered in testing the hypothesis, namely first to ensure the relevance of the standard error of a data with statistical testing, a value does not need to be tested for a hypothesis if it is within the range of the hypothesized value, on the other hand, if an estimate is not included in the set of hypotheses, then the hypothesis is require testing, the largest p-value is used for testing, and statistically significant results prove their influence, otherwise insignificant results should not be construed as evidence for or against the hypothesis being tested. (Peter J Veazie, 2015). It is important to distinguish between testing and estimation purposes. The purpose of hypothesis testing is to make judgments about the right or wrong of a hypothesis, while the purpose of estimation is to make judgments about the value of a parameter. Related to this, it can also be interpreted that if it is known that a hypothesis is true or false, then the researcher has achieved the goal of testing the hypothesis. Meanwhile, panel data regression analysis is a research method that is often implemented to create a model of the influence of independent variables on the dependent variable in several fields or classifications that are observed on an object that is used as research in a certain period of time. The panel data regression can also be implemented to predict a dependent variable in each field or classification that has been determined. However, it is necessary to make a forecast in advance of the independent variables in each sector.

Variable Dimensionalization

The variables that will be analyzed later are types of data that are widely used in social science, epidemiology, and econometrics such as two-dimensional panel data. Data is collected from time to time and on the same individual and then regression is carried out on the dimensions to be analyzed. Meanwhile, multidimensional analysis is an econometric method in which data is collected on more than two dimensions (usually, time, individual, and some third dimension). (Jianqing Fan, 2011). Panel data is also sometimes referred to as a longitudinal data whose scope contains observations about different sections over time. One example of a classification that can form a panel data series includes countries, companies, individuals, or demographic groups, which in this study will use provincial data. As with time series data, panel data includes all observational data collected at regular frequencies, such as cross-sectional data or in other forms panel data contains observations across individual sets. The advantage of doing pane data analysis, researchers can model general behavior and individual groups. In addition, panel data can contain even more information, have more variability, and are more efficient to perform than pure time series data or cross-sectional data. On the other hand, panel data can detect and measure statistical effects that pure time series or cross-

sectional data cannot. Panel data can also minimize the occurrence of a bias in the estimates that may arise from the aggregation of groups into one time series.

Discussion

Community Access to Education

In accordance with the laws that have been issued by the government, it can be seen how the government views the importance of education to achieve many other sustainable development outcomes. Quality basic education is provided to children and youth as needed to face the challenges of daily life, taking advantage of opportunities for economic support from the state. Thus, this shows that access to education is currently very important as a key driver for reducing poverty, promoting economic growth, achieving gender equality, and social development. Education is very important for a developing country because education provides stability, structure and hope for the future, where it is the younger generation who holds the stick of further success. Furthermore, the quality of education also needs to be a major concern in Indonesia considering that there are still children who still have difficulty reading, writing, or arithmetic even after attending elementary school. For this reason, compulsory education regulations are indeed the right step to eradicate poverty.

If it is re-escalated, currently there are still many young people who have not been able to complete quality education or at least have basic and high-level skills to work and live prosperously. Some of the obstacles that may occur include access in terms of distance to school, the presence of children who still have to work while attending school to support their family, school fees which have quite a lot of details such as school fees, uniforms, and equipment that millions of people may not be able to afford. family. When viewed from the economic support, the government is currently sufficient to provide full support for the community. Furthermore, below is the pattern of the number of poor people by province, where it can be seen that the provinces in Java are Central Java, East Java, Central Java, and West Java.
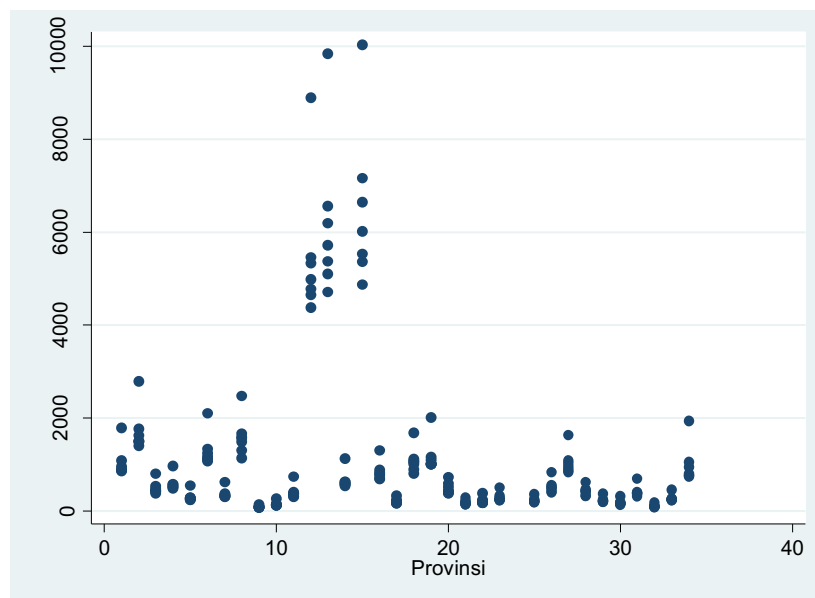

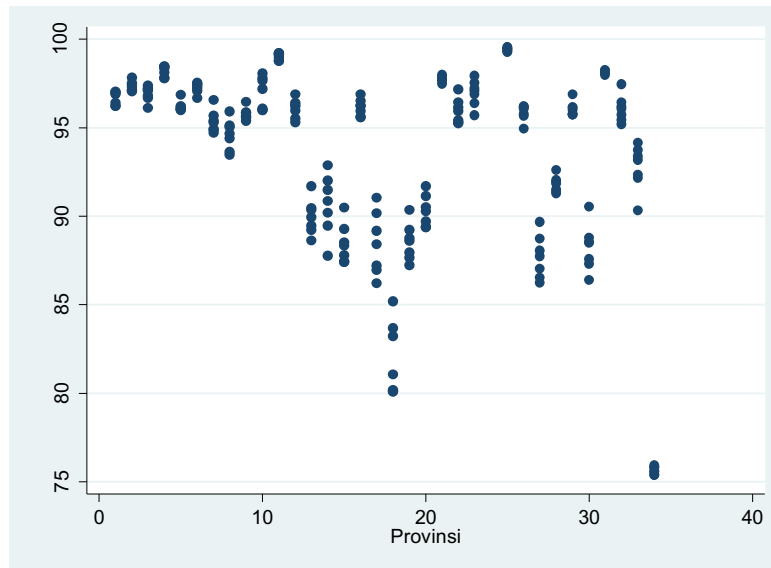**Figure 1. Pattern of the Number of Poor Population by Province**

Figure 2. Pattern of Literacy Rates by Province

This then leads to the next challenge so that government programs are also made according to certain groups or classifications of community patterns. On the other hand, the literacy rate is lowest in West Papua and followed by West Nusa Tenggara.

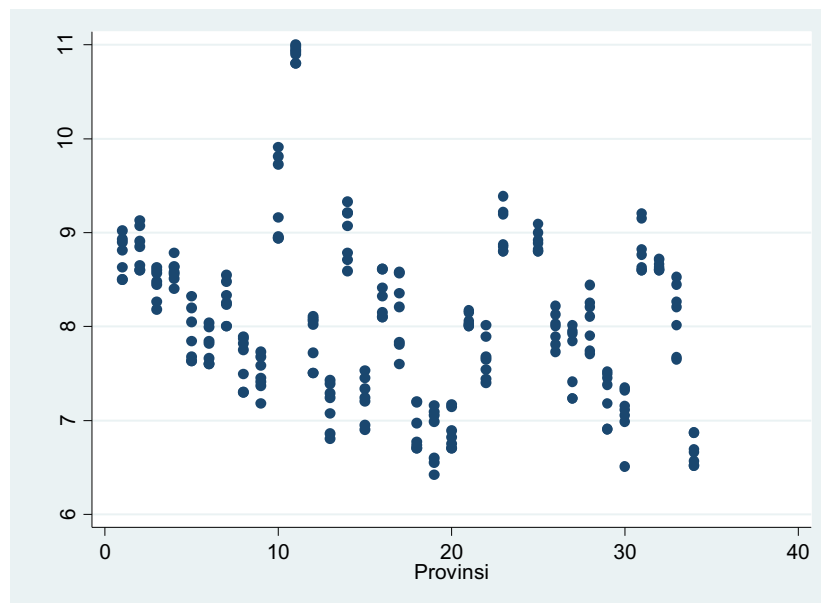**Figure 3. Pattern of Average Length of Schooling by Province**

The lowest average length of schooling is in East Nusa Tenggara, Gorontalo, and West Papua.

Other Factors

Based on panel data analysis of provincial data from 2007 s.d. 2013 with a total of 34 provinces, it is known that there is an effect of the average length of schooling and the unemployment rate as shown in the table below:

Table 1. Analysis of Factors That Can Impact Education Access

Variable	Obs	Mean	Std. Dev.	Min	Max
tingkatpen~a	231	13.42615	5.632802	3.76	31.86
jumlahpend~n	231	1090.843	1717.499	67.75	10031.52
angkamelek~f	231	93.55251	5.238942	75.41	99.56
rataratala~h	231	8.065714	.9031603	6.42	11

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Fixed-effects (within) regression              Number of obs      =        198
Group variable: provinsi                       Number of groups   =         33

R-sq:                                          Obs per group:
    within  = 0.0200                                         min =          6
    between = 0.0371                                         avg =        6.0
    overall = 0.0308                                         max =          6

                                               F(3,32)            =       4.27
corr(u_i, Xb)  = -0.4925                        Prob > F           =     0.0121

                                   (Std. Err. adjusted for 33 clusters in provinsi)
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jumlahpendudukmiskin	Coef.	Robust Std. Err.	t	P>|t|	[95% Conf. Interval]	
angkamelekhuruf						
L1.	-16.154	51.86722	-0.31	0.757	-121.8041	89.49608
rataratalamasekolah						
L1.	613.1155	228.6966	2.68	0.012	147.2758	1078.955
tingkatpengangguranterbuka						
L1.	33.65377	13.13518	2.56	0.015	6.898288	60.40926
_cons	-2791.885	3868.226	-0.72	0.476	-10671.2	5087.433
sigma_u	1862.7643					
sigma_e	592.15987					
rho	.90821902	(fraction of variance due to u_i)				

The results of the panel data also show that continuous learning has an effect on acquiring critical thinking skills and discovering one's potential. Basically, one of the most effective ways to deal with changes or future economic challenges is to learn continuously. However, in this case, what the government can do is regulate the people who are not yet mature in making decisions. Thus, it is necessary to continue to encourage the spirit of learning even after the compulsory education period in Indonesia so that people can continue to carry out personal and professional development to achieve the full potential of the Indonesian people.

4. Conclusion

Poverty is interpreted by the community as a condition or condition that describes the powerlessness or inability or challenges experienced by society in general, both in the economic, social, psychological, cultural and political fields in the context of realizing a life that is humanely decent. The things that must be considered as an effort are public access to education and other factors, namely the average length of schooling and the unemployment rate. This then leads to the next challenge so that government programs are also made according to certain groups or classifications of community patterns. The results of panel data also show that continuous learning has an effect on acquiring critical thinking skills and discovering one's potential. Basically, one of the most effective ways to deal with changes or future economic challenges is to learn continuously.

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