

## **ANALYSIS OF FACTORS AFFECTING SCHOOL PARTICIPATION RATE (APS) PROVINCES IN JAWA, BALI, AND NUSA TENGGARA ON 2015-2019**

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### ***ABSTRACT***

*Human resources are one of the important capital in the process of economic development of a country. Human resources as human capital can be created through quality education because these human resources can manage and utilize existing resources to increase development productivity. The School Participation Rate or hereinafter referred to as APS in this study can be used to see access to education, especially for the school-age population. This study aims to determine the effect of Income per Capita and Education Sector Expenditure on School Enrollment Rates (APS) in all provinces in Java, Bali, and Nusa Tenggara. The sample used in this study was 9 provinces in Java, Bali, and Nusa Tenggara in 2015-2019, so a total sample of 45 data was obtained from the Central Statistics Agency (BPS) and the Ministry of Education and Culture. This study uses panel data analysis that combines time-series data and cross-section data. The results of the study partially show that Income per Capita does not have a significant effect on the School Participation Rate (APS), while the Education Sector Expenditure has a significant positive effect on the School Participation Rate (APS). The results of the study simultaneously show that Income per Capita and Education Sector Expenditures affect the School Participation Rate (APS).*

**Keywords:** *APS; Income per Capita; Education Sector Expenditure, Human Capital; Human Resources*

### **INTRODUCTION**

Human resources are one of the important capital in the process of economic development of a country. Human resources as human capital can be created through quality education because these human resources can manage and utilize existing resources to increase development productivity. Quoted from the Indonesian Education Portrait Book (2019b) that one form of utilizing facilities and improving the quality of education in an area can be seen through the percentage of population participation in school. The School Participation Rate or hereinafter referred to as APS in this study can be used to see access to education, especially for the school-age population.

**Table 1. Average APS in 2015-2019 in Indonesia (Percentage)**

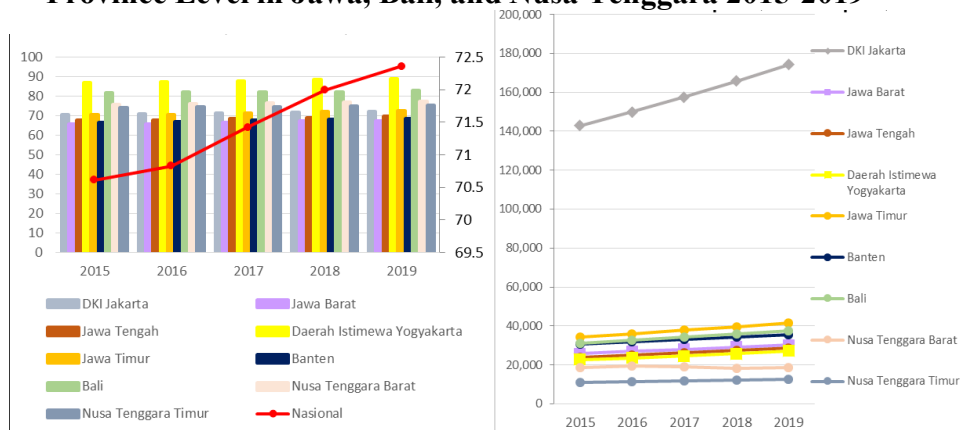
<b>Age Group (Years)</b>	<b>Sumatra Island</b>	<b>Java Island</b>	<b>Island of Bali and Nusa Tenggara</b>	<b>Borneo Island</b>	<b>Sulawesi Island</b>	<b>Maluku and Papua Islands</b>	<b>National</b>
<b>07-12</b>	99.55	99.43	99.07	99.12	98.81	94.41	99.16
<b>13-15</b>	95.85	96.59	96.70	94.42	92.60	92.49	95.11
<b>16-18</b>	75.80	74.11	77.85	71.78	71.57	74.55	71.44
<b>19-24</b>	24.45	26.91	26.93	24.13	27.32	30.96	24.25

*Source: Badan Pusat Statistik, 2021*

Table 1. above shows that the average APS for the age group 16-18 years is smaller than the average APS for the age group 7-12 years and 13-15 years. The average APS value for each island has a different magnitude, due to differences in demographic conditions, human resources, natural resources, cultural, social, economic to local government policies, resulting in disparities between regions. In general, this gap is very visible between Java Island with an average APS of 74.11% lower by 3.74% compared to the islands of Bali and Nusa Tenggara which have an average APS of 77.85%. This gap is also reinforced by data in BPS (2020) that the average growth rate of Income per Capita from 2015 to 2019 in Java is 5%, in this case, higher when compared to the islands of Bali and Nusa Tenggara which only amounted to 4 %. Based on this, Java Island with a high Income per Capita growth should have a high level of education participation, because it has easy access to educational facilities, but in reality, it does not. Compared to the islands of Bali and Nusa Tenggara which have lower Income per Capita growth than Java, they have a higher level of education participation.

Community participation in education as a form of human capital input can be influenced by many factors, among others, the low income of the community will make it difficult for them to get an education, thereby increasing the number of poor people because they do not get decent jobs. On the other hand, it is clearly stated in Permendiknas Number 24 of 2007 that educational infrastructure is a basic facility needed to carry out the functions of an education unit (BPS, 2019b). Based on this, indirectly the fulfillment of good educational facilities and infrastructure through the existing budget is expected to improve the quality of public education. The annual APS development is shown in the graph below.

**Graph 1. Income per Capita (Thousand Rupiah) and APS (Percentage) Province Level in Jawa, Bali, and Nusa Tenggara 2015-2019**



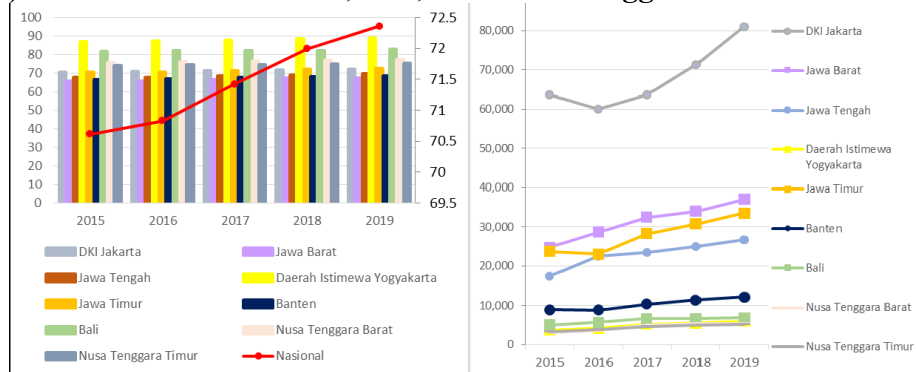
Source: Badan Pusat Statistik, 2021

Based on Graph 1. above, it can be seen that the APS of each province in Java, Bali, and Nusa Tenggara shows a positive trend, but the rate of increase is quite slow, only less than 2% per year, so it can be said that this increase tends to stagnate. . In line with data released by BPS (2019a) that in the last five years (2015-2019), the national average length of schooling was only 9 years, not yet reaching the target of the 12-year compulsory education rate. It can be seen in Graph 1. that for five consecutive years (2015-2019) the Province of the Special Region of Yogyakarta has the highest APS because the Provincial Government of the Special Region of Yogyakarta also allocates an additional education budget, namely the provision of social assistance for Regional Education Security (JPD) on condition that it already has Kartu Menuju Sehat (KMS) for the people of the Special Region of Yogyakarta (Hasanah & Jabar, 2017). The high APS of the Special Region of Yogyakarta is different from the Income per Capita revenue of the region which only occupies the lowest third position, not as high as the Income per Capita of DKI Jakarta Province. The highest Income per Capita is occupied by DKI Jakarta Province, this is due to the large contribution of the trade sector, which is 29.66% of the region's Income per Capita (Irawan, 2020).

The Income per Capita is part of the wages owned by the community. Smith states that wages are higher in jobs that are more difficult to learn. The things that can be learned can be obtained from the school environment. In this case, indirectly, the high community participation in education will encourage the realization of higher wages or income because there are challenges in the work itself. Unfortunately, this is not the case in DKI Jakarta Province, which has the first highest Income per Capita but the APS is still low. The highest average Income per Capita is in DKI Jakarta Province at Rp. 158,078 and the average APS is 71.38%, while the lowest average Income per Capita is occupied by East Nusa Tenggara Province at Rp. 11,882 and the APS average is 74.73%. . In this case, the lowest Income per Capita in East Nusa Tenggara Province has a higher APS when compared to the highest Income per Capita of DKI Jakarta Province. The low Income per Capita in East Nusa Tenggara Province is because the majority of the population are farmers, in this case, the income received is not sufficient to meet their daily needs (Putra et al., 2019).

Education itself is one of the public goods whose provision is carried out by the government to meet the needs of its people. The projection of funding for the education function itself is regulated in UUD 1945 Pasal 31 Ayat 4, where the Education Budget is at least 20% of the APBN and APBD (DPRD Provinsi, 2019). The policy is intended to realize the welfare of the community and in realizing it, the education sector expenditure carried out by local governments every year is shown in the following graph.

**Graph 2. Education Sector Expenditure (Trillion Rupiah) and APS (Percentage) Province Level in Jawa, Bali, and Nusa Tenggara Islands 2015-2019**



Source: BPS and the Ministry of Education and Culture Regional Education Balances, 2021

According to Musgrave, one of the functions in the government's budget policy is the allocation function used to provide for the fulfillment of the public's needs. Implicitly this indicates that the government's budget expenditures if used effectively and efficiently, can achieve adequate access to public needs for the community. One of the public needs referred to in this case is education. Unfortunately, this does not happen in West Java Province, which can be seen in Graph 2. above that West Java Province occupies the second-highest province in education sector spending after DKI Jakarta Province in the last five years (2015-2019) while its average APS is quite high. low at 66.52%, still below the national average APS of 71.44%. To overcome this, the West Java Provincial Government uses its education sector spending to focus on the construction of educational facilities such as classrooms and new schools. This development was carried out because in 2017 there were at least 170,000 junior high school graduates who could not continue their education to the SMA/SMK level, causing the West Java APS for the 16-18 year age group to be the lowest among other provinces (Novitasari & Hapitri, 2019).

Previous research has been conducted to examine the effect of Income per Capita and education sector spending on APS. Research conducted by Suwandana (2018), states that Income per Capita and the percentage of the poor have no significant effect on the APS. The research conducted by Sartiyah et al. (2017), which states that there is a positive and significant relationship between government spending on education and literacy rates and participation rates in education.

### Schultz's *Human Capital Theory*

The economists developed a theory of development that is based on the capacity of the production of human labor in the process of development, which was

then known by the term *investment as in human capital* (Schultz, 1961). This concept assumed humans are a form of capital or capital as other forms of capital, such as machines, technology, land, money, and materials. Humans as human capital *are* reflected in the form of knowledge, ideas, creativity, skills, and work productivity. Unlike forms of capital other are just treated as a tool only, *human capital* can be invested themselves through various forms of investment, for example, education formal/informal, work experience, health, or nutrition, and even migration. This is in line with the *human capital* theory proposed by Schultz (1961), where he assumes that formal education is one of the most important instruments to produce a society that has high productivity, in this case, the higher the education of the community, the higher the level of productivity of the community.

### **School Participation Rate (APS)**

Education as the most important factor in human capital can provide benefits for a person including the acquisition of knowledge, skills, insight, and experience so that in an undetermined time it will provide an increase in income along with increasing work productivity and their performance (Diat Prasajo et al., 2017). A long process is needed in creating good human capital because human capital is not just a simple input but plays a more complicated part in the process of producing goods or providing services. Based on this, the need for the participation of each individual in education as a form of *human capital input* in encouraging the creation of quality Human Resources (HR) as the main capital in national development. School participation in this study is APS, which can describe the effectiveness of educational programs in absorbing the potential of education in the community, which means that the higher the value, the more effective an educational program is (BPS, 2019b).

### **Income per Capita**

The growth of the economy associated with output per capita needs to pay attention to two things, namely the output of a total or Product Domestic Bruto (GDP) and the number of residents since output per capita is output total is divided by the total population (Subroto, 2014). Income per Capita represents the per capita income of each resident in an area to see their ability to meet their needs, including to finance education needs. Quoted from *Smith Works* (2017) that Smith in his book *An Inquiry into the Nature and Causes of the Wealth of Nations* there is a theory about specialization and division of labor. The stock of capital (K) has two effects on the level of total output (Q), the direct effect and the effect was immediate. K impact directly on Q due to the increase K which followed the increase of labor (L) will increase Q. Mathematically, written as follows:  $Q = f(K, L)$ . The influence is not directly from K to Q is in the form of an increase in productivity per capita through the possibility of specialization and division of labor (*specialization and division of labor*) are much higher. The more substantial capital (K) is used, the more substantial the possibility of specialization and division of labor, and the next will increase the productivity per

worker. The hypotheses in this study are as follows:

H<sub>1</sub>: It is suspected that Income per Capita affects APS

### **Education Sector Expenditure**

According to Musgrave (1993) in Khusaini (2019), there are three functions and objectives of government budget policies, namely the allocation function, distribution function, and stabilization function. The function allocation (allocation branch) is the function of the government to provide for the fulfillment of public needs. The distribution function (distribution branch) is a government function that is based on considering socio-economic influences such as wealth and income distribution. Stabilization function (stabilization branch) is a function of government regarding efforts to maintain economic stability. Education sector spending is included in the budget policy in the allocation function, this is because education sector spending is a budget issued by the government to meet public needs, in this case, education. According to the Kemendikbud (2019), spending on the education sector in the regions comes from regional funds which are the education budget according to education affairs outside of regional transfers. In this case, each region has regional funds outside of the central government's regional transfers which are used to finance the education needs of their respective regions. The hypotheses in this study are as follows:

H<sub>2</sub> : It is suspected that education sector spending affects APS

## **MATERIALS AND METHOD**

The population used in this study is APS and education sector spending in all provinces in Java, Bali, and Nusa Tenggara. In this study, the sample used is panel data that combines time series data over five (5) years, namely in 2015-2019, and cross-section data, namely nine (9) provinces in Java, Bali, and Nusa Tenggara. So the number of observations in this study was 45 data. So it can be concluded that all data in this study are quantitative using data in the form of calculated numbers processed with certain statistical criteria.

### **Data collection technique**

This study uses secondary data obtained indirectly and has been provided and published by other parties to be used as research objects, namely from the official website of the Indonesian Central Statistics Agency, the official website of the Educational Balance of the Ministry of Education and Culture, scientific journals, and related literature. with the research topic under study.

## Data analysis method

### Panel Data Regression Model

The regression model in this study is as follows:

$$APS_{it} = \alpha + \beta_1 PPK_{it} + \beta_3 EDU_{it} + e_{it} \quad (1)$$

Information :

APS	= School Enrollment Rate (APS) for the 2015-2019 period
PPK	= Income per Capita
EDU	= Education Sector Government Expenditure
$\alpha$	= Constant
$\beta_1 \beta_2 \beta_3 \beta_4$	= Regression Coefficient
i	= Provinces in Java, Bali, and Nusa Tenggara
t	= Time (Year 2015-2019)
e	= error term

### Panel Data Regression Model Estimation

In panel data research, data estimation is used in 3 methods, namely the Common Effect, Fixed Effect, and Random Effect approach. The model selection technique is carried out with two tests, namely (1) the Chow Test, namely when the p-value is smaller than the value of (0.05) so that the model that is better used is the fixed effect model than the common effect model; and (2) Hausman Test, when the p-value is smaller than the value of (0.05) so that the fixed effect model is better than the random effect model.

### Classic assumption test

According to Ghozali & Ratmono (2017), it is emphasized that the classical assumption test is used to see the model used in the study, in this case, it can be said to be a good model if the model meets the BLUE Criteria (Best Linear Unbiased Estimator). BLUE can be achieved if it satisfies the Classic Assumptions. The respective tests are as follows: (1) Normality Test, ie if the JB value is not significant (less than 2) and the probability is greater than the significance level or (5%), then the data is normally distributed; (2) Multicollinearity test, ie if the correlation between independent variables is large enough, namely 0.89, it can be concluded that there are symptoms of multicollinearity; (3) Heteroscedasticity test using the Glejser test, if the probability value of each variable is above 0.05, it can be concluded that there is no heteroscedasticity; and (4) Autocorrelation Test, according to Ghozali & Ratmono (2017), if the DW value lies between -2 to +2, it indicates that there is no autocorrelation.

### Significance Test

#### T-test

The T-test is used to show how far the independent variables individually explain the variation of the dependent variable. According to Ghozali & Ratmono (2017), if  $t_{count} > t_{table}$ , or  $sig \leq 0.05$ , it can be interpreted that the independent variable has a significant effect on the dependent variable.

**F test**

The F test is used to determine whether the independent variables included in the model influence the dependent variable. According to Ghozali & Ratmono (2017), if  $F_{count} > F_{table}$  or probability  $< 0.05$ , the independent variable has a significant effect on the dependent variable.

**R-squared test**

According to Ghozali & Ratmono (2017), the coefficient of determination R-squared is used to measure how much the model's ability to explain the variation of the dependent variable with a value between zero and one. If the R-squared value is close to one, it means that the independent variables provide almost all the information needed to predict the variation of the dependent variable.

**RESULTS AND DISCUSSION**

The achievement of education, namely the APS in an area, can be influenced by many factors, both in terms of the ability of the community and the cost of the education sector in the area. Provincial APS in Java, Bali, and Nusa Tenggara is used in this study by choosing the best model among the common effect model, fixed effect model, or random effect model. The results of the study using the Chow test and Hausman test showed that the fixed effect model was chosen to be the best model in this study.

**Table 2. Results of Fixed Effect Model**

Dependent Variable: APS				
Variable	Coefficient	Std. Error	t-Statistics	Prob.
C	71.40772	0.876611	81.45882	0.0000
PPK	-5.79E-07	3.32E-05	-0.017459	0.9862
EDU	0.000136	3.92E-05	3.474231	0.0014
Effects Specification				
Cross-section fixed (dummy variables)				
R-squared	0.995318	Mean dependent var	74.11022	
Adjusted R-squared	0.993941	SD dependent var	6.799697	
SE of regression	0.529300	Akaike info criterion	1.774064	
Sum squared resid	9.525388	Schwarz criterion	2.215693	
Likelihood logs	-28.91644	Hannan-Quinn Criter.	1.938699	
F-statistics	722.7528	Durbin-Watson stat	0.802303	
Prob(F-statistic)	0.000000			

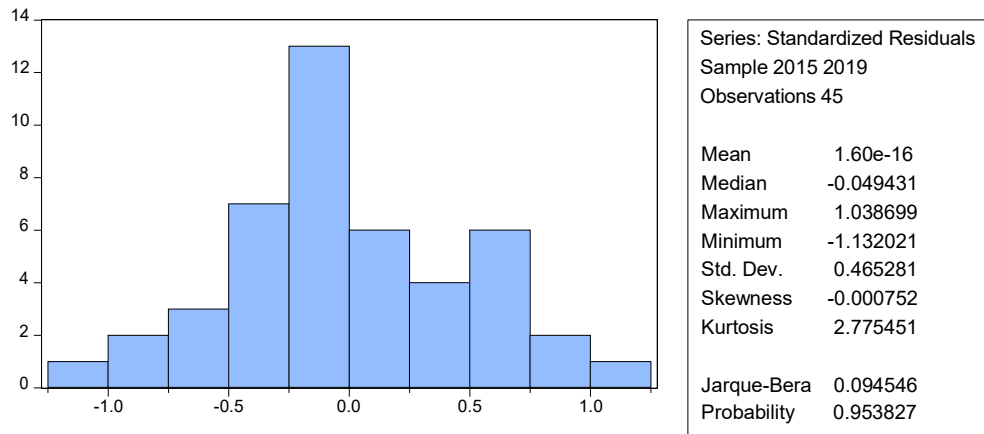
Source: Results Data from Eviews 10

Based on the data in Table 1. above, the analysis of the provincial-level APS model can be written in the following equation:

$$APS_{it} = 71.40772 - 5.79E - 07PPK_{it} + 0.000136EDU_{it} + e_{it} \tag{2}$$



**Graph 3. Normality Test**



Source: Results Data from Eviews 10

Based on the data above, it can be seen that the JB value is not significant at  $0.094546 < 0.05$ , and the probability value is  $0.953827 > (0.05)$ , then the data is normally distributed.

**Table 3. Correlation Matrix**

	APS	KDP	EDU
APS	1	-0.163699	-0.450785
PPK	-0.163699	1	0.885051
EDU	-0.450785	0.885051	1

Source: Results Data from Eviews 10

This study uses the *Correlation Matrix* Table to see whether the model detects multicollinearity or not. Based on Table 3. above, it can be seen that the data does not have a multicollinearity problem because the results of the data value are below 0.89.

**Table 4. Heteroscedasticity Test**

Dependent Variable: RESABS				
Variable	Coefficient	Std. Error	t-Statistics	Prob.
C	0.325309	0.060089	5.413746	0.0000
PPK	4.22E-06	2.14E-06	1.969189	0.0556
EDU	-6.93E-06	4.52E-06	-1.533811	0.1326

Source: Results Data from Eviews 10

From the data above, it can be seen that the probability value of all independent variables, namely PPK ( $X_1$ ) = 0.0556; and EDU ( $X_2$ ) = 0.1326  $>$  alpha (0.05), so it can be concluded that there is no heteroscedasticity problem in the data.

**Table 5. Autocorrelation Test**

Durbin-Watson stat	0.802303
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Source: Results Data from Eviews 10

Based on the Durbin-Watson value above, it is 0.802303 where this value is between -2 to 2 so it can be interpreted that there is no autocorrelation problem in the data of this study.

**Partial Test (t-test)**

**Table 6. t-test**

Variable	Coefficient	t-count	t-tab	Prob.	Alpha	Note
PPK	-5.79E-07	-0.017459	-2.02	0.9862	0.05	Insignificant Effect
EDU	0.000136	3.474231	2.02	0.0014	0.05	Significantly Positive Effect

Source: Results Data from Eviews 10

Based on Table 6. above, it can be seen that the partial test of each independent variable is as follows:

- Income per Capita (PPK) has a t-count value of -0.02 > t-table of -2.02 and a probability value of 0.99 > alpha of 0.05. So it can be concluded that Income per Capita has no significant effect on the School Participation Rate (APS); and
- Education Sector Expenditure (EDU) has a t-count value of 3.47 > t-table of 2.02 and a probability value of 0.0014 < alpha of 0.05. So it can be concluded that the Education Sector Expenditure has a significant positive effect on the School Participation Rate (APS).

**Simultaneous Test (F Test)**

**Table 7. F test**

Variable	F-count	F-tab	Prob.	Alpha	Note
KDP and EDU	722.7528	0.003978	0.000000	0.05	Significant Influence

Source: Results Data from Eviews 10

Based on Table 7. above, it can be seen that the F-count value is 722.7528 > the F-table value is 0.003978 and the probability value is 0.00 < the alpha value is 0.05, it can be interpreted that together the independent variables are Income per Capita (PPK) and Education Sector Expenditure (EDU) has a significant effect on the dependent variable, namely the School Participation Rate (APS).

**Table 8. Coefficient of Determination**

R-squared      0.995318

Source: Results Data from Eviews 10

Based on Table 8. above, it can be seen that the independent variables (PPK and EDU) can explain the dependent variable (APS) in the research model of 0.995318 or 99.53% and the remaining 0.47% is explained by other variables that are not in this research model.

### **Analysis of the Effect Independent Variables on Dependent Variables**

The results of the multiple regression test are shown in Table 6. explaining the effect of the independent variable on the dependent variable. In this study, the Income per Capita variable has a negative coefficient of  $5.79E-07$  and has no significant effect on the School Participation Rate (APS). This shows that the real income received per capita does not affect public participation in education. This is because educational participation is also determined by the type of school that exists, where if it is classified as a public school, there is no charge so that it reduces the burden on a person in carrying out their education, as in some areas in Indonesia such as DKI Jakarta Province. As for assistance from the local government related to education, such as school operational assistance funds and social funds for students, it also reduces a person's burden in education, so it does not affect the size of the real income they receive. The results of this study are not in line with research from Suwandana (2018) which states that the level of the economy of a region, namely Income per Capita, has a positive effect on the School Participation Rate (APS).

Then for the Education Sector Expenditure variable has a significant effect on the School Participation Rate (APS). The regression coefficient shows that the Education Sector Expenditure has a positive effect on the School Participation Rate (APS), which indicates that the more optimal the education sector spending in the regions, the higher public participation in education will be. This is due to the large number of infrastructures made by the local government to make it easier for the community to access education so that it will increase community participation in education. This is in line with the research conducted by Sartiyah et al. (2017), which states that there is a positive and significant relationship between government spending on education and literacy rates and participation rates in education.

### **CONCLUSION**

This study analyzes the factors that affect the School Enrollment Rate (APS), which consists of Income per Capita which shows how much the community's ability to meet their needs, including the need for education and Education Sector Expenditures, which shows the funds owned by the local government to provide adequate infrastructure. needed by society, including schools and classrooms in the education sector. The results of the study indicate that Income per Capita has no significant effect on the School Participation Rate (APS) implying that the level of community participation in education does not only depend on the real income of the community, but there are other factors such as the type of existing school and social assistance from the relevant government that influence it. Meanwhile, Education Sector Expenditure has a positive effect on the School Enrollment Rate (APS), which indicates that the optimal spending on the education sector used by local governments to build education infrastructure will increase the participation of the community in education.

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