

## **DETERMINANTS OF SCHOOL PARTICIPATION OF CHILDREN AGED 7-12 YEARS IN INDONESIA 2015-2021**

**Ridwan Nurkholis<sup>a</sup>, Evi Gravitiani<sup>b</sup>, Tetuko Rawidyo Putro<sup>c</sup>**

<sup>abc</sup>*Faculty of Business Economics, Universitas Sebelas Maret, Indonesia*  
*ridwan5886@student.uns.ac.id*

### **ABSTRACT**

Education has a vital role in the development of human resources; through education, a person can have a more mature mind to bring a better quality of life. Today the government has made a policy on compulsory 12-year education; the program was started in June 2015 by the Coordinating Minister for Human Development and Culture. This study aims to determine the determinants of school enrollment in Indonesia. Data is sourced from the Central Bureau of Statistics (BPS), targeting school-age children aged between 7-12 years. This study includes several variables, including GRDP, the percentage of households using PLN electricity, and the rate of poor people. The analysis results, which were processed using panel data regression, showed that the three independent variables were influenced simultaneously and partially. The results of this study are expected to be a reference to facilitate the government in making human resource development decisions and to prepare Indonesia for the demographic bonus.

**Keywords:** School Enrollment, GRDP, Electricity, Poor Population, Compulsory Education

### **INTRODUCTION**

Human resources are one of the most important sources of capital in the process of economic development of a country. The method of building a country's economy can optimize human resources as human capital through quality education (Fiona Virdam, 2023). Throughout the world, education is an integral part of realizing a more developed country. Education is the main foundation for individuals as citizens to improve human dignity as a whole, which allows the three most fundamental aspects of humanity, namely affective, which is reflected in the quality of faith, piety, and morality, including superior ethics and personality, as well as cognitive and aesthetic competencies that reflect the capacity to think and intellectual power to explore and develop knowledge and technology, psychomotor which is reflected in the ability to develop technical skills, practical skills, and optimal kinesthetic competence (Husaini, 2014).

Education is the main element in human life. Every human being has the right to obtain and is expected to develop it continually. The pursuit of education will also be endless because education is defined as a life process in improving each individual to live and run energy (Alpian, 2019).

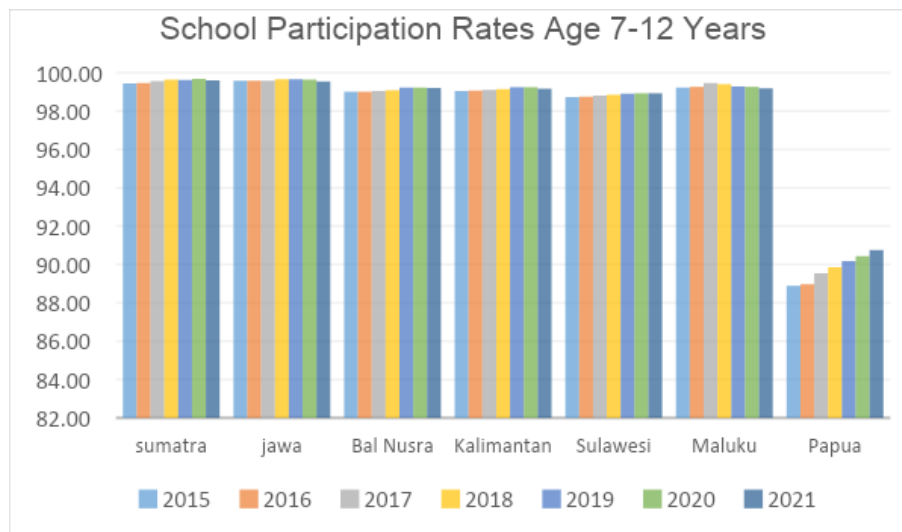
The education program launched by the Indonesian government for children so that Indonesia's human resources can continue to develop to be considered together. Education is a fundamental effort to maximize every available opportunity because the quality of education affects the quality of human resources (Mariyani & Alfasnyur, 2021). Increasing participation in education is one way to improve education quality and encourage the country's development. This will impact achieving a good quality of education in a country (Diah & Wicaksono, 2019).

It is expected that if a person gets the best quality of education in his life, it will make that person's human resources quality. Given that Indonesia will also face a demographic bonus which is expected to occur in 2040. Demographic dividends can positively contribute to spurring economic growth because positive economic growth also has a critical role in reducing poverty (Setiawan, 2019).

One of the problems in education is related to the need for the community's economic capacity to participate in education. This problem is reflected in the high dropout rate among the underprivileged community (Karini, 2018). Currently, people experiencing poverty are still a big problem for Indonesia, and various efforts and policies have been taken to overcome the problem of poverty (Rahmayani & Andriyani, 2022). Research conducted (Kamsihyati & FS, 2016) shows that students drop out of school due to environmental factors and economic factors in the form of a lack of learning facilities provided by parents as well as aspects of interest or willingness, where students prefer to work to help the family economy rather than continue school.

This difference in the community's economic capacity also causes inequality in equal opportunities for children; according to (Budiati et al., 2019), equality of opportunity can be interpreted if each individual has the same chance to obtain success or outcomes based on the options and efforts made.

School enrollment rates for children aged 7-12 years are not evenly distributed because Indonesia has a large land area. The process of equalizing the same achievement still takes a long time. When the data is presented in aggregate form for each of the major islands in Indonesia, Papua Island has the lowest school enrollment rate. This problem follows the reality of the situation, where Indonesia's development is still a little targeting eastern Indonesia. In the last five years, Papua has occupied the lowest number of school enrollment rates, whereas Papua Province is the easternmost province of Indonesia, consisting of 28 districts and one city (Maharani et al., 2020).



The uneven distribution of school participation rates throughout Indonesia means that the government needs to make more efforts to optimize school participation in children aged 7-12 years. The government has intensively carried out this effort by providing access to serve the community, such as safety, food quality, education, health, and other facilities and infrastructure (Budiati et al., 2019). At this time, the

competition between countries is also very high; if it is not accompanied by an increase in Indonesia's human resources, then we will be left behind by other countries. Efforts to increase school participation in children, family environment, and economic factors in supporting learning facilities and infrastructure are also significant (Kamsihyati & FS, 2016). The World Bank has developed the Human Opportunity Index to measure the opportunity gap resulting from individual social, economic, and demographic conditions. One of the children's opportunities for facilities and infrastructure is basic service needs, including access to electricity (Budiati et al., 2019). In addition, increasing school participation in children from lower middle-class families, it can be done by improving facilities and infrastructure that support education (Zulfa Rahmatin & Ady Soejoto, 2017). These two opinions can determine the approach to see facilities and infrastructure that support education represented or proxied by the number of residents who use electricity. Providing facilities and infrastructure such as electric lighting sources can increase children's interest in continuing their education to minimize children's opportunity gaps and increase school enrollment rates.

### ***Literature Review***

Education is a significant factor in human life, meaning every Indonesian is entitled to it and expected to thrive. Education will never end, generally referring to a life process of developing each individual to live and maintain their existence. Being an educated individual is everyone's hope. A literate person can become someone helpful to the State, nation, and society. The first educational environment obtained by each individual is in the family environment (informal education) in the school environment (non-formal education). Informal education is education a person gets from daily experience consciously or unconsciously from birth to the end of life. This educational process continues throughout life (Alpian, 2019).

In line with what the government is doing in increasing educational participation in the school environment (formal educators) to improve the character of the community, maintain the existence of the nation, and strengthen national identity, education in the school environment is influenced by various factors, both internal and external. Internal factors are factors related to individual learning, while external factors are related to the environment outside the individual (Nursyaidah, 2014). Family environment and economic factors in the form of lack of provision of learning facilities and infrastructure by parents can also cause children's lack of interest in continuing school (Kamsihyati & FS, 2016).

### ***Operational Definition Of Variables***

#### ***School Participation***

School participation indicators can serve as a tool to monitor the success of education programs implemented by the government and assess the achievement of educational development goals. The quality of education rights is reflected in how many citizens are involved in the education process, regardless of gender, ethnicity, place of residence, or physical disability.

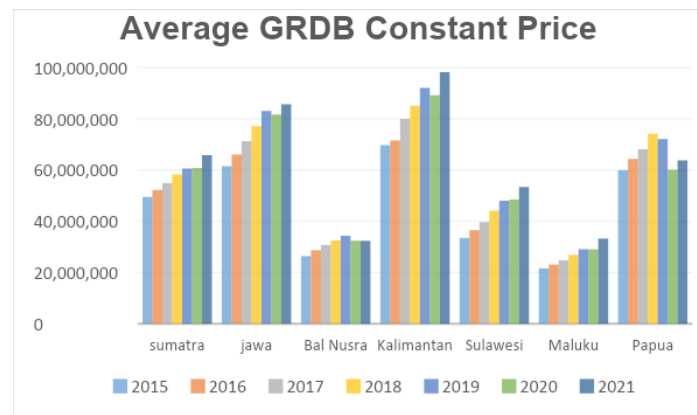
Population participation in education can be divided into three categories: never been to school, still in school, and no longer in school. A resident falls into the category of not yet in school if they are not registered or active in the education process at a certain level. A person is still in school if they are registered and engaged in the learning process at a formal or non-formal level. A resident no longer in school was once written and active in the education process at a formal or non-formal level but no longer attending school at the time of counting (Nau Dewa & Prasetyo, 2022).

The school enrollment rate is taken from the Central Bureau of Statistics as a percentage of children aged 7-12 years who are still in school compared to the total population aged 7-12 years.

### *Gross Regional Domestic Product (GRDP)*

Gross Regional Domestic Product (GRDP) can be defined as the sum of the value of goods and services produced in a particular region during a specific period (one year). The amount of GRDP can be calculated through circular flow measurement. The domestic product of an area includes the total value of products and services produced in the region, regardless of whether the production resources come from the part or not. The income generated from these production activities is domestic (Ria & Nurranto, 2016).

The GRDP data used in this study was obtained from the Central Bureau of Statistics using GRDP per capita based on constant prices. Therefore, the data used is nominal data that has been log modeled.



It can be seen that the lowest average constant price GRDP between Maluku and Bali Nusra islands and the highest average GRDP achievement occurred on the island of Kalimantan due to the most significant contribution from the provinces of East Kalimantan and North Kalimantan. Both regions have GRDP at constant prices above 100,000,000 per year, which is natural considering the large mining sector.

### *PLN Electricity Users*

Electricity is the primary source of energy other than oil; this makes electricity consumption increase every year. According to data from the Central Bureau of Statistics, electricity distributed to household customers has increased over the last three years. The 2019 data amounted to 103,789.68 GWh; in 2020, it grew to 111,413.28 GWh; in 2021, it also expanded to 115,370.05 GWh (BPS, 2023a).

The region of residence is a dominant contributor to the gap in electricity access opportunities, both at the national level in western Indonesia and in eastern Indonesia (Budiati et al., 2019). This study uses data on the number of users of electricity lighting sources as a percentage, where the number of users of PLN electricity lighting is compared to the total population in the provinces of Indonesia.

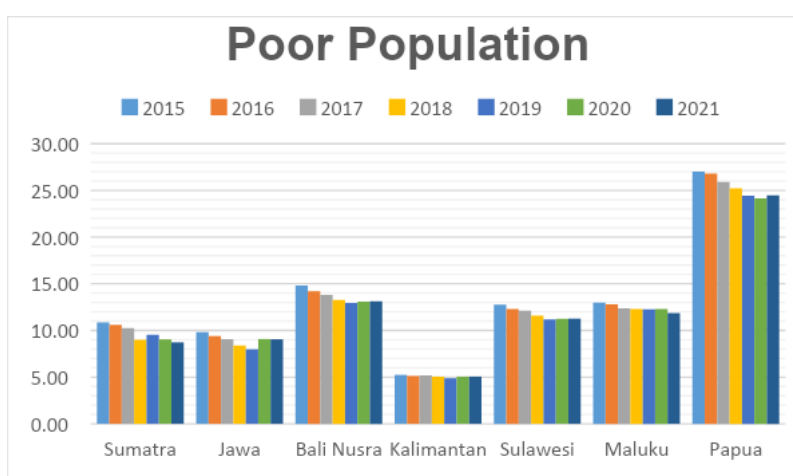
### *Poor Population*

Poverty is a problem associated with lack or absence. Poverty is a condition where a person or family lives in sustained deprivation (Foster & Sen, 1997). There are two definitions of poverty: absolute and relative. Absolute poverty can be defined as the inability to achieve a minimum standard of living; the minimum standard needs can vary from country to country. Relative poverty, on the other hand, can be

defined as the inability of a person to achieve a contemporary standard of living, which can be linked to the average welfare or income of society at that time.

Poverty alleviation programs also apply the principle of the ability to meet basic needs (basic needs approach). This principle refers to the Handbook on Poverty and Inequality published by the World Bank. Poverty is considered as the inability of an individual to economically fulfill basic needs, such as food and non-food needs, as measured through expenditure. A person is categorized as poor if their average monthly spending per capita is below the poverty line. (BPS, 2023b).

According to the data collected, the island of Papua has the highest percentage of poor people. In 2021, almost 25% of the island of Papua was in poor conditions, in line with Indonesia's uneven development in eastern Indonesia, which causes poverty in Papua to be very high.



### *Previous Research*

In the past period, many have examined the same material. Research conducted by (Khairunnisa et al., 2015), by taking the independent variables of school operational assistance, student-to-school ratio, GRDP, head of household education, poverty rate, and child labor, examined their influence on school enrollment rates. The results showed that the factors determining school enrollment rates include GRDP and household head education. Therefore, to increase school participation rates, especially for children from underprivileged families, in addition to increasing budget allocations to support school participation through scholarship programs and equitable distribution of school facilities, efforts should also be made to reduce poverty. Another way is to increase the education budget in favor of people with low incomes by increasing the availability of schools.

The research was also conducted by (Cendekia, 2021), taking the population of children in agricultural households in Indonesia. The data used from the Susenas raw data in 2018 makes several factors such as educational assistance from the government, gender of the head of household, education of the head of household, age of the head of household, employment status of the head of household, region of residence and economic status as factors that affect school enrollment rates in children in agricultural families. In addition, some factors differentiate the characteristics of children, which are divided into two, including the economic activities carried out by children and the gender of children. The research method used is binary logistic regression analysis. Based on the results obtained, the economic activities carried out by children have the most significant influence in influencing their school participation rate in agricultural business households. If children live in farming households but are not involved in economic activities to

help the family, it is possible that they will continue their schooling. Other important factors that influence children's school enrollment in farm enterprises are assistance provided by the government, the education level of the household head, the location of the household, the employment status of the household head, and the economic condition of the farm enterprise family.

There are several significant findings from the above research, including the difference in results between the positive and negative effects of GRDP on school enrollment. In addition, educational assistance from the government aimed at people experiencing poverty to increase school enrollment in children further. Poverty is a problem for every citizen; if someone is classified as poor, they will tend to reduce living costs, including education. It was also found that the teaching of the head of the household is a determining factor in the level of school participation among children. In addition, it was also found that the area of residence is a determining factor for school participation in children, the more difficult the place of residence is to reach, the more difficult it is to receive a PLN electricity source.

## **METHOD, DATA, AND ANALYSIS**

The data used in this study is data collected indirectly through the Central Bureau of Statistics. Figures are presented for years at the level of 34 provinces in Indonesia; from the data used in this study, two data are in the form of percentages, and GRDP is nominal data that has been logged.

The analysis method in this study uses panel data regression analysis, where panel data regression analysis is used to analyze the factors that influence school participation. The panel data model has two methods: the Fixed Effect Model (FEM) and the Random Effect Model (REM). The two methods are distinguished based on whether or not there is a relationship between the error component and the independent variable. When observations are made in one direction, the error component only includes personal effects. When the comment uses two principles, the error component consists of the time effect (Khairunnisa et al., 2015).

### ***Classical Assumption Test***

This test is carried out to evaluate whether or not the model used in the study is feasible, using the classic assumption test, namely the heteroscedasticity test and the multicollinearity test.

#### **1) Heteroscedasticity Test**

This test is used to test whether there is an inequality of variation between the residuals of one observation and another in the regression model.

#### **2) Multicollinearity Test**

This test is used to test whether there is a relationship between the independent variables in the regression model. Judging from the Variance Inflation Factor (VIF) value smaller than 0.8, it is concluded that there is no multicollinearity.

### ***Regression Test***

The model of the panel data regression analysis method formed is as follows:

$$APS = a + PDRB + List + Misk_{i,t}$$

Description:

APS : School enrollment rate dependent variable

A : Estimated parameter coefficient



GRDP : GRDP at constant prices (log)  
List : Electricity source users PLN (%)  
Misk : Number of poor people (%)  
E : error

The Hausman Test is carried out to determine the correct test to use between Random Effect or Fixed Effect. The Hausman test is conducted to fulfill the requirements of a model to be used; after we determine the model we will operate using the Hausman test, we can carry out the assumption test applied to the model, namely heteroscedasticity testing and multicollinearity testing.

## RESULT AND DISCUSSION

### *Classical Assumption Test*

#### *Heteroscedasticity Test*

The results of the heteroscedasticity test calculation show that there are symptoms of heteroscedasticity in the data used because the results obtained a significant value of  $0.0000 < 0.05$ .

**Table 1.** Heteroscedasticity Test

Variable	Coefficient	Std. Error	t-Statistic	Prob.
C	1.194462	1.636455	0.729908	0.4663
PDRB	-0.228078	0.224626	-1.015367	0.3112
LIST	0.005422	0.002744	1.975989	0.0895
MISK	0.012858	0.010500	1.224550	0.2222

Source: Data processed (2023)

#### *Multicollinearity Test*

The multicollinearity test that has been carried out finds no multicollinearity in the data used because all the calculation results show below 0.8.

**Table 2.** Multicollinearity Test

	PDRB	LIST	MISK
PDRB	1	0.09226255207721859	0.3822539635570428
LIST	0.5932179716689035	1	0.3822539635570428
MISK	0.5932179716689035	0.09226255207721859	1

Source: Data processed (2023)

### ***Panel Data Regression Analysis***

To determine the correct test to use between Random Effect or Fixed Effect, the Hausman Test is conducted. With a hypothesis, if the probability value  $<0.05$ , then the Fixed Effect test is appropriate, but if the probability  $> 0.05$ , then the Random Effect is appropriate. The results of the Hausman test that have been carried out are as follows:

**Table 3.** Hausman test results

Test Summary	Chi-Sq. Statistic	Chi-Sq. d.f	Prob.
Cross-section random	39.9875	3	0.0000

Source: Data processed (2023)

The Hausman test that has been carried out obtained a probability value of 0.0000 with the hypothesis that if the probability value is  $<0.05$ , then the Fixed Effect test is the proper test to do.

**Table 4.** Fixed Effect Test Results

Variable	Coefficient	Std. Error	t-Statistic	Prob.
C	113.5938	3.45187	32.90792	0
PDRB	-2.12384	0.47382	-4.4824	0
List	0.027478	0.00579	4.747145	0
Misk	-0.12202	0.02215	-5.50938	0
R-squared	0.986649	Mean dependent va		98.75563
Adjusted R-squared	0.986048	S.D. dependent var		2.946632
S.E. of regression	0.185223	Akaike info criterion		-0.392553
Sum squared resid	6.895825	Schwarz criterion		0.147254
Log Likelihood	83.71381	Hannan-Quinn criter		-0.175001
F-statistic	1660.541	Durbin-Watson stat		1.67593
Prob(F-statistic)	0			

Source: Data processed (2023)

Significant if the value of  $\alpha < 0.05$

The results of the Fixed Effect test can be seen if the school enrollment rate will increase by 113.5938% if the GRDP variable, the user of PLN electricity sources, and the poor population do not change. If the GRDP variable increases by 1%, the school enrollment rate will decrease by 2.12384% with the assumption that the condition of the PLN electricity source users and the poor population is constant or fixed. This result is significant with evidence of probability  $<0.05$ .

But this negative result does not apply to research conducted by (Khairunnisa et al., 2015), where the level of GRDP illustrates the economic capacity of the community, including the ability to finance the education of children aged 13-15 years, the findings of research conducted using panel data are that with the increase in GRDP per capita, the increase in APS in West Java Province will follow. For APS, ages



16-18 years and 19-24 will show positive results if GRDP increased with observation areas throughout Indonesia in 2010-2016 (Sari, 2018).

Next, the result of using the PLN electric lighting source variable increases by 1%. Then the school enrollment rate will increase by 0.027478%, assuming that the GRDP condition and the poor population are constant or fixed. This result is significant with evidence of probability  $<0.05$ . Similar to the results obtained by (Khairunnisa et al., 2015), the achievement of APS is influenced by the provision of educational facilities and infrastructure pursued by the government and the community because the government should have educational facilities and infrastructure.

**Table 5.** Comparison of APS and Electricit

Year	2015	2016	2017	2018	2019	2020	2021
APS (%)	99.09	99.09	99.14	99.22	99.24	99.26	99.19
List (%)	94.44	94,93	95.99	96.52	96.73	96.95	97.26

Source: Central Bureau of Statistics

The data table above can also be concluded that in almost all years if there is an increase in the number of PLN electricity users, it will be accompanied by a rise in APS; it's just that in 2021 there was a decrease in APS, which was not followed by the percentage of electricity users. But keep in mind that other things can also influence this error. In 2021, there was a covid-19 shock phenomenon that predicted in 180 countries, there were approximately 24 million children prone to dropping out of school (Nau Dewa & Prasetyo, 2022).

The third independent variable is the poor population; if there is an increase of 1%, then the school enrollment rate will decrease by 0.12202% with the assumption that the conditions of GRDP and users of PLN electricity lighting sources are constant or fixed. This effect also shows significant results, indicated by a probability of  $<0.05\%$ . This case was also found by (Khairunnisa et al., 2015), where economic factors and the degree of poverty have a positive effect on APS; this problem illustrates the financial ability of citizens, including for educational operations, so that poverty can be a problem of children from low-income families had a greater chance of not attending school. Therefore, the distribution of educational assistance from the government intends to reduce the cost of education for citizens, especially people experiencing poverty.

**Table 6.** Comparison of APS with Poor People in 2014-2022

Year	2014	2015	2016	2017	2018	2019	2020	2021	2022
APS (%)	98.92	99.09	99.09	99.14	99.22	99.24	99.26	99.19	99.10
Misk (%)	11.11	11.18	10.78	10.38	9.74	9.32	9.99	9.93	9.56

Source: Central Bureau of Statistics

The data table for comparing APS with the poor population above illustrates a condition that follows the regression results, where every decrease in the number of poor people will also be followed by an increase in APS every year. There was an increase in the poor population in 2015, so APS was still relatively stable in the following year, where 2015 and 2016 showed a figure of 99.09%. In 2020 there was an increase in the number of poor people, so the effect of the decline in APS occurred in 2021, which fell from 99.26% to 99.19% and continued in 2022 to 99.10% even though the poor population showed a decrease.

The results of the Fixed Effect test also obtained the results of R<sup>2</sup> (Determinant Coefficient) of 98.66%, which means that the variation of the three independent variables, namely GRDP, users of PLN electricity lighting sources, and poor people, can explain their influence on school participation of children aged 7-12 years. At the same time, the remaining 1.34% can be explained from outside or other than the three independent variables.

Based on the F-statistic probability test, 0 where  $<0.05$  is obtained, which means that together (simultaneously) between the GRDP variables, users of PLN electricity lighting sources and the poor population significantly affect the participation of school-age children aged 7-12 years.

## CONCLUSION

The three variables strongly influence the school enrollment rate of children aged 7-12 years, with the result that the poor population has the most significant influence. Poverty is still the main factor for children to be able to go to school; by being shackled by poverty, parents will think again about sending their children to school.

The second variable affecting school enrollment is using PLN electricity, a support facility for children aged 7-12 years to learn. For learning activities that are easy and fun, it is expected that the school enrollment rate in children will also increase; different if their learning process is already complex, then the interest in school children will also be low.

Next, the GRDP variable harms the school enrollment rate. An increase in GRDP does not have a good effect on the school enrollment rate; in fact, an increase in GRDP will reduce the school enrollment rate of children aged 7-12 years. Children who go to school will be moved to work to help the family economy; this finding is also reflected in the increase in child labor in 2021, reaching 160 million worldwide (ILO, 2021). Poverty factors and child labor participation will negatively affect school enrollment rates (Khairunnisa et al., 2015). Economic activities carried out by children have the most significant influence in affecting their level of school participation in agricultural business households (Cendekia, 2021). Children not in school tend to help earn income to support the family economy, mostly among low-income families.

## Advice

Based on the research results, poverty still plays a vital role in all aspects of human life, including increasing school enrollment rates. The government must be more concentrated and focused on implementing poverty alleviation programs to be more targeted in many ways, including providing various school assistance and scholarships so that poor people do not need to consider school fees for their children. Moreover, eastern Indonesia, which still has a very high number of poor people, should be given more attention so that it will affect all aspects of life, including the participation of children aged 7-12 years.

A good education will have a domino effect on improving quality human resources. Moreover, it can create jobs to increase GRDP and reduce poverty. It is hoped that the upcoming demographic bonus can benefit us.

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