Cirebon International Journal of Economics and Business
Vol. 2, No. 1, 2024: Page 1-12
Published by Department of Islamic Economics,
Faculty of Islamic Economics and Business
IAIN Syekh Nurjati Cirebon
E-ISSN 3031-3236

Influence Unemployment and Education Against Poverty in the District Brebes 2008-2022

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KEYWORDS

Unemployment , Education and Poverty

ABSTRACT

Standing a country basically is For well-being for all over people or its inhabitants , however problem base For reach That that is poverty . Poverty level in the District Brebes Alone Still spelled out high , up to enter to extreme poor category mainly in the Province Central Java . For That need done various effort For lower poverty in the District Brebes . Therefore That objective from study This is For know and analyze Influence Unemployment and Education towards Poverty in the District Brebes . In study this , researcher use method study quantitative and data used using secondary data with method documentation . Research techniques in study This is an analysis technique multiple linear regression , and subjects in research This that is Regency Brebes in 2008 – 2022. Results from study This in a way Partial Unemployment showing that mark significance as big as 0.482 > 0.05 and value t_{count} *-0.725 >* t_{table} *- 2.178 meaning Unemployment to Poverty in a way Partial No have significant influence . Then mark significance in Education towards Poverty is mark significance of 0.000 > 0.05 and value* t_{count} *- 8.082 <* t_{table} *- 2.178 meaning between Education and Poverty in a way Partial have negative and significant influence . However , in fact simultaneous obtained mark significance 0.000 and value* f_{count} *(31,801) > value* f_{table} *(3,885). With thereby can stated that variable Unemployment and Education Together have influence significant to poverty in the District Brebes in 2008 – 2022.*

INTRODUCTION

Every society definitely wants prosperity. Welfare is one of the benchmarks for society that they live in prosperous conditions. Welfare itself is the goal of every society. Welfare means those who are able to fulfill their own lives in a decent, healthy and productive manner. The level of welfare can be measured from various aspects such as health, economic conditions, happiness and quality of life, and level of education. However, there are still many people who are below the poverty line, they cannot meet all the basic needs in their lives (Mulia & Putri, 2022) .

Poverty is an indicator to see whether the development of a region is considered successful or not. Poverty itself occurs because the ability of individuals who cannot make themselves economic actors ultimately cannot make themselves involved in economic development. Poverty is still a very crucial problem faced by a region and even a country, for this reason various efforts continue to be made to overcome this (Saputra, 2021) .

In Indonesia itself, the number of poor people is still relatively high . One of them that is Regency Brebes Province Central Java . Brebes Regency is one of the regencies/cities that has a high poverty rate in 2022 reaching 16.05 or the equivalent of 195.84 people, far above other regencies/cities. It could even be said to fall into the category of extreme poverty. This extreme poor category itself is a population whose daily income does not reach 12,000 rupiah. The community that is said to be the poor population of Brebes Regency itself is dominated by people from agricultural households, those with the status of casual workers, people who have a low level of education and in this case are dominated by women (*BPS Brebes Regency* , nd-a) .

One of the influencing factors is unemployment. According to Amir (2007), poverty and unemployment are related to each other. When unemployment increases, the poverty level will also increase. Unemployment and poverty themselves are indicators for assessing the success of development in a region. Poverty itself is not only seen from material values, but can also be assessed by whether a person, in this case it can also be in a family or group of people, obtains the same freedoms and opportunities in terms of obtaining their rights such as education, health and so on (Omi Citra et al ., 2022)

Apart from unemployment, education is one of the factors that influences poverty. According to Mankiw (2012) in research conducted by (Pradipta & Dewi, 2020) which states that education is a form of individual investment, if education increases then the level of welfare will also follow, this will also increase the economic welfare of a country in the long term. One indicator to see whether education is good or not in an area is through the average number of years of schooling. In this case, the average length of schooling is used to identify the level of graduation in a region. The average length of schooling itself is the length of education each individual takes through formal education .

LITERATURE REVIEW

Theory Poverty

theories (*Grand theory*) regarding poverty, namely the circle of poverty theory and *human capital theory* . In the theory of the cycle of poverty, Nurkse states that poverty occurs

because of underdevelopment of human resources (human resources) which can be seen from low levels of economics, health and education or in this case can be interpreted as a low HDI. Low markets and productivity result in a decrease in income received below the minimum. The low wages given will reduce the level of consumption, savings and investment. This will reduce capital accumulation so that employment opportunities will decrease and increase the number of unemployed. *Human capital* theory itself assumes that humans are a form of capital or capital goods like other capital goods, such as land, buildings, machines, etc. *Human capital* can be interpreted as the total amount of knowledge, skills and human intelligence/human resources (HR) present in a country .

Poverty

According to BPS itself, poverty is seen as a condition of the inability of an individual or group to fulfill basic food and non-food needs calculated from expenditure, and this inability means that the individual or group cannot enjoy a decent life as they should, both in the fields of economics, health and education. . (*Central Statistics Agency* , nd) . According to Kuncoro (2000) in (Jannah & Indah Fitriana Sari, 2023) Poverty is a condition of individuals who are unable to fulfill their daily needs. Therefore, they lack everything, especially basic needs such as clothing, food and shelter.

Based on the definition of poverty above according to experts, researchers conclude that poverty is a condition where individuals or groups are unable to fulfill their daily needs, both basic needs and other needs such as clothing, food, shelter, education and so on.

Unemployment

Unemployment according to Sadono Sukirno (2004) in the book (Prawoto, 2019) states that unemployed people are people who are actively looking for work or who have not yet found a job. Actively here means people who are looking for work but have not yet found a job. According to Yanuar (2009) in research (Winata et al., 2023) Unemployment itself is the condition of a person who has entered working age but has not yet found it and is looking for work.

Based on the definition of unemployment above according to experts, researchers conclude that unemployed people are people who do not have a job and are looking for work, because they have no income and ultimately fall into poverty because they are unable to meet their living needs.

Education

In the Republic of Indonesia, Law Number 20 of 2003 concerning the National Education System stipulates that Indonesian education is a conscious and planned effort to develop individual potential in order to achieve personal, societal and international prosperity. (Akhmad, 2021) . From the explanation above, education is one way to improve community welfare and reduce poverty. Economic growth is one factor that needs to be considered, namely through existing education.

According to Ki Hajar Dewantara, education is the key to a nation. In education there is a learning process which will later determine the results and goals of education, therefore learning must be done with creativity, taste and taste (Efendy, 2023) . Education is something

that is closely related to humans, education makes us human beings . And education is a conscious and planned effort to develop the potential that exists within oneself (Wulandari et al., 2022) .

Description General Regency Brebes

Brebes Regency is located in the northern part of Central Java Province, precisely at the coordinates 108 ^{0} 41'37.7" – 109 ^{0} 11'28.92" east longitude 6 ^{0} 44'56'5" – 7 ^{0} 20'51.48 south latitude. The area of Brebes Regency is 1,902.40 Km ^{2} or 5.80% of the total area of Central Java Province, namely 32,800.70 Km ^{2} .

The majority of the population uses Javanese as a daily language which has its own characteristics and is called Brebesan Javanese. However, there are also some people who use Sundanese, they live in Salem, Banjarharjo, and Bantarkawung subdistricts as well as in several villages in Losari, Tanjung, Kersana, Keuhanan, and Larangan subdistricts. Brebes Regency itself is one of the districts with a large area in Central Java Province.

Most of the area is located in the lowlands. In the southwest there are highlands (at the peak of Mount Corner Three and Mount Kumbang), while in the southeast there are mountains which are part of Mount Slamet. Brebes Regency has a tropical climate with an average rainfall of 18.94 mm per month. This condition has the potential to develop agricultural products such as rice, horticulture, livestock, fisheries, animal husbandry, etc.

RESEARCH METHODS

In research This researcher use method quantitative descriptive with approach secondary data analysis . Descriptive research is research that attempts to describe an event or occurrence that is currently occurring (Jayusman & Shavab, 2020) . According to Sugiyono, the quantitative approach itself states that this research method is based on the philosophy of positivism, used to research certain populations and samples by testing hypotheses that have been established through numbers/statistics (Yarda HRP, 2020) . The type of data used in this research uses secondary data from 20 08 - 202 2 sourced from the Central Statistics Agency Regency Brebes . And the data collection technique used in this research is documentation .

RESULTS AND DISCUSSION

Data Characteristics

The characteristics of the data used in this research are secondary data obtained from the Central Statistics Agency Regency Brebes time period 20 08 - 202 2 . The following is data on Unemployment , Education and Poverty in Brebes Regency .

Table 4.1
Unemployment , Education, and Poverty Rates in the District Brebes 2008-2022

Year	Unemployment Rate (percent)	Education (Year)	Level Poverty (percent)

2008	7.92	5.50	25.98
2009	9.42	5.62	24.39
2010	8.21	5.70	23.01
2011	6.63	5.72	22.72
2012	8.22	6.07	21.12
2013	9.61	5.68	20.82
2014	9.53	5.86	20.00
2015	6.49	5.88	19.79
2016	6.35	6.17	19.47
2017	8.04	6.18	19.14
2018	7.20	6.19	17,17
2019	7.39	6.20	16.22
2020	9.83	6.21	17.03
2021	9.78	6.22	17.43
2022	9.48	6.35	16.05

Sourc e : District BPS Brebes

Assumption Test Results Classic

Normality Test Results

Based on the data in table 4. 2 the results of the normality test using the SPSS Version 26 program using the *Kolmogorov – Smirnov method* obtained a significant value of 0.200 > 0.05. So it can be concluded that the data is normally distributed.

Table 4.2

Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residuals
N		15
Normal Parameters [a, b]	Mean	0.0000000
	Std. Deviation	1.18287568
Most Extreme Differences	Absolute	0.146
	Positive	0.096

	Negative	-0.146
Statistical Tests		0.146
Asymp . Sig. (2-tailed)		,200 [c,d]
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Autocorrelation Test Results

Based on the data in table 4.3, the results of the autocorrelation test using the SPSS Version 26 program with the *Durbin – Watson method* obtained a d value of 1.872 and the du value in the Durbin – Watson table was 1.543 at N = 15. So if you enter it into the equation du < d < 4 -du becomes 1.543 < 1.872 < 2.128 so there is no autocorrelation.

Table 4.3
Autocorrelation Test Results

Model Summary [b]					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,920 [a]	0.847	0.821	1.27765	1,872
a. Predictors: (Constant), Education, Unemployment					
b. Dependent Variable: Poverty					

Multicollinearity Test Results

Based on the data in table 4. 4 the results of the multicollinearity test using the SPSS Version 26 program on variables X1, namely Unemployment and .

Table 4.4
Multicollinearity Test Results

Coefficients [a]			
Model		Collinearity Statistics	
		Tolerance	VIF
1	Unemployment	0.999	1,001
	Education	0.999	1,001
a. Dependent Variable: Poverty			

Heteroskedasticity Test Results

Based on the data in table 4.5 , the results of the normality test using the SPSS Version 26 program on variables X1, namely Unemployment and So it can be concluded that this research did not experience symptoms of heteroscedasticity.

Table 4.5
Heteroscedasticity Test Results

Coefficients [a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4,988	3,834		1,301	0.218
	Unemployment	-0.132	0.133	-0.268	-0.989	0.342
	Education	-0.488	0.620	-0.213	-0.787	0.447
a. Dependent Variable: ABRESID						

Multiple linear regression

Table 4.6
Multiple Linear Regression Test Results

Coefficients [a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	82,029	7,735		10,605	0,000
	Unemployment	-0.195	0.269	-0.082	-0.725	0.482
	Education	-10,116	1,252	-0.914	-8,082	0,000
a. Dependent Variable: Poverty						

Based on table 4.6 results of the regression analysis which was carried out using the SPSS Version 26 program, the regression equation formed is as follows:

$$Y_t = a + b_1 X1_t + b_2 X2_t + e$$

$$Y_t = 82.029 - 0.195\ X1_t - 10.116\ X2_t$$

From the following equation it can be explained that:

1. The constant value of a is 82.029, meaning that if the variables Unemployment (X1) and Education (X2) are zero then Poverty will be worth 82.029, a unit assuming other factors are considered constant.
2. The regression coefficient value for the Unemployment variable (b1) of -0.195 is negative. This means that when there is an increase in the Unemployment variable by 1 unit in Brebes Regency, poverty does not increase (assuming the other variable values remain constant).
3. The regression coefficient value for the Education variable (b2) of -10.116 is negative. This means that for every increase in the Education variable by 1 unit in Brebes Regency, poverty decreases by 10,116 units.

T test (partial)

The t test is to determine the influence of the independent variables (Unemployment and Education as represented by the Average Years of Schooling) partially or individually explaining the dependent variable (Poverty).

Table 4.7
T Test Results (partial)

Coefficients [a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	82,029	7,735		10,605	0,000
	Unemployment	-0.195	0.269	-0.082	-0.725	0.482
	Education	-10,116	1,252	-0.914	-8,082	0,000
a. Dependent Variable: Poverty						

Based on the results of the t test (partial) using the SPSS version 26 program, as follows:

a) The influence of the Unemployment Variable (X1) on Poverty (Y) according to the table shows that the significance value is 0.482 > 0.05 and the $_{\text{calculated}}$ *t value is -0.725* > t_{table} value - 2.178. So Ho is accepted and Ha is rejected. This means that the Unemployment variable on Poverty partially has an insignificant influence.
b) The influence of the Education Variable (X2) on Poverty (Y) according to the table shows that the significance value is 0.000 < 0.05 and the $_{\text{calculated}}$ *t value is - 7.928* < t_{table} value - 2.178. So Ho is rejected and Ha is accepted. This means that the Education variable on Poverty partially has a significant influence.

F test (simultaneous)

Table 4.8
f Test Results (simultaneous)

ANOVA [a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	105,615	2	52,807	31,801	,000 [b]
	Residual	19,927	12	1,661		
	Total	125,541	14			
a. Dependent Variable: Poverty						
b. Predictors: (Constant), Education, Unemployment						

Based on table 4.8, the results of the f anova test obtained *fcount* (31.801) with a significance level of 0.000. Based on these results, the *f value* $_{\text{is calculated}}$ (31.801) > $_{\text{table}}$ *f value* (3.885) with the F table calculation as follows:

It can be seen from the column that dfl (numerator) is the number of independent variables, while df2 (cause) is obtained from (ak-1 = 15-2-1), namely 12. So the value of dfl = 2 and df2 = 12 with a two-way significance value being 0, 05 then the value of *ft* $_{abel}$ amounting to 3,885. So Ho is rejected and Ha is accepted, thus it can be stated that the variables Unemployment and Education together have a significant influence on Poverty .

Coefficient Test Determinant (R^2)

Table 4.9
Coefficient Test Results Determinant (R^2)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,917 [a]	0.841	0.815	1.28862
a. Predictors: (Constant), Education, Unemployment				

Based on the results of the determinant coefficient test (R^2) using SPSS version 26 in table 4.9, it shows that the Adjusted R Square value is 0.815, meaning that the Unemployment and Education variables influence poverty 81.5% (0.815 x 100%). The results of the determinant coefficient test provide the meaning that there is still an influence of 18.5% of other variables which influence poverty in Brebes Regency.

Discussion

Influence Unemployment To Poverty

In study This unemployment No influential to poverty in the District Brebes in period time 2008-2022. Based on the phenomenon that exists in Brebes Regency, people are unemployed in a family, but there is one family member who works and can meet the needs of the unemployed family member. If it is linked to poverty, then automatically the unemployed in the family are not classified as poor because there are other family members who can fulfill their daily needs. Not only that, in Brebes Regency itself, many of them prefer to leave their jobs and be temporarily unemployed to wait for a job call from a workplace with a higher salary. And they can still meet their living needs from the results of their previous work. Many of them also prefer to be entrepreneurs, with the business they do according to their respective skills.

The results of this research are in line with research conducted by (Sianipar & Masinambow, 2022); (Shaleh et al., 2021); and (Safira et al., 2021) which states that unemployment has no effect on poverty levels.

The Influence of Education on Poverty

In study this Education has influence negative significant to poverty in the District Brebes . The phenomenon that occurs in Brebes Regency itself is that many people have stopped going to school and never even touched a school bench, especially those who live in places far from the center of Brebes Regency government. The Head of the Brebes Regency Youth and Sports Education Service (Dindikpora) in the Detik Jateng news said that data from Dapodik showed that 11,505 children were not in school. Data on children not attending school in Brebes Regency is relatively high and evenly distributed in various villages. Based on data from BPS Brebes Regency, the number of residents aged 15 years and over according to the highest level of education, namely junior high school level, is 17,043 people (*BPS Regency Brebes* , nd-b) . So even though the average length of schooling in Brebes Regency is always

increasing, it still increases slightly every year and is still far below the regulations of *Law 20-2003 on the National Education System* which states a minimum of 9 years for formal school education at the age of 15 years and over. So the skills and abilities of the people of Brebes Regency are still considered low. This is the reason that education has an influence on poverty in Brebes Regency. The results of this research are in line with research conducted (Linggawati & Wenagama, 2022); (Adam et al., 2022); (Khotimah, 2021); (Faritz & Soejoto, 2020); (Valiant Kevin et al., 2022); (To'oki et al., 2022); and (Putri Syabrina et al., 2021) who stated that education has a negative and significant effect on poverty.

Influence Unemployment and Education towards Poverty

In study This unemployment and education simultaneous influential to poverty in the District Brebes . From the author's findings, it can be seen that the average poverty rate in Brebes Regency itself experienced ups and downs every year in the 2008-2022 period, and Brebes Regency itself is still in the highest category for poverty levels, especially in Central Java Province. This is of course still a problem that must be minimized, because the level of poverty in an area will of course reflect the level of welfare of the community itself. It can be seen that unemployment itself is a situation where an individual does not have a job and is ultimately unable to meet his living needs. Therefore, in a household where there are many family members, but only one person works or has an income, this will definitely lead to poverty. This means that the more dependents there are in a family, the greater the living costs incurred. Or vice versa, the fewer family members there are, the fewer dependents there are. Apart from that, another factor that influences poverty is education. Education itself has an important role in creating quality human resources. Good human resources will make it easier for people to get decent and suitable work. The higher the level of education a person has, the greater his chances of getting a job in his field of expertise. The results of this research are in line with research (Berliani, 2021) ; (Malentang et al., 2022) ; and (Sopian et al., 2020) stated that unemployment and education simultaneously/together influence poverty.

CONCLUSION

Based on the results of research conducted by the author regarding the Influence of Unemployment and Education on Poverty in Brebes Regency which has been explained and the data processing above has been carried out, it can be concluded:

1. Based on the results of the research that has been carried out, it is known that the significance value of Unemployment is 0.482 > 0.05 and the $_{\text{calculated}}$ *t value* is -0.725 > *t* $_{\text{table value}}$ - 2.178. So the result of the hypothesis is that Ho is accepted and Ha is rejected. This means that there is no significant influence between the Unemployment variable and Poverty in Brebes Regency.
2. Based on the results of the research that has been carried out, it is known that the educational significance value is 0.000 < 0.05 and the $_{\text{calculated}}$ *t value* is - 7.928 < *t* $_{\text{table value}}$ - 2.178. So the result of the hypothesis is that Ho is rejected and Ha is accepted. This means that there is a negative and significant influence between the Education variable on Poverty in Brebes Regency.

3. Based on the results of the F test (simultaneous), *the calculated f is obtained* (31.801) > *table f value* (3,885). Thus, it can be stated that the Unemployment and Education variables together have an influence on poverty in Brebes Regency.

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