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ANALYSIS OF THE EFFECT OF GROSS REGIONAL DOMESTIC PRODUCT, EDUCATION AND HUMAN DEVELOPMENT INDEX ON POVERTY RATE IN CIREBON REGENCY IN 2012-2022

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KEYWORDS

GRDP, Education, HDI and Poverty Rate

ABSTRACT

Poverty is a complex and multifaceted problem because it is not only related to economic aspects, but also penetrates into social, health, education and political issues. This study aims to determine whether Gross Regional Domestic Product, Education and Human Development Index have an influence on the Poverty Rate in Cirebon Regency. The data used is secondary data in the form of time series sourced from BPS and other sources using multiple linear regression models. The results showed that the Gross Regional Domestic Product and Education variables partially had no significant effect on the poverty rate in Cirebon Regency while the Human Development Index variable partially had a significant negative effect on the poverty rate in Cirebon Regency. And simultaneously, the variables of Gross Regional Domestic Product, Education and Human Development Index have a joint or simultaneous effect on the poverty rate in Cirebon Regency based on the coefficient of determination test which has an effect of 77.5%..

INTRODUCTION

Poverty is a complex and multifaceted problem because it is not only related to economic aspects, but also extends to social, health, educational and political issues. Poverty is usually defined as a condition where a person cannot fulfill the basic needs of life such as food, clothing, shelter, education and health or does not have sufficient income. According to the BPS, people who do not meet the minimum basic needs can be classified as poor.

The phenomenon of poverty is still a major problem, especially in regions where economic development is uneven, which hides the reality of poverty, causing the poverty severity index and poverty depth index to increase in each region. The absorption of poverty by the government in the district/city shows strong integration as the head of the region.

Based on data from the BPS, the number of poor people and the percentage of poor people in Cirebon Regency from 2012 to 2022 did not always decrease but tended to fluctuate (experienced an increase and decrease). However, when compared to 2012, the number and percentage of poor people in Cirebon Regency has decreased from 311.30 thousand people or 15.56% in 2012 to 45.2 thousand people or 3.55%. In 2019 there was a significant decrease in the percentage of poor people, but in the last three years, namely 2020-2022, the percentage of poor people in Cirebon Regency has increased significantly, especially in 2020.

Based on data from the Central Bureau of Statistics, the number of poor people and the percentage of poor people in Cirebon Regency from 2012 to 2022 did not always decrease but tended to fluctuate (experienced an increase and decrease). However, when compared to 2012, the number and percentage of poor people in Cirebon Regency has decreased from 311.30 thousand people or 15.56% in 2012 to 45.2 thousand people or 3.55%. In 2019 there was a significant decrease in the percentage of poor people, but in the last three years, namely 2020-2022, the percentage of poor people in Cirebon Regency has increased significantly, especially in 2020.

Furthermore, the growth of gross regional domestic product (GRDP) is an indicator of the success of regional economic development carried out by both the government and the private sector to improve people's welfare. Gross Regional Domestic Product is the total production value of goods and services produced by various kinds of economic activities in a region during a certain period, within a certain period of time, usually every year (Soebagiyo, 2007).

The growth rate of GRDP at constant 2010 prices in Cirebon Regency from 2012-2022 fluctuated. In 2012 the GRDP growth rate was 5.46 percent. However, in 2013 it decreased by 0.77 percent with the value of its GRDP growth rate of 4.69 percent. Then in 2014 it increased by 0.38 percent or 5.07 percent. After experiencing an increase in 2014, in 2015 the GRDP growth rate decreased again, namely by 0.19 percent or 4.88 percent. Then in 2016 it increased again, namely by 0.8 percent. The increase in the GRDP growth rate did not last long, because from 2017 to 2020 it continued to decline, even in 2020 it experienced a very drastic decline in the GRDP growth rate of -1.08 percent. Furthermore, from 2021 to 2022, the GRDP growth rate gradually increased, namely from 2020 by -1.08, in 2021 it rose to 2.47 percent and in 2021 it rose to 4.09 percent. The drastic decline in 2020 was caused by the Covid-19 Pandemic which hit many business sectors so that the GRDP growth rate at constant prices became negative.

In addition, education plays an important role in reducing poverty in Indonesia or any country in the long run. Both indirectly by increasing overall productivity and efficiency and directly by providing training to the poor on the skills needed to increase their productivity

and income over time (Susanto & Pangesti, 2019). Based on data from the BPS, the average years of schooling of the population of Cirebon Regency from 2012-2022 experienced a slight increase in 2021-2022. In 2012-2020, the average population of Cirebon Regency only graduated up to elementary school. Then in 2021-2022, the average population of Cirebon Regency was only able to attend school up to grade 7 of junior high school, which means not graduating from junior high school. This can result in many residents, especially poor residents, who may have limitations in self-development, lack of ability to manage finances and lack of following existing developments.

According to Muqorrobin & Soejoto (2017), the Human Development Index (HDI) is obtained from a comparative measure of life expectancy, literacy rates seen from the last level of education, the purchasing power of people in all countries in the world.

In terms of economic development in a region, the Human Development Index (HDI) is one of the main indicators included in the basic model of regional development. This shows that HDI occupies an important place in regional development management. The function of HDI and other human development indicators will be the basis for development goals and plan implementation. The HDI, which is one measure of a region's development, should be positively correlated with the poverty situation in a region. Because an area with a high HDI will also have a high quality of life. If the HDI value is high, it can be said that the poverty level of the community is low (Sayifullah & Gandasari, 2016).

Based on data from the Central Bureau of Statistics, the Human Development Index in Cirebon Regency from 2012-2022 showed an increase every year. In 2012 the human development index in Cirebon Regency was 64.48%. After that, the human development index figure continued to increase from year to year and in 2022, the human development index in Cirebon Regency was 70.06%, so the number of poor people should decrease. Thus, researchers want to conduct research on themes related to poverty levels. The title of this research is "Analysis of the Effect of Gross Regional Domestic Product, Education and Human Development Index on Poverty Level in Cirebon Regency in 2012-2022".

LITERATURE REVIEW

Poverty

According to Kuncoro, poverty is the inability to meet the minimum standard of living where poverty measurement is based on consumption. Based on this consumption, the poverty line consists of two components, namely (1) the expenditure needed to buy minimum nutritional standards and other basic needs, and (2) the number of other needs that vary greatly, which describes the costs involved in people's daily lives (Wahyudi & Rejekingsih, 2013). Meanwhile, the poverty rate is defined as the number of people below the poverty line.

In a journal written by (Wahyudi & Rejekingsih, 2013) the causes of poverty according to Kuncoro from an economic perspective are as follows:

1) Inequality in the ownership of resources or wealth is the cause of micro poverty. This poverty occurs when a group of people monopolize the ownership of resources or wealth, causing poverty.
2) Poverty is caused by differences in the quality of human resources (HR). If we look at the low welfare of the poor, it is caused by the lack of knowledge, experience and skills possessed by the rich.
3) Differences in access to capital are also one of the causes of poverty. Poverty arises because of differences in access to capital. Limited capital is what everyone fears when

starting a business, and conversely, there is a group of people who have access to existing sources of capital.

Gross Regional Domestic Product (PDRB)

Gross regional domestic product is one of the important indicators to determine the economic conditions in a region in a particular product, both at constant prices and at current prices. GRDP is defined as the amount of added value generated by all business units in a particular region or region, or is the total value of final goods and services produced by all units of economic activity in a region / region in a certain period (Amran Jaenudin et al., 2020).

Gross Regional Domestic Product consists of two kinds of presentation methods, namely (Logaritma, 2020):

1. GRDP at current prices
   GRDP at current prices is the value added of goods and services calculated based on prices prevailing in the calculation period and aims to see the structure of the economy.
2. GRDP at constant prices
   GRDP at constant prices is the value added of goods and services calculated based on prices in the base year and aims to measure economic growth.

Education

According to Notoatmodjo, education is an effort of persuasion or learning to the community, so that people want to take actions (practices) to maintain (overcome problems), and improve their health. Changes or actions to maintain and improve health produced by health education are based on knowledge and awareness through the learning process, so that the behavior is expected to be long lasting and lasting, because it is based on awareness (Citrawathi, 2014).

The function of education is to eliminate the source of people's suffering from ignorance and backwardness. Meanwhile, the function of national education is to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life (Sujana, 2019). Meanwhile, according to Maunah (2009), the purpose of education is the expected changes in the student subject after experiencing the educational process, both individual behavior and his personal life and the life of the community from the surrounding nature where the individual lives.

Human Development Index

According to the Human Development Report (HDR) published by the United Nations Development, human development is the process of expanding people's choices. In principle, human choices are numerous and change all the time. But at all levels of development, there are three most basic choices: to live a long and healthy life, to get an education and to have access to the resources needed to live properly (Badan Pusat Statistik, 2015).

Human development measurement was first introduced by UNDP in 1990. UNDP introduced a new idea in human development measurement called the Human Development Index (HDI). Since then, the HDI has been published regularly in the annual Human Development Report (HDR). The HDI explains how the population can access the results of development in obtaining income, health, education, and so on (Badan Pusat Statistik, 2015) The Human Development Index (HDI) is a tool to measure human development achievements based on a number of basic components of quality of life that can affect the level of productivity produced by a person (Mahroji and Nurkhasanah, 2019).

RESEARCH METHODS

The method used in this research is a quantitative research method with the aim of testing a predetermined hypothesis. While the approach used in this research is a correlational research approach with the aim of knowing the relationship between Gross Regional Domestic Product, Education and Human Development Index to the Poverty Level in Cirebon Regency in 2012-2022. To collect data and information obtained in this study, the authors used secondary data (time series) derived from data from the Central Statistics Agency (BPS) in 2012-2022, besides that the data in this study were obtained through sources outside the agency.

The data analysis technique used is multiple linear regression analysis using the SPSS version 26 program. The classical assumption tests in this study are normality test, multicollinearity test, heteroscedasticity test and autocorrelation test. While the hypothesis test used in this study is the t test (Partial Test), F Test (Simultaneous Test) and the test of the coefficient of determination (R Square).

RESULTS AND DISCUSSION

Analysis Results

Contribution Analysis

Table 1: Data Used for Research Year

Years	Percentage of Poor Population in Cirebon Regency in 2012-2022	Growth Rate of GRDP (PDRB) at constant 2010 prices in Cirebon Regency in 2012-2022	Education (Average Years of Schooling) in Cirebon Regency in 2012-2022	HDI in Cirebon Regency in 2012-2022
2012	15,56%	5.46%	6.89	64.48
2013	14,96%	4.69%	6.90	65.06
2014	14,65%	5.07%	6.31	65.53
2015	14,77%	4.88%	6.32	66.07
2016	13,49%	5.63%	6.41	66.70
2017	12,97%	5.06%	6.61	67.39
2018	10,70%	5.02%	6.62	68.05
2019	9,94%	4.68%	6.71	68.69
2020	11,24%	-1.08%	6.92	68.75
2021	12,30%	2.47%	7.10	69.12
2022	12,01%	4.09%	7.40	70.06

Descriptive Statistical Analysis

1) Classical Assumption Test

a. Normality Test

Table 2 Normality Test Results
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		11
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	.89653425
Most Extreme Differences	Absolute	.179
	Positive	.110
	Negative	-.179
Test Statistic		.179
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.

Source: Secondary data processed SPSS 26 (2023)

From table 2, One-Sample Kolmogorov-Smirnov Test obtained from the probability number or asymp. Sig. (2-tailed). This value is compared to 0.05. From the test results that have been carried out with SPSS 26, the probability value or asymp. Sig. (2-tailed) of 0.200, which means 0.200> 0.05, thus indicating that the regression model is normally distributed.

b. Multicollinearity Test

Table 3 Multicollinearity Test Results
Coeffisients[a]

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Produk Domestik Regional Bruto	.721	1.388
	Pendidikan	.688	1.454
	Indeks Pembangunan Manusia	.626	1.597

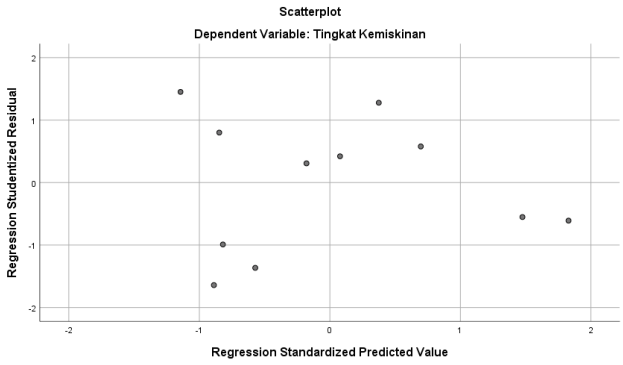
a. Dependent Variable: Tingkat Kemiskinan

Source: Secondary data processed SPSS 26 (2023)

Based on table 3 above, the results of the multicollinearity test can be said that the independent variables or independent variables do not occur multicollinearity because the VIF value < 10.00 and the Tolerance value> 0.1. Gross Regional Domestic Product (X1) has a VIF value of 1,388 < 10.00 and a tolerance value of 0.721 > 0.1; then Education (X2) has a VIF value of 1,454 < 10.00 and a tolerance value of 0.688 > 0.1; and Human Development Index (X3) has a VIF value of 1,597 < 10.00 and a tolerance value of 0.626 > 0.1. So it can be concluded that the data or independent variables in this study do not occur multicollinearity because the VIF value < 10.00 and Tolerance value> 0.1 so it can be stated that the model does not experience multicollinearity symptoms.

c. Heteroscedasticity Test

Figure 1 Heteroscedasticity Test Results



Source: Secondary data processed SPSS 26 (2023)

From the scatterplot garific display above, it can be seen that the points spread randomly and do not form a certain clear pattern and are scattered both above and below the number 0 (zero) on the Y axis, so it can be said that there are no symptoms of heteroscedasticity in the regression model used in this study.

d. Autocorrelation Test

Table 4 Autocorrelation Test Results

Runs Test

	Unstandardized Residual
Test Value[a]	.30555
Cases < Test Value	5
Cases >= Test Value	6
Total Cases	11
Number of Runs	4
Z	-1.254
Asymp. Sig. (2-tailed)	.210

a. Median

Source: Secondary data processed SPSS 26 (2023)

Based on table 4 above, it can be seen that the test value is 0.30555 while the probability value is 0.210. To be able to conclude whether or not autocorrelation symptoms occur, the test value is compared with the table value or the probability value is compared with the alpha value.

2) Multiple Linear Regression Analysis

Table 5 Multiple Linear Regression Analysis Results

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	71.298	14.907		4.783	.002		
	Produk Domestik Regional Bruto	.021	.206	.021	.101	.922	.721	1.388
	Pendidikan	1.405	1.206	.252	1.165	.282	.688	1.454
	Indeks Pembangunan Manusia	-1.009	.234	-.978	-4.314	.004	.626	1.597

a. Dependent Variable: Tingkat Kemiskinan

Source: Secondary data processed SPSS 26 (2023)

Based on table 5 above, multiple linear regression equations are obtained in the Gross Regional Domestic Product (X1), Education (X2) and Human Development Index (X3) variables on the Poverty Level (Y), among others, namely:

Y = 71.298 + 0.021 (X1) + 1.405 (X2) - 1.009 (X3)

1. Constant
   Based on the regression equation shows that the constant value is 71,298 which states that if all independent variables are considered constant (fixed), then the poverty rate variable increases by 71,298.
2. Gros Regional Domestic Product (X1)
   Based on the results of the multiple linear regression test calculations, the regression coefficient on the Gross Regional Domestic Product variable is positive with a value of 0.021. This means that if the Gross Regional Domestic Product variable increases by 1 percent, it will reduce the poverty rate variable by 0.021 percent.
3. Education (X2)
   Based on the results of the multiple linear regression test calculation, the regression coefficient on the Education variable is positive with a value of 1.405. This means that if the Education variable increases by 1 percent, it will reduce the Poverty Level variable by 1.405 percent.
4. Human Development Index (X3)
   Based on the results of the multiple linear regression test calculation, the regression coefficient on the Human Development Index variable is negative with a value of -1.009. This means that if the Human Development Index variable increases by 1 percent, it will reduce the Poverty Level variable by 1.009%.

3) Hypothesis Test

a. Test t (Partial Test)

Table 6 T Test Results (Partial Test)

Coefficients[a]

Model		t	Sig.
1	(Constant)	4.783	.002
	Produk Domestik Regional Bruto	.101	.922
	Pendidikan	1.165	.282
	Indeks Pembangunan Manusia	-4.314	.004

a. Dependent Variable: Tingkat Kemiskinan

Source: Secondary data processed SPSS 26 (2023)

Based on table 6 above, the results of the t test (partial) are as follows:

1. Gross Regional Domestic Product on Poverty Level

   The t test results show that the tcount value for the Gross Regional Domestic Product (X1) variable on the Poverty Level (Y) is smaller than the t table (0.010 < 2.36462), and has a significant value of 0.922 > 0.05. So Ho is accepted and Ha is rejected and it can be said that the Gross Regional Domestic Product (X1) variable partially has no effect on the Poverty Level (Y).

2. Education on Poverty Level

   The results of the t test show that the tcount value for the Education variable (X2) on the Poverty Level (Y) is smaller than the t table (1.165 < 2.36462), and has a significant value of 0.282 greater than 0.05. So Ho is accepted and Ha is rejected and it can be said that the Education variable (X2) partially has no effect on the Poverty Level (Y).

3. Human Development Index on Poverty Level

   The results of the t test show that the tcount value for the Human Development Index variable (X3) on the Poverty Level (Y) is greater than the t table (4.314> 2.36462), and has a significant value of 0.004 smaller than 0.05. So Ho is rejected and Ha is accepted and it can be said that the Human Development Index variable (X3) partially has a negative effect on the Poverty Level (Y).

b. Test F (Simultant Test)

Table 7 F Test Results (Simultant Test)

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	27.660	3	9.220	8.030	.011[b]
	Residual	8.038	7	1.148		
	Total	35.698	10			

a. Dependent Variable: Tingkat Kemiskinan

b. Predictors: (Constant), Indeks Pembangunan Manusia, Produk Domestik Regional Bruto, Pendidikan

Source: Secondary data processed SPSS 26 (2023)

Based on table 7 above, the results of the F test (simultaneous), show that the value of f count is greater than f table (8.030> 4.07). So Ho is rejected and Ha is accepted and it can be said that the variables of Gross Regional Domestic Product (X1), Education (X2), and Human Development Index (X3) have a joint or simultaneous effect on the Poverty Level (Y).

c. Test Coefficient of Determination (R Square)

Table 8 Test Results of the

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.880[a]	.775	.678	1.07156

a. Predictors: (Constant), Indeks Pembangunan Manusia, Produk Domestik Regional Bruto, Pendidikan

b. Dependent Variable: Tingkat Kemiskinan

Coefficient of Determination (R Square)

Source: Secondary data processed SPSS 26 (2023)

From table 8 above, it can be seen that the R value is 0.880, while the Adjusted R2 value shows 0.775. This explains that the Gross Regional Domestic Product, Education and Human Development Index variables on the Poverty Level are able to influence 77.5%, while the remaining 22.5% is influenced by other variables outside the model.

DISCUSSION

The results of the data analysis, conducted using SPSS version 26, are then presented as follows:

1. The Effect of Gross Regional Domestic Product on the Poverty Rate

   Based on the results of the tests that have been carried out, the results of the multiple linear regression analysis obtained the regression coefficient value on the Gross Regional Domestic Product variable is positive with a value of 0.021. This means that if the Gross Regional Domestic Product variable increases by 1 percent, it will reduce the poverty rate variable by 0.021 percent.

   Meanwhile, the results of hypothesis testing show that the Gross Regional Domestic Product variable (X1) has a tcount value smaller than the t table, namely 0.010 < 2.36462 with a significance value of 0.922 > 0.05. So Ho is accepted and Ha is rejected, which

means that the Gross Regional Domestic Product (X1) variable partially has no significant effect on the Poverty Level (Y).

This means that when the growth rate of Gross Regional Domestic Product increases or decreases, it does not affect the poverty rate in Cirebon Regency. It can also be said that if the growth of Gross Regional Domestic Product increases or decreases, it is not necessarily able to solve the problem of poverty levels that occur.

The results of this study are the same as the results of research conducted by Azriyansyah (2022) and Novita & Istiqamah (2017), the results of which show that Gross Regional Domestic Product has no influence and is not significant to the poverty rate.

2. The Effect of Education on the Poverty Level

Based on the results of the tests that have been carried out, the results of the multiple linear regression analysis obtained the regression coefficient value on the Education variable is positive with a value of 1.405. This means that if the Education variable increases by 1 percent, it will reduce the Poverty Level variable by 1.405 percent.

While the results of hypothesis testing show that the Education variable (X2) has a tcount value smaller than the t table, namely 1.165 < 2.36462 with a significance value of 0.282> 0.05. So Ho is accepted and Ha is rejected, which means that the Education variable (X2) partially has no significant effect on the Poverty Level (Y). This means that when education, in this case using the average length of schooling, rises or falls, it does not affect the poverty rate in Cirebon Regency.

The reason why education, in this case the average years of schooling, has no significant effect on the poverty rate is because based on data from 2012-2022, high or low education in Cirebon Regency does not affect the poverty rate. Because based on data from 2012-2022, high or low education in this case the average years of schooling does not affect the poverty rate in Cirebon Regency.

The results of this study are the same as the results of research conducted by Hasanah et al (2021) and Pradipta & Dewi (2020) whose results show that education (average years of schooling) has no significant effect on poverty rates.

3. The Effect of Human Development Index on Poverty Level.

Based on the test results that have been carried out, the results of multiple linear regression analysis obtained the regression coefficient value on the Human Development Index variable (X3) is negative with a value of -1.009. This means that if the Human Development Index variable increases by 1 percent, it will reduce the Poverty Level variable by 1.009 percent.

While the results of hypothesis testing show that the Human Development Index variable (X3) has a tcount value greater than the t table, namely 4.314> 2.36462 with a significance value of 0.004 < 0.05. So Ho is rejected and Ha is accepted and it can be said that the Human Development Index variable (X3) partially has a significant negative effect on the Poverty Rate (Y).

So it can be said that an increase in the Human Development Index can reduce existing poverty. The results of this study are in line with the results of research conducted by Akbar et al., (2022) the results show that the Human Development Index has a negative and significant effect on the poverty rate, and the results of this study are in line with the results of research conducted by Rohmi et al., (2021) the results show that the Human Development Index has a negative and significant effect on the poverty rate.

4. The Effect of Gross Regional Domestic Product, Education and Human Development Index on Poverty Level.

Based on the results of the research that has been done, the results of the F test analysis (simultaneous) show that all independent variables have a value of f count greater than f table (8.030> 4.07). So Ho is rejected and Ha is accepted and it can be said that the

Gross Regional Domestic Product (X1), Education (X2), and Human Development Index (X3) variables have a joint or simultaneous effect on the Poverty Level (Y).

Based on the coefficient of determination test carried out by looking at the R Square value, it shows the number 0.775. This explains that the Gross Regional Domestic Product, Education and Human Development Index variables on the Poverty Level are able to influence 77.5%, while the remaining 22.5% is influenced by other variables outside the model.

CLOSURE

Conclusion

Based on the results of the research that has been carried out, the conclusions are obtained, among others:

1) It can be seen that Gross Regional Domestic Product (X1) has a tcount of 0.010 and a ttable of 2.36462 so that it can be said that the tcount is smaller than the ttable with a significance level of 0.922> 0.05, meaning that the Gross Regional Domestic Product variable (X1) partially does not have a significant effect on the Poverty Level (Y).
2) It can be seen that Education (X2) has a tcount of 1.165 and a ttable of 2.36462 so it can be said that the tcount is smaller than the ttable with a significance level of 0.282> 0.05, meaning that the Education variable (X2) partially has no significant effect on the Poverty Level (Y).
3) It can be seen that the Human Development Index (X3) has a tcount of -4.314 and a ttable of 2.36462 so that it can be said that the tcount is greater than the ttable with a significance level of 0.004 <0.05, meaning that the Human Development Index variable (X3) partially has a significant negative effect on the Poverty Level (Y).
4) It can be seen that the fcount value of the three independent variables is 8,030 and the ftabel is 4.07 so it can be said that the fcount is greater than the ftabel, meaning that the Gross Regional Domestic Product (X1), Education (X2), and the Human Development Index (X3) have a joint or simultaneous effect on the Poverty Level (Y). As seen from the coefficient of determination table, it can be seen that the R Square value shows 0.775. This explains that the Gross Regional Domestic Product, Education and Human Development Index variables on the Poverty Level are able to influence 77.5%, while the remaining 22.5% is influenced by other variables outside the model.

Recommendations:

Based on the results of the research and conclusions above, there are several suggestions that can be made related to the results of this study, including:

1. To the Cirebon Regency government, the results of this study can be used as a reference in future policy making in an effort to reduce the percentage of poverty levels in Cirebon Regency and is also expected to pay more special attention to the poor population in Cirebon Regency itself.
2. The government should be able to continue to improve the quality of resources that can be through education, health and open up jobs for the community or encourage people to become entrepreneurs in order to reduce the poverty rate in Cirebon Regency.
3. For academics and further research, the results of this study are expected to be used as reference material for their research activities. Because this research still has shortcomings such as the limited data obtained and the time period used is only 11

years. So that further research is expected to be able to research by adding time periods and independent variables, so that it can provide better research results.

4. The community must play a role in efforts to reduce poverty by starting from themselves and the community must play a role in participation in the form of skills improvement training activities so that the community is more independent by honing skills and expertise to open their own business opportunities in order to increase income.

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