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Analysis of Economic Growth, Unemployment, and Education Level on Poverty in Gresik Regency

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ABSTRACT
This study aims to examine how economic growth, the open unemployment rate, and average years of schooling impact poverty levels in Gresik Regency during the period from 2013 to 2022. Utilizing a quantitative methodology, the research relies on secondary data obtained from the Central Bureau of Statistics (BPS) and conducts panel data regression analysis using EViews version 13. The results reveal that economic growth has a positive but statistically insignificant effect on poverty, suggesting that the advantages of growth are not equally shared across various social groups. Conversely, the open unemployment rate significantly and positively influences poverty, indicating that rising unemployment is associated with higher poverty levels. Additionally, the average years of schooling exert a significant negative effect, highlighting the important role of education in reducing poverty by improving individuals' skills and their competitiveness in the labor market.

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INTRODUCTION

Development is a process aimed at bringing about positive change toward better conditions compared to the past. Such change is expected to occur across various sectors, including politics, technology, health, infrastructure, education, and the economy. Economic development is closely related to economic growth, where sustained positive growth serves as a key driver in ensuring that development progresses smoothly without major obstacles. However, the persistence of high poverty levels often becomes a significant barrier to advancing economic development. As noted by Ozughalu (2016), poverty is a major challenge that countries must address to effectively implement development and foster economic growth.

Poverty remains one of the most pressing issues globally, reflecting a segment of the population that suffers from limited welfare. Its eradication is a top priority within the United Nations Sustainable Development Goals (SDGs), a global agenda urging all nations to take concrete steps to eliminate poverty, protect the environment, and ensure peace and prosperity for all by 2030 (UNDP, 2015). In alignment with the SDGs, the Indonesian government has demonstrated a strong commitment to reducing poverty, as outlined in Presidential Regulation No. 105 of 2021 on the Acceleration of Development in

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Disadvantaged Regions (2020–2024), which serves as a framework for accelerating poverty alleviation and reducing regional disparities (Wisnubroto, 2022). Thus, poverty is not merely a national issue but a global concern that requires immediate action from all stakeholders.

As a developing nation with a large population, Indonesia faces serious challenges in addressing poverty, stemming from the inability of certain groups to meet basic daily needs at an acceptable standard (Putri & Effendi, 2021). This condition results in diminished quality of life, reduced purchasing power, and the emergence of other social issues such as rising crime rates and mortality (Cendanawangi et al., 2020). The causes of poverty are complex, encompassing internal factors (e.g., individual circumstances and heritage) and external factors (e.g., government policy and environmental conditions). According to Maipita in Hakim & Wijaya (2023), poverty arises from disparities in capacity, opportunity, and income. Poor communities often face social inequality and limited access to essential needs, including adequate education, healthcare, and a decent standard of living. Todaro & Smith (2011) further explain that poverty may result from low income, restricted employment opportunities, sluggish economic growth, income inequality, and insufficient health and education infrastructure.

Java Island serves as Indonesia's main hub for economic activity and national governance, supporting the livelihoods of millions (Republika, 2024). Despite this, several provinces in Java, including East Java, still record relatively high poverty levels. Between 2013 and 2022, East Java ranked third in terms of the highest average poverty rate (11.53%), with about 17 out of 38 regencies/cities exceeding the provincial average—among them, Gresik Regency. This regency is the focus of this study because, despite experiencing relatively high economic growth, its poverty rate has remained above the provincial average. BPS data show that poverty in East Java has fluctuated over the past decade, with Gresik consistently posting rates higher than the provincial mean.

A significant contributor to poverty is sluggish economic growth (Hakim & Wijaya, 2023). Robust economic growth signifies an increase in the production of goods and services, which generates employment opportunities, lowers unemployment rates, and fosters innovation that enhances efficiency and stabilizes prices (Murni, 2016). While economic growth alone cannot address all societal issues, it remains a vital element in efforts to alleviate poverty (Todaro & Smith, 2011). In Gresik, economic growth has experienced considerable fluctuations, notably a sharp decline in 2020 caused by the COVID-19 pandemic. Despite this, the average growth rate over the last ten years was 4.97%, with recovery progressing steadily. Therefore, boosting economic growth is essential for reducing poverty and enhancing the welfare of the population (Pratama & Darsana, 2019).

High unemployment is another factor that exacerbates poverty (Pradipta & Dewi, 2020). Sukirno (2011) defines unemployment as the number of individuals actively seeking work but unable to find it, a condition that diminishes or even eliminates personal welfare. Limited job opportunities lead to higher unemployment rates, thereby deepening poverty. Without income, unemployed individuals fall into poverty, and persistent unemployment reduces overall consumption, negatively affecting the economy. In Gresik, unemployment has also fluctuated over the past decade, averaging 5.43%, which is higher than in several other

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regencies. This joblessness has had serious consequences for household welfare (Ayu & Prabowo, 2021).

Low education levels also contribute significantly to poverty (Aini & Nugroho, 2023). Education enhances individuals' abilities, expertise, and skills—critical factors in securing employment. Limited skills hinder job opportunities and income potential, directly impacting living standards. Cooray (2009) emphasizes that individuals with higher education tend to be more productive, thereby helping reduce poverty. In Gresik, the average length of schooling over the past decade has been nine years, indicating room for improvement. The higher the education level, the greater the potential for increased productivity and economic growth.

From a neo-liberal perspective, poverty is viewed as an individual problem resulting from personal weaknesses or choices, and it can be mitigated by allowing markets to operate freely and maximizing economic growth. However, despite relatively strong growth, Gresik has not experienced a significant decline in poverty rates. Between 2013 and 2022, poverty in Gresik consistently exceeded the East Java average, even when some other regencies with higher growth recorded lower poverty. This paradox raises the need for further investigation into how economic growth, unemployment, and education levels influence poverty in Gresik. Accordingly, this study is titled "An Analysis of Economic Growth, Unemployment, and Average Years of Schooling on Poverty in Gresik Regency.".

METHODS

This research utilizes a quantitative methodology. As explained by Sugiyono (2013), the quantitative approach involves examining the relationship or impact of one or more independent variables on a dependent variable through numerical data. This method focuses on testing hypotheses by analyzing statistical data, which is then interpreted to formulate conclusions. The study primarily investigates how economic growth, unemployment rate, and average years of schooling affect poverty levels in Gresik Regency.

The research draws on secondary data collected from various pertinent institutions and agencies. A principal data source is the Central Bureau of Statistics (BPS) of Gresik Regency, providing data spanning ten years from 2013 to 2022. To evaluate the effects of economic growth, unemployment, and education duration on poverty in Gresik Regency, the study employs panel data regression analysis. This analysis is carried out using EViews 13 for Windows. Panel data merges both time series—data gathered from a single subject over multiple time periods—and cross-sectional data, which involves observations from several subjects at a single point in time

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RESULTS AND DISCUSSION

Test Results

Panel Data Regression Model Determination Test

Model selection was conducted to determine the most appropriate model for this study. The selection process involved three tests: the Chow test, the Hausman test, and the Lagrange Multiplier (LM) test.

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1. Chow Test

   The first model selection test conducted was the Chow test, aimed at determining whether the Common Effect Model or the Fixed Effect Model is more appropriate. The hypotheses for this test are formulated as follows:

   1) H_0: The Common Effect Model is selected if the Chi-square probability value is greater than 0.05.
   2) H_1: The Fixed Effect Model is selected if the Chi-square probability value is less than 0.05.

Table 1. Chow Test Results

Effect test	Statistics	df	Prob.
Cross section F	72. 655614	(3.41)	0.0000
Cross section chi-square	88.470142	3	0.0000

Source : processed data from Eviews13, 2025

Based on the results of the Chow test, the probability value obtained was 0.000, which is less than 0.05. This indicates that, between the Common Effect Model and the Fixed Effect Model, the Fixed Effect Model is the more suitable choice. However, the Chow test alone cannot definitively establish the Fixed Effect Model as the best option. Therefore, further testing is required to confirm the most appropriate model..

2. Hausman test

   The Hausman test is used to determine the most appropriate model between the Random Effect Model and the Fixed Effect Model in estimating panel data. The hypotheses are stated as follows:

   1) H_0: The Random Effect Model is selected if the Chi-square probability value is greater than 0.05.
   2) H_1: The Fixed Effect Model is selected if the Chi-square probability value is less than 0.05.

Table 2 Hausman Test Results

Test summary	Chi-square statistic	Chi-sq. Df	Prob.
Random cross-section	217.966843	3	0.0000

Source : processed data from Eviews13, 2025

Based on Table 2, the results of the Hausman test indicate a probability value of 0.0000, which is less than 0.05. This finding suggests that, between the Random Effect Model and the Fixed Effect Model, the Fixed Effect Model is the more appropriate choice.

Classical Assumption Test

The classical assumption tests are conducted to assess the validity of the regression model applied in the study. In this research, the selected model is the Fixed Effect Model, with the following classical assumption tests performed:

a. Normality Test

   The normality test is carried out to determine whether the data used in the study are normally distributed. The hypotheses for the Jarque–Bera test are as follows:

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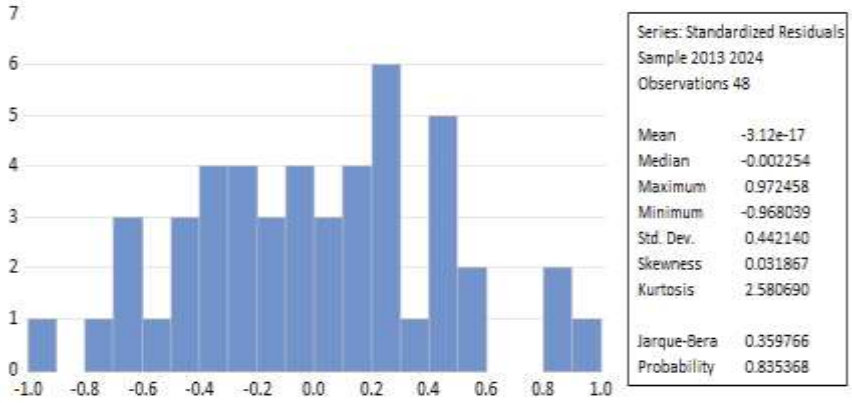
1. H0: If the Jarque–Bera probability value is greater than 0.05, the data are normally distributed.
2. H1: If the Jarque–Bera probability value is less than 0.05, the data are not normally distributed.

Figure1. Normality Test Results



Source : data processed by Eviews13, 2025

Based on the output above , it is obtained mark probability from the Jarque-Bera test is 0.8355368 > 0.05, then can concluded that the data in study normally distributed .

b. Multicollinearity Test

Multicollinearity test aim For know existence relatedness between connection between variables independent . If in testing multicollinearity obtained mark coefficient more from 0.80, then variables the caught multicollinearity .

Table 3 Multicollinearity Test Results

	X1	X2	X3
X1	1,00000	-0.127183	-0.124747
X2	-0.127183	1,000,000	0.609049
X3	-0.124747	0.609049	1,000,000

Source : data processed by Eviews13, 2025

The results of the multicollinearity test presented in Table 3 show that all independent variables—Economic Growth, Open Unemployment, and Average Years of Schooling—have coefficient values below 0.80. This indicates that multicollinearity is not an issue among these variables in the research model.

c. Heteroscedasticity Test

The heteroskedasticity test is conducted to examine whether the variance of the residuals differs from one observation to another. An ideal regression model demonstrates homoskedasticity, meaning that the residual variance is consistent across observations, without significant differences in variance (heteroskedasticity) (Ghozali & Ratmono, 2017).

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Table 4. Results of Heteroscedasticity Test

Panel Cross-section Heteroskedasticity LR Test			
	value	df	Probability
Likelihood Ratio	3.024048	4	0.5538
Panel Period Heteroskedasticity LR Test			
	value	df	Probability
Likelihood Ratio	2.180587	4	0.7026

Source : data processed by Eviews13, 2025

Test results from *Heteroscedasticity Likelihood Ratio Test* Good from the cross-section panel and the period panel have probability value > 0.05, then the regression model homoscedasticity or No experience heteroscedasticity .

Hypothesis Testing

Hypothesis Testing is presentation from output panel data regression data processing . Hypothesis testing consists of from the coefficient test determination ($R^{2)}$, significance test simultaneous (F test), and significance test partial (t-test).

a. Coefficient Test Determination (R^2)

Testing coefficient determination (R^2) aims For know how much Far ability variables independent in influence variables dependent .

Table 5. Coefficient Test Determination

R-squared (R^2)	0.916863
Adjusted R-squared	0.904696

Source : data processed by Eviews13, 2025

Analysis results show R^2 value of 0.9169 or 91.69%, which indicates very strong correlation strong . This means that the variable independent — Growth Economy , Open Unemployment , and Average Years of Schooling — capable explains 91.69% of the variation in the variable dependent , namely Poverty , meanwhile the rest 8.31 % is influenced by other factors outside the research model This . .

b. F test

The purpose of the F test test influence simultaneous variables independent (Growth Economy , Open Unemployment , Average Years of Schooling) against variables dependent . If F count > F table or probability < 0.05, variable independent influential significant in a way together ; if no , the effect No significant .

Table 6. F Test

F-statistics	75.36018
Prob(F-statistics)	0.000000

Source : data processed by Eviews13, 2025

In table 6 obtained mark F- statistic probability of 0.000000 < 0.05, then can stated that variables Growth Economy , Open Unemployment , and Average Years of Schooling in a way simultaneous own influence significant to Poverty

c. t-test

The t-test is used to examine the individual effect of each independent variable on the dependent variable. A hypothesis is accepted if the calculated t-value is greater than the critical t-value from the t-table, or if the probability (p-value) of the independent

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variable is less than 0.05, indicating a statistically significant effect. In this study, the t-test is conducted at a 5% significance level (α = 0.05) with degrees of freedom equal to 44 (calculated as n - k = 48 - 4):

Table 7 t-Test Results

Variables	t count	t table	Prob
X1	1.237502	2.015368	0.2229
X2	2.972322	2.015368	0.0049
X3	-15.22072	2.015368	0.0000

Source : data processed by Eviews13, 2025

Based on the results of the t-test in Table 8, can be concluded :

a) Growth Economy (X1) has t - value of 1.2375 which is more small from t table 2.0154, with mark significance 0.2229 (>0.05). Therefore that , growth economy No influential significant to poverty .
b) Open Unemployment (X2) shows a calculated t of 2.9723 more big from t table 2.0154, and the value significance 0.0049 (<0.05), so unemployment open influential significant to poverty .
c) Average Length of Schooling (X3) has the calculated t value is -15.2207 which is absolute more big from t table 2.0154, with significance 0.0000 (<0.05), so variables This influential significant to poverty .

Discussion

Analysis of the Effect of Economic Growth on Poverty

The Fixed Effect model results reveal that the economic growth variable has a probability value of 0.2229, which is above the 0.05 significance threshold (0.2229 > 0.05), and a coefficient of 0.019681. This indicates that while economic growth shows a positive association with poverty, the effect is not statistically significant. In other words, increases in economic growth do not necessarily translate into reductions in poverty levels. These findings are in line with research by Riva et al. (2021) and Wulandari & Pratama (2022), who also observed a positive yet insignificant relationship between economic growth and poverty.

This situation may arise because economic growth is often not paired with an equitable distribution of income. Classical economic theory suggests that growth should create a “trickle-down” effect, where benefits reach lower-income groups through increased jobs and earnings. However, in practice, the gains from growth tend to be initially captured by wealthier groups who have greater access to capital and resources. As a result, wealthier populations accumulate more wealth faster, while poorer communities gain only marginally, limiting poverty reduction via economic growth.

Analysis of the Effect of Open Unemployment Rate on Poverty

The open unemployment rate is found to have a significant positive impact on poverty, implying that higher unemployment correlates with increased poverty levels. This finding corroborates studies by Adam et al. (2022) and Pradipta & Dewi (2020), which established a positive link between unemployment and poverty.

From a Keynesian perspective, unemployment results from insufficient aggregate demand. A reduction in consumer spending decreases production, leading to job cuts and

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https://ejournal.seaninstitute.or.id/index.php/JMS/index

fewer employment opportunities. Consequently, unemployment rises, directly increasing the number of people living in poverty. Those without jobs lose their income sources, lowering their welfare and pushing them into poverty. Therefore, unemployment is a critical factor worsening poverty (Sukirno, 2011).

Analysis of the Effect of Average Years of Schooling on Poverty

The average years of schooling variable exerts a significant negative effect on poverty, meaning that higher average education levels are associated with lower poverty rates. This outcome aligns with findings from Adam et al. (2022), Ayu & Prabowo (2021), and Riva et al. (2021), who reported a strong inverse relationship between education and poverty.

Education is essential for promoting sustainable economic development. According to human capital theory, investing in education improves labor quality and contributes to poverty alleviation over time. People with higher education generally possess better skills and knowledge, which enhance their potential to earn higher incomes and avoid poverty. Conversely, low educational attainment signals insufficient investment in education by individuals, families, communities, and governments, which remains a major root cause of poverty.

CONCLUSION

Based on the results of analysis and discussion presented in the previous chapters, the following conclusions : Economic Growth shows a positive association with poverty reduction, the relationship is not statistically significant. This implies that while the economy may be expanding, the advantages of such growth are not sufficiently widespread to effectively alleviate poverty across all social segments. The Open Unemployment Rate significantly and positively influences poverty, highlighting that an increase in joblessness directly exacerbates poverty. Loss of employment leads to diminished income and welfare, thereby increasing the population vulnerable to poverty. The Average Years of Schooling is found to have a significant inverse effect on poverty levels. Higher educational attainment enhances individuals' capabilities, improving their prospects for better earnings and reducing their likelihood of remaining in poverty.

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