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The Effect of Education, Poverty, and Population Growth on Economic Growth in South Sulawesi in 2010-2022

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ABSTRACT

The purpose of this study was to analyze how the variables of education, poverty and population growth affect economic growth in South Sulawesi so that later it can be used as a basis for determining policies in increasing economic growth in South Sulawesi. While the analysis method used in this research is multiple linear regression analysis method. The results of data estimation using multiple regression analysis show that the education variable has a negative and insignificant effect on economic growth, the poverty variable has a significant effect on economic growth and population growth has a significant effect on economic growth in South Sulawesi. Education, poverty and population growth variables together have no effect on economic growth in South Sulawesi.

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INTRODUCTION

The discussion of economic development is multidimensional in nature which discusses all aspects of people's lives, for this reason economi development is very necessary in improving the standard of living and welfare of the community. Every country must create sustainable development. According to the opinion of Smith and Todaro (2006) who concluded that development is an effort made by the community by carrying out a series of combinations of social and economic processes in order to realize a better life.

The implementation of economic development or Gross Regional Domestic Product (GRDP) is used as a benchmark in a region. GRDP is defined as the sum of the total value of final goods and services obtained from all economic components in a region. Economic activity in a region is getting better if it is characterized by high economic growth. According to Todaro and Smith (2008), the growth rate of GRDP at constant prices shows economic growth in a region.

One of the most basic problems at the center of government and state attention is poverty. Indonesia is one of the countries with a high poverty rate. This happens because poverty is multidimensional, meaning that there are many primary elements such as lack of assets and skills as well as secondary aspects such as lack of financial resources, social networks and information.

Poverty is not only defined as economic inability, but also the failure to guarantee basic rights and differential treatment for a group or person in pursuing a quality life. The fulfillment of basic rights that are generally recognized includes fulfilling food needs, education, health, employment, housing, land, water, natural resources, the environment, security in the treatment or acts of violence and the right to participate in socio-political life.

In Simmons' view (in Todaro, 1994), the way to escape from poverty is through education. If someone wants to get a good income and job, they must have a high level of education. So that the level of education plays a very important role in overcoming poverty.

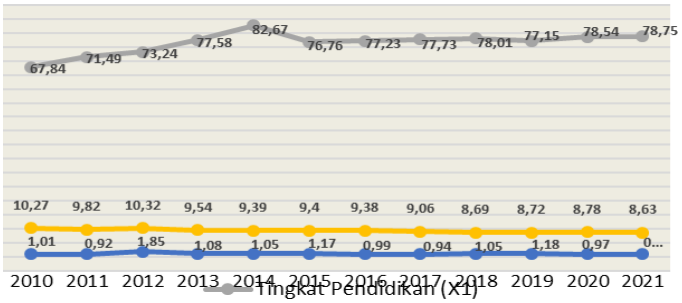

Figure 1. Education, Poverty, and Population Growth in South Sulawesi
Source: BPS, 2022

THEORETICAL REVIEW

Economic Growth

Economic growth is one of the indicators that determine the success of economic development in a region or region. According to classical economist Adam Smith in his book entitled An Inquiry into the Nature and Causes of the Wealth of Nations, economic growth relies on an increase in population which has an impact on increasing output. According to neoclassical economists such as Robert M. Solow, it emphasizes a series of production activities carried out by humans, capital accumulation, use of technology and output.

Rahardjo (2013) revealed that economic growth is an effort to increase production capacity to achieve additional output, which is measured using Gross Domestic Product or using Gross Regional Domestic Product in a region. Simon Kuznets (in Arsyad, 2010) states that economic growth is a long-term increase in the capacity of the country concerned to provide various economic goods to its population. The increase in capacity is made possible by progress or adjustments - technological, institutional and ideological adjustments to various existing conditions.

Factors of Economic Growth

Jhingan (2010) argues that economic growth is influenced by two kinds of factors, namely, economic and non-economic factors. Economic factors consist of

1. Natural resources
2. Capital accumulation
3. Organization
4. Technological advancement
5. Division of labor and scale of production

Meanwhile, non-economic factors consist of

1. Environmental and social factors
2. Population / Human Factors
3. Political and administrative.

Based on the factors mentioned, it can be concluded that economic growth is influenced by various factors. The main factors that influence economic growth are natural resources, human resources, capital accumulation and technology. If a country aims to increase economic growth, at least it can focus on these four main factors.

GDP as an Indicator of Economic Growth

GDP is the total production value of final goods and services produced by each productive sector in a country during a certain period. GDP is used as an indicator to determine economic growth. An economy can be said to grow when the real income of the community for a particular year is greater than the real income for the community the previous year. This means that economic growth is the development of a country's economic activities that can be measured using GDP.

GDP is the best economic indicator in assessing the economic development of a country. In achieving the desired level of economic growth, there are other sectors that will be the driving force for economic growth. GDP is a driver of economic growth or increasing GDP. Therefore, the policies used by the government of a country must strive to create situations and circumstances that are able to make several components that are believed to be the driving force for increasing GDP, reach optimal conditions so that economic growth has the goals to be achieved.

Education

Education is an effort to bring the soul of learners both physically and spiritually from their nature towards a humane and better civilization. Education is a continuous and endless process so that it can produce sustainable quality aimed at the realization of future human figures rooted in the cultural values and Pancasila of the nation. Education must develop the philosophical and cultural values of the nation as a whole and as a whole (Mulyasa. 2012).

In the implementation of education, of course, not only the cultivation of knowledge is put forward, but also the cultivation of planned characters that are national in nature regulated in Indonesian state law. This is done to provide direction for the implementation and innovation of Indonesian education in the future. Thus, education in Indonesia can make a real contribution to the people and country of Indonesia. In Law No. 20 of 2003 concerning the national education system, it has been regulated regarding the direction and method of implementing national education which includes the objectives and functions of education in Indonesia (I Wayan Cong Sujana: 2019).

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their

potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state (Kemdiknas, 2003). Education is one option that is considered capable of overcoming this problem. Education is a preventive tool, because education creates a new and better generation.

Poverty

Poverty is a problem in almost all regions in Indonesia. The goal of Indonesia's national development is to improve economic performance in order to be able to create jobs and organize a decent life for all people, which in turn aims to realize the welfare of the Indonesian population through one of the national development targets, namely reducing the poverty rate.

Three main components are the causes of underdevelopment and poverty in society, these factors are low living standards, low self-confidence and freedom from the three aspects that have a reciprocal relationship. The low standard of living is caused by the low level of labor productivity, low labor productivity is caused by high labor growth, high unemployment and declining investment per capita. So it can be said that the causes of poverty are not only seen from economic aspects such as income levels, but also involve social and institutional aspects.

One of the efforts to reduce poverty is by raising the level of community welfare with various economic indicators set. By presenting a community entrepreneurship program in increasing community income. In principle, improving the welfare of the community is measured by the condition of the community's economic growth. Economic growth is a process of increasing output per capita in the long term.

Human Capital Concept

Malhotra and Bontis (in Rahmawati and Wulani, 2004), Human Capital is a combination of knowledge, skills, innovation, and a person's ability to carry out their duties so as to create value to achieve goals. Various definitions of human capital have developed. Increasing human capital can be done by continuous knowledge-based training and formulating the strategic development of each individual as a contribution to the company. In the Ednogeneus growth model, human capital is a derivative of technology.

Sampurno (2007) mentioned that endogenous growth theory is known as "innovation-based" growth theory and technological progress is endogenous. This theory assumes that the intellectual model is the source of technology. Intellectual capital is one of the intangible assets that represent valuable resources and the ability to act based on knowledge.

Total Population

In general, population growth in developing countries is very high and large. The issue of population growth is not just a matter of numbers, population issues also concern the interests of development and the welfare of humanity as a whole. In the context of development, the view of the population is divided, some consider it as an obstacle to development, while others consider it as a spur to development.

The reason why population is seen as an obstacle to development is because a large population with high growth is considered to only add to the burden of development. A large population will reduce per capita income and cause labor problems (Dumairy, 1996).

Population as a driver of development because a larger population is actually a potential market that is a source of demand for various goods and services which will then drive various economic activities so as to create economies of scale in production that will benefit all parties, lower production costs and create a source of supply or supply of cheap labor in sufficient quantities so that in turn it will stimulate higher aggregate output or production. And in the end, it is expected to improve people's welfare, which means that the poverty rate will fall (Todaro and Smith, 2006).

PREVIOUS RESEARCH

Abiodun and Iyiola (2011), in a journal entitled "Education and Economic Growth: The Nigerian Experience". This journal aims to determine the relationship formed between education and economic growth in Nigeria. Education here is seen as one of the main components that represent the formation of the human model, which is an important factor in endogenous growth modeling. The data used is a time series between 1980 and 2008. The result of this study was found that education investment has a direct and significant impact on economic growth. This study uses an econometric model by calculating the R-square value.

Research conducted by Afzal, Ehsan, Ishrat, Kafeel & Hina (2012), in a journal entitled "Relationship among Education, Poverty and Economic Growth in Pakistan: An Econometric Analysis". In this paper the author argues that the nation will not develop without investment in education and Poverty has a strong relationship with education and economic growth. This study uses time series data on education, capital poverty, physical and economic growth for the period 1971-1972 to 2009-2010 in the case of Pakistan. The results of the ARDL model confirm that both short-run and long-run physical capital affect economic growth positively and significantly. Education affects economic growth positively and significantly in only the long run and poverty affects economic growth negatively and significantly only in the long run.

Lokhsin, El-laithy and Banerji (2010), in a journal entitled "Poverty and Economic Growth in Egypt, 1995-2000".In this paper the authors analyze changes in poverty and inequality during high economic growth in Egypt.The variables used are poverty and economic growth in Egypt. In this paper we use a rich set of unit-level data from the latest Egyptian household surveys (1995 - 1996 and 1999 -2000) to assess changes in poverty and inequality between 1995 and 2000. The study's analysis is based on a new methodology of constructing household-specific poverty lines that are appropriate for regional price differences, as well as differences in consumption preferences and the size and age composition of poor households. Data were used for the years 1995-2000. The result of this study is that strong economic growth and the resultant increase in household expenditure led to a decline in poverty.

METHODOLOGY

This study uses data on the effect of education, poverty and population growth rate on economic growth in South Sulawesi from 2010 to 2022 which is secondary data obtained from the Central Bureau of Statistics (BPS) of South Sulawesi Province. The objects in this study are all districts / cities in the South Sulawesi Province area. In this study, the type of research used is the type of research according to the level of explanation, especially associative or relationship research. This research design shows the relationship between education level (X1), poverty (X2) and population growth rate (X3) as independent variables with economic growth (Y) as the dependent variable. The two arrows show the influence of the variables of education, poverty and population growth rate on economic growth.

The population of this study is the number of people in South Sulawesi who obtain education up to high school level, the absolute poverty rate in South Sulawesi Province and the economic growth rate in South Sulawesi Province in all years. While the sample in this study is the population residing in South Sulawesi Province who obtained education up to high school level, the absolute poverty rate and the rate of economic growth in South Sulawesi Province in 2010-2022. Data collection method is a method used to obtain data on an object which is then used to compile research results. The type of data used in this research is secondary data. Secondary data is a data collection method that does not directly provide data to data collectors, for example through other people or through documents. the frequency of data used in this study is time series data. So, the data collection methods used include the documentation method which is a record of events that have passed, in the form of writings, pictures, or monumental works of a person and the literature study method which is a way of collecting data by studying books, journals, theses, theses, and

other literature related to research. The variables in this study consist of dependent variables and independent variables. The dependent variable in this study is economic growth and the independent variables in this study are education and poverty in South Sulawesi Province.

In this study, the data analysis technique used is the classical assumption test including normality test, heteroscedasticity test, linearity test, multicollinearity test and autocorrelation test and multiple regression test which aims to determine whether or not the independent variable affects the dependent variable and how much influence it has with a significance level of 5 percent (α = 5%).

$$Y = a + \beta_1 X_{1t} + \beta_2 X_{2t} + \beta_3 X_{3t} + \varepsilon 1$$

Dapat ditulis dalam suatu formula regresi berganda sebagai berikut :

Keterangan:

Y = Economic
Grow X_1 = Education
Level X_2 = Poverty

X_3 = Population Growth
Rate t = Time Series Unit

$\beta_{1,2,3}$ = Regression Coefficient

$\varepsilon 1$ = Error variable

RESEARCH RESULTS

Classical Assumption Test needs to be carried out because the regression model needs to pay attention to any deviations from the classical assumptions, because in essence if the classical assumptions are not met, the variables that explain will be inefficient:

Normality Test

According to Ghozali (2016) the normality test is carried out to test whether in the regression model, the independent variable and the dependent

variable or both are normally distributed or not. Normality testing uses the Jarque-Bera analysis technique and for calculations using the Eviews 12 program.

The results of the normality test with the J-B test obtained a probability value of 0.072486. Thus, because the probability value is 0.072486> α (5%), it is concluded that the data is normally distributed.

Heteroscedasticity Test

Ghozali (2017) reveals that heteroscedasticity means that there are variable variants in the regression model that are not the same. If on the contrary the variable variants in the regression model have the same value, it is called homoscedasticity. A good regression model is that

heteroscedasticity does not occur and to determine the presence of heteroscedasticity using the White test.

Table 1. Heteroscedasticity Test

F-statistic	19.12941	Prob. F(9,3)	0.0168
Obs*R-squared	12.77735	Prob. Chi-Square(9)	0.1729
Scaled explained SS	10.91960	Prob. Chi-Square(9)	0.2813

Table 1 shows the results of the calculation of the heteroscedasticity test using the white test, resulting in the conclusion that there is no heteroscedasticity problem or it can be said that the data is homoscedasticity. Because when viewed from the Probability Value Chi-Square Obs * R-Square> 0.05. The output result is 0.1729, so there is no heteroscedasticity problem.

Multicollinearity Test

According to Ghozali (2016) in the multicollinearity test to test whether the regression model has a relationship between independent variables. In order to determine the presence of multicollinearity in the regression model, it can be seen from a tolerance value and VIF. Based on the VIF rule, if the VIF assessment is less than ten, it means that there is no indication of multicollinearity. Meanwhile, if the VIF assessment is more than ten, it means that there is an indication of multicollinearity.

Table 2. Multicollinearity Test

	Variable	Coefficient Variance	Uncentered VIF	Centered VIF
C		894.8129	2620.369	NA
	X1	0.056509	949.4625	3.368637
	X2	2.268654	602.5672	3.959760
	X3	8.240781	31.06662	1.333217

Based on table 2, it can be seen that the Centered VIF value for each variable shows a number less than 10, so it can be said that there is no multicollinearity in the multiple regression equation.

Autocorrelation Test

Autocorrelation is a correlation or relationship that occurs between members of a series of observations arranged in a time series (time series data) or arranged in a series of spaces or called cross sectional data. One of the commonly used tests to determine the presence of autocorrelation is the Breusch-Godfrey Test statistical test.

Table 3. Result of Autocorrelation

F-statistic	0.315501	Prob. F(2,7)	0.7393
Obs*R-squared	1.074961	Prob. Chi-Square(2)	0.5842

In table 3, it is said that the calculation of the autocorrelation test on the data used in this study is a significant assessment of the Chi-Square Probability of 0.5842> 0.05, so it can be stated that the data from his research does not occur autocorrelation.

ESTIMATION

The statistical analysis used in this study is multiple linear regression analysis. Below will be discussed the results of multiple regression analysis using the t test and multiple regression analysis using the F test conducted with the help of the Eviews 12 program. The results of hypothesis testing using regression analysis techniques are described in the table.

Table 4. Multiple Regression Analysis Results

Variable	Coefficient	Std. Error	t-Statistic	Prob.
C	-40.52010	29.91342	-1.354579	0.2086
X1	0.244777	0.237717	1.029703	0.3300
X2	3.429245	1.506205	2.276745	0.0488
X3	-3.594862	2.870676	-1.252270	0.2420
R-squared	0.453832	Mean dependent var		6.549231
Adjusted R-squared	0.271776	S.D. dependent var		2.469016
S.E. of regression	2.106961	Akaike info criterion		4.576030
Sum squared resid	39.95357	Schwarz criterion		4.749861
Log likelihood	-25.74420	Hannan-Quinn criter.		4.540300
F-statistic	2.492813	Durbin-Watson stat		2.116906
Prob(F-statistic)	0.126190			

Partial Test

Partial testing in the independent variables; education, poor, and population growth to the dependent variable (Economic Growth). If the significant assessment < the probability is 0.05, then there is no effect of the independent variable on the dependent variable and accepts the hypothesis. Meanwhile, if the significant assessment> probability 0.05,

then there is no effect of the independent variable on the dependent variable.

a. Education
b. In table 1.5, it can be seen that the t test results for the education variable obtained a significance value of 0.3300 at α = 5%. Because the significance value is greater than 0.05 (0.3300> 0.05) and tcount < ttable (1.029 < 1.771) and the H0 hypothesis is accepted, the hypothesis that states "it is suspected that education has no effect on economic growth".
c. Poverty

   Based on table 1.5, the t-test results for the poverty variable obtained a significance value of 0.0488 at α = 5%. Because the significance value is greater than 0.05 (0.0488 < 0.05) and tcount < ttable (2.276 > 1.771) and the hypothesis H0 is rejected, the hypothesis stating "allegedly poverty has no effect on economic growth"

d. Population growth

   Based on table 1.5, the t test results for the population growth variable obtained a significance value of 0.2420 at α = 5%. Because the significance value is greater than 0.05 (0.2420> 0.05) and tcount < ttable (1.252 < 1.771) and the H0 hypothesis is accepted, the hypothesis stating "it is suspected that economic growth has no effect on economic growth" is rejected.

F-Test

Simultaneous testing is a test to understand whether the independent variables education, poor, and population growth, together have a significant effect on the dependent variable (Y1). From table 1.5, it can be seen that the F test results obtained a prob value (F-statistic) of 0.126 at α = 5%. Based on table 1.5, it is stated that the simultaneous significance test / F test count, the F statistical probability assessment is 0.126 greater than 0.05 (0.126> 0.05) and Fcount < Ftable and a value of 2.492 < 3.18 so that the independent variables simultaneously have no effect on the dependent variable.

Coefficient of Determination (R^2)

R^2 is a test in understanding the amount of influence of the independent variable on describing the dependent variable. If the coefficient value is close to one, it can conclude that the independent

variable describes it in the dependent variable very well. Conversely, if the R^2 value is close to zero and not close to 1, it can conclude that the independent variable is limited to explaining the dependent variable. Based on table 1.5, it is said that the results of the R^2 test obtained the influence of education, poverty, and population growth variables on economic growth in South Sulawesi is 0.453. That is, the variance of the influence of education, poverty, and population growth variables on economic growth in South Sulawesi is 45.3%. The rest of the variance of other variables explaining not the model is 54.7%.

DISCUSSION

The Effect of Education on Economic Growth in South Sulawesi

In this study focuses on the level of high school education obtained from the highest level of education. Based on the research results obtained, it is concluded that education has no significant effect on economic growth. This can be seen by the t test which proves a significance value of 0.3 and a regression coefficient of 0.244777. Thus it can be stated that in this study education has no positive effect on economic growth and if the education variable increases by 1%, then economic growth will increase by 1.255775%.

The education sector plays a very important role in increasing the ability of a developing country to accommodate advanced technology and develop the absorption capacity of production in order to realize sustainable growth and development. To increase output and national income, high quality human resources are needed. By improving the quality of education, it is expected to provide many benefits in promoting economic growth such as the process of developing corporate administration will be more effective, mastery in developing science and technology, the process of increasing productivity and the fruit of people's minds.

The Effect of Poverty on Economic Growth in South Sulawesi

The results of the hypothesis test calculation using the t test state that the poverty variable has no significant effect on economic growth. This has been shown by the results of the t test, namely a significance of 0.2420 greater than α = 5% (0.2420> 0.05). Which means that the high and low levels of poverty in Indonesia affect the rate of economic growth.

The World Bank in 2007 used a measure of US$ 2-P (purchasing power parity)/capita/day, which is a poverty measurement scale that is trusted by many countries, one of which is Indonesia. Through the World Bank standard, in fact, empirically it is still said to be less precise in explaining the form of poverty. Where in comparing the level of welfare with poverty. To measure the poverty level with the World Bank standard is based on the (financial) income scale, where to calculate the poverty line can be seen from the amount of rupiah spent per capita in a month to meet the minimum needs for food and non-food. However, it is evident that not all

welfare is the same as poverty, and that a high level of income does not necessarily reflect a high level of welfare.

In previous research, according to Kuznet Tambunan (2007) stated that there is a very strong correlation between growth and poverty, because at the initial level of the development process poverty is increasing and at the final level of development poverty is decreasing. And according to the opinion of Lokhsin, El-laithy and Banerji (2010) explains that the increase in poverty is due to weak economic growth. This study explains that poverty is prevalent among people who are uneducated, work in the agricultural and construction sectors and seasonal workers. The household consumption approach is used as a welfare indicator to measure poverty. Therefore, poverty has no effect on economic growth in Indonesia.

Effect of Education, Poverty and Population Growth on Economic Growth

Based on the results of the F test, the prob value (F-statistic) is 0.216190 at α = 5%, because the significance value of 0.0216190 <0.05, this study explains that no independent variable has a significant effect on the economic growth variable. This study explains that there is no joint influence between education, poverty and population growth on economic growth.

Although the problem of poverty must be found a solution where in overcoming poverty can be done by improving the quality of education in South Sulawesi. Human resources must be accompanied by a high quality of education in order to improve the economy both in groups and individuals. This means that the people's economy must be improved so that the poverty rate in South Sulawesi can be reduced.

The driving force for transformation in society to reduce poverty is education. Where education can play a role in reducing poverty and its impact on the productive power of labor and through the path of social benefits, education is the most important development target for society (world bank, 2005). This means that education is the main tool in reducing poverty. People who have higher education will have the skills and expertise to improve their welfare, by increasing production power to increase company output so that workers' wages will increase.

Therefore, in the endogenous growth theory proposed by Lucas and Romer (1996) in Arsyad (2010), the driving factor in economic growth is education. Where education becomes a tool in improving human resources to obtain a productive workforce. Labor has a high production power to obtain a large output so that economic growth will increase in aggregate.

CONCLUSION

Based on the analysis and discussion in this study, there are several conclusions, among others:

a. The results of this study indicate that education has no positive effect on the economic growth variable. This means that when education increases or decreases, economic growth is not very influential. In other words, education is not very effective in increasing economic growth. Through education, the quality of human resources will increase and will encourage economic growth.
b. Poverty has a positive effect on economic growth. When the amount of poverty increases, economic growth remains high. So that poverty does not affect the rate of economic growth. This identifies that the high poverty rate will not reduce the rate of economic growth and shows that economic growth is not an important indicator to reduce poverty.
c. Population growth has no positive effect on growth. This means that when the amount of population growth increases or decreases, it has no effect on economic growth.
d. The Effect of Education, Poverty and Population Growth on Economic Growth. This study explains that there is no joint influence between education, poverty and population growth on economic growth. This is because the variables of poverty and population growth have no effect on economic growth. However, Poverty and Population Growth must still find a solution to support actual economic growth.

ADVANCED RESEARCH

This research still has limitations so that further research is still needed on this topic.

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