

ANALYSIS OF FACTORS AFFECTING THE PARTICIPATION RATE IN INDONESIA SENIOR HIGH SCHOOL

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ABSTRACT

This study aimed to determine the effect of Fiscal Decentralization, Government Expenditure on Education, the GDRP per capita, a ratio of students per teacher and the Gross Participation Rate on Senior High School in Indonesia. The type of data using secondary data on local revenues, total revenues, the ratio of government expenditure on education to total government expenditure, the number of students, number of teachers, and the gross participation rate. Data were analyzed using panel data regression analysis. The results showed that government expenditure on education, the ratio of students per teacher and the number of teachers has a significant positive effect on secondary school gross participation rate in Indonesia.

Keywords:

GER, Fiscal Decentralization, Government Expenditure on Education, the GDRP per capita, a ratio of students per teacher, Number of Teachers.

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INTRODUCTION

Education is one of the factors that play an important role in development. Due to their education, then a country can produce the next generation of qualified both intellectually and morally. However, the quality of human resources generated by the educational service quality as well. And it is in line with the concept of the Human Development Index (HDI) or the Human Development Index (HDI), which introduced the United Nations Development Program (UNDP) in 1990.

Human Development Index is a benchmark that can be used to look at the quality of human life, as measured by the quality level of education, health, and economy. IPM has an important role in the development of a modern economy, good for human development will be able to maximize the production factors that exist. Therefore, with an increase in the quality of the educational services of factors of production, there will be able to be used optimally and planning in national development will be more easily achieved.

To see how much the success of the government's efforts in the education sector, then it can be used as an indicator that can also be used as information for measuring success in the field of education. Indicators in the education field that is measured through the school participation rate (APS), the Gross Participation Rate (GPR) and Net Participation rate (NPR). In this study, the authors wanted to know the factors of senior high school Gross Participation rate in Indonesia. So that the discussion does not extend the author wants to discuss those factors that decentralization fiscal, government expenditure, the GDRP per capita, the ratio of students per teacher,

the number of teachers.

Based on the above exposure, researchers interested in researching Analysis of Factors Affecting the gross participation rate on senior high school Indonesia.

Based on the background of the problems above, the formulation of the problem in this research are as follows :

1. Whether there is influence Fiscal Decentralization effect Gross Participation Rate on Indonesia Senior High School?
2. Whether there is influence Government Expenditure on Education against Gross Participation Rate on Indonesia Senior High School?
3. Whether there is an influence on the GDRP Per Capita against Gross Participation Rate on Indonesia Senior High School?
4. Whether there is influence Student per Teacher Ratio against Gross Participation Rate on Indonesia Senior High School?
5. Whether there is a significant Number of Teacher against Gross Participation Rate on Indonesia Senior High School?

LITERATURE REVIEW

Education Concept

In (Law of the Republic of Indonesia No. 20 of 2003 on National Education System, 2003) states that:

"Education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing her potential remedy has spiritual power, religious, self-control, personality, intelligence, moral noble, as well as the necessary skills themselves, society, nation and state",

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education by (Dale, 1969)

"Education is an effort consciously undertaken by the family, community, and government through the activities of guidance, instruction, and training takes place in school and out of school a lifetime to prepare learners to be playing a role in a variety of environmental fixed for the future come.

Then (Mudyahardjo 2008) says that:

"Education is a programmed learning experience in the form of formal, non-formal and informal school and outside the school, which lasts a lifetime aimed at optimizing consideration abilities of the individual so that the day can play a role than live right. "

Based on the explanation of the definition of education that has been presented above, it can be concluded that education is a conscious effort to develop the potential within individuals through counseling, teaching, and training. Well done which took place in the school or out of school and made lifelong to optimize the existing capacity of individuals to be able to benefit themselves, society, nation, and state.

Participation Rate

Participation in education is closely related to the ratio of the number of people who have already relocated roles in the education unit, whether in school or out of school, with a population that is potentially ready to enter a particular educational unit. The greater the gap between the number of people who have become learners with the number of people who should have access

to education, the greater the level of participation issues.

In general, the indicators used for the current educational conditions, which is based on indicators that have been compiled by the United Nations of Educational, Scientific, and Cultural Organization (UNESCO). Indicators that have been compiled UNESCO education consist of three aspects, namely access and equity in education, indicators of the quality and relevance of education and education management indicators. Indicators that are discussed in this study are indicators related to access and equity in education, the indicators used to determine how much coverage of educational services that already exist at the provincial/district/city.

And also to know the number of school-age population unserved education at each school age group and every level of education. Increasingly unequal access to education, the more school-age population that has been underserved education. If primary education has been uneven, there will be opportunities for residents who attend to proceed to a higher level. then, according to (Nurjanah, 2014) Human Capital is a set of human productive ability and knowledge contained in the community. This means that the higher the education of individuals, the higher the individual's level of productivity in the development process and lead to higher income levels as well.

Fiscal decentralization

Fiscal decentralization policy

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applied since the issuance of Law No. 22 of 1999 on local government revised by Act No. 32 of 2004 on Regional Government. And Act No. 25 of 1999 on Financial Balance between the Central Government and Local Government revised by Act No. 33 of 2004. Under (Act No. 33 of 2004 Article 1, 2004) Decentralization is the devolution of government power by the central government to the autonomous regional government to regulate and administer governmental affairs in the system of the Republic of Indonesia.

Elmi (2002) said that fiscal decentralization is one of the mechanisms of transfer of state funds in connection with the financial policy states that to achieve sustainable fiscal security (fiscal sustainable) and provide stimulus to the economic activity of society, then the policy of fiscal decentralization is expected to equalize fiscal capacity among regions.

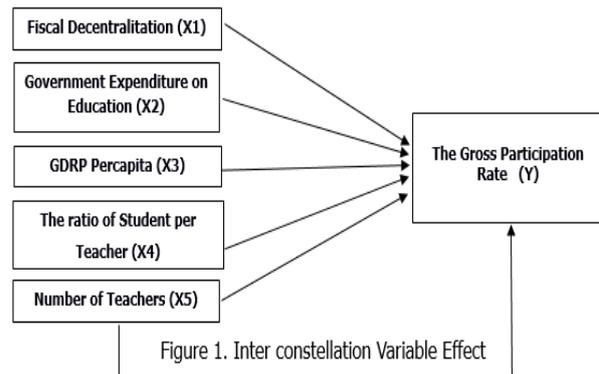
METHODOLOGY

The data used in this research is secondary data obtained from the publication of the Central Statistics Agency (BPS), the Ministry of Education and Culture (Kemendikbud) and the Ministry of Home Affairs (MOHA). Methods of data collection in this study conducted with the documentation, which collects the records or data that is required according to research to be conducted.

Corresponding variables of the study, the data obtained are as follows: 1) Degree of Fiscal Decentralization in terms of revenue, namely Regional Income to Total Revenue Regions, 2) Government Expenditure in education, 3) The GDRP per capita, 4) The Ratio of Students per Teacher, 5) Number

of Teacher, 6) The Gross of Participation Rate. Collecting data on some references because the publication is complete and valid support background research problems studied.

Variable constellation Intergovernmental Relations



Information:

Variables (X1): Fiscal decentralization

Variables (X2): Government Expenditure on Education

Variables (X3): the GDRP per capita

Variables (X4): The Ratio of Students per Teacher

Variables (X5): Number of Teachers
 Bound variable (Y): GPR Senior High School (SMA)

Effect : →

FINDINGS AND DISCUSSION

This study aims to investigate and determine the relationship of the independent variables consisting of Fiscal Decentralization, Government Expenditure on Education, the GDRP per capita, Ratio Student per Teacher and Number of Teachers of the dependent variable Gross Participation Rate. The data used in this research is secondary data. Secondary data in this study were obtained from the Central Bureau of Statistics and the Ministry of the

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the Interior. This study used a sample of a population of 34 Provinces throughout Indonesia in the period 2014-2017. Data obtained are then processed using linear regression using panel data and hypothesis testing with application Eviews 8.

Linear Regression Analysis of Panel Data on this study using a fixed-effect model. Selection of the fixed-effect model as a method of data analysis of this research panel previously tested through the chow test and Hausman test to find the most appropriate model for testing this panel data is the fixed effect model. The results of the regression equation in this study as follows:

Table 1. Panel Data Regression Test Results

variable	coefficient	Std. Error	t-Statistic	Prob.
C	55.76609	6.234349	8.944975	0.0000
DES	-0.109007	0.074276	-1.467599	0.1454
Communities	0.142807	0.040056	3.565148	0.0006
GRDP	-0.047953	0.030477	-1.573413	0.1189
RMG	1.414957	0.160292	8.827354	0.0000
GSMA	4.757197	0.929824	5.116232	0.0000

Source: Eviews 8, the data is processed by the author, 2019

$$APK = 55.76609 + (-0.109007)DES + 0.142807EDU + (-0.047953)GRDP + 1.414957RMG + 4.757197GSMA + u$$

Based on the results of the regression equation, it can be summed up as follows:

1. The constant value of 55.76609; meaning that if the value of DES (X1), EDU (X2), the GDP (X3), RMG (X4) and GSMA (X5) has a value of 0, then the value APK (Y) will be at 55.76609. means the APK has a fixed value of 55.76609.

2. DES variable regression coefficient (X1) is -0.10; meaning that if the value Degree of Fiscal Decentralization rose 1 point, while the value of other variables constant, the value APK (Y) will be decreased by 0.10. The coefficient is negative means there is a negative relationship between Fiscal Decentralization to the APK, the greater the value of the Fiscal Decentralization APK decreases.
3. EDU variable regression coefficient (X2) at 0:14; meaning that if the value of EDU rose 1 point, while the value of other variables constant, the value APK (Y) will increase by 0:14. The coefficient is positive, meaning a positive correlation between government spending with APK Education, based on the above results Government Education expenditure by 1 point then the value increases APK 0:14.
4. GRDP variable regression coefficient (X3) amounted to -0.04; meaning that if the value of GDP rose 1 point, while the value of other variables constant, the value APK (Y) will be decreased by 0:04. The coefficient is negative means there is a negative relationship between the GDP Per Capita by APK, the greater the GDP Per Capita in the APK value decreases.
5. RMG variable regression coefficient (X4) \$ 1.41; meaning that if the value of the RMG rose 1 point, while the value of other variables constant, the value APK (Y) will experience enhancers \$ 1.41. The coefficient is positive, meaning a positive relationship between the ratio

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of students per teacher with the APK, the greater the Per Pupil-Teacher Ratio APK increasing the value.

6. GSMA variable regression coefficient (X5) of 4.75; meaning that if the value of the GSMA rose 1 point, while the value of other variables constant, the value APK (Y) will undergo an enhancer of 4.75. The coefficient is positive, meaning a positive relationship between the amount of Lecturer with the APK, the greater the amount Lecturer APK increasing value.

Hypothesis test in this research performed by t-test, F test, and the coefficient of determination (R^2). This test uses eviews and obtained results if the following data:

Table 2. Hypothesis Test Results by Fixed Effect Model

variable	coefficient	Std. Error	t-Statistic	Prob.
C	55.76609	6.234349	8.944975	0.0000
DES	-0.109007	0.074276	-1.467599	0.1454
Communities	0.142807	0.040056	3.565148	0.0006
GRDP	-0.047953	0.030477	-1.573413	0.1189
RMG	1.414957	0.160292	8.827354	0.0000
GSMA	4.757197	0.929824	5.116232	0.0000
Effects Specification				
Cross-section fixed (dummy variables)				
weighted Statistics				
R-squared	0.940859	Mean dependent var	113.7399	
Adjusted R-squared	0.917691	SD dependent var	59.57953	
SE of regression	3.277715	Sum squared resid	1042.111	
F-statistic	40.60926	Durbin-Watson stat	2.347605	
Prob (F-statistic)	0.000000			
unweighted Statistics				
R-squared	0.851429	Mean dependent var	81.69949	
Sum squared resid	1077.613	Durbin-Watson stat	2.267669	

Source: Eviews 8, the data is processed by the author, 2019

The t-test is used to determine whether the regression model panel partially significant effect on the dependent variable. Tests performed t-test using criteria based on the comparison of the value of t-statistic (t) of each independent variable on the coefficient value t-table and also based on probability. This study, df (NK) is generated at 130 (136-6), where $n = 136$ is the number of observations and $k = 6$ is the number of independent and dependent variables.

With df 129 and significant value of 0.05, then the value of t-table of 1.978. To determine whether the independent variables have a significant effect on the dependent variable, using the testing criteria if ($t > t$ table) or ($\text{prob} < 0.05$), the independent variables affect the dependent variable. Based on the test results are shown in table unexplained effect of each independent variable following the hypotheses that have been mentioned. Here is an explanation of testing hypotheses:

The first hypothesis proposed in this study stated that: Degree of Fiscal Decentralization (X1) negatively affects Gross Participation Rate (APK). Based on t-test results are presented in Table 2, Fiscal Decentralization has t-count equal to -1.4675 at a significance level of 0.1454. This shows that t is smaller than t-table ($-1.4675 < 1.978$) with significant value ($0.1454 > 0.05$). It can be concluded that Fiscal Decentralization does not affect the APK because of the significant value of more than 0.05.

The second hypothesis proposed in this study stated that: Government Expenditure on Education (X2) Positive effect on

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Gross Participation Rate. Based on t-test results are presented in Table 2, Government Expenditure on Education has t count equal to 3.5651 with a significance level of 0.0006. This shows that t is smaller than t-table ($3.5651 > 1.978$) with significant value ($0.0006 < 0.05$). It can be concluded that, Government Expenditure on Education significant positive effect on APK.

The third hypothesis proposed in this study stated that: the GDP per capita (X3) positive effect on Gross Participation Rate. Based on t-test results are presented in Table 2, the GDP per capita has t-count equal to -1.5734 at a significance level of 0.1189. This shows that t is greater than t-table ($-1.5734 < 1.978$) with significant value ($0.1189 > 0.005$). It can be concluded that the GDP per capita does not affect the APK.

The fourth hypothesis proposed in this study stated that: The Ratio of Students per Teacher (X4) positive effect on Gross Participation Rate. Based on t-test results are presented in Table 2, Pupils per teacher ratio has t-count equal to 8.8273 with a significance level of 0.0000. This shows that t is greater than t-table ($8.8273 > 1.978$) with significant value ($0.0000 < 0.005$). It can be concluded that the Ratio of Students per Teacher significant positive effect on APK.

The fifth hypothesis proposed in this study stated that: The Number of Teacher (X5) positive effect on Gross Participation Rate. Based on t-test results are presented in Table 2, Total Lecturer's t-count equal to 5.1162 with a significance level of 0.0000. This shows that t is greater than t-table ($5.1162 > 1.978$) with significant value ($0.0000 < 0.005$). It can be concluded that the Number Teacher significant positive effect on APK.

F test used to determine whether the independent variables simultaneously significant effect on the dependent variable. Tests carried out by the F test when the criteria of $F < F$ table then there is no influence between independent variables and the dependent variable. If F -count $>$ F -table then there is influence between independent variables and the dependent variable. F -table value can be seen in the table 2, df 1 = number of variables - 1 or $6-1 = 5$ and df 2 = $nk-1$ or $136-5-1 = 130$. With the results obtained 0.05 F -table = 2.28.

Variable DES, EDU, GRDP, RMG, and GSMA simultaneously affect the APK. This is because the value of F count $>$ F table ($40.60 > 2.28$) with a significance value $0.0000 < 0.05$.

The coefficient of determination (R^2) aims to determine how much the variable X contribute to variable Y. The coefficient of determination used to how much ability all independent variables in explaining the variance of the dependent variable.

Based on test results are shown in Table 2 that results adjusted R^2 of the independent variable in this study amounted to 0.9176 or 91.76%. This means that 91.76% of the Gross Participation Rate is influenced and can be explained by the five independent variables namely Fiscal Decentralization, Government Expenditure on Education, the GDRP per capita, Ratio of Students per Teacher, Number of Teachers. While 8.24% is explained by other variables.

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CONCLUSION

Based on the results of research on the analysis of the factors affecting Gross Participation Rate in Indonesia, some conclusions can be drawn as follows:

1. Fiscal Decentralization does not affect the Gross Participation Rate in Indonesia.
2. Government Expenditure on Education significant positive effect on Gross Participation Rate in Indonesia. This means that if the Government Expenditure on Education increased the Gross Participation Rate will rise.
3. The GDRP per capita does not affect the Gross Participation Rate in Indonesia.
4. The Student per Teacher Ratio significant positive effect on Gross Participation Rate in Indonesia. This means that if The Ratio of Students per Teacher increases, The Gross Participation Rate will rise.
5. The Number of Teacher significant positive effect on Gross Participation Rate in Indonesia. This means that if The Number of Teacher staff increases, The Gross Participation Rate will increase.

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