JURNAL PENDIDIKAN EKONOMI, PERKANTORAN DAN AKUNTANSI
http://pub.unj.ac.id/index.php/jpepa

THE EFFECT OF GOVERNMENT SPENDING IN THE EDUCATION SECTOR AND EMPLOYMENT OPPORTUNITIES ON THE HUMAN DEVELOPMENT INDEX IN INDONESIA, 2015-2019

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Article Info

Article history:
Received: 25 February 2022;
Accepted: 17 November 2022;
Published: .

Keywords:
Government Expenditure of Education Sector, Employment Opportunity, Human Development Index

Abstract

This study aims to determine the Influence of Government Expenditure of Education Sector and Employment Opportunities for Human Development Index in Indonesia during 2015-2019. The type of data in this study is secondary data which is quantitative data from 34 provinces (Nangroe Aceh Darussalam, North Sumatra, West Sumatra Province, Riau, Riau Islands, Jambi, South Sumatra, Bangka Belitung, Bengkulu, Lampung, DKI Jakarta, West Java, Banten, Central Java, DI Yogyakarta, East Java, Bali, West Nusa Tenggara, East Nusa Tenggara, West Kalimantan, Central Kalimantan, South Kalimantan, East Kalimantan, North Kalimantan, North Sulawesi, West Sulawesi Province, Central Sulawesi, Southeast Sulawesi, South Sulawesi, Gorontalo, Maluku, North Maluku, West Papua, Papua) of Indonesia during 2015-2019. The analysis used is panel data regression analysis with a fixed effect regression model as the selected model and uses the Eviews 9 application obtained from the Central Statistics Agency (BPS) and DJPK KEMENKEU. The data analysis technique used in this study was panel data regression analysis. By using a panel data regression analysis model, the output shows that Government Expenditure of Education Sector (X1) has a positive and significant effect of Human Development Index (Y) in Indonesia. Employment opportunity (X2) has a positive and significant effect of Human Development Index (Y) in Indonesia.

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh Pengeluaran Pemerintah Sektor Pendidikan dan Kesempatan Kerja Terhadap Indeks Pembangunan Manusia di Indonesia Tahun 2015-2019. Jenis data yang digunakan pada penelitian ini adalah data sekunder yang bersifat kuantitatif yaitu data 34 Provinsi (Aceh, Sumatera Utara, Sumatera Barat, Riau, Jambi, Sumatera Selatan, Bengkulu, Lampung, Bangka-Belitung, Kepulauan Riau, DKI Jakarta, Jawa Barat, Jawa Tengah, D I Y, Jawa Timur, Banten, Bali, Nusa Tenggara Barat, Nusa Tenggara Timur, Kalimantan Barat, Kalimantan Tengah, Kalimantan Selatan, Kalimantan Timur, Kalimantan Utara, Sulawesi Utara, Sulawesi Tengah, Sulawesi Selatan, Sulawesi Tenggara, Gorontalo, Sulawesi Barat, Maluku, Maluku Utara, Papua Barat, serta Papua) di Indonesia. Analisis data yang digunakan adalah data panel dengan model regresi *fixed effect* dan menggunakan bantuan aplikasi eviews 9.0. Data penelitian diperoleh dari Badan Pusat Statistik (BPS). Teknik analisis data yang digunakan dalam penelitian ini adalah analisis regresi data panel. Hasil penelitian dengan menggunakan model analisis regresi data panel menunjukkan bahwa pengeluaran pemerintah sektor pendidikan (X1) berpengaruh positif dan signifikan terhadap indeks pembangunan manusia (Y). Kesempatan kerja (X2) berpengaruh positif dan signifikan terhadap indeks pembangunan manusia (Y).

How to Cite:

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ISSN
2302-2663 (online)
DOI: doi.org/10.21009/JPEPA.007.x.x

INTRODUCTION PRELIMINARY

The Human Development Index is a way to assess the quality of human development, both in terms of its impact on a person's physical condition (health and well-being) or non-physical (intelligence) (Atmanti, 2017). HDI is a crucial indicator to measure the government's success in creating the quality of life of the people (Mongan, 2019). Based on the objectives of the State of Indonesia set forth in the fourth paragraph of the 1945 Constitution, the government has the duty to protect the entire Indonesian nation and all of Indonesia's bloodshed, promote public welfare, educate the nation's life and participate in carrying out world order based on independence. , lasting peace and social justice. For this reason, the development of human resources is considered important for Indonesia (Maharda & Aulia, 2020).

Indonesia is recognized as the fourth largest country in the world with a total population of 277,858,332 people. Besides being famous for its dense population, Indonesia's economy is also known to be stable compared to other ASEAN countries such as Malaysia, Thailand, Brunie Darussalam and Singapore during the global financial crisis in 2008. Based on 2019 World Bank data, Indonesia contributed 39.4% of the the total Gross Domestic Product (GDP) of ASEAN, other countries namely Thailand by 16.19%, Singapore 12.2%, Malaysia 12%, and the rest by other ASEAN countries.

However, this condition does not make Indonesia one of the developed countries in the ASEAN region category. Indonesia's level of human development is still lower than that of other ASEAN countries. Indonesia is included in the middle category compared to other ASEAN countries, namely Malaysia, Singapore, Brunei Darussalam and Thailand, each of which is at a very high and high level of development as summarized in table 1.1 (Maharda & Aulia, 2020).

Table 1.1
HDI Southeast Asia Year 2019

South East Asia HDI Rank	World HDI Rank	Country	Human Development Index (HDI)	Category
1	9	Singapore	0.935	Very High Human Develompent
2	43	Brunei Darussalam	0.845	
3	61	Malaysia	0.804	
4	77	Thailand	0.765	High Human Development
5	106	Filipina	0.712	
6	111	Indonesia	0.707	
7	118	Vietnam	0.693	Medium Human Development
8	140	Laos	0.604	

ISSN 2302-2663 (online)
DOI: doi.org/10.21009/JPEB.007.2.3

9	145	Maynmar	0.584	
10	146	Kamboja	0.581	

Source: Data Processed from BPS

If viewed based on HDI rankings in Southeast Asia based on table 1.1, Indonesia occupies the sixth position with an index value of 0.707. This value is still below other Southeast Asian countries such as Singapore, Brunei Darussalam, Malaysia and the Philippines which incidentally have a population and area smaller than Indonesia. In addition, Indonesia's HDI is still uneven for several provinces, especially the eastern part of Indonesia, namely Gorontalo, Central Sulawesi, Lampung, South Sumatra, East Nusa Tenggara, West Kalimantan, West Nusa Tenggara West Sulawesi, Maluku, North Maluku, Papua and West Papua which are included in the low HDI level in Indonesia (Maharda & Aulia, 2020).

Development of Indonesia's Development Index in the 2015-2019 period. Overall, the HDI trend in Indonesia continues to increase every year. However, if you look at the 34 provinces in Indonesia, the HDI score in each province is not evenly distributed. From 2015 to 2019, the HDI value of "very high" was recorded in the DKI Jakarta province, namely 80.76%, this is natural because DKI Jakarta is the national capital so that the application of policies is easier to implement. Another 22 provinces are in “high” status while 11 provinces are in “medium” HDI status. Overall the lowest HDI score is in the province of Papua, this is because the quality of human resources is still relatively low.

To overcome this problem the role of the government through the optimal and efficient utilization of allocating economic resources is needed. One of them is through the management of fiscal policy. Fiscal policy is the economic policy used by the government in the field of state spending regulations with the aim of achieving economic stability (Isnaini, 2017). It should be noted that the scope of fiscal policy is very wide, therefore if it is linked to this research, the fiscal policy in question is the government spending policy in the education sector. Sources of funding from the government for the education sector must be sufficient and on target. Based on the indicators in HDI measurement, one of which is education, the role of education is important to create quality resources for human development.

Tabel 1.3
Government spending in the education sector of 6 countries in ASEAN

Country	Government Expenditures Education Sector GDP (%)	
	2005	2017
Singapore	3.3	2.9
Brunei Darussalam	3.6	4.4
Malaysia	6.0	5.0
Thailand	3.9	4.1
Philippines	2.4	2.4
Indonesia	2.6	3.6

Source: ASEAN Key Figures 2018

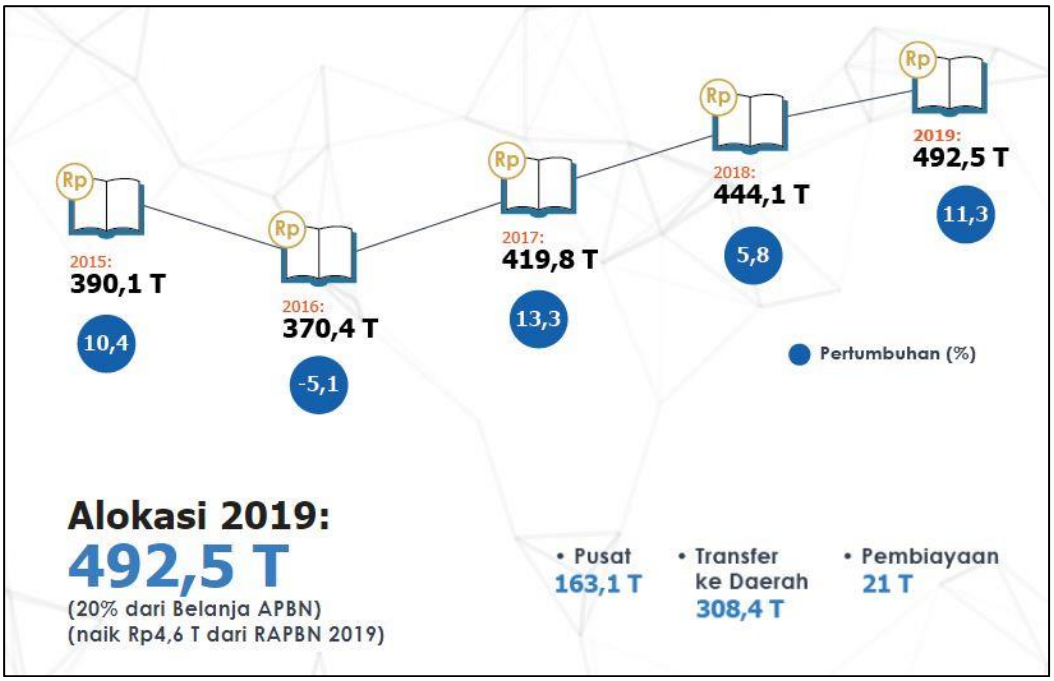
ISSN 2302-2663 (online)
DOI: doi.org/10.21009/JPEB.007.2.3

If seen in table 1.3, Indonesia's education sector spending in 2005 and 2017 was lower than other ASEAN countries. Since 2005 Indonesia has only contributed 3% of Indonesia's total GDP. This illustrates the existence of a strong influence between government expenditure in the education sector and human development.

Education is an important element for human development. Higher education will produce quality and reliable output or workforce in their field. This will have a broad impact on employment, the greater the number of skilled labor graduates it will have an impact on increasing economic development. Education is a bridge for the government in improving the quality of people's lives.

To achieve these efforts, it must be assisted by the government through the allocation of government spending for the education sector. Increasing the allocation of government spending in the public sector will also increase population productivity. Increasing productivity can increase human development which in turn will have an impact on reducing poverty (Atmanti, 2017).

Grafik 1.1
Alokasi Anggaran Pendidikan Tahun 2015-2019



Source: KEMENKEU

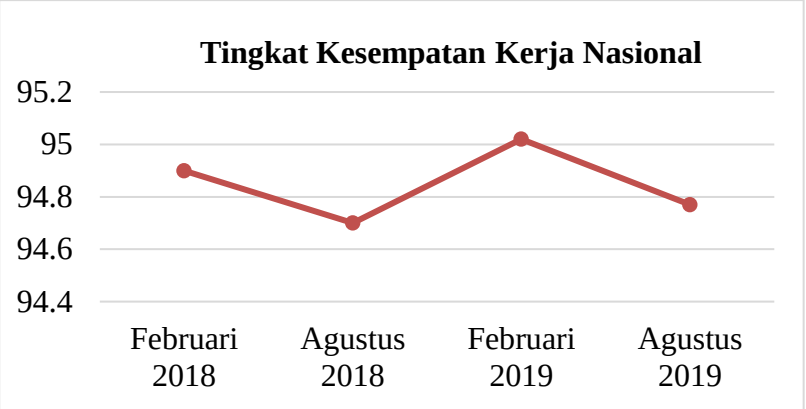
According to the 1945 Constitution, the minimum allocation for education funds is 20 percent of the APBN. The budget is used to increase access, distribution and quality of education in Indonesia. Based on the graphic data on the education budget in graph 1.1, it can be seen that in 2016 the education budget decreased by IDR 370.4 trillion from the previous year's budget of IDR 390.1. However, in the following three years, the education budget continued to increase, namely IDR 419.8 trillion in 2017, IDR 444.1 trillion in 2018 and IDR 492.5 trillion in 2019.

Improving the quality of education will certainly have a positive impact on improving human development. Quality education will also produce quality individuals who can compete in the world of work. However, according to BPS data in August 2019

ISSN 2302-2663 (online)
DOI: doi.org/10.21009/JPEB.007.2.3

unemployment in Indonesia reached 7.05 million people and the total workforce reached 136.18 million people (BPS, 2019). Human development and employment opportunities have a close relationship, namely employment opportunities describe the role of society in development and how many people already have jobs.

Chart 1.2
National Employment Rate



Source: *BPS 2019*

If seen in graph 1.2, the trend of employment opportunities in Indonesia is fluctuating. In February 2018 the average National TKK increased by 94.9% and in August it decreased by 94.7%. Then in 2019 in February it increased again by 95.02% and in August it decreased by 94.77. The fluctuating average TKK National illustrates that job opportunities in Indonesia are not fully evenly distributed throughout Indonesia. This inequality of employment opportunities is also one of the causes of inequality in human development in Indonesia.

The purpose of this study was to determine the effect of government spending on the education sector and employment opportunities on the Human Development Index in Indonesia in 2015-2019.

LITERATURE REVIEW

1. Human Development Index (IPM)

Pada tahun 1990 UNDP pertama kali diperkenalkan sebagai pengukuran pembangunan manusia. Gagasan baru yang diperkenalkan ini disebut Indeks Pembangunan Manusia (IPM). Sejak saat itu, secara berkala IPM dipublikasikan dalam laporan Human Development Report (HDR). Menurut UNDP, Indeks Pembangunan Manusia (IPM) adalah indeks komposit yang menggambarkan bagaimana masyarakat dapat mengakses hasil pengukuran pembangunan manusia yang ditinjau dari tiga aspek yaitu umur panjang dan hidup sehat, pengetahuan dan standar hidup layak (BPS Sidoarjo, 2017).

2. Education Sector Government Spending

Government spending on education is a very basic government expenditure in human development efforts. The government's important role in the education sector is realized through improving facilities and infrastructure as well as building and rehabilitating schools/classrooms. The Establishment of the Smart School Program

ISSN 2302-2663 (online)
DOI: doi.org/10.21009/JPEB.007.2.3

(PIP) is given to students starting from elementary, middle and high school/vocational schools, namely in the form of financial assistance realized by government through Smart Indonesia Cards (KIP) and other facilities and infrastructure (Suparno, 2014).

The education budget through the allocation of funds from the state budget is a concrete manifestation of the government's efforts to improve the quality of education. According to Law No. 20 of 2003 concerning the National Education System, the Indonesian government has an education budget of at least 20 percent of the State Budget and Revenue Expenditure (APBN) excluding teacher salaries and official education costs. The high budget for government spending on education can be budgeted to improve educational facilities and infrastructure so that they can improve community performance in their participation in the economic sector both within the regional and national scope (Nurhikmah, 2019).

3. Employment Opportunity

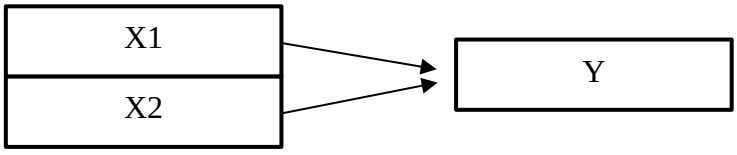
According to the Central Bureau of Statistics (2017) employment opportunities are opportunities for the working age population and the labor force to be absorbed in the labor market. Employment opportunities are closely related to the government's ability to create safe and comfortable investments to expand employment opportunities. The employment opportunity indicator can be seen at the level of employment in the form of the percentage of the working population aged 15 years and over to the labor force. The Central Statistics Agency explains that the level of employment opportunities describes the size of the percentage of the working workforce so that it can be concluded that the higher the Employment Opportunity Level (TKK), the higher the employment opportunities (Central Statistics Agency, 2019). Furthermore, it can be described in the following TKK (Employment Opportunity Level) formula:

$$TKK = \frac{\text{Number of Working Population}}{\text{Total Work Force}} \text{ X } 100$$

METHOD

The method used in this study is a quantitative method with a secondary data analysis (ADS) approach. Investigations using ADS use data that is already available from certain authorities or institutions as the main data source. According to (Sugiyono, 2017), quantitative research is a research method based on the philosophy of positivism and is used when studying a particular population or sample. Data analysis is quantitative in nature with respect to the established hypothesis. The quantitative approach used by researchers in this study is to measure the impact of government spending on education and employment opportunities in the Human Development Index.

The constellation of influence in the study can be described as follows:



Information:

ISSN 2302-2663 (online)
DOI: doi.org/10.21009/JPEB.007.2.3

X1 = Education Sector Government Spending
X2 = Employment Opportunity
Y = Human Development Index

RESULTS AND DISCUSSION

Tabel 4.8
Multiple Linear Regression Test

Variable	Coefficient	Std. Error	t-Statistic	Prob.
C	21.18067	6.242089	3.393202	0.0009
PPP	1.76E-05	2.67E-06	6.597695	0.0000
KK	0.510951	0.065741	7.772186	0.0000

Processed Data Eviews 9.0

Based on the results of the regression test in table 4.10, it can be seen that the Constanta (a) value is 21.18067. The variable of government spending in the education sector is 1.76E-05 or 0.0000176 and employment opportunity is 0.510951. For this reason, the regression equation Y = 21.18067+0.0000176PPP+0.510951KK+e

Based on the results of the multiple linear regression equation, it can be concluded that if the constant value is 21.18067 then if the variable X1 (government expenditure in the education sector) and X2 (employment opportunities) is zero then the human development index is 21.18067. The X1 coefficient value is 1.76E-05 or 0.0000176 meaning that if government spending increases by one percent, it can be predicted that the human development index will increase by 0.0000176.

The X2 coefficient value is 0.510951, meaning that if employment opportunities increase by one percent, it is predicted that the human development index will increase by 0.510951.

1) T Test (Partial)

The t-test was conducted to determine each of the Human Development Index independent variables, namely the effect of government spending on education and employment opportunities. Tests were carried out to compare the value of t count with t table. If t-count is greater than t-table, it can be concluded that the independent variables tested affect the dependent variable. Conversely, if the t-count is smaller than the t-table, it can be concluded that the independent variables tested have no effect on the dependent variable. Decision criteria:

a) If t-count <t-table, then the independent variables individually have no effect on the dependent variable (hypothesis is rejected).
b) If t-count > t-table, then the independent variables individually affect the dependent variable (hypothesis accepted)

ISSN 2302-2663 (online)
DOI: doi.org/10.21009/JPEB.007.2.3

Hasil pengujian dapat dilihat pada tabel berikut:

Tabel 4.9
T Test (Partial)

Variable	Coefficient	Std. Error	t-Statistic	Prob.
C	21.18067	6.242089	3.393202	0.0009
PPP	1.76E-05	2.67E-06	6.597695	0.0000
KK	0.510951	0.065741	7.772186	0.0000

Processed Data Eviews 9.0

Before calculating the results of the t test, the t-table value is determined in the t distribution table, namely α = 5% and degrees of freedom (df) = n – k - 1 = 170 – 2 - 1 = 167. Based on these provisions, the results of the t table are obtained = 1.97427. Therefore it can be concluded as follows:

1) Testing the hypothesis of government expenditure variable in the education sector
   Based on the results of the comparison between tcount and ttable, it can be seen that tcount (6.597695) and ttable (1.97427) then tcount > ttable. The conclusion is that the hypothesis is accepted. Then, if seen from the probability value of government spending in the education sector is (0.000) < (0.05) it can be concluded that partially government spending in the education sector has a positive and significant effect on the human development index.
2) Testing the employment opportunity variable hypothesis
   Based on the results of the comparison between tcount and ttable, it can be seen that tcount (7.772186) and ttable (1.97427) then tcount > ttable. The conclusion is that the hypothesis is accepted. Then, if seen from the probability value of employment opportunity is (0.000) < (0.05) it can be concluded that partially employment opportunity has a positive and significant effect on the human development index.

2) F Test (Simultaneous)

F test (simultaneous) was conducted to determine the significance and non-significance of variable Y between variables X1 and X2 together. Preparation to accept the hypothesis at the same time is carried out by considering the probability value of the significance of the F value. The statistical test results can be calculated using view 9.0 as follows:

Tabel 4.10
Uji F (Simultan)

R-squared	0.974748	Mean dependent var	127.1811
Adjusted R-squared	0.968152	S.D. dependent var	53.40733
S.E. of regression	1.086074	Sum squared resid	158.0606
F-statistic	147.7835	Durbin-Watson stat	1.446120
Prob(F-statistic)	0.000000		

Processed Data Eviews 9.0

ISSN 2302-2663 (online)
DOI: doi.org/10.21009/JPEB.007.2.3

The F test uses calculations by comparing Fcount and Ftable with a confidence level of 95% or α = 5% df1 (number of variables-1) and df2 (n-k-1) where n is the number of observations and k is the number of independent variables. Based on the table of the critical value of the F distribution with a confidence level of 95% or α = 5%, and the values df1 = 2 and df2 = 167, the Ftable is 3.05. It is known that the value of Fcount is 147.7835 > Ftable 3.05 with a probability of 0.000000 <0.05, then Ho is rejected and H1 is accepted so that it can be concluded that the two variables of government spending in the education sector (X1) and employment opportunities (X2) together have a significant effect on the human development index (Y).

3) R-squared Coefficient Test

The R-squared coefficient value shows how big the correlation or relationship is between the independent variables and the dependent variable. The correlation coefficient is said to be strong if the R-squared value is above 0.5 or close to 1. If the R-squared value is closer to one, then the independent variables provide all the information needed to predict the dependent variables. Conversely, the smaller the R-squared value, the more limited the ability of the independent variables to explain the dependent variables.

Tabel 4.11
R-Squared Coefficient Test

R-squared	0.974748	Mean dependent var	127.1811
Adjusted R-squared	0.968152	S.D. dependent var	53.40733
S.E. of regression	1.086074	Sum squared resid	158.0606
F-statistic	147.7835	Durbin-Watson stat	1.446120
Prob(F-statistic)	0.000000		

Processed Data Eviews 9.0

It is known that the R-squared coefficient value in the table is 0.974748 while the adjusted R-squared value is 0.968152. It is known that if the R-squared value gets closer to number 1 in the study, it can be concluded that the independent variables have a large influence on the dependent variable in this study. For this reason, it can be concluded that based on the R-squared value, the independent variables in this study have a strong influence so that they can explain the dependent variable of 97, while the remaining 3% is influenced by other variables that are not in this study.

The Adjust R-Square value is 0.968152 which means that the human development index variable can be explained by the variable government spending in the education sector and employment opportunities by 97%. This value includes a dummy value that appears in the selected research model, namely the fixed effect model which will add a presentation value in the coefficient of determination, and the remaining 3% is explained by other factors outside of this study.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of analysis and processing of data from the education sector government expenditure variables (X1) and employment opportunities (X2) on the Human Development Index variable (Y) in 34 provinces in Indonesia in 2015-2019, conclusions can be drawn:

ISSN 2302-2663 (online)
DOI: doi.org/10.21009/JPEB.007.2.3

a) Government spending on education has a significant positive effect on the Human Development Index. This shows that the more government spending on the education sector, the higher Indonesia's Human Development Index.
b) Employment opportunities have a positive and significant impact on the human development index. This shows that the higher the employment opportunity, the higher the human development index in Indonesia.
c) Simultaneously/together with government spending in the education and employment sectors, they have had a positive and significant impact on the human development index in Indonesia in 2015-2019.

The suggestion for this research is that government spending on education can be used to build educational facilities and hire teachers. The high costs allocated to the education sector can help promote human development and increase the number of students who can complete education at a higher level. Pay attention to the improvement of school facilities and infrastructure in remote areas, so that there are no disparities between the quality of education in urban areas. For this reason, the education budget that is used must be right on target, open up employment opportunities to reduce the unemployment rate which continues to increase every year and the government must pay more attention to the available employment opportunities for the community whether they are on target or not, so that not only the quantity of unemployment is reduced but the welfare of workers is also considered so that it can increase the human development index in Indonesia.

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ISSN 2302-2663 (online)
DOI: doi.org/10.21009/**J**PEB.007.2.3