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Effect of Socio-Economic Characteristics and Cultural Areas on the Educated Poor in East Java Province

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ABSTRACT

Education is one way to save oneself from poverty. There are 19.5 percent of poor people in East Java who have completed education at the senior high school level and above but are still in poor condition. This study aims to examine the effect of socio-economic and regional characteristics on the status of the poor with upper secondary education in each cultural area in the province of East Java. Using the 2021 Susenas data which was analyzed with binary logistic regression, it was found that there were differences in socio-economic characteristics in each cultural area. Disability disorders and gender affect educated poverty in the Arek area but have no effect in the Pandalungan, Mataraman, and Madura Islands areas. Formal and informal sector jobs only have an effect in the Pandalungan area and have no effect in other areas. Choosing to work in the primary sector only affects the Mataraman area. While the factors of age, access to technology and use of the internet reduce the opportunities for poverty in all cultural areas.

Keywords: Cultural Area, Educated Poor, Logistic Regression, Poverty, Susenas.

INTRODUCTION

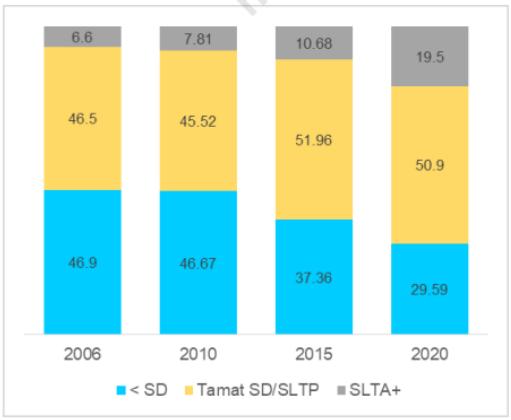
The Covid-19 pandemic is one of the deadliest health crises in the history of human civilization. Almost all sectors of life in every country feel the impact of this pandemic, especially the social and economic sectors (Fernandes, 2020). Various government policy responses, individual behavior, and the disease itself have caused economic shocks in various countries in the world and triggered a global economic crisis. The impact of this crisis raises concerns with increasing poverty and inequality in both developed and developing countries (Bhalla, Bhasin, & Virmani, 2022).

Even though there is no pandemic, the achievement of the first target of the Sustainable Development Goals (SGDs) which is eradicating poverty by 2030 is still not on target. The world poverty rate in 2019 was still at 8.2 percent (Guterres, 2020). The Covid 19 pandemic was a major blow in poverty alleviation efforts that caused global extreme poverty to soar and reach 9.5 percent in 2020. In 2030, it is projected that global poverty will still be at 7 percent or around 600 million people (United Nations, 2021). Until now, the issue of poverty is still a top priority in the development agenda in every country.

Similar to global conditions, an increase in poverty rates has also occurred in Indonesia. The number of poor people in Indonesia in the calculation of September 2020 jumped to 27.55 million or equivalent to 10.19%. In the 2020-2024 RPJMN document, the Government sets a reduction in the national poverty rate to 6.5-7 percent or 18-19 million people in 2024, this is certainly a challenge considering the current poverty rate is still in double digits. The problem of poverty in Indonesia is an accumulation of poverty problems that exist in the provinces in Indonesia. Java Island, which has an area of 128,297 km2 or only 7% of the total area of Indonesia, is the most populous island with the largest population compared to other islands. Among the six provinces, there are three provinces that have the largest population and at the same time have poverty rates above the national average, namely East Java Province, West Java Province, and Central Java Province.

In 2020 which was the first year of the Covid-19 Pandemic, BPS reported that there had been an increase in the poor population in Indonesia of 1.63 million people compared to the previous year (September 2020). East Java Province is in first place with the highest number of poor people of 4.58 million people or equivalent to a poverty rate of 11.46 percent. In the next calculation carried out in March 2021, East Java still ranks with the number of poor people at 4.57 million people, followed by West Java with 4.19 million people and Central Java Province with 4.1 million people (BPS, 2021).

According to Kuznets in Todaro and Smith (2011), one way to save oneself from poverty is through education. Someone who is able to complete higher education should have a better capacity and productivity to be able to compete for a decent job so as to generate sufficient income. Education is a prerequisite for increasing human dignity, by obtaining education means opening up economic opportunities to seek improvement and progress in people's lives so that income distribution can be achieved Djojohadikusumo (1994). However, based on the People's Welfare Indicator data released by BPS (2021), there are 19.5 percent or around 900 thousand poor people in East Java who have upper secondary education. This shows that even though they have completed the education level up to the top level or above, there are still many of them who have not been able to meet the minimum needs that have been set. The proportion of poor people with upper secondary education in East Java also shows an increasing number from year to year. If this trend continues, there is a chance that the poor will be dominated by people with upper secondary education.



Source: BPS (2021)
Figure 1. Description of the Proportion of Poor Population in East Java by Education Completed

Poverty deals with one's inability to meet the minimum basic needs for a decent life (Marhaeni, Sudibia, Wirathi, & Dewi in Aziz, Royani, & Syukriati, 2021). According to Elam (2002) the causes of poverty in an area can also be influenced by the culture of the people in the region. A cultural area is defined as an area that has a cultural concept with almost the same cultural characteristics. Sutarto and Sudikan (2004) grouped the East Java region into ten cultural areas or in Javanese it is often referred to as "tlatah". There are four major cultural traditions, namely Mataraman, Arek, Madura Island, and Pandalungan. While the small tlatah consisted of Java Panoragan, Osing, Tengger, Madura Bawean, Madura Kangean, and Samin.

Many previous studies on poverty have been carried out such as research on poor households by Sitorus and Ananda (2021), Shah, Chaudhry, and Farooq (2020), Kılıç and Şahın (2021), Sekhampu (2013), and then research on poverty on working poor by Cheung and Chou (2016), Faharuddin and Endrawati (2022), Kusuma (2021) and research on farmer poverty by Ogwumike and Akinnibosun (2013), Puspitasari and Triscowati (2022). Research on the educated poor is still rare, so this study will specifically discuss the effect of socio-economic characteristics on the status of the educated poor in East Java in each different cultural area.

LITERATURE REVIEW

Measurement of poverty in Indonesia refers to the standards determined by the Central Statistics Agency (BPS) using the concept of meeting needs. Poverty is defined as an economic limitation in meeting basic food and non-food needs as measured by the expenditure approach (BPS, 2021). People are poor if they are not able to spend per capita above the poverty line. The poverty line is calculated by adding up the minimum value of food expenditure and the minimum value of non-food expenditure.

Based on the causes, there are two types of poverty, namely structural poverty and cultural poverty. According to Alfian and Soemardjan (1980), structural poverty is poverty suffered by a group of people, because the social structure of the community cannot participate in using the sources of income that are actually available. While the concept of cultural poverty was introduced by Oscar Lewis in 1959 who saw that poverty can arise as a result of the values and culture adopted by the poor themselves (Effendi, 1992)

The theory of human capital proposed by Schultz (1961) states that human development can increase productivity which has implications for welfare. The main cause of poverty

in developing countries is the low quality of human capital. Human capital can be measured through education and health (Todaro & Smith, 2011). Education and training can be a person's added value. The higher a person's education, the abilities and skills will also be higher. While awareness of health can also be influenced by the education of the person. Becker (2009)also states that education has a key role in human capital. Then on the other hand, Haughton and Khandker (2009) suggest that to find out the main causes of poverty, it can be seen from individual, household, community, and regional factors.

RESEARCH METHOD

This study uses raw data from the March 2021 National Socio-Economic Survey (SUSENAS) with a total sample of 111,016 individuals. The data is obtained from the Central Statistics Agency (BPS) which is the official statistical office of Indonesia. This survey is conducted twice a year, in March and September. The first step is selecting the unit of research analysis, namely individuals who have completed high school education and above and are not currently in school. The number of analysis units for the educated population is 29,236 samples. The units of analysis were then grouped based on the cultural region variables. Measurement of poverty status is carried out by comparing individual per capita expenditure with the poverty line of each district/city. If the expenditure is less than or equal to the poverty line, then it is declared poor. After obtaining the poverty status of educated individuals, then an analysis of the influence of socio-economic characteristics was carried out using binary logistic regression which was applied in each cultural area so as to produce four logistic regression models.

The dependent variable in this study is an educated individual with poor status (y=1) and an educated individual with a non-poor status (y=0). The independent variables include gender, age, marital status, disability, type of education completed, access to the internet, access to technology, number of household members, working status, number of hours worked, and the business sector. the equation of the logistic regression function is as follows

$$Y = \text{Ln}\left(\frac{Pi}{1-Pi}\right)$$

$$Y = \beta0 + \beta1\ X1 + \beta2\ X2 + \beta3\ X3 + \beta4\ X4 + \beta5\ X5 + \beta6\ X6 + \beta7\ X7 + \beta8\ X8 + \beta9\ X9 + \beta10\ X10 + \beta11\ X11 + \beta12\ X12 + \beta13\ X13$$

Information :
Yi = Poor Probability (poor=1, not poor=0)
X1 = Gender (female=1, male=0)
X2 = Age (numeric)
X3 = Marital Status (unmarried/divorced/divorced=1, married=0)
X4 = Disability (yes=1, no=0)
X5 = Type of Education (College = 0, Vocational High School =1, General High School = 0)
X6 = Internet Access (Yes=1, 0=no)
X7 = Technology_01 Access (Yes=1, 0=no)
X8 = Technology_02 Access (Yes=1, 0=no)
X9 = Number of household members (numeric)
X10 = Working Status (Formal=0, informal=1, other=2)
X11 = Number of hours worked (less than 35 hours per week=1, other=0)
X12 = Primary Sector (1=Primary,0=Others)
X13 = Secondary Sector (1=Secondary,0=Others)

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RESULTS

Description of Research Data

Table 1. Descriptive Sample Data

		Regions							
		Arek		Madura		Pandalungan		Mataraman	
		Count	N %	Count	N %	Count	N %	Count	N %
Type of Education completed	College	32	10,1	34	12,7	16	6,6	55	12,1
	Vocational High School	55	17,4	15	5,6	38	15,8	90	19,8
	General high school	229	72,5	219	81,7	187	77,6	309	68,1
	Total	316	100,0	268	100,0	241	100,0	454	100,0
Working Status	Formal Sector	125	39,6	68	25,4	67	27,8	122	26,9
	Informal Sector	82	25,9	139	51,9	89	36,9	173	38,1
	Other	109	34,5	61	22,8	85	35,3	159	35,0
	Total	316	100,0	268	100,0	241	100,0	454	100,0
Number of Working Hours	Full Time Worker	170	53,8	77	28,7	99	41,1	198	43,6
	Workers Not Full	36	11,4	129	48,1	52	21,6	96	21,1
	Other	110	34,8	62	23,1	90	37,3	160	35,2
	Total	316	100,0	268	100,0	241	100,0	454	100,0
Employment Sector	Tertiary	138	43,7	75	28,0	71	29,5	129	28,4
	Primary	21	6,6	115	42,9	43	17,8	101	22,2
	Secondary	48	15,2	17	6,3	42	17,4	65	14,3
	Other	109	34,5	61	22,8	85	35,3	159	35,0
	Total	316	100,0	268	100,0	241	100,0	454	100,0

Source : Susenas March 2021 processed with SPSS

The table above is a description of the distribution of data on a sample of educated individuals with poor status in four different cultural areas in East Java. Of the 29,236 individuals with secondary education and above, 1279 individuals are poor with a distribution area of 316 Arek, 268 Madura, 241 Pandalungan and 454 Mataraman. The Mataraman area is the largest because it is the area with the widest number of districts/cities. Based on the distribution of the table above, it can be seen that in all cultural areas, the educated poor are dominated by high school graduates. Then based on working status, the educated poor in the Pandalungan, Mataraman, and Madura areas are mostly in the informal sector, while in the Arek cultural area most of them are in the formal sector. Furthermore, seen from the employment sector, educated individuals with poor status in Madura Islands mostly come from secondary sector workers, then in the arek culture area is dominated by the tertiary sector. Meanwhile, in the Pandalungan and Mataraman areas, they come from others (not working/taking care of the household).

Logistics Regression Result Analysis

The following table presents the results of binary logistic regression showing the socio-economic influence on the poverty status of educated individuals based on four different cultural areas in East Java Province. Based on the results of logistic regression, it can be seen that the variables of age, type of education, number of household members, use of technology devices and internet access have a significant effect on all types of cultural areas. Then the variables Gender, Disability disorders, working status, number of hours worked, and the business sector have a significant effect in certain cultural areas and have no effect in other areas. While the variable that has no effect in all cultural areas is the marital status variable.

Table 2. Binary logistic regression results in four different cultural areas

	Arek		Madura		Pandalungan		Mataraman	
Variables	Odds Ratio	Coef.	Odds Ratio	Coef.	Odds Ratio	Coef.	Odds Ratio	Coef.
Gender	.785103	-.2419403*	1.07631	.0735389	.7733969	-.2569629	1.120507	.113781
Age	.9745675	-.0257615***	.9780024	-.0222431***	.9786082	-.021624***	.974686	-.0256399***
Marital_Status	.836951	-.1779897	.9840148	-.0161143	1.163783	.1516759	.9011118	-.104126
Disability	1.87656	.6294401***	.6536206	-.4252282	1.112853	.1069267	1.314446	.2734154
Education								
Vocational	1.765142	.5682313***	1.933863	.6595198**	2.119288	.75108**	1.326968	.2828963
General	1.976898	.6815287***	2.195866	.7865764***	2.730904	1.004633***	1.368964	.3140541*
Internet	.4954739	-.7022407***	.5598487	-.5800887***	.3337955	-1.097227***	.4834876	-.7267296***
Tec_1	.4430457	-.8140824***	.3657315	-1005856***	.9311083	-.0713797	.6870622	-.3753305
Tec_2	.1613956	-1823897***	.6133816	-.488768	.5385843	-.6188113**	.2660082	-1324228***
Number_HH	1.528431	.4242414***	1.659533	.5065359***	1.51242	.4137109***	1.471236	.3861028***
Working_Status								
Informal	.9811727	-.0190068	.7095262	-.3431579	1.407486	.3418052*	1.03214	.0316346
other	1.752384	.5609771	.3626301	-1.014.372	.4605408	-.7753538	5.261277	1.660.374
Number_hours								
Not full	.9997321	-.000268	2.852608	1048234***	1.767813	.5697432***	1.451442	.3725576***
other	.5453122	-.6063967	2.547102	.9349561	4.931267	1.595596***	.2970188	-121.396
Primary	.8167125	-.2024681	1.300782	.2629655	1.181.406	.1667055	1.520183	.4188308***
Secondary	.6045975	-.5031923***	.8504646	-.1619725	1.213.807	.1937614	1.419794	.3505121**
cons	.044515	-3.111.928	.0474022	-3.049.086	.0101701	-4.588303	.0286889	-3.551.244

Source : Susenas March 2021 processed with Stata

DISCUSSION

Gender has no effect on the educated poor in most areas of Culture in East Java and only affects in the Arek area in a negative direction. Educated women are less likely to fall into poverty than men. This is possible because the Arek area is identical to the area that is more modern, open, and tends to give a better role in gender equality. Important positions in work are not always filled by men so that women can occupy these positions. The results in the Arek area are in line with research by Rahman and Aulia (2020) where male workers are more likely to experience poverty than female workers. This differs from Scott (1986) theory of women's marginalization where it is said that as a process of exclusion from productive work, employers assume that the work women do is unpaid work and is just a side job to help their husband/family.

The age factor has a significant negative effect on the educated poor in all cultural areas. Over time and with increasing age, people with secondary and higher education will perfect their skills or learn new skills to increase their productivity, while there are also opportunities to find new, better jobs. This study is in line with the findings of Sekhampu (2013), Majeed and Malik (2015), Sugiharti and Primanthi (2017) where the age of the head of household has a positive effect on household poverty status. However, this is different from the results of the research by Biyase and Zwane (2018) where the age of the head of the household has no effect on poverty.

Disability disorders have a significant positive effect in the Arek area and no effect in the Madura, Pandalungan, and Mataraman areas. A person who has a disability in the form of vision, hearing, walking, moving, concentrating, emotion, communicating, and taking care of himself will have difficulty in working and maximizing his abilities. The source of income obtained will also be reduced for medical and nursing expenses and certain needs related to disability disorders. However, disability disorders have no effect in Pandalungan, Madura, and Mataraman areas. It is possible in these areas that those with disabilities can still work with various limitations or there are other family members with higher incomes so that they are able to meet the needs of family members with disabilities. The results in the Arek area are in line with research conducted by Zegeye

(2017) which states that impaired health function affects poverty in the Damot Gale area, Ethiopia.

Based on the type of education completed, namely general high school and vocational high school, it has a positive effect on poor status in all cultural areas except for vocational high school in the Mataraman area with the reference category of higher education graduates. Completing education to university will make people have higher specialization skills so that they can occupy important positions in work than high school graduates. However, what also needs to be seen is the comparison of the number of opportunities between general high school graduates and vocational high school graduates. General high school has a greater chance of falling into poverty than vocational high school, this can be seen from the odds ratio of general high school which is higher than the odds ratio of vocational high school and this occurs in all cultural areas. This may happen considering that vocational high school graduates have been prepared and equipped with skills to directly enter the world of work, while those who graduate from general high school are not prepared to directly enter the workforce but still need to continue to college. These results support the research of Bilenkisi, Gungor, and Tapsin (2015) where the head of the household who finished education at the vocational high school had a lower chance of falling into poverty than those who finished at the general high school level.

The use of digital technology devices and internet access has a significant negative effect on poverty among educated people in all cultural areas. The use of technology and internet access in daily activities will support business efficiency and productivity. Especially during the pandemic, digital-based work by utilizing technology and internet access has increased significantly. Many business sectors have switched to using digital media in running their businesses to stay afloat in the midst of a pandemic situation. These results are in line with the research results of Najarzadeh, Rahimzadeh, and Reed (2014) which show that technology and the Internet have a positive and significant influence on labor productivity.

From an economic perspective, working status in the informal sector only affects the educated poor in the Pandalungan area and has no effect in other areas. Informal sector work is still synonymous with irregularities in terms of location, working hours, business units, and wage guarantees, thus keeping welfare away. However, slightly different from the Pandalungan area, educated individuals in the Arek, Madura, and Mataram areas can still achieve prosperity even though they have to work in the informal sector. Educated informal sector workers who come from entrepreneurial circles who are self-employed or self-employed assisted by temporary workers sometimes get better welfare than formal sector workers who work as blue-collar factory workers. The results in the Pandalungan area are in line with research by Rahman and Aulia (2020) where informal sector workers have a higher chance of experiencing poverty than formal workers.

Furthermore, working less than 35 hours per week has a significant effect on the educated poor in the cultural areas of Madura, Pandalungan and Mataraman, but has no effect in the Arek area. Workers who work less than 35 hours per week are identical to underemployed workers where this indicates that workers who work less than 35 hours per week tend to not get the right job to be able to provide welfare. The results in the Madura, Pandalungan and Mataraman areas support Pratomo (2015) which states that moving out of poverty requires a transition from workers who have low working hours per week to jobs with normal working hours, while in the Arek area the conditions are different from Pratomo's results.

Educated people who work in the primary and secondary sectors have a higher chance of being poor than those who work in the Tertiary sector in the Mataraman area. The agricultural sector workers in the Mataram area are mostly small farmers who have limited arable land. Fluctuating selling prices of agricultural products, high fertilizer prices, and uncertain harvests are the reasons why the agricultural sector is an unprofitable sector even though during the pandemic the agricultural sector was the sector that experienced the least negative impact. Working in the secondary sector is also not a guarantee of safety for educated individuals in the Mataraman area, the Covid-19 pandemic has also resulted in a decrease in demand for the secondary sector which also affects the welfare of workers in this sector. The results in the Mataraman area are in line with Zegeye's research (2017) where activities in the agricultural sector have a greater chance of falling into poverty.

CONCLUSION

In all cultural areas, the educated poor tend to come from young individuals with a background of graduating from general high school and vocational high school and not continuing their education to university level. The tendency for individuals to be poor for general high school graduates is greater than the tendency for individuals with vocational high school graduates so that the provision of skills training can be prioritized for young individuals with general high school graduates who do not continue their education.

In Arek areas, attention is still needed for educated individuals with disabilities, things that can be done are by opening access to friendly employment opportunities for disabilities, providing skills training for people with disabilities, as well as providing social assistance to save them from poverty.

The use of technological devices and internet access negatively affects all cultural areas. The provision of information technology infrastructure and digital technology training can continue to be expanded, especially its use in increasing business productivity and work efficiency.

Working status in the informal sector tends to experience poverty among educated individuals in the Pandalungan area. The transition of employment from the informal to the formal sector needs to be continued by creating and expanding formal sector employment. Not only that, skills development and training programs for informal workers also need to be carried out to increase their productivity and welfare.

Working in the primary sector in the Mataram area is still not promising prosperity. Maintaining the price stability of agricultural commodities by balancing supply and demand is one of the policies that can be carried out, besides the frequent scarcity of fertilizers and high prices also need serious attention.

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DECLARATION OF CONFLICTING INTERESTS
The authors report no conflicting of interest.

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