



Economic Growth: Addressing the Nexus of Education, Unemployment, and Poverty, an Islamic Perspective

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Abstract

This research aims to analyze the effects of education, unemployment, and poverty on economic growth in West Java. This research used a quantitative technique. The research was conducted from 2018 to 2022. The data source used is secondary data acquired from the Central Statistics Agency (BPS) using panel data methods. This research included 27 cross-sectional analyses across 27 districts/cities in West Java over a period of 5 years. The total number of observations included 135 samples. This research used panel data regression methods. The results indicate that educational attainment and unemployment rates affect economic growth. The poverty variable has a little influence on economic development. The findings indicated that all independent variables concurrently influence the dependent variable.

Keywords: Education, Unemployment, Poverty, Economic Growth

Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh pendidikan, pengangguran, dan kemiskinan terhadap pertumbuhan ekonomi di Jawa Barat. Penelitian ini menggunakan teknik kuantitatif. Penelitian dilakukan dari tahun 2018 hingga 2022. Sumber data yang digunakan adalah data sekunder yang diperoleh dari Badan Pusat Statistik (BPS) dengan metode data panel. Penelitian ini melibatkan 27 analisis cross-sectional di 27 kabupaten / kota di Jawa Barat selama 5 tahun. Jumlah total pengamatan termasuk 135 sampel. Penelitian ini menggunakan metode regresi data panel. Hasilnya menunjukkan bahwa pencapaian pendidikan dan tingkat pengangguran mempengaruhi pertumbuhan ekonomi. Variabel kemiskinan memiliki pengaruh yang kecil terhadap pembangunan ekonomi. Temuan menunjukkan bahwa semua variabel independen secara bersamaan mempengaruhi variabel dependen.

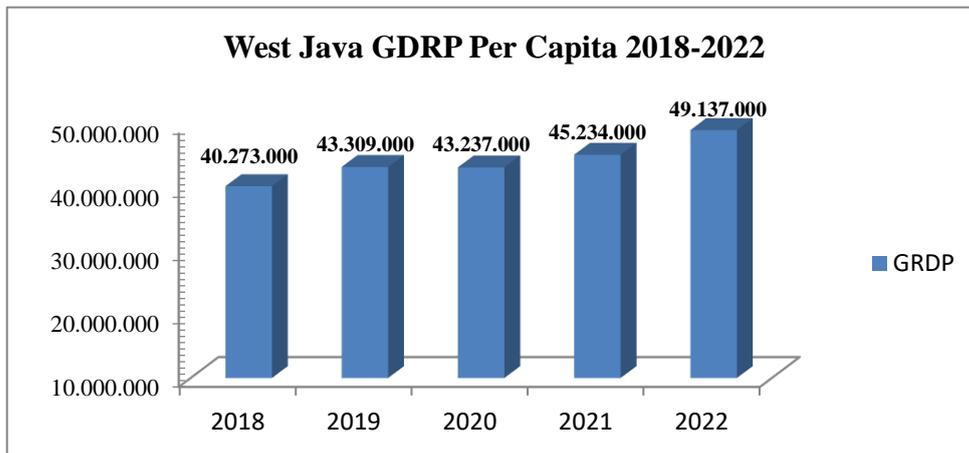
Kata kunci: Pendidikan, Pengangguran, Kemiskinan, Pertumbuhan Ekonomi

INTRODUCTION

In the regional scope of Indonesia, West Java has an economic growth rate that continues to increase every year. However, in 2020 it experienced a decline caused by Covid-19. As we know before, many countries have suppressed the rate of the Covid-19 outbreak by limiting social interaction (Wartoyo et al, 2022). The impact of these restrictions has caused a slowdown in social and economic activities which ultimately gave rise to three main problems in people's lives, namely the problem of education in society caused by declining income, increasing unemployment, and of course triggering an increase in the number of people living in poverty traps (Purwanti, 2024).

The Indonesian government has also implemented similar restriction policies, and severely affected districts or cities have proposed lockdowns. These restriction policies have had a severe impact on the economy, which is highly dependent on social interaction, such as East Java, whose economic structure is based on the tourism, industry, and agriculture sectors. Before the 2020 pandemic, the economic growth of the West Java region reached 43,309,000 on the other hand, in 2020 it fell to 43,237,000.

Figure 1. West Java GDRP Per Capita 2018-2022



Education can be used as a measure of the quality of a society in a country because education can be interpreted as an investment that can play a role in economic growth (Mulyadi & Mulyati, 2023). Education will have an impact on work quality, creativity and productivity. In addition, education can contribute to increasing public awareness that education is important for economic development and skills needed in the world of work (Purnamasari, 2024).

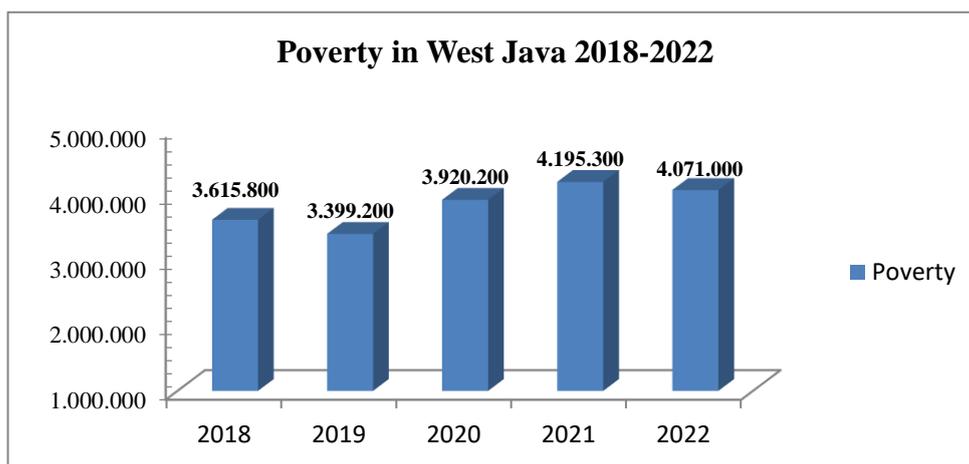
Demographic aspects in a region encompass variations in growth rates and population patterns, disparities in education and health standards, and distinctions among the inhabitants of an area. Demographic factors are important factors in influencing the level of work productivity of people in a region. Favourable demographic factors typically enhance labour productivity, hence fostering economic growth in a region. A high unemployment rate will affect the level of productivity of a region, so that it will cause a region to be suboptimal and the economic growth of the region to lag behind other regions. When viewed through demographic conditions from the side of unemployment in a region, a high unemployment rate will also cause high inequality (Nadya & Syafri, 2019; Zaizafun et al, 2024).

In the 1945 Constitution, it is stated that in order to realize general welfare, the problem that many countries often face regarding welfare is the inability of the people to meet their living needs caused by unemployment and poverty (Ridlo & Sari, 2020). Unemployment is a problem for all countries in the world. Unemployment can occur due to an imbalance in the workforce, This is evident from the surplus of workers offered compared to those requested. The elevated unemployment rate signifies the economic health of a nation or area, whereas a greater rate reflects adverse economic circumstances, so this unemployment is very important to be considered by a country or region because it will have an impact on poverty (Hamzah, 2022; Wartoyo and Haerisma, 2022).

Poverty is a state of being trapped in a series of difficult situations to make it difficult to survive and meet the general standards in society. A lack of education, rising unemployment, a large number of individuals living below the poverty line, and an economic disparity between those with high and low incomes are the main causes of poverty. There is no doubt that these elements impact and are connected. There are several problems in the formulation and implementation of poverty alleviation policies and the empowerment of poor communities. Poverty is associated with many perspectives such as economic growth, education and health levels (Pratiwi & Malik, 2022).

The poverty rate serves as a crucial metric for assessing the efficacy of economic progress. Poverty difficulties may impact all provinces in Indonesia, including West Java Province. West Java Province is among the most populated provinces in Indonesia, with a population of 49,935,858, as reported by Iqbal Salsabil and Westi Rianti (2023). The considerable population in West Java may result in serious economic challenges, including an increase in poverty rates in West Java Province from 2018 to 2022. The poverty rate in West Java has decreased, with a drop of 3,399,200 persons in 2019 and 4,071,000 individuals in 2022.

Figure 2. Poverty in West Java 2018-2022



The research conducted by Cantika Sindy Aliya Putri, Muntiara Putri Rahmadhani, and Deris Desmawan (2022) posits that the unemployment variable has a favorable and substantial impact on economic growth in West Java. Simultaneously, the poverty variable has a favorable albeit small influence on economic development in West Java. Employment is the primary factor in labor absorption (Putri et al., 2022).

Evita Nurul Izzah Purnamasari's study (2024) indicates that population, unemployment, and educational attainment influence economic development in Java. Population, unemployment, and education levels shape the quality of the workforce in Java (Purnamasari, 2024). Siwi Setiawati's research (2020) shows the average duration of education positively and significantly influences economic growth in West Java (Setiawati, 2020). From several studies above, it can be seen that the variables of education, unemployment and poverty have an effect on economic growth. Therefore, the purpose of this study is to analyze the effect of education, unemployment and poverty on economic growth in West Java from an Islamic perspective.

LITERATURE REVIEW

Economic growth

Solow Swan posits that economic growth is an indicator of the efficacy of economic development. Economic advancement is shaped by robust growth stemming from fluctuations in population, capital accumulation, technical innovation, and national output; attaining sustainable economic development would enhance individuals' quality of life (Farah Diffa Hanum et al., 2022). Amir posits that economic progress is characterized by a high degree of communal wellbeing. Consequently, it can be shown that economic development is a state whereby economic activities provide employment possibilities, enabling the community in an area to get income that enhances welfare in terms of economics, health, and education (Permatasari, 2019).

Economic growth is generally defined as an increase. The resulting economic changes are quantitative in nature and can be calculated using GRDP data, income, and the final market value of goods and service produced during a period in one year (Najla et al., 2021). Islam explains that economic growth is a sustainable trend resulting from important production factors and can be beneficial for human welfare. Thus, Islam considers economic growth as something important. Limitations caused by production factors should not be interpreted as an obstacle to economic growth, for example production that causes goods and services that can have bad consequences for humanity (Nasution et al., 2023; Wartoyo & Haida, 2023).

Education

According to Ki Hajar Dewantara, thinks that education is essential for the development of children's life. Education is to cultivate all inherent abilities in children, enabling them to develop into fully realised individuals who can attain optimal safety and pleasure as members of society. Education enhances the caliber of human resources by augmenting an individual's knowledge and competencies. An individual's educational achievement favorably corresponds with the improvement of knowledge and abilities, hence expanding career opportunities (Chairunnisa & Qintharah, 2022).

According to Mankiw and Weil, if investment in education is carried out evenly, including to low- income groups, poverty will decrease. Low levels of education can affect the level of community ability to advance further, which can result in low income results (Tungkele et al., 2023). Research conducted by Nasrul Haq and Imamudin Yuliadi (2018) shown that the education variable has a favorable and substantial influence on economic development (Haq & Imamudin, 2018).

Ho₁: Education has no partial effect on economic growth.

Ha₁: Education has a partial effect on economic growth

Unemployment

According to Suparmoko, unemployment is the inability of the workforce to get jobs according to what they need or want. So it can be concluded that unemployment is a condition where someone who is included in the workforce has not found a job and is trying to find a job. According to Murni, unemployment is a person who does not have a job or a person who does not have an income (Hamzah, 2022). According to Sukirno, unemployment is the number of workers in the economy who are actively looking for work but have not yet obtained it. The problem that often occurs in the economy is unemployment, which can result in decreased productivity and income of the community which can cause poverty problems and other social problems (Sembiring et al., 2023).

In Islam, it encourages its followers to work and carry out productive activities and even makes work an obligation for those who are able, more than that, Allah SWT will give a reward that is equivalent to the good deeds or work based on the word of Allah SWT QS At-Talaq verse 7:

لِيُنْفِقْ ذُو سَعَةٍ مِّنْ سَعَتِهِ وَمَنْ قُدِرَ عَلَيْهِ رِزْقُهُ فَلْيُنْفِقْ مِمَّا آتَاهُ اللَّهُ لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا مَا آتَاهَا سَيَجْعَلُ اللَّهُ بَعْدَ عُسْرٍ يُسْرًا

Meaning: *Let the person who has the opportunity to provide sustenance according to his ability, and the person who has limited sustenance, should provide a living from the wealth that Allah has given him. Allah does not burden a person except according to what Allah gives him. Allah will one day provide spaciousness after narrowness.*

Islam has warned its followers not to be unemployed or slip into poverty, because it is feared that poverty can cause someone to do things that can harm other people in order to fulfill their life's needs (Doni et al., 2023). Research conducted by Siti Rahmawati Arifin and Fadllan (2021) indicates that unemployment does not influence economic growth (Arifin & Fadllan, 2021).

Ho₂: Partial unemployment has no effect on economic growth.

Ha₂: Unemployment has a partial effect on economic growth.

Poverty

According to Rintuh, poverty is a person's inability to meet their life needs and being unable to increase their basic consumption needs (Permatasari, 2019). Mubyarto characterizes poverty as an individual's insufficient money to satisfy fundamental living requirements, including clothing, nutrition, shelter, education, and healthcare. Poverty is a multifaceted problem, signifying the incapacity to fulfill many essential needs from several perspectives. Poverty inherently encompasses inadequate resources, little participation in socio-political institutions, and restricted knowledge and abilities. From a secondary perspective, it encompasses inadequate social networks, restricted financial means, and insufficient expertise (Giovanni, 2018). Poverty in general is a complex concept, encompassing five aspects including lack of resources, incapacity, risk of facing emergency, dependency and alienation both geographically and sociologically (Novitasari et al., 2023).

In Islam, it is taught to avoid poverty, so there are two ways that can be done, namely by developing human resources for long-term interests or the future of life including natural resources and requiring humans to obey the rules of Allah SWT as stated in the Qur'an and Sunnah which rules make humans happy in the world and the hereafter. Poverty in the perspective of Islam has a different understanding from poverty in conventional terms. In Islam, poverty is divided into two categories, namely the poor and the needy. The explanation of the poor according to the Syafi'i and Hambali schools is a person who does not have an income due to special reasons such as old age. While the poor are defined as people who are unable to meet their own needs and their families even though they have jobs and income (Maulana et al., 2022). Research conducted by Renna Dewi Zahari dan PS Prabowo (2022) indicates that poverty does not influence economic growth (Zahari & Prabowo, 2022).

Ho₃: Poverty has no partial effect on economic growth.

Ha₃: Poverty has a partial effect on economic growth.

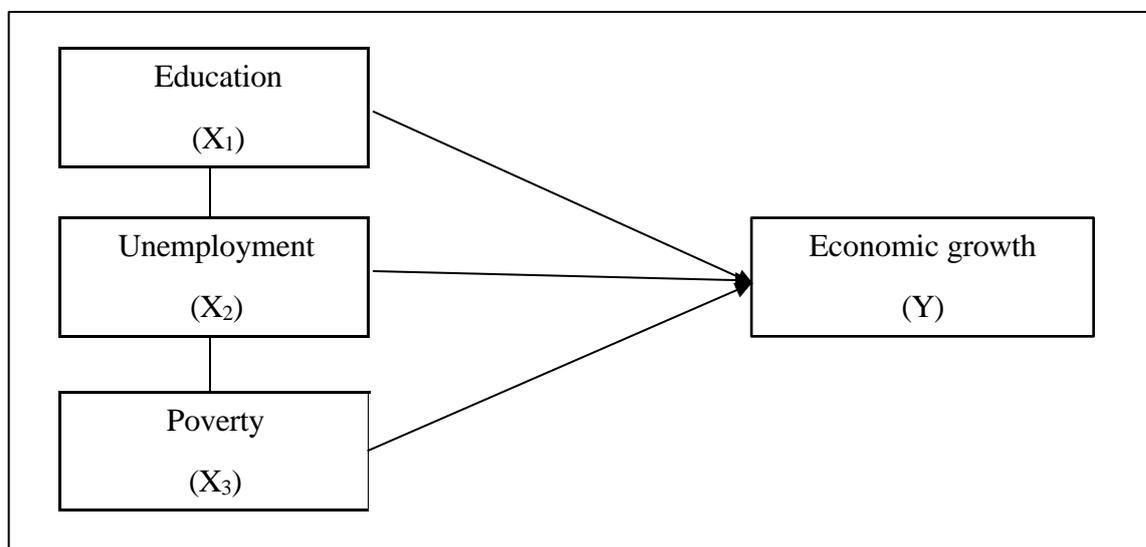


Figure 1. Research Model

METHOD

The research of type used in this study is quantitative. The purpose of this study is to analyze how health, unemployment, and poverty have affected economic growth in West Java. From 2018 to 2022, this study covers the years. Data utilized in this analysis comes from secondary sources, namely panel data collected by the Central Statistics Agency (BPS). Over the course of five years, this study used 27 cross-sectional samples from 27 different cities and regencies in West Java. Therefore, there are a total of 135 samples in the analysis. The panel data regression technique is used in this study. According to Widarjono (2018), there are three methods that make up panel data regression testing: the common effect method, the fixed effect method, and the random effect method. After that, in order to choose methods for estimating panel data regression, the Chow, LM, and Hausman tests are run. Examinations based on statistical data The T-test, the F-test, and the R-squared test are all tools for panel data analysis. Residual panel data model:

$$Y = \beta_0 + \beta_1 X_{1it} + \beta_2 X_{2it} + \beta_3 X_{3it} + eit$$

Information

Y =Economic growth

X1 = Education

X2 =Unemployment

X3 =Poverty

e =error

β_0 =Constants

$\beta_{1,2,3}$ =Partial Coefficients of variables X1,X2,X3

i = Cross section data Districts/Cities in West Java

Province t = 5 (2018-2022 time series data)

Determining the model estimation method is used to select the panel data estimation method, the Chow test, the Hausman test and the Lagrange multiplier test. The chow test is used to find out whether the random effect or fixed effect model is better. if cross section probability value $F > \alpha$ (0.05) then CEM is selected and if cross section probability value $F < \alpha$ (0.05) then FEM is selected. The hausman test establishes whether a random effect or fixed effect model is better suited. in the hausman test, if chi-Square probability value $> \alpha$ (0.05) then REM is selected and if chi-Squares probability value $< \alpha$ (0.05) then FEM is selected. Lagrange multiplier test to find the best random effect or common effect model for panel data estimation, if breusch-pagan probability value $> \alpha$ (0.05) then CEM is selected and if breusch-pagan probability value $< \alpha$ (0.05) then REM is selected.

T-Test (Partial) is used to determine the extent to which each independent variable individually affects the dependent variable (Ghozali, 2014). If the significance value (sig.) $> \alpha$ (0.05) then H_a is accepted and H_0 is rejected. F Test (Simultaneous) aims to evaluate whether all independent variables in the regression model collectively influence the dependent variable (Ghozali, 2014). The F-test are based on the F probability value that is if the F probability value $< \alpha$ (0.05) then H_a is accepted and H_0 is rejected. The Coefficient of Determination (R^2) test is used to measure how well the regression model explains the variation in the dependent variable. The closer to one, the stronger the influence of the independent variable (Ghozali, 2014).

RESULT AND DISCUSSION

Descriptive Analysis

Table 1 is the output of eviews descriptive statistics results which show the minimum, maximum, mean and standard deviation values of each variable in the study.

Table 1. Descriptive Analysis Results

	GRDP Per Capita	Education	Unemployme nt	Poverty
Mean	42,330,540	8,544,741	8,592,148	142,237,800
Median	30,820,680	8,170,000	8,750,000	134,000,000
Maximum	132,098,200	11,470,000	14,290,000	491,200,000

Minimum	19,008,610	5,980,000	1,560,000	10,100,000
Std. Dev.	26,455,770	1,450,970	2,316,164	96,407,940

Source: Eviews processed (2024)

The mean value is 42,330,540 and the standard deviation is 26,455,770 for the GRDP per capita variable as seen in table 3. The maximum value of GRDP per capita is 132,098,200 and the minimum value is 19,008,610 for GRDP per capita. Education is a variable with an average value of 8,544,741 and a standard deviation of 1,450,970. The minimum value of the education variable is 5,980,000 and the maximum value of the education variable is 11,470,000. With a standard deviation of 2,316,164, the average unemployment rate is 8,592,148. The unemployment rate variable has a minimum value of 1,550,000 and a maximum unemployment rate of 14,290,000. There is a standard deviation of 96,407,940 and an average value of 142,237,800 for the poverty variable. The poverty variable has a minimum value of 10,100,000 and a maximum value of the poverty variable of 491,200,000.

Estimation Model Selection

Table 2 shows the output results of the estimation model selection used in this study to obtain the best model selection.

Table 2. Model Selection Test Results

Model Selection Test	Results	Selected model
Chow Test	0.3653	CEM
Hausman test	0.2260	REM
Lagrange Multiplier Test	0.6856	CEM

Source: Eviews processed (2024)

The results of the Chow, Hausman, and LM tests all point to the Random Effect model being the most appropriate for the Hausman test. Instead of the Chow or LM tests, we suggest utilizing the Common Effect model. This study should use the CEM model since it accounts for common effects.

Panel Data Regression Analysis

Table 3 shows the results of the panel data regression analysis show that the best model used in this study is the Common Effect Model. based on the results of the chow test and the lagrange multiplier test.

Table 3. Results of Panel Data Regression Test of Common Effect Model

Variable	Coefficient	Std. Error	t-Statistic	Prob.
C	-35229.48	15331.01	-2.297923	0.0232
X1	5744.962	1700.420	3.378555	0.0010
X2	3388.492	979.8641	3.458124	0.0007
X3	-4.524941	25.63185	-0.176536	0.8601

Source: Eviews processed (2024)

Based on the panel data regression results in Table 3, the equation is:

$$Y = -35229.4844285 + 5744.9623364X_1 + 3388.49189552X_2 - 4.52494128095X_3$$

1. The constant value of -35229 indicates that without the variables X_1 , X_2 and X_3 , variable Y will decrease of 35229.
2. The beta coefficient value of variable X_1 is 5744.96, if the value of other variables is constant and variable X_1 increases by 5744.96. Likewise, if the value of other variables is constant and the variable decreases by 5744.96, then variable Y will decrease by 5744.96.
3. The beta coefficient value of variable X_2 is 3388.49, if the value of other variables is constant and variable X_2 increases by 5744.96. then variable Y will decrease by 3388.49. Likewise, if the value of other variables is constant and variable X_2 decreases by 5744.96, then variable Y will increase by 3388.49.
4. The beta coefficient value of variable X_3 is -4.52494, if the value of other variables is constant and variable X_3 increases by 5744.96. then variable Y will decrease by 4.52494. Likewise, if the value of other variables is constant and variable X_3 decreases by 5744.96, then variable Y will increase by 4.52494.

t-Test (Partial)

Table 4 shows the results of the t-test between the independent variable and the dependent variable.

Table 4. t-Test Results (Partial)

Variable	Coefficient	Std. Error	t-Statistic	Prob.
C	-35229.48	15331.01	-2.297923	0.0232
X1	5744.962	1700.420	3.378555	0.0010
X2	3388.492	979.8641	3.458124	0.0007
X3	-4.524941	25.63185	-0.176536	0.8601

Source: Eviews processed (2024)

The results of the partial t test show that the education variable (X_1) has a t-statistic of 3.3785 and a significance probability value of $0.0010 < 0.05$. So it can be concluded that H_{01} is rejected and H_{a1} is accepted. It is concluded that the unemployment variable (X_2) has a significant influence on economic growth (Y) with a t-statistic value of 3.4581 and a probability significance value of $0.0007 < 0.05$. As a result, H_{02} is rejected and H_{a2} is accepted. Because the t-statistic for the poverty variable (X_3) is -0.1765 and the probability significance value is $0.8601 > 0.05$, it is concluded that X_3 has no significant effect on economic growth (Y), so it accepts H_{03} and rejects H_{a3} .

F Test (Simultaneous)

Table 5 shows the results of the f test for all independent variables that together influence the dependent variable.

Table 5. F Test Results (Simultaneous)

F-Statistic	Prob.
13.31596	0.000000

Source: Eviews processed (2024)

The F test results show an F-Statistic of 13.31596 with a probability of 0.000 (<0.05), indicating that education (X_1), unemployment (X_2), and poverty (X_3)

significantly affect economic growth (Y).

Coefficient of Determination (R^2)

Table 6 shows the results of the determination coefficient test to show the results of the regression model's ability to explain the variation in the dependent variable.

Table 6. Results of the Determination Coefficient Test (R^2)

Adjusted R-Squared
0.216135

Source: Eviews processed (2024)

The determination coefficient test (R^2) has an adjusted R-Squared value of 0.216135, which is 21.6135%. Education, unemployment, and poverty have contributed 21.6135% to the independent variable of West Java's economic growth based on the coefficient of determination. The remaining 78.3865% is attributable to other factors that were not included in this study.

DISCUSSION

The Influence of Education on Economic Growth

The education variable partly impacts economic development, as shown by the t-test findings in Table 6, which have a significant value of $0.0010 < 0.05$. Labor productivity will rise in response to a rise in educational attainment. The caliber of human resources has a significant impact on the quantity and quality of labor productivity. In which health and education are the defining characteristics of human flourishing (Puspasari, 2020). The higher or higher level of education means that a person has access to knowledge and skills in the skills needed by the job market in a more advanced economic sector. If education in a region or area is good, it can increase the productivity of the workforce because with education, a person is equipped with relevant and contemporary skills. A productive and skilled workforce can contribute to increasing output so that it can encourage increased economic growth (Purnamasari, 2024; Wartoyo et al, 2024).

According to Ki Hajar Dewantara, thinks that education is essential for the development of children's life. Education is to cultivate all inherent abilities in children, enabling them to develop into fully realised individuals who can attain optimal safety and pleasure as members of society. When people get more education, their knowledge and skills grow, which improves the human resource quality. Higher levels of education are associated with more employability since they increase one's knowledge and skill set (Chairunnisa & Qintharah, 2022).

The findings of this study are consistent with those of Riyan Muda, Rosalina Koleangan, and Josep Bintang Kalangi (2019), who also checked the amount of Economic development is influenced by education (Young et al., 2019). According to studies cited by Arifin (2019), educational attainment is a factor that influences GDP expansion.

The Influence of Unemployment on Economic Growth

With a significant value of $0.0007 < 0.05$, it can be inferred from the t-test findings in table 6 that the unemployment variable has a partial impact on economic growth. A high unemployment rate has an effect on the economy since it shows how many individuals of working age are not employed. Consumption falls as a result of a

decline in buying power brought about by a high unemployment rate. Economic development might slow as a result of falling output levels brought about by falling public consumption (Salsabila et al., 2021). A rise in the jobless rate may accompany East Java's expanding economy. This can be interpreted that the increasing economic growth is not felt by all people of East Java. The uneven distribution of economic growth is not balanced by a decrease in the number of unemployment rates.

Many workers in the city do not do their jobs voluntarily because they are looking for better jobs than before that are more appropriate to their level of education. In this case, unemployed people are not necessarily included in the category of poor people, just as many people who work but earn little income (Hartati, 2020). Unemployment is the number of workers in the economy who are actively looking for work but have not yet found it. A problem that often occurs in the economy is unemployment, which can result in decreased productivity and income of the community which can cause poverty and other social problems (Sembiring et al., 2023).

This study's findings corroborate those of Nani Hartati (2020), who also found that the unemployment rate influences GDP growth (Hartati, 2020). An impact of the unemployment variable on economic growth was shown by research carried out by Rahmat Imanto, Maya Panorama, and Rinol Sumantri (2020) (Imanto et al., 2020).

The Influence of Poverty on Economic Growth

With a significance level of $0.8601 > 0.05$, the t-test findings in table 6 show that the poverty variable partly does not effect economic development. Physical and human capital deficits lead to poor productivity, which in turn leads to low income, which limits savings and investment, and ultimately creates poverty (Ariana Mana Sikana & Muhtar Kusuma, 2024). Among the many variables that could influence a country's or region's GDP growth rate is its poverty rate. People in East Java who are considered poor are nonetheless able to take care of their most fundamental requirements, according to this research. That being the case, it's reasonable to assume that East Java is still home to affluent and successful individuals. Here, it indicates that a decline in the poverty rate will lead to faster economic expansion.

The inability to meet basic needs like clothes, food, housing, education, and health due to a lack of financial resources is what we mean when we talk about poverty. Poverty, when seen from a larger viewpoint, is multi-faceted, indicating an inability to meet varied living necessities. The main definition of poverty is a lack of resources, a lack of knowledge and talents, and a lack of involvement in socio-political organizations. Looking at it from a different angle, it includes little information, underfunded, and unsupportive social networks (Giovanni, 2018).

This study's findings corroborate those of Moh. Arif Novriansyah (2018), who found no correlation between poverty and GDP growth. Zahari and Prabowo (2022) found no relationship between poverty and GDP growth. This finding is in line with previous research by Ratna Dewi Zahari and PS Prabowo.

The Influence of Education, Unemployment and Poverty on Economic Growth

The fact that education, unemployment, and poverty all impact economic development at the same time is confirmed by the F test findings in table 7, which show a probability value (F-Statistic) of $0.000000 < 0.05$. This exemplifies the intricate interplay between a region's social and economic elements.

Achieving social and economic wellbeing, as well as wealth, is possible via education. According to Imammudin et al. (2023), raising the educational level has the

potential to stimulate the economy by producing a more knowledgeable and productive workforce and by producing leaders with higher levels of education, who in turn may provide many job possibilities. An economy's expansion may be influenced in either way by the unemployment rate. A community's income is likely to rise as a result of the abundance of available employment if the economic development of a region or area is positive and trending continuously. Nevertheless, because the open unemployment rate is being discussed in this research, it is possible for economic expansion to lead to a directional rate, namely a rise in the value of unemployment (Hartati, 2020). Although money is a common metric for poverty, it is important to remember that low income may have far-reaching effects on people's ability to get the healthcare and education they need. Consequently, reducing economic inequality and raising living standards are two ways in which poverty alleviation may influence social and economic growth (Chelsi J. Sengkey & Amran T. Naukoko, 2023). The expansion of the economy in East Java is unaffected by the rise in poverty rates. This is due to the fact that the population is still considered to be living below the poverty line, and as a result, they are able to support themselves via low-wage occupations like manual labor or odd jobs, which do not hinder economic development. Furthermore, the government of East Java may alleviate poverty by giving both material and non-material aid to the people of East Java, thereby preventing them from falling into poverty.

CONCLUSION

A significant value of $0.0010 < 0.05$ indicates that the education variable has a partial effect on economic growth, according to the test findings above. The significance value of $0.0007 < 0.05$ indicates that the unemployment variable has a partial influence on economic growth. The significance value of $0.8601 > 0.05$ indicates that the poverty variable has no effect on economic growth. Economic growth is influenced by education, unemployment and poverty simultaneously, and this influence is statistically significant (F-Statistic = $0.000000 < 0.05$).

Solutions to the problems of poverty, high unemployment, and poor education in West Java that can be put into place by the public or private sector. Policies that can be implemented are improving the quality of education so that people have skills and knowledge in accordance with increasingly modern developments. Creating a wide range of jobs that can help reduce unemployment rates and provide opportunities for people to get better economic. Poverty alleviation by providing social assistance and skills development can improve the quality of life and encourage greater economic growth.

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