

THE EFFECT OF EDUCATION AND POVERTY ON HUMAN QUALITY OF LIFE IN THE REGENCIES/CITIES IN PAPUA PROVINCE 2019 TO 2023

Inka Putri LESMANA¹, Ditha Dismalasari DEWI²

^{1,2}Economics, State University of Surabaya, Indonesia

Corresponding author: Inka Putri Lesmana

E-mail: inkaputri.22021@mhs.unesa.ac.id

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Abstract:

Papua is one of the provinces with the lowest Human Development Index (HDI) in Indonesia. This study aims to examine the effect of education and poverty on the quality of human life in the regencies/cities of Papua Province from 2019 to 2023. This study uses secondary data with a panel data regression analysis method and a Random Effect Model (REM). Econometric tests examine classical assumptions to ensure model validity and use T-tests, F-tests, and the Coefficient of Determination tests. The results show that education has a positive and significant effect on human quality of life, while poverty has a significant negative effect on human quality of life. This study shows that the variables of education and poverty together have a significant effect on human quality of life.

Keywords: Education, Poverty, Human Development Index (HDI), Quality of Human Life.

INTRODUCTION

In Indonesia, improving the quality of life of the community is a top priority for national development. However, the improvement in quality of life has not been evenly distributed throughout the region, especially the 3T Region (Disadvantaged, Frontier, and Outermost Regions). One of the provinces in Indonesia that is included in the 3T Region is Papua Province. Papua is one of the provinces with the lowest Human Development Index (HDI) achievement in Indonesia. Recorded in BPS in 2024, the province with the highest HDI is DKI Jakarta Province with an index score of 83.08.

On the other hand, the region with the lowest achievement is Mountainous Papua Province, which only achieved an index score of 53.42. HDI is a measure that shows the level of human development achievement in an area. HDI measures quality of life through three main dimensions, namely, longevity and health, knowledge, and decent life (BPS, 2024). An important factor that affects the quality of human life is education. Education is the main factor in forming quality human resources (Rahaju, 2024). However, the implementation of education in Papua Province still faces various challenges. It is reinforced by research Oktania et al. (2024), which revealed that factors including limited access to education, poor quality of education, and teacher shortages are key factors affecting HDI in the region. The study also stated that High School Long Expectations (HLS) tend to contribute positively to the increase in HDI, which will directly affect the quality of human resources in the region. Based on BPS data in 2023, the HLS level in Papua Province reached a score of 11.15, while Puncak Regency in Papua Province reached a score of 5.59. Access to education has become difficult in Papua Province because most of its territory consists of wilderness and mountains, especially for people in the interior (Iriawan, 2024).

In addition to education, poverty also plays a role in affecting the quality of human life. Poverty is a major problem that must be faced by the Indonesian government to achieve one of the national development goals, which is to advance public welfare (Lubis et al., 2024). The higher the



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poverty rate in an area, the lower the HDI level in that area. It is in line with research by Hidayat (2024), which states that one of the factors for low HDI is poverty, which is characterized by low levels of education, health, and welfare. Poverty is also considered a characteristic of low human development. In remote areas such as Papua Province, the poverty rate is still relatively high. One of the districts in Papua Province, Intan Jaya Regency, shows a poverty percentage rate of 40.01%, recorded in BPS data in 2023. This percentage level will eventually have implications for the low achievement of HDI in the Intan Jaya Regency area. According to BPS 2023 data, the HDI achievement in Intan Jaya Regency only reached 50.19. This value is included in the low category in the classification status of the Human Development Index (BPS, 2024)

Previous research has shown a close relationship between education, poverty, and human development. Shoolihah & Musyaropah (2024) mentioned that education has a positive and significant influence on HDI. According to the study, high levels of education can help reduce unemployment rates and improve people's welfare, which is an important component of HDI. In contrast to research conducted by Maulina & Andriyani (2020), which states that government spending in the education sector has a negative and significant influence on HDI. It can happen because government expenditure in the field of education is not proportional to the amount or results received, due to poor quality and targeted spending. As a result, government spending in the education sector is not optimal enough to reach the HDI level. Research by Wulandari et al. (2022) mentioned that poverty has a negative and significant influence on HDI. It is because poverty is used as one of the benchmarks to measure the level of human development and community welfare. The study also mentioned that poor people tend to ignore the needs of their supporters, which will ultimately affect the quality of human resources. However, the research conducted Williyani & Hasmarini (2024) mentioned that poverty has a positive and significant influence on HDI, meaning that the higher the poverty level, the higher the HDI, the HDI will also increase. It was explained in the study that poor people tend not to be good at managing finances, thus causing impulsive purchasing power that changes consumption patterns to a high degree. The level of purchasing power increases, which will affect the increase in HDI.

Previous research has shown that education has a negative and significant influence on the poverty rate in Papua Province (Rabbani et al., 2025), and human development has a negative and significant effect on the poverty level in Papua Province (Jati et al., 2024). However, research that directly addresses the influence of education and poverty on HDI is still limited. In fact, education and poverty are indicators that can affect the quality of human life, especially in 3T areas. The novelty of this study lies in the selection of variables that place education and poverty as the main factors in determining HDI. The achievement of HDI in Papua Province is still the lowest in Indonesia; therefore, this study is important to see if there is an influence of education and poverty on HDI in Papua Province.

This study aims to analyze the influence of education and poverty on the Human Development Index (HDI) in Papua Province, both partially and simultaneously. The results of this research are expected to enrich the literature on the relationship between education, poverty, and human development, as well as become an input for the government in formulating policies to improve the quality of life of the community in the 3T area.

Education. World Bank (2025), Explaining that education is the main infrastructure to create jobs, and the most appropriate way to get out of poverty is to have a good job. Education is one of the tools to reduce poverty, improve health, gender equality, peace, security, and is a strong driver of development. Abosede & Sotonade (2022) explain that education is an important process in



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human development. Education is different from school because school is only one way education is delivered, whereas education is the entire process of human learning in which knowledge, skills, and various skills are taught. According to Hidayat & Abdilah (2019), two factors affect education, namely internal factors and external factors. Internal factors come from oneself, such as intelligence or ability, interests, and motivation.

Meanwhile, external factors come from the educational environment, such as family, school environment, and community environmental factors. The theory of human capital was first introduced by Theodore W. Shultz in 1961. According to Schultz's theory (1961, in Farah & Sari, 2014) mentioning that human beings are a form of capital, such as physical and technological capital. Human capital consists of human resources that contain expertise and skills that will affect their productive abilities. Good education and health will help improve skills, knowledge, and knowledge. Thus, the investment concept is in line with the scope of HDI measures, namely, long and healthy life, knowledge, and a decent life. Schultz's theory of Human Capital will strengthen the theoretical basis for how to improve the quality of human life and reduce poverty through increased education and health expenditure.

Poverty. According to Direktorat Jenderal Perbendaharaan (2023), there are two types of poverty data, namely, macro poverty and micro poverty. The method used in measuring macro poverty is the concept of the basic needs approach and the monetary approach. The poverty rate is based on the food poverty line, which is 2,100 kilocalories per day plus non-food. Meanwhile, micro-poverty uses a multi-dimensional concept and a non-monetary approach. The poverty rate is based on the index or PMT of household characteristics. This method generates data that shows the number of target households based on the category of very poor, poor, almost/vulnerable poor, by name, by address.

Suryawati (2005) explains that the lack of resources that can be used to help improve well-being, both financially and financially, is the economic dimension of poverty. A person will be considered poor if they cannot meet basic needs such as clothing, food, board, health, and education. Poverty is divided into four categories, namely absolute, relative, cultural, and structural poverty. According to Ravallion (2016), poverty is influenced by several factors, namely the low quality of human resources, economic problems, and social vulnerability and violence. Absolute poverty rate, according to the theory put forward by Todaro & Smith (2012), is the number of people who do not have enough resources to meet their basic needs. They are counted as people living below the international poverty line. Todaro and Smith also mentioned that absolute poverty is when a person is unable to meet basic needs such as food, clothing, and shelter. In their book, Todaro and Smith assert that ending poverty depends on two factors. The first is the level of economic growth that is carried out in a sustainable manner, while the second is the provision of quality resources for poverty alleviation. Poverty reduction has the potential to promote positive economic growth and aid public participation in the development process.

Human Development Index (HDI). According to UNDP (2025), the definition of the Human Development Index (HDI) is a measure that describes the average level of achievement in several aspects of human development, such as longevity and healthy living, knowledge, and a decent standard of living. This index has been normalized from the three main dimensions commonly known as the Human Development Index (HDI). Said et al. (2025) explain that the Human Development Index (HDI) is an important tool for understanding how spending, health, and education correlate with poverty levels. These three components directly affect a person's quality of life and economic capacity. According to BPS (2020), HDI indicators are divided into three



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dimensions, namely Longevity and Health, Knowledge, and Decent Living Standards. Efendi et al. (2025) explained in their research that, in the context of human development, large amounts of poverty are one of the main elements that can affect HDI. The inequality in income distribution has resulted in a decrease in people's purchasing power, which results in difficulties in meeting needs such as education and health. According to Amartya Sen (Todaro & Smith, 2012), Poverty is not solely measured by income or utility. Sen said that the most important thing is not what a person has or what feelings are caused, but what a person can achieve and do (capacity to function). Therefore, poverty is not only seen from income, but also from limitations in meeting basic needs, such as the ability to access education, health, and the ability to obtain a more decent life.

METHODS

This type of research is quantitative research with panel data. The data panel is a combination of cross-sectional data and time series data. The cross-sectional data in this study are 29 Regencies/Cities in Papua Province, and the time series data used is the period from 2019 to 2023. The selection of panel data regression was carried out because it could provide more accurate estimates and capture changes from time to time, as well as differences between regions. The data source of this study uses secondary data obtained from the official BPS website. Secondary data is data obtained in the form of official publications and has been collected and processed by other parties, so that it can be used for quantitative analysis. This study uses panel data regression analysis with the Random Effect Model (REM) using the Stata 14 program. The form of the panel data regression equation used in this study is as follows:

$$Y_{it} = \alpha + \beta_1 X_1 + \beta_2 X_2 + \varepsilon_{it}$$

Description:

Y: Dependent Variable (HDI)

α : Constant Coefficient

β_1, β_2 : Regression Coefficients

X_1 : Independent Variable 1 (HLS)

X_2 : Independent Variable 2 (Percentage of Poor Population)

i: Regency/City in Papua Province (Cross Section)

t: 2019-2023 (Time Series)

ε : Error Term

This analysis was carried out using the Stata 14 program. Appropriate regression models are selected based on statistical tests such as the Chow Test, the Lagrange Multiplier (LM) Test, and the Hausman Test. After determining the appropriate regression model, classical assumption testing is carried out to ensure that the regression model used meets the requirements and is worthy of further analysis.

RESULT AND DISCUSSION

Determination of Panel Data Regression Estimation Method.

Table 1. Chow Test Results



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Effect Test	Prob
Prob > F	0.0000

Source: Processed by researcher, 2025

Based on the results of the Chow test performed, it shows the result of Prob > F = 0.000 or the Probability value < 0.05. So, the best model chosen is the Fixed Effect Model (FEM). Then, a test is carried out to determine the Fixed Effect Model (FEM) or Random Effect Model (REM).

Table 2. Hausman Test Results

Effect Test	Prob
Chi2	2.92
Prob > Chi2	0.2319

Source: Processed by researcher, 2025

Based on the results of the third test performed, it shows the result of Prob > Chi2 = 0.2319 or the Probability value > 0.05. So, the best model chosen is the Random Effect Model (REM). Then a Lagrange Multiplier (LM) test was carried out to determine the Common Effect Model (CEM) or Random Effect Model (REM) model.

Table 3. Lagrange Multiplier Test Results

Effect Test	Prob
Chibar2	259.65
Prob > Chibar2	0.0000

Source: Processed by researcher, 2025

Based on the results of the Lagrange multiplier test carried out, it shows the result of Prob > Chibar2 = 0.000 or a Probability value < 0.05. So, the best model chosen is the Random Effect Model (REM).

Classic Assumption Test Testing. Classical assumption testing is used to assess how suitable the regression model used in the study is. The three main models that can be analyzed are the Common Effect Model (CEM), the Fixed Effect Model (FEM), and the Random Effect Model (REM). The CEM and FEM models use the Ordinary Least Squares (OLS), while the REM model uses the Generalized Least Squares (GLS). The GLS technique in the REM model has the advantage, namely, it is able to produce an estimator that remains the Best Linear Unbiased Estimator (BLUE) even if there are violations when testing classical assumptions such as heteroscedasticity and autocorrelation (Montgomery et al., 2012). This advantage is supported by Gujarati & Porter (2009) and Wooldridge (2010), which mentions that REM naturally considers the possibility of a violation of the classical assumption test. Therefore, classical assumption testing is not relevant for this model because the GLS method used in REM has been designed to correct the non-diagonal covariance structure of the error.

In addition, according to Gujarati & Porter (2009), if the amount of data used is small, normality assumptions are usually needed to make the statistical test results more accurate. However, in big data such as data panels, the distribution does not have to be normal. It is because of the Central Limit Theorem (CLT), the results of the OLS estimate will still be close to the normal distribution even though the data is not completely normal. Therefore, a normality test is not required to analyze the panel data.



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Multicollinearity Test.

Table 4. Multicollinearity Test Results

Variable	VIF	1/VIF
X1	1.81	0.552268
X2	1.81	0.552268
Mean VIF	1.81	

Source: Processed by researcher, 2025

Based on the results of the multicollinearity test it shows that the VIF value is 1.81. The test results can be said to have passed the multicollinearity test if the VIF value is < 10 ; then it can be concluded that the above results pass the multicollinearity test.

Autocorrelation Test.

Table 5. Autocorrelation Test Results

Effect Test	Prob
F (1,28)	1.099
Prob > F	0.3034

Source: Processed by researcher, 2025

Based on the results of the autocorrelation test with the Wooldridge test, it shows a Prob value of $> F$ of 0.3034. The test results can be said to be autocorrelated if the Prob value > 0.05 ; then it can be concluded that the above results pass the autocorrelation test.

Heteroscedasticity Test.

Table 6. Heteroscedasticity Test Results

Modified Wald test for groupwise heteroskedasticity In fixed fixed-effect regression model	
Chi2	6206.44
Prob > chi2	0.0000

Source: Processed by researcher, 2025

Based on the results of the heteroscedasticity test using the Modified Wald Test, it shows a Prob $> \chi^2$ value of 0.0000. The test results are non-heteroscedasticity if the Prob value > 0.05 ; then it can be concluded that the above results show symptoms of heteroscedasticity. In order for the estimation results to remain valid, it is necessary to use an estimation technique that can handle problems such as using a robust standard deviation.

Panel Data Regression with Random Effect Model (REM).

Table 7. Robust Random Effect Model (REM) Results

Y	Coef	Robust Std. Err.	z	P > z	95% Conf.	Interval
X1	3.044629	.2120934	14.36	0.000	2.628934	3.460325
X2	-.22714	.059857	-3.79	0.000	-.3444574	-.1098225
Cons	32.36596	3.853154	8.40	0.000	24.81392	39.918

Source: Processed by researcher, 2025

The table above shows the results of the regression equation as follows:



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$$Y = 32.36596 + 3.044629X_1 - 0.22714X_2$$

Using the results of the regression equation above, the influence of each variable on the Human Development Index (HDI) can be explained as follows:

1. The constant value obtained is 32.36596, which means that if the independent variable is constant or zero, then the dependent variable is 32.36596.
2. The value of the coefficient of the X1 variable is 3.044629, which means that if the X1 variable increases by 1 unit, then the dependent variable increases by 3.044629, assuming the X2 variable remains constant or zero.
3. The value of the coefficient of the X2 variable is -0.22714, which means that if the X2 variable increases by 1 unit, it will cause the dependent variable to decrease by 0.22714, assuming the X1 variable remains constant or zero.

Hypothesis Testing. T Test (Partial).

Table 8. T Test Results (Partial)

Y	Coef	Robust Std. Err.	z	P > z	95% Conf. Interval	Interval
X1	3.044629	.2120934	14.36	0.000	2.628934	3.460325
X2	-.22714	.059857	-3.79	0.000	-.3444574	-.1098225
Cons	32.36596	3.853154	8.40	0.000	24.81392	39.918

Source: Processed by researcher, 2025

Based on Table 7, the X1 variable has a Z-statistic of 14.36 with a Probability value of $0.000 < 0.05$, so the X1 variable has a significant positive effect on the Y variable. It is in line with research by Syahrani et al. (2024) dan Hidayat (2024), which states that education has positive and significant results on HDI variables.

Based on Table 7, the X2 variable has a negative Z-statistic of -3.79 with a Probability value of $0.000 < 0.05$, so the X2 variable has a significant negative effect on the Y variable. It is in line with research conducted by Li & Zhang (2020), which states that poverty has a negative and significant influence on HDI variables.

F Test (Simultaneous).

Table 9. F Test Results (Simultaneous)

EFFECT TEST	PROB
WALD CHI2	579.39
PROB > CHI2	0.0000

Source: Processed by researcher, 2025

Based on the results of the F test, it shows that the Probability value is $0.0000 < 0.05$, meaning that the test results will be said to have a simultaneous effect if the probability value is less than 0.05. Thus, the independent variable has a simultaneous effect on the Dependent variable.

Determination Coefficient Test (R^2).

Table 10. Determination Coefficient Test Results (R^2)

R-SQUARE	PROB
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WITHIN	0.5249
BETWEEN	0.9110
OVERALL	0.9078

Source: Processed by researcher, 2025

Based on the results of the determination coefficient test, it shows that the R-Square result is 0.9078 or 90.78%, meaning that the determination coefficient value shows that the variables of education and poverty are able to explain the variables of the Human Development Index (HDI); the remaining 9.22% is explained by other variables that are not included in this study.

The Effect of Education on the Human Development Index (HDI). Education has a positive and significant effect on HDI, with a coefficient of 3.044629 and a probability value of 0.000 (<0.05). It means that if education increases by 1 unit, the HDI increases by 3.044629. These results show that the higher the level of education, the higher the level of HDI achievement, the higher the level of HDI achievement. The level of education is considered a tool to achieve sustainable goals because, through education, development activities can provide opportunities to improve quality in the future. If the level of education is low, it will be difficult for people to get jobs (Putri & Muljaningsih, 2022). The increase in Papua Province will bring a significant positive surge to HDI, people with skills will have more job opportunities, and the quality of life will be better. Improving education will also open access to health facilities because of better health education, so that the components of the Life Expectancy Rate and knowledge in HDI will increase.

In line with research conducted by Margashella et al. (2025), which mentions, the longer formal education is provided, the better the quality of human resources, which means they will work better to produce more output. In addition, increasing output will result in increased income, which in turn will increase purchasing power and drive economic growth. In addition, research by Arsani et al. (2020) also mentions that education has a significant positive effect on income and health. Education also increases the chances of getting better sanitation and health facilities. The higher the education, the lower the poverty and the better the quality of life. For example, it can be seen from the city of Yogyakarta, which has an HLS achievement of 17.66 and an HDI achievement of 81.62 in 2024, this proves that improving the quality of education will be balanced with an increase in HDI, which will also improve the quality of life of the community (Heykal et al., 2024). Globally, countries such as Iceland also show the same trend, namely the achievement of HDI reaching up to 0.972 in 2023 (UNDP, 2025). This success is due to the quality of education in the country, where more than a third of the population has higher education.

The Effect of Poverty on the Human Development Index (HDI). Poverty had a negative and significant effect on HDI, with a negative coefficient of -0.22714 and a probability value of 0.000 (<0.05). It means that if poverty increases by 1 unit, the HDI will decrease by 0.22714. These results show that the higher the poverty rate, the lower the HDI achievement. One of the factors that hinders the achievement of equitable welfare is poverty. Poverty is a source of problems that cause people to experience problems such as malnutrition, poor education, poor health, and a decrease in quality of life. Improving the quality of life, education, and welfare is key to improving human development. Therefore, poverty is often associated with HDI (Nasution et al., 2024). In Papua Province, many areas are remote and good infrastructure is not evenly distributed. If poverty is already high in areas with limited access, the negative effects on HDI will be greater due to poverty barriers and limited access. To increase HDI, a poverty alleviation program is the right strategy.



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In line with research conducted by Romadhani & Anwar (2025), who mentioned that poverty is not only a low income level but also a person's inability to meet their basic needs, such as access to education, health services, and community participation in social and economic life. For example, Intan Jaya Regency in Papua Province, with a poverty rate of 40.01% in 2023, is caused by limited infrastructure conditions in remote areas, which leads to hampered economic activities and low income achievement. Limited infrastructure also causes difficulty in accessing education and health, so it will affect the low achievement of HDI in the region, which only reaches 50.19; this value is included in the low category in the classification of human development status. Meanwhile, from global data, poverty in the Democratic Republic of Congo reached 72.9%. Although the tremendous natural resources include hydroelectric potential, vast arable land, and the world's second-largest rainforest, these riches are unrealized by some due to structural weaknesses that hinder inclusive growth and limited employment in the mining sector. To achieve better development outcomes, sustainable reforms and investment in the non-mining sector are essential.

CONCLUSION

The results of the study show that education has a positive and significant impact on the quality of human life, meaning that as the level of education increases, the level of HDI will also increase. Meanwhile, poverty has a negative and significant influence on the quality of human life, meaning that an increase in the poverty rate will lead to a decrease in the HDI rate. These two variables affect HDI together. It shows that improving education and reducing poverty rates are important components in improving the quality of life of the community. Thus, human development can be increased evenly with policies that focus on equitable access to education in remote areas, such as improving infrastructure and improving the quality of the educator workforce and implementing sustainable poverty alleviation programs, such as creating productive jobs, especially in remote areas such as Papua Province. Efforts to improve education and alleviate poverty are expected to be able to increase the achievement of HDI in Papua Province.

Suggestion. The results of the study show that the government should improve access to education, especially in remote areas, by building educational infrastructure and improving the quality of educators. In addition, sustainable poverty alleviation programs must be implemented, including community empowerment and the creation of productive jobs that are in accordance with the potential of the region. To improve the welfare of the community in the village, the provincial government is currently using a city-to-village budgeting policy. The Strategic Plan for Village Development (Respek) is the name of the program. The Respect Program is effective in changing the standard of life of the people in the village. In addition, through the Affirmation of Secondary Education (ADEM) and Affirmation of Higher Education (Adik) programs, the Ministry of Education, Culture, Research and Technology (Ministry of Education and Culture) has succeeded in achieving equal access to education for Papuan students from the 3T area. Students in Papua and 3T areas have the opportunity to continue their secondary education in high-quality schools on the islands of Java and Bali through the ADEM program. Although the government has run the ADEM and ADik programs to help students in Papua get equal access to education, coordination between the central, provincial, and regional governments is still a problem. The absence of synchronization in data collection, adequate quota distribution, and participant monitoring causes the program quota not to be met. As a result, the main goal of improving the quality of human resources in secondary and higher education has not been fully achieved.



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The community is also expected to actively contribute to economic programs by utilizing available educational facilities. To get better and more comprehensive results, further research is expected to include other factors, such as health and unemployment, that can affect HDI more profoundly. Through the Sahabat Cerdas Corporate Social Responsibility (CSR) program, Bank Papua is committed to improving the quality of education in the Land of Papua. Bank Papua provides assistance for the revitalization of school facilities to students in need at SD YPK Sion Sungguer, South Sorong Regency. Bank Papua strives to help the young generation of Papua get better access to education through the Sahabat Cerdas program. This contribution shows that the community is not only voting but also active in education and community empowerment.

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