

"THE EFFECT OF HUMAN DEVELOPMENT INDEX (HDI), SCHOOL PARTICIPATION RATE (APS) AND LABOR FORCE PARTICIPATION RATE (TPAK) ON POVERTY RATE, CASE STUDY: KEDIRI REGENCY IN 2010-2024"

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Abstract

This study aims to examine the influence of Human Development Index (HDI), School Participation Rate (APS), and Labor Force Participation Rate (TPAK) on poverty levels in Kediri Regency during the period 2010-2024. The method used is multiple linear regression with secondary time series data, analyzed using statistical software to test causal relationships among variables. The results show that IPM and APS have a significant negative effect on poverty levels, while TPAK does not have a statistically significant effect. These findings underscore the importance of improving education quality and human development to reduce poverty rates, as well as the need for employment policies that can create productive job opportunities. This study provides empirical contributions to the literature on poverty alleviation using a long-term quantitative approach at the regency level. Furthermore, the study offers practical recommendations for local governments in formulating effective strategies to reduce poverty.

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INTRODUCTION

Poverty is a multidimensional problem that is still a major challenge in global development. According to (Sachs, 2005), Low-income groups often find it difficult to get out of poverty due to limitations in obtaining adequate education, health services, and employment. Although the world economy is improving, social and economic disparities are still the main factors that hinder the achievement of sustainable development (Garcia Rojas et al., 2025). The UNDP Report 2022 emphasizes that human development must be viewed holistically, including education, health, and the economy as a mutually reinforcing unit (Programme, 2022). In developing countries, including Indonesia, poverty conditions are not solely triggered by macroeconomic factors, but also influenced by the quality of human resources and the structure of the labor market which is largely dominated by the informal sector, as explained by (Fund, 2024).

At the national level, the number of poor people in Indonesia as of March 2024 will reach 9.03%, or around 25.22 million people (Statistik, 2024). Although this figure shows a decrease compared to the previous year, the disparity between regions is still high. Research by (Lestari & al., 2023) In Yogyakarta, it was found that the variables of education, unemployment rate, and Human Development Index (HDI) play a significant role in influencing poverty levels. Meanwhile, a study by (Habibi & Febrianti, 2023) emphasized that zakat, education, and unemployment simultaneously affect HDI, which in turn has an impact on poverty. Research (Santoso, 2023) with panel data in 20 Indonesian provinces also found that long-term education spending contributes to a decline in the number of poor people.

In the regional context, Kediri Regency in East Java faces fluctuating poverty dynamics. Based on BPS data, the percentage of poor people in Kediri reached 11.64% in 2021, dropped to 10.65% in 2022, briefly rose in 2023, and again dropped to 9.95% in 2024 (Kediri, 2025). These fluctuations show that poverty in Kediri is strongly influenced by local socio-economic variables, including education, labor force participation, and human development side.

Education represented through the School Participation Rate (APS) is one of the key factors in poverty reduction efforts (Marwatika & Setyowati, 2025). According to the theory of human capital put forward by (Becker, 1993) Investment in education can improve the skills and productivity of individuals in the labor market. Research by (A. Anam, 2023) in Kediri Residency shows that the increase in APS has a significant negative effect on poverty. Similar research by (S. Nuraini & Dewi, 2022) in East Java, it was also found that high school participation plays an important role in reducing poverty rates. However, challenges such as inequality in the quality of education, teacher distribution, and indirect costs remain major obstacles. Internationally, studies by (Barro & Lee, 2015) shows that increased educational participation in developing countries accelerates economic growth and reduces social inequality.

The Human Development Index (HDI), which is a combined measure of education, health, and welfare levels, also plays an important role (Putri & Budiman, 2025). Study by (Hidayat, 2022) in East Java and (Sari & Nugroho, 2023) in Purworejo found that HDI has a significant negative influence on poverty levels. However, (A. Putra, 2021) in Aceh found that the influence of HDI is not always partially significant, suggesting that the impact is highly contextual and dependent on synergies with other variables. Research (Ravallion, 2016) It also emphasized that inclusive economic growth and improving the quality of human resources are the most effective factors in reducing poverty.

The Labor Force Participation Rate (TPAK) describes the extent to which the productive age population is involved in economic activities (Widodo, 2024). Research by (B. Prasetyo, 2022) in Central Java and (Yurina, 2023) in Aceh shows that TPAK has a significant negative effect on poverty, but the quality of work is the main determinant of its effectiveness. The dominance of the informal sector with low wages in Kediri makes TPAK not optimal in reducing poverty. International studies by (Fields, 2011) emphasized that if the available jobs are dominated by the informal sector, then high TPAK does not automatically reduce poverty.

Conceptually, there is a close relationship between APS, IPM, TPAK, and poverty. APS contributes to improving the quality of education, which in turn drives an increase in HDI. High HDI increases labor productivity thereby strengthening quality TPAK. In turn, these three variables contribute to poverty reduction. Empirical research by (Santoso, 2023; Sari & Nugroho, 2023) support this relationship, but the limitation of previous research is the rarity of studies that combine APS, HDI, and TPAK at the same time in an empirical model at the district level.

Despite the growing body of literature examining the determinants of poverty, existing studies generally analyze APS, HDI, and TPAK separately or only partially, either focusing on education and HDI, or labor participation and poverty. Most empirical studies are conducted at the provincial or national level, while district-level analyses remain limited, particularly those that simultaneously integrate education participation, human development, and labor market participation into a single empirical framework. In addition, previous studies rarely incorporate long-term time-series data that capture structural changes and external shocks, such as the Covid-19 pandemic, which potentially altered education access, labor participation, and human development outcomes.

Furthermore, empirical findings related to the partial effect of HDI and TPAK on poverty remain inconsistent across regions, indicating that the relationship between these variables is highly contextual and dependent on local socio-economic characteristics. This condition highlights a clear empirical gap in understanding how APS, HDI, and TPAK interact simultaneously in influencing poverty at the district level, particularly in regions with a dominant informal labor market such as Kediri Regency

This study attempts to explore new findings by combining APS, HDI, and TPAK in one comprehensive quantitative model at the district level, using long-term data from 2010 to 2024. This approach provides an opportunity to conduct a more comprehensive analysis of the dynamics of poverty, including the impact of the Covid-19 pandemic. This study aims to examine the influence of APS, HDI, and TPAK on poverty levels in Kediri Regency, as well as determine the variables that have the strongest influence.

The novelty of this study lies in the simultaneous integration of School Participation Rate, Human Development Index, and Labor Force Participation Rate within a single empirical model at the district level, supported by a long observation period that captures both normal economic conditions and crisis periods. by focusing on Kediri Regency, this study provides context-specific empirical evidence that has not been sufficiently addressed in previous poverty studies, particularly in regions characterized by fluctuating poverty trends and a high proportion of informal employment. The findings of the study are expected to provide an understanding of how the three indicators are interrelated in efforts to reduce poverty rates.

Practically, the findings of this research can be used by the Kediri Regency Government in designing a more optimal resource allocation strategy, evaluating

education assistance programs and job training, and encouraging the private sector and educational institutions to participate in regional development. The urgency of this research lies in the urgent need to formulate data-based and contextual poverty alleviation policies, with implications for improving the quality of education, increasing labor productivity, and sustainable human development.

METHODS

This study applies a quantitative approach with the main focus of testing hypotheses that have been prepared through statistical analysis of numerical data. The quantitative method was chosen because it was able to produce an objective and measurable picture of the relationship between variables (Arifin & Sari, 2022). A causal-comparative approach was applied to identify the influence of independent variables, namely the Human Development Index (HDI), School Participation Rate (APS), and Labor Force Participation Rate (TPAK), on dependent variables in the form of poverty levels in Kediri Regency. This approach is relevant because it has been widely used in previous studies examining the determinants of poverty in Indonesia (A. Prasetyo & Lestari, 2021).

The population in this study is annual data on HDIM, APS, TPAK, and poverty levels in Kediri Regency in the period from 2010 to 2024. Because the data used is in the form of time series data, this study is categorized as a research with a data series from 15 years of observation used as a sample. The type of data used is in the form of secondary data taken from official institutions, one of which is the Central Statistics Agency (BPS) of Kediri Regency, the Ministry of Education and Culture, and the Ministry of Manpower. Secondary data is considered valid and reliable because it comes from a credible source and has been used in various previous studies (Rahmawati & Yuliana, 2020). Data collection is carried out using the documentation method, namely by accessing annual reports, official publications, and the websites of related agencies.

Table 1. Poverty, HDI, APS and TPAK Data

Year	Poverty	IPM	APS	TPAK
2010	15,52 %	66,24 %	82,33 %	68,04 %
2011	14,44 %	66,84 %	81,97 %	66,82 %
2012	13,66 %	67,29 %	84,37 %	69,72 %
2013	13,17 %	68,01 %	88,5 %	68,39 %
2014	12,77 %	68,44 %	91,13 %	67,28 %
2015	12,91 %	68,91 %	89,58 %	67,93 %
2016	12,72 %	69,87 %	89,97 %	71,19 %
2017	12,25 %	70,47 %	91,28 %	71,19 %
2018	11,31 %	71,07 %	93,1 %	67,81 %
2019	10,42 %	71,85 %	93,1 %	71,76 %
2020	11,4 %	72,05 %	93,16 %	70,65 %
2021	11,64 %	73,31 %	94,01 %	69,34 %
2022	10,65 %	74,20 %	93,99 %	68,73 %
2023	10,72 %	74,68 %	93,43 %	68,74 %
2024	9,95 %	75,18 %	93,44 %	71,31 %

Source: BPS Kab.Kediri

Data analysis was carried out by applying multiple linear regression to see the extent to which HDI, APS, and TPAK affect poverty levels. This method has been shown to be effective in identifying relationships between socioeconomic variables in various regional studies (Arifin & Sari, 2022). The data processing process is carried out using statistical software, namely SPSS version 25.

This study utilizes secondary data from official sources. Therefore, the validity and reliability of the data are assumed to be ensured by the data-producing institutions. The researchers conducted data verification procedures, such as completeness and consistency checks, to ensure the suitability of the data for empirical analysis. Even if the data comes from an official source, this step is important to ensure the quality of the analysis. Before the regression analysis is carried out. In addition, classical assumption tests are applied to ensure that the model meets the BLUE (Best Linear Unbiased Estimator) criteria. The multicollinearity test was carried out by examining the values of Variance Inflation Factor (VIF) and Tolerance, the heteroscedasticity test was tested through a scatterplot, the autocorrelation test was used the Durbin-Watson method, while the normality test was analyzed using the Normal Probability Plot graph and the Kolmogorov-Smirnov or Shapiro-Wilk test (Arifin & Sari, 2022).

Furthermore, the determination coefficient (R^2) test was applied to see the extent to which the independent variable was able to explain the dependent variable. The closer the number 1, the better the model's ability to make predictions. The F test was used to assess the effect of HDI, APS, and TPAK together on poverty levels, while the t-test was used to assess the influence of each variable individually

The regression equations used in this study are:

$$[Y = b_0 + b_1X_1 + b_2X_2 + b_3X_3 + \epsilon]$$

$$Y = \beta_0 + \beta_1IPM + \beta_2APS + \beta_3TPAK + \epsilon$$

Description:

Y :Poverty Rate
 β_0 : Intersep
 $\beta_1 - \beta_3$: Regression coefficient
 IPM : Human Development Index
 APS : School Participation Figures
 $TPAK$: Labor Force Participation Rate
 (ϵ) : Error term

RESULT AND DISCUSSION

The normality test aims to ensure that the residual values in the regression model follow the normal distribution, so that the estimation process does not cause bias and is in accordance with classical assumptions. Based on the results of the Shapiro–Wilk test, a significance value of 0.897 was obtained, which exceeded the significance limit of 0.05.

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Unstandardized Residual	,104	15	,200 [*]	,973	15	,897

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Figure 1. Normality Test

These results indicate that the residual distribution in the model does not differ significantly from the normal distribution. Therefore, it can be concluded that the residual in the regression model is normally distributed. The fulfillment of this assumption is important because it shows that the regression model is feasible for further analysis, and that the estimated parameters can be interpreted accurately without any violation of the normality assumption.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	52,542	5,652		9,296	,000		
	IPM	-,268	,092	-,499	-2,906	,014	,234	4,268
	APS	-,170	,064	-,450	-2,669	,022	,243	4,108
	TPAK	-,088	,091	-,091	-,971	,352	,792	1,262

a. Dependent Variable: Kemiskinan

Figure 2. Multicollinearity Test

Multicollinearity test, The multicollinearity test is used to ensure that the independent variables in the regression model do not have too high correlation with each other, so that each variable is still able to exert an independent influence on the dependent variable. Based on the test results, the Tolerance value for the HDI, APS, and TPAK variables was 0.234 each; 0,243; and 0.792, all of which are above the minimum threshold of 0.10. Meanwhile, the Variance Inflation Factor (VIF) value for the three variables is 4.268; 4,108; and 1,262, all of which are well below the maximum limit of 10.00. These findings confirm that the regression model does not experience multicollinearity problems.

Thus, the variables HDI, APS, and TPAK can be used simultaneously in regression models without any concern that the relationships between the variables are free to produce distortions to the estimated coefficients. This shows that the model used is stable and can still be interpreted accurately because there is no strong relationship between independent variables that can reduce the reliability of the analysis results.

The autocorrelation test using the Durbin–Watson statistics yielded a value of 1.611. To assess whether there is an autocorrelation, the number is compared with the lower limit (dL) and upper limit (dU) values in the Durbin–Watson table. With a total of 15 observations and three independent variables, the reference value at the significance level of 5% was in the range of dL around 0.88 and dU around 1.54.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,961 ^a	,924	,903	,48995	1,611

a. Predictors: (Constant), TPAK, APS, IPM

b. Dependent Variable: Kemiskinan

Figure 3. Autocorrelation Test

According to the rules of decision-making, a regression model is considered autocorrelated free if the Durbin–Watson value is between dU and $(4 - dU)$, i.e. in the range of 1.54 to 2.46. Since the Durbin–Watson value obtained is 1.611 and is within that range, it can be concluded that the residual model does not show autocorrelation, let alone positive autocorrelation. This indicates that the errors are random and unrelated between periods, so that the residual independence assumption is fulfilled and the regression model can be used without violating the autocorrelation assumption.

Heterokedasticity Test, Heteroscedasticity test through a scatterplot between standardized residual and standardized prediction values shows that the residual point distribution appears random around the zero line and does not form a clear pattern. The dot distribution does not show a tendency to constrict, widen, or form a fan pattern which is usually an indication of heteroscedasticity.

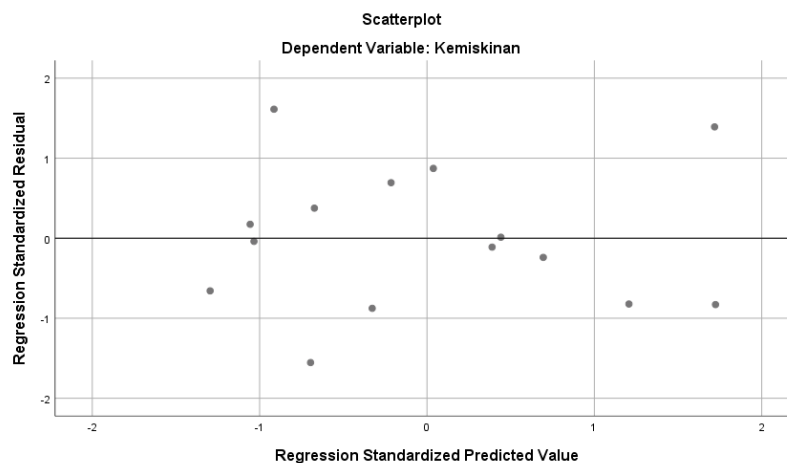


Figure 4. Heterokedasticity Test

The random point distribution shows that the residual variance tends to remain constant over the entire range of predicted values. Therefore, it can be concluded that the regression model in this study does not experience heteroscedasticity, so that the assumption of homogeneity is fulfilled and the model is considered suitable for use in the next analysis.

T test, Based on the results of the t test, it can be seen that each independent variable has a different calculated t value. The variable of the Human Development Index (X1) obtained a t-count value of 2.907, the School Participation Rate (X2) of 2.668, and the Labor Force Participation Rate (X3) of 0.969. With a sample count of 15 and three independent variables, the degree of freedom was calculated using the formula $df = n - k - 1$, so that $df = 11$ was obtained. At a significance level of 0.05, the table t-value for $df = 11$ is 2.201. The results of the comparison showed that the t-value of X1 and X2 was higher than the t table respectively, so that both had a significant effect on the poverty level and the H1 and H2 hypotheses were accepted. In contrast, the t-value of X3 calculated lower than the t-table indicates that the variable does not have a significant influence on the poverty rate, so H3 is rejected and H0 is accepted.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	52,536	5,653		9,293	,000
	X1	-,268	,092	-,499	-2,907	,014
	X2	-,169	,064	-,449	-2,668	,022
	X3	-,088	,091	-,091	-,969	,353

a. Dependent Variable: Y

Figure 5. T Test

The findings were reinforced by the results of the test using significance values (sig). The sig value for the X1 variable was recorded at 0.014, X2 at 0.022, and X3 at 0.353. With a significance level of 0.05, the probability values of X1 and X2 that are below the threshold indicate that both have a significant influence on the poverty level, so the hypotheses of H1 and H2 are again declared accepted. On the other hand, the sig value of the variable X3 which reached $0.353 > 0.05$ showed that this variable did not have a significant effect on the poverty rate, so H3 was rejected. Overall, the results of the analysis indicated that the Human Development Index and School Participation Rate contributed to reducing poverty rates, while the Labor Force Participation Rate had no significant influence in the tested model.

The F test, shows that the regression model applied in this study has a significant overall influence on the poverty level variables.

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	32,123	3	10,708	44,588	,000 ^b
	Residual	2,642	11	,240		
	Total	34,765	14			

a. Dependent Variable: Y

b. Predictors: (Constant), X3, X2, X1

Figure 6. Test F

The calculated F value of 44.588 was recorded much higher than the F of the table of 3.587 at a significance level of 5% with the degree of freedom $df1 = 3$ and $df2 = 11$. This difference shows that the three independent variables, the Human Development Index (X1), the School Participation Rate (X2), and the Labor Force Participation Rate (X3), are simultaneously able to explain the variation in the dependent variables. This is

also supported by a significance value of 0.000 which is below 0.05, so that the regression model is considered valid and has an overall significant effect on the poverty level.

The determination coefficient (R^2) serves to measure the extent to which an independent variable is able to explain the changes that occur in the dependent variable, with values that are in the range of 0 to 1.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,961 ^a	,924	,903	,49005

a. Predictors: (Constant), X3, X2, X1

b. Dependent Variable: Y

Figure 7. Determinant Coefficient Test

The Adjusted R Square value of 0.903 indicates that the combined variables X1, X2, and X3 are able to explain 90.3% of the variation in the Y variable, while the remaining 9.7% is influenced by other factors not covered in this study model. In addition, the size of the Adjusted R Square shows that the model has a fairly good level of suitability.

This discussion underlines that the Human Development Index (HDI) and School Participation Rate (APS) have a significant influence on the poverty rate in Kediri Regency during the period 2010–2024, Meanwhile, the Labor Force Participation Rate (TPAK) has not been proven to have a significant influence. This result is in line with the theory of human capital put forward by (Becker, 1993), which states that investment in education can improve the skills and productivity of the workforce, thus playing a role in efforts to reduce poverty rates.

Study (M. Anam, 2023) and (D. Nuraini & Dewi, 2022) also confirms that the increase in APS is closely related to poverty reduction in similar regions, This further confirms that education is an important element in improving the quality of human resources as well as being a major factor in efforts to reduce poverty. The HDI variable, which is a composite indicator of education, health, and living standards, has a significant negative impact on poverty rates, in line with the findings of the study (Hidayat, 2022) and (Sari & Nugroho, 2023), which emphasizes the role of HDI in improving the quality of life and the economy of the community. However, the diversity of local contexts leads to results that are not always partially consistent, as revealed (M. R. Putra, 2021) in Aceh, showing the need for a contextual and synergistic approach to poverty alleviation.

Empirically, the multiple linear regression findings in this study showed that the combination of HDI, APS, and TPAK variables was able to explain 90.3% of the variation in poverty levels in Kediri Regency simultaneously, with an Adjusted R Square value of 0.903, which shows that the model has a very strong degree of conformity. The simultaneous significance test (F test) confirmed that the three variables collectively significantly affected the poverty level, while the partial test (t-test) showed that only HDI and APS had a significant effect, in contrast to the insignificant TPAK.

These findings are in line with the study (Santoso, 2023) that shows the key role of investment in education in reducing poverty, as well as research (B. Prasetyo, 2022) who found that the quality of work determines the effectiveness of TPAK in alleviating poverty, especially when dominated by the informal sector such as in Kediri. This is

reinforced by research (Fields, 2011) which shows that increasing labor force participation is not necessarily able to reduce poverty rates if it is not accompanied by the availability of decent and productive jobs.

The regression model in this study has also met various classical assumptions, including the assumption of normality, free of multicollinearity, homocedasticity, and free of autocorrelation, which adds to the reliability of the findings. The residual normality test and the heteroscedasticity test showed that the residual distribution met the assumptions of normality and constant variance, while the Durbin-Watson value showed that the model did not experience a positive autocorrelation, so the results of the regression coefficient estimation could be validly interpreted. This condition is similar to the analysis procedure followed in the study (Arifin & Sari, 2022) and (Lestari & al., 2023) which uses a similar approach in analyzing the determinants of poverty at the regional level.

From the perspective of human development, the findings of this study confirm that improving the quality of education and developing overall human quality play a role as an effective instrument to reduce poverty rates, in accordance with the recommendations (Programme, 2022) and studies (Ravallion, 2016) which underlines the importance of holistic human development. In addition, fluctuations in poverty rates in Kediri Regency during the observation period were influenced by local socio-economic dynamics, including challenges in the distribution of education quality, limited access to formal employment, and the role of the informal sector. Therefore, effective poverty alleviation policies should focus on improving the quality of education and strengthening the capacity of the workforce through training and the creation of productive jobs that support sustainable poverty alleviation, as shown in research (Marwatika & Setyowati, 2025) and Rahman and (Rahman & Aziz, 2023).

Thus, this study adds to the literature on the complex relationship between education, human development, labor, and poverty at the district level with a rich long-term and contextual empirical approach, while providing practical implications for local governments in developing data-driven development strategies to achieve effective and sustainable poverty alleviation.

CONCLUSION

Based on the findings of the study that analyzed the influence of the Human Development Index (HDI), School Participation Rate (APS), and Labor Force Participation Rate (TPAK) on poverty in Kediri Regency, it was concluded that HDI and APS have a significant effect and negative impact on poverty levels. This shows that improving the quality of education and human development is an effective step in reducing poverty rates. Meanwhile, TPAK does not show a significant impact, which indicates that increasing labor participation without additional formal and productive employment does not directly reduce poverty levels. These findings emphasize the importance of the role of local governments in a practical way to prioritize investment in the education and human resource development sectors, as well as to direct employment policies that are able to create quality jobs, in order to support the welfare of the community in a sustainable manner.

The limitations of this study include the use of secondary data with limited coverage at the district level, which results in the results of the study may be less generalizable to other regions with different socioeconomic characteristics. In addition,

other macroeconomic variables that have the potential to affect poverty, such as inflation, GDP growth, or income distribution, have not been included in the analysis model. This study also applies a quantitative method through linear regression analysis that assumes a linear relationship between variables, so that the possibility of nonlinear relationships or complex interactions between variables has not been fully accommodated.

It is suggested that future research include a broader analysis using panel data to examine the dynamics of the influence of socioeconomic and employment variables on poverty more comprehensively. In addition, the integration of additional variables such as job quality, inflation rates, and government social and educational spending can provide a more in-depth picture. A mixed methodological approach that combines quantitative and qualitative methods can also help to understand the contextual aspects and mechanisms underlying the relationships between variables. The use of primary data through field surveys in various regions with different characteristics will enrich the understanding of the factors that affect poverty in a more holistic and specific manner according to the regional context.

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