



The Effect of Poverty Conditions and Educational Facilities on School Participation Levels in Pacitan City

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Received: 10-09-2025

Accepted: 17-09-2025

Published: 30-11-2025



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Abstract: Education is a crucial factor in improving the quality of human resources and alleviating poverty. In Pacitan Regency, the hilly geography and limited accessibility affect the distribution of schools and the community's ability to continue their education. This is reflected in the fluctuation of the School Participation Rate (APS) at each level of education, where the APS of elementary school students is relatively stable, while the APS of junior high and senior high schools shows a significant decline, especially among poor families. This study aims to analyze the influence of poverty levels and the number of schools on the APS in Pacitan Regency. The research method used is a quantitative approach with multiple linear regression using secondary time series data from the Central Statistics Agency (BPS). The results show that at the elementary school level, poverty has a positive but insignificant effect, while the number of schools has a negative effect on the APS due to the

regrouping policy. At the junior high school level, poverty has a negative effect and the number of schools has a positive effect on the APS. Meanwhile, at the senior high school level, poverty has a significant negative effect, while the number of schools has no significant effect. Overall, economic factors are proven to be more dominant than the availability of schools, especially at the secondary education level.

Keywords: Poverty, Number of Schools, APS, Pacitan, Education

Introduction

Pacitan is a regency in East Java Province with an area of 1,389.87 km² bordered by Ponorogo Regency to the north, the Indian Ocean to the south, and the Dutch East Indies to the south, Trenggalek Regency to the east, and Wonogiri Regency, Central Java Province to the west. Located at the southwestern tip of East Java, Pacitan serves as a gateway between East Java and Central Java. Pacitan's topography consists largely of dry hills, which are less conducive to rice farming. Cassava has long been a leading crop due to its suitability to these soil conditions. Furthermore, the presence of lowlands and coastal areas has contributed to the diverse socio-cultural character and livelihoods of Pacitan's population, which ranges from farmers and fishermen to traders (BPS Pacitan Regency, 2023; Department of Agriculture Regency Pacitan, 2022).

Pacitan Regency consists of 12 sub-districts and 166 villages, including Pacitan, Kebonagung, Tulakan, Pringkuku, Punung, Ngadirojo, Nawangan, Bandar, Sudimoro, Tegalombo, Arjosari, and Donorojo (BPS Pacitan Regency, 2023). The characteristics of the

community are reflected in their livelihoods. Approximately 52% of Pacitan's area is dominated by non-rice fields in the form of hills that hinder the production of rice and secondary crops, making cassava the community's primary choice. Furthermore, as a coastal area, the maritime sector also opens up economic opportunities for the community. However, limited employment opportunities and a lack of innovation in this region have led some Pacitan residents to choose to migrate (BPS Pacitan Regency, 2023). Pacitan, 2023).

The unique geographic location, with its hilly conditions and limited accessibility, also impacts the provision of educational infrastructure, including the number of schools and the community's ability to access them. Education plays a crucial role in developing quality human resources. One indicator used to evaluate community involvement in formal education is the School Participation Rate (APS). A high APS reflects success in expanding access to education, while a low APS indicates the presence of economic, social, and geographic barriers. Education is seen as a crucial instrument in alleviating poverty and ignorance, so the level of community education influences poverty levels (UNESCO, 2020).

Low community involvement in educational development is one of the obstacles to improving education quality. Poverty, a major contributing factor, often prevents communities from financing education. The School Participation Rate (APS) is an important indicator for assessing community involvement in education, calculated based on the proportion of the population attending school at each level compared to the total population (BPS Pacitan Regency, 2023).

Data from the Central Statistics Agency (BPS) shows that the average length of schooling for Pacitan residents is 7.61 years, meaning that most residents aged 25 and over have only completed seventh grade of junior high school. Although 99.51% of children aged 7–12 have attended school, 14.71% of children aged 15 and over do not have a diploma. The largest percentage of Pacitan residents (38.5%) have only completed elementary school (BPS Pacitan Regency, 2023).

The development of the APS in Pacitan shows different trends at each level of education. The APS for elementary school students was relatively stable at close to 100% in the 2013–2017 period, although it dropped to 95.07% in 2021 before increasing again to 96.34% in 2023. The APS for junior high school students increased significantly from 90.34% in 2012 to 98.50% in 2015, then remained relatively stable above 95%, although it declined in 2021 to 78.83% due to the COVID-19 pandemic, before increasing again in 2023 to 78.96%. Meanwhile, the APS of senior high school students tends to fluctuate, with the lowest figure in 2012 (48.19%) and the highest in 2019 (76.82%), then decreasing to 65.99% in 2022 before increasing to 67.69% in 2023 (BPS, 2023).

The percentage of the population completing education in Pacitan also shows dynamics. In 2018, 20.7% of the population did not have a diploma, increasing to 24.16% in

2021. Elementary and junior high school graduates dominated the population, reaching 71.56% in 2019, but dropping drastically to 55.4% in 2021. Conversely, the population completing high school or higher increased from 10.79% in 2018 to 20.44% in 2021 (BPS Pacitan Regency, 2023).

The availability of schools is crucial to supporting educational attainment. Pacitan Regency has 1,718 schools across 12 sub-districts, but their distribution is uneven. For example, Sudimoro District has only 29 elementary schools, 9 junior high schools, and no senior high schools. This situation limits access to secondary education in some areas (BPS Regency Pacitan, 2023).

The problem of educational inequality is also closely related to the socioeconomic conditions of the community. Secondary education, in particular, is often hampered by costs, forcing many children from poor families to drop out of school (Amalia, 2012). Data shows that the majority of Pacitan residents who completed formal education came from lower-middle-class families, with 1,751 people only completing elementary school, 2,211 graduating from junior high school, and 1,446 graduating from high school (Ministry of Social Affairs of the Republic of Indonesia, 2022).

The close link between education and poverty is evident in the fact that the majority of poor people in Pacitan have low levels of education. Approximately 24% of poor people aged 15 and over lack a diploma, while over 60% have only completed elementary or junior high school. This situation illustrates that low access to education contributes to high poverty rates, and conversely, poverty is a major obstacle to improving the APS (BPS Pacitan Regency, 2023).

Thus, there is a close relationship between poverty levels, school availability, and the School Participation Rate (APS) in Pacitan Regency. Economic factors limit families' ability to finance education, while school distribution affects educational accessibility for students, especially in remote areas. Therefore, this study aims to analyze the influence of poverty levels and school availability on APS in Pacitan Regency.

Research Method

This study uses a quantitative approach with descriptive methods. The quantitative approach aims to produce findings that can be tested using statistical methods to objectively observe the relationships between variables (Sugiyono, 2020). Meanwhile, the descriptive approach is used to provide a systematic overview of the relationships studied (Moleong, 2020). The research location is Pacitan Regency, East Java, which was chosen due to the fluctuating dynamics of the School Participation Rate (APS) and its relationship to poverty levels and the distribution of the number of schools. The data used are secondary data in

the form of time series obtained from the official publication of the Central Statistics Agency (BPS) of Pacitan Regency.

The research variables consist of dependent and independent variables. The dependent variable (Y) is the School Participation Rate (APS), which is the percentage of the school-age population attending formal education in elementary school (7-12 years), junior high school (13-15 years), and senior high school (16-18 years). The independent variables consist of the poverty rate (X1) which is measured based on the percentage of the population below the poverty line, and the number of schools (X2) which describes the number of formal educational institutions (elementary, junior high, and senior high) in Pacitan Regency. The poverty rate is calculated by comparing the number of poor people with the total population, while the number of schools is calculated based on the number of school units at each level of education.

Data analysis was conducted using multiple linear regression to determine the effect of poverty level (X1) and number of schools (X2) on APS (Y). The regression model was tested through classical assumption tests including normality, multicollinearity, heteroscedasticity, and autocorrelation tests to ensure the model is a BLUE (Best Linear Unbiased) Estimator. Furthermore, hypothesis testing was conducted using the F test to assess the simultaneous effect of independent variables on APS, the t test to see the partial effect of each variable, and the coefficient of determination (R^2) to measure the model's ability to explain variations in APS in Pacitan Regency. The analysis was conducted with the help of device EViews software.

Results and Discussion

Table 1. Determinant Coefficient

Variable	Coefficient	Std. Error	t-Statistic	Prob.
C	772.8637	295.8189	2.612624	0.0227
KEMISKINAN	0.486011	0.729730	0.666014	0.5180
JS_SD	-1.665423	0.747909	-2.226774	0.0459
R-squared	0.592143	Mean dependent var		98.12533
Adjusted R-squared	0.524167	S.D. dependent var		2.954551
S.E. of regression	2.038068	Akaike info criterion		4.438738
Sum squared resid	49.84464	Schwarz criterion		4.580348
Log likelihood	-30.29053	Hannan-Quinn criter.		4.437229
F-statistic	8.711051	Durbin-Watson stat		1.325953
Prob(F-statistic)	0.004603			

The results of data processing using EViews show an R-squared value of 0.592143. This indicates that approximately 59.21% of the variation in the School Participation Rate (APS) at the elementary school level in Pacitan Regency can be explained by the Poverty and Number of Elementary Schools variables, while the remaining 40.79% is influenced by other factors outside the model. The adjusted R-squared value of 0.524167 also indicates that after adjusting for the number of independent variables and observations, the model still has quite good explanatory power, namely by 52.42%.

Table 2. t- test

Dependent Variable: APS_SD				
Method: Least Squares				
Date: 08/06/25 Time: 19:05				
Sample: 2009 2023				
Included observations: 15				
Variable	Coefficient	Std. Error	t-Statistic	Prob.
C	772.8637	295.8189	2.612624	0.0227
KEMISKINAN	0.486011	0.729730	0.666014	0.5180
JS_SD	-1.665423	0.747909	-2.226774	0.0459
R-squared	0.592143	Mean dependent var	98.12533	
Adjusted R-squared	0.524167	S.D. dependent var	2.954551	
S.E. of regression	2.038068	Akaike info criterion	4.438738	
Sum squared resid	49.84464	Schwarz criterion	4.580348	
Log likelihood	-30.29053	Hannan-Quinn criter.	4.437229	
F-statistic	8.711051	Durbin-Watson stat	1.325953	
Prob(F-statistic)	0.004603			

Based on the regression results, the probability value (Sig.) for the Poverty variable is 0.5180 and the Number of Elementary Schools (JS_SD) variable is 0.0459. The significance value of the Poverty variable is greater than 0.05 (0.5180) which indicates that this variable does not have a significant influence on the APS at the elementary school level. Conversely, the Number of Elementary Schools (JS_SD) variable has a significance value smaller than 0.05 (0.0459) so it has a significant influence on the APS of elementary schools in Pacitan Regency. However, the direction of the influence is negative, meaning that an increase in the number of elementary schools does not necessarily increase the school participation rate, and even has the potential to decrease it if it is not balanced with the quality or equality of access to education.

Table 3. F test

Dependent Variable: APS_SD
 Method: Least Squares
 Date: 08/06/25 Time: 19:05
 Sample: 2009 2023
 Included observations: 15

Variable	Coefficient	Std. Error	t-Statistic	Prob.
C	772.8637	295.8189	2.612624	0.0227
KEMISKINAN	0.486011	0.729730	0.666014	0.5180
JS_SD	-1.665423	0.747909	-2.226774	0.0459
R-squared	0.592143	Mean dependent var	98.12533	
Adjusted R-squared	0.524167	S.D. dependent var	2.954551	
S.E. of regression	2.038068	Akaike info criterion	4.438738	
Sum squared resid	49.84464	Schwarz criterion	4.580348	
Log likelihood	-30.29053	Hannan-Quinn criter.	4.437229	
F-statistic	8.711051	Durbin-Watson stat	1.325953	
Prob(F-statistic)	0.004603			

The analysis results also show an F-statistic value of 8.711051 with a probability (Prob. F-statistic) of 0.004603. Since the probability value is smaller than the significance level of 0.05, it can be concluded that the variables of Poverty and Number of Elementary Schools simultaneously have a significant effect on APS at the elementary school level in Pacitan Regency. Thus, the regression model used is declared appropriate to explain the relationship between variables in this study.

Table 4. Junior High School Determinant Coefficient

Dependent Variable: APS_SMP
 Method: Least Squares
 Date: 08/06/25 Time: 19:16
 Sample: 2009 2023
 Included observations: 15

Variable	Coefficient	Std. Error	t-Statistic	Prob.
C	97.17847	30.04229	3.234722	0.0072
KEMISKINAN	-0.667969	0.524262	-1.274112	0.2267
JS_SMP	0.186286	0.465816	0.399913	0.6962
R-squared	0.413352	Mean dependent var	95.61467	
Adjusted R-squared	0.315578	S.D. dependent var	2.519682	
S.E. of regression	2.084528	Akaike info criterion	4.483819	
Sum squared resid	52.14310	Schwarz criterion	4.625429	
Log likelihood	-30.62864	Hannan-Quinn criter.	4.482310	
F-statistic	4.227606	Durbin-Watson stat	1.533155	
Prob(F-statistic)	0.040763			

The R-squared value of 0.4134 indicates that approximately 41.34% of the variation in the Junior High School Participation Rate (APS_SMP) can be explained by the independent variables, namely Poverty and the Number of Junior High Schools (JS_SMP). Meanwhile, the Adjusted R-squared value of 0.3156 reflects adjustments to the number of variables and observations in the model. Although relatively low, this result still indicates a significant relationship between the analyzed variables.

Table 5. SMP T- test

Dependent Variable: APS SMP
Method: Least Squares
Date: 08/06/25 Time: 19:16
Sample: 2009 2023
Included observations: 15

Variable	Coefficient	Std. Error	t-Statistic	Prob.
C	97.17847	30.04229	3.234722	0.0072
KEMISKINAN	-0.667969	0.524262	-1.274112	0.2267
JS SMP	0.186286	0.465816	0.399913	0.6962
R-squared	0.413352	Mean dependent var		95.61467
Adjusted R-squared	0.315578	S.D. dependent var		2.519682
S.E. of regression	2.084528	Akaike info criterion		4.483819
Sum squared resid	52.14310	Schwarz criterion		4.625429
Log likelihood	-30.62864	Hannan-Quinn criter.		4.482310
F-statistic	4.227606	Durbin-Watson stat		1.533155
Prob(F-statistic)	0.040763			

The partial test results show that the Poverty variable has a t-statistic value of -1.2741 with a probability of 0.2267. Because it is greater than 0.05, this variable does not have a significant effect on APS_SMP. A similar thing is shown by the Number of Junior High Schools (JS_SMP) variable with a t-statistic value of 0.3999 and a probability of 0.6962, which is also insignificant. Thus, these two independent variables do not have a significant partial effect on APS at the junior high school level.

Table 6. Junior High School F Test

Dependent Variable: APS SMP
Method: Least Squares
Date: 08/06/25 Time: 19:16
Sample: 2009 2023
Included observations: 15

Variable	Coefficient	Std. Error	t-Statistic	Prob.
C	97.17847	30.04229	3.234722	0.0072
KEMISKINAN	-0.667969	0.524262	-1.274112	0.2267
JS SMP	0.186286	0.465816	0.399913	0.6962
R-squared	0.413352	Mean dependent var		95.61467
Adjusted R-squared	0.315578	S.D. dependent var		2.519682
S.E. of regression	2.084528	Akaike info criterion		4.483819
Sum squared resid	52.14310	Schwarz criterion		4.625429
Log likelihood	-30.62864	Hannan-Quinn criter.		4.482310
F-statistic	4.227606	Durbin-Watson stat		1.533155
Prob(F-statistic)	0.040763			

Based on the simultaneous test, the F-statistic value is 4.2276 with a probability (p-value) of 0.04076. Since this value is smaller than the 5% significance level (0.05), it can be concluded that the variables of Poverty and Number of Junior High Schools together have a significant influence on APS_SMP. This means that, although not partially significant, the two variables are still proven to influence the level of school participation at the junior high school level when tested simultaneously.

Table 7. SMA Determination Coefficient

Dependent Variable: APS
Method: Least Squares
Date: 08/06/25 Time: 21:12
Sample: 2009 2023
Included observations: 15

Variable	Coefficient	Std. Error	t-Statistic	Prob.
C	121.8726	25.11697	4.852201	0.0004
KEMISKINAN	-4.537884	0.934616	-4.855347	0.0004
JUMLAH_SEKOLAH	2.372885	4.301665	0.551620	0.5913
R-squared	0.816630	Mean dependent var		68.94800
Adjusted R-squared	0.786068	S.D. dependent var		8.729382
S.E. of regression	4.037579	Akaike info criterion		5.806024
Sum squared resid	195.6246	Schwarz criterion		5.947634
Log likelihood	-40.54518	Hannan-Quinn criter.		5.804516
F-statistic	26.72072	Durbin-Watson stat		2.045323
Prob(F-statistic)	0.000038			

The regression results show a constant (intercept) of 121.8726, which means that if the Poverty and Number of Schools variables are zero, then the School Participation Rate (APS) is estimated at 121.87. The regression coefficient for the Poverty variable of -4.537884 indicates that every 1% increase in the poverty rate will decrease the APS by 4.54 points, assuming other variables remain constant. Meanwhile, the regression coefficient for the Number of Schools variable of 2.372885 indicates that the addition of one school unit has the potential to increase the APS by 2.37 points. However, the influence of these two variables needs to be further studied through a significance test.

Table 8. SMA T- test

Dependent Variable: APS
Method: Least Squares
Date: 08/06/25 Time: 21:12
Sample: 2009 2023
Included observations: 15

Variable	Coefficient	Std. Error	t-Statistic	Prob.
C	121.8726	25.11697	4.852201	0.0004
KEMISKINAN	-4.537884	0.934616	-4.855347	0.0004
JUMLAH_SEKOLAH	2.372885	4.301665	0.551620	0.5913
R-squared	0.816630	Mean dependent var		68.94800
Adjusted R-squared	0.786068	S.D. dependent var		8.729382
S.E. of regression	4.037579	Akaike info criterion		5.806024
Sum squared resid	195.6246	Schwarz criterion		5.947634
Log likelihood	-40.54518	Hannan-Quinn criter.		5.804516
F-statistic	26.72072	Durbin-Watson stat		2.045323
Prob(F-statistic)	0.000038			

Based on the partial test results, the Poverty variable has a t-statistic value of -4.855347 with a probability of 0.0004. Since the probability value is less than 0.05, it can be concluded that Poverty has a significant influence on APS. Conversely, the Number of Schools variable

has a t-statistic value of 0.551620 with a probability of 0.5913 which is greater than 0.05, so it does not have a partial significant influence on APS. Thus, only the Poverty variable is proven to be significant in influencing APS at the high school level.

Table 9. SMA F Test

Dependent Variable: APS				
Method: Least Squares				
Date: 08/06/25 Time: 21:12				
Sample: 2009 2023				
Included observations: 15				
Variable	Coefficient	Std. Error	t-Statistic	Prob.
C	121.8726	25.11697	4.852201	0.0004
KEMISKINAN	-4.537884	0.934616	-4.855347	0.0004
JUMLAH_SEKOLAH	2.372885	4.301665	0.551620	0.5913
R-squared	0.816630	Mean dependent var		68.94800
Adjusted R-squared	0.786068	S.D. dependent var		8.729382
S.E. of regression	4.037579	Akaike info criterion		5.806024
Sum squared resid	195.6246	Schwarz criterion		5.947634
Log likelihood	-40.54518	Hannan-Quinn criter.		5.804516
F-statistic	26.72072	Durbin-Watson stat		2.045323
Prob(F-statistic)	0.000038			

The simultaneous test results show an F-statistic value of 26.7207 with a probability of 0.000038. Because this probability value is much smaller than the 5% significance level (0.05), it can be concluded that the Poverty and Number of Schools variables together have a significant influence on APS. This means that even though only the Poverty variable has a partial significant influence, both still contribute to APS when tested simultaneously.

Discussion

The results of the study indicate that the influence of poverty levels and the number of schools on the School Participation Rate (APS) in Pacitan Regency varies at each educational level. A partial test (t-test) proves that not all independent variables have a significant influence individually, but a simultaneous test (F-test) indicates that these variables collectively influence the APS.

At the elementary school level, the poverty variable actually shows a positive trend towards the APS, although not significantly. This means that as poverty increases, elementary school participation also increases. This phenomenon seems to contradict the economic theory of education, which positions poverty as a barrier to school participation (Todaro & Smith, 2011). However, this condition can be explained by government policy interventions, such as the 9-year compulsory education program, the Smart Indonesia Card (KIP), the Family Hope Program (PKH), and the School Operational Assistance (BOS), which are aimed at ensuring the continuity of education for children from low-income families. With the introduction of school fee subsidies and direct assistance to poor

households, economic factors are no longer the main barrier to basic education. This finding aligns with the BPS (2023) report, which noted that almost all districts/cities in East Java have achieved elementary school participation rates approaching universal coverage. Interestingly, the decline in the number of elementary schools is actually associated with an increase in the APS, which can be explained by the policy of regrouping small schools in sparsely populated areas. In Pacitan, several elementary schools were merged to improve teacher and budget efficiency, so that despite the reduction in the number of schools, children continued to attend larger, centralized institutions. This not only maintained enrollment but also improved the quality of education services by increasing the concentration of resources. The coefficient of determination (R^2) of 0.592 supports this finding, with 59.2% of the variation in elementary school APS explained by poverty levels and the number of schools, while the remaining 40.8% was influenced by other factors, such as parental involvement, community support, and motivation. child.

In contrast to elementary school, at the junior high school (SMP) level, increasing poverty negatively impacts the APS. This finding aligns with human capital theory, which emphasizes that economic constraints can reduce family investment in education (Becker, 1993). Despite the implementation of a nine-year compulsory education program, many poor families still face indirect costs, such as transportation, uniforms, and other school supplies. Pacitan's mountainous geography also adds barriers, as access to junior high school requires additional costs. Conversely, increasing the number of junior high schools has a positive impact on the APS, indicating that the more junior high schools available, the higher the child's enrollment rate. This aligns with the theory of educational accessibility, which emphasizes the importance of having schools that are close and easily accessible (Tilaar, 2002). The addition of junior high schools in rural Pacitan has been shown to reduce distance and cost barriers, ensuring that children from poor families continue to have the opportunity to continue their education. However, the R^2 value for junior high schools was only 0.413, which indicates that poverty and the number of schools only explain 41.3% of the variation in junior high school APS, while the rest is influenced by other factors, such as the role of the family, learning motivation, teacher quality, and secondary education assistance programs.

Furthermore, at the senior high school (SMA) level, the regression results show that poverty has a significant negative effect on the APS. This is consistent with the theory of education as an investment (Becker, 1993), where families with economic constraints tend to reduce investment in high-cost high school education. In Pacitan Regency, where the majority of the population works in the agricultural and informal sectors, high school education is often not a top priority when family income is limited. Many poor families prefer their children to work to support the economy or marry young rather than continue

their education. This is consistent with data from the Central Statistics Agency (BPS) (2021), which noted that the highest dropout rate in Indonesia occurs at the senior high school/vocational high school level, partly due to family economic factors. Meanwhile, the number of senior high schools has a positive but insignificant effect on the APS, indicating that despite the increasing number of schools available, economic constraints remain a major obstacle. In other words, at the senior high school level, economic factors are more dominant than the physical availability of schools. The R^2 value of 0.816 supports this conclusion, as 81.6% of the variation in APS for senior high schools can be explained by poverty and the number of schools, with poverty being the most dominant factor.

Overall, the results of this study indicate that the impact of poverty and the number of schools on the APS varies across educational levels. At the elementary school level, government policies were able to neutralize the negative impact of poverty, while reducing the number of schools did not reduce participation due to regrouping. At the junior high school level, poverty was a significant barrier, but the availability of new schools actually encouraged an increase in the APS. Meanwhile, at the senior high school level, poverty proved to be the dominant factor reducing participation, and the number of schools was not strong enough to overcome it. This confirms that economic factors remain a major determinant of educational sustainability, especially at the junior high and senior high school levels, so stronger policy interventions beyond simply providing schools are essential to encourage increased participation in education in Pacitan Regency.

Conclusion

Based on the results of research on the influence of poverty levels and the number of schools on the School Participation Rate (APS) in Pacitan Regency, it was concluded that the influence of these two variables differs at each level of education. At the elementary school level, poverty has a positive but insignificant effect on the APS due to government policy interventions (compulsory education, BOS, KIP, PKH) that ensure the continuity of basic education, while the reduction in the number of schools due to regrouping does not reduce participation. At the junior high school level, poverty has a negative effect on the APS due to the ongoing burden of indirect costs, while the number of schools has a positive effect because it increases access in rural areas. At the senior high school level, poverty has a significant negative effect, indicating that economic constraints are the dominant factor reducing participation, while the number of schools has a positive but insignificant effect. Overall, this study proves that participation in basic education is relatively maintained by government policies, but at the junior high school level and especially the senior high school, family economic factors are the main determinant of educational sustainability. Thus, improving the quality of human resources in Pacitan is highly dependent on the

success of reducing poverty rates and expanding access to secondary education.

In line with these conclusions, several recommendations are worth considering. Local governments need to improve the distribution of school development, particularly at the junior and senior high school levels in rural areas, and provide supporting facilities such as school transportation. The Education Office needs to evaluate and map areas with low APS for policy interventions, such as scholarships, affirmative action school operational assistance (BOS), or programs to assist poor families. The central government and related institutions are also expected to expand education-based social protection programs, particularly for junior and senior high school-aged children from poor families, along with campaigns to highlight the importance of continuing education to senior high school. For future researchers, it is recommended to include other variables that also influence APS, such as teacher quality, school infrastructure conditions, local culture, and parental participation, and to use a mixed-methods approach to obtain a more comprehensive picture.

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