International Journal of Current Economics & Business Ventures, 5 (2) 2025, 513-525
International Journal of Current Economics & Business Ventures
https://scholarsnetwork.org/journal/index.php/ijeb

THE EFFECT OF EDUCATION, GROSS REGIONAL DOMESTIC PRODUCT, AND REGIONAL EXPENDITURE REALIZATION ON THE POVERTY RATE IN THE NIAS ISLANDS

Laras Ayu Dita
E-mail : larasadita11@gmail.com
Faculty of Economics and Business, State University of Jakarta, Indonesia

Dr. Herlitah, S.Sos., M.Ec., Dev
E-mail : herlitah@unj.ac.id
Faculty of Economics and Business, State University of Jakarta, Indonesia

Siti Fatimah Zahra, S.E.I., M.E
E-mail : sitifatimah@unj.ac.id
Faculty of Economics and Business, State University of Jakarta, Indonesia

Abstract:
The study aims to examine the influence of education, regional gross domestic product (GDP), and regional expenditure realization on poverty levels in the Nias Islands Regency/City. A quantitative method with linear regression analysis techniques was used. The data used in this study are secondary data obtained from the Central Statistics Agency (BPS) and the Directorate General of Fiscal Balance (DJPK) of the Ministry of Finance in the form of panel data using Eviews-12 software. The model selected in this study is the Random Effects Model (REM). This study concludes that the education variable does not have a significant impact on poverty levels. Meanwhile, regional domestic product has a significant negative impact on poverty levels, and regional expenditure realization has a significant positive impact on poverty levels in the Nias Islands.

Keywords:
Education, Gross Regional Domestic Product, Realization of Regional Expenditures, and Poverty

BACKGROUND

Poverty is a complex issue that must receive serious attention in Indonesia. Bapennas (2020) states that there are 17 Sustainable Development Goals (SDGs), one of which is the goal of no poverty, which is the number one goal explained at the UN general assembly. How not, poverty is a problem that comes from economic factors where a person or group cannot fulfill various basic needs, such as clothing, food, and a good place to live (Fitriani et al., 2020).

Poverty is a disease in the economy, which must at least be reduced. Various development programs implemented by both the central and regional governments always pay great attention to poverty alleviation efforts in the hope of improving the welfare of the community. This means that poverty alleviation is a top priority in development, especially in relatively underdeveloped regions. Various work program policies have been carried out to alleviate poverty, but unfortunately they have not yet produced optimal results. Therefore, integrated poverty alleviation efforts are needed so that poverty problems can be resolved completely (Aziz et al., 2016) .

Indonesia's poverty rate both individually and regionally is still relatively high, and the Nias Islands region is no exception. The Nias Islands are a group of islands located in the west of Sumatra Island and administratively within the North Sumatra Province. It consists of five regencies/cities, namely Nias Regency, South Nias Regency, North Nias Regency, West Nias Regency and Gunungsitoli City. The islands in this region are included in Indonesia's outermost region, and mostly consist of coastal, hilly and lowland areas with limited accessibility. The potential of natural resources in the Nias Islands is quite abundant, ranging from the marine and fisheries sector, agriculture, to marine tourism that has not been optimized.

The conditions experienced by most areas in the Nias Islands are quite alarming, because they are consistently designated as underdeveloped regions based on Presidential Regulation Number 131 of 2015 concerning Determination of Underdeveloped Regions for 2015-2019 and reaffirmed in Presidential Regulation Number 63 of 2020 concerning Determination of Underdeveloped Regions for 2020-2024. With the re-establishment as a disadvantaged area, it indicates that the policy of accelerating the development of disadvantaged areas in Nias Islands is still not fully implemented properly. Efforts to alleviate poverty in this area are becoming increasingly important given the vulnerability of the community to various social and economic problems that arise.

Based on data from BPS (2023), the poverty rate in the Nias Islands regencies/cities fluctuates. In 2015 the poverty rate in all Nias Islands districts increased, except for Gunungsitoli City which actually fell to 25.42%. In 2020 and 2021 the poverty rate in all regencies/cities increased due to the effects of the Covid-19 Pandemic, with the highest poverty rate in West Nias Regency at 26.42% and the lowest in Gunungsitoli City at 16.45% in 2021. Afterwards, from 2022 to 2023, poverty fell again. This proves that there are government efforts to reduce the poverty rate in the Nias Islands regencies/cities. However, this poverty rate is still very high. Tambunan (2019) explains that a very important thing to do in alleviating poverty problems is to identify what factors affect the poverty rate itself.

From several studies, it is stated that the poverty rate is influenced by several factors such as education, gross regional domestic product, and regional expenditure. Such as research by Faritz & Soejoto (2020) and Margareni et al., (2020) which shows that education with average years of schooling has a significant negative effect on poverty. This means that increasing education can reduce the poverty rate. However, it is different from the results of research by Tuharea et al. (2024) which shows that the average length of schooling shows a positive effect on poverty, meaning that an increase in education with an average length of schooling will increase poverty.

Likewise, there is research conducted by Fitriany (2021) which states that there is a partially significant negative effect of Gross Regional Domestic Product (GRDP) in Dumai City, where increasing GRDP will reduce poverty. However, research by Harlan (2023) states that GRDP has a positive effect on the poverty rate in Lampung, where the increase in GRDP is in line with the increase in the poverty rate. Meanwhile, the higher the realization of regional

expenditure that is well managed and directed at productive sectors, it will encourage economic growth and have an impact on reducing poverty in a region (Wahyudi et al., 2017).

Based on the description of the problem above, poverty in the Nias Islands Regency / City is an important concern. There are various factors that can potentially affect poverty in Nias Islands such as education, gross regional domestic product, and the role of government through the realization of regional expenditure. For this reason, researchers are interested in discussing "The Effect of Education, Gross Regional Domestic Product, and Regional Expenditure Realization on Poverty Levels in Nias Islands". There are inconsistencies in the results of several previous studies, so further research is needed.

THEORETICAL FRAMEWORK

2.1 Poverty rate

The vicious circle of poverty theory by renowned economist Ragnar Nurkse (1953) states that "a country is poor because it is poor". According to this theory, there are two sides of the poverty cycle that prevent developing countries from forming high capital, namely the supply side and the demand side. Based on the capital supply side, the poverty cycle is stated when the low income level is due to low productivity, when productivity is low it will cause the ability of people to save is also low. The low ability to save leads to low capital formation, causing a country to face a shortage of capital and when capital is reduced, productivity tends to be low. In terms of capital demand, the poverty cycle has a slightly different shape.

Based on the demand for capital, the poverty cycle is described as when the country is poor, the stimulus for capital supply is low, this is because the size of the market for various goods is limited. The limited market size is due to the low income of the people. The low income is due to low productivity, which is low productivity due to limited capital in the past, caused by a lack of stimulation to invest.

2.2 Education

Education is a basic need that plays an important role in opening opportunities to get out of poverty. Essentially, education aims to develop individual potential both spiritually, intellectually, and skills that are useful for oneself and society (Tuharea et al., 2024). One indicator to measure the level of education is the Average Years of Schooling, which is the number of years of formal education taken by the population aged 25 years and over, assuming that the education process is generally completed at that age (Badan Pusat Statistik, 2024).

Average years of schooling as an indicator of education, shows that higher levels of education increase knowledge and skills, which in turn boost productivity. The higher a person's level of education, the better their human quality. Education is one of the main factors that can help a person move out of poverty. The link between poverty and education

is very large because education provides the ability to develop through the mastery of knowledge and skills (Suryawati, 2005). This is reinforced by Becker's (1993) human capital theory that education, skills, and other knowledge are important determinants of the productivity of a person and a nation. Based on the theory and relevant research, the hypotheses proposed are:

H1: Education has a significant influence on poverty rate.

2.3 Gross Regional Domestic Product

One indicator of successful development is increased economic growth, which can be seen from changes in the value of Gross Regional Domestic Product (GRDP). The high GRDP reflects the economic progress of a region (Dama et al., 2016). According to BPS (2023), GRDP is the sum of gross value added generated by all business units or the total value of final goods and services produced in a region within a certain period.

Gross Value Added (GVA) is obtained from the difference between output value and intermediate costs used during the production process. NTB consists of production factor income (wages, interest, rent, profit), net indirect taxes, and depreciation. The sum of NTBs from all economic sectors will produce GRDP. GRDP is presented in two forms, namely GRDP at Constant Prices, which is used to analyze real economic growth from year to year, with prices fixed in the base year. Meanwhile, GRDP at Current Prices reflects the value added of goods and services using actual prices for each year. This is useful for knowing the structure of the economy, the ability of resources, and the contribution of each sector. GRDP can be calculated through three main approaches, namely:

1) Production approach, based on the value added produced by each economic sector.
2) Expenditure approach, including consumption, investment, government spending, and export-import.
3) Income Approach, calculates the income received by factors of production in a region.

Economic growth according to Kuznets (in Tambunan, 2014) can initially increase poverty, but over time it will reduce poverty in a sustainable manner. GRDP as an indicator of economic growth reflects good development, provided that income distribution is equitable. An increase in GRDP has an impact on the quality of household consumption. Research by Lepian et al. (2023) and Tuharea et al. (2024) show that GRDP has a negative and significant effect on the poverty rate, meaning that an increase in GRDP tends to reduce the number of poor people. this is because when the economy develops in a region, it means that there is more income to spend and has a good income distribution among the region, it can reduce the poverty rate. Based on theory and relevant research, the hypotheses proposed are:

H2 : GRDP has a significant influence on poverty rate

2.4 Regional expenditure

Regional expenditure is an important component in regional financial management that reflects the use of the budget to support governance and development. The realization of regional expenditure is not just an allocation of funds, but must be realized through programs and activities that are in accordance with the needs of the community (Nordiawan, 2010). According to Permendagri No. 13/2006, regional expenditure is a regional government obligation that reduces net assets, used to finance the implementation of government affairs, both mandatory and optional, in accordance with statutory regulations.

The realization of expenditure is reflected in the Budget Realization Report (LRA), which presents a comparison between the budget and the actual expenditure during one period. These expenditures are expected to have a positive impact on development and community welfare. The classification of expenditure according to Government Regulation Number 71 of 2010 concerning government accounting standards for financial reporting purposes includes:

1) Operating Expenditure
   Expenditure that provides short-term benefits. Such as personnel expenditure, goods expenditure, interest, subsidies, grants, social assistance.
2) Capital Expenditure
   Budget expenditures to build tangible fixed assets that have benefits of more than one year, such as buildings, roads, bridges, and equipment. The aim is to improve infrastructure and public services.
3) Other Expenditure/Unexpected Expenditure
   Budget expenditure allocated to deal with unexpected events such as natural disasters, social disasters, pandemics, or other emergencies.
4) Transfer Expenditure
   Budget expenditure provided to local governments or other parties in the form of balancing funds, financial assistance, or subsidies by the provincial government to districts/cities as well as revenue sharing funds from districts/cities to villages. Examples include the General Allocation Fund (DAU), Special Allocation Fund (DAK), and Village Fund to support regional development.

Research by Anggun & Sari (2024) shows that the realization of regional expenditure has a negative effect on the poverty rate in the border areas of West Kalimantan in 2013-2022. This means that the higher the regional expenditure, the lower the poverty rate. These results are in line with Pamungkas (2024) who found that regional expenditure partially had a negative and significant effect on poverty in Jember Regency. Based on theory and relevant research, the proposed hypothesis is:

H3 : Realization of regional expenditure has a significant influence on poverty rate.

International Journal of Current Economics & Business Ventures, 5 (2) 2025, 513-525
International Journal of Current Economics & Business Ventures
https://scholarsnetwork.org/journal/index.php/ijeb

METHOD

This study uses a quantitative approach with secondary data. Secondary data is data obtained indirectly from the object of research (Sari & Zefri, 2019). Data for the realization of Regional Expenditure was obtained through the website of the Directorate General of Fiscal Balance of the Republic of Indonesia (www.djpk.kemenkeu.go.id), while data on Education (average years of schooling), GRDP, and Poverty Rate data were obtained from the website of the BPS (bps.go.id) of each region. The analysis technique in this study uses multiple linear regression analysis techniques with panel data using the help of Eviews-12 software. The panel data (pooled data) or also known as longitudinal data is a combination of cross section and time series data. The cross section data in this study is data from 5 regencies / cities in Nias Islands, while the time series data in this study is data from 2014-2023. The regression equation is :

$$\mathbf{TKit} = \alpha + \beta\mathbf{1PDN}it + \beta\mathbf{2PDRB}it + \beta\mathbf{3RBD}it + \mathbf{eit}$$

Description:

TK	= Poverty rate
α	= Constant (intercept)
$\beta 1 \beta 2$	= The regression coefficient value of the independent variable
PDN	= Education (Average Years of Schooling)
GDP	= Gross Regional Domestic Product
RBD	= Regional Expenditure Realization
i	= The i-th observation
t	= Year (2014 - 2023)
e	= Error term

RESULT

4.1 MODEL SELECTION TEST

In the panel data regression analysis in this study, it is first necessary to test the regression model first with the aim of choosing the best model from three choices of regression test models, including the Common Effect Model (CEM), Fixed Effect Model (FEM), and Random Effect Model (REM). Three types of tests to choose the best model are the Chow Test, Hausman Test, and Langerange Multiplier Test.

Panel Data Regression Model Testing Results

Panel Data Model Comparison	Testing Method	Prob	Selected Model
CEM dan FEM	Chow Test	0,0000	FEM
FEM dan REM	Hausman Test	0,3523	REM

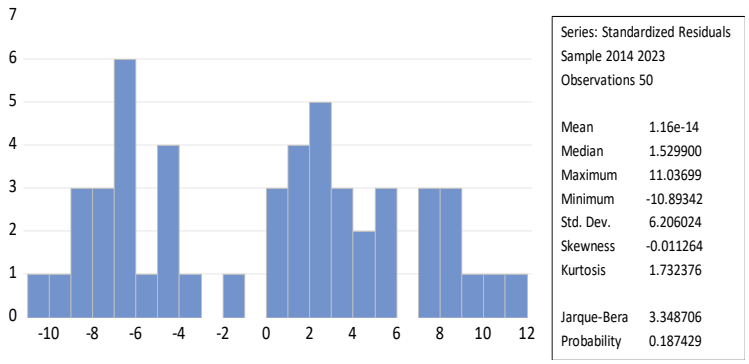
The above shows the tests carried out to determine the best panel model in conducting panel data regression. Model comparison is carried out using the Chow test to select the Common Effect Model (CEM) or Fixed Effect Model (FEM), while the Hausman test is carried out to select the Fixed Effect Model (FEM) or Random Effect Model (FEM). Based on these tests, the selected model is the Random Effect Model (REM). Because the results of the

International Journal of Current Economics & Business Ventures, 5 (2) 2025, 513-525
International Journal of Current Economics & Business Ventures
https://scholarsnetwork.org/journal/index.php/ijeb

Hausman Test have shown that the best model is the Random Effect Model (FEM). So, there is no need to do the Langerange Multiplier test. The test is immediately continued with the Classical Assumption Test.

4.2 CLASSICAL ASSUMPTION TEST

4.2.1 Normality Test



Source: Eviews 12, data processed by researchers (2025)

From the test results, the Jarque-Bera probability value is 0.187429, which means the probability value (>0.05). So it can be concluded that in this study the data is normally distributed.

4.2.2 Multicollinearity Test

Variable	Coefficient Variance	Uncentered VIF	Centered VIF
C	24.18652	2.325397	NA
PDN	0.782638	5.920905	2.894049
PDRB	2.33E-06	5.309460	3.766209
RBD	6.47E-06	3.319279	2.909626

Source: Eviews 12, data processed by researchers (2025)

Based on the test table above, the value of Centered VIF is the variable education (X1), gross regional domestik product (X2), realization of regional expenditures (X3) <10, meaning that the value obtained from the processed data is free from multicollinearity symptoms.

4.2.3 Heteroscedasticity Test

Variable	Coefficient	Std. Error	t-Statistic	Prob.
C	-0.817842	1.379888	-0.592687	0.5563
PDN	0.219538	0.242766	0.904322	0.3705
PDRB	0.000535	0.000434	1.232263	0.2241
RBD	-0.000646	0.001015	-0.636095	0.5279

Source: Eviews 12, data processed by researchers (2025)

International Journal of Current Economics & Business Ventures, 5 (2) 2025, 513-525
International Journal of Current Economics & Business Ventures
https://scholarsnetwork.org/journal/index.php/ijeb

Based on this test, all probabilities of the education (X1), gross regional domestik product (X2), realization of regional expenditures (X3) exceed the significance value, which is 0.05. So this research model is free from heteroscedasticity symptoms.

4.3 HYPOTHESIS TEST

1. **Panel Data Regression Results**

Regression Analysis Results (Random Effect Model)

Variable	Coefficient	Std. Error	t-Statistic	Prob.
C	37.98163	4.917980	7.723016	0.0000
PDN	0.733005	0.884668	0.828565	0.4116
PDRB	-0.009675	0.001526	-6.340121	0.0000
RBD	0.005157	0.002543	2.027707	0.0484

Source: Eviews 12, data processed by researchers (2025)

The results of testing the panel data regression equation with the Random Effect Model (REM) in this study are as follows:

TK = 37.98163 + 0.733005 PDN – 0.009675 PDRB + 0.005157 RBD

Based on the regression estimation results obtained, the hypothesis testing for each variable can be explained as follows:

1) A coefficient value of 37.98163 indicates that if the independent variables (education, regional gross domestic product, and regional expenditure realization) are zero, then the poverty rate in the Nias Islands is 37.98163.The regression coefficient value of X1 (Education) is 0.736758, meaning that every 1% increase will cause the poverty rate to increase by 0.736758.
2) The regression coefficient value for Education (X1) is 0.733005, meaning that for every one-year increase in education, the poverty rate will increase by 0.733005.
3) The regression coefficient value for Regional Domestic Product (X2) is -0.009675, meaning that for every 1 billion increase in Regional Domestic Product, the poverty rate will decrease by 0.009675.
4) The regression coefficient value for Regional Expenditure Realization (X3) is 0.005157, meaning that for every 1 billion increase in Regional Expenditure, the poverty rate will increase by 0.005157.

2. **T-Statistic Test**

The t-test is used to test whether each independent variable has a significant effect on the dependent variable. Based on the regression results above, it can be seen that the t-test results for the education variable (X1) with the average length of schooling have a probability of 0.4116 (>0.05) with a coefficient of 0.733005. This value indicates that the education variable does not have a significant effect on the

poverty rate. The Regional Domestic Product (X2) variable has a probability of 0.0000 (<0.05) with a coefficient of -0.009675. This value indicates that the regional GDP variable has a negative and significant effect on the poverty rate. The regional expenditure realization variable (X3) has a probability value of 0.0484 (<0.05) and a coefficient value of 0.005157. This value indicates that the regional expenditure realization variable has a positive and significant effect on the poverty rate.

3. Coefficient of Determination Test

R-Square	0.627126
Adjusted R-Square	0.602808

Source: Eviews 12, data processed by researchers (2025)

Based on the results obtained, the adjusted r-squared value was 0.602808. These results indicate that all independent variables, namely education, GRDP, and regional expenditure realization, can explain 60.28% of the dependent variable, while the remaining 39.72% is explained by other factors outside the model contained in this study.

DISCUSSION

1. The effect of education on poverty rate

The results of the t-test above show that education does not have a significant effect on the poverty rate in the Nias Islands Regency/City, with a significance probability value of less than 0.05. This study shows different results from previous studies conducted by Faritz and Soejoto (2020) and Margareni et al. (2020), which found that education has a significant effect on poverty. This indicates that education has not yet been able to serve as a tool in reducing the high poverty levels in the Nias Islands. This is because education in the Nias Islands is still relatively low. Although there has been an increase, data from the Central Statistics Agency (BPS, 2023) shows that as of 2023, the population at the district level has only achieved 6-7 years of education, with most people only equivalent to elementary school graduates. Meanwhile, at the city level, specifically in Gunungsitoli, the average education level reaches 8.65 years. In other words, the average population is generally equivalent to the seventh grade of junior high school, and some have not even completed that level. When compared to the average education level in North Sumatra Province, which was 9.82 years in 2023, and the national average of 8.77 years, it is clear that the education level in the districts/cities of the Nias Islands remains very low.

The results of this study are consistent with the research conducted by Pamungkas (2024), which shows that education has no partial effect on poverty levels in Jember Regency. This study is further supported by research conducted by Vendison (2022) in North Sumatra Province, Hasanah et al. (2021) in Jambi Province, and Choir et al. (2023), which also indicate that education does not influence poverty. Many areas

in the Nias Islands still face a lack of infrastructure, adequate school buildings, and a shortage of qualified teachers. According to research conducted by the Ministry of Education (2022), there are at least 490 children who have dropped out of school in the Nias Islands, 50 damaged schools, and a significant number of teachers in Nias who are unqualified or inexperienced, thereby affecting the quality of education provided to students. Research by Malik (2013) shows that educational disparities between regions in India, such as between Kerala and Bihar, indicate that national improvements in education do not automatically reduce poverty, as access to education remains severely limited in poor regions like Bihar. As a result, education tends to be enjoyed by certain groups and has not yet become a comprehensive tool for poverty alleviation.

2. **The effect of GRDP on poverty rate**

The results of this study indicate that the PDRB variable has a negative and significant effect on the poverty rate. These findings are consistent with the research conducted by Tuharea et al. (2024), which found that PDRB has an impact on reducing poverty levels. These results indicate that the growth of a region's output (as reflected in PDRB) will enhance community productivity and increase income, thereby contributing to poverty reduction. Despite facing global crisis pressures due to the COVID-19 pandemic, GRDP in the districts/cities of the Nias Islands has consistently increased. However, in 2015, 2020, and 2021, poverty rates actually increased alongside rising poverty figures. This is because the impact of GDP growth varies depending on the initial level of inequality and the role of income distribution, which has not yet been equitably realized in this region. Therefore, it is essential to ensure that GDP growth is accompanied by income redistribution that directly targets poor groups. This will prevent inequality and allow the benefits of GDP growth to be more widely felt, thereby reducing poverty rates and improving the well-being of communities in the Nias Islands regency/city.

3. **The effect of regional spending on poverty rate**

Based on the results of the above test, it can be seen that the realization of regional spending has a significant positive impact on the poverty rate in the Nias Islands. The findings of this study differ from those of Anggun & Sari (2024), who stated that the implementation of regional spending had a significant negative impact on the poverty rate in the border areas of West Kalimantan Province from 2013 to 2022. However, the results of this study align with research conducted by Putra & Setiawati (2023) in Gresik Regency, as well as research by Fasholla (2018) in Cilacap Regency, which also show that local government spending has a significant positive impact on poverty, meaning that local government spending actually contributes to reducing poverty.

Regional spending has a positive impact on poverty levels, but this is not always the case because high spending does not necessarily mean that the budget is absorbed in a timely and effective manner. If spending is not managed properly, its impact on poverty alleviation may be delayed or may not occur at all. Furthermore, spending that is misdirected, inefficient, and overly focused on sectors that do not directly impact job creation or improvements in the well-being of the poor will exacerbate poverty issues. Imbalances in spending priorities that do not prioritize the poor, even when there is an increase in the budget, will result in waste if the increase is not accompanied by improvements in the quality or accessibility of services, thereby minimizing the impact on poverty reduction.

CONCLUSION

Based on the results of statistical tests conducted by researchers, the following conclusions can be drawn:

1. Education has no significant positive effect on poverty levels in the Nias Islands.
2. Gross Regional Domestic Product has a significant negative effect on poverty levels in the Nias Islands.
3. Local Government Expenditure has a significant positive impact on poverty levels in the Nias Islands.

These results indicate that poverty levels in the Nias Islands Regency/City are influenced by the variables of Regional Domestic Product and Local Government Expenditure. Meanwhile, the Education variable does not have a significant impact on poverty levels.

BIBLIOGRAPHY

Aziz, G. A., Rochaida, & Warsilan, E. (2016). Faktor-Faktor Yang Mempengaruhi Kemiskinan Di Kabupaten Kutai Kartanegara. *INOVASI: Jurnal Ekonomi Keuangan Dan Manajemen*, *12*(1), 29–48.

Faritz, M. N., & Soejoto, A. (2020). Pengaruh Pertumbuhan Ekonomi Dan Rata-Rata Lama Sekolah Terhadap Kemiskinan Di Provinsi Jawa Tengah. *Jurnal Pendidikan Ekonomi (JUPE)*, *8*(1), 15–21.

Fitriani, W. N., Rapini, T., & Sumarsono, H. (2020). Pengaruh Tingkat Suku Bunga, Inflasi Dan Indeks Dow Jones Terhadap Indeks Harga Saham Gabungan Di BEI Tahun 2014-2018. *ISOQUANT : Jurnal Ekonomi, Manajemen Dan Akuntansi*, *4*(2).

Lepian Et Al. (2023). The Effect Of Population, Human Development Index, And Gross Regional Domestic Product On Poor Population. *Internaitonal Journal Of Professional Business Review*, *8*(5), 1–13

Malik, B. K. (2013). Child Schooling And Child Work In India: Does Poverty Matter? *International Journal Of Child Care And Education Policy*, *7*(1), 80–101.

Pamungkas, F. (2024). Analisis Faktor – Faktor Yang Mempengaruhi Tingkat Kemiskinan Kabupaten Jember. *Jurnal Ilmu Manajemen, Ekonomi Dan Kewirausahan*, *2*(1), 239–254.

Tuharea, L. I., Bugis, M., & Katje Tupamahu, M. (2024). Analysis Of The Influence Of Education, Health, And Gross Regional Domestic Product (GRDP) On Poverty In Central Maluku Regency. *Daengku: Journal Of Humanities And Social Sciences Innovation*, *4*(2), 248–259.

Wahyudi, R., Hamzah, A., & Syahnur, S. (2017). Analisis Belanja Pemerintah Dan Pertumbuhan Ekonomi Terhadap Tingkat Kemiskinan Di Aceh. *Jurnal Ilmu Ekonomi*, *2*(3), 49–59.