

Analysis of the Relationship Between Education Level and Welfare Community in Simbarwaringin Village

Hanif Kurniawan¹, Pujiati², Novia Fitri Istiawati³

Universitas Lampung

Corresponding Author: Hanif Kurniawan: hanifkurniawan1702@gmail.com

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ABSTRACT

This study aims to analyze the relationship between education level and community welfare in Simbarwaringin Village. The type of research used in this study is descriptive research through a quantitative approach that aims to describe a phenomenon, event, symptoms and occurrences that occur factually, systematically and accurately. The data collection technique in this study used questionnaires, interviews and documentation. The results of the study show that (1). High levels of education are related to a population density that is categorized as moderate. (2). High levels of education are related to the level of poverty which is categorized as moderate. (3). High level of education is related to household expenditure which is categorized as moderate. (4). High level of education is related to the social conditions of the family which are categorized as moderate. Based on the results of data testing assisted by the IBM SPSS application version 25, the results obtained from this study are that the level of education has a significant relationship with the welfare of the people of Simbarwaringin Village marked by an r_{value} of $0.560 > 0.05$. So it can be concluded that H_0 is accepted, which means that there is a relationship between the level of education (X) and the Welfare of the Community (Y).

INTRODUCTION

In general, the definition of society is a group of individuals/people who live together, society is called "*society*" which means social interaction, social change, and a sense of togetherness, derived from the Latin word *socius* which means (friend). The term community comes from the Bahaa Arabic word *syaraka* which means to participate and participate (Prasetyo and Irwansyah, 2020:162). A group of individuals in an area cannot be avoided from diversity that has a broad meaning if it is returned to a group of people themselves. These diversity include ethnicity, race, religion, culture, economy, social status, education level, income level and social welfare level.

Based on Government Regulation of the Republic of Indonesia Number 39 of 2012 concerning the Implementation of Social Welfare, social welfare is a condition that must be realized for all citizens in fulfilling material, spiritual, and social needs in order to live a decent life and be able to develop themselves, so that they can carry out their social functions. Welfare is inseparable from human resources themselves, from which from individuals a person forms a character that is able to become an increasing human resource.

The success of the development of a nation is determined by the quality of human resources. It is undeniable that to achieve quality human resources, quality education is also needed. Through quality education, a person will be provided with knowledge, understanding and skills as well as many examples of practices on how to behave and behave well which will be easier for a person to get a job and income so that better welfare can be achieved (Pujiati, 2013:144).

The level of welfare is the condition to which a person feels satisfied or benefits from expenses that can be done with the income obtained, which can be measured from population, health, education, employment, the level of consumption patterns and the condition of the home and environment. According to Kolle in Bintarto (2009), well-being can be measured from several aspects of life, including:

- a. By looking at the quality of life in terms of materials, such as the quality of the house, food and some of it
- b. By looking at the quality of life from a physical perspective, such as the health of the body, the natural environment, and so on
- c. By looking at the quality of life from a mental perspective, such as educational facilities, cultural environment, and so on.
- d. By looking at the quality of life from a spiritual perspective, such as morals, ethics, harmony, adjustment, and so on

The level of welfare in an area can be seen in the development of the Human Development Index (HDI). Human development achievements can be measured through per capita expenditure and knowledge from the people of a region. The following is a table of HDI from Simbarwaringin Village.

Table 1 1 HDI, Income and Poverty of Simbarwaringin Village

Yes	Description	2019	2020	2021	2022	2023
1.	Index Building	69,73	70,04	70,16	70,23	70,44
2.	Per capita expenditure	5.024,00	5.583,00	5.876,00	5.932,00	6.030,00
3.	Hope Old School	12,60	12,90	12,91	12,92	12,93
4.	Level Kemiskian	7,58	7,85	8,93	7,87	7,12

Source: Simbarwaringin Village Data 2023

Based on the table, it can be said that the development index in Simbarwaringin Village has increased, although the increase that occurred is not significant, but per year from 2019-2023 the development index in Simbarwaringin Village has increased.

Other measures of welfare levels can also be seen from non-material as stated by Indriani and Syofyan (2023:963) through the level of education, health and nutrition, freedom to choose work, and guarantees of a better future. Higher education allows them to earn higher profits as well, because education can increase income through the quality of workers. In Indonesia, formal education is divided into three levels, namely basic education (SD), secondary education (junior and senior high school) and higher education (PT). The level of education in Simbarwaringin village can be seen in the following table:

Table 1 2 Simbarwaringin Village Education Level Data

No.	Education	Sum
1.	Kindergarten	-
2.	Elementary school/equivalent	1326
3.	Junior High School / Equivalent	897
4.	High School / equivalent	486
5.	Academic / D1-D3	115
6.	Bachelor / S1-S2	108

Source: BPS Data for Simbarwaringin Village 2023

Based on the table, it can be concluded that the highest level of education in the community of Simbarwaringin Village is elementary school/equivalent with 1713 people, and the lowest level of education is undergraduate/S1-S2 with 108 people. From the data, it can be seen that many people from Simbarwaringin Village are only elementary school graduates / equivalent, this is because there are still many people in Simbarwaringin Village who are constrained by finances, thus affecting the sustainability of the community to continue to a higher level of education.

Education is one of the most important factors and has to do with knowledge and views in limiting the number of children with higher education taken by a person, meaning delaying marriage which can affect the number of children born (Apriyanti, et al., 2014). Himaz and Aturupane (2016:308) said that the higher a person's level of education, the more prosperous the family situation. This is due to the reciprocal relationship of more established jobs with good quality workers from an income perspective. This analysis will involve collecting data related to education levels and community welfare indicators. In addition, this research will also explore the education policies that have been implemented and their impact on improving people's welfare. By understanding these relationships in depth, it is hoped that they can provide more effective policy recommendations to improve the quality of education and ultimately, the well-being of society as a whole.

RESEARCH METHODS

The research method used in this study is a descriptive research method through a quantitative approach. According to Sugiyono (2019:5), the quantitative descriptive research method aims to describe a phenomenon, event, symptoms and events that occur factually, systematically and accurately. Phenomena can be in the form of forms, activities, relationships, characteristics, similarities and differences between phenomena.

The population in this study is the people of Simbarwaringin Village. The total population in Simbarwaringin Village is 2932 people. To determine and find out how many samples were taken, the researcher used the Slovin formula (Sugiyono 2019:137) to find and determine the number of samples in this study which was 97 respondents.

The data collection techniques used in this study were questionnaires, interviews and documentation. The following is a more detailed explanation of the questionnaire, interview and documentation: a. Questionnaire
Questionnaires in this study are the main data collection technique.

1. Interview

This study uses interviews as a data collection technique by providing questions to parties related to the problem discussed. And the interviews in this study are a supporting data collection technique.

2. Documentation

The documentation carried out by the author by analyzing and reviewing records from documents provided by the Village or informants. And the documentation in this study is a supporting data collection technique.

The data analysis technique in this study uses product moment correlation, with calculation using SPSS version 25. This study is related to the existence or absence of the relationship between free variables and bound variables. The zero (H_0) hypothesis has no significant correlation and the alternative hypothesis (H_a) shows a correlation between the independent variable and the bound variable.

RESULTS AND DISCUSSION

The characteristics of the respondents in this study were based on gender, age, education and occupation.

Table 3. Respondent Characteristics

Characteristic	Sum	Percentage
Gender		
Man	60	61,86
Woman	37	38,14
Age		
<18	35	36,09
18 – 40	47	48,45
>18	15	15,46
Education		
SD	4	4,12
JUNIOR	33	34,02
SMA	58	59,80
Diploma	-	-
Bachelor	2	2,06
Work		
Civil Servant/TNI	-	-
Private Employees	10	10,32
Self employed	15	15,46
Housewives	25	25,77
Student	12	12,37
Labourers/Farmers	35	36,08

In this study, there were more male respondents than women, 61.86% and 38.14%, respectively, besides that the average respondent was included in the 18-40 age category of 48.45%. Based on education level, it shows that most of the respondents graduated from high school at 59.80%, and most of the respondents had jobs as laborers/farmers at 36.08%.

The welfare of the community in this study has four indicators, namely:

a. Population Density

Based on the results of the research, the relationship between education level and population density can be seen as follows:

Table 4. The Relationship between Education Level and Population Density

Education Level	Population Density						Total	
	Low			Medium			Tall	
	n	%	n	%	n	%	n	%
Low	1	1,0	4	4,1	0	0	5	5,2
Keep	0	0	10	10,3	6	6,2	16	16,5
Tall	0	0	52	53,6	24	24,7	76	78,4
Total	1	1,0	66	68,0	30	30,9	97	100

Based on table 4, it was found that respondents with low education level were related to low population density (1%) and the rest were classified as medium population density (4.1%). The level of education is associated with moderate population density (10.3%), and some results in high population density (6.2%), high education levels are related to moderate population density (53.6%), and some are classified as high population density (24.7%).

Societies with high levels of education usually produce moderate population densities (not too dense and not too rare) due to several interrelated social, economic, and cultural factors, but high density in highly educated areas is not due to birth rates, but due to migration, urbanization, and economic concentration and facilities in the region. Investment in education can be one way to manage population dynamics in Simbarwaringin Village. The increase in the number of people in an area will have an impact on the environment (Angga, et al., 2023). Given the importance of the role of the environment for human life, the adverse impact of the population aspect on the environment should be minimized.

b. Household Expenditure

Based on the results of the research, the relationship between education level and household expenditure can be seen as follows:

Table 5. The Relationship between Education Level and Population Density

Education Level	Household Expenses						Total	
	Low		Medium		Tall			
	n	%	n	%	n	%	n	%
Low	0	0	5	5,2	0	0	5	5,2
Keep	1	1,0	10	10,3	5	5,2	16	16,5
Tall	1	1,0	65	67,0	10	10,3	76	78,4
<u>Total</u>	<u>2</u>	<u>2,1</u>	<u>80</u>	<u>82,5</u>	<u>15</u>	<u>15,5</u>	<u>97</u>	<u>100</u>

Based on table 5, it is found that low education levels are related to moderate household expenditure (5.2%). The level of education is associated with moderate household expenditure (1%), followed by moderate household expenditure (10.3%) and high household expenditure (10.3%). High levels of education mostly have moderate household expenditure (67%), followed by high household expenditure (10.3%) and low household expenditure (1%).

People with higher education have the ability to manage finances well, set priorities, and live rationally, so that their household expenses are at a moderate level (not wasteful and not too economical). This relationship is based on the fact that highly educated individuals generally have higher consumption expenditures than those with low education, and this in turn has a major impact on the size of the family budget and expenditure (Sumarno., et al., 2022).

c. Poverty Rate

Based on the results of the research, the relationship between education level and poverty can be seen as follows:

Table 6. The Relationship between Education Level and Poverty

Education Level	Poverty						Total	
	Low		Keep		Tall			
	n	%	n	%	n	%	n	%
Low	1	1,0	4	4,1	0	0	5	5,2
Keep	1	1,0	15	15,5	0	0	16	16,5
Tall	1	1,0	67	69,1	8	8,2	76	78,4
<u>Total</u>	<u>3</u>	<u>3,1</u>	<u>86</u>	<u>88,7</u>	<u>8</u>	<u>8,2</u>	<u>97</u>	<u>100</u>

Based on table 6, it can be said that the low level of education is partly in moderate poverty (4.1%) and the rest in low poverty (1%). The level of education that is moderate (15.5%) and the rest is low poverty (1%). High levels of education partly have moderate poverty rates (69.1%), and the rest have high poverty (8.2%) and low poverty (1%).

People with higher education have better economic opportunities and better financial management skills, so poverty rates decrease. However, because there is still inequality of opportunity and limited employment, the poverty rate is not completely low, but rather at a moderate level. This is similar to the opinion of Todaro (2013) emphasizing that a human supply begins by starting learning from the world of education, where the better the community's facilities in achieving and then applying education in an area, the development that focuses on human resources in the form of increasing the human development index can be achieved, and there tends to be a large result of the individual/group to increase well-being and prosperity.

d. Family Social

Based on the results of the research, the relationship between education level and family socialization can be seen as follows:

Table 7. The Relationship between Education Level and Family Social

Education Level	Family Social				Total	
	Keep		Tall			
	n	%	n	%	n	%
Low	5	5,2	0	0	5	5,2
Keep	13	13,4	3	3,1	16	16,5
Tall	44	45,5	32	33,0	76	78,4
<u>Total</u>	<u>62</u>	<u>63,9</u>	<u>35</u>	<u>36,1</u>	<u>97</u>	<u>100</u>

Based on table 7, it can be said that respondents with low education level are related to moderate family social conditions (5.2%), current education levels are related to moderate family social conditions (13.4%) and the rest are related to high family social conditions (3.1%). High levels of education are related to moderate family social conditions (45.4%), and the rest to high family social conditions (33%). People with higher education tend to have busyness, independence, and a rational lifestyle that keeps social relationships in the family good but not too close emotionally, so that the social conditions of the family are moderate. Family welfare is the process of fostering harmonious conditions, meeting the physical and social needs of family members, without facing meaningful internal conflicts, and resolving family conflicts peacefully and mutual cooperation, so that the family's standard of living can be achieved (Haukilo, 2023).

Statistical Test of the Relationship between Education Level and Community Welfare in Simbarwaringin Village

Data analysis for normality test results is if the sig value of 2 tailed > 0.05 . The result of the *kolmogorov-smirnov* test in this study was $0.98 > 0.05$, so it can be seen that the significant value is greater than the significant level used in this study ($\alpha = 0.05$). Thus, it can be concluded that all the research variables have been distributed normally.

The next statistical test was a correlation test that the Sig. (2-tailed) value was $0.000 < 0.05$ which means that there is a positive relationship between the level of education and community welfare. The *Pearson correlation value* of 0.560 is in the range (0.41-0.70) which is categorized as moderate (adequate relationship).

The hypothesis test The hypothesis in this study is:

1. H_a : there is a relationship between the level of education and the welfare of the community in Simbarwaringin Village.
2. H_o : there is no relationship between the level of education and the welfare of the community in Simbarwaringin Village

The hypothesis in this study uses the *product moment* correlation formula as follows:

$$\begin{aligned}
 r_{xy} &= \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{\{n \sum X^2 - (\sum X)^2\} \{n \sum Y^2 - (\sum Y)^2\}}} \\
 &= \frac{97(112188) - (3267)(3287)}{\sqrt{\{84(112951) - (3267)^2\} \{97(113777) - (3287)^2\}}} \\
 r_{xy} &= \frac{143607}{256215,3} \\
 r_{xy} &= 0.560
 \end{aligned}$$

Based on the results of the *product moment correlation test*, it can be concluded that the calculation is $0.560 > 0.05$ which means that the hypothesis states that there is a relationship between the level of education and the welfare of the community in Simbarwaringin Village.

CONCLUSION

The relationship between the level of education and the welfare of the people of Simbarwaringin Village. Based on the results of data testing assisted by the IBM SPSS application version 25, the results obtained from this study are that the level of education has a significant relationship with the welfare of the people of Simbarwaringin Village marked by a calculated r value of $0.560 > 0.05$ and a sig value of $0.000 < 0.05$. So it can be concluded that H_0 is accepted, which means that there is a relationship between the level of education (X) and the Welfare of the Community (Y).

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