International Education Studies; Vol. 8, No. 12; 2015
ISSN 1913-9020 E-ISSN 1913-9039
Published by Canadian Center of Science and Education

Socio-Economic Factors on Indonesia Education Disparity

Yuni Azzizah[1]

[1] International Post Graduate Program in Human Security, Graduate School of International Cultural Study, Tohoku University, Japan

Correspondence: Yuni Azzizah, International Post Graduate Program in Human Security, Graduate School of International Cultural Study, Tohoku University, 41 Kawauchi, Aoba-ku, Sendai, Miyagi 980-8576, Japan. E-mail: yuni.nurul.azzizah.r8@dc.tohoku.ac.jp

Received: June 1, 2015 Accepted: July 2, 2015 Online Published: November 26, 2015

doi:10.5539/ies.v8n12p218 URL: http://dx.doi.org/10.5539/ies.v8n12p218

Abstract

Since 1998, regional governments in Indonesia have had greater autonomy due to the commencement of a reformation movement across Indonesia. Large portions of education management were delegated to the regional governments. Because of this, the education level varies strongly across Indonesia' provinces. Referring to the data provided by the Indonesian Bureau of Statistics, it is found that Eastern Indonesia generally has a higher rate of uneducated than Western Indonesia. We review the current condition of Indonesian education in terms of regional disparity among eastern and western provinces and study the correlation between inequality in education and other related aspects, such as social and economic conditions. We find that inequality issues on socio-economic conditions are reflected in the education disparity between Eastern and Western Indonesia. By employing panel data with provinces as units of observations, we find that the difference in regional development among Indonesian provinces influences education issues. By evaluating the standard deviation of the statistic we were able to identify socio-economic factors that influence the regional education disparity.

Keywords: Indonesia, education; inequality, human security, regional disparity

1. Introduction

2014 marked the end of the United Nations Decade of Education for Sustainable Development (DESD).The objective was the sustainable development of all aspects of education and learning in order to address the social, economic, cultural and environmental issues we face in the 21st century. In order to implement this agenda Indonesia, as a multicultural country, is exposed to a conflict of interest between the national system and the regional system. In 1998, regional provinces in Indonesia received greater autonomy due to the commencement of a reformation movement across Indonesia. Large portions of education management were delegated to regional governments with the objective of empowering these regional governments to manage education in their area, especially from the levels of preschool to high school.

Under the vision of "Developing the national education system into a strong and respected social institution which empowers all citizens of Indonesia to become enlightened human beings who are able to keep abreast of the challenges of the time", various policies have been developed by the Indonesian government. However these policies are still not well implemented or well distributed. The education level varies unevenly across Indonesia's provinces. Suryadharma in 2006 explained that there are two types of regional segregation in Indonesia: Java and Bali versus outside Java and Bali and Western Indonesia versus Eastern Indonesia. Western Indonesia consists of Java, Bali, Sumatra and Kalimantan, while Eastern Indonesia is made up of Sulawesi, Nusa Tenggara Archipelago, Maluku Archipelago, and Papua. Western Indonesia, especially Java and Bali, are significantly more developed than Eastern Indonesia in terms of economic activity, infrastructure, and population. In addition, he also disaggregates the country into urban and rural areas. The population distribution of the provinces is shown in Table 1.

In this study, we discuss the unequal education development in western and eastern Indonesia. We aim to point out the major issues that influence the inequality between the western and eastern parts of Indonesia. We utilize data from Statistics Indonesia (*Biro PusatStatistik*, or BPS). BPS is an Indonesian government bureau responsible for conducting surveys on Indonesian citizens and collecting socio-demographic data. The data we took from Statistics Indonesia originated from one of Statistics Indonesia's surveys, the Susenas. Suryadharmaet.

al. (2005) explains comprehensively about Susenas in their paper. Susenas is a nationally representative household survey by Statistics Indonesia that covers all areas of the country. It has two types of surveys, the "core" and the "module". Core Susenas is conducted every year (usually in February) and collects demographic and socio-economic conditions of Indonesian household members. Module Susenas is also conducted every year, but it rotates between three modules: health, social & cultural, and consumption. More specifically, our study utilizes net enrollment ratio data from Susenas 2003-2013, which were compiled and published as singular tables by Statistics Indonesia.

In its 2012 report, UNICEF showed that children from poor family were four times more likely to drop out of school than the rich family counterpart. In investigating the socio-economy factor, we use the poverty definition defined by Statistics Indonesia for the poverty indicators, which is the inability of a person (or family) to fulfill their "basic needs". The fulfillment of basic needs is measured by per capita expenditure for food and other needs, in which if a person's expenditure is lower than the average minimum amount needed to fulfill the basic needs in that province, then the person is considered poor. We utilize the poverty rate data from the core and consumption modules of Susenas that simplify the headcount of the number of people living below the poverty line. Aside from data and figures from Susenas, we also utilize other data published by Statistics Indonesia, such as the regional Gini index for each province in Indonesia, and the Regional Gross Domestic Product growth rate. Regional Gini index data are actually based on Susenas data as well, but it has been analyzed further and compiled in a Welfare Indicators publication by Statistics Indonesia. We also divide the provinces into 2 categories: east and west. The east group consists of provinces in Sulawesi, Nusa Tenggara Archipelago, Maluku Archipelago, Papua regions, while the west group consists of provinces residing in Java, Bali, Sumatra and Kalimantan.

Table 1. Indonesian provinces: Distribution of population and area. Despite the vastness of the area, more than half of the population is highly concentrated on Java Island

	Province	Area (km^2)	Population (thousand)
Western Indonesia	Aceh	57 956.00	4 811.1
	North Sumatra	72 981.23	13 590.3
	West Sumatra	42 012.89	5 066.5
	Riau	87 023.66	6 033.3
	Jambi	50 058.16	3 286.1
	South Sumatra	91 592.43	7 828.7
	Bengkulu	19 919.33	1 814.4
	Lampung	34 623.80	7 932.1
	Bangka Belitung	16 424.06	1 315.1
	Riau Islands	8 201.72	1 861.4
	Jakarta	664.01	9 969.9
	West Java	35 377.76	45 340.8
	Central Java	32 800.69	33 264.3
	Yogyakarta	3 133.15	3 594.9
	East Java	47 799.75	38 363.2
	Banten	9 662.92	11 452.5
	Bali	5 780.06	4 056.3
	West Kalimantan	147 307.00	4 641.4
	Central Kalimantan	153 564.00	2 384.7
	South Kalimantan	38 744.23	3 854.5
	East Kalimantan	129 066.64	3 870.8
Eastern Indonesia	West Nusa Tenggara	18 572.32	4 710.8
	East Nusa Tenggara	48 718.10	4 954.0
	North Sulawesi	13 851.64	2 360.4
	Central Sulawesi	61 841.29	2 785.5
	South Sulawesi	46 717.48	8 342.0
	South East Sulawesi	38 067.70	2 396.7
	Gorontalo	11 257.07	1 098.0
	West Sulawesi	16 787.18	1 234.3
	Maluku	46 914.03	1 628.4
	North Maluku	31 982.50	1 114.9
	West Papua	97 024.27	828.3
	Papua	319 036.05	3 032.5

2. Overview of Indonesian Society

Indonesia is known as a multi-language nation consisting of many ethnicities. There are about 300 ethnic groups with 726 local languages each with cultural identities developed over centuries, and influenced by Indian, Arabic, Chinese, and European sources. More than 84% of its population is made of its fifteen largest ethnic groups, while the remaining 15% consists of 619 very small ethnic groups and sub-groups. The Indonesian population consists of several different religious groups, each having several subgroups, and hundreds of ethnic groups with their respective languages. However, the Indonesian language is the official language used as a means to unite

various tribes with different cultural backgrounds and languages across Indonesia.

As one of several other important features supporting a good education, the study materials for students are issued by the Indonesian government. Study materials are published as textbooks with hardcopy and electronic versions available. All study materials in the textbooks are written in Indonesian and distributed to schools in all over areas in Indonesia. Therefore, it is reasonable for the government to issue all study materials in Indonesian. As the national language, Indonesian serves as the unifying tool as well as the tool of interregional and intercultural communication.

Table 2. Ethnic composition 2010

Rank	Ethnic Group	Percentage
1	Javanese	40.06
2	Sundanese	15.51
3	Malay	3.70
4	Batak	3.58
5	Madurese	3.03
6	Betawi	2.88
7	Minangkabau	2.73
8	Buginese	2.71
9	Bantenese	1.96
10	Banjarese	1.74
11	Balinese	1.66
12	Acehnese	1.44
13	Dayak	1.36
14	Sasak	1.34
15	Chinese	1.20
	Others	15.11
	Total	100

The Indonesian language is used as the medium of instruction in all educational institutions throughout the country. Quinn (2001) stated that in the early years of the Republic, local languages continued to be used in some places as the medium of instruction in the first years of primary school but this practice has now almost entirely disappeared. In schools and universities most textbooks are in Indonesian but at the tertiary level, especially in highly specialized courses and at the advanced level of study, textbooks in English are also widely used. However, problems may also emerge in terms of the usage of Indonesian for official school textbooks. Disparity in education between the Western and the Eastern parts of Indonesia may occur because of this condition.

Most of Indonesia's indigenous linguistic diversity is concentrated in the eastern part of the country, in Papua, Maluku, Nusa Tenggara, and to a lesser extent, Sulawesi. Because many local languages exist, especially in those areas, the influence of local language in daily life conversation by the local people may impact on their motivation and ability to study in schools. Teachers explain materials in Indonesian by using textbooks that are also written in Indonesian. For certain areas where local languages are still used predominantly by the majority of the students, it is challenging for the students to get accustomed to using and absorbing study materials explained and written in Indonesian. Teachers may need to translate some expressions or words from Indonesian into their local languages, or vice versa, in order to assist the students' understanding of certain material. Thus, it is not only a problem for the students but also for the teachers as the conveyers of information. They are required to put a lot of time and effort into translating and formulating the materials into easier forms of explanation in Indonesian as well as in their local languages.

The conditions described above demonstrate that the dominant influence of local languages in certain areas, particularly in the Eastern parts of Indonesia, may become one of the problems that the Indonesian Government

must overcome and pay more attention to. The inadequate infrastructure and the forest typography in Eastern Indonesia have constrained the deployment of teachers and study materials to these areas. The study materials written in Indonesian that are distributed to the eastern areas can be problematic if the teachers who hold the key to the students' education, do not have the capability to teach and explain the important parts of the study materials to the students. The teachers' ability to master Indonesian and understand the local languages at the same time may be a great help to minimize the disparity of education between the people in the western and eastern parts of Indonesia.

2.1 Importance of Education for Indonesian Regional Development

In the last two decades an enormous amount of literature on the measurement of disparities has been published, both in Indonesia and internationally. Disparity between provinces in Indonesia is still severe especially in terms of economic and education aspects. This condition has been the real problem, particularly between the Western and Eastern parts of Indonesia. The picture of disparity in education, for example, can obviously be seen in the facilities available in some regions and not others. According to Samosir (2008), it is common to see a primary school with a permanent building, good tables and chairs in Medan (capital city of North Sumatra), while in East Nusa Tenggara the students might have to be satisfied with a school building with an old roof, leakages and limited adequate tables and chairs.

Looking at the Human Development Index (HDI) of Indonesian Provinces in Figure 1 we can see that eastern Indonesia generally has low HDI compared to western Indonesia. The lowest value has been held by Papua Province since 2005. In 2011 that value was 65.36, while the highest HDI among Indonesia Provinces was the special capital city district of Jakarta at 77.97. The national average Human Development Index was 72.77.The HDI of a region is affected by various factors. Here we compare the rate of uneducated and HDI of the provinces. We first assume that the HDI of Indonesian provinces can be modeled by following equation,

$$\log(\text{HDI}) = a_0+(a_1+a_2\times\text{EW}) \times \log(\text{UNEDU}) \quad (1)$$

Where UNEDU is the uneducated rate, EW is a dummy variable which has value 1 for the western provinces and 0 for the eastern provinces, a_0 is a constant, a_1 is a coefficient that represents the dependency of HDI to UNEDU, and a_2 is a coefficient that represents the east-west disparity. By utilizing regression analysis we estimate those values:

Table 3. HDI vs uneducated rate regression coefficient

	Values	Std. Error	*t* Stat	*P*-value
a_0	1.8781	0.0045	416	5.6×10^{-58}
a_1	-0.0432	0.0060	-7.1	6.0×10^{-8}
a_2	0.0219	0.0057	3.8	6.1×10^{-4}

The equation is illustrated in Figure 2. The low value of *P*-value indicates that there is indeed a gap between western and eastern Indonesia. By reducing the uneducated rate to half of its value the HDI of eastern provinces will increase by 2.8%, while it will increase the HDI of western provinces by 1.4%.Any change in the rate of uneducated will affect the development of eastern provinces more than it affects their western counterparts.

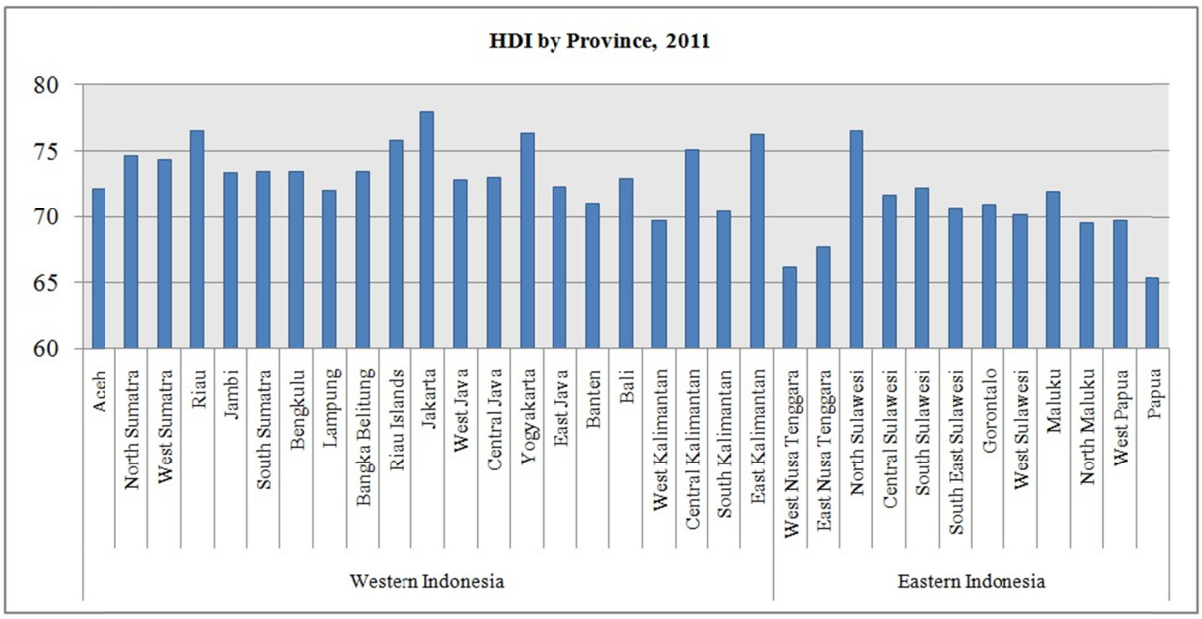

Figure 1. The Human Development Index (HDI) of Indonesian provinces. The lowest value is held by Papua Province, the second lowest is the West Nusa Tenggara Province. The highest value is of course the special capital city district of Jakarta at about 78. The national average HDI is 72.77. Among the provinces of Indonesia, Papua province has the lowest Human Development Index

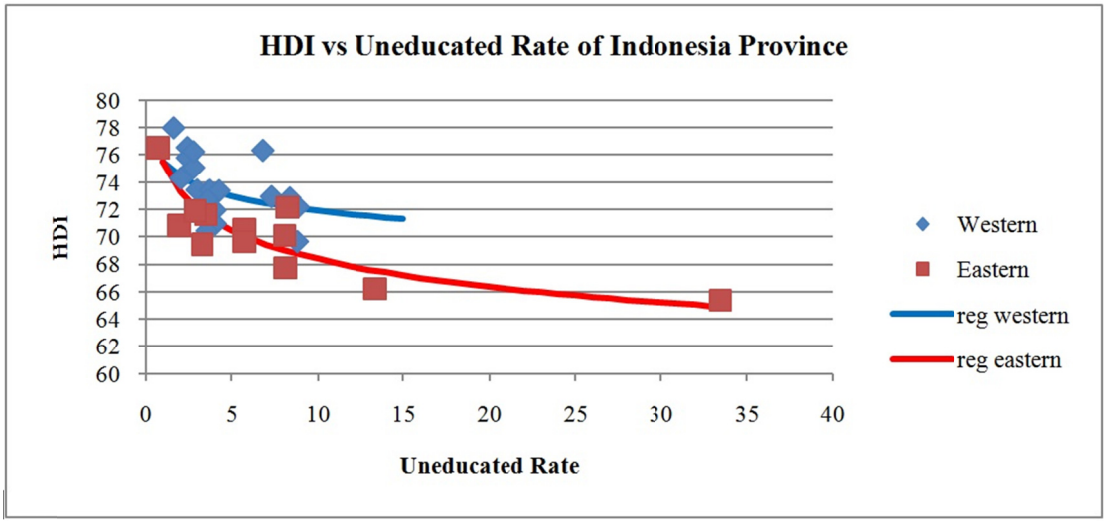

Figure 2. Graph of Human Development Index (HDI) of Indonesian provinces as a function of their respective rate of uneducated. A more educated region tends to have larger HDI. There is a gap between western Indonesia (blue) and eastern Indonesia (red). Solid lines show the estimated regression

2.2 Education Infrastructure

Facilities and educators are two of the most important features necessary to reach the goal of providing good education. The lack of quality and quantity in these areas has become big issues for the government as it tries to improve equity education between the West and East of Indonesia. The first issue is the availability of teachers in Eastern Indonesia. In some sub districts in North Sulawesi and Papua, primary school students from different grades have to be squeezed into two or three classes because they do not have enough teachers.

The effort by the government to equalize education nationally can be seen in the recent distribution of the number of primary school teachers (see Figure 3). By comparing the number of teachers with the population of

Indonesian provinces in 2011 and 2013, we can confirm that the number of the teachers are allocated according to population numbers, from 6.6 teachers to 7.2 per 1 thousand people. Moreover, from the increase of R^2 value, we find that it is more uniformly spread in 2013.

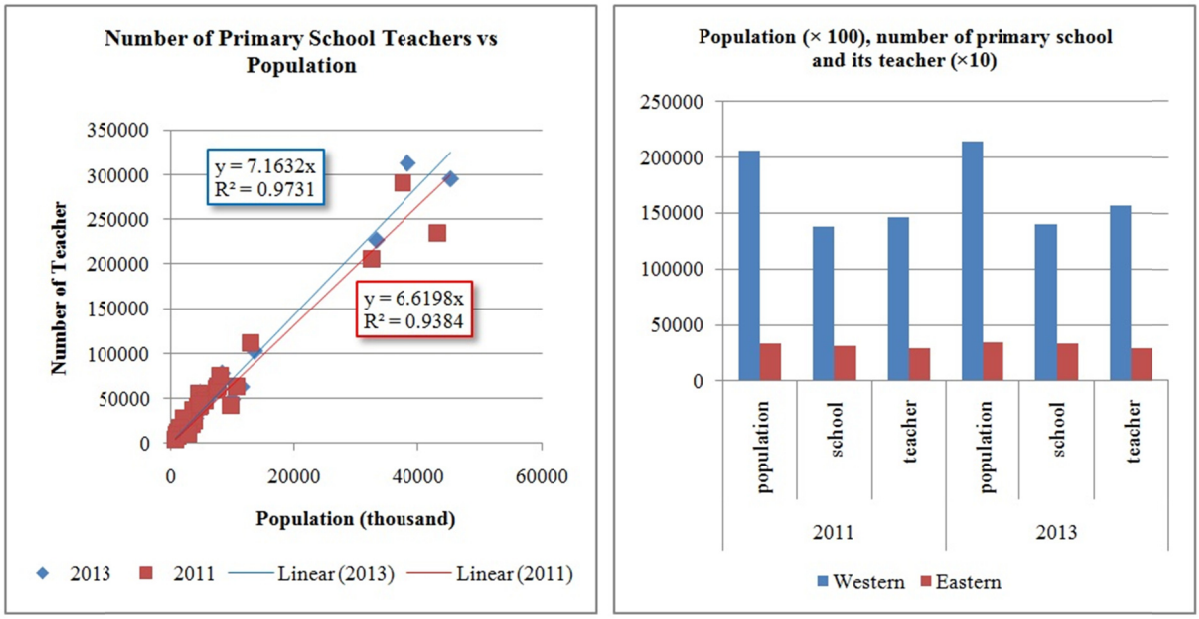

Figure 3. Graph of the number of primary education teachers versus population (in thousands) of Indonesian provinces (left), from 2011 to 2013. The number of teacher per population increases and become more evenly distributed nationally. Graph that shows the change of Indonesian population (in hundred), school, and teacher (in ten) (right), the growth of the number of schools is slower than the population growth. This indicates that the education infrastructure should be improved

By comparing the national number of primary schools and teachers, we find that number of teachers is increasing. However the population growth is even larger. The number of schools and teachers in eastern Indonesia is small compared to western Indonesia. However, primary schools in eastern Indonesia accommodate fewer students than its western counterparts. On average, primary schools in western Indonesia have a student surplus of about 25%.The relation can be confirmed by utilizing following equation.

$$\text{SCHOOL}=(b_0+b_1\times\text{EW})\times\text{POPULATION} \quad (2)$$

Where SCHOOL represents the number of primary education units in the province. b_0 is a coefficient that represents the dependency of SCHOOL to POPULATION, and b_1 is a coefficient that represents the east-west disparity The value of the coefficients is obtained from regression analysis. The equation is also sketched in Figure 4.

Table 4. Result of regression SCHOOL=(b_0+b_1×EW)×POPULATION

	Values	Std. Error	*t* Stat	*P*-value
b_0	0.907	0.079	11	3.4×10^{-17}
b_1	-0.275	0.080	-3.4	1.0×10^{-3}

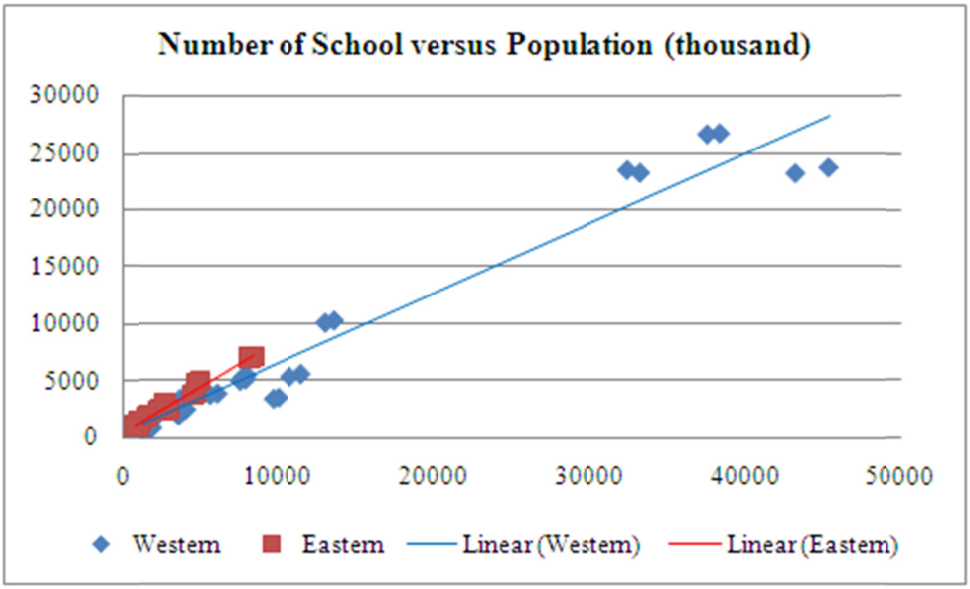

Figure 4. Graph of number of schools versus population (thousand): Primary schools in eastern Indonesia accommodate a smaller population than its western counterparts

Aside from the number of schools, one can evaluate the condition of education infrastructure by looking at the number of teachers. By evaluating the following equation with regression analysis, we can determine the coefficients. As shown in Figure 5, the result indicates that nationally, the ratio of primary school teachers has increased 0.54 teachers per 1000 population. However there is still a gap between eastern and western provinces. Teachers in eastern Indonesia still serve fewer students than their western counterparts. We can evaluate the recent dynamics by following model.

$$\text{TEACHER} = (c_0+c_1\times\text{EW}+c_2\times\text{YEAR}) \times \text{POPULATION} \quad (3)$$

Where TEACHER refers to the number of primary education teacher in each province, which is set to be the dependent variable, YEAR is a dummy parameter which has value 1 for 2013 and 0 for 2011.c_0 is a coefficient that represents the ratio of TEACHER to POPULATION,c_1 is a coefficient that represents the east-west disparity, andc_2 represents the growth in 2 years. The coefficients can be evaluated using regression analysis:

Table 5. Result of regression TEACHER =(c_0+c_1×EW+c_2×YEAR) ×POPULATION

	Values	Std. Error	*t* Stat	*P*-value
c_0	8.6	0.83	10	4.2×10^{-15}
c_1	-2.0	0.83	-2.4	1.9×10^{-2}
c_2	0.54	0.27	2.0	5.0×10^{-2}

From 2011 to 2013, the number of teacher increases by 0.54 per 1000 people. However, the gap between western and eastern Indonesia is still remains. On average, primary school teachers in western Indonesia have a student surplus of about 30%. The smallness of the number of people that are accommodated by primary education units in eastern Indonesia is worsened by low school attendance. In the next section we discuss the factors that influence the low attendance in school.

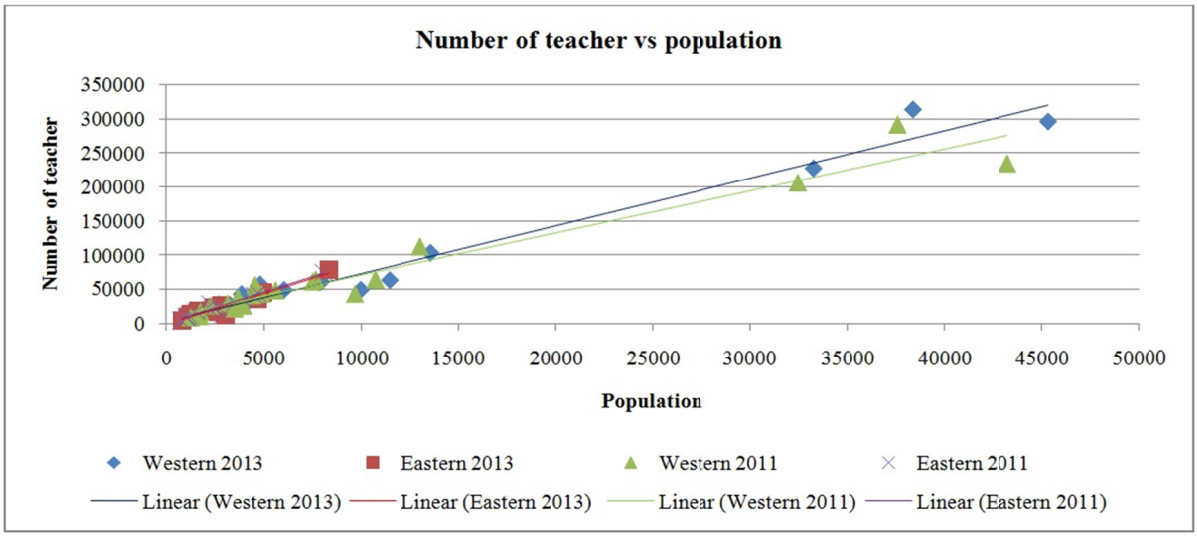

Figure 5. Number of teachers versus population. Teachers in eastern Indonesia serve less people than in western Indonesia

3. Education and Socio Economy factor

In the previous section we discussed the current condition of the regional gap in Indonesia. The gap can also be seen in the net enrollment rate (see Figure 6). In this section we discuss the relationship between the gap in socio economic conditions between western and eastern Indonesia, and education enrollment. In order to appropriately estimate the relationship, a vast amount of time series data over a sufficiently long period is required. Since the data availability in a developing country is not in our favor, we have to resort to some alternative means of analyzing the data. Therefore, we decided to employ panel data with provinces as units of observation. This approach is similar to the approach employed by Suryahadi (2009), which itself was inspired by the work of Ravallion and Datt (1998). Moreover by analyzing it in such a way, we are able to determine the regional gap between education and socio-economy factors. The model that we use can be written in the following equation:

$$\text{NER} = d_0 + (d_1 + d_2 \times \text{EW}) \times \text{POOR} \tag{4}$$

$$\text{NER} = e_0 + (e_1 + e_2 \times \text{EW}) \times \log \text{GDPG} \tag{5}$$

$$\log(\text{NER}) = f_0 + (f_1 + f_2 \times \text{EW}) \times \text{GINI} \tag{6}$$

Where NER represents the net school enrollment ratio of the people in a province up to the SD/MI/Paket A level, which is equivalent to elementary school. POOR is the poverty rate in the province, GDPG is the regional GDP growth rate of the province, GINI is the gini index of the province. Aside from these three variables, we also include in our analysis the variable EW, which is a dummy variable that gives a value of 1 for western provinces and 0 for the eastern provinces.d_0, e_0, f_0 are constants, d_1, e_1, and f_1 are coefficients that represent the dependency of NER to, POOR, GDPG, and GINI respectively, and d_2, e_2, and f_2 are coefficients that represent the east-west disparity. In our models, we set net enrollment ratio (NER) as a dependent and set three independent variables: POOR, GDPG and GINI.

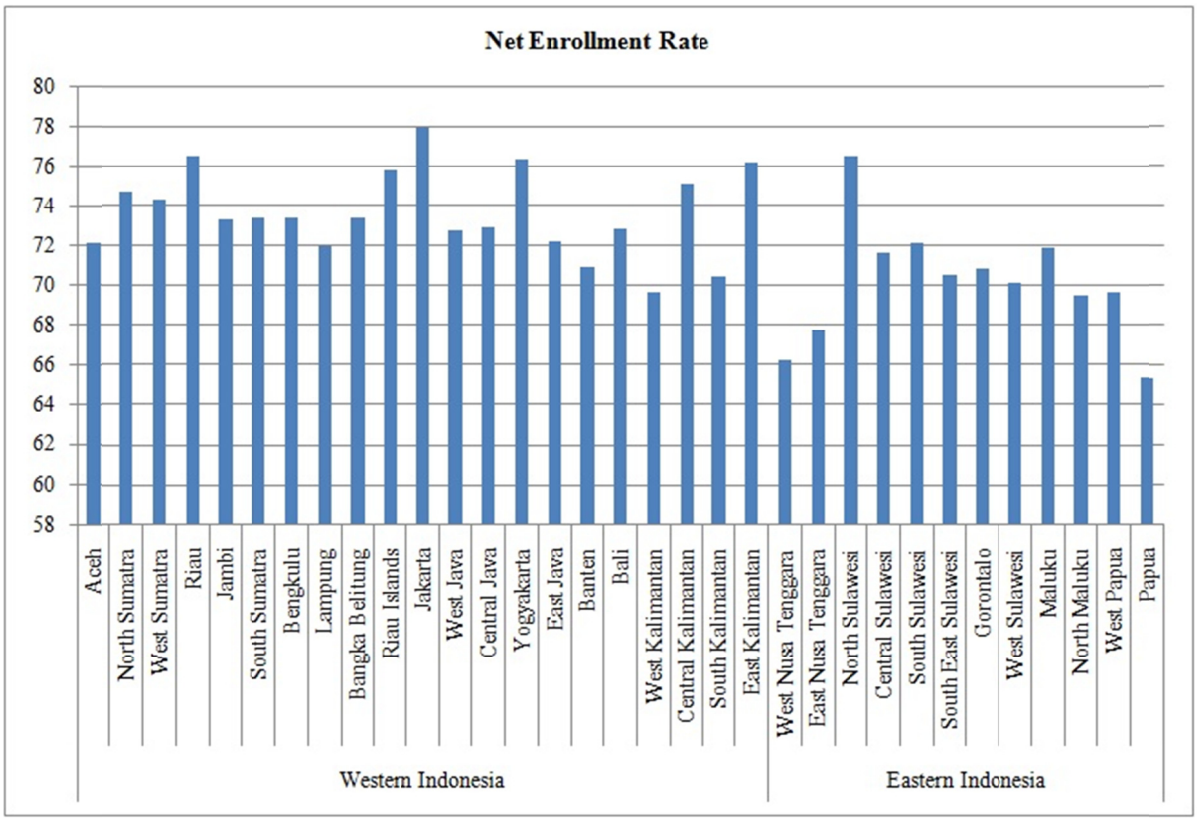

Figure 6. Net enrollment rate (NER) of Indonesia provinces. Eastern Indonesia generally has lower NER than Western Indonesia

As noticed in our models, we decided to put each of the three variables (POOR, GDP growth, and GINI) in separate models for separate estimations. Our argument for this treatment is that we are interested in evaluating the separately effects of the poverty rate (POOR), regional economic developments (measured by regional GDP growth) and the income inequality (measured by gini index) on the school enrollment ratio in the province. This is similar to the treatment of variables in Suryahadi, et. al. (2009), in which they put various measures of sectoral economic growth rates in separate models so that those can be evaluated separately. We can estimate the coefficients d_0, d_1, d_2, e_0, e_1, e_2, f_0, f_1, f_2 using regression analysis. The result can be seen in the following table.

Table 6. Result of regression of socio-economy variable's coefficients

	Values	Std. Error	*t* Stat	*P*-value
d_0	97.6	1.3	77	4.5×10^{-36}
d_1	-0.420	0.084	-4.9	3.2×10^{-5}
d_2	0.323	0.087	3.7	8.8×10^{-4}
e_0	85.7	2.5	34	1.4×10^{-25}
e_1	7.65	2.76	2.8	9.5×10^{-3}
e_2	5.7	1.6	3.6	1.1×10^{-3}
f_0	2.026	0.039	52	4.6×10^{-31}
f_1	-0.162	0.097	-1.7	1.1×10^{-1}
f_2	0.052	0.019	2.7	1.0×10^{-2}

3.1 Poverty Rate

Based on the above table, we can see that all *P*-values are small, leading us to conclude that significant differences in the model exist between provinces in the east group and west group. The school enrollment ratios in the east group provinces are significantly lower than the ratios in the west group. However, since $|d_1|>|d_1+d_2|$, the NER of the eastern provinces will increase significantly more than the eastern provinces. For the variable POOR, the negative sign of d_1 indicates that the change of poverty ratios will increase the NER. When POOR grows by 1 point, NER of east Indonesia will drop 0.420 point, on the other hand, NER of west Indonesia will drop only 0.097. This result implies that the poverty rate has a rather huge influence on the rate of school enrollment, particularly in the eastern provinces. One thing that we can infer from this relationship is that the bigger the poverty rate in a province is, the harder it is for its families to afford school, thus lowering the enrollment rate. Poverty should be seen as a situation filled with various deprivations due to a lack of empowerment and command over resources.

3.2 GDP Growth

Next is the GDP growth. Although it is known that poorer provinces tend to have lower nominal regional GDP and higher growth rate on its regional GDP than its much wealthier neighbors, the positive sign of e_1 suggests that the growth rate of regional GDP will increase NER. However, since $|e_1|<|e_1+e_2|$ GDP growth will influence the growth of NER in western provinces more than the eastern provinces. If *GDPG* doubles, the NER of east Indonesia will increase by 2.3 points while the NER of west Indonesia will increase by 4.0 point. Overall, we are able to conclude that there are disparity issues in both the education and socio-economic conditions between the provinces in the east group and the west group. It means that observing equality through income alone is extremely inadequate. Income information does not inform about the dynamics of life expenses and the feeling of financial security.

3.3 Gini Index

Lastly, the Gini index measures the degree of income inequality between the rich and the poor, in which a bigger amount means higher income inequality or a wider gap between the rich and the poor. The negative sign of the f_1 in variable GINI leads us to conclude that the growth of income inequality will reduce the NER in the east group provinces less than that of the west group provinces. The relatively large *P*-value of f_1 indicates that it is statistically less significant in influencing the rate of school enrollment. Even though the relationship is not significant, we found that there is a gap between western and eastern provinces. Since $|f_1|>|f_1+f_2|$, the change of income equality will affect the NER of eastern provinces more than that of the western provinces. The increase of GINI by 1 point will decrease the NER of eastern Indonesia by 31%, on the other hand NER of western Indonesia will decrease by 22%. The fact that the growth of Gini index has a less significant influence on school enrollment than the others may also imply that having equality in economic terms, which in this case, can be represented by income equality i.e. low Gini index, does not necessarily mean the education level in that particular province will also be good. People may have equal income, but may also be equally poor, in which case good education will be hard to achieve. Thus, the income equality has no effect whatsoever in the school enrollment ratio.

4. Conclusion

To conclude we review the current condition of Indonesian education in term of regional disparity among eastern and western provinces. We pointed out the importance of education to the eastern region of Indonesia. By including a dummy variable differentiate of the western/eastern province into the regression analysis, we were able to point out the apparent gap in Indonesia. Strictly speaking, in order to appropriately estimate the equations, a vast amount of time series data over a sufficiently long period is required. Unfortunately, the data availability in a developing country is not in our favor, therefore we have to resort to some alternative means of analyzing the data by employing a panel data with provinces as unit of observations. By evaluating the standard deviation of the statistic we were able to identify three factors that may reduce the gap. The most influencing factor was poverty rate, next is the regional gross domestic product growth, and the last was the income inequality which is represented by Gini index. To solve the inequality in Indonesia education nationally, it is important to reduce poverty, the major socio-economic issue in a developing country, because gross domestic product growth and the income inequality are more or less influenced by poverty. Poverty and education are intertwined issues beyond regional borders. Last but not least, people on the border of Papua province have the same right to education as the people in the capital city of Jakarta.

Acknowledgements

Yuni Azzizah was supported by a Japanese Ministry of Education Culture, Sports, Science and Technology (MEXT) Scholarship Grant.

References

Ananta, A., Arifin, E. N., Hasbullah, M. S., Handayani, N. B., & Pramono, A. (2013). *Changing Ethnic Composition in Indonesia: 2000-2010*. XXVII IUSSP International Population Conference. International Union for the Scientific Study of Population.

Aritenang, A. F. (2008). *A Study on Indonesia Regions Disparity: Post Decentralization*. N-AERUS Workshop. Edinburg: University College London.

Bowden. (2012). *Local identity, local languages, regional Malay, and the endangerment of local languages in eastern Indonesia*. The Sixteenth International Symposium On Malay/Indonesian Linguistics. Kelaniya, Sri Lanka.

BPS Indonesia. (n.d.). *Human Development Index (HDI) by Province and National, 1996-2012*. Retrieved August 7, 2014, from http://www.bps.go.id/eng/tab_sub/view.php?kat=1&tabel=1&daftar=1&id_subyek=26& notab=2

Datt, G., & Ravallion, M. (1998). Why Have Some Indian States Done Better than Others at Reducing Rural Poverty? *Economica, 65*, 17-38. http://dx.doi.org/10.1111/1468-0335.00112

Embassy of Indonesia. (2008). *About Indonesia: Basic fact*. Retrieved October 6, 2013, from http://www.embassyofindonesia.org/about/basicfacts.htm

Garcia, J. G., & Soelistianingsih, L. (1998). Why Do Differences in Provincial Incomes Persists in Indonesia? *Bulletin of Indonesian Economic Studies, 34*(1). http://dx.doi.org/10.1080/00074919812331337290

Handayani, I. P. (2012, February 13). *Beyond statistics of poverty*. The Jakarta Post .

Legge, J. (1990). Review: Indonesia's Diversity Revisited. *Indonesia, 49*, 127-131. http://dx.doi.org/10.2307/3351057

Mulyana, D. (2012). *Cultures and Communication: An Indonesian Scholar's Perspective*. Bandung: PT. Remaja Rosdakarya.

Quinn, G. (2001). *The Learner's Dictionary of Today's Indonesian*. Sydney: Allen & Unwin.

Riza, H. (2008). *Resources Report on Languages of Indonesia*. The 6th Workshop on Asian Language Resources.

Samosir, M. (2008). *The Effects of Decentralization on Education in Indonesia: Education for All?* (Master thesis, Maastrich University).

Setyawati, R. (2013). *Bahasa Indonesia sebagai Jati Diri Bangsa Indonesia*. Retrieved from http://publikasiilmiah.ums.ac.id/handle/123456789/3483

Suryadarma, D., Widyanti, W., Suryahadi, A., & Sumarto, S. (2006, May). *From Access to Income: Regional and Ethnic Inequality in Indonesia*. SMERU Working Paper.

Suryadharma, D., Artha, D., Suryahadi, A., & Sumarto, S. (2005, January). *A Reassessment of Inequality and Its Role in Poverty Reduction in Indonesia*. SMERU Working Paper.

Suryahadi, A., Suryadarma, D., & Sumarto, S. (2009). The Effects of Location and Sectoral Components of Economic Growth on Poverty: Evidence from Indonesia. *Journal of Development Economics, 89*, 109-117. http://dx.doi.org/10.1016/j.jdeveco.2008.08.003

UNICEF. (2013). *Indonesia Laporan Tahunan 2012*. Retrieved June 28, 2015, from http://unicef.org/indonesia/id/UNICEF_Annual_Report_(Ind)_130731.pdf

United Nations, Scientific and Cultural Organization. (n.d.). *Three Terms and One Goal*. Retrieved August 7, 2014, from http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-sustainable-development/three-terms-one-goal