# EDUCATIONAL FACTORS AFFECTING SOCIAL WELL-BEING
# AMONG THE NINE LARGEST ETHNICITY IN INDONESIA[1]

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**Abstract**

*Education has a very dominant role in social well-being a group of people, or a nation . Initially, the development of the economic, social , cultural accompanied by the development of human resources through education . Then in turn the higher the education level of its people as human resource development will be followed by the development of economic, social, and cultural. So move on like a spiral that moves higher.*

*Indonesia consists of more than 500 ethnic. But there are nine ethnic greatest amount. Indonesia has been independent since 1945, has been doing development in the economic, social , cultural, and human resource development through education . Data were recorded in a macro by Central Statistics  Board ( BPS ) during the period 1945 until the 2010 's. Based on available data are analyzed by using a method called descriptive multivariate statistics.*

*The results show that there are differences in the role of education for social well-being. Analysis was done partially, and also performed together with other religious variables, and region.*

## INTRODUCTION

In 2010 Population Census , the population enumeration using the concept of " de jure " or concept where a person lived / live and the concept of " de facto " or the concept that a person is at the time of enumeration . Population who live permanently in the location directly enumerated . For residents who travel more than six months , in the record where he lived at the time of the census carried out . People who live at home rent , boarding houses are considered permanent residence.     Based on the existing data in the Indonesian Central Statistics Agency (BPS) shows the definition of a population census, the ethnic, Attainment of Education, Field of Education,  territory, and variables leading to the measure of well-being as follows.

1. Census population mean periodic calculation of the total population. The Data is Achieved, usually not only include the number of people, but also the fact of gender, age, language, and other similar Things.
2. Ethnic recorded very much. In this study selected only nine ethnics whose population is quite a lot.
3. Attainment of Education is the education level attained.
4. The Field of Education consisting of the social sciences, Mathematics and Natural Sciences, and the group of the other.
5. Territory Measured by grouping the provincial code. Part of West Indonesia include Sumatra, Java, Bali. Part of East Indonesia include all other.
6. Well-being is a composite of variables such as access to health, access to economic, employment, and other similar.

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Suparman in 2014 stated that in 2010 census data record data eyhnics/ tribes huge amount. Each tribe has its own language itself . Among more than 10 tribal languages Java , Batak more than 20 , more than 200 Sulawesi , Papua is more than 500 , and more than 300 Dayak.

This study aims to examine how factors Attainment of education, field of education, religious affiliations, regional / territorial effect on well-being. This influence is examined according to certain ethnic groups.

The research hypothesis can be written as follows.

1. There is an effect, Attainment of education on well-being, according to ethnic group.
2. There is an effect, Field of education on well-being, according to ethnic kelimpok.
3. There is an effect, the religion of well-being, according to ethnic group.
4. There is an effect, region / territoria to well-being, according to ethnic group.
5. There are interaction effect (11 combinations), attainment influence of education on well-being, according to ethnic group.

**DATA AND METHOD**

The data used in this study is a population census data of 2010 . Data in select heads of household who are already working . Then processed with SPSS to analyze how the factors of education attained affect wellbeing in Indonesia In multivariate descriptive variables combined this education with religionus variables and the variable region / territorial influence on individual welbeing in Indonesia .

Methods of analysis using descriptive analysis and the average standard error of the variable factor of well-being according to factors attainmen of education , field of education , ethnics , and territorial . The standard error is a measure of the variability of the sampling distribution . Just as the standard deviation is a measure of the dispersion of values in the sample , the standard error is a measure of the dispersion of values in the sampling distribution . That is , of the dispersion of means of samples if a large number of different samples had been drawn from the population ( Mary L. McHugh : 2008) .

Furthermore, to study the effect of four factors on the well-being using parametric analysis and non-parametric methods . Parametric analysis methods make use of the General Linear Model ( GLM ) . The non-parametric method used methods of multivariate cross-tabulation with Contingency Coefficient (Lebart et.al. 1984; Krzanowski. 1997).

In this study the frame work model can be described in a diagram as in Figure 1.  The focus of the study is how the educational factors affecting the social well-being among the nine largest ethnicity in Indonesia. However, there are additional variables that were included in multivariate analyzes to see, is the variable religion and region / territorial, which also directly affect the well-being. So this research can be written simply as follows. Educational factors and also religion, and territorial, affecting the social well-being among the nine  largest ethnicity in Indonesia.
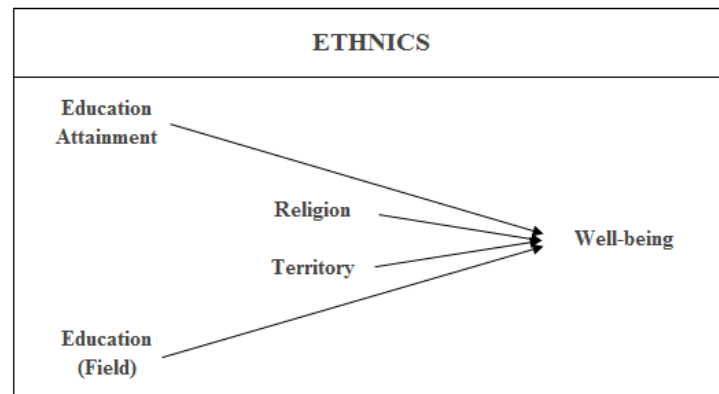
**Figure 1. Conceptual Framework of Study**

**RESULT**

**Parametric analysis.**

This study used a GLM, which assumes the reality field, that all factors / variables have independent categorical scale. The dependent variable, or well-being have an interval scale / numeric. Therefore, the analysis used ANOVA or GLM.

Based on the ANOVA table indicates that the variable level of education ( EDU ) is a very significant effect on well-being . This is evidenced by the Sig . = 0.000 < 0.010   This criterion is a rule of thumb in statistics that if Sig . < 0.010 declared null hypothesis is very rejected significantly. If 0.010 < Sig . < 0.050 declared null hypothesis is rejected significantly. If 0.010 < Sig . < 0.100 declared null hypothesis is just rejected significantly. If the Sig . > 0100 declared null hypothesis is not rejected significantly ( Suparman , 2013) . The same thing in the variable field of education is also a very significant effect on well-being . Likewise ethnic variables and  variable territorial very significant influence on well-being . Variable levels of education affect the well-being higher than the effect of the variable field of education ( Field ) . This is evidenced by the value of the F statistic , F statistic where variable levels of education ( EDU ) is greater than the value of the F statistic variable field of education ( Field ) . Further ethnic variables , affect the well-being significantly. This influence is higher than territorial variables .

Furthermore, of the four independent variables or of the four factors, means that there are 11 combinations of the interaction effect, between the four factors on well-being, according to ethnic. Of the eleven interaction effect, indicating differences in average wellbeing of more than 1000 cell or group of individuals. This significant difference is material for the preparation of strategic development policies should be implemented in the future.

Tabel 1. Tests of Between-Subjects Effects (ANOVA)

Dependent Variable: Welbeing

| Source | Type III Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| Corrected Model | 4406160.583ᵃ | 168 | 26227.146 | 76130.367 | 0.000 |
| Intercept | 699213238.423 | 1 | 699213238.423 | 2029628371.124 | 0.000 |
| Edu | 136353.387 | 2 | 68176.693 | 197898.643 | 0.000 |
| Field | 252.991 | 2 | 126.496 | 367.183 | 0.000 |
| Ethnic | 9318.055 | 9 | 1035.339 | 3005.313 | 0.000 |
| Territorial | 97.851 | 1 | 97.851 | 284.034 | 0.000 |
| Edu * Field | 336.858 | 4 | 84.215 | 244.452 | 0.000 |
| Edu * Ethnic | 4235.790 | 18 | 235.322 | 683.076 | 0.000 |
| Edu * Teritorial | 34.949 | 2 | 17.474 | 50.723 | 0.000 |
| Field * Ethnic | 930.373 | 18 | 51.687 | 150.035 | 0.000 |
| Field * Teritorial | 11.024 | 2 | 5.512 | 16.000 | 0.000 |
| Ethnic * Teritorial | 2863.856 | 9 | 318.206 | 923.667 | 0.000 |
| Edu * Field * Ethnic | 2491.298 | 36 | 69.203 | 200.877 | 0.000 |
| Edu * Field * Teritorial | 230.245 | 4 | 57.561 | 167.085 | 0.000 |
| Edu * Ethnic * Teritorial | 966.866 | 17 | 56.874 | 165.091 | 0.000 |
| Field * Ethnic * Teritorial | 885.371 | 18 | 49.187 | 142.777 | 0.000 |
| Edu * Field * Ethnic * Teritorial | 1388.947 | 26 | 53.421 | 155.067 | 0.000 |
| Error | 2564691.468 | 7444611 | .345 | | |
| Total | 36573641812.618 | 7444780 | | | |
| Corrected Total | 6970852.050 | 7444779 | | | |

a. R Squared = .632 (Adjusted R Squared = .632)

Tabel 2.   Multivariate Multiple Contingency Coef. Well-being across Factors by Ethnic Group in Indonesia

| Ethnic Group | Attainment of Educ. | | Field of Educ. | | Religion | | Territorial | |
|---|---|---|---|---|---|---|---|---|
| | Value | Sig. | Value | Sig. | Value | Sig. | Value | Sig. |
| Indoneisa | .674 | 0.000 | .328 | 0.000 | .112 | 0.000 | .090 | 0.000 |
| Jawa | .661 | 0.000 | .306 | 0.000 | .098 | 0.000 | .057 | 0.000 |
| Sunda | .646 | 0.000 | .239 | 0.000 | .058 | 0.000 | .031 | 0.000 |
| Madura | .691 | 0.000 | .275 | 0.000 | .137 | 0.000 | .050 | 0.000 |
| Batak | .712 | 0.000 | .396 | 0.000 | .156 | 0.000 | .067 | 0.000 |
| Minang | .720 | 0.000 | .335 | 0.000 | .093 | 0.000 | .105 | 0.000 |
| Bali | .728 | 0.000 | .385 | 0.000 | .111 | 0.000 | .073 | 0.000 |
| Bugis | .739 | 0.000 | .446 | 0.000 | .078 | 0.000 | .090 | 0.000 |
| Banjar | .636 | 0.000 | .314 | 0.000 | .106 | 0.000 | .105 | 0.000 |
| Lainnya | .707 | 0.000 | .324 | 0.000 | .101 | 0.000 | .091 | 0.000 |
| Total | .675 | 0.000 | .302 | 0.000 | .072 | 0.000 | .067 | 0.000 |

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**Non-parametric Analyzes.**

This analysis assumed all variables both independent variables and the dependent variable should have a nominal or categorical scale. Then the well-being variables are grouped into well-being of low, medium, high, and very high.

Based on Table 2 . shows that the multivariate multiple contingency coef . Well-being across factors by ethnic group in Indonesia several analyzes can be carried out as follows . In general it can be seen that all coef . Highly significant association . This is indicated by the Sig . < 0.010

Coef . Association between the Attainment of Education , Field of Education , Religian , and Territorial with variable well-being can be encountered in Table 2 . Coef . association , between the Attainment of education with

well-being according to ethnic group can be analyzed in detail . The highest association is in the Bugis , then sequentially is Bali , Minang , Batak , Madura , Indonesia , Java , Sunda , and Banjar .

When viewed coef . Association between the Field of Eduvcation with well-being shows that the rank order according to ethnics are as follows . Coef . This association can be sorted from the highest is Batak , Balinese , Minang , Indonesia , Banjar , Java , Madura and the last is Sundanese .

When viewed coef . Association between religion to well-being suggests that sequentially by ethnics are as follows . Or order ethnics who have this level of association between the variables of religion and well-being variables can be written as follows . Starting from the highest ie ethnic Madura , Indonesia , Bali , Banjar , Jawa , Minang , Bugis , and Sundanese .

When viewed coef . Association between territory with well-being shows that the rank order according to ethnics are as follows . Sorted from highest is the Banjar , Minang , Bugis , Balinese , Batak , Javanese , Madurese , Sundanese

Furthermore , when viewed coef . Association between territory with well-being shows that the rank order according to ethnics are as follows . The order of the highest is the Banjar , Minng , Bugis , Indonesia . Balinese , Batak , Javanese , Madurese , and Sundanese .

Overall coef . association , between the Attainment of education , field of education , religion , territories , collectively together with well-being as follows .   Coef . association is sorted from highest ethnic Bugis , Batak , Balinese , Minang , Banjar , Madurese , Javanese , Sundanese . Furthermore, when viewed from the four variable factors showed the highest take from that is variable Attainment of education , field of education , Religion , and territorial .

## CONCLUSION

Based on the description above can be deduced as follows.

1. There is a very significant effect, Attainment of education on well-being, According to ethnic group.
2. There is a very significant effect, Field of education on well-being, According to ethnic kelimpok.
3. There is a very significant effect, the religion of well-being, According to ethnic group.
4. There is a very significant effect, region / territoria to well-being, According to ethnic group.
5. There are very significant interaction effects (11 combinations), Attainment influence of education on well-being, According to ethnic group.

## RECOMMENDATION

Based on the results of this study can be recommended to the Indonesian development planners in the following case .

1. Indonesia is a country with a population that is pluralistic . Research indicates the differences in the effect of education on well-being according to ethnics are very significant . Therefore need to pay attention to the development of ethnic education . Similarly, the construction sector has been associated with well-being also needs to be a special consideration .
2. Similarly , found a significant difference to the influence of the religious affiliation of well-being , according to ethnic group . Then the religious sector development , particularly religious harmony , a role in education , health becomes more intensive attention should be done by the government , and supported by the community .
3. Subsequently , it was found very significant differences influence the region / territory to the well-being , according to ethnic group . The developmnet sector is the area / territory , becoming more intense attention should be done by the government , and supported by the community .

**Biography.**

Suparman I.A. Graduated Mathematics at the University of Baghdad, Iraq in 1975, Master degree in Social Statistics at the University of Alexandria in 1979, and PhD Management Training College of Education in Jakarta in 1996. As lecturer in statistics, research methodology , computer applications, and the philosophy of natural science. Has served as Head of the analysis of social statistics at CBS, Director of the Post Graduate  at Tarumanagara University, Vice-Rector at Asyafiiyah University, Director of Quality Assurance at  University of Indraprasta Jakarta. Now serves as the Director of Post Graduate Indraprasta University,  Director of Yayasan UNU Surakarta.

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