

ASSISTANCE OF VILLAGE EXPENDITURE GROWTH ON COMMUNITY EDUCATION GROWTH IN BABAKAN SADENG VILLAGE, LEUWISADENG DISTRICT, BOGOR REGENCY

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Abstract

Based on the Regulation of the Minister of Home Affairs of the Republic of Indonesia Number 113 of 2014 concerning Village Financial Management, Village expenditures are all expenditures from village accounts which are village obligations within 1 (one) fiscal year which will not be repaid by the village. One form of the central government's concern for the village government is to increase the budget to improve the quality of life of the community, such as improving infrastructure, and educational facilities and infrastructure through the Village Fund Allocation (ADD). The increase in village spending is optimally used by the village government. This can be seen from the use of village funds, which are mostly used for infrastructure development, community empowerment and community development. This study aims to determine the effect of the growth of village spending on the growth of public education in Babakan Sadeng Village, Leuwisadeng District, Bogor Regency. The type of research used in this research is verification research with statistical analysis methods. The types of data in this research are quantitative and qualitative data and the data sources in this study are primary and secondary data. The analytical method used is the classical assumption test, simple linear regression test, and hypothesis testing, namely the t statistic test and the determination test (R²) using SPSS 23 software. The results of this study indicate that it is known that the Effect of Village Expenditure Growth on the Growth of Community Education in Babakan Sadeng Village, Leuwisadeng District, Bogor Regency Period 2012-2016 is 67.7%. This shows that the growth of village spending is able to affect the education growth of the people of Babakan Sadeng Village, Leuwisadeng District, Bogor Regency for the 2012-2016 period, while the remaining 32.3% is influenced by other variables outside the variables used in this study.

Keywords: village expenditure growth; community education.

I. INTRODUCTION

Law Number 6 of 2014 concerning Villages, one of which regulates a decentralized system in which the Central Government gives greater authority and flexibility to regions to carry out a series of processes, mechanisms and planning stages to ensure development harmony, one of which is managing lower level government finances, namely Village Administration. In the previous law, Village Finance Regulations only regulated diversity, participation, regional autonomy, democracy and village empowerment. Village development aims to improve the welfare of the village community and the quality of human life as well as poverty alleviation through the provision of fulfillment of basic needs, development of facilities and infrastructure, development of local economic potential, and sustainable use of natural resources and the environment. For this reason, this law uses 2 (two) approaches, namely "Village builds and builds Village" which is integrated in Village

Development planning. (Law of the Republic of Indonesia No. 6 of 2014) [1].

The village has a source of income, the village income source as a whole is used to fund all authorities that are the responsibility of the village. These funds are used to fund the implementation of village authority which includes governance, development, community empowerment, and society. Thus, village income sourced from the APBN is also used to fund this authority. In principle, the Village Fund is allocated in the APBN to finance the authority that is the responsibility of the Village. However, to optimize the use of Village Funds as mandated by law, the use of Village Funds is prioritized to finance development and community empowerment, including the development of basic education, health and infrastructure services. In the context of poverty alleviation, Village funds can also be used to meet the primary needs of food, clothing, and community housing. The use of Village Funds for activities that. This shows that the growth in the level of education of the people of Babakan Sadeng Village is still mostly at the elementary

school (SD) level. The problem is the low level of public education that has not been achieved as expected. Problems like this start from the ability of the apparatus in managing the budget which is not adequate to the use of budget are not prioritized can be carried out as long as development activities and community empowerment have been fulfilled. (Jajat Kusuma [2]).

One of the ways to improve people's welfare, quality of life and poverty alleviation is to improve public education. The education sector makes a very large contribution to the progress of a nation/region, and is a vehicle for translating constitutional messages as well as a means of building national character. An intelligent society will give the nuances of an intelligent life and will gradually form independence. Such an individual is a big investment in the development process in a company country, from the economic, political, social and cultural aspects. (Jolianis [3]) Below is data on the development of community education growth in Babakan Sadeng Village, Leuwisadeng District, Bogor Regency from 2012-2016 in table 1.

Table 1. Development of the Education Growth of the Babakan Sadeng Village Community Leuwisadeng District, Bogor Regency

No.	Level of education	2012	2013	2014	2015	2016
1.	Elementary school	4.079	4.205	4.245	4.293	4.302
2.	junior high school	498	541	563	614	663
3.	high school	414	435	447	528	609
4.	Diploma	19	20	20	22	25
5.	Bachelor degree	16	17	18	18	20
	Amount per year	5.026	5.218	5.293	5.475	5.664
	Enhancement	5.52%	3.82%	1.43%	3.43%	2.63%

Source: Babakan Sadeng Village Government, Kec. Leuwisadeng Bogor Regency.

Taking into account the Village budget allocation sourced from the Central Government of up to 1 (one) billion per Village, this is a good thing for the development and improvement of the welfare of the Village community. The Village Government can utilize the Village budget allocation on target by making Village expenditures in the Village expenditure section properly. Village expenditures are all expenditures from village accounts which are village obligations within 1 (one) fiscal year which will not be repaid by the village. Village expenditures are used to fund the implementation of village authority. Village Expenditures are prioritized to meet development needs as agreed in the Village Deliberation and in accordance with the priorities of the Regency/City Government, Provincial Government, and Central Government. In determining village expenditure, incentives can be allocated to neighborhood units (RT) and community units (RW) with the consideration that even though RT and RW are social institutions, RT and RW assist in the implementation of government service tasks for planning development, order, and empowering rural communities. These development needs include, but are not limited to primary needs, basic services, the environment, and village community empowerment activities. What is meant by "unlimited" is development needs other than basic services needed by the

Village community. What is meant by "primary need" is the need for food, clothing, and housing. What is meant by "basic services" are among others education, health and basic infrastructure (Regulation of the Minister of Home Affairs of the Republic of Indonesia Number 113 of 2014).

The village government still has many limitations, both organizationally and the readiness of its implementing apparatus. This will certainly affect performance, especially in the management of Village fund allocations which include management of funding sources, Village financial management, Village Expenditure management, Village Finance evaluation and reporting systems. More clearly Wasistiono and Tahir in Jajat Kusuma [2] said that the elements of weakness possessed by the Village Government in general are: 1) The quality of the apparatus resources owned is generally still low, 2) The regulatory policy regarding village government organizations is not yet complete. Based on the data obtained, it can be seen in table 2 the growth of Village Expenditures and the increase in Education Growth of the Community of Babakan Sadeng Village, Leuwisadeng District, Bogor Regency.

Table 2. Development of Village Expenditure Growth on Increasing Educational Growth of Babakan Sadeng Village Community Leuwisadeng District, Bogor Regency

Year	Village Shopping	Village Shopping Growth	Community Education (people)	Community Education Growth
2012	588.000.000	77.10%	5.026	5.52%
2013	983.000.000	67.17%	5.218	3.82%
2014	1.000.000.000	1.72%	5.293	1.43%
2015	1.405.000.000	40.5%	5.475	3.43%
2016	2.287.790.229	62.83%	5.664	2.63%

Source: Babakan Sadeng Village Government, Kec. Leuwisadeng, Bogor Regency.

Table 3. Fund Allocation for Education

Year	Fund Allocation for Education
2012	25,072,000
2013	36,050,000
2014	26,267,000
2015	132.250.000
2016	86.400.000

Based on table 3 above, it shows that the allocation of funds for education has fluctuated from 2012-2016. On average, 5% of village spending annually is used for education allocation. This shows that the Babakan Sadeng Village Government has not fully prioritized funds for education.

The results of the analysis of the data above show the following:

1. Village expenditure growth from 2012-2013 decreased by 9.93% but decreased growth in public education by 1.73%.
2. The growth of village spending from 2013-2014 decreased by 65.45% but the decline in the growth of public education was only 2.39%.

3. Village expenditure growth from 2014-2015 increased by 38.78% but the increase in public education growth only increased by 2%.
4. Village expenditure growth from 2015-2016 increased by 22.33%, in fact the growth of public education decreased by 0.8%.

Based on the description above, it can be concluded that there was an inconsistency in 2012 – 2016 between the Growth of Village Expenditures and the increase in the growth of Public Education.

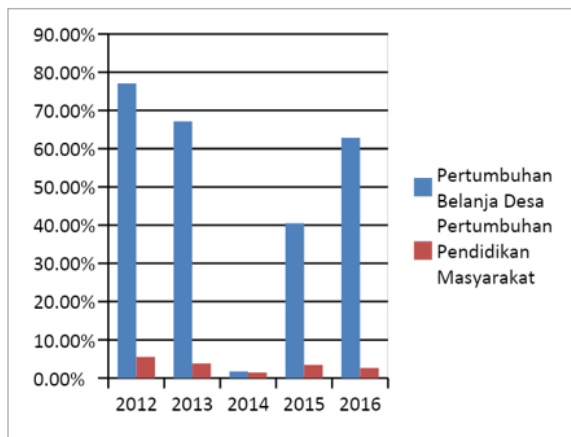


Figure 1 Development of Village Expenditure Growth on Increasing Educational Growth of Babakan Sadeng Village Community Leuwisadeng District, Bogor Regency Period

Several previous researchers have conducted one of them research conducted by Jajat Kusuma [2] "The Effect of Village Income Growth and Village Expenditure Growth on the Growth of Community Education in Ciasmara Village 2010-2015 Period". The results showed that partially village income had no effect on public education, while village expenditures had an effect on community education and simultaneously had a significant effect on community education. Umm Habibah [4] "The Effect of Village Original Income, Village Funds, Allocation of Village Funds, Revenue Sharing Taxes and Retribution on Education Sector Expenditures". The results show that simultaneously all independent variables affect spending in the education sector, but partially Village Original Income, Village Fund Allocation,

In this study, researchers will try to examine how the growth of village spending affects the growth of public education by using different research locations and methods from previous research. The location of this research is in Babakan Sadeng Village, Leuwisadeng District, Bogor Regency for the period 2012-2016. Based on the background described above, the authors are interested in knowing firsthand whether the growth of village spending has an effect on the growth of public education. So the researchers are interested in conducting a re-study with the title "The Effect of Village Expenditure Growth on the Growth of

Community Education for the 2012-2016 Period in Babakan Sadeng Village, Leuwisadeng District, Bogor Regency".

Identification of problems

Village expenditure as a village government expenditure which is one of the tools that is quite important to measure the level of prosperity for increasing the growth of public education, the greater the expenditure of village expenditure, the greater the level of public education. In Babakan Sadeng Village, Leuwisadeng District, Bogor Regency, from 2012 to 2015 the growth of village spending is directly proportional to the growth of public education, but in 2016 the growth of village spending has increased, but the growth of public education has actually decreased.

Formulation of the problem

1. How is Village Expenditure in Babakan Sadeng Village, Leuwisadeng District, Bogor Regency for the period 2012-2016?
2. How is Community Education in Babakan Sadeng Village, Leuwisadeng District, Bogor Regency for the period 2012-2016?
3. How big is the influence of Village Expenditure Growth on the Growth of Community Education in Babakan Sadeng Village, Leuwisadeng District, Bogor Regency for the period 2012-2016?

Research Purpose

The purpose of this research is to obtain data and information needed in the preparation of seminar papers, starting from the background of the problem regarding "The Effect of Village Expenditure Growth on the Growth of Community Education for the Period 2012 to 2016 in Babakan Sadeng Village, Leuwisadeng District, Bogor Regency" And besides that, to increase the author's knowledge and understanding of matters concerning problem identification and as an effort to apply and develop the knowledge received in lectures in the form of the author's theory with the reality in the field.

Research purposes

Based on the background and problem formulation that have been described previously, the objectives of this research are:

1. This study aims to determine the Village Expenditure in Babakan Sadeng Village, Leuwisadeng District, Bogor Regency for the period 2012-2016.
2. This study aims to determine the community education in Babakan Sadeng Village, Leuwisadeng District, Bogor Regency for the period 2012-2016.
3. To find out how big the influence of Village Expenditure Growth on the Growth of Community Education in Babakan Sadeng Village, Leuwisadeng District, Bogor Regency in 2012-2016.

Research Use

The expected uses of this research are as follows:

1. Theoretical Uses

The results of this study are expected to be additional knowledge, insight and practical experience for researchers in applying the theories that have been obtained while in lectures.

2. Practical Use

- a. The results of this study are expected to be useful as a reference in knowing village spending on increasing the education growth of the village community.
- b. Provide information on the effect of village spending growth on increasing rural community education growth in the period 2012 to 2016.
- c. To be taken into consideration in making decisions and policies in the future.

Education

According to Law no. 20 of 2003 Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and country. According to Nurani Soyomukti [5] that education is a process to provide various kinds of situations that aim to empower oneself, making humans better from various aspects of life. Ki Hajar Dewantara stated that education is a guide in the life of the growth of children, the meaning is that education guides all the natural forces that exist in students so that as humans and members of society can achieve the highest safety and happiness in life (Wiji Suwarno [6]. Meanwhile, according to (Kompri [7]) states that education is a conscious effort made by adults (educators) in carrying out self-development activities for students to become complete human beings in accordance with predetermined goals.

Meanwhile, according to Umar Tirtarahadja [8] education is to give us supplies that were not there in childhood, but we need them when we grow up. Education, like the nature of its target, namely humans, contains many aspects and is complex in nature [9]. As a process of cultural transformation, education is defined as an activity of cultural inheritance from generation to generation [10]. As a process of personal formation, education is defined as a systematic and systemic activity directed at the formation of the personality of students [11]. Based on some of the definitions above, it can be concluded that education is an effort that is deliberately chosen to improve science, physical and morals so that it can slowly lead children to their highest goals and ideals. In order to have a happy life and what he does can be useful for himself, society, nation, state and religion.

Educational Goals

MJ Langeveld put forward a series of educational goals, interlinked as follows:

1. General Goals (complete goals, total goals)

As has been described in the "general efforts of education", the general goal of education is the maturity of students. This means that all educational activities should be directed there, in order to achieve this general goal.

2. Special Purpose (general purpose specialization)

In order to achieve the general goal, we also need to take specific paths. To specify the general purpose, we can use some basic views (principles) as follows:

- a. We have to look at the possibilities, innate abilities, ages, and genders of students.

- b. We have to look at the environment and the families of students.
- c. We must look at the goals of students in their social chain.
- d. We have to see ourselves as educators
- e. We have to look at the educational institutions where the children are educated.
- f. We have to look at the task of the nation and mankind today, and here.

With this basic view, the general purpose of education is to obtain a special style without changing the nature of the general goal.

3. Incomplete goals (still fragmentary)

This is a goal related to personality, human from one aspect only, which is related to certain life values. For example, morality, religion, beauty, society, knowledge, and so on. Each of these aspects gets a turn for handling in the education business or progressing together separately.

4. Temporary destination

These temporary goals are temporary points of interest, all of which are in preparation for the general goal, for example getting children to wash their feet clean, not to urinate carelessly.

5. Incidental goals

This goal is actually a separate goal from the general goal, but sometimes it takes part in leading to the common goal, for example, sometimes we invite children to eat together (because they feel it is necessary), but other times not. Sometimes we get angry with our children (for making mistakes), but other times we don't.

6. Intermediate purpose

This goal is a goal related to the mastery of knowledge and skills in order to achieve temporary goals. For example, children learn to read, write, math, count (Jajat Kusuma [2]).

Level of education

The level of education is the stage of continuous education, which is determined based on the level of development of students, the level of complexity of teaching materials and the way in which teaching materials are presented. The level of school education consists of basic education, secondary education, and higher education (Ikhsan 2005 in jajat kusuma [2])

1). basic education

Basic education is education that provides knowledge and skills, fosters a conscious attitude needed in society, and prepares students for secondary education. Basic education in principle is education that provides basic provisions for the development of life, both for individuals and for society. Therefore, every citizen must be provided with the opportunity to obtain basic education. This education can be in the form of school education or special education or extraordinary education. The basic education level is Elementary School.

2). Middle education

Secondary education is education that prepares students to become members of the community who have the ability to have a reciprocal relationship with the socio-

cultural environment, and the natural surroundings, and can develop further abilities in the world of work or higher education. Secondary education consists of general secondary education and vocational secondary education. General secondary education is held in addition to preparing students for coefficient education at a higher level. Secondary education can be an ordinary education or an ordinary education. Secondary education levels are SMP, SMA and SMK.

3). higher education

Higher education is education that prepares students to become members of society who have a high level of academic and or professional ability so that they can apply, develop and/or create science, technology and art in the context of national development and improve human welfare. Humans throughout their lives will always receive the influence of the three main educational environments, namely family, school and society. Higher education from strata 1, strata 1, strata 3 (ikhsan 2005 in jajad kusuma [2]).

Community Education Growth Measure

To see the growth of public education, the growth ratio is used (Jajat Kusuma [2]) which describes the growth of public education in the current year marked by (PM_t) and the growth of public education in the previous year is indicated by ($.PM_{t-1}$)

<p>Public Education Growth Ratio = x</p> $100\% \frac{PM_t - PM_{t-1}}{PM_{t-1}}$ <p>Description: = the growth of public education in the current year PM_t = the growth of public education in the previous year PM_{t-1}</p>

Figure 2. Public Education Growth Ratio (Halim [12])

Village Finance

According to the Regulation of the Minister of Home Affairs of the Republic of Indonesia Number 113 of 2014 concerning Village Financial Management, it is stated that village finances are all village rights and obligations that can be valued in money and everything in the form of money and goods related to the implementation of village rights and obligations. Village financial management is all activities that include planning, implementation, administration, reporting, and village financial accountability.

Definition and Legal Basis of Village Finance

The village is a legal community unit that has territorial boundaries that are authorized to regulate and manage government affairs, the interests of the local community based on community initiatives, origin rights, and/or traditional rights that are recognized and respected in the government system of the Unitary State of the Republic of Indonesia. The Village Government is the organizer of government affairs and the interests of the local community

in the government system of the Unitary State of the Republic of Indonesia. The village government is run by the village head who is assisted by village officials as an element of village administration. In addition to the Village head and Village apparatus, there is also a Village Consultative Body, which is an institution that carries out government functions whose members are representatives of Villagers based on regional representation and are determined democratically. The Village Head is in charge of administering Village Government, implementing Village Development, fostering Village community, and empowering the Village community. In carrying out his duties, the Village Head is authorized by law to, among other things, hold the power to manage Village Finances and Assets and determine the Village Revenue and Expenditure Budget. In this case, the Village Head is obliged to manage Village Finance and Village Assets. Village finances are all Village rights and obligations that can be valued in money and everything in the form of money and goods related to the implementation of Village rights and obligations. Meanwhile, Village Assets are Village assets originating from the Village's original assets, purchased or obtained from the Village Revenue and Expenditure Budget or the acquisition of other legal rights.

Village Finance is regulated in Chapter VIII Article 71 to Article 75 of Law Number 6 of 2014 concerning Villages, Government Regulation Number 43 of 2014, Chapter VI articles 90 to 106. Meanwhile, Village Assets or Wealth is regulated in Chapter VIII articles 76 to with article 77 of Government Regulation Number 43 of 2014, Chapter VI articles 107 to 113.

Village Financial Management Regulations in Law Number 6 of 2014 concerning Villages and Implementation Regulations

The Village Head is the holder of the power to manage village finances. In exercising his power, the Village Head delegates some of his power to the Village Apparatus. Village financial management includes:

- 1) Planning
- 2) Implementation
- 3) Administration
- 4) Reporting and
- 5) Accountability

Village Financial Management is carried out within 1 (one) fiscal year starting from January 1 to December 31. The Village Head is obliged to manage village finances in the form of all Village rights and obligations that can be valued in money as well as everything in the form of money and goods related to the implementation of Village rights and obligations. These rights and obligations then generate income, expenditure, financing, and management. village finance.

Definition of Village Shopping

According to the Regulation of the Minister of Home Affairs Revpublik Indonesia Number 113 of 2014 concerning Village Financial Management, village expenditures are all expenditures from village accounts which are village obligations within 1 (one) fiscal year

which will not be repaid by the village. Village expenditures are used to fund the implementation of village authority.

Village Expenditures are prioritized to meet development needs as agreed in the Village Deliberation and in accordance with the priorities of the Regency/City Government, Provincial Government, and Government. In determining village expenditure, incentives can be allocated to neighborhood units (RT) and community units (RW) with the consideration that even though RT and RW are social institutions, RT and RW assist in the implementation of government service tasks for planning development, order, and empowering rural communities.

These development needs include, but are not limited to primary needs, basic services, the environment, and village community empowerment activities. What is meant by "unlimited" is development needs other than basic services needed by the Village community. What is meant by "primary need" is the need for food, clothing, and housing. What is meant by "basic services" are, among others, education, health and basic infrastructure. Village Expenditures stipulated in the Village Budget are used with the following provisions:

- a. At least 70% of the total village budget is used to fund the implementation of the Village Government, implementation of Village development, Village community development, and Village community empowerment
- b. At most 30% of the total village budget is used for:
 1. Fixed income and allowances for the village head and village officials
 2. Village Government Operations
 3. Allowances and operations of the Village Consultative Body
 4. Incentives for neighborhood and community units

What is meant by "incentives" for neighborhood units and community units" are institutional assistance used for the operation of neighborhood units and community units.

Village Expenditure Growth Measure

To see the growth of village spending, the growth ratio is used (Halim [12]) which describes the growth of village spending in the current year marked by (t) and the previous year marked by (t-1)

<p>Village Expenditure Growth Ratio</p> $= x 100\% \frac{BD_t - BD_{t-1}}{BD_{t-1}}$ <p>Description: = village expenditure growth in the current year BD_t</p> <p>BD_{t-1} = previous year's village expenditure growth</p>

Figure 2. Village Expenditure Growth Ratio (Halim [12])

II. METHODS

The type of research conducted by the author is verification research, namely research on problems in the form of current facts from a population with the aim of testing hypotheses or answering questions related to current status and the subject under study. The type of data used in this study is quantitative and qualitative data because it relates to government agency data and information within a certain time adjusted to the research objectives, this data is in the form of village expenditures and community education levels from 2012 to 2016.

Data Processing/Data Analysis Method

Based on the quantitative data in this study, the method used is by analyzing the data that has been collected to make it easier to analyze the data that has been measured in the study. The analytical method used is quantitative in the form of hypothesis testing using statistical tests (SPSS 23). Then the method used is by analyzing the data that has been collected to make it easier to analyze the data that has been measured in the study, the following steps are carried out:

Descriptive statistics

Descriptive statistics are statistics used to analyze data by describing or describing the data that has been collected as it is without intending to make conclusions that apply to the public or generalizations (Sugiyono [13]).

Classic Assumption Test

The classical assumption test is to find out whether there are multicollinearity, heteroscedasticity or auto correlation problems, so that the estimation results meet the Best Linear Unbiased Estimator (BLUE), namely:

1. Best is estimator that has a minimum variance ;
2. Linear means that the estimators and must be equal to the true value ;
3. *Unbiased means that the actual of and must be equal to the actual value. Estimator means that sample is an estimator of of the population.*

Normality test

Normality test is a test of the normality of the data distribution. Data that is normally distributed means that the data will follow the form of a normal distribution. Normal distribution of data in the form of a normal distribution where the data concentrates on the mean and median. Ghajali 2006 in Jajat Kusuma [2]) states that to find out the form of data distribution, distribution charts and statistical analysis can be used. In this study, both methods were used. Statistical analysis is a method that is considered more valid by using the sharpness of the curve to determine the shape of the data distribution.

The statistical test that can be used to test the normality of the residuals is the Kolmogrov-Smirnov (KS) non-parametric statistical test. If the results of Kolmogrov Smirnov show a significant value above 0.05, the residual data is normally distributed. Meanwhile, if the Kolmogrov-Smirnov results show a significant value below 0.05, then the residual data is detected to be abnormal (Ghajali, 2006 in Jajat Kusuma [2]).

Heteroscedasticity Test

The heteroscedasticity test aims to test whether the regression model has an inequality of variance from the residuals of one observation to another observation. If the residual variance from one observation to another observation remains, it is called homoscedasticity and if it is different it is called heteroscedasticity. To test whether the variance of the residuals is homogeneous or not, the Spearman rank correlation test is used, namely by correlating the independent variable to the absolute value of the residual (error). If the correlation coefficient of the independent variable is significant at an error rate of 0.05, it indicates the existence of heteroscedasticity.

Simple Regression Analysis

This analysis is used to determine whether there is an influence between the growth of village spending (independent) and the growth of public education (dependent). The equation is as follows:

$$Y = a + bX$$

Where :

$$b = \frac{\sum(xy) - (\sum x \sum y)}{n(\sum x^2) - (\sum x)^2}$$

$$a = \frac{(\sum y - b \sum x)}{n}$$

Information :

x = Village expenditure growth

y = Community education growth

a = Constant

b = Regression coefficient

Hypothesis testing

Partial Regression Coefficient Test (t Test)

In this t test is used to partially test each variable. The results can be seen in the coefficients table in the sig (significance) column. When the growth of public education value of t count > t table or significance < 0.05, it can be said that there is an influence between the independent variables on the dependent variable partially. However, if the growth of public education value t count < t table or significance > 0.05, it can be said that there is no significant effect between each independent variable on the dependent variable. From the explanation above, based on the level of significance, namely:

1. H1 is accepted if, t count > t table or significance < 0.05, then Village Expenditure Growth partially affects the Growth of Community Education.
2. H1 is rejected if, t count < t table or significance > 0.05, then Village Expenditure Growth has no effect on Community Education Growth.

Coefficient of Determination (Test)R²

Aims to measure how far the model's ability to explain the dependent variable. The value of the coefficient of determination is between zero to one or (0 < x < 1). ScoreR² which is small means that the ability of the independent variables to explain the dependent variables is very limited. A value that is getting closer to one means that the ability of the independent variables can perfectly explain the variation of the dependent variable.R²

III. RESULTS AND DISCUSSION

Overview of Research Sites

This research was conducted on the Babakan Sadeng Village Government, Leuwisadeng District, Bogor Regency. The Babakan Sadeng Village Government as the sample was selected using a purposive sampling method with various specified criteria as described in Chapter III.

Vision and mission

The vision of the Babakan Sadeng Village Government for the next 5 (five) years is to Realize Babakan Sadeng Village based on faith and piety to become independent towards Prosperity. With the following mission:

1. Creating a conducive and religious environment, supported by the availability of religious facilities and competent human resources.
2. Improving the quality of the ability and professionalism of the village government apparatus for transparent, accountable, participatory, and responsive government administration towards a clean village government, "Good Governance" and trustworthy in carrying out their duties and optimizing proper village office layouts.
3. Building a healthy lifestyle through empowering health cadres and optimizing "DESA SIAGA"
4. Increasing the quality of rural community resources through services in the field of education that are scientific and technological and have a global perspective so that they are independent.
5. Increasing micro-scale business for small and medium traders. Build facilities and infrastructure based on the economy, productive agriculture, rural infrastructure, in an effort to increase the purchasing power index of the community for the realization of an agro-tourism area.

Classic assumption test

Normality test

The normality test aims to test whether the regression of the dependent variable, the independent variable or both has a normal or close to normal data distribution. Testing the normality of the data is carried out with the Normality Test used is the one sample Kolmogrov Smirnov test, if the Sig value > 0.05 then the distribution is normal.

Table 4. Kolmogorov-Smirnov Test. Normality Test Results

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		5
Normal Parameters, b	mean	,0000000
	Std. Deviation	,85873735
Most Extreme Differences	Absolute	,180
	Positive	,131
	negative	-,180
Test Statistics		,180
asympt. Sig. (2-tailed)		,200c,d

Heteroscedasticity Test

The heteroscedasticity test aims to test whether in the regression model there is an inequality of variance and residual from one observation to another. If the residual variance from one observation to another observation remains, it is called homoscedasticity, otherwise if it is different it is called heteroscedasticity. A good regression model is homoscedasticity, because if there is heteroscedasticity, the variance is not constant which can cause a standard error bias. Heteroscedasticity can be seen in the Correlations table by looking at the value of Sig. (2-tailed) in the Unstandardized Residual column. The regression model does not contain heteroscedasticity if the value of Sig. (2-tailed) > 0.05.

Table 5. Heteroscedasticity Test Results

Correlations			Village Shopping Growth	Unstandardized Residual
Spearman's rho	Village Shopping Growth	Correlation Coefficient Sig. (2-tailed)	1,000	,500
		N	5	5
	Unstandardized Residual	Correlation Coefficient Sig. (2-tailed)	,500	1,000
		N	5	5

Table 6. Simple Linear Regression Test Results

Coefficientsa						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1,303	,934		1,394	,258
	Village Shopping Growth	,041	0,016	,823	2,509	0,047

Hypothesis test

Partial Hypothesis Testing (Test Statistical t)

This test is conducted to test whether the independent variable has a partial effect or not on the dependent variable.

Table 7. Partial Statistical Test Results (t-test)

coefficientsa						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	Constant	1,303	,934		1,394	,258
	Village Shopping Growth	,041	0,016	,823	2,509	0,047

Hypothesis Testing Coefficient of Determination Test (Test)R²

The Coefficient of Determination Test (R²) was conducted to determine the relationship between the independent variable and the dependent variable. The results of the coefficient of determination can be seen in the following table R²

Table 8. Coefficient of Determination Test Results (R²)

Model Summaryb				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,823a	,677	,570	,99158

Interpretation of the Effect of Village Expenditure Growth on the Growth of Community Education in Babakan Sadeng Village, Kec. Leuwisadeng Kab. Bogor Analysis of Village Expenditures in Babakan Sadeng Village, Kec. Leuwisadeng Kab. Bogor.

Based on the results of the study, it was found that the expenditure of Babakan Sadeng Village, Kec. Leuwisadeng Kab. Bogor period 2012-2016 was quite good. This is due to the Babakan Sadeng Village Government, Kec. Leuwisadeng Kab. Bogor in terms of using the budget is quite good. Where the Babakan Sadeng Village Government uses the budget mostly for the purposes of building infrastructure, infrastructure, community empowerment, community development and the allocation of funds for education is quite visible, meaning that the Babakan Sadeng Village Government seeks to improve public education with the allocation of funds for education. Village expenditures are all expenditures from village accounts which are village obligations within 1 (one) fiscal year which will not be repaid by the village. Village Expenditures are used to fund the implementation of village authority [14].

In terms of financial data, village expenditures have increased, but when viewed from the ratio of growth in village expenditures, they have fluctuated. In 2016 there was a very significant increase due to the start of additional Village Funds and assistance from the local government which was given directly to the village government.

Analysis of Community Education in Babakan Sadeng Village, Leuwisadeng District, Bogor Regency

Based on the results of the study, it was found that Community Education in Babakan Sadeng Village, Kec. Leuwisadeng Kab. Bogor is not good. Where the majority of community education levels are at the elementary school (SD) level. This shows that public education is very low, considering that the government has made it mandatory to take at least the junior high school level.

In PP of the Republic of Indonesia No. 47 of 2008 the Government states that the 9-year compulsory education is a minimum education program that must be followed by Indonesian citizens on the responsibility of the Government and Regional Governments [15], Basic Education is the level of education that underlies the secondary education level, in the form of Elementary School (SD) and Madrasah Ibtidaiyah (MI) or other equivalent form and junior high school (SMP) and Madrasah Tsanawiyah (Mts), or other equivalent forms [16].

Judging from the growth ratio, public education fluctuated. Where the smallest community education growth

in 2014 was due to a decrease in village spending growth, and the allocation for education was still relatively small.

The increase in the growth of public education has not been carried out optimally, this is due to the relatively small allocation of funds for education, the level of public awareness of the importance of education is still low, and the cost of living is getting higher.

The Effect of Village Expenditure Growth on Community Education Growth

Based on the results of the study, it was found that the growth of village spending had a significant effect on the growth of public education. Statistical testing resulted that the growth of village expenditure had a significant effect on the growth of public education, because $t\text{-count} > t\text{-table}$. The value of $t\text{-count} > t\text{-table}$ ($2.509 > 2.353$) with a significance level of 0.047 which is smaller than the error rate (α) of 0.05, which means that Village Expenditure Growth has an effect on Community Education Growth.

This shows that there is a relationship between village spending and increasing public education. The higher the village expenditure, the higher the education of the community. With the increase in infrastructure development in Babakan Sadeng Village, Kec. Leuwisadeng Kab. Bogor from year to year, such as the construction of community roads, repair of community roads and the allocation of funds for education, it makes it easier for the community to go to school and helps the community in terms of education costs. The results of this study are in accordance with Jajat Kusuma's research [2] which results that the growth of village spending has a significant effect on the growth of public education.

IV. CONCLUSION

This study aims to determine the Effect of Village Expenditure Growth on the Growth of Community Education for the 2012-2016 Period in Babakan Sadeng Village, Kec. Leuwisadeng Kab. Bogor. The results of testing the hypotheses show that: Village shopping in Babakan Sadeng Village, Kec. Leuwisadeng Kab. Bogor for the 2012-2016 period has increased every year, and more than 70% of the annual budget is used for village administration, development implementation, community empowerment and community development. Therefore, it can be concluded that the use of village expenditure funds in Babakan Sadeng Village, Kec. Leuwisadeng Kab. Bogor period 2012-2016 was quite good. These results prove that (H1) is accepted. Community Education in Babakan Sadeng Village, Kec. Leuwisadeng Kab. Bogor for the period 2012-2016 the majority were at the elementary/equivalent (SD) education level. This shows that public education in Babakan Sadeng Village is very low. Therefore, it can be concluded that Community Education in Babakan Sadeng Village is not good. These results prove that (H2) is accepted. Village Expenditure Growth has a t count of 2,509. Thus, t count $>$ t table with a value of $2.509 > 2.353$ and the results of the coefficient of determination (r^2) test of 67.7%, the remaining 32.3% is influenced by other variables outside

the variables used in this study. So it can be concluded that the Growth of Village Expenditures affects the Educational Growth of the Babakan Sadeng Village Community, Kec. Leuwisadeng Kab. Bogor, these results prove that (H3) is accepted. R^2

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