The Functioning and Effect of a Cash Transfer Program in Indonesia

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List of Acronyms

BAPPENAS	Badan Perencanaan dan Pembangunan Nasional (Ministry of National Strategic Plan)
BDT	Basis Data Terpadu / United Database
BKM	Bantuan Khusus Murid (Poor student aid)
BLT	Bantuan Langsung Tunai/Government Unconditional Cash Transfers
BOS	Bantuan Operasional Sekolah (School Operational Assistance)
BPS	Badan Pusat Statistik Indonesia (BPS-Statistics Indonesia)
BSM	Bantuan Siswa Miskin (Cash transfer for poor students)
CCT	Conditional Cash Transfer
GDP	Gross Domestic Product
GER	Gross Enrollment Rate
GOI	Government of Indonesia
HHs	Households
IDR	Indonesian Rupiahs
IV	Instrument Variable
JAMKESMAS	Jaminan Kesehatan Masyarakat/Central Government Health Insurance for the Poor and Near Poor
JPS	Jaring Pengamanan Sosial (Social Safety Net)
KPPN	Kantor Pusat Perbendaharaan Negara (Directorate General of Treasury Affairs)
KPS	Kartu Perlindungan Sosial (Social Assistance Cards)
KUR	Kredit Usaha Rakyat (Small and Micro enterprise empowerment)
LPG	Liquid Petroleum Gas
MoEC	Ministry of Education and Cultural/Kemdikbud
MoH	Ministry of Health/Kemsos
MoRA	Ministry of Religious Affair / Kemenag
MoSA	Ministry of Social Affairs
PKH	Program Keluarga Harapan / Family Hope Program
PKPS	Program Kompensasi Pengurangan Subsidi BBM (Fuel Subsidy Reduction Compensation Program)
PNPM Mandiri	Program Nasional Pemberdayaan Masyarakat Mandiri / National Community Empowerment Program
PPLS	Pendataan Program Perlindungan Sosial/Data Collection on
RASKIN	Beras Miskin / Government Rice Subsidy for the poor
SKTM	Surat Keterangan Tidak Mampu (Certificate of Poverty)
SUSENAS	Survei Sosial Ekonomi Nasional/National socioeconomic Household Survey
TNP2K	Tim Nasional Percepatan Penanggulangan Kemiskinan/ National Team for the Acceleration of Poverty Reduction

Abstract

This paper examines the functioning, in terms of targeting, and the effect of a cash transfer program (BSM) on dropping out of school. The analysis, based on Susenas data 2013, reveals that the program has a very low reach and a number of eligible households are excluded. At the same time, there are inclusion errors and depending on the level of education, 50 to 70 percent of the beneficiaries are ineligible. Despite the low targeting performance, the analysis shows that the program has a positive effect on reducing the probability of dropping out of school at all levels education for children in the poorest quartile of the expenditure distribution. Specifically, among the poorest 25% of households, the program works towards reducing the drop out rate at around 21.8%, 29.2% and 85.4% at primary, junior and senior high school level, respectively. Based on the analysis, the paper concludes that the program should be maintained and targeting efficiency needs to be improved as the program has a meaningful effect for low-income households in terms of reducing the risk of dropping out of school.

Relevance to Development Studies

This paper is primarily concerned with the effects of a cash transfer program on educational outcomes of relatively marginalized households. Evaluating whether the program achieves its goal (for example, reducing school dropout rates) is valuable information and a central policy concern. As such, the results can help guide policy and provide new evidence on the importance of financial incentives in increasing human capital development.

Keywords

Cash transfer program, Poor students, Targeting, Drop-out School

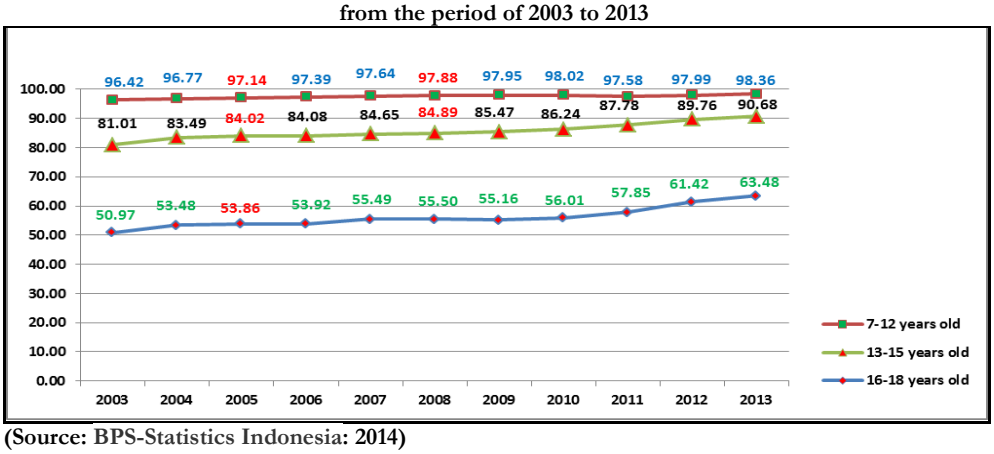
Chapter 1
Introduction

Since the 1998 economic crisis, Indonesia, among many other developing countries, has been suffering from increased poverty. In order to protect the poor and the newly poor from the impact of the crisis, the Government of Indonesia (GOI) has launched a social safety net program which covered five major sectors: 'education, food security, health, employment creation, and community empowerment'(Kwon and Kim 2015, Sumarto 2005). These programs continued when Indonesia had to decrease its fuel subsidy in 2005, due to rising global fuel prices.

One of the programs in the education sector is the School Operational Assistance Program, called BOS *('Bantuan Operasional Sekolah')* which started in 1998. This program aims to help students from poor and vulnerable households remain in school. It is an implementation of the education law article number 20 of 2003 that deals with 'Nine years compulsory basic education program' which underlines equality of opportunities in achieving education among children. This program is dedicated to poor students in primary school level (7-12 years old) and junior high school level (13-15 years old).

According to BPS-Statistics Indonesia (2014)[1], school enrollment has been increasing at all levels of education after reducing fuel subsidy in 2005 (Figure 1-1) suggesting that the BOS program may have played a role in preventing dropouts. However, according to the World Bank (2012b), the bulk of the increase in education enrollment rates between 2000 to 2010 came from the non-poor deciles. Additional research also suggests that the BOS program has been ineffective in preventing dropouts (see Kharisma 2011). It is supported by data from BPS-Statistic Indonesia in figure 1-2. The figure shows that in the upper levels of education, the drops out remain high compared to the lower levels of education.

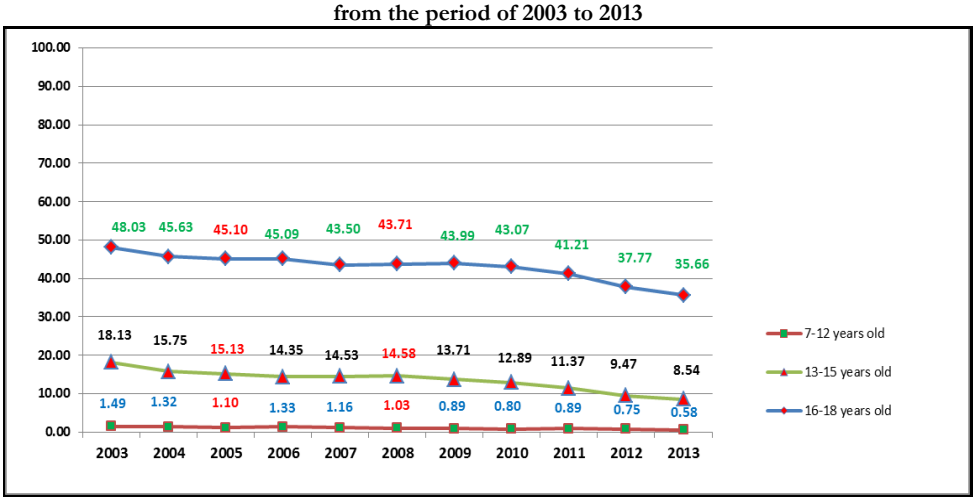
Figure 1-1. The Percentage of children aged 7-18 Years School Age who are attending school from the period of 2003 to 2013



(Source: BPS-Statistics Indonesia: 2014)

[1] BPS-Statistics Indonesia (BPS) is a government institution responsible for providing statistic information on socio-economic condition in Indonesia.

Figure 1-2: Percentage of children aged 7-18 years old who are not attending school anymore from the period of 2003 to 2013



(Source: BPS-Statistics Indonesia: 2014)

Furthermore, the situation was aggravated when the Asian crisis happened in 2008. The poorer households remained far behind the richest households in education completion. The increasing cost of education after the crisis and rising fuel prices become a barrier for those in the lowest socioeconomic groups. Arze del Granado et alia. (2007) found there is a gap between the poorest and the richest at junior and senior high school levels. Children from the poorest households are 20% less likely to enroll than the richest in junior high school level (ibid.). The poor children are also four times more likely to dropout of school than those from non-poor household, and 70 percent of children with limitation (disability) cannot obtain access to education in schools (Corby and Rice 2009). The evidence is also claimed by the World Bank (2012a) as seen in table 1-1 below. In quintile 1, the percentage of enrollment is only 23 percent of senior high school in 2008. Meanwhile, for the richest (quintile 5) it is around 74 percent in the same period. In 2010, for the lowest quintile enrollment at senior high school reaches 36 percent, while it is 89 percent of the richest quintile. Based on Susenas data 2013, the percentage of children who dropout due to economic reasons is over 30 percent for children who are 7-18 years old.[2]

Table 1-1 : Gross Enrollment Rate

Table 1: GER by income brackets, using Susenas data [BPS 2008 and 2010][2]

	Quintile-1		Quintile-2		Quintile-3		Quintile-4		Quintile-5	
GER	2008	2010	2008	2010	2008	2010	2008	2010	2008	2010
Primary	106.05%	104.75%	106.05%	103.83%	106.46%	102.23%	105.43%	102.69%	103.93%	99.18%
Junior secondary	63.86%	75.33%	79.48%	88.62%	84.94%	92.69%	91.41%	95.63%	89.23%	96.81%
Senior secondary	23.21%	36.08%	42.95%	59.13%	57.65%	72.90%	67.16%	84.19%	74.09%	89.09%
D1-D2	0.46%	0.28%	0.85%	0.49%	1.51%	1.03%	2.01%	1.79%	2.49%	1.84%
D3-D4	0.07%	0.18%	0.61%	1.10%	0.90%	1.61%	2.87%	4.47%	10.34%	9.29%
S1	3.76%	2.54%	6.00%	6.37%	11.02%	13.88%	22.54%	28.32%	55.41%	64.66%
S2-S3	0.00%	0.05%	0.00%	0.13%	0.20%	0.07%	0.11%	0.21%	1.92%	2.43%

(Source: World Bank 2014: 3)

[2] Author's calculation, using susenas core data 2013

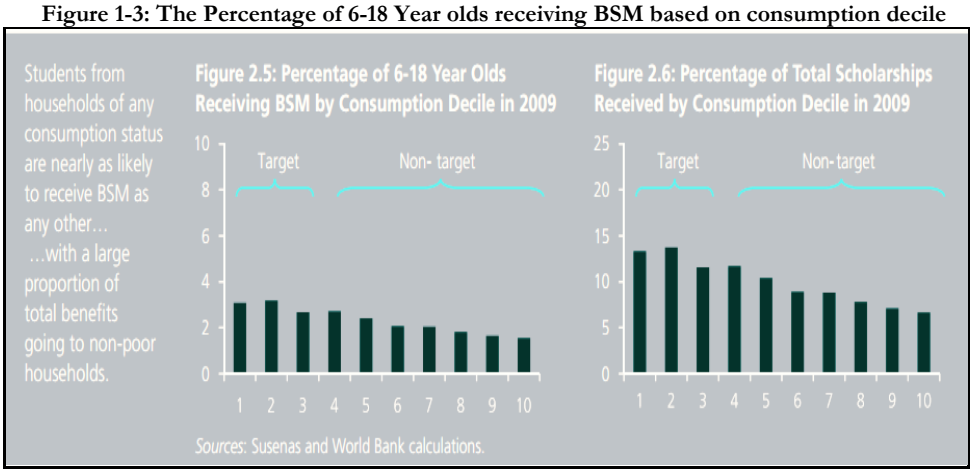
Moreover, the crisis also pushed children into the labor market. Ministries of Education noted that 85 percent of 4.6 million children in primary school level, even dropped out of school in 2011 and decided to work to help their families out of the crisis ('Ministry of Education and Cultural' 2012).[3]

In order to reduce dropout rates, in 2008, the GOI launched a cash transfer program for poor students called BSM (*Bantuan Siswa Miskin*). This program complements the BOS program. The target of the BSM is the poorest 25 percent of households categorized on the basis of the level of expenditure per capita. The program focuses on children in the school-going age, that is, between 7 to 18 years old. The differences between the two programs are that the BOS program covers tuition fees, while the BSM fulfills other expenses such as transportation cost, shoes, uniforms and all supporting materials. Overall, both programs aim to prevent marginalized students from dropping out (Howell, F and Larasati, Dyah (2014).

The program package (BOS and BSM) is a result of the seriousness of the commitment of the GOI in providing access to education for the poor. During the first year of operation, the coverage of BSM reached 3.6 million students. The number increased to 8 million in 2013 and covered 33 provinces in Indonesia. Moreover, the coverage of the BOS program expanded to senior high school in the same period.

Unfortunately, World Bank (2012a) found that there had been a mis-targeting in the first year of the BSM implementation. The BSM is also received by non-targeted students in 2009 as seen in figure 3, whose number is larger than the targeted students. Figure 1-3 also shows that the percentage of targeted household who receive the program (decile 1 – decile 3)[4] is only at most 40 percent of those who should be receiving it. The budget was only capable of absorbing less than 15 percent of the poorest people. World Bank (2012a) argued that the BSM is 'not effective in identifying students' as program beneficiaries. The reasons were lack of program socialization, limited monitoring and a need to improve the data base used for targeting.

Figure 1-3: The Percentage of 6-18 Year olds receiving BSM based on consumption decile



(Source: World Bank 2012a : 46)

[3] http://kemdikbud.go.id/kemdikbud/berita/784. Accessed 25 April 2015
[4] The poorest 25 percent as the BSM target is between decile 1 to decile 3 in this figure

A study by Rand Corporation (2013) also found that the lack of program success is due to several reasons, namely a lack of provision and monitoring, timing problems, and limited coverage due to government budget (Baker et alia. 2013). The lack of provision and monitoring occurs because of unclear program implementation regulations. The unclear regulation makes the school committees, who are also responsible for program distribution, to apply their selection criteria based on their own knowledge. The timing problems and delays in the BSM distribution also contribute to the low number of beneficiaries among poor children. Even though the BSM operates in all provinces and the budget is the third largest amongst the social safety net programs in Indonesia, it only covers 2.3 percent of children between the age group 6-18 (World Bank 2014). To sum up, these conditions indicate that BSM has a problem with targeting effectiveness, thus, still incapable to help all the poor in terms of education cost constraint.

The targeting issues become the most difficult problem to be solved during the implementation of the social safety net program. In order to increase the effectiveness of the BSM program, GOI established TNP2K in 2010.[5] TNP2K in coordination with BPS-Statistics of Indonesia (BPS) has tried to develop improved ways of identifying program beneficiaries. The improvement has been done by building a unified database in 2011. The unified database covers the poorest 40 percent of Indonesian households and contains information about household and individual characteristics.[6] Using this data, program beneficiaries may be identified. For example, the BSM beneficiaries are the poorest 25 percent of households with children of school-going age. Thus, by using the unified database, mis-targeting is expected to be reduced.

Papers which have studied the impact of the BSM program since the availability of the unified database are limited in number. Therefore, this paper aims to analyze the targeting performance of the BSM program in 2013, and to assess the effect of the BSM on dropping out of school. Specifically, the aims of this paper are (i) to examine if the 'Bantuan Siswa Miskin (BSM)', a scheme which defrays educational costs is well-targeted and (ii) to investigate the effect of the BSM on dropping out of school in Indonesia.

This paper is organized as follows – the subsequent chapter provides a literature review of social safety net programs and a conceptual framework. Chapter three provides an overview of the BSM. Data and methodology are presented in chapter four. Analysis and results are in chapter five. The last chapter concludes the paper.

[5] The TNP2K is National Team for the Acceleration of Poverty Reduction

[6] Information about unified database which provide socio-economic background to determine beneficiaries http://www.tnp2k.go.id/en/data-indicators/unified-database-1/ Accessed 15 April 2015

Chapter 2
Theoretical Framework and Literature Review

2.1 Theoretical Framework

This section discusses the concept of a cash transfer program which was created in order to achieve the government's goal of helping poor and vulnerable households in terms of educational attainment. This section is divided into two parts; the first discusses the concept of cash transfer program for education; the second discusses targeting aspects.

2.1.1 Cash Transfer Program for Education

According to T.W. Schultz (1961) changes in the quality of labor and capital is the origin of modern economic growth. He was one of the first economists to express the concept of human capital, which emphasizes education as an investment rather than as consumption.

Current debates emphasize that education is a fundamental human right and a beneficial long term investment for a nation. Education is expected to generate economic growth and reduce poverty through human capital development. According to human capital theory, education is one of the most important investments to achieve higher earning and a better future (Becker 2009 ; Mincer 1974). Several studies have shown high rates of return to education: (Bedi and Garg (2000); Dumauli (2015); Himaz and Aturupane (2015);Kenayathulla (2013);Psacharopoulos and Patrinos (2004)).

Apart from the human capital perspective, Amartya Sen (1999) has argued that poverty takes many forms in life. He couches his argument in terms of human incapabilities, including the incapability to encourage 'capabilities' in education. He has argued that providing equality of opportunity in education to citizens across the country should become a government's goal. This perspective also argues that providing education for youth and adults is directly beneficial for economic growth and social development because this could help break the cycle of poverty.

Both, the human capital and the capability perspective argue that it is necessary for governments to be involved in helping its citizens achieve a minimum level of education. Direct redistribution of resources to poor households could be one of the instruments used to reach the goal.

While the extent of government involvement in the education sector differs across countries, in both developed and developing countries, government involvement is not just budgetary support to pay for education, but rather to formulate a policy that is a trade-off between fairness, efficiency and local control. (Cascio et alia. (2013) ; Dee and Levine (2004) ; Fisher and Papke (2000)). In recent years, governments around the world have introduced cash transfer programs to minimize the opportunity cost as well as the direct cost of going

to school and thereby reducing child labour and at the same time encourage school enrollment and attendance.

Cash transfer programs are expected to increase human capital development in the short and long term. In the short term, cash transfer program is able to protect children and help them stay in school by covering school expenditure and could compensate lost income resulting from their decision to stay in school rather than work. Such schemes may also encourage school attendance and work towards enhancing cognitive achievement and in the long run lead to enhanced labor market outcomes (Adato and Bassett 2009).

2.1.2 The Targeting of Cash Transfer Programs

Over the years, many developing countries have designed and implemented various social safety net programs to alleviate poverty. According to the Gentilini et alia. (2014: xiii) in the World Bank's report 'Social safety nets are non-contributory transfers designed to provide regular and predictable support to targeted poor and vulnerable people'. The aim of social safety net programs is to protect vulnerable households from severe poverty and to improve their quality of life through investing in human capital development, health, knowledge and skills in the short term and long term (Ibid.). There are various kinds of social safety programs such as, conditional cash transfers, unconditional cash transfers, conditional in-kind transfers, unconditional in-kind transfers, and public works.[7]

Often, social safety net programs are targeted. According to Devereux (1999:61), targeting is 'any mechanism for identifying eligible (or needy') individuals and screening out the ineligible (or 'non-needy') for purposes of transferring resources,typically by defining the eligibility criteria. 'Coverage is the proportion of (total or eligible) population that is actually reached by an intervention'. (Ibid.)

While attractive in theory, 'targeting can concentrate expenditures allocated to the programs to the neediest one; hence they can save money and improve program efficiency' (Cook and Kabeer 2011:278, Grosh 1994:1), in practice, one of the main problems encountered in the implementation of social protection programs is related to targeting. Targeting is needed as there are limited funds, but identifying the targeted households is difficult.

There are two main types of targeting errors; the inclusion errors and the exclusion errors. Grosh (1994) and Hoddinot (1999) created the simple illustration as seen in table 2-1 below. Inclusion error includes in the program, participants who do not belong to the target group (C), while exclusion error pertains to the exclusion of those who should be included in the program (B). In other words, when an exclusion error happens, it means that the targeted recipient (for example: poor household) fails to receive or is not invited into the program. On the other hand, an inclusion error is when a non-target (for

[7] To see detailed definitions, please visit the page https://openknowledge.worldbank.org/bitstream/handle/10986/18376/879840WP0FINAL00Box385208B00PUBLIC0.pdf?sequence=1). Accessed 15 April 2015

example: non poor household) receives the program despite the fact that it should not. An Inclusion error could be seen as a leakage problem and an exclusion error is seen as a problem of under coverage.

Table 2-1 : An illustration of under coverage rate and leakage rate estimation

	Target	Non-Target	Total
Participate in the program (recipient)	A	B	E
Do not participate in the program (non-recipient)	C	D	F
Total	G	H	

(Source: Hoddinot 1999 and Grosh 1994)

From the table above, the under coverage rate is the ratio C/G and the leakage rate is B/E. Generally speaking, a low value of under coverage rate, leakage rate, inclusion error and exclusion error mean that the program is well-targeted. Hoddinot (1999) also mentions that one of the factors that may lead to a high value of under coverage is the lack of information about the program, while a high leakage rate is due to faulty design or implementation of the program.

In the case of cash transfer programs, there are three methods used to identify targeted households. They are proxy means testing, geographic targeting and self-selection (Coady et alia. 2004). The BSM program relies on proxy means testing using expenditure as the main variable to identify the means available to a household.

2.2 Literature Review

Cash transfer programs were first introduced in Latin America in the early 1990s. The programs included *Oportunidades* (previously *Progresa*) in Mexico, *Red de Protección Social* in Nicaragua, *Bolsa* Escola in Brazil, *Programa de Asignación Familial* in Honduras, *Familias en Acción* in Columbia, *Subsidio Unico Familiar* in Chile, *Bono de Desarrollo Humano* in Ecuador, and the Program of Advancement through Health and Education in Jamaica. *'Oportunidades* is the largest conditional cash transfer program of its kind, and is a model for programs throughout the world' (Fernald et alia. 2008). The program is well known 'as a program with good implementation with respect to targeting, general administration and impact evaluation'(Fiszbein et alia 2009:12). In part, due to such positive evaluations, such type of programs have spread all over the world.

There are several papers which have considered the impact of cash transfer programs on educational outcomes such as enrollment and test scores. Schady et alia. (2008) using randomized experiment approach found that 'Bono de Desarrollo Humano' increased school enrollment about 10 percentage points for the poorest 20 percent household in Ecuador . This evidence is supported by Oosterbeek et alia.(2008), combining randomized experiment and regression discontinuity approach to evaluate the same program they found that enrollment is increasing by 10 percentage points for the first quintile household of poverty index. But, the program has a zero impact for the second quintile.

The impact of cash transfer program 'Bono de Desarrollo Humano' in Ecuador has also been analyzed by Ponce and Bedi (2010). They studied the effect of a cash transfer program on cognitive achievement. Using a regression discontinuity design they found that the program has no impact in test scores.

Glewwe and Kassouf (2012) used a school level panel data set (1985-2005) to examine the impact the cash transfer program 'Bolsa Escola' in Brazil on education outcome (for example; enrollment, dropping out and grade promotion). The target is school and county level with specific children in grade 1-8. The study found that the school with Bolsa program managed to increase log enrollment approximately 0.028 percent at grade 1-4 and 0.032 percent at grade 5-8, reduced dropout rate around 30.9 percentage point at grade 1-4 and 27.3 percentage point at grade 5-8 , increased grade promotion around 53.3 percentage point at at grade 1-4 and 28.2 percentage point at grade 5-8. Meanwhile, in county level, the program also has significant impact on education outcome at grade 1-4 (log enrollment decrease about 0.026 %; reducing dropout 52.4 %; increasing grade promotion 29.2 %) and at secondary level (log enrollment increase about 0.0182 %; reducing dropout 19.4 ; decreasing grade promotion 36.4 %). They suggest that different results are due to unobserved variables that correlated with the program.

Furthermore, Barham et alia.(2013) study the impact of *Red de Protección Social* on education outcome in Nicaragua after 10 years of program implementation, which started in 2000. Using randomized phase-in approach, they found that the program affects education completion and achievement in math and Spanish. They found that after 3 years of implementation (short term), the program increased retention by about 22 percent and enrollment by approximately 18 percent. After 10 years of implementation (long term), the program is profitable for the male student to reach the highest final grade and the magnitude is higher than the short term effect but there is no effect on cognition using Raven's test.

Evidence from other parts of the world on the effect of cash transfers is also available. In Cambodia, the CESSP scholarship program varies the magnitude of money for eligible households (Filmer and Schady 2011). Those with the highest probability of dropping out of school received a larger scholarship (US $ 60 per year). While US $ 45 per year was provided to households with a lower probability of dropping out of school. Using regression discontinuity, they found that the program with the smaller magnitude (US $ 45 per year) increased school attendance by about 25 percentage points at the secondary level. On the other hand, the higher the magnitude (US $ 60 per year) did not significantly increase school attendance.

An overall reading of the literature suggests that while effects vary across countries, in general, in the case of educational outcomes, cash transfer programs have had substantial effects on the poorest households in terms of increasing enrollment, increasing cognitive achievement and reducing school dropout.

I now turn to a discussion of the Indonesian government's conditional cash transfer program which focuses on providing support for education.

Indonesia has had a number of cash transfer programs designed to enhance educational outcomes. The first program, the JPS, was launched to help poor households send their children to school after the global crisis. Cameron (2009), using regression and matching techniques to evaluate social safety net program (JPS) in Indonesia, found that scholarship is also received by upper quintiles of the per capita expenditure. She supposed this result was due to a measurement error in reported expenditure in the 100 Villages Survey in 1998 and suggested that the use of *Susenas* data could mitigate the household level targeting problems. Another finding using these data is that scholarship helped reduce dropouts at the junior high school level by about 3 percent, but there were insignificant effects in primary and senior high school.

Furthermore, Sparrow (2007), while using *Susenas* data in 1999 found that the JPS scholarship program displayed considerable leakage of about 5.7 % to the 20% of the wealthiest and 62.6% of the resources were allocated to the poorest 40% of the population. Moreover the coverage of this program for each level education was still below 10 percent of the target group. Sparrow (2007) also studied the effect of this program on enrollment. Using an IV estimator,he found that program participants were 13% less likely to dropout as compared to non-participants. Another finding is the impact of the JPS program on school enrollment and child labor. The JPS increased the probability of attending school by around 1.5 percentage points and decreased the probability of child engage in labor market labor by around 3.8 percentage points.

After the JPS ended in 2003, the GOI continued the cash transfer program in education, the BOS program and the BSM program. In general, research about cash transfer program (BSM) in Indonesia is rare. Most studies are case studies in different schools and specific areas using a qualitative approach.

The first review was written by the World Bank in 2012. This review presented the implementation of BSM in 2009 in which they found that BSM coverage is relatively low in 2012 and there is an ineffective targeting process in terms of identification of beneficiaries. The report also noted that the BSM is not able to cover the increase in education costs when children need to transition from junior high school to senior high school. In order to determine the magnitude of mis-targeting, the report divided the observations in decile of expenditure per capita. In result, there is a still large proportion which received by the non-targeted (over decile 1). (World Bank 2012b)

World Bank (2012b) reported that, in the first year implementation, the BSM has spread over across country but only covered 2.3 percent of all children in primary until senior high school level (6-18 years old). From this number, the program covered up student from the poorest 20 percent of household only 4.0 at primary school, 3.4 % at junior high school and 1.7 % at senior high school. While, the richest also enjoyed the program which covered up the student about 1.7 % (1.9% and 1.2 %) at primary (junior and senior high) school. The World Bank (2012b) found that targeting is the main problem of this inclusion error. They found that children in the poorest households who did not make it to be enrolled in a school and probably the most deserving of the program, were not considered at all for nomination as program recipients. Moreover, financial aid programs (for example; BOS,BKM,BSM) did not seem to

have a large impact on enrollment. During the existence of these programs (period 2000-2009), net enrollment rate remained roughly constant at primary until senior high school (Ibid.).

Kolinug et alia. (2013) conducted a research in junior high school in the Ratahan district of Sulawesi. Using the qualitative descriptive analysis they found that biology test scores for students prior to receiving BSM were averaging at 72.85 and after receiving BSM, increased to 76.77 points.

According to Suprastowo (2015), the BSM program is not only effective in reducing school dropouts, but also improves academic achievement among children. Through the uses of focus group discussions, descriptive analysis and stratified purposive sampling, he gathered that in 72 schools, 144 parents, and 576 students there was a positive impact regarding the BSM program. The BSM program reduced the total dropout rate at all levels of education by about 1.11% in 2010, then decreased down to 0.66% in 2011 to 0.46% in 2012. This rate within the sample was far below the national average of dropout rate, where the primary school dropout rate was at 1.6%, 1.8% for junior high school and above 3.0% for senior high school. Along with that, the dropout rate in the sample schools was much lower than the dropout rate target that was used by the Ministry of National Strategic Plan in 2010- 2014 which targeted dropout rate in primary school level at 1.1%, 1.6% for junior high school and senior high school was less than 3%.

Furthermore, through focus group discussions, more than 80% of school principals and teachers have faith that the BSM program is capable of reducing dropouts. What is more, the BSM program seems to have improved greatly at 80% rate the behavior of students such as school attendance, cognitive achievement and their passion/interest for studying. Nonetheless, about 30% of BSM beneficiaries did dropout of school mainly due to academic issues and not due to economic reasons (Suprastowo 2015)

Despite these positive findings, implementation of BSM still faces problems in monitoring and evaluation. According to Ulfah and Astuti (2013), the absence of finances for this activity seems to be the main problem.

Overall, despite the fact that the BSM is not well-targeted, it does seem to have a positive impact. Whether the results of these mainly qualitative studies are corroborated using quantitative large scale survey data remains to be seen.

Chapter 3
Indonesia's Cash Transfer Program (BSM) : Background and Overview

3.1 Indonesia's social safety net programs.

In Indonesia, social safety net programs were launched in 1998 to help deal with the impact of economic crises. The program continued in 2005 as compensation when the Government of Indonesia (GOI) reduced fuel subsidies. A key problem facing these programs is that they were found to be ineffective in reaching the target groups and had limited impact on poverty reduction.

To overcome this problem, GOI established TNP2K in 2010 based on the Decree of the President of the Republic of Indonesia Number 15 of 2010 on the Acceleration of Poverty Reduction. TNP2K has several duties in order to accelerate poverty reduction by coordinating, developing, controlling and monitoring the implementation of all social safety net programs at the central level of the country. TNP2K divided the social safety net program into three clusters.[8] Cluster 1 is a family-based integrated social assistance, poverty alleviation programs consisting of BLT, Jamkesmas, Raskin, PKH and BSM. The identification of these program's beneficiaries is based on the socioeconomic conditions of the household. Cluster 2 is community empowerment poverty alleviation programs called *PNPM* Mandiri. Cluster 3 is small and micro enterprise empowerment poverty alleviation programs called Kredit Usaha Rakyat (KUR).

In this section, I will briefly explain the social safety net programs in cluster 1. As shown in table 3-1, the first program is an unconditional cash transfer (BLT) which was launched to help poorer households deal with rising fuel prices. This program was launched in 2004. The second program is rice for poor people (RASKIN). This program aims to fulfil the basic needs of the targeted group by selling rice below the market price. In 2012, the total Raskin expenditure was 15.7 trillion rupiahs or equivalent to a quarter of a percent of GDP was allocated to subsidies of 3.4 million tonnes of rice for 17.5 million poor households.

The third program is a health protection program (Jamkesmas) with a budget of 7.3 trillion rupiahs in 2012 or almost 0.09 percent of GDP. The fourth is Family Hope Program (PKH). Program Keluarga Harapan (PKH) is a conditional cash transfer providing poor households with health and education service especially for pregnant and lactating mother and also for children under 15 years old. This program aims to reduce maternal and infant mortality. Reaching 33 provinces and 1.5 million households, the PKH spent 1.8 trillion

[8]To see the detail about the program, visit the page http://www.tnp2k.go.id/en/programmes

rupiahs in 2012 and 3 trillion rupiah in 2013, equivalent to 0.03 percent of the GDP.

The last program, BSM, is a student aid program which targeted eight million students in 2012 and had an annual budget of about 5.9 trillion. This scholarship is financed by the Ministry of Education and Culture (MoEC) and also the Ministry of Religious Affairs (MoRA). In 2012, the BOS program targeted 44,7 million students and had a budget of over 23 trillion rupiahs.

To sum up, the social safety net programs in Indonesia encompass five sectors - education, health, food security, community empowerment and employment creation and targets vulnerable households. The next section provides some more details on the BSM program.

Table 3-1: Social Safety net Programs in Indonesia

CURRENT FAMILY-BASED SOCIAL ASSISTANCE PROGRAMS

Program Name	BLT *Unconditional Cash Transfer* (2008-09)	Raskin *Rice for the Poor*	Jamkesmas *Health Protection*	BSM *Scholarship for the Poor*	PKH *Conditional Cash Transfer*
Transfer Type	Cash	Subsidized Rice	Health service fees waived	Cash	Cash & Conditions
Target group (HHs)	Poor & near poor HHs	Poor & near poor HHs	Poor & near poor HHs	Students from poor HHs	Very poor HHs
Number of beneficiaries	18.7 Mn HHs	17.5 Mn HHs	18.2 Mn HHs	8 Mn Students	1.5 Mn HHs
Benefit level	IDR 100,000 per month	15 kg rice per month	Unlimited	IDR 480,000 per year	IDR 1.4 million per year
Key executing agency	Ministry of Social Affairs (MoSA)	Ministry of Social Affairs (MoSA)	Ministry of Health (MoH)	MoEC & MoRA	Ministry of Social Affairs (MoSA)

(Source: Satriawan, E. 2013 : 24)

3.2 Cash Transfer Program for poor students (BSM)

In order to mitigate the impact of the economic crisis, since 1998 the government has developed a Social Safety Net program for Education. The first social safety net program, JPS[9], provided scholarships for primary, junior and senior high school students and gave grants to selected schools between 1998 to 2003. This program was replaced by PKPS-BBM[10] in July 2005 when a fuel-price hike occurred (March 2005). The PKPS-BBM in the education sector is popularly known as a School Operational Assistance (BOS) program. The BOS program provides aid for primary and junior high school to facilitate free education for students from poor households. Schools with BOS funds are expected to exempt poor students from any expenses. Besides helping poor

[9] JPS is a social safety net program for poor people which was established in 1998 due to mitigate impact of crises in 1998. The program covers four sectors: education, health, community empowerment, and employment creation. And it is funded by World Bank and Asian Development Bank.

[10] PKPS BBM is a compensation program which was established in 2005 as an impact of rising global fuel prices in March 2005 . The program is distributed into four area, namely : education, health, rural infrastructure and BLT

students, the BOS program is also an effort to accelerate the completion of compulsory nine-year basic education.

Although the school operational assistance (BOS) is expected to increase the number of participating students, there are still many children who fail to attend school, dropout of school and cannot continue their education to the next educational level. One cause of this is the difficulty the household faces in meeting their educational needs such as uniforms, books, shoes, transportation costs or other educational expenses that are not covered by the BOS. Providing resources to meet these costs is what lies behind the development of Poor Students Assistance Program (BSM).

An important difference between the two schemes - BOS and BSM - is targeting. The BOS targets public as well as private schools across the country and is present in the form of school operational assistance. Thus, it is a different scheme and is not included in cluster 1 as seen in the table above. Meanwhile, the BSM target is a household with children of school age (7-18 years old) and the scheme has been designed to defray educational costs other than tuition fees. Currently, both programs are jointly implemented to reduce the probability of dropping out of school. Therefore, the BSM program which was launched in 2008 is expected to ease access to education services, expected to prevent dropouts, increase learning and to support the achievement of compulsory nine-year basic education (TNP2K , n.d.).

The BSM program varies based on level of education. The BSM primary is for poor students who are in primary school or in age 7-12 years old, BSM junior for 13-15 years olds or those in junior high school and BSM senior for senior high school student or children who are 16-18 years old.

3.2.1 BSM Targeting

Due to the program's dedication to poor and vulnerable households, identifying target households is a key concern. Before the introduction of the unified database, less than 30% of poor household received benefits from social safety net programs (Jamkesmas, Raskin, BLT).(Satriawan, E. (2013))

In order to improve this situation, a unified database was built in 2011. This unified data base (BDT) integrates data from various sources to determine targeted households for all social safety net programs. This data was compiled from the PPLS survey in 2011[11] which collected household and individual information that is used to categorize the poorest forty percent households based on household expenditure per capita (decile 1-decile 4). (Ibid.)

The PPLS Survey 2011 data consists of information on household characteristics which are divided into four groups: household characteristics, social-economic conditions, living conditions, and asset ownership. Household characteristics are marriage status of household head, number of household mem-

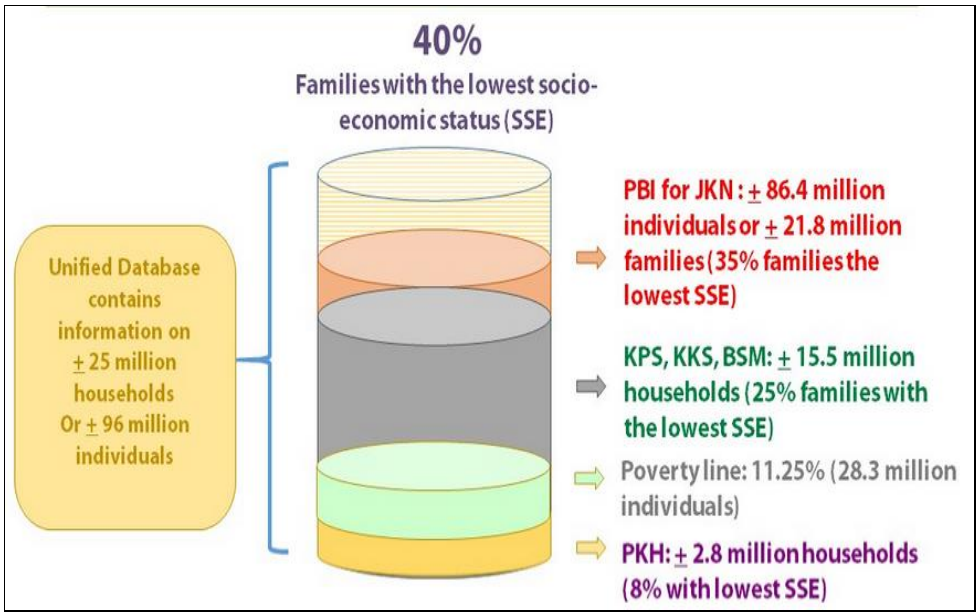
[11] PPLS survey 2011 is a special survey which was conducted by BPS to get more specific information about the poorest 40 percent household in Indonesia. The basic information of PPLS survey 2011 is taken from Susenas 2010, Census 2010 and PODES 2008

bers, number of household productive members, and number of school children. Socio-economic conditions are level of education of head of household and household members and status of main job. Dwelling condition consists of information about the house ownership status, type of wall, type of roof, type of floor, electricity, cooking fuel, source of water, and toilet ownership. The last set of asset characteristics includes refrigerator, 12 kg LPG tank, cellphone and vehicle ownership.

Data from the PPLS 2011 survey is used to create a unified database which is then used to determine eligibility for all social safety net program in Indonesia (figure 3-1) including the BSM. In the period 2008-2012, TNP2K defined poor households as those with an expenditure per capita per month of under IDR.250,000. Meanwhile, vulnerable poor households were identified as those with expenditure per capita per month under IDR.370,000 (TNP2K, n.d.)[12]. The BSM candidate beneficiaries are the poorest 25 percent and the proportion is about 15.5 million households consisting of 11.1 million students. The scheme of national targeting system is as seen in figure 3-2.

The PPLS 2011 survey data is authorized by TNP2K and contains data on those who are eligible for the program and does not contain information on those who are not eligible. Thus, I could not use the PPLS survey data to compare the treatment group and a control group. The only data which has information about BSM at the national level is the Susenas database. Since targeting is based on PPLS 2011 survey data, data from Susenas data 2013 is suitable to analyze the implementation of the BSM.

Figure 3-1: Families classified based on socioeconomic conditions

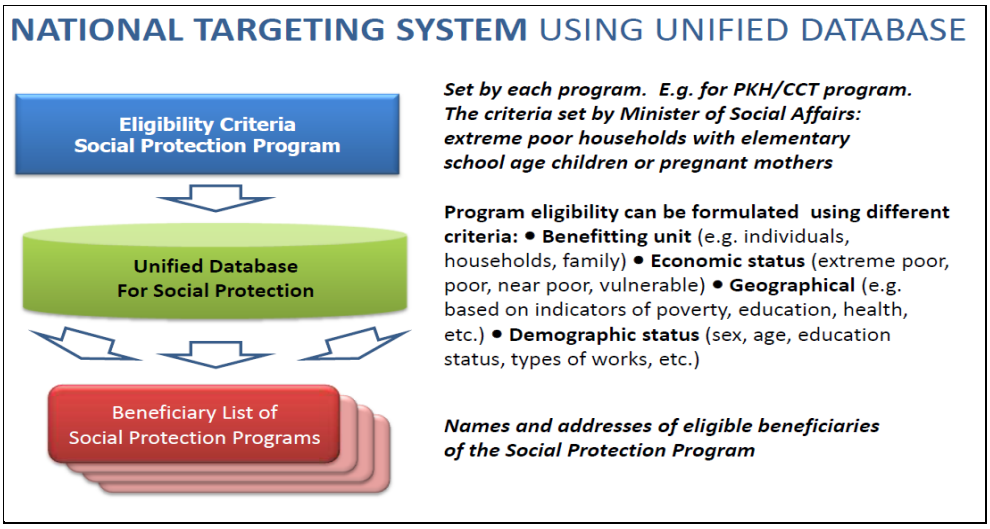


(Source: TNP2K, n.d.)[13]

12 http://www.tnp2k.go.id/images/uploads/downloads/Binder%20PAPARAN%20HASIL%20KERJA%20TNP2K___OK%20LOWRISE%20send%20email%20130814%20reduce.pdf. Accessed 15 April 2015

13 http://www.tnp2k.go.id/en/data-indicators/unified-database-1/.Accessed 15 April 2015

Figure 3-2: Scheme of national targeting system



(Source: Satriawan, E. 2013 : 22)

3.2.2 BSM Targeting Criteria

According to TNP2K, BSM beneficiaries are determined based on information from the unified database. But the criteria to identify beneficiaries also depends on the decision of the Ministry of Education and Culture (MoEC) and Ministry of Religious Affairs (MoRA) as they hold the budget. The school committees as an official of the ministry also could propose students who fulfil the BSM's criteria -but they are not in the list in unified database- as program recipients. The recommendation of the school commitees will be forwarded to local government, then the candidates will receive the program in the next year if they meet the ministry's requirement. So, implementation of the program depends on those identified through the TN2PK and by the budget holders. According to TNP2K (n.d)[14], the criteria of BSM recipients by Ministry of Education and Culture are:

a. Household receive Social Assistance Cards (KPS)

   These card was first issued in June 2013 and was distributed to the poorest 25 percent of households. This card gives access to the BSM program. This criteria is not included in the research, because the period of research deals with the first quarter of 2013.

b. Student has BSM card

   This card started distribution simultaneously with KPS card.

c. Household is registered in the Family Hope Program (PKH)

d. Students almost dropping out due to financial reason.

   The incapability of students to fulfil their other educational cost resulting in a compulsion to engage in the labor market. This incapability may be due lack of money, absence of father as household head, lack of parent's attention due to a larger number of siblings. Thus, the school commitees is expected to play an important role in preventing this and involving this type of student in the program.

[14]http://www.tnp2k.go.id/en/frequently-asked-questions-faqs/cluster-i-2/cash-transfers-for-poor-students-bsm/. Accessed 15 April 2015

e. Students are orphans and live in orphanages
f. Students are victims of natural disasters

Furthermore, the criteria (s) for BSM recipients as used by the Ministry of Religious Affairs are[15]:

a. Household has received Family Hope Program (PKH) card
b. Students live in orphanages run by the Ministry of Social Affairs
c. Students are victims of natural disasters
d. Households have a Certificate of Poverty (SKTM) from the district/village
e. The student risks dropping out of school because of difficulties related to costs. Tuition fee in primary and junior schools is free in Indonesia, but the transition period from junior high school to senior high school witnesses dropouts.
f. Orphans
g. Other considerations (e.g. Physical abnormalities, acute disaster victims and students from poor households with more than three children under 18 years old).

According to World Bank (2012b), in 2008 the BSM was distributed to more than three million poor students at all levels of education while by 2010 almost six million students were beneficiaries (Table 3-2)

Table 3-2. BSM benefit levels and number of beneficiaries by school level and type, 2008-2010

Table 1: BSM Benefit Levels and Number of Beneficiaries by school level and type, 2008-2010

	Number of Beneficiaries			Benefits Amounts (Rp)
	2008	2009	2010	
Kemdikbud	2,136,473	2,988,628	4,123,204	
Primary School	898,400	1,796,800	2,277,039	360,000
Junior High School	499,105	523,667	591,129	531,000
Senior High School	732,620	577,791	613,967	780,000
University	6,348	90,370	641,069	1,200,000
Kemenag	886,411	1,571,873	1,820,360	
Primary School	358,492	645,556	714,642	360,000
Junior High School	274,027	544,861	645,033	720,000
Senior High School	204,922	316,282	382,903	780,000
University	48,970	65,175	77,781	1,200,000
Total	3,022,884	4,560,501	5,943,564	

(Source: World Bank 2012b : 13)

Table 3-3. BSM coverage and benefit per student by educational level, 2012-2014

Educational level	Individual BSM student beneficiaries (number) 2012	2013 (2nd semester of academic year 2012/13)	Mid 2013 (revised state budget/APBN-P* for 1st semester of academic year 2013/14	2014 (2nd Semester of AY 2013/14)	BSM benefit by educational level USD per year per student)
MoEC (total)	**5,900,000**	**5,900,000**	**12,600,000**	**9,200,000**	
Primary	3,500,000	3,500,000	8,000,000	6,000,000	38
Junior secondary	1,300,000	1,200,000	2,900,000	2,200,000	63
Senior secondary	500,000	600,000	700,000	550,000	84
Vocational	600,000	600,000	1,000,000	425,000	
MoRA (total)	**1,800,000**	**2,800,000**	**2,800,000**	**2,000,000**	
Primary (religious)	800,000	1,400,000	1,400,000	800,000	38
Junior secondary (religious)	600,000	950,000	950,000	800,000	63
Senior secondary (religious)	400,000	400,000	400,000	400,000	84
Total	**7,700,000**	**8,700,000**	**15,400,000**	**11,200,000**	

(Source: Howell and Larasati 2014: 5)

[15]http://www.tnp2k.go.id/en/frequently-asked-questions-faqs/cluster-i-2/cash-transfers-for-poor-students-bsm/. Accessed 15 April 2015

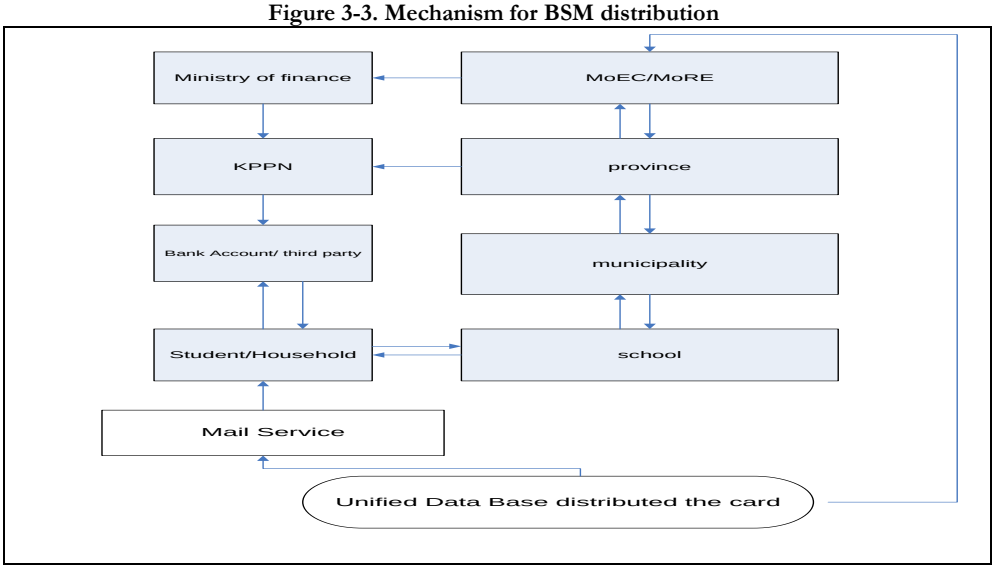
Table 3-3 shows that there is a gap between the number of expected and actual beneficiaries. For example in mid-2013, the state budget was revised to provide BSM payments at the primary school level to about 12.6 million students, but the actual number is 9.2 million students. The benefits at each level of education in 2013 are 450.000 rupiahs/$38 per year for primary school, 750,000 rupiahs / $63 per year for junior high school and one million rupiahs / $84 per year for senior high school. World Bank (2012b) points out that the amount of benefits is only 30 percent of the education cost and this does not include the education cost of new enrollment at different levels of education. This may be a concern as low coverage of costs may be ineffective in minimizing dropped-out students.

3.2.3 The mechanism of distributing the BSM

Annually, the MoEC and MoRa compile a budget plan for the allocation of the BSM benefit which is proposed to The Ministry of Finance. If said plan is approved, then the MoEC and MoRA are informed and this information is delivered to the student. In the case of disbursement of benefits, the Ministry of Finance gives authorization to the KPPN as the ministry of finance's representative, which will distribute the benefits to the Bank Account in the name of the student. The distribution of the BSM mechanism is shown in figure 6.

Since mid-2013, according to TNP2K (2015), TNP2K distributes the BSM card via mail service to beneficiaries. After having a BSM candidate card, students may withdraw money from bank accounts registered in their name. If a bank account is not available, the student may withdraw money from a third party (for example, PT.POS Indonesia or Indonesian Postal Service) appointed by MoEC and MoRA (TNPK,n.d.)

Figure 3-3. Mechanism for BSM distribution



(Source: TNP2K, n.d.)[16]

16 http://www.tnp2k.go.id/images/uploads/downloads/Binder%20PAPARAN%20HASIL%20KERJA%20TNP2K___OK%20LOWRISE%20send%20email%20130814%20reduce.pdf. Accessed 15 April 2015

Chapter 4
Data and Methodology

4.1 Data

This paper relies on secondary data called Susenas core 2013 obtained from BPS-Statistics Indonesia (BPS). Susenas is a National Socioeconomic Survey, which provides household and individual level socio-economic information and has been collected by BPS since 1963. BPS has published Susenas core (Principal) and Module (Detailed) every year from 1992 to 2010. Starting from 2012, the Susenas Core and consumption module are conducted on a quarterly basis each year.

Susenas Core 2013 contains information to investigate the performance of the BSM in terms of implementation and education outcomes within households. It consists of detailed information about characteristics of households and individuals across the country. This information enables us to identify households which receive the BSM program based on expenditure per-capita level. Susenas is a cross section nationally representative data covering more than 284.063 households and 1.094.179 individuals. The sample consists of 17 block census from all districts and covers up to 497 municipalities and 33 provinces in Indonesia.

The Susenas Core 2013 data consists of separate individual and household data sets. Detailed information about household socio-economic traits is available in different blocks. Specific questions on whether household is a BSM beneficiary or not is available in block VII of this module. Information about children and parent's school participation is available in block V.C. The key outcome variable on which the paper focuses is dropping out of school (not attending school anymore) rather than never attending school as the proportion of the sample which has never attended school is small.[17] Meanwhile, household characteristics information spreads in block I, IV, V.D, and VI. In order to determine the BSM recipient or investigate BSM targeting, I use the household survey data set. Meanwhile, in order to examine the effect of BSM on dropout school, I combine the household data set and the individual data set. Combining these information sources we can estimate the effect of BSM on child school participation. However, since the information about BSM recipient is in the household survey data, I cannot identify the actual child who receives the BSM program within the household.

The sample of households restricted to household who has children range in age between 7 to 18 years old and surveyed in 2013 is 196,262 households.[18]

[17] The sample about "never attending school" in susenas core 2013 only 1.57% or 4,096 of 261,126 children around 7-18 years old. Meanwhile, the sample of "not attending school anymore is 9.24 or 24,127 children. (author's calculation)

[18] Household who has children in aged range between 7-18 years old as a range age based on education law in Indonesia No.20/2003 concerning national education system. This household group is called full sample in this paper.

This sample is split into three groups; there are 142,966 observations for households who have children in the age range 7-12; 85,185 observations for households who have children 13-15 years old; 75,618 observations for households who have children 16-18 years old.[19] The individual data set is restricted to children with range age between 7 to 18 years old. There are 257,030 children of this age group in the sample.[20] This number is divided into three cohorts based on age of child at each level of education. [21]The first cohort is 7-12 years old children in primary school age level and the sample is about 137,433. The second cohort is 13-15 year old children in junior high school, the sample is around 63,850. The last cohort is 16-18 years old children in senior high school age level and the sample is about 55,747.

Since 2012, the BSM targets households based on the unified database information. Due to the limited budget and the large number of students to cover, GOI limits the BSM receiver to households in the lowest 25 percent of expenditure per capita. Based on this information, I rank expenditure per capita of households within the household data set. Then, I allocate a value of one if households are in the lowest 25 percent of expenditure per capita and zero for those above the 25 percent level. I call this binary variable 'eligibility'. The lowest 25 percent group is household with the amount of expenditure per capita/ month around IDR 365161.6 at maximum.[22] I will use this point as a cut-off to investigate the distribution of BSM in each quartile. For the purpose of this paper, households who receive multiple BSM subsidies (for children at different levels of education) are left out of the analysis. Including them would distort the analysis. Detailed information on BSM by expenditure quartile is provided in chapter 5.

4.2 Variable(s) and specification

For this paper, I choose variables from the Susenas Core 2013 to model the probability of being a BSM recipient and then to examine the link between dropping out and BSM.

The dependent variable is BSM for three different type levels of education. The first type is BSM for primary school, which covers 7-12 year old children. The second type is BSM junior high school for 13-15 year old children. The last type is BSM senior high school that is for 16-18 year old student.

Drawing on the criteria used by TNP2K, MoEC and MoRA, the probability of being a BSM recipient is treated as a function of level of expenditure per capita. In addition, following a number of household characteristics (head of household characteristics such as sex, level of education, working status, sector of work; the number of children of school age, children's school participation), asset characteristics (has bicycle, motorcycle, air conditioner, LPG, refrigerator and car), and living conditions (type of roof, floor, toilet, lighting source, water source, cooking fuel, toilet ownership, and house ownership) are used as con-

[19] This group is called sub-sample in this paper
[20] See 17
[21] See 18
[22]Detail about the level of expenditure which used to determine those group is in sub section 5.2

trol variable. The variable of regional fixed-effects are included. I use two types of region characteristics. There are urban/rural and dummies for the five islands (Sumatera, Kalimantan, Java&Bali, Sulawesi and Nusa Tenggara including Papua and Maluku in one group.

In order to estimate the effect of the BSM program on education outcome, in this case dropping out school, I use all the variables which are used to model the probability of being a BSM recipient and add some variables which may affect dropping out school. The additional variables are child characteristics (age, sex), number of hours of work put in by a child, number of working adults above 10 years old, number of babies (0-4 years old), expenditure percapita, number of productive members in household[23]. Detail on all variables that are used in the regression models to for determining BSM recipient and school participation is in appendix 2 and 3.

4.3 Methodology

4.3.1 The approach used to study BSM Targeting

Identifying program beneficiaries is crucial to determining whether the program is well targeted and reaches its goals and what can be done to improve the program as well.

Using susenas core data 2013, this paper classifies households as eligible or ineligible using the 25th percentile of expenditure per capita. Those below this expenditure quartile are deemed eligible. The undercoverage rate (exclusion error) is calculated by dividing the number of eligible households that are not covered by BSM by the total number of households that should be covered (the target household). The leakage rate (or inclusion error) is calculated by dividing the number of ineligible households that receive the BSM by the total number of households covered by the program.

In this paper, the method to examine targeting consists of the following steps. First, construct categorization of the poor as eligible and non-poor as non-eligible household (quartile 1-quartile 4). Second, restrict the household sample based on whether the household has children in age school level (7-18 years old). Then, estimate the number of households that receive the program based on quartile and differ by type of the level program (BSM primary, Junior and Senior). Finally, based on this estimation the value of leakage and undercoverage rate is obtained.

After carrying out the analysis described above, in order to further investigate the issue of targeting, I estimate the link between the variables that capture the criteria mentioned above (see section 4.2) and being a BSM recipient program. Since the amount of the BSM differs by education level, I split the regression into three age cohorts. Since the dependent variable is a binary response variable, I use a probit model for estimation.

[23] The productive member is the household member with age more than 10 years old and working.

The proposed probit model is written as,

a) $\Pr\ [BSMPrimary_j=1 \mid X] = \alpha + \beta_1\ eligibility_j + \lambda X_j + \varepsilon_j$,
$BSMPrimary_j = 1$ if $BSMPrimary_j > 0$, 0= otherwise (1)

b) $\Pr\ [BSMJunior_j=1 \mid X] = \alpha + \beta_1\ eligibility_j + \lambda X_j + \varepsilon_j$,
$BSMJunior_j = 1$ if $BSMJunior_j > 0$, 0= otherwise (2)

c) $\Pr\ [BSMSenior_j=1 \mid X] = \alpha + \beta_1\ eligibility_j + \lambda X_j + \varepsilon_j$,
$BSMSenior_j = 1$ if $BSMSenior_j > 0$, 0= otherwise (3)

The equation above treats the probability that household *j* receives BSM (primary, junior, senior) as a function of the eligibility variable defined as whether a household is below (1) or above (0) the cut off point (the 25 percent lowest level of expenditure). Meanwhile, X_j is a set of observable variables which may determine access to the BSM program. These variables have been selected on the basis of TNP2K, MoEC and MoRA criteria as seen in appendix 1. The coefficient on eligibility (β_1) is expected to be positive if the BSM program is well-targeted.

4.3.2 The effect of BSM on dropping out school

Since the BSM program has been created to cope with the problem of dropping out school, it is necessary to study its effects on this outcome at each level of education. To examine the link between the BSM program and school participation, in this case dropping out school, I also use a probit model, since the outcome is in binary form. In order to minimize bias from unobservable, I include all observable variables which determine the BSM, and include some additional variables which may have a bearing on the outcome. The proposed probit model which determines the probability of dropout are written as :

$\Pr[Dropout=1 \mid X]_{ijk} = \alpha + \beta_1 BSMPrimary_{jk} + \lambda X_{ijk} + u_{ijk}$ (4)

$\Pr[Dropout=1 \mid X]_{ijk} = \alpha + \beta_1 BSMJunior_{jk} + \lambda X_{ijk} + u_{ijk}$ (5)

$\Pr[Dropout=1 \mid X]_{ijk} = \alpha + \beta_1 BSMSenior_{jk} + \lambda X_{ijk} + u_{ijk}$ (6)

The equation above shows the underlying response variables the probability of dropping out school of child *i* in cohort *k* within household *j*. The variable BSM indicates whether children in cohort *k* living in household *j* receive the BSM. As I explained before, the BSM target is household, thus, I could not specify which specific child receives the BSM. In order to analyze the effect of BSM within the eligible household, then I also generate the model within full sample and a sub sample of cut-off point. The purpose is looking at a different effect of BSM between the eligible household and non-eligible household in different cohort. Thus, the estimation result from each model specification will represent the effect of BSM recipient and non-recipient within the eligible household. Meanwhile, the other model specification will generate the model who participates and non-participate of BSM within non eligible household. Each specification will present the different effect between cut off point after controlling all observable variables.

From these models, the key coefficient of interest is β_1. The hypothesis is that sign on the coefficient will be negative. It means that BSM program is expected to reduce the probability of dropping out of school for children living in households which receive BSM.

Chapter 5
Result and Analysis

This chapter presents empirical findings on the targeting performance of the BSM program and on the effect of the BSM on dropping out of school. This chapter consists of three parts. The first part discusses descriptive statistics. The second part the probability of being a BSM participant. The last part will discuss the effect of BSM on the probability of dropping out of school.

5.1 Descriptive Analysis

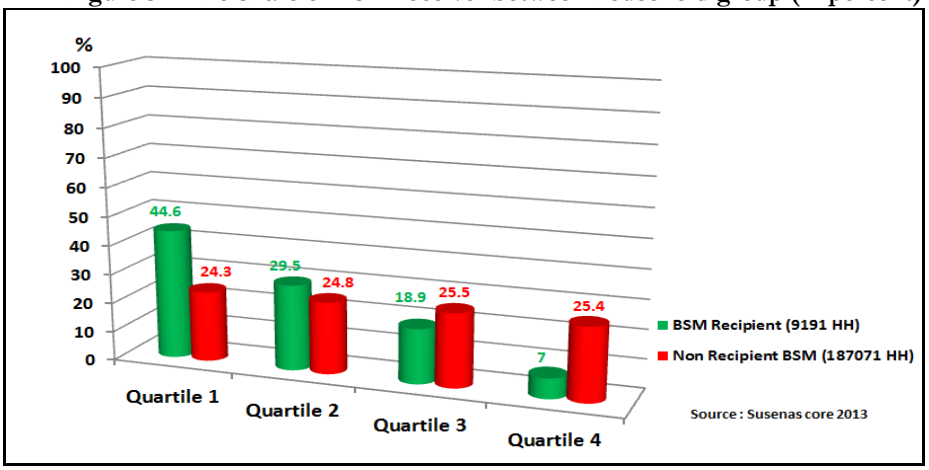
5.1.1 Descriptive statistics of BSM recipients and non-recipients

From the Susenas core 2013, household data set stated that 196,262 households have children between 7-18 years old (see appendix 1). Out of this sample, 9191 households receive the program and 187,071 households are not receiving the program. Among the beneficiaries, 5820 households (2.97%) received the BSM primary, 2118 (1.08%) received the BSM junior, and 1253 (0.64%) received the BSM for senior high school level. Of these households, only 0.97% of total household also receive a scholarship from the government. The other social safety net program received by the household is the PKH program. Of the total sample, only 2,342 (1.19 %) household -with children of 7-18 years old - has a PKH card.

The table 5-1 below presents summary statistics using Susenas 2013 which describes the characteristics of BSM recipient versus non-recipient. Of those BSM recipients, 44.6% of the 9191 households belong to the poorest 25% of household grouped based on expenditure per capita (first quartile). The other groups also have access to the program; 29.5%, 18.9%, and 7 % of the 9191 recipients are from the second, third and last quartile, respectively. While the poorest account for the largest share of the BSM recipients, there is substantial leakage in the implementation of the program. Among those who do not receive the BSM program (187,071 households), 24.3% are eligible household and fall in the lowest quartile (see figure 5-1). It means that, there is under coverage as well as leakage. More details about both will be discussed in section 5.2.

By observing those who are benefiting from the BSM, we can find that households are also benefiting from other government scholarship and social safety net programs such as PKH. For the BSM beneficiaries, about 1.6% of 9191 households also receive other type of scholarship from the government. While, compared to household without the program, there is 0.9% of 187,071 households receiving the other government scholarship, albeit without the BSM program.

Figure 5-1 The Share of BSM receiver between household group (in percent)



(Author's Calculation using Susenas Core 2013)

With respect to the other social safety net program such as PKH. The poorest 25 percent of households that receive the BSM program does not mean they also enjoy the PKH program. In other words, the PKH program is reserved only for households categorized in the poorest 10 percent as TNP2K regulation. In this sample, BSM beneficiaries who are capable showing the PKH card ownership is only 5.8 % of 9191 households. While, among non-BSM recipient (187,071 households), 1% has PKH card and is capable to show it.

Otherwise, the BSM recipients who have children more than three in school age is approximately 69.8% of 9191 households. While not much different from the recipient groups, 69.4% of non-recipient program (187,071 households) has children more than three. On the other hand, all of BSM recipient and non-recipient in similar proportion (0.5% of the sample) has disabled children within the household . In relation to the program targeting, out of 9191 (187,071 households) BSM beneficiaries (non-beneficiaries) households, they also have children at primary school age level is around 72.4% (72.9%), at junior school level is approximately 42.4% (43.5%) and at senior high level is about 38.0% (38.6%). While, the BSM recipient with children not in school in primary (junior and senior high school) school is around 2.6% (4.4% and 8.5%) of 9191 households. The study also finds that household as non-recipient program has children not in school in about 2.4% (4.9% and 9%) of (187,071 households). The percentage is small in number, meaning that the largest proportion of the program is dedicated to schooling children.

Other items that determine the BSM receiver are the head of household's characteristics and wealth condition. When analyzing the head of household, only 13.2 % of 9191 BSM recipients have a female figure as their head of household. In addition for those sample, the head of household who never had formal education is about 27%, 38.6% only graduated from primary school, 16.5 % and 16.2% have completed junior and senior high school while a small number has graduated from university (1.7 %) of 9191 households. For those who do not receive the program (187,071 households), the characteristic of household head are 15% households with female headed household, 20.9% has no formal education, and 31.7% (15.9%, 23.6% and 7.9%) have graduated from primary, junior, senior high school and university respectively.

The household head's working status is also considered as control variable in this paper. The children who receive (not receive) the BSM have parents who are; an employee 22% (30.6%), self-employeed 27% (26.4%), businessman with unpaid worker 31.6% (26.7%) and freelance/seasonal/contractual worker 16.1%(10.2%). The heads of household who engage in working sector such as agricultural is about 49.5% (40.1%) of 9191 (187,071) households who receive (not receive) the program. Otherwise, working in service sector is only 1% for the household BSM recipient. But, the non-recipient household whose work is in agricultural sector is approximately 40.1% and in service sector is approximately 2.5 % of (187,071) households. In general, mostly program was addressed to poor household which captured by relatively low income of job profile's parents (for example; freelance worker,agricultural).

The wealth of household could be observe by the ownership of durable goods or living conditions. In BSM recipient and non recipient, 53.6% of 9191 and 64.4 of 187,071 households have a motorbike. It implies, motorbike is a common and popular asset in Indonesian household nowadays, if compared to the bike ownership, which only 31.6% and 32.5% of BSM recipient and non-recipient. The other assets ownership that may differentiate level of wealth among households are the possession of air conditioner, car & refrigerator due to the high price one must pay to consume or use them. The proportion of household who has these assets is 0.05%,1.3%, 21.1% of 9191 BSM recipient households. Furthermore, mostly BSM recipient has living condition as follows : iron sheet-roof (49.9%);concrete wall (48.4%);not soil floor (88.8%); own toilet (55.2%);has electricity (83%);house status ownership is leasing (1.8%);fuel cook is wood (58.3%) and many other characteristics. Another finding is that 67.9% BSM recipients are living in the rural as well as 56.9% of the non-recipient households. To see more detail about the characteristic of households who receive and not receive the BSM could be seen in appendix 2.

In different specification, this paper also summarizes the characteristics of BSM recipient based on type of program level (BSM Primary, Junior, and Senior). Of those BSM primary recipients, 49.5 % of the 5,820 households belong to the poorest 25% of household grouped based on expenditure per capita (first quartile). The other groups that also access the program; 29.2%, 16%, and 5.3 % of the 5,820 recipients are from the second, third and last quartile, respectively. While the poorest account for the largest share of the BSM recipients, there is also substantial leakage. The corresponding numbers for BSM junior are 40.6 %, 30.4%, 21.5% and 7.6% of the 2,118 households for the first, second, third and fourth quartiles, respectively. For BSM at the senior high school level, the poorest have the same proportion as the other groups (second and third quartile). Around 28.9 % of 1,253 households fall in the lowest quartile, 29.8 % in the second quartile and 27.8 % in third quartile. About 13.5% of the highest quartile also receives the BSM senior high school subsidy. More details about these types are present in appendix 2-1.

Table 5-1. Household's Characteristic of BSM recipient and non-recipient

Household's Characteristic of BSM recipient & non recipient (Mean)		
Variable(s)	**BSM Recipient**	**Non-recipient**
eligibility /quartile1/the 25 % poorest group	0.446	0.243
quartile2 / 25-50%	0.295	0.248
quartile3/50.1-75%	0.189	0.255
quartile4 / 75.1-100%	0.07	0.254
other scholarship from gov, 1=yes,0=no	0.016	0.009
has PKH card and can show it (1=yes)	0.058	0.01
there is a child (7-18 years old) who is disable within HH	0.005	0.005
>3 Nchild under 18 years within HH,1=yes,0=no	0.698	0.694
there is a child (7-12 years old) within HH	0.724	0.729
there is a child (13-15 years old) within HH	0.424	0.435
there is a child (16-18 years old) within HH	0.38	0.386
HH has child not in school (7-12 years old) 1=yes,0=no	0.026	0.024
HH has child not in school (13-15 years old) 1=yes,0=no	0.044	0.049
HH has child not in school (16-18 years old) 1=yes,0=no	0.085	0.09
Female headed household	0.132	0.15
level educ HHH= no formal education	0.27	0.209
level educ HHH= primary school	0.386	0.317
level educ HHH= junior high school	0.165	0.159
level educ HHH= senior high school	0.162	0.236
level educ HHH= university	0.017	0.079
HHH Self-employed	0.27	0.264
HHH_Running Business with unpaid worker	0.316	0.267
employee	0.22	0.306
Seasonal/Contractual/Freelance	0.161	0.102
HHHwork_agri	0.495	0.401
HHHwork_service	0.01	0.025
bike	0.316	0.325
motorbike	0.536	0.644
Air Conditioner	0.005	0.046
refrigerator	0.211	0.387
car	0.013	0.079
roof-iron sheet	0.499	0.466
wall-concrete	0.484	0.606
floor- not soil	0.888	0.93
own_toilet	0.552	0.689
no_toilet	0.262	0.167
electricity-PLN	0.83	0.868
house-lease	0.018	0.034
water protected/well	0.253	0.216
fuel cook-wood	0.583	0.389
toilet=River/Lake/Sea	0.185	0.136
1=rural,0=urban	0.679	0.569
No. Observation	**9191**	**187071**

(Author's Calculation using Susenas Core 2013)

5.1.2 Descriptive statistics of those who drop-out and those who don't

The table 5-2 below shows the differences between those who dropout of school and those who do not dropout of school in the full sample.

Table 5-2. Descriptive statistics on children's schooling status (7-18 years old)

Characteristic of children in schooling status (Mean)		
Variable(s)	**Children's Schooling Status**	
	Drop out	**Non Drop out**
BSM_Primary	0.051	0.06
BSM_Junior	0.018	0.022
BSM_Senior	0.009	0.012
BSM status, 1= receive BSM, 0=not receive BSM at all	0.077	0.094
eligibility /quartile1/the 25 % poorest group	0.44	0.326
quartile2 / 25-50%	0.275	0.271
quartile3/50.1-75%	0.188	0.23
quartile4 / 75.1-100%	0.097	0.173
cohort 1 (7-12 years old)	0.041	0.586
cohort 2 (13-15 years old)	0.218	0.252
cohort 3 (16-18 years old)	0.742	0.163
Child is female	0.431	0.484
lnC_workhours (the number of working hours of child)	1.633	0.103
The number of productive household member	2.572	1.976
Other scholarship from government, 1=yes,0=no	0.012	0.021
has PKH card and can show it (1=yes)	0.024	0.023
has PKH card but can't show it (1=yes)	0.01	0.01
has no PKH card but receive PKH (1=yes)	0.003	0.002
never receive PKH Program (1=yes)	0.963	0.966
there is a child (7-18 years old) who is disabled within HH	0.016	0.003
HH has child not in school (7-12 years old) 1=yes,0=no	0.19	0.015
HH has child not in school (13-15 years old) 1=yes,0=no	0.375	0.03
HH has child not in school (16-18 years old) 1=yes,0=no	0.656	0.054
Female -headed household	0.135	0.091
level educ HHH= no formal education	0.324	0.175
level educ HHH= primary school	0.395	0.314
level educ HHH= junior high school	0.136	0.173
level educ HHH= senior high school	0.126	0.256
level educ HHH= university	0.019	0.082
HHH Self-employed	0.245	0.251
HHH_Run Business with unpaid worker	0.346	0.271
Employee	0.233	0.32
Seasonal/Contractual/Freelance	0.133	0.099
HHHwork_agri	0.55	0.436
HHHwork_service	0.009	0.03
bike	0.292	0.381
motorbike	0.589	0.687
LPG	0.063	0.14
refrigerator	0.255	0.416
Car	0.034	0.09
roof-iron sheet	0.492	0.533
wall-concrete	0.494	0.597
floor- not soil	0.911	0.94
own_toilet	0.573	0.701
no_toilet	0.274	0.174
electricity-PLN	0.81	0.862
house-lease	0.023	0.021
water protected/well	0.226	0.213
fuel cook-wood	0.535	0.403
toilet=River/Lake/Sea	0.205	0.139
1=rural,0=urban	0.658	0.581
No. Observation	**24127**	**232903**

(Author's Calculation using Susenas Core 2013)

Furthermore, from those who dropout, the ones who live in a household that receive the BSM Primary (Junior and Senior) are around 5.1 % (1.8% and 0.9%) of 24,127 children, respectively. For the children who do not dropout, on average 6%, 2.2% and 1.2% of 232,903 children lives in household who receive the BSM in primary, junior and senior high school levels. It indicates the higher the level of education, the smaller the coverage of the program to reach.

In addition, the dropped out children mostly belong to the household with the lowest level of expenditure. Financial barrier is undoubtedly the highest risk of dropping out of school. The wealthier the family (judged by the expenditure), the lower the dropout rate occurring within that family. The table also implies that the poorest family has almost five times higher chance of dropping out of school compared to the wealthier families, the percentiles are as follows: 44.4%, 27.5%, 18.8% and 9.7% lives in the poorest 25% household, quartile 2, quartile 3, and quartile 4, respectively.

On the other hand, children from the poorest group who stay in school make up a majority of the proportion compared to the other groups. There are 32.6%, 27.1%, 23%, 17.3% of 232,903 children from the poorest group until the richest, correspondingly.

The other differences of characteristics among the children who dropout and who do not dropout are also briefly explained in this section. According to table 5-2, the children aged 16-18 years old seemingly has the largest proportion to dropout and the smallest in case of enrollment. This profile due to high cost education in Indonesia in upper level. The female children seem to have the same incidence to dropout and schooling. This is due to Millenium Development Goals 2015 to reach gender equality in education. (AusAID et alia. 2012)

The disadvantage of socio-economic condition is also highly correlated with how far the children are engaged in the labor market to help earning for the family. The more often they spend time at work, the higher is the probability to dropout. More details about the other characteristics could be seen in appendix 3.

The same analysis is applied to a specific level of education or sub sample (primary, junior, senior high school) whether they dropout or do not dropout, (Table 5-3,5-4,5-5). In senior high school, the share of children who do not dropout in the poorest household seems to have a different pattern (see Table 5-5). From this level, the proportion seems lower than the higher group. The reason is, the poorest seems to have difficulties to send their children to the higher level of education (senior high school) regarding the increasing educational cost as the education level increases. It is the same story with the World Bank (2012a) report that the enrollment of the poorest group is under 50 percent of the population.

Furthermore, for the children who dropout at primary school level, 6.2% of 978 live in households which receive the BSM primary. It is expected because the program is supposed to prevent school dropout. But, since the information

from Susenas could not specify the children who actually receive the program, then the dropping out probably occur to the other siblings. Moreover, the children who dropout of primary school level are also living in household that receive other levels of the BSM program (1.7 % BSM junior and 0.5% BSM senior). It suggests that those children have siblings in junior or senior high school level. This analysis is prevailed to another level education as seen in table 5-2 and table 5-3. The proportion of children who stay in school and living in the BSM Primary receiver households is around 7.7 % of 136,455 children and it is larger than children who dropout and living in the same household. It indicates that children living in households with additional income from subsidy are more likely to engage in schooling.

The descriptive statistic also found that the higher the level of education, the bigger the proportion of children who dropout school and it is coming from a female. The proportion is approximately 37.9%, 40.2%, and 44.3% at primary, junior and school level. While compared to children who do not dropout, the composition of female children is almost similar at about 48% for each level of education. In the case of the number of working hours, the older the children, the greater the number of working hours. It implies that the opportunity of being engaged in the labor market is higher for children in senior high school level.

The table also shows the characteristics of head household where dropout and non dropout children live. The higher the level of education of the household head, the lower the number of children expected to dropout in each different specification. It implies that a head of household's education is in correlation to the capability of earning and influence the academic performance in children. More details of other characteristics that correlated of the children's schooling status are presented in appendix 3-1,3-2, and 3-3.

Table 5-3. Descriptive statistics on children's schooling status (7-12 years old)

Characteristic of children (7-12 years old) in schooling status (Mean)		
Variable(s)	**Status schooling of children**	
	Drop out	**Non Drop out**
BSM_Primary	0.062	0.077
BSM_Junior	0.017	0.013
BSM_Senior	0.005	0.006
BSM status, 1= receive BSM, 0=not receive BSM at all	0.085	0.096
eligibility /quartile1/the 25 % poorest group	0.595	0.355
quartile2 / 25-50%	0.244	0.273
quartile3/50.1-75%	0.109	0.218
quartile4 / 75.1-100%	0.051	0.154
No. Observation	**978**	**136455**

(Author's Calculation using Susenas Core 2013)

Table 5-4. Descriptive statistics on children's schooling status (13-15 years old)

Characteristic of children (13-15 years old) in schooling status (Mean)		
Variable(s)	Status schooling of children	
	Drop out	Non Drop out
BSM_Primary	0.061	0.041
BSM_Junior	0.016	0.045
BSM_Senior	0.007	0.010
BSM status, 1= receive BSM, 0=not receive BSM at all	0.083	0.096
eligibility /quartile1/the 25 % poorest group	0.530	0.316
quartile2 / 25-50%	0.267	0.273
quartile3/50.1-75%	0.142	0.236
quartile4 / 75.1-100%	0.061	0.175
No. Observation	**5252**	**58598**

(Author's Calculation using Susenas Core 2013)

Table 5-5. Descriptive statistics on children's schooling status (16-18 years old)

Characteristic of children (16-18 years old) in schooling status (Mean)		
Variable(s)	Status schooling of children	
	Drop out	Non Drop out
BSM_Primary	0.047	0.026
BSM_Junior	0.019	0.021
BSM_Senior	0.009	0.040
BSM status, 1= receive BSM, 0=not receive BSM at all	0.075	0.087
eligibility /quartile1/the 25 % poorest group	0.405	0.236
quartile2 / 25-50%	0.278	0.264
quartile3/50.1-75%	0.206	0.264
quartile4 / 75.1-100%	0.110	0.236
No. Observation	**17897**	**37850**

(Author's Calculation using Susenas Core 2013)

5.2 Issue of BSM Targeting

This section examines the issue of BSM targeting. The study begins by examining the household data and providing a descriptive statistical analysis. Then, estimates based on a probit model are used to investigate the issues.
In order to determine eligibility households, I order households in the data set from worst to best based on expenditure per capita. Then, I estimate the consumption quartile in which a household lies (see table 5-6).

Table 5-6: Quartile of expenditure per capita/month in rupiahs

Expenditure per capita Household	Obs	Mean	Std. Dev.	Min	Max
quartile 1	72436	282285	54603.42	75142.86	365161.6
quartile 2	71015	447898.1	50809.62	365164	541766.7
quartile 3	71016	678873.7	90436.36	541769.5	861524.5
quartile 4	69596	1608725	1373393	861533.3	9.13E+07
total	284063				

(Author's Calculation using Susenas Core 2013)

Table 5-6 describes the range of expenditure per capita for different quartiles. There are 284,603 observations in the household data and those who are eligible for BSM program are those with a maximum expenditure per capita of IDR. 365,161.6.

While the coverage of the BSM program is increasing every year, unfortunately effective implementation of the program is quite low due to exclusion and in-

clusion errors. As a simple illustration designed by Grosh (1994) and Hoddinot (1999), table 5-7 capture detailed the implementation of BSM regarding the existence of the inclusion error (leakage) and exclusion error (under coverage) during implementation of BSM in the full sample.

Table 5-7: The exclusion and inclusion error from total sample

For Household who has children 7-18 years old		Eligible household *	Non Eligible Household**	Total	Under coverage Rate	Leakage Rate
BSM Primary	BSM recipient	2,882	2,938	5,820	0.94	0.50
	Non recipient BSM	46,686	143,756	190,442		
BSM Junior	BSM recipient	859	1,259	2,118	0.98	0.59
	Non recipient BSM	48,709	145,435	194,144		
BSM Senior	BSM recipient	362	891	1,253	0.99	0.71
	Non recipient BSM	49,206	145,803	195,009		
	Total	49,568	146,694	196,262***		

*(below the 25 percent poorest household)

** (above the 25 percent poorest household)

*** (Total number of observation)

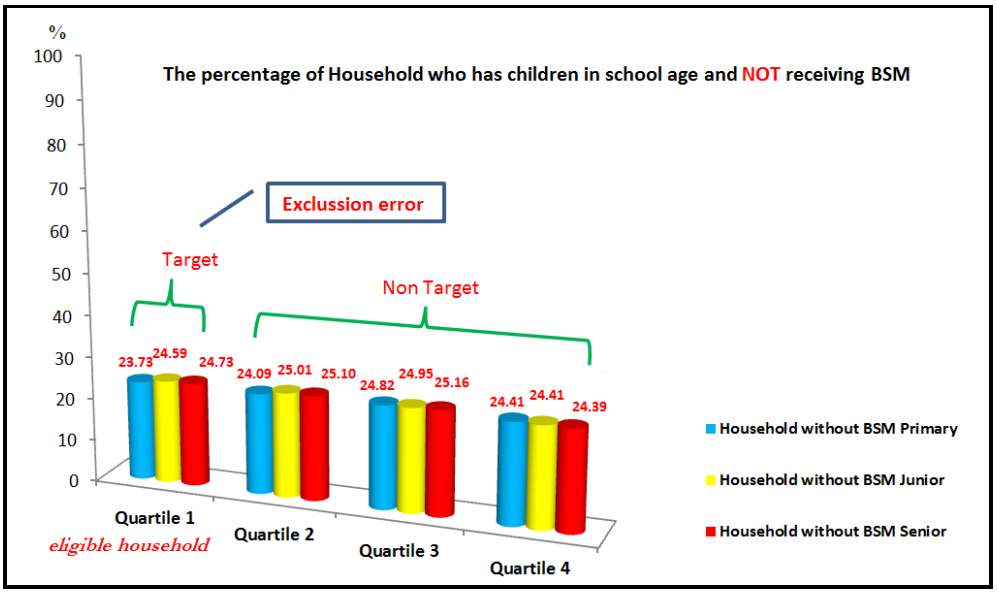
(Author's Calculation using Susenas Core 2013)

We can draw two important inferences from table 5-7, the leakage rate and under coverage rate. This table shows that the number of recipient households, which categorized the eligible household, only 2,882 (859 and 362) households who receive the BSM primary (junior and senior) of 49,568 the poorest household. The rest of non-recipient households that receive the program because of their eligibility are treated as an exclusion error (under coverage) households. While, the non-eligible household (above the poorest 25 %) who receive the BSM primary (junior and senior) are 5820 (2118 and 1253) households. These households lay in the group of second, third, and fourth quartiles of expenditure per capita and are treated as an inclusion error (leakage). More details on inclusion and exclusion error between each household group within sub sample are present in figure 5-2 and figure 5-3.

Figure 5-2 : The percentage of inclusion error between quartile in the full sample

(source: author's calculation using Susenas core data 2013)

Figure 5-3 : The percentage of exclusion error between quartile in full sample



(source: author's calculation using Susenas core data 2013)

These inclusion and exclusion errors seem like common issues of each cash transfer program. The inclusion error also determines the ratio of leakage rate that is the number of inclusion error divided by the total number of BSM receiver. This result shows the leakage rate column in the table. The leakage rate within the household with children of 7-18 years old is 0.50 (0.59 and 0.71) for BSM primary (junior and senior). Meanwhile, the under coverage rate ratio in each BSM program within this sample is 0.94, 0.98 and 0.99 for primary, junior and senior high school. This number also explains that the program implementation reaches the target around 6, 2, and 1 percent for each type of program. It is higher than World Bank (2012b) reported using Susenas data 2009. In 2009, the program covered the poorest 20 percent of households (4.0 percent of primary school).

Furthermore, World Bank (2012b) argued that the BSM only covered the poorest by less than six percent household for all levels of education. The rest is shared with the richest. The small coverage of the program is the result of the preliminary conclusion that the program cannot absorb the entire target program. It probably caused by the limited government budget to cover up the enormous number of target. Otherwise, the leak that occurs is probably caused by a lack of monitoring, the rigidity of the rule's implementation and transparency of determination of student who receive the program. TNP2K (2011) using data from Susenas 2009 has conducted an evaluation on this program and found that the ineffectiveness of beneficiaries identification as the first major problem (Howell and Larasati 2014). TNP2K (2014) also evaluated that the BSM implementation in the period of 2012-2013 only less than 10 percent capable to cover the poorest. (Ibid.)

Otherwise, the World Bank (2012b) claimed the exclusion error was caused by a lack of program socialization, making the poorest could not catch up with the program. The mis-information -whether the program is only for the children in school- seems like a barrier to reach the children who are school dropouts. It is supported by Suryadarma et alia. (2006) analysis that the current fi-

nancial aid of education's scheme designed for children who are already registered in schools with no specific mention regarding those already dropping out of school. It implies that children who are already out of school have no chance in receiving the program. For this reason, understanding of household about the program should be improved by better socialization in society.

However, the implementation in the period after the development of a unified data base, the targeting is improved. Thus, using unified database support by better socialization of the mechanism is expected to reduce the inclusion and exclusion error in the future.

5.2.1 Regression based results and finding on targeting-probit estimates

This section summarizes the findings of probit estimates of the probability of receiving the BSM. While details are in appendix 4 and 4-1, this text of the paper contains marginal effects of the key variables of interest (see Tables 5-8).

The probit model controls for all the observed variables discussed in the previous section. From table 5-8, we see the probability that an eligible household (the poorest 25 % or first quartile) in the full sample receives the BSM- regardless the type of BSM- is 5.3 percentage points more likely as compared to the richest (fourth quartile). For quartile 2 the figure is four percentage points and about 2.6 percentage points for households in the third quartile. Consistent with the descriptive statistics the poorest are more likely to obtain the BSM but other groups are also likely to obtain benefits even after contolling for a range of other traits.

According to different type of program within the same sample, correspondingly, the household in the first quartile (second and third) is 4% (3% and 1.7%) more likely to receive the program than the fourth quartile. This pattern also applies to BSM junior as seen in table 5-8. The probit regression results that the eligible household has 1.2 percentage point more likely to access the benefit of BSM junior than the richest. While, the second and third quartile also accesses the program about 1% and 0.8% compared to the fourth quartile, respectively. In contrast to the both of the previous types, the BSM senior seemingly resulting the same marginal effects in each group of expenditure level. The eligible households are 0.3 percentage points more likely to receive the program than the richest as well as the second and third quartiles. Over all those specifications are significant at 1%[24] and it concludes the strong evidence that the poorest has bigger probability to receive the program. Nonetheless, the richest also get access the program indicates there is evidence the leakage of the program implementation in each level education. This leak probably due

[24] To test the different specification models as presented in Table 5-8 on their discriminatory accuracy, we look into the percentage of correct and false predictions of our specified probit models. The probit model leads almost the similar correctly classified outcome in each specification. Such as, the model spesification between recipient and non-recipient regardless the type of BSM, the model is 94.88% correctly classifies. At primary level school, model specification for BSM primary receiver within full sample has correctly classified about 94.76% and .While, at model which determine the BSM junior, has not much different is about 98.80% correctly classifies. The BSM senior model specification has correctly classified (98.64%) for the household in the full sample .

to the lack of monitoring and asymmetric information in defining the program recipient.

On the other hand, the higher the level of education, the worse incidence of targeting as well as the smaller probability of receiving the program. This occurs because the proportion of programs distributed by government is bigger in primary school level than the upper level. The other marginal effect result in different spesification within sub sample is present in appendix 4.1.

Table 5-8 : The Marginal Effect of BSM receiver on the eligible and non-eligible household[25]

Spesification (s) / Variable(s)	HH who has children in age 7-18 years old											
	All BSM			BSM Primary			BSM Junior			BSM Senior		
	margin	Robust Std error	P>z	margin	Robust Std error	P>z	margin	Robust Std error	P>z	margin	Robust Std error	P>z
Eligibility(cut off point/quartile1)	0.0531	0.0022	0.000***	0.0401	0.0019	0.000***	0.0121	0.0011	0.000***	0.0029	0.0008	0.000***
quartile2	0.0396	0.0021	0.000***	0.0296	0.0018	0.000***	0.0099	0.0011	0.000***	0.0027	0.0007	0.000***
quartile3	0.0256	0.0021	0.000***	0.0170	0.0018	0.000***	0.0076	0.0010	0.000***	0.0029	0.0007	0.000***
Pseudo R-squared	0.079			0.089			0.054			0.033		
Correctly classified	94.88%			94.76%			98.80%			98.64%		
Treated	9,191			5,820			2,118			1,253		
Control	187,071			190,442			194,144			195,009		
No.observation after regression	163079			163079			163079			163079		
* p<0.10, ** p<0.05, *** p<0.01												

(Author's Calculation using Susenas Core 2013)

The other observed variable which determines the BSM program receiver and also as MoRA and MoEC criteria is ownership of PKH's card, other scholarship from the government, the number of the children more than three within the household, disabled children within the household and have children with risk of dropping out school. From the probit regression result in appendix 4, none of last three criteria have statistically significant effect on defining the program recipient in each level of education, unless children in primary school age level who dropout tend to more likely to be a recipient compared those who do not dropout. It implies that the household with children who dropped out in primary school level is easier to access the program regarding the larger coverage program than the upper level. In contrast, there is a positive sign of the coefficient and statistically significant between 1% to 10% of the PKH criteria. The PKH card ownership will increase the probability of receiving BSM. Thus, the ownership of PKH program is considered a strong criteria that determine the BSM receiver as ministry's regulation.

Next, the ministry's regulation states that the children who receive other type of scholarship from the government have a little chance to receive the BSM. This regulation aims to give equal opportunities to the other poorer communities to access education in terms of helping to overcome the financial barrier. Otherwise, getting another scholarship implies that the household probably has children with good academic performance since the requirement for getting a scholarship is high academic performance. From this sample, there is no evidence that the household that receives the other scholarship has decreased

[25] All BSM : probability whether household receive BSM between recipient and non recipient (regardless type of program)

the probability of receiving BSM and only significant at primary school level. For instance, the result shows that regulation does not work at primary school level. This occurs probably because of the inaccurate information of the BSM candidate in school level. This asymmetric information might be caused by self-targeting by using headmaster's knowledge. Another reason is receiving other scholarship indicates that the child has good academic reputation. Thus, he or she is considered by school principal to get the BSM without considering the other rule during proposing BSM candidates.

Head of household characteristic also contributes to determining the BSM target. Female-headed household is statistically significantly related to being a BSM receiver. It indicates that government also uses this criteria to allocate BSM as it is considered that such households have to face greater financial barriers.

The level of parent's education also contributes to determine of BSM receiver. The lower the level of parent's education, the higher the probability to receive the BSM and it is statistically significant in all level education. It means that more educated people are more capable to get good income and are assume wealthier than the less educated people. Thus, the more educated parents are expected to less likely be receiving the program. In this paper it is also found that parents who do not have permanent income (freelancer) are more likely to receive the program than the other working status and it is statistically significant.

This paper also use a working sector (for example, service sector) of household head as a proxy to investigate the suspicion of elite capture such as parent's involvement in education institution and government officer in case of disproportionate allocation of BSM as Cameron (2000) hypothesis. Surprisingly , this paper proves her hypothesis in junior and senior high school level but it is not statistically significant. In contrast, there is no evidence about this in primary school level and it is statistically significant at 10%. By using Susenas 2013, it is indicated that a parent's working sector is a weak instrument to determine BSM recipient. This evidence is also supported by estimation result that parents who engage in agricultural sector is expected to receive the program due to the fact that farming is closely linked to poverty. In fact, the result said that those households are less likely to receive the program than the other sector. It means that the disadvantage household surge in any level of working sector. Thus, it is misleading in terms of targeting to only elect recipients based on working criteria and without putting in consideration the other criterias necessary for targeting.

Asset ownership as TNP2K's criteria gives different results and is mostly statistically insignificant. Thus, it can be concluded that asset ownership, in general, has not an important role to describe the BSM recipient and non-recipient using this sample.

The fair distribution of the BSM benefit to the whole region is an important thing to help the poor to create same opportunities in education. The result shows households in rural areas are statistically significant at 5% less likely to receive the BSM than those in urban areas at upper level education. The reason is the number of those institutions is smaller in rural than urban. Sometimes

the children have to move to the city to continue their education in upper level. The estimation also found that Java and Bali Island are less likely to receive the program compared to Papua, Maluku and Nusa Tenggara Island. It implies the program no longer centered locally, but also cover the remote areas which are far away from central government.

To sum up, using Susenas household data set 2013, the eligible and non-eligible household as a proxy of expenditure per capita level is a strong criteria to determine the BSM receiver. According to the probit result, the eligible household or the poorest seems to have higher probability to receive the BSM in primary and junior high school than the richest. But, the poorest is likely statistically significant at 1% to have equal probability with the other non-eligible household to receive the program compared to the richest. It concludes that there is evidence of non-eligible households having access to the benefit. This incidence described by leakage and under coverage rate as witnesses, whereas, the leakage rate is about 0.50, 0.59 and 0.71 for BSM primary, junior and senior, respectively. While the under coverage rate are 0.94, 0.98 and 0.99 for those programs, correspondingly.

Otherwise, there is a few significant criteria that determine the program receiver. It indicates a lack of evidence to run ministry criteria related to program targeting. It may be caused by lack of monitoring and socialization of the program mechanism. BSM as cash transfer program handled by multi-department still demonstrate a model policy that is not coordinated and partial, in terms of the rules, reference, program targeting criteria, and program's management. For instance, the implementation of cash transfer program cannot be separated from the obsolete problems such as: sectoral ego, overlapping, ambiguity, structural conflict and horizontal conflict among the people. The lack of coordination between the central government and local governments can lead to several problems, such as targeting programs that are not appropriate, the implementation of programs overlaps and not synergistic, as well as setting targets that are too centralized. However, this program needs to improve aiming to reach the goals of helping poor people get the same access in education as the richest. The next section will discuss how the program could reach the goals in terms of reducing school dropout for children from poor households.

5.3 The Effect of the BSM on dropping out of school

To identify the effect of BSM, I estimates probit models of the probability of dropping out as a function of BSM after controlling all observed variables which determine the probability of being a BSM receiver and include several variables such as child characteristics (age, sex), number of hours of work put in by a child, number of working adults above 10 years old, number of babies (0-4 years old), expenditure per capita, number of household members that are likely to be related to dropping out of school.

Different model specification is also built to get more detailed information about an observed variable which influences the dropping out of school occurrences within different groups of households. These groups, differed by level of expenditure per capita as I explained before, will be analyzed in this paper

for its BSM's effect on dropping out of school by controlling all observed variable within in full sample or sub sample (cohort).

Using the probit model, the detailed result of regression could be seen in appendix 5 and 6. Since this paper focuses on a different group of household - which is differed by expenditure per capita- thus, this section only discusses the effect of BSM between different groups (quartile). Another observed variable related to dropping out school will be described briefly.

In the table 5-9 - 5-14 below, we can see the effect of each BSM primary (Junior and Senior) in the different specifications within full sample and sub sample (cohort). Model specifications differed as different quartile and different range of children's age.

To begin the analysis, the estimation result of the full sample found the children who live with the BSM primary household recipient are less likely to dropout, at about 0.4 percentage points and it is statistically significant in 10% (see table 5.9). This result also suggests that BSM Primary is expected to reduce the dropout rate around 4.26%. The children who live in the poorest 25% of households and receive the BSM primary are 0.9 percentage points less likely to dropout of school compared to those who do not receive the program. In other words, the program is capable of reducing dropout rate approximately 21.8 % of total dropout and it is statistically significant at 5 percent ($P>z=0.016$). For upper quartiles, the program insignificantly affects the dropout as well as estimation result within sub sample (table 5-12). The children who lives in the third quartile household and receive the program at sub sample model specification is 0.9 percentage points more likely to dropout compare to non-recipient household and significant in 1%. It indicates, that perhaps economic reasons are not the only reason to dropout of school considering that this group is categorized as a middle-income household. This is likely as the specifications do not control for the educational ability of the students but mainly socioeconomic conditions.

For the upper level school, the results vary in terms of their magnitude but majority shows the negative effect to probability of dropping out of school. The table 5-10 and 5-13 also describes how the BSM junior affects the dropout within different specifications. The BSM junior seems successful in reducing the dropping out of school in the first quartile in both full sample and sub sample.

In the full sample, among this group, the BSM Junior program is able to minimize the probability of dropout.(see Table 5-10) The children are statistically significant at 1% less likely to keep out from school (around 1.1 percentage points) or able to reduce dropout approximately 11.7% of total dropout. Further, the children with household that receive the BSM junior program in the first quartile is likely to dropout compared to household without the program (about 1.2 percentage points). In other words, this program is expected to reduce dropout around 29.2 % of the total dropout rate for this group and it is statistically significant at 5%. The other quartiles, the similar evidence shows that the program only significant in the third quartile (1.9 percentage points) and seemingly not at the rest quartile.

Furthermore, within sub sample, the children who live in household that receive the BSM junior with children aged 13-15 years old are less likely to dropout (around 1.2 percentage point) compared to household without the program. The result also suggests that the program is capable to reduce the dropout approximately 14.6% of total dropout within sub sample.(See Table 5-13) In each quartile, the program only has significant effect in 5% at the first and second quartile, during which the children are less likely to dropout by 1.2 and 1.7 percentage point, respectively. In other words, the program is capable to reduce dropout rate at around 27.5% (77.27%) for children in the first (second) quartile within sub sample. It implies that the children in second quartile are more likely to stay in school compared to those in the first quartile.

The last type of program is BSM senior for children in senior high school level. The household who receives the BSM senior program has a higher opportunity to reduce probability of school dropout than the previous level. The magnitude of marginal effects is between 1.7 to 3.5 (4.1 to 8.3) percentage points compared to the household without the program in the full sample (sub sample). From the table 5-11 and 5-14 shown that the eligible household who receive the program has higher probability to reduce school dropout compared to the non-eligible household. Within both specifications (full and sub sample), the children who live in BSM senior recipient household 2.5 and 5.6 percentage point less likely to dropout compared to those who do not receive the program. This magnitude also imply that the program has potential effect to minimize dropout by around 24.27% of total dropout in the full sample, 17.4% in the sub sample and it is statistically significant at 1%.

Among the full sample, the program seems to have significant effect to the each household group, excluding the richest.(See Table 5-11) In the first (second and third) quartile, children that live in the BSM Senior recipient household are likely to dropout of school around 3.5 (1.7 and 3.6) percentage point. Compared to dropout rate in this sample, the BSM program has a significant effect to reduce dropout rate around 85.4% (65.9% and 204.5%) in the first (second and third) quartile, respectively. The large effect in the third quartile indicates that the richer seems to has no financial barrier at all in enrollment.

On the other hand, within sub sample, the BSM senior seems to have significant effect on reducing the probability of dropping out in each quartile, except the last quartile. Even though the sign of the marginal effect coefficient for this group is negative and potential to reduce the probability of dropping out of school. However, the children in the BSM household receiver at the first (second and third) quartile are 8.3 (4.2 and 7.0) percentage point less likely to dropout and overall it is significant at 1%. (see Table 5-14) The program seems meaningful for the poorest to cope the financial barrier of education. The reason is the poorest children in senior high school have the higher risk to dropout because of higher cost of education compared the other level. It also indicates that the program is capable to reduce dropout by around 63.8% (47.1% and 106.6%) of total dropout rate.

The reason why the BSM in primary and junior school has a smaller effect is because, nowadays in Indonesia, tuition fee for education up to the Junior School level is covered by the government. That results in heavier burden for

poor households with children older than Junior School level, that is the Senior High School level, because then they will have to pay for school tuition to be able to stay in school and continue their education. Unfortunately, I could not compare my result with other research in the same program because in Indonesia, the study about the impact of the BSM program using the national data is still rare and hard to find. In general, overall result shows that the program has a significant effect to reduce probability of dropping out school in different specifications and quartiles.

The probability of dropping out of school is also influenced by several observed variables. In all model specifications, household expenditure per capita has a negative and statistically significant coefficient, confirming the results from appendix 5. In all level education, increasing expenditure per capita will decrease the probability of dropping out of school for children in the poorest households and it is statistically significant at 99 percent confidence level. The higher expenditure means the higher income that households have. Therefore, the incapability to pay for education is one of the significant reasons for not continuing school.

Furthermore, the higher the level of education, the magnitude of probability seems to increase. This is reasonable, because the higher the level of education; the more expensive education cost that should be paid by the household. It means that, probability of dropping out of school in the first quartile is bigger in the upper level than in the primary school level. While, the higher quartile; the probability of dropout becomes smaller in different level of education. It means that there is evidence that the reason of dropping out of school is not only financial barrier, but also another reason. The evidence found that in Indonesia dropping out of school is also caused by a lack of student motivation on studying and excelling academically. This evidence is supported by Hammond et alia. (2007) who argue that low student achievement, repeating class or excess age, and often truant, was significantly associated with dropout.

Meanwhile, this paper also found that the probability of girls to dropout of school is higher than that of the boys'. This is characterized by the sign of the co-efficient in the estimation. For example, girls have bigger chance and statistically significant to dropout from school than male children within a household in first and second quartile. But, the probability is decreased as the wealth of the household is increased.. This evidence also applies in different level of education in this paper. It implies that, the wealthier the household, the equality between male and female children in schooling will increase. The poorest seems to prioritize the male children to stay in school rather than the female children.

Table 5-9. The Marginal Effect of BSM Primary program on dropping out of school (full sample)

Spesification (s) / Variable	Full Sample														
	Full Sample			Quartile 1			Quartile 2			Quartile3			Quartile4		
	margin	Robust Std error	P>z	margin	Robust Std error	P>z	margin	Robust Std error	P>z	margin	Robust Std error	P>z	margin	Robust Std error	P>z
BSM Primary	*-0.0037*	*0.0022*	*0.089**	*-0.0089*	*0.0036*	*0.016***	*-0.0022*	*0.0042*	*0.636*	*0.0073*	*0.0049*	*0.164*	*-0.0061*	*0.0068*	*0.397*
Pseudo R-squared	0.344			0.329			0.341			0.346			0.366		
Correctly classified	93.63%			91.66%			93.59%			94.63%			96.20%		
Sensitivity	43.39%			43.22%			43.66%			43.55%			43.49%		
Specifity	98.54%			98.12%			98.52%			98.75%			99.15%		
No.observation after Regression	231128			74826			63455			53601			39246		
* p<0.10, ** p<0.05, *** p<0.01															

Table 5-10. The Marginal Effect of BSM Junior program on dropping out of school (full sample)

Spesification (s) / Variable	Full Sample														
	Full Sample			Quartile 1			Quartile 2			Quartile3			Quartile4		
	margin	Robust Std error	P>z	margin	Robust Std error	P>z	margin	Robust Std error	P>z	margin	Robust Std error	P>z	margin	Robust Std error	P>z
BSM Junior	*-0.0106*	*0.0034*	*0.002****	*-0.0125*	*0.0058*	*0.030***	*-0.0074*	*0.0066*	*0.264*	*-0.0193*	*0.0077*	*0.013***	*-0.0145*	*0.0133*	*0.282*
Pseudo R-squared	0.366			0.353			0.362			0.371			0.382		
Correctly classified	93.93%			91.97%			93.93%			95.07%			96.47%		
Sensitivity	42.65%			42.40%			43.36%			45.87%			45.31%		
Specifity	98.95%			98.59%			98.92%			99.05%			99.34%		
No.observation after Regression	231128			74826			63455			53601			39246		
* p<0.10, ** p<0.05, *** p<0.01															

Table 5-11. The Marginal Effect of BSM Senior program on dropping out of school (full sample)

Spesification (s) / Variable	Full Sample														
	Full Sample			Quartile 1			Quartile 2			Quartile3			Quartile4		
	margin	Robust Std error	P>z	margin	Robust Std error	P>z	margin	Robust Std error	P>z	margin	Robust Std error	P>z	margin	Robust Std error	P>z
BSM Senior	*-0.0250*	*0.0043*	*0.000****	*-0.0353*	*0.0093*	*0.000****	*-0.0168*	*0.0073*	*0.022***	*-0.0356*	*0.0085*	*0.000****	*-0.0136*	*0.0091*	*0.178*
Pseudo R-squared	0.486			0.457			0.488			0.509			0.528		
Correctly classified	94.08%			92.05%			94.15%			95.25%			96.74%		
Sensitivity	47.76%			45.34%			49.25%			53.16%			53.29%		
Specifity	98.61%			98.29%			98.58%			98.65%			99.17%		
No.observation after Regression	231128			74826			63455			53601			39246		
* p<0.10, ** p<0.05, *** p<0.01															

(Author's Calculation using Susenas Core 2013)

Table 5-12. The Marginal Effect of BSM Primary program on dropping out of school (Sub Sample)

Spesification (s) / Variable	Sub Sample /cohort														
	Sub Sample /cohort			Quartile 1			Quartile 2			Quartile3			Quartile4		
	margin	Robust Std error	P>z	margin	Robust Std error	P>z	margin	Robust Std error	P>z	margin	Robust Std error	P>z	margin	Robust Std error	P>z
BSM Primary	*0.0022*	*0.0017*	*0.186*	*-0.0011*	*0.0031*	*0.420*	*0.0040*	*0.0032*	*0.191*	*0.0092*	*0.0033*	*0.010****	*0.0023*	*0.0041*	*0.599*
Pseudo R-squared	0.338			0.318			0.33			0.346			0.352		
Correctly classified	95.74%			93.76%			95.89%			97.09%			98.05%		
Sensitivity	37.76%			38.28%			37.84%			39.60%			37.80%		
Specifity	99.35%			99.00%			99.33%			99.53%			99.67%		
No.observation after Regression	178058			62402			49237			39245			27116		
* p<0.10, ** p<0.05, *** p<0.01															

Table 5-13. The Marginal Effect of BSM Junior program on dropping out of school (Sub Sample)

Spesification (s) / Variable	Sub Sample /cohort														
	Sub Sample /cohort			Quartile 1			Quartile 2			Quartile3			Quartile4		
	margin	Robust Std error	P>z	margin	Robust Std error	P>z	margin	Robust Std error	P>z	margin	Robust Std error	P>z	margin	Robust Std error	P>z
BSM Junior	*-0.0120*	*0.0037*	*0.001****	*-0.0122*	*0.0066*	*0.046***	*-0.0168*	*0.0071*	*0.024*	*-0.011*	*0.007*	*0.134*	*-0.0071*	*0.0123*	*0.517*
Pseudo R-squared	0.367			0.350			0.358			0.376			0.384		
Correctly classified	93.64%			91.18%			93.76%			95.40%			96.94%		
Sensitivity	37.45%			39.67%			37.40%			37.29%			32.98%		
Specifity	99.12%			98.56%			99.20%			99.42%			99.63%		
No.observation after Regression	107731			38245			29574			23438			16410		
* p<0.10, ** p<0.05, *** p<0.01															

Table 5-14. The Marginal Effect of BSM Senior program on dropping out of school (Sub Sample)

Spesification (s) / Variable	Sub Sample /cohort														
	Sub Sample /cohort			Quartile 1			Quartile 2			Quartile3			Quartile4		
	margin	Robust Std error	P>z	margin	Robust Std error	P>z	margin	Robust Std error	P>z	margin	Robust Std error	P>z	margin	Robust Std error	P>z
BSM Senior	*-0.0560*	*0.0077*	*0.000****	*-0.0828*	*0.0156*	*0.000****	*-0.0417*	*0.0132*	*0.002****	*-0.0698*	*0.0148*	*0.000****	*-0.0310*	*0.0182*	*0.121*
Pseudo R-squared	0.405			0.377			0.405			0.422			0.443		
Correctly classified	88.84%			85.65%			88.92%			90.64%			93.19%		
Sensitivity	50.53%			50.00%			52.31%			55.97%			55.38%		
Specifity	97.48%			96.44%			97.34%			97.34%			98.19%		
No.observation after Regression	91858			29773			25118			21428			15538		
* p<0.10, ** p<0.05, *** p<0.01															

(Author's Calculation using Susenas Core 2013)

In this paper, it is found that the more children spend their time in the labor market, the bigger their probability of dropping out of school. For different specification and different quartile, this result is statistically significant. The evidence shows that the poorest has a bigger probability on dropping out school. The children in the poorest household are usually involved in the labor market in order to help their family financially. Being at work constantly has impacted their school attendance, making them miss school on a frequent basis. Certainly, this influences their academic performances and in the end can result in increased risk of dropping out of school.

In particular, the risk of dropping out school also relates to income constraint within the household. The bigger number of working household members implies a larger shared income within the household that could reduce the probability of dropping out school. Additional income collected from multiple family members could alleviate financial problems within the household. This paper shows that the increasing number of working household members will decrease the probability of dropping out school and it is statistically significant in all level education and different specifications. This evidence is followed by the other observed variable related to additional income. This observed variable such as receiving other scholarship from the government and receiving the other social safety net program (PKH) could help the household to cope the increasing education cost. The strong evidence that income influences the risk of dropping out of school has been proven in this paper.

The other determinant of school dropout is the head of household. It is found and has been described in this paper that in general, the lower the education level of the head of household, the more likely it is that the children in that household will dropout of school. The evidence applies statistically significant in different specification and all level education. The parents with lower education mostly did not make any effort to persuade their children to stay in school. They also lend less attention to children's school records, thus, less educated parents contribute to higher probability of children's school dropout.

In addition, there is no definite evidence that status of working, working field of parents and living in a female-headed household has an important role in determining the dropping out of school using this data. Overall, the BSM program has a significant impact in reducing the probability of children dropping out of school. The program seems valuable for the poorest since the poorest has the highest barrier to cope with education cost.[26] The small coverage and the leakage of the program is due to several reasons. Mostly report said that the problem of small coverage caused by lack of the program socialization and low performance of the distribution. According to the minister of Ministry of Development Planning (BAPPENAS,2013), until early November 2013, the

[26] The education cost for junior and senior high school is approximately 30 percent of household expenditure. (Gusti 2013)

distribution of the BSM is relatively slow and only 40-45 percent from the IDR.7,5 trillion[27] BSM's budgets already distributed to the beneficiaries (Satyagraha 2013).[28] The issue of targeting accuracy has also become a source of leakage in the program's implementation. The TNP2K's coordinator stated that BSM primary and junior are only able to reach the poor and vulnerable households with primary school age children as much as 4%. While, the level and scope of BSM for households with school-aged children in senior high school is even less than 2% (Gusti 2013).[29] Thus, with the new mechanism and using unified data base to determine the eligible household is expected to reduce the leakage of the program. But, this mechanism needs the transparency and accountability of the stakeholder[30] to avoid the program leakage. The improvement of the timeliness of the distribution of BSM will also help the poorer students to continue their schooling and the effectiveness of the program. World Bank suggested that the program could be more valuable for poor and vulnerable household if the program improved in term of targeting, socialization and revising the benefit package. (World Bank 2012a).

[27] The target in 2013 is 15,5 million households and 16,6 million children in age between 7 to 18 years old. (BAPPENAS 2013)

[28]http://www.antaranews.com/berita/403315/bappenas-penyaluran-bantuan-siswa-miskin-relatif-lambat (accessed 2 July,2015)

[29] (http://www.ugm.ac.id/en/berita/7869pemerintah.evaluasi.program.penanggulangan.kemiskinan) (accessed 2 July,2015)

[30] Institution responsible for the program implementation (TNP2K, MoEC, MoRA, school's committee,and the third party such as Bank and PT.POS)

Chapter 6
Conclusion

Since 2008, the BSM program has served as a complement to the BOS program as social safety net programs in the education sector. Both of these programs aim to give the same opportunity to poor students to continue their education until upper level without having to face financial barriers. Using Susenas core 2013, this paper aims to investigate the issue of targeting, whether the BSM is well targeted or not. Further, it also analyses the issue of the effect of the BSM on reducing school dropout rate. The issue of targeting in this paper shows that there are substantial inclusion and exclusion errors. The analysis shows that between 50 to 70 percent of households who receive the BSM are not in the eligible category – that is, the poorest 25% of households and only a small share of eligible households (1 to 6%, depending on the level of education) receive the BSM. The high under coverage rate rate is due to lack of funds while the high leakage is due to lack of monitoring and lack of information on eligibility.

With regard to its effect, the analysis shows that the BSM program has substantial and statistically significant effects on reducing dropout. Specifically, among the poorest 25% of households, the program works towards reducing dropout rate by around 21.8%, 29.2% and 85.4% in primary, junior and senior high school level, respectively.

The children who live in household that receive the BSM program in primary school have the probability of dropping out 0.37-0.89 percent less than the children who live in the household without the program. The BSM junior and BSM senior have a bigger impact than BSM primary, for they are capable of reducing the probability of drop-out from 1.06 percent to 1.93 percent of households with BSM Junior and from 1.68 to 3.5 percent for household with BSM senior compared to household without the program at all. The program seems to have a potential effect to decrease the dropout rate approximately 4.26%, 11.7%, and 24.26% of total dropout for children with BSM primary, junior, and senior recipient, respectively.

Overall, the BSM has a meaningful effect on eligible households in terms of preventing dropout from school. The effect is largest at the high school level and the program prevents the poorest children from the high risk of dropping out of school due to the high cost of high school education in Indonesia.

To conclude, the BSM program clearly helps the poorest 25% or eligible households face a reduced risk of dropping out of school. However, more accurate targeting would greatly improve the program's effectiveness.

Words Account: 16521

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Appendix

Appendix 1. Summary Statistics – Household's Characteristics of Household who has children 7-18 years old.

Variable	Obs	Mean	Std. Dev.	Min	Max
BSM_Primary	196262	0.029654	0.169632	0	1
BSM_Junior	196262	0.010792	0.103321	0	1
BSM_Senior	196262	0.006384	0.079647	0	1
eligibility /quartile1/the 25 % poorest group	196262	0.25256	0.434482	0	1
quartile2 / 25-50%	196262	0.250099	0.433071	0	1
quartile3/50.1-75%	196262	0.252143	0.434244	0	1
quartile4 / 75.1-100%	196262	0.245198	0.430206	0	1
OTHER SCHOLARSHIP FROM GOV, 1=YES,0=NO	196262	0.009712	0.098068	0	1
has PKH card and can show it (1=yes)	196262	0.011933	0.108585	0	1
has PKH card but cant show it (1=yes)	196262	0.005049	0.07088	0	1
has no PKH card but receive PKH (1=yes)	196262	0.001488	0.038544	0	1
has no PKH card but receive PKH (1=yes)	196262	0.98153	0.134645	0	1
there is a child (7-18 years old) who is disable within HH	196262	0.005304	0.072636	0	1
>3 Nchild under 18 years within HH,1=yes,0=no	196262	0.694572	0.46059	0	1
number of child (7-12 years old) within HH	196262	0.997565	0.795669	0	5
there is a child (7-12 years old) within HH	196262	0.728445	0.444763	0	1
number of child (13-15 years old) within HH	196262	0.489397	0.604221	0	4
there is a child (13-15 years old) within HH	196262	0.434037	0.495631	0	1
number of child (16-18 years old) within HH	196262	0.433426	0.588907	0	5
there is a child (16-18 years old) within HH	196262	0.385291	0.486665	0	1
HH has child not in school (7-12 years old) 1=yes,0=no	196262	0.024518	0.154652	0	1
HH has child not in school (13-15 years old) 1=yes,0=no	196262	0.048639	0.215113	0	1
HH has child not in school (16-18 years old) 1=yes,0=no	196262	0.089268	0.285132	0	1
Female headed household	196262	0.149092	0.35618	0	1
level educ HHH= no formal education	182060	0.211765	0.408561	0	1
level educ HHH= primary school	182060	0.320301	0.466594	0	1
level educ HHH= junior high school	182060	0.159288	0.365946	0	1
level educ HHH= senior high school	182060	0.23272	0.422566	0	1
level educ HHH= university	182060	0.075926	0.26488	0	1
HHH Self-employed	173734	0.264491	0.441063	0	1
HHH_Running Business with unpaid worker	173734	0.269832	0.443874	0	1
employee	173734	0.301616	0.458961	0	1
Seasonal/Contractual/Freelance	173734	0.104965	0.306509	0	1
HHHwork_agri	196262	0.405417	0.490974	0	1
HHHwork_service	196262	0.02433	0.154071	0	1
BIKE	196262	0.324128	0.468049	0	1
MOTORBIKE	196262	0.638606	0.480406	0	1
AC	196262	0.043916	0.204908	0	1
LPG	196262	0.130132	0.33645	0	1
REFRIGERATOR	196262	0.378627	0.485046	0	1
CAR	196262	0.076138	0.26522	0	1
roof-tile	196262	0.388195	0.487341	0	1
roof-iron sheet	196262	0.467966	0.498974	0	1
roof-asbestos	196262	0.05593	0.229788	0	1
wall-concrete	196262	0.600091	0.489881	0	1
wall-wood	196262	0.316251	0.465013	0	1
floor- not soil	196262	0.927811	0.258802	0	1
own_toilete	196262	0.68272	0.465419	0	1
share_toilet	196262	0.10888	0.311489	0	1
no_toilet	196262	0.171077	0.376578	0	1
electricity-PLN	196262	0.86649	0.340126	0	1
electricity-non PLN	196262	0.058244	0.234204	0	1
electricity-torch	196262	0.056389	0.230672	0	1
house-own	196262	0.820368	0.383882	0	1
house-rent	196262	0.029736	0.169858	0	1
house-lease	196262	0.033328	0.179492	0	1
house-free lease	196262	0.078818	0.269455	0	1
water branded recycled	196262	0.180657	0.384734	0	1
water piped meter	196262	0.100972	0.301293	0	1
water pump	196262	0.120166	0.325156	0	1
water protected/well	196262	0.217597	0.412613	0	1
protected spring water	196262	0.109277	0.311988	0	1
fuel cook-LPG	196262	0.462183	0.498569	0	1
fuel cook-kerosene	196262	0.110928	0.314044	0	1
fuel cook-wood	196262	0.397825	0.48945	0	1
toilet=tank	196262	0.611575	0.487393	0	1
toilet=River/Lake/Sea	196262	0.138239	0.345151	0	1
toilet=pithole	196262	0.15594	0.362799	0	1
water drinking-buy	196262	0.303212	0.459647	0	1
water drinking-not buy	196262	0.608523	0.488082	0	1
region=java&bali	196262	0.351179	0.47734	0	1
region=sumatera	196262	0.28867	0.453145	0	1
region=kalimantan	196262	0.098807	0.298403	0	1
region=sulawesi	196262	0.128206	0.33432	0	1
region=nusa tenggara, papua, maluku	196262	0.133138	0.339725	0	1
1=rural,0=urban	196262	0.574029	0.494491	0	1

Appendix 2. Summary Statistics – Household's Characteristics of BSM recipient and non-recipient

Household's Characteristic of BSM recipient & non recipient in full sample (Mean)		
Variable(s)	**BSM Recipient**	**Non-recipient**
eligibility /quartile1/the 25 % poorest group	0.446	0.243
quartile2 / 25-50%	0.295	0.248
quartile3/50.1-75%	0.189	0.255
quartile4 / 75.1-100%	0.070	0.254
OTHER SCHOLARSHIP FROM GOV, 1=YES,0=NO	0.016	0.009
has PKH card and can show it (1=yes)	0.058	0.010
has PKH card but cant show it (1=yes)	0.023	0.004
has no PKH card but receive PKH (1=yes)	0.005	0.001
has no PKH card but receive PKH (1=yes)	0.914	0.985
there is a child (7-18 years old) who is disable within HH	0.005	0.005
>3 Nchild under 18 years within HH,1=yes,0=no	0.698	0.694
number of child (7-12 years old) within HH	0.969	0.999
there is a child (7-12 years old) within HH	0.724	0.729
number of child (13-15 years old) within HH	0.476	0.490
there is a child (13-15 years old) within HH	0.424	0.435
number of child (16-18 years old) within HH	0.430	0.434
there is a child (16-18 years old) within HH	0.380	0.386
HH has child not in school (7-12 years old) 1=yes,0=no	0.026	0.024
HH has child not in school (13-15 years old) 1=yes,0=no	0.044	0.049
HH has child not in school (16-18 years old) 1=yes,0=no	0.085	0.090
Female headed household	0.132	0.150
level educ HHH= no formal education	0.270	0.209
level educ HHH= primary school	0.386	0.317
level educ HHH= junior high school	0.165	0.159
level educ HHH= senior high school	0.162	0.236
level educ HHH= university	0.017	0.079
HHH Self-employed	0.270	0.264
HHH_Running Business with unpaid worker	0.316	0.267
employee	0.220	0.306
Seasonal/Contractual/Freelance	0.161	0.102
HHHwork_agri	0.495	0.401
HHHwork_service	0.010	0.025

Appendix 2. Summary Statistics – Household's Characteristics of BSM recipient and non-recipient (cont.)

Household's Characteristic of BSM recipient & non recipient in full sample (Mean)		
Variable(s)	**BSM Recipient**	**Non-recipient**
BIKE	0.316	0.325
MOTORBIKE	0.536	0.644
AC	0.005	0.046
LPG	0.040	0.135
REFRIGERATOR	0.211	0.387
CAR	0.013	0.079
roof-tile	0.342	0.390
roof-iron sheet	0.499	0.466
roof-asbestos	0.056	0.056
wall-concrete	0.484	0.606
wall-wood	0.358	0.314
floor- not soil	0.888	0.930
own_toilete	0.552	0.689
share_toilet	0.126	0.108
no_toilet	0.262	0.167
electricity-PLN	0.830	0.868
electricity-non PLN	0.067	0.058
electricity-torch	0.090	0.055
house-own	0.850	0.819
house-rent	0.020	0.030
house-lease	0.018	0.034
house-free lease	0.089	0.078
water branded recycled	0.122	0.184
water piped meter	0.087	0.102
water pump	0.103	0.121
water protected/well	0.253	0.216
protected spring water	0.154	0.107
fuel cook-LPG	0.318	0.469
fuel cook-kerosene	0.088	0.112
fuel cook-wood	0.583	0.389
toilet=tank	0.468	0.619
toilet=River/Lake/Sea	0.185	0.136
toilet=pithole	0.204	0.154
water drinking-buy	0.216	0.308
water drinking-not buy	0.707	0.604
region=java&bali	0.297	0.354
region=sumatera	0.286	0.289
region=kalimantan	0.052	0.101
region=sulawesi	0.159	0.127
region=nusa tenggara, papua, maluku	0.206	0.130
1=rural,0=urban	0.679	0.569
No. Observation	**9191**	**187071**

Appendix 2-1. Summary Statistics – Household's Characteristics of BSM recipient based on type of program

Household's Characteristic of BSM recipient based on type of program (in full sample)			
Variable(s)	BSM Recipient (Mean)		
	Primary	Junior	Senior
eligibility /quartile1/the 25 % poorest group	0.495	0.406	0.289
quartile2 / 25-50%	0.292	0.304	0.298
quartile3/50.1-75%	0.160	0.215	0.278
quartile4 / 75.1-100%	0.053	0.076	0.136
OTHER SCHOLARSHIP FROM GOV, 1=YES,0=NO	0.017	0.015	0.014
has PKH card and can show it (1=yes)	0.064	0.066	0.021
has PKH card but cant show it (1=yes)	0.028	0.021	0.004
has no PKH card but receive PKH (1=yes)	0.006	0.005	0.003
has no PKH card but receive PKH (1=yes)	0.903	0.908	0.972
there is a child (7-18 years old) who is disable within HH	0.005	0.006	0.006
>3 Nchild under 18 years within HH,1=yes,0=no	0.699	0.686	0.717
number of child (7-12 years old) within HH	0.963	0.962	1.008
there is a child (7-12 years old) within HH	0.724	0.719	0.731
number of child (13-15 years old) within HH	0.473	0.478	0.488
there is a child (13-15 years old) within HH	0.424	0.421	0.433
number of child (16-18 years old) within HH	0.428	0.448	0.410
there is a child (16-18 years old) within HH	0.379	0.389	0.374
HH has child not in school (7-12 years old) 1=yes,0=no	0.026	0.023	0.034
HH has child not in school (13-15 years old) 1=yes,0=no	0.044	0.046	0.039
HH has child not in school (16-18 years old) 1=yes,0=no	0.085	0.089	0.073
Female headed household	0.113	0.161	0.172
level educ HHH= no formal education	0.277	0.268	0.241
level educ HHH= primary school	0.398	0.380	0.342
level educ HHH= junior high school	0.159	0.171	0.186
level educ HHH= senior high school	0.153	0.163	0.202
level educ HHH= university	0.013	0.017	0.030
HHH Self-employed	0.265	0.285	0.267
HHH_Running Business with unpaid worker	0.323	0.307	0.297
employee	0.220	0.203	0.250
Seasonal/Contractual/Freelance	0.158	0.174	0.153
HHHwork_agri	0.519	0.478	0.413
HHHwork_service	0.007	0.012	0.018

Appendix 2-1. Summary Statistics – Household's Characteristics of BSM recipient based on type of program (cont.)

Household's Characteristic of BSM recipient based on type of program (in full sample)			
Variable(s)	BSM Recipient (Mean)		
	Primary	Junior	Senior
BIKE	0.309	0.323	0.337
MOTORBIKE	0.495	0.575	0.658
AC	0.005	0.005	0.007
LPG	0.032	0.047	0.062
REFRIGERATOR	0.181	0.238	0.304
CAR	0.010	0.016	0.022
roof-tile	0.329	0.364	0.362
roof-iron sheet	0.495	0.503	0.512
roof-asbestos	0.057	0.048	0.064
wall-concrete	0.452	0.510	0.585
wall-wood	0.368	0.351	0.322
floor- not soil	0.874	0.905	0.922
own_toilete	0.518	0.586	0.654
share_toilet	0.127	0.128	0.115
no_toilet	0.291	0.232	0.180
electricity-PLN	0.792	0.880	0.923
electricity-non PLN	0.081	0.050	0.033
electricity-torch	0.113	0.062	0.034
house-own	0.855	0.854	0.819
house-rent	0.017	0.025	0.029
house-lease	0.016	0.019	0.029
house-free lease	0.088	0.082	0.104
water branded recycled	0.108	0.139	0.160
water piped meter	0.073	0.103	0.127
water pump	0.096	0.108	0.128
water protected/well	0.249	0.268	0.243
protected spring water	0.171	0.130	0.113
fuel cook-LPG	0.296	0.342	0.382
fuel cook-kerosene	0.078	0.095	0.123
fuel cook-wood	0.617	0.553	0.475
toilet=tank	0.430	0.498	0.593
toilet=River/Lake/Sea	0.189	0.189	0.161
toilet=pithole	0.219	0.190	0.156
water drinking-buy	0.196	0.231	0.281
water drinking-not buy	0.737	0.676	0.621
region=java&bali	0.288	0.305	0.328
region=sumatera	0.267	0.300	0.346
region=kalimantan	0.055	0.053	0.036
region=sulawesi	0.155	0.172	0.158
region=nusa tenggara, papua, maluku	0.235	0.169	0.132
1=rural,0=urban	0.715	0.644	0.575
No. Observation	**5820**	**2118**	**1253**

Appendix 2-2. Summary Statistics – Household's Characteristics of BSM Primary recipient (sub sample)

Household Characteristic of BSM Primary receiver (within sub sample)					
Variable	Obs	Mean	Std. Dev.	Min	Max
eligibility /quartile1/the 25 % poorest group	4212	0.496	0.500	0	1
quartile2 / 25-50%	4212	0.289	0.453	0	1
quartile3/50.1-75%	4212	0.161	0.368	0	1
quartile4 / 75.1-100%	4212	0.054	0.226	0	1
OTHER SCHOLARSHIP FROM GOV, 1=YES,0=NO	4212	0.015	0.122	0	1
has PKH card and can show it (1=yes)	4212	0.065	0.247	0	1
has PKH card but cant show it (1=yes)	4212	0.027	0.162	0	1
has no PKH card but receive PKH (1=yes)	4212	0.006	0.075	0	1
has no PKH card but receive PKH (1=yes)	4212	0.902	0.297	0	1
there is a child (7-18 years old) who is disable within HH	4212	0.005	0.072	0	1
>3 Nchild under 18 years within HH,1=yes,0=no	4212	0.698	0.459	0	1
number of child (7-12 years old) within HH	4212	1.331	0.568	1	5
HH has child not in school (7-12 years old) 1=yes,0=no	4212	0.022	0.146	0	1
Female headed household	4212	0.111	0.314	0	1
level educ HHH= no formal education	3968	0.276	0.447	0	1
level educ HHH= primary school	3968	0.397	0.489	0	1
level educ HHH= junior high school	3968	0.162	0.369	0	1
level educ HHH= senior high school	3968	0.152	0.359	0	1
level educ HHH= university	3968	0.013	0.115	0	1
HHH Self-employed	3980	0.261	0.439	0	1
HHH_Running Business with unpaid worker	3980	0.319	0.466	0	1
employee	3980	0.226	0.418	0	1
Seasonal/Contractual/Freelance	3980	0.160	0.366	0	1
HHHwork_agri	4212	0.512	0.500	0	1
HHHwork_service	4212	0.008	0.089	0	1
BIKE	4212	0.311	0.463	0	1
MOTORBIKE	4212	0.496	0.500	0	1
AC	4212	0.005	0.070	0	1
LPG	4212	0.035	0.183	0	1
REFRIGERATOR	4212	0.183	0.387	0	1
CAR	4212	0.010	0.099	0	1
roof-tile	4212	0.333	0.471	0	1
roof-iron sheet	4212	0.494	0.500	0	1
roof-asbestos	4212	0.057	0.232	0	1
wall-concrete	4212	0.457	0.498	0	1
wall-wood	4212	0.363	0.481	0	1
floor- not soil	4212	0.873	0.333	0	1
own_toilete	4212	0.524	0.499	0	1
share_toilet	4212	0.122	0.327	0	1
no_toilet	4212	0.290	0.454	0	1
electricity-PLN	4212	0.798	0.402	0	1
electricity-non PLN	4212	0.079	0.269	0	1
electricity-torch	4212	0.109	0.312	0	1
house-own	4212	0.857	0.350	0	1
house-rent	4212	0.017	0.128	0	1
house-lease	4212	0.017	0.129	0	1
house-free lease	4212	0.087	0.282	0	1
water branded recycled	4212	0.108	0.310	0	1
water piped meter	4212	0.078	0.268	0	1
water pump	4212	0.098	0.297	0	1
water protected/well	4212	0.247	0.431	0	1
protected spring water	4212	0.171	0.377	0	1
fuel cook-LPG	4212	0.300	0.458	0	1
fuel cook-kerosene	4212	0.079	0.269	0	1
fuel cook-wood	4212	0.612	0.487	0	1
toilet=tank	4212	0.429	0.495	0	1
toilet=River/Lake/Sea	4212	0.187	0.390	0	1
toilet=pithole	4212	0.223	0.416	0	1
water drinking-buy	4212	0.196	0.397	0	1
water drinking-not buy	4212	0.732	0.443	0	1
region=java&bali	4212	0.290	0.454	0	1
region=sumatera	4212	0.274	0.446	0	1
region=kalimantan	4212	0.053	0.223	0	1
region=sulawesi	4212	0.152	0.359	0	1
region=nusa tenggara, papua, maluku	4212	0.231	0.422	0	1
1=rural,0=urban	4212	0.705	0.456	0	1

Appendix 2-3. Summary Statistics – Household's Characteristics of BSM Junior recipient (sub sample)

Household Characteristic of BSM Junior receiver (within sub sample)					
Variable	Obs	Mean	Std. Dev.	Min	Max
eligibility /quartile1/the 25 % poorest group	891	0.413	0.493	0	1
quartile2 / 25-50%	891	0.296	0.457	0	1
quartile3/50.1-75%	891	0.221	0.415	0	1
quartile4 / 75.1-100%	891	0.070	0.255	0	1
OTHER SCHOLARSHIP FROM GOV, 1=YES,0=NO	891	0.017	0.129	0	1
has PKH card and can show it (1=yes)	891	0.070	0.255	0	1
has PKH card but cant show it (1=yes)	891	0.022	0.148	0	1
has no PKH card but receive PKH (1=yes)	891	0.007	0.082	0	1
has no PKH card but receive PKH (1=yes)	891	0.901	0.299	0	1
there is a child (7-18 years old) who is disable within HH	891	0.010	0.100	0	1
>3 Nchild under 18 years within HH,1=yes,0=no	891	0.676	0.468	0	1
number of child (13-15 years old) within HH	891	0.827	0.849	0	4
HH has child not in school (13-15 years old) 1=yes,0=no	891	0.033	0.178	0	1
Female headed household	891	0.165	0.371	0	1
level educ HHH= no formal education	839	0.266	0.442	0	1
level educ HHH= primary school	839	0.375	0.485	0	1
level educ HHH= junior high school	839	0.170	0.376	0	1
level educ HHH= senior high school	839	0.178	0.382	0	1
level educ HHH= university	839	0.011	0.103	0	1
HHH Self-employed	825	0.303	0.460	0	1
HHH_Running Business with unpaid worker	825	0.309	0.462	0	1
employee	825	0.211	0.408	0	1
Seasonal/Contractual/Freelance	825	0.158	0.365	0	1
HHHwork_agri	891	0.475	0.500	0	1
HHHwork_service	891	0.011	0.105	0	1
BIKE	891	0.310	0.463	0	1
MOTORBIKE	891	0.593	0.492	0	1
AC	891	0.004	0.067	0	1
LPG	891	0.044	0.205	0	1
REFRIGERATOR	891	0.236	0.425	0	1
CAR	891	0.017	0.129	0	1
roof-tile	891	0.356	0.479	0	1
roof-iron sheet	891	0.514	0.500	0	1
roof-asbestos	891	0.052	0.221	0	1
wall-concrete	891	0.523	0.500	0	1
wall-wood	891	0.341	0.474	0	1
floor- not soil	891	0.910	0.286	0	1
own_toilete	891	0.605	0.489	0	1
share_toilet	891	0.122	0.328	0	1
no_toilet	891	0.220	0.414	0	1
electricity-PLN	891	0.881	0.324	0	1
electricity-non PLN	891	0.047	0.212	0	1
electricity-torch	891	0.061	0.239	0	1
house-own	891	0.841	0.366	0	1
house-rent	891	0.026	0.159	0	1
house-lease	891	0.020	0.141	0	1
house-free lease	891	0.091	0.288	0	1
water branded recycled	891	0.149	0.357	0	1
water piped meter	891	0.110	0.313	0	1
water pump	891	0.102	0.303	0	1
water protected/well	891	0.258	0.438	0	1
protected spring water	891	0.130	0.337	0	1
fuel cook-LPG	891	0.351	0.478	0	1
fuel cook-kerosene	891	0.105	0.307	0	1
fuel cook-wood	891	0.533	0.499	0	1
toilet=tank	891	0.510	0.500	0	1
toilet=River/Lake/Sea	891	0.180	0.384	0	1
toilet=pithole	891	0.196	0.398	0	1
water drinking-buy	891	0.241	0.428	0	1
water drinking-not buy	891	0.666	0.472	0	1
region=java&bali	891	0.296	0.457	0	1
region=sumatera	891	0.319	0.466	0	1
region=kalimantan	891	0.053	0.224	0	1
region=sulawesi	891	0.163	0.369	0	1
region=nusa tenggara, papua, maluku	891	0.169	0.375	0	1
1=rural,0=urban	891	0.629	0.483	0	1

Appendix 2-4. Summary Statistics – Household's Characteristics of BSM Senior recipient (sub sample)

Household Characteristic of BSM Senior receiver (within sub sample)					
Variable	Obs	Mean	Std. Dev.	Min	Max
eligibility /quartile1/the 25 % poorest group	469	0.303	0.460	0	1
quartile2 / 25-50%	469	0.313	0.464	0	1
quartile3/50.1-75%	469	0.243	0.429	0	1
quartile4 / 75.1-100%	469	0.141	0.348	0	1
OTHER SCHOLARSHIP FROM GOV, 1=YES,0=NO	469	0.019	0.137	0	1
has PKH card and can show it (1=yes)	469	0.023	0.152	0	1
has PKH card but cant show it (1=yes)	469	0.004	0.065	0	1
has no PKH card but receive PKH (1=yes)	469	0.002	0.046	0	1
has no PKH card but receive PKH (1=yes)	469	0.970	0.170	0	1
there is a child (7-18 years old) who is disable within HH	469	0.011	0.103	0	1
>3 Nchild under 18 years within HH,1=yes,0=no	469	0.712	0.453	0	1
number of child (16-18 years old) within HH	469	0.797	0.844	0	5
HH has child not in school (16-18 years old) 1=yes,0=no	469	0.064	0.245	0	1
Female headed household	469	0.200	0.401	0	1
level educ HHH= no formal education	439	0.244	0.430	0	1
level educ HHH= primary school	439	0.346	0.476	0	1
level educ HHH= junior high school	439	0.200	0.401	0	1
level educ HHH= senior high school	439	0.187	0.390	0	1
level educ HHH= university	439	0.023	0.149	0	1
HHH Self-employed	421	0.249	0.433	0	1
HHH_Running Business with unpaid worker	421	0.297	0.457	0	1
employee	421	0.249	0.433	0	1
Seasonal/Contractual/Freelance	421	0.166	0.373	0	1
HHHwork_agri	469	0.426	0.495	0	1
HHHwork_service	469	0.015	0.121	0	1
BIKE	469	0.356	0.479	0	1
MOTORBIKE	469	0.625	0.485	0	1
AC	469	0.011	0.103	0	1
LPG	469	0.060	0.237	0	1
REFRIGERATOR	469	0.281	0.450	0	1
CAR	469	0.023	0.152	0	1
roof-tile	469	0.377	0.485	0	1
roof-iron sheet	469	0.505	0.501	0	1
roof-asbestos	469	0.064	0.245	0	1
wall-concrete	469	0.567	0.496	0	1
wall-wood	469	0.348	0.477	0	1
floor- not soil	469	0.925	0.263	0	1
own_toilete	469	0.663	0.473	0	1
share_toilet	469	0.113	0.317	0	1
no_toilet	469	0.181	0.386	0	1
electricity-PLN	469	0.917	0.276	0	1
electricity-non PLN	469	0.030	0.170	0	1
electricity-torch	469	0.041	0.197	0	1
house-own	469	0.806	0.396	0	1
house-rent	469	0.032	0.176	0	1
house-lease	469	0.038	0.192	0	1
house-free lease	469	0.104	0.306	0	1
water branded recycled	469	0.168	0.375	0	1
water piped meter	469	0.119	0.325	0	1
water pump	469	0.122	0.327	0	1
water protected/well	469	0.256	0.437	0	1
protected spring water	469	0.117	0.322	0	1
fuel cook-LPG	469	0.394	0.489	0	1
fuel cook-kerosene	469	0.094	0.292	0	1
fuel cook-wood	469	0.488	0.500	0	1
toilet=tank	469	0.571	0.495	0	1
toilet=River/Lake/Sea	469	0.154	0.361	0	1
toilet=pithole	469	0.179	0.384	0	1
water drinking-buy	469	0.301	0.459	0	1
water drinking-not buy	469	0.616	0.487	0	1
region=java&bali	469	0.337	0.473	0	1
region=sumatera	469	0.362	0.481	0	1
region=kalimantan	469	0.026	0.158	0	1
region=sulawesi	469	0.156	0.363	0	1
region=nusa tenggara, papua, maluku	469	0.119	0.325	0	1
1=rural,0=urban	469	0.599	0.491	0	1

Appendix 3 : Summary statistic of children's schooling status (full sample 7-18 years old)

Characteristic of children in schooling status (Mean)		
Variable(s)	Status schooling of children	
	Drop out	Non Drop out
BSM_Primary	0.051	0.060
BSM_Junior	0.018	0.022
BSM_Senior	0.009	0.012
BSM status, 1= receive BSM, 0=not receive BSM at all	0.077	0.094
eligibility /quartile1/the 25 % poorest group	0.440	0.326
quartile2 / 25-50%	0.275	0.271
quartile3/50.1-75%	0.188	0.230
quartile4 / 75.1-100%	0.097	0.173
lnEXP_CAP (Expenditure Per capita/month)	12.948	13.128
cohort 1 (7-12 years old)	0.041	0.586
cohort 2 (13-15 years old)	0.218	0.252
cohort 3 (16-18 years old)	0.742	0.163
Child is female	0.431	0.484
The number of Babies (0-4 years old)	0.315	0.353
lnC_workhours (the number of working hours of child)	1.633	0.103
The number of productive household member	2.572	1.976
Other scholarship from government, 1=yes,0=no	0.012	0.021
has PKH card and can show it (1=yes)	0.024	0.023
has PKH card but cant show it (1=yes)	0.010	0.010
has no PKH card but receive PKH (1=yes)	0.003	0.002
has no PKH card but receive PKH (1=yes)	0.963	0.966
there is a child (7-18 years old) who is disable within HH	0.016	0.003
>3 Nchild under 18 years within HH,1=yes,0=no	1.000	1.000
number of child (7-12 years old) within HH	0.668	1.135
there is a child (7-12 years old) within HH	0.493	0.789
number of child (13-15 years old) within HH	0.527	0.528
there is a child (13-15 years old) within HH	0.462	0.465
number of child (16-18 years old) within HH	0.954	0.405
there is a child (16-18 years old) within HH	0.816	0.357
HH has child not in school (7-12 years old) 1=yes,0=no	0.190	0.015
HH has child not in school (13-15 years old) 1=yes,0=no	0.375	0.030
HH has child not in school (16-18 years old) 1=yes,0=no	0.656	0.054
Female headed household	0.135	0.091
level educ HHH= no formal education	0.324	0.175
level educ HHH= primary school	0.395	0.314
level educ HHH= junior high school	0.136	0.173
level educ HHH= senior high school	0.126	0.256
level educ HHH= university	0.019	0.082
HHH Self-employed	0.245	0.251
HHH_Running Business with unpaid worker	0.346	0.271
employee	0.233	0.320
Seasonal/Contractual/Freelance	0.133	0.099
HHHwork_agri	0.550	0.436
HHHwork_service	0.009	0.030

Appendix 3 : Summary statistic of children's schooling status (full sample 7-18 years old) (cont.)

Characteristic of children in schooling status (Mean)		
Variable(s)	Status schooling of children	
	Drop out	Non Drop out
BIKE	0.292	0.381
MOTORBIKE	0.589	0.687
AC	0.012	0.047
LPG	0.063	0.140
REFRIGERATOR	0.255	0.416
CAR	0.034	0.090
roof-tile	0.337	0.324
roof-iron sheet	0.492	0.533
roof-asbestos	0.056	0.053
wall-concrete	0.494	0.597
wall-wood	0.392	0.321
floor- not soil	0.911	0.940
own_toilete	0.573	0.701
share_toilet	0.100	0.084
no_toilet	0.274	0.174
electricity-PLN	0.810	0.862
electricity-non PLN	0.072	0.062
electricity-torch	0.096	0.061
house-own	0.868	0.841
house-rent	0.020	0.026
house-lease	0.023	0.021
house-free lease	0.062	0.075
water branded recycled	0.143	0.186
water piped meter	0.077	0.103
water pump	0.113	0.114
water protected/well	0.226	0.213
protected spring water	0.128	0.113
fuel cook-LPG	0.356	0.462
fuel cook-kerosene	0.092	0.120
fuel cook-wood	0.535	0.403
toilet=tank	0.471	0.605
toilet=River/Lake/Sea	0.205	0.139
toilet=pithole	0.180	0.156
water drinking-buy	0.231	0.301
water drinking-not buy	0.698	0.610
region=java&bali	0.295	0.281
region=sumatera	0.284	0.311
region=kalimantan	0.111	0.099
region=sulawesi	0.162	0.144
region=nusa tenggara, papua, maluku	0.149	0.165
1=rural,0=urban	0.658	0.581
No. Observation	**24127**	**232903**

Appendix 3-1 : Summary statistic of children's schooling status (sub sample 7-12 years old)

Characteristic of children (7-12 years old) in schooling status (Mean)		
Variable(s)	Status schooling of children	
	Drop out	Non Drop out
BSM_Primary	0.062	0.077
BSM_Junior	0.017	0.013
BSM_Senior	0.005	0.006
BSM status, 1= receive BSM, 0=not receive BSM at all	0.085	0.096
eligibility /quartile1/the 25 % poorest group	0.595	0.355
quartile2 / 25-50%	0.244	0.273
quartile3/50.1-75%	0.109	0.218
quartile4 / 75.1-100%	0.051	0.154
lnEXP_CAP (Expenditure Per capita/month)	12.743	13.083
there is a child (13-15 years old) within HH	0.309	0.281
there is a child (16-18 years old) within HH	0.271	0.218
Child is female	0.379	0.481
The number of Babies (0-4 years old)	0.446	0.413
lnC_workhours (the number of working hours of child)	0.478	0.032
The number of productive household member	2.315	1.932
Other scholarship from government, 1=yes,0=no	0.009	0.020
has PKH card and can show it (1=yes)	0.025	0.025
has PKH card but cant show it (1=yes)	0.019	0.010
has no PKH card but receive PKH (1=yes)	0.007	0.002
has no PKH card but receive PKH (1=yes)	0.949	0.963
there is a child (7-18 years old) who is disable within HH	0.057	0.003
>3 Nchild under 18 years within HH,1=yes,0=no	1.000	1.000
number of child (7-12 years old) within HH	1.652	1.486
number of child (13-15 years old) within HH	0.339	0.309
number of child (16-18 years old) within HH	0.309	0.240
HH has child not in school (7-12 years old) 1=yes,0=no	0.821	0.018
HH has child not in school (13-15 years old) 1=yes,0=no	0.238	0.035
HH has child not in school (16-18 years old) 1=yes,0=no	0.258	0.060
Female headed household	0.127	0.080
level educ HHH= no formal education	0.432	0.173
level educ HHH= primary school	0.364	0.318
level educ HHH= junior high school	0.114	0.175
level educ HHH= senior high school	0.078	0.256
level educ HHH= university	0.012	0.077
HHH Self-employed	0.261	0.252
HHH_Running Business with unpaid worker	0.391	0.269
employee	0.196	0.318
Seasonal/Contractual/Freelance	0.123	0.102
HHHwork_agri	0.667	0.446
HHHwork_service	0.007	0.027

Appendix 3-1 : Summary statistic of children's schooling status (sub sample 7-12 years old) (cont.)

Characteristic of children in schooling status (Mean)		
Variable(s)	Status schooling of children	
	Drop out	Non Drop out
BIKE	0.182	0.387
MOTORBIKE	0.400	0.669
AC	0.004	0.045
LPG	0.035	0.132
REFRIGERATOR	0.135	0.395
CAR	0.022	0.085
roof-tile	0.189	0.317
roof-iron sheet	0.557	0.531
roof-asbestos	0.051	0.055
wall-concrete	0.359	0.574
wall-wood	0.501	0.336
floor- not soil	0.872	0.933
own_toilete	0.420	0.678
share_toilet	0.101	0.089
no_toilet	0.405	0.189
electricity-PLN	0.663	0.843
electricity-non PLN	0.098	0.070
electricity-torch	0.184	0.070
house-own	0.871	0.830
house-rent	0.015	0.027
house-lease	0.018	0.023
house-free lease	0.065	0.083
water branded recycled	0.094	0.183
water piped meter	0.073	0.095
water pump	0.082	0.109
water protected/well	0.189	0.210
protected spring water	0.163	0.120
fuel cook-LPG	0.208	0.450
fuel cook-kerosene	0.088	0.117
fuel cook-wood	0.690	0.419
toilet=tank	0.349	0.584
toilet=River/Lake/Sea	0.233	0.147
toilet=pithole	0.180	0.162
water drinking-buy	0.176	0.294
water drinking-not buy	0.769	0.621
region=java&bali	0.154	0.276
region=sumatera	0.233	0.303
region=kalimantan	0.089	0.101
region=sulawesi	0.270	0.147
region=nusa tenggara, papua, maluku	0.254	0.173
1=rural,0=urban	0.760	0.603
No. Observation	**978**	**136455**

Appendix 3-2 : Summary statistic of children's schooling status (sub sample 13-15 years old)

Characteristic of children (13-15 years old) in schooling status (Mean)		
Variable(s)	Status schooling of children	
	Drop out	Non Drop out
BSM_Primary	0.061	0.041
BSM_Junior	0.016	0.045
BSM_Senior	0.007	0.010
BSM status, 1= receive BSM, 0=not receive BSM at all	0.083	0.096
eligibility /quartile1/the 25 % poorest group	0.530	0.316
quartile2 / 25-50%	0.267	0.273
quartile3/50.1-75%	0.142	0.236
quartile4 / 75.1-100%	0.061	0.175
lnEXP_CAP (Expenditure Per capita/month)	12.829	13.141
there is a child (7-12 years old) within HH	0.537	0.505
there is a child (16-18 years old) within HH	0.291	0.265
Child is female	0.402	0.490
The number of Babies (0-4 years old)	0.348	0.291
lnC_workhours (the number of working hours of child)	1.303	0.158
The number of productive household member	2.536	2.025
Other scholarship from government, 1=yes,0=no	0.010	0.021
has PKH card and can show it (1=yes)	0.032	0.023
has PKH card but cant show it (1=yes)	0.012	0.010
has no PKH card but receive PKH (1=yes)	0.002	0.002
has no PKH card but receive PKH (1=yes)	0.954	0.965
there is a child (7-18 years old) who is disable within HH	0.025	0.003
>3 Nchild under 18 years within HH,1=yes,0=no	1.000	1.000
number of child (7-12 years old) within HH	0.746	0.663
number of child (13-15 years old) within HH	1.182	1.164
number of child (16-18 years old) within HH	0.320	0.292
HH has child not in school (7-12 years old) 1=yes,0=no	0.298	0.013
HH has child not in school (13-15 years old) 1=yes,0=no	0.567	0.029
HH has child not in school (16-18 years old) 1=yes,0=no	0.732	0.056
Female headed household	0.134	0.102
level educ HHH= no formal education	0.380	0.183
level educ HHH= primary school	0.407	0.318
level educ HHH= junior high school	0.115	0.169
level educ HHH= senior high school	0.084	0.248
level educ HHH= university	0.014	0.083
HHH Self-employed	0.238	0.250
HHH_Running Business with unpaid worker	0.368	0.279
employee	0.213	0.312
Seasonal/Contractual/Freelance	0.148	0.101
HHHwork_agri	0.608	0.440
HHHwork_service	0.006	0.031

Appendix 3-2 : Summary statistic of children's schooling status (sub sample 13-15 years old) (cont.)

Characteristic of children in schooling status (Mean)		
Variable(s)	Status schooling of children	
	Drop out	Non Drop out
BIKE	0.260	0.372
MOTORBIKE	0.500	0.688
AC	0.008	0.045
LPG	0.046	0.141
REFRIGERATOR	0.186	0.421
CAR	0.024	0.089
roof-tile	0.292	0.331
roof-iron sheet	0.514	0.533
roof-asbestos	0.051	0.051
wall-concrete	0.416	0.608
wall-wood	0.437	0.314
floor- not soil	0.896	0.942
own_toilete	0.493	0.715
share_toilet	0.106	0.080
no_toilet	0.336	0.167
electricity-PLN	0.765	0.870
electricity-non PLN	0.080	0.060
electricity-torch	0.126	0.055
house-own	0.877	0.857
house-rent	0.017	0.024
house-lease	0.018	0.018
house-free lease	0.061	0.068
water branded recycled	0.122	0.181
water piped meter	0.065	0.105
water pump	0.100	0.118
water protected/well	0.219	0.217
protected spring water	0.140	0.112
fuel cook-LPG	0.278	0.462
fuel cook-kerosene	0.081	0.118
fuel cook-wood	0.627	0.405
toilet=tank	0.387	0.611
toilet=River/Lake/Sea	0.244	0.136
toilet=pithole	0.196	0.156
water drinking-buy	0.206	0.297
water drinking-not buy	0.732	0.612
region=java&bali	0.251	0.285
region=sumatera	0.282	0.315
region=kalimantan	0.121	0.096
region=sulawesi	0.191	0.144
region=nusa tenggara, papua, maluku	0.155	0.159
1=rural,0=urban	0.723	0.578
No. Observation	**5252**	**58598**

Appendix 3-3 : Summary statistic of children's schooling status (sub sample 16-18 years old)

Characteristic of children (16-18 years old) in schooling status (Mean)		
Variable(s)	Status schooling of children	
	Drop out	Non Drop out
BSM_Primary	0.047	0.026
BSM_Junior	0.019	0.021
BSM_Senior	0.009	0.040
BSM status, 1= receive BSM, 0=not receive BSM at all	0.075	0.087
eligibility /quartile1/the 25 % poorest group	0.405	0.236
quartile2 / 25-50%	0.278	0.264
quartile3/50.1-75%	0.206	0.264
quartile4 / 75.1-100%	0.110	0.236
lnEXP_CAP (Expenditure Per capita/month)	12.994	13.271
there is a child (7-12 years old) within HH	0.453	0.468
there is a child (13-15 years old) within HH	0.312	0.303
Child is female	0.443	0.486
The number of Babies (0-4 years old)	0.298	0.230
lnC_workhours (the number of working hours of child)	1.793	0.274
The number of productive household member	2.597	2.059
Other scholarship from government, 1=yes,0=no	0.013	0.023
has PKH card and can show it (1=yes)	0.022	0.015
has PKH card but cant show it (1=yes)	0.009	0.007
has no PKH card but receive PKH (1=yes)	0.003	0.002
has no PKH card but receive PKH (1=yes)	0.966	0.976
there is a child (7-18 years old) who is disable within HH	0.011	0.003
>3 Nchild under 18 years within HH,1=yes,0=no	1.000	1.000
number of child (7-12 years old) within HH	0.592	0.598
number of child (13-15 years old) within HH	0.345	0.332
number of child (16-18 years old) within HH	1.176	1.171
HH has child not in school (7-12 years old) 1=yes,0=no	0.123	0.009
HH has child not in school (13-15 years old) 1=yes,0=no	0.326	0.016
HH has child not in school (16-18 years old) 1=yes,0=no	0.656	0.028
Female headed household	0.136	0.115
level educ HHH= no formal education	0.302	0.169
level educ HHH= primary school	0.393	0.292
level educ HHH= junior high school	0.143	0.170
level educ HHH= senior high school	0.140	0.270
level educ HHH= university	0.021	0.099
HHH Self-employed	0.246	0.249
HHH_Running Business with unpaid worker	0.336	0.263
employee	0.240	0.341
Seasonal/Contractual/Freelance	0.129	0.085
HHHwork_agri	0.526	0.395
HHHwork_service	0.010	0.038

Appendix 3-3 : Summary statistic of children's schooling status (sub sample 16-18 years old) (cont.)

Characteristic of children in schooling status (Mean)		
Variable(s)	Status schooling of children	
	Drop out	Non Drop out
BIKE	0.308	0.369
MOTORBIKE	0.626	0.753
AC	0.014	0.058
LPG	0.069	0.168
REFRIGERATOR	0.282	0.483
CAR	0.038	0.109
roof-tile	0.358	0.340
roof-iron sheet	0.482	0.539
roof-asbestos	0.058	0.051
wall-concrete	0.524	0.663
wall-wood	0.373	0.278
floor- not soil	0.917	0.963
own_toilete	0.604	0.763
share_toilet	0.098	0.073
no_toilet	0.248	0.128
electricity-PLN	0.832	0.916
electricity-non PLN	0.069	0.040
electricity-torch	0.082	0.036
house-own	0.865	0.857
house-rent	0.020	0.028
house-lease	0.025	0.022
house-free lease	0.062	0.060
water branded recycled	0.151	0.206
water piped meter	0.081	0.125
water pump	0.119	0.126
water protected/well	0.230	0.216
protected spring water	0.123	0.093
fuel cook-LPG	0.387	0.505
fuel cook-kerosene	0.095	0.134
fuel cook-wood	0.499	0.344
toilet=tank	0.502	0.673
toilet=River/Lake/Sea	0.192	0.117
toilet=pithole	0.175	0.136
water drinking-buy	0.241	0.332
water drinking-not buy	0.684	0.565
region=java&bali	0.315	0.291
region=sumatera	0.287	0.336
region=kalimantan	0.109	0.094
region=sulawesi	0.148	0.136
region=nusa tenggara, papua, maluku	0.141	0.144
1=rural,0=urban	0.633	0.506
No. Observation	**17897**	**37850**

Appendix 4 : Estimation result of Probit Regression (Coefficient) – The probability of receiving BSM

Spesification (s) / Variable (s)	All BSM	BSM Primary		BSM Junior		BSM Senior	
		Full Sample	HH(7-12)	Full Sample	HH(13-15)	Full Sample	HH(16-18)
	b/p/se	b/p/se	b/p/se	b/p/se	b/p/se	b/p/se	b/p/se
main							
eligibility /quartile1/the 25 % poorest group	0.555***	0.609***	0.605***	0.421***	0.460***	0.175**	0.159***
	0	0.000	0.000	0.000	0.000	0.011	0.000
	-0.022	-0.028	-0.033	-0.038	-0.058	-0.068	-0.042
quartile2 / 25-50%	0.414***	0.449***	0.441***	0.346***	0.338***	0.153**	0.150***
	0	0.000	0.000	0.000	0.000	0.016	0.000
	-0.022	-0.027	-0.032	-0.037	-0.056	-0.064	-0.039
quartile3/50.1-75%	0.268***	0.258***	0.252***	0.264***	0.307***	0.092	0.159***
	0	0.000	0.000	0.000	0.000	0.140	0.000
	-0.021	-0.027	-0.032	-0.036	-0.055	-0.063	-0.037
quartile4 / 75.1-100%	omitted						
OTHER SCHOLARSHIP FROM GOV, 1=YES,0=NO	0.132***	0.149***	0.129*	0.086	0.154	0.052	-0.004
	-0.007	0.008	0.055	0.280	0.183	0.753	0.967
	-0.049	-0.056	-0.067	-0.080	-0.116	-0.165	-0.106
has PKH card and can show it (1=yes)	0.669***	0.592***	0.625***	0.585***	0.646***	0.137	0.136*
	0	0.000	0.000	0.000	0.000	0.299	0.096
	-0.033	-0.036	-0.042	-0.048	-0.072	-0.132	-0.082
has PKH card but cant show it (1=yes)	0.636***	0.626***	0.585***	0.484***	0.526***	-0.062	-0.096
	0	0.000	0.000	0.000	0.000	0.808	0.550
	-0.05	-0.054	-0.064	-0.076	-0.118	-0.254	-0.160
has no PKH card but receive PKH (1=yes)	0.542***	0.520***	0.562***	0.345**	0.538**	0.073	0.292
	0	0.000	0.000	0.029	0.012	0.844	0.149
	-0.099	-0.109	-0.129	-0.158	-0.213	-0.373	-0.202
never receive PKH	omitted						
there is a child (7-18 years old) who is disable within HH	-0.005	-0.020	0.029	0.063	0.186	0.176	0.007
	-0.951	0.821	0.784	0.586	0.176	0.298	0.961
	-0.073	-0.087	-0.107	-0.115	-0.138	-0.169	-0.147
>3 Nchild under 18 years within HH,1=yes,0=no	-0.004	-0.001	0.001	-0.038*	-0.060**	0.031	0.041*
	-0.751	0.954	0.962	0.055	0.046	0.439	0.095
	-0.012	-0.014	-0.016	-0.020	-0.030	-0.040	-0.024
number of child (7-12 years old) within HH	-0.024**	-0.007	-0.023*				
	-0.034	0.393	0.086				
	-0.011	-0.008	-0.013				
HH has child not in school (7-12 years old) 1=yes,0=no	0.072**	0.036	0.013				
	-0.044	0.377	0.805				
	-0.035	-0.041	-0.052				
Female headed household	0.03	0.059**	0.065**	0.118***	0.158***	0.207***	0.143***
	-0.123	0.013	0.020	0.000	0.001	0.000	0.000
	-0.019	-0.024	-0.028	-0.030	-0.046	-0.056	-0.035
level educ HHH= no formal education	0.222***	0.224***	0.260***	0.231***	0.351***	0.170	0.100
	0	0.000	0.000	0.001	0.004	0.181	0.180
	-0.042	-0.053	-0.063	-0.072	-0.122	-0.127	-0.074
level educ HHH= primary school	0.236***	0.245***	0.282***	0.222***	0.335***	0.200	0.111
	0	0.000	0.000	0.002	0.005	0.103	0.124
	-0.041	-0.052	-0.062	-0.071	-0.119	-0.122	-0.072
level educ HHH= junior high school	0.234***	0.222***	0.265***	0.260***	0.382***	0.230*	0.117
	0	0.000	0.000	0.000	0.002	0.062	0.111
	-0.042	-0.053	-0.063	-0.071	-0.121	-0.123	-0.073
level educ HHH= senior high school	0.201***	0.206***	0.234***	0.203***	0.343***	0.17	0.096
	0	0.000	0.000	0.003	0.003	0.147	0.164
	-0.04	-0.051	-0.061	-0.069	-0.117	-0.117	-0.069
level educ HHH= university		omitted					
HHH Self-employed	0.104***	0.063*	0.04	0.136***	0.332***	0.022	0.095
	-0.001	0.076	0.33	0.009	0.001	0.813	0.117
	-0.03	-0.035	-0.041	-0.052	-0.096	-0.095	-0.061
HHH_Running Business with unpaid worker	0.111***	0.042	0.021	0.152***	0.342***	0.113	0.176***
	0	0.232	0.61	0.004	0.000	0.229	0.004
	-0.03	-0.036	-0.041	-0.052	-0.096	-0.094	-0.061
employee	0.080***	0.068*	0.055	0.064	0.258***	0.049	0.074
	-0.009	0.061	0.189	0.236	0.009	0.610	0.235
	-0.031	-0.036	-0.042	-0.054	-0.098	-0.097	-0.062
Seasonal/Contractual/Freelance	0.204***	0.134***	0.114***	0.233***	0.379***	0.197*	0.204***
	0	0.000	0.009	0.000	0.000	0.051	0.002
	-0.032	-0.038	-0.044	-0.055	-0.100	-0.101	-0.065
HHHwork_agri	-0.122***	-0.125***	-0.139***	-0.063***	-0.047	-0.057	-0.088***
	0	0.000	0.000	0.007	0.187	0.239	0.003
	-0.014	-0.017	-0.020	-0.023	-0.035	-0.049	-0.029
HHHwork_service	-0.093*	-0.182***	-0.146*	0.048	0.021	0.037	-0.005
	-0.068	0.006	0.051	0.548	0.872	0.797	0.953
	-0.051	-0.066	-0.075	-0.08	-0.129	-0.145	-0.088

Appendix 4 : Estimation result of Probit Regression (Coefficient) – The probability of receiving BSM (cont.)

Spesification (s) / Variable (s)	All BSM	BSM Primary		BSM Junior		BSM Senior	
		Full Sample	HH(7-12)	Full Sample	HH(13-15)	Full Sample	HH(16-18)
	b/p/se	b/p/se	b/p/se	b/p/se	b/p/se	b/p/se	b/p/se
HAVE BICYCLE,1= YES,0=NO	0.145***	0.159***	0.160***	0.088***	0.055*	0.102**	0.067***
	0	0.000	0.000	0.000	0.094	0.011	0.007
	-0.013	-0.015	-0.018	-0.021	-0.033	-0.040	-0.025
HAVE MOTORBIKE, 1=YES, 0= NO	0.002	-0.040**	-0.051***	0.046**	0.066*	0.052	0.091***
	-0.866	0.011	0.005	0.041	0.056	0.249	0.001
	-0.013	-0.016	-0.018	-0.022	-0.035	-0.045	-0.027
HAVE AIR CONDITIONER,1=YES,0= NO	-0.238***	-0.129*	-0.124	-0.274**	-0.238	-0.171	-0.341***
	0	0.074	0.138	0.013	0.151	0.304	0.005
	-0.06	-0.072	-0.084	-0.11	-0.166	-0.167	-0.121
LPG 12KG,1=YES,0=NO	-0.130***	-0.129***	-0.102***	-0.114**	-0.167**	-0.069	-0.096**
	0	0.000	0.009	0.011	0.018	0.367	0.043
	-0.027	-0.034	-0.039	-0.044	-0.070	-0.077	-0.048
HAVE REFRIGERATOR,1=YES, 0= NO	-0.081***	-0.085***	-0.091***	-0.056**	-0.094**	-0.075	-0.065**
	0	0.000	0.000	0.028	0.017	0.122	0.025
	-0.016	-0.019	-0.022	-0.026	-0.039	-0.048	-0.029
HAVE A CAR,1=YES,0=NO	-0.259***	-0.266***	-0.296***	-0.155**	-0.104	-0.182	-0.232***
	0	0.000	0.000	0.013	0.276	0.115	0.001
	-0.039	-0.050	-0.059	-0.062	-0.095	-0.115	-0.072
roof-tile	-0.033	0.051*	0.054	0.025	0.031	0.109	0.005
	-0.199	0.089	0.117	0.56	0.652	0.255	0.929
	-0.026	-0.030	-0.035	-0.042	-0.069	-0.096	-0.055
roof-iron sheet	0.026	0.019	0.024	0.016	0.039	0.121	0.065
	-0.219	0.431	0.389	0.645	0.490	0.144	0.170
	-0.021	-0.024	-0.028	-0.036	-0.057	-0.082	-0.047
roof-asbestos	0.128***	0.123***	0.124***	0.075	0.109	0.258**	0.141**
	0	0.001	0.003	0.159	0.182	0.019	0.030
	-0.031	-0.036	-0.042	-0.053	-0.082	-0.111	-0.065
wall-concrete	-0.118***	-0.129***	-0.126***	-0.069**	-0.050	0.007	-0.010
	0	0.000	0.000	0.035	0.318	0.920	0.817
	-0.019	-0.022	-0.026	-0.033	-0.050	-0.071	-0.042
wall-wood	-0.101***	-0.110***	-0.112***	-0.047	-0.049	0.073	-0.015
	0	0.000	0.000	0.153	0.330	0.307	0.735
	-0.02	-0.022	-0.026	-0.033	-0.050	-0.071	-0.043
floor- not soil	-0.002	0.000	0.003	0.017	0.015	0.017	0.036
	-0.93	0.998	0.923	0.622	0.781	0.821	0.416
	-0.021	0.023	0.027	0.035	0.054	0.074	-0.045
TOILET=owning	-0.152***	-0.178***	-0.188***	-0.048	-0.045	0.016	-0.068
	0	0.000	0.000	0.283	0.512	0.863	0.216
	-0.026	-0.030	-0.035	-0.045	-0.069	-0.093	-0.055
TOILET=share	-0.066**	-0.080**	-0.111***	0.024	0.002	-0.052	-0.07
	-0.024	0.016	0.005	0.630	0.974	0.617	0.257
	-0.029	-0.033	-0.039	-0.049	-0.076	-0.105	-0.061
TOILET=no toilet	-0.095***	-0.061*	-0.074*	-0.103**	-0.086	-0.081	-0.123**
	-0.001	0.064	0.058	0.034	0.262	0.43	0.043
	-0.029	-0.033	-0.039	-0.049	-0.077	-0.103	-0.061
electricity-PLN	0.328***	0.315***	0.290***	0.349***	0.263*	-0.001	0.049
	0	0.000	0.000	0.001	0.096	0.997	-0.652
	-0.056	-0.064	-0.074	-0.105	-0.158	-0.173	-0.109
electricity-non PLN	0.271***	0.333***	0.297***	0.203*	0.116	-0.328*	-0.197
	0	0.000	0.000	0.064	0.483	0.093	0.102
	-0.058	-0.066	-0.077	-0.110	-0.165	-0.196	-0.120
electricity-torch	0.269***	0.324***	0.297***	0.189*	0.103	-0.172	-0.182
	0	0.000	0.000	0.080	0.528	0.351	0.121
	-0.057	-0.064	-0.075	-0.108	-0.163	-0.184	-0.118
house-own	0.149***	0.120***	0.142***	0.109*	0.069	0.173	0.168**
	0	0.003	0.003	0.061	0.430	0.153	0.022
	-0.034	-0.040	-0.048	-0.058	-0.088	-0.121	-0.074
house-rent	0.122**	0.086	0.092	0.122	0.062	0.212	0.126
	-0.013	0.146	0.193	0.127	0.603	0.171	0.193
	-0.049	-0.059	-0.070	-0.080	-0.120	-0.155	-0.097
house-lease	-0.005	-0.004	0.019	-0.027	-0.120	0.115	0.030
	-0.916	0.948	0.791	0.750	0.358	0.479	0.765
	-0.05	-0.059	-0.070	-0.085	-0.130	-0.163	-0.101
house-free lease	0.170***	0.152***	0.159***	0.07	0.099	0.265**	0.226***
	0	0.001	0.003	0.283	0.306	0.041	0.005
	-0.038	-0.044	-0.053	-0.065	-0.097	-0.130	-0.080
water branded recycled	0.017	-0.001	0.002	0.061	0.108*	0.050	-0.006
	-0.47	0.964	0.943	0.130	0.085	0.522	0.896
	-0.024	-0.029	-0.034	-0.040	-0.063	-0.079	-0.047
water piped meter	0.026	-0.026	0.001	0.061	0.115*	0.177*	0.097*
	-0.351	0.445	0.983	0.176	0.093	0.054	0.074
	-0.028	-0.034	-0.040	-0.045	-0.068	-0.092	-0.054
water pump	-0.032	-0.066***	-0.068**	0.003	0.009	0.113	0.061
	-0.133	0.009	0.021	0.930	0.864	0.103	0.145
	-0.021	-0.025	-0.029	-0.035	-0.055	-0.069	-0.042
water protected/well	0.017	-0.001	-0.018	0.045	0.033	0.097*	0.031
	-0.315	0.945	0.416	0.105	0.444	0.089	0.366
	-0.017	-0.019	-0.022	-0.028	-0.043	-0.057	-0.035
protected spring water	0.047**	0.068***	0.072***	0.007	0.026	0.019	-0.021
	-0.012	0.002	0.004	0.839	0.613	0.777	0.600
	-0.019	-0.021	-0.025	-0.033	-0.051	-0.067	-0.041
fuel cook-LPG	0.192***	0.236***	0.238***	0.145*	0.248*	-0.032	0.012
	0	0.000	0.001	0.086	0.084	0.806	0.892
	-0.049	-0.061	-0.072	-0.085	-0.144	-0.129	-0.086
fuel cook-kerosene	0.237***	0.257***	0.271***	0.184**	0.307**	-0.014	0.124
	0	0.000	0.000	0.036	0.037	0.919	0.168
	-0.051	-0.064	-0.076	-0.088	-0.147	-0.139	-0.090
fuel cook-wood	0.316***	0.317***	0.326***	0.272***	0.364**	0.112	0.166*
	0	0.000	0.000	0.001	0.012	0.398	0.056
	-0.049	-0.061	-0.072	-0.084	-0.144	-0.132	-0.087

Appendix 4 : Estimation result of Probit Regression (Coefficient) – The probability of receiving BSM (cont.)

Spesification (s) / Variable (s)	All BSM	BSM Primary		BSM Junior		BSM Senior	
		Full Sample	HH(7-12)	Full Sample	HH(13-15)	Full Sample	HH(16-18)
	b/p/se	b/p/se	b/p/se	b/p/se	b/p/se	b/p/se	b/p/se
toilet=tank	-0.055**	-0.031	-0.049	-0.108***	-0.057	-0.050	-0.007
	-0.025	0.281	0.149	0.006	0.367	0.564	0.896
	-0.025	-0.029	-0.034	-0.040	-0.063	-0.087	-0.053
toilet=River/Lake/Sea	0.021	0.012	-0.009	0.016	0.026	0.028	0.058
	-0.329	0.611	0.746	0.644	0.647	0.708	0.213
	-0.021	-0.024	-0.028	-0.035	-0.057	-0.076	-0.047
toilet=pithole	0.028	0.071**	0.064*	-0.052	0.016	-0.011	-0.020
	-0.264	0.016	0.062	0.203	0.807	0.906	0.712
	-0.026	-0.029	-0.035	-0.041	-0.065	-0.091	-0.055
water drinking-buy	-0.032	-0.025	-0.053	-0.065	-0.037	0.143	0.023
	-0.227	0.438	0.163	0.123	0.570	0.103	0.641
	-0.027	-0.033	-0.038	-0.042	-0.065	-0.088	-0.050
water drinking-not buy	-0.045	-0.024	-0.035	-0.085*	-0.058	0.068	-0.021
	-0.109	0.474	0.364	0.051	0.387	0.473	0.694
	-0.028	-0.034	-0.039	-0.043	-0.067	-0.095	-0.054
region=java&bali	-0.254***	-0.262***	-0.260***	-0.199***	-0.207***	-0.173**	-0.064
	0	0.000	0.000	0.000	0.001	0.035	0.196
	-0.025	-0.029	-0.034	-0.041	-0.064	-0.082	-0.049
region=sumatera	-0.117***	-0.155***	-0.153***	-0.054*	-0.076	-0.053	0.036
	0	0.000	0.000	0.093	0.136	0.442	0.376
	-0.02	-0.023	-0.027	-0.032	-0.051	-0.069	-0.041
region=kalimantan	-0.395***	-0.356***	-0.364***	-0.274***	-0.235***	-0.498***	-0.381***
	0	0.000	0.000	0.000	0.002	0.000	0.000
	-0.028	-0.032	-0.038	-0.048	-0.077	-0.112	-0.065
region=sulawesi	-0.070***	-0.128***	-0.112***	0.047	0.030	0.000	0.057
	-0.001	0.000	0.000	0.174	0.586	0.996	0.202
	-0.021	-0.024	-0.028	-0.035	-0.055	-0.074	-0.044
region=nusa tenggara, papua, maluku	omitted						
1=rural,0=urban	-0.02	0.019	0.005	-0.054**	-0.079**	-0.033	-0.069**
	-0.176	0.270	0.817	0.022	0.03	0.488	0.016
	-0.015	-0.018	-0.021	-0.024	-0.036	-0.047	-0.029
number of child (13-15 years old) within HH	0			-0.010	0.041		
	-0.996			0.534	0.291		
	-0.024			-0.015	-0.039		
HH has child not in school (13-15 years old), 1=yes,0=no	-0.042			-0.018	0.066		
	-0.263			0.684	0.215		
	-0.038			-0.043	-0.054		
number of child (16-18)years old within HH	0.03					-0.099	-0.035*
	-0.24					0.106	0.082
	-0.026					-0.061	-0.02
HH has child not in school (16-18 years old)1=yes,0=no	-0.007					-0.072	-0.045
	-0.797					0.143	0.303
	-0.029					-0.049	-0.044
constant	-2.541***	-2.735***	-2.661***	-3.241***	-3.685***	-3.133***	-2.995***
	0	0.000	0.000	0.000	0.000	0.000	0.000
	-0.106	-0.126	-0.150	-0.187	-0.299	-0.325	-0.200
N (number observation)	163079	163079	118846	163079	70795	62967	163079
r2_p (pseudo - R^2)	0.079	0.089	0.092	0.054	0.06	0.038	0.033
chi2 (Wald)	4362.993	3601.896	2683.265	1010.448	460.472	179.614	354.952
* p<0.10, ** p<0.05, *** p<0.01							

Note :
All BSM : probability whether household receive BSM between recipient and non recipient (regardless type of program)
Full sample : Sample households who has children 7-18 years old
HH (age) : Sample households who has children in specific age level
"Omitted variable means as base reference"

Appendix 4-1 : The Marginal Effect of BSM receiver on the eligible and non-eligible household within sub sample.

Spesification (s) / Variable(s)	BSM Primary			BSM Junior			BSM Senior		
	HH who has children in age 7-12 years old			HH who has children in age 13-15 years old			HH who has children in age 16-18 years old		
	margin	Robust Std error	P>z	margin	Robust Std error	P>z	margin	Robust Std error	P>z
Eligibility(cut off point/quartile1)	0.040	0.002	0.000	0.013	0.00163	0.000	0.003	0.00119	0.011
quartile2	0.029	0.002	0.000	0.009	0.00157	0.000	0.003	0.00110	0.017
quartile3	0.017	0.002	0.000	0.008	0.00154	0.000	0.002	0.00108	0.141
Pseudo R-squared	0.092			0.060			0.038		
Correctly classified	94.66%			98.81%			98.34%		
Treated	4,212			891			469		
Control	138,754			84,294			75,149		
No.observation	118846			70795			62967		

Note : (quartile 4 as base reference)

Appendix 5. Estimation result of probit regression (the coefficient) – the effect of BSM on dropping out school

Note :

1. ***The effect of cash transfer program (BSM Primary) on drop out***

- DOP_ProF = Drop out children in Full sample (children in age 7-18 years old)
- DOP1_ProF= Drop out children in Full sample (children in age 7-18 years old) in Quartile1
- DOP2_ProF= Drop out children in Full sample (children in age 7-18 years old) in Quartile2
- DOP3_ProF= Drop out children in Full sample (children in age 7-18 years old) in Quartile3
- DOP4_ProF= Drop out children in Full sample (children in age 7-18 years old) in Quartile4
- DOP_ProS = Drop out children in Sub sample (children in age 7-12 years old)
- DOP1_Pro = Drop out children in sub sample (children in age 7-12 years old) in quartile 1
- DOP2_Pro = Drop out children in sub sample (children in age 7-12 years old) in quartile 2
- DOP3_Pro = Drop out children in sub sample (children in age 7-12 years old) in quartile 3
- DOP4_Pro = Drop out children in sub sample (children in age 7-12 years old) in quartile 4

2. ***The effect of cash transfer program (BSM Junior) on drop out***

- DOJ_ProF = Drop out children in Full sample (children in age 7-18 years old)
- DOJ1_ProF= Drop out children in Full sample (children in age 7-18 years old) in Quartile1
- DOJ2_ProF= Drop out children in Full sample (children in age 7-18 years old) in Quartile2
- DOJ3_ProF= Drop out children in Full sample (children in age 7-18 years old) in Quartile3
- DOJ4_ProF= Drop out children in Full sample (children in age 7-18 years old) in Quartile4
- DOJ_ProS = Drop out children in Sub sample (children in age 13-15 years old)

- DOJ1_Pro = Drop out children in sub sample (children in age 13-15 years old) in quartile 1
- DOJ2_Pro = Drop out children in sub sample (children in age 13-15 years old) in quartile 2
- DOJ3_Pro = Drop out children in sub sample (children in age 13-15 years old) in quartile 3
- DOJ4_Pro = Drop out children in sub sample (children in age 13-15 years old) in quartile 4

3. ***The effect of cash transfer program (BSM Senior) on drop out***

- DOS_ProF = Drop out children in Full sample (children in age 7-18 years old)
- DOS1_ProF= Drop out children in Full sample (children in age 7-18 years old) in Quartile1
- DOS2_ProF= Drop out children in Full sample (children in age 7-18 years old) in Quartile2
- DOS3_ProF= Drop out children in Full sample (children in age 7-18 years old) in Quartile3
- DOS4_ProF= Drop out children in Full sample (children in age 7-18 years old) in Quartile4
- DOS_ProS = Drop out children in Sub sample (children in age 16-18 years old)
- DOS1_Pro = Drop out children in sub sample (children in age 16-18 years old) in quartile 1
- DOS2_Pro = Drop out children in sub sample (children in age 16-18 years old) in quartile 2
- DOS3_Pro = Drop out children in sub sample (children in age 16-18 years old) in quartile 3
- DOS4_Pro = Drop out children in sub sample (children in age 16-18 years old) in quartile 4

Appendix 5. Estimation result of probit regression (the coefficient) – the effect of BSM on dropping out of school (full sample)

	DOP_proF b/p/se	DOJ_proF b/p/se	DOS_proF b/p/se
drop_out			
BSM FOR PRIMARY SCHOOL,1= YES,0=NO	-0.035*		
	(0.089)		
	(0.020)		
ln expenditure per capita/month (in Rupiahs)	-0.268***	-0.100***	-0.006
	(0.000)	(0.000)	(0.650)
	(0.012)	(0.012)	(0.013)
Child_sex, 1=female, 0=male	0.077***	0.076***	0.045***
	(0.000)	(0.000)	(0.000)
	(0.009)	(0.009)	(0.010)
number of HHmember 0-4 years old	-0.009	-0.043***	-0.006
	(0.292)	(0.000)	(0.495)
	(0.009)	(0.009)	(0.010)
lnC_workhours	0.589***	0.604***	0.587***
	(0.000)	(0.000)	(0.000)
	(0.004)	(0.004)	(0.005)
number of HHmember 10 years above and working	-0.024***	-0.044***	-0.144***
	(0.000)	(0.000)	(0.000)
	(0.005)	(0.005)	(0.006)
OTHER SCHOLARSHIP FROM GOV, 1=YES,0=NO	-0.218***	-0.236***	-0.266***
	(0.000)	(0.000)	(0.000)
	(0.040)	(0.040)	(0.044)
has PKH card and can show it (1=yes)	-0.091***	-0.178***	-0.226***
	(0.004)	(0.000)	(0.000)
	(0.031)	(0.032)	(0.036)
has PKH card but cant show it (1=yes)	-0.161***	-0.213***	-0.267***
	(0.001)	(0.000)	(0.000)
	(0.049)	(0.051)	(0.056)
has no PKH card but receive PKH (1=yes)	-0.100	-0.105	-0.026
	(0.323)	(0.320)	(0.831)
	(0.101)	(0.106)	(0.123)
never receive PKH	0.000	0.000	0.000
	(.)	(.)	(.)
	(.)	(.)	(.)
there is a child 7-18 years old who is disable within HH	0.520***	1.029***	0.993***
	(0.000)	(0.000)	(0.000)
	(0.051)	(0.051)	(0.057)
>3 Nchild under 18 years within HH,1=yes,0=no	0.000	0.000	0.000
	(.)	(.)	(.)
	(.)	(.)	(.)
number of child 7-12 years old within HH	-0.407***		
	(0.000)		
	(0.007)		
HH has child not in school 7-12 years old 1=yes,0=no	1.476***		
	(0.000)		
	(0.020)		

Appendix 5. Estimation result of probit regression (the coefficient) – the effect of BSM on dropping out of school (full sample) (cont.)

Female Headed Household	-0.024	0.030*	0.005
	(0.176)	(0.093)	(0.814)
	(0.017)	(0.018)	(0.019)
level educ HHH= no formal education	0.423***	0.474***	0.457***
	(0.000)	(0.000)	(0.000)
	(0.031)	(0.030)	(0.033)
level educ HHH= primary school	0.360***	0.320***	0.264***
	(0.000)	(0.000)	(0.000)
	(0.030)	(0.029)	(0.032)
level educ HHH= junior high school	0.188***	0.198***	0.173***
	(0.000)	(0.000)	(0.000)
	(0.031)	(0.030)	(0.033)
level educ HHH= senior high school	0.112***	0.117***	0.132***
	(0.000)	(0.000)	(0.000)
	(0.029)	(0.028)	(0.031)
level educ HHH= university	0.000	0.000	0.000
	(.)	(.)	(.)
	(.)	(.)	(.)
HHH Self-employed	0.011	0.049**	0.065**
	(0.637)	(0.031)	(0.012)
	(0.023)	(0.023)	(0.026)
HHH_Running Business with unpaid worker	-0.117***	-0.090***	-0.048*
	(0.000)	(0.000)	(0.068)
	(0.023)	(0.023)	(0.026)
employee	0.036	0.048**	0.057**
	(0.117)	(0.038)	(0.028)
	(0.023)	(0.023)	(0.026)
Seasonal/Contractual/Freelance	0.035	0.061**	0.066**
	(0.162)	(0.015)	(0.021)
	(0.025)	(0.025)	(0.029)
HHHwork_agri	0.018	0.028**	0.050***
	(0.125)	(0.018)	(0.000)
	(0.012)	(0.012)	(0.013)
HHHwork_service	-0.015	0.001	-0.014
	(0.703)	(0.985)	(0.742)
	(0.039)	(0.037)	(0.041)
HAVE BICYCLE,1= YES,0=NO	-0.081***	-0.100***	-0.079***
	(0.000)	(0.000)	(0.000)
	(0.011)	(0.011)	(0.012)
HAVE MOTORBIKE, 1=YES, 0= NO	0.002	0.001	-0.034***
	(0.876)	(0.936)	(0.008)
	(0.011)	(0.012)	(0.013)
HAVE AIR CONDITIONER,1=YES,0= NO	0.026	-0.039	-0.059
	(0.461)	(0.249)	(0.117)
	(0.035)	(0.034)	(0.038)
LPG 12KG,1=YES,0=NO	-0.040**	-0.051***	-0.034*
	(0.031)	(0.005)	(0.095)
	(0.018)	(0.018)	(0.021)
HAVE REFRIGERATOR,1=YES, 0= NO	-0.045***	-0.035***	-0.000
	(0.000)	(0.005)	(0.976)
	(0.012)	(0.013)	(0.014)
HAVE A CAR,1=YES,0=NO	0.033	-0.019	-0.033
	(0.154)	(0.413)	(0.194)
	(0.023)	(0.023)	(0.025)
roof-tyle	0.015	0.085***	0.057**
	(0.467)	(0.000)	(0.016)
	(0.021)	(0.021)	(0.024)
roof-iron sheet	-0.029*	-0.010	-0.015
	(0.083)	(0.554)	(0.444)
	(0.017)	(0.017)	(0.019)
roof-asbestos	0.031	0.039	0.030
	(0.219)	(0.122)	(0.287)
	(0.025)	(0.025)	(0.028)
wall-concrete	-0.032*	0.023	0.010
	(0.073)	(0.199)	(0.609)
	(0.018)	(0.018)	(0.020)
wall-wood	-0.011	0.025	0.019
	(0.523)	(0.165)	(0.346)
	(0.018)	(0.018)	(0.020)
floor- not soil	0.005	0.006	-0.014
	(0.785)	(0.742)	(0.517)
	(0.019)	(0.019)	(0.022)
TOILET=owning	-0.058***	0.000	-0.007
	(0.007)	(0.987)	(0.799)
	(0.022)	(0.023)	(0.026)
TOILET=share	-0.070***	-0.007	0.016
	(0.005)	(0.798)	(0.576)
	(0.025)	(0.026)	(0.029)
TOILET=no toilet	-0.040*	0.013	0.023
	(0.090)	(0.596)	(0.406)
	(0.024)	(0.025)	(0.028)

Appendix 5. Estimation result of probit regression (the coefficient) – the effect of BSM on dropping out of school (full sample) (cont.)

electricity-PLN	-0.049	-0.058	-0.211***
	(0.234)	(0.164)	(0.000)
	(0.041)	(0.042)	(0.046)
electricity-non PLN	-0.048	-0.109**	-0.216***
	(0.269)	(0.013)	(0.000)
	(0.044)	(0.044)	(0.049)
electricity-torch	-0.054	-0.111**	-0.182***
	(0.211)	(0.011)	(0.000)
	(0.043)	(0.043)	(0.048)
house-own	-0.014	-0.004	-0.034
	(0.584)	(0.865)	(0.254)
	(0.026)	(0.026)	(0.029)
house-rent	-0.085**	-0.098**	-0.108**
	(0.032)	(0.014)	(0.016)
	(0.040)	(0.040)	(0.045)
house-lease	0.022	0.029	-0.014
	(0.581)	(0.462)	(0.745)
	(0.040)	(0.040)	(0.045)
house-free lease	-0.062**	-0.062**	-0.023
	(0.043)	(0.045)	(0.497)
	(0.031)	(0.031)	(0.034)
water branded recycled	0.070***	0.058***	0.031
	(0.000)	(0.002)	(0.144)
	(0.019)	(0.019)	(0.021)
water piped meter	0.008	0.017	-0.005
	(0.711)	(0.465)	(0.850)
	(0.023)	(0.023)	(0.026)
water pump	0.016	0.023	0.031
	(0.349)	(0.169)	(0.103)
	(0.017)	(0.017)	(0.019)
water protected/well	0.016	0.027*	0.024
	(0.248)	(0.055)	(0.129)
	(0.014)	(0.014)	(0.016)
protected spring water	-0.035**	-0.034**	-0.013
	(0.030)	(0.037)	(0.490)
	(0.016)	(0.016)	(0.018)
fuel cook-LPG	-0.069*	-0.030	0.007
	(0.058)	(0.435)	(0.876)
	(0.037)	(0.039)	(0.044)
fuel cook-kerosene	-0.007	0.023	0.021
	(0.859)	(0.571)	(0.646)
	(0.039)	(0.041)	(0.047)
fuel cook-wood	-0.088**	-0.040	-0.003
	(0.016)	(0.303)	(0.954)
	(0.037)	(0.039)	(0.044)
toilet=tank	-0.025	0.016	0.005
	(0.215)	(0.447)	(0.817)
	(0.020)	(0.021)	(0.023)
toilet=River/Lake/Sea	0.054***	0.051***	0.033
	(0.002)	(0.004)	(0.105)
	(0.018)	(0.018)	(0.020)
toilet=pithole	-0.002	0.022	0.003
	(0.911)	(0.327)	(0.904)
	(0.021)	(0.022)	(0.024)

Appendix 5. Estimation result of probit regression (the coefficient) – the effect of BSM on dropping out of school (full sample) (cont.)

water drinking-buy	0.002	0.002	0.007
	(0.921)	(0.911)	(0.782)
	(0.022)	(0.022)	(0.025)
water drinking-not buy	0.003	0.009	-0.009
	(0.907)	(0.711)	(0.718)
	(0.023)	(0.023)	(0.026)
region=java&bali	0.107***	0.119***	0.115***
	(0.000)	(0.000)	(0.000)
	(0.021)	(0.022)	(0.024)
region=sumatera	0.019	0.035**	0.019
	(0.272)	(0.043)	(0.336)
	(0.017)	(0.017)	(0.019)
region=kaliamantan	0.158***	0.128***	0.126***
	(0.000)	(0.000)	(0.000)
	(0.021)	(0.021)	(0.024)
region=sulawesi	0.076***	0.116***	0.137***
	(0.000)	(0.000)	(0.000)
	(0.019)	(0.019)	(0.021)
region=nusa tenggara, papua, maluku	0.000	0.000	0.000
	(.)	(.)	(.)
	(.)	(.)	(.)
1=rural,0=urban	-0.026**	-0.058***	-0.050***
	(0.033)	(0.000)	(0.000)
	(0.012)	(0.012)	(0.014)
BSM FOR JUNIOR HIGH SCHOOL, 1= YES, 0= NO		-0.104***	
		(0.002)	
		(0.034)	
number of child 13-15 years old within HH		-0.142***	
		(0.000)	
		(0.008)	
HH has child not in school 13-15 years old 1=yes,0=no		1.541***	
		(0.000)	
		(0.014)	
BSM FOR SENIOR HIGH SCHOOL, 1= YES, 0= NO			-0.303***
			(0.000)
			(0.053)
number of child 16-18 years old within HH			0.376***
			(0.000)
			(0.008)
HH has child not in school 16-18 years old 1=yes,0=no			1.672***
			(0.000)
			(0.013)
constant	2.094***	-0.667***	-2.019***
	(0.000)	(0.000)	(0.000)
	(0.180)	(0.176)	(0.192)
N	231128.000	231128.000	231128.000
r2_p	0.344	0.366	0.486
chi2	35059.299	37885.432	45377.579

* p<0.10, ** p<0.05, *** p<0.01

Appendix 5-1. Estimation result of probit regression (the coefficient) – the effect of BSM Primary on dropping out of school (full sample) between different quartile

	DOP1_proF b/p/se	DOP2_proF b/p/se	DOP3_proF b/p/se	DOP4_proF b/p/se
drop_out				
BSM FOR PRIMARY SCHOOL,1= YES,0=NO	-0.066**	-0.006	0.074	-0.083
	(0.016)	(0.871)	(0.164)	(0.397)
	(0.027)	(0.037)	(0.053)	(0.098)
ln expenditure per capita/month (in Rupiahs)	-0.432***	-0.409***	-0.184**	-0.026
	(0.000)	(0.000)	(0.018)	(0.512)
	(0.036)	(0.074)	(0.078)	(0.040)
Child_sex, 1=female, 0=male	0.117***	0.056***	0.034*	0.018
	(0.000)	(0.001)	(0.086)	(0.490)
	(0.015)	(0.017)	(0.020)	(0.026)
number of HHmember 0-4 years old	-0.033***	-0.012	0.022	0.084***
	(0.006)	(0.466)	(0.293)	(0.006)
	(0.012)	(0.017)	(0.021)	(0.030)
lnC_workhours	0.601***	0.585***	0.584***	0.574***
	(0.000)	(0.000)	(0.000)	(0.000)
	(0.007)	(0.008)	(0.009)	(0.012)
number of HHmember 10 years above and working	-0.022***	0.009	-0.034***	-0.021
	(0.004)	(0.332)	(0.003)	(0.171)
	(0.007)	(0.009)	(0.012)	(0.015)
OTHER SCHOLARSHIP FROM GOV, 1=YES,0=NO	-0.325***	-0.177**	-0.074	-0.327***
	(0.000)	(0.017)	(0.387)	(0.006)
	(0.062)	(0.074)	(0.086)	(0.119)
has PKH card and can show it (1=yes)	-0.086**	-0.042	-0.332***	-0.196
	(0.022)	(0.490)	(0.009)	(0.525)
	(0.037)	(0.062)	(0.127)	(0.308)
has PKH card but cant show it (1=yes)	-0.196***	-0.028	-0.521**	-0.232
	(0.001)	(0.770)	(0.033)	(0.290)
	(0.060)	(0.097)	(0.245)	(0.219)
has no PKH card but receive PKH (1=yes)	-0.333**	0.094	0.234	0.426
	(0.015)	(0.588)	(0.333)	(0.413)
	(0.137)	(0.173)	(0.242)	(0.520)
never receive PKH	0.000	0.000	0.000	0.000
	(.)	(.)	(.)	(.)
	(.)	(.)	(.)	(.)
there is a child 7-18 years old who is disable within HH	0.345***	1.158***	0.754***	0.557***
	(0.000)	(0.000)	(0.000)	(0.001)
	(0.074)	(0.091)	(0.130)	(0.172)
>3 Nchild under 18 years within HH,1=yes,0=no	0.000	0.000	0.000	0.000
	(.)	(.)	(.)	(.)
	(.)	(.)	(.)	(.)
number of child 7-12 years old within HH	-0.364***	-0.386***	-0.487***	-0.450***
	(0.000)	(0.000)	(0.000)	(0.000)
	(0.010)	(0.013)	(0.017)	(0.023)
HH has child not in school 7-12 years old 1=yes,0=no	1.362***		1.696***	1.895***
	(0.000)		(0.000)	(0.000)
	(0.026)		(0.059)	(0.098)
Female Headed Household	-0.034	-0.020	-0.004	-0.053
	(0.214)	(0.531)	(0.911)	(0.300)
	(0.027)	(0.032)	(0.039)	(0.051)
level educ HHH= no formal education	0.487***	0.637***	0.395***	0.376***
	(0.000)	(0.000)	(0.000)	(0.000)
	(0.110)	(0.078)	(0.060)	(0.062)
level educ HHH= primary school	0.414***	0.524***	0.349***	0.298***
	(0.000)	(0.000)	(0.000)	(0.000)
	(0.110)	(0.077)	(0.056)	(0.052)
level educ HHH= junior high school	0.245**	0.322***	0.181***	0.188***
	(0.027)	(0.000)	(0.002)	(0.001)
	(0.111)	(0.078)	(0.058)	(0.054)
level educ HHH= senior high school	0.150	0.246***	0.103*	0.109**
	(0.176)	(0.002)	(0.059)	(0.012)
	(0.111)	(0.077)	(0.054)	(0.044)
level educ HHH= university	0.000	0.000	0.000	0.000
	(.)	(.)	(.)	(.)
	(.)	(.)	(.)	(.)
HHH Self-employed	0.007	0.078*	-0.004	0.001
	(0.874)	(0.076)	(0.922)	(0.984)
	(0.047)	(0.044)	(0.044)	(0.049)
HHH_Running Business with unpaid worker	-0.087*	-0.117***	-0.124***	-0.196***
	(0.063)	(0.010)	(0.007)	(0.000)
	(0.047)	(0.045)	(0.046)	(0.054)
employee	0.032	0.101**	0.039	-0.003
	(0.500)	(0.025)	(0.381)	(0.951)
	(0.048)	(0.045)	(0.045)	(0.047)
Seasonal/Contractual/Freelance	0.076	0.037	-0.006	0.026
	(0.116)	(0.434)	(0.909)	(0.738)
	(0.048)	(0.048)	(0.053)	(0.077)
HHHwork_agri	-0.015	0.021	0.077***	0.009
	(0.434)	(0.314)	(0.002)	(0.809)
	(0.019)	(0.021)	(0.025)	(0.039)
HHHwork_service	0.055	0.056	-0.057	-0.059
	(0.570)	(0.491)	(0.421)	(0.394)
	(0.096)	(0.082)	(0.071)	(0.069)

Appendix 5-1. Estimation result of probit regression (the coefficient) – the effect of BSM Primary on dropping out of of school (full sample) between different quartile (cont)

	(0.114)	(0.102)	(0.093)	(0.107)
HAVE BICYCLE,1= YES,0=NO	-0.060***	-0.008	-0.036	-0.006
	(0.006)	(0.747)	(0.251)	(0.888)
	(0.022)	(0.026)	(0.031)	(0.043)
HAVE MOTORBIKE, 1=YES, 0= NO	0.025	0.015	0.016	-0.083
	(0.222)	(0.593)	(0.705)	(0.232)
	(0.020)	(0.028)	(0.042)	(0.069)
HAVE AIR CONDITIONER,1=YES,0= NO	0.041	-0.144	0.082	-0.019
	(0.857)	(0.409)	(0.344)	(0.763)
	(0.226)	(0.174)	(0.086)	(0.064)
LPG 12KG,1=YES,0=NO	0.157**	0.015	-0.024	0.005
	(0.016)	(0.753)	(0.587)	(0.922)
	(0.065)	(0.049)	(0.045)	(0.051)
HAVE REFRIGERATOR,1=YES, 0= NO	-0.005	-0.024	0.058*	0.030
	(0.863)	(0.402)	(0.097)	(0.610)
	(0.029)	(0.029)	(0.035)	(0.058)
HAVE A CAR,1=YES,0=NO	-0.129	0.175***	-0.058	-0.028
	(0.255)	(0.008)	(0.297)	(0.595)
	(0.114)	(0.067)	(0.056)	(0.052)
roof-tyle	0.025	-0.036	0.005	0.013
	(0.523)	(0.494)	(0.938)	(0.884)
	(0.039)	(0.053)	(0.067)	(0.091)
roof-iron sheet	-0.002	-0.008	-0.157***	0.031
	(0.936)	(0.842)	(0.005)	(0.713)
	(0.028)	(0.042)	(0.056)	(0.086)
roof-asbestos	0.044	-0.046	-0.121	0.037
	(0.391)	(0.472)	(0.108)	(0.719)
	(0.052)	(0.064)	(0.075)	(0.101)
wall-concrete	-0.014	0.017	0.171**	-0.054
	(0.610)	(0.734)	(0.042)	(0.737)
	(0.028)	(0.049)	(0.084)	(0.160)
wall-wood	-0.031	0.017	0.195**	-0.023
	(0.260)	(0.735)	(0.022)	(0.885)
	(0.028)	(0.050)	(0.085)	(0.163)
floor- not soil	0.020	0.076	0.121	0.128
	(0.485)	(0.162)	(0.208)	(0.454)
	(0.028)	(0.054)	(0.096)	(0.171)
TOILET=owning	0.004	-0.041	-0.040	-0.016
	(0.917)	(0.446)	(0.606)	(0.925)
	(0.037)	(0.054)	(0.078)	(0.169)
TOILET=share	-0.035	-0.034	-0.105	-0.006
	(0.416)	(0.579)	(0.233)	(0.973)
	(0.043)	(0.062)	(0.088)	(0.182)
TOILET=no toilet	-0.015	-0.024	-0.025	-0.064
	(0.703)	(0.674)	(0.779)	(0.735)
	(0.040)	(0.058)	(0.089)	(0.191)
electricity-PLN	-0.081	-0.016	0.426	-0.241
	(0.184)	(0.880)	(0.145)	(0.361)
	(0.061)	(0.103)	(0.293)	(0.264)
electricity-non PLN	-0.040	-0.001	0.458	-0.416
	(0.538)	(0.993)	(0.121)	(0.129)
	(0.065)	(0.109)	(0.296)	(0.274)
electricity-torch	-0.113*	-0.024	0.386	-0.221
	(0.069)	(0.827)	(0.204)	(0.484)
	(0.062)	(0.110)	(0.304)	(0.316)
house-own	-0.050	0.111*	-0.026	-0.122
	(0.370)	(0.096)	(0.705)	(0.156)
	(0.055)	(0.067)	(0.070)	(0.086)
house-rent	-0.124	0.066	-0.186*	-0.210
	(0.187)	(0.489)	(0.077)	(0.121)
	(0.094)	(0.095)	(0.105)	(0.136)
house-lease	-0.075	-0.018	-0.097	-0.131
	(0.425)	(0.861)	(0.375)	(0.322)
	(0.094)	(0.102)	(0.109)	(0.132)
house-free lease	-0.232***	-0.016	-0.057	-0.184
	(0.000)	(0.838)	(0.500)	(0.116)
	(0.064)	(0.078)	(0.085)	(0.117)
water branded recycled	0.046	0.095**	0.041	-0.008
	(0.343)	(0.048)	(0.434)	(0.905)
	(0.048)	(0.048)	(0.052)	(0.064)
water piped meter	0.040	0.036	-0.052	0.027
	(0.407)	(0.520)	(0.438)	(0.748)
	(0.048)	(0.057)	(0.068)	(0.085)
water pump	0.034	0.062	0.026	-0.063
	(0.310)	(0.127)	(0.621)	(0.439)
	(0.034)	(0.040)	(0.053)	(0.082)
water protected/well	0.022	0.004	0.035	-0.050
	(0.376)	(0.910)	(0.454)	(0.549)
	(0.025)	(0.034)	(0.047)	(0.083)
protected spring water	-0.012	-0.111***	-0.122*	0.128
	(0.642)	(0.009)	(0.057)	(0.163)

Appendix 5-1. Estimation result of probit regression (the coefficient) – the effect of BSM Primary on dropping out of school (full sample) between different quartile (cont)

fuel cook-LPG	-0.050	-0.135	-0.097	0.044
	(0.502)	(0.133)	(0.425)	(0.762)
	(0.074)	(0.090)	(0.121)	(0.147)
fuel cook-kerosene	-0.019	-0.073	-0.042	0.077
	(0.819)	(0.448)	(0.736)	(0.624)
	(0.084)	(0.096)	(0.124)	(0.157)
fuel cook-wood	-0.108	-0.189**	-0.019	0.131
	(0.141)	(0.035)	(0.874)	(0.418)
	(0.073)	(0.090)	(0.123)	(0.162)
toilet=tank	-0.034	0.003	0.010	-0.061
	(0.331)	(0.958)	(0.897)	(0.634)
	(0.035)	(0.050)	(0.075)	(0.128)
toilet=River/Lake/Sea	0.049*	0.131***	0.035	0.016
	(0.083)	(0.003)	(0.624)	(0.905)
	(0.028)	(0.044)	(0.071)	(0.133)
toilet=pithole	-0.031	0.047	0.000	0.038
	(0.387)	(0.385)	(0.998)	(0.782)
	(0.035)	(0.054)	(0.080)	(0.137)
water drinking-buy	0.057	-0.005	-0.012	0.037
	(0.254)	(0.918)	(0.847)	(0.623)
	(0.050)	(0.053)	(0.063)	(0.075)
water drinking-not buy	0.077	-0.024	-0.014	0.124
	(0.113)	(0.668)	(0.840)	(0.169)
	(0.048)	(0.055)	(0.072)	(0.090)
region=java&bali	0.102***	0.142**	-0.169**	-0.067
	(0.009)	(0.012)	(0.016)	(0.492)
	(0.039)	(0.057)	(0.070)	(0.097)
region=sumatera	0.025	0.012	-0.068	0.007
	(0.421)	(0.779)	(0.192)	(0.933)
	(0.031)	(0.044)	(0.052)	(0.079)
region=kaliamantan	0.223***	0.180***	0.028	-0.097
	(0.000)	(0.001)	(0.628)	(0.270)
	(0.044)	(0.053)	(0.058)	(0.088)
region=sulawesi	0.036	0.040	0.012	0.174**
	(0.243)	(0.428)	(0.844)	(0.038)
	(0.031)	(0.050)	(0.061)	(0.084)
region=nusa tenggara, papua, maluku	0.000	0.000	0.000	0.000
	(.)	(.)	(.)	(.)
	(.)	(.)	(.)	(.)
1=rural,0=urban	-0.071***	0.029	-0.152***	-0.101*
	(0.004)	(0.315)	(0.000)	(0.065)
	(0.025)	(0.029)	(0.035)	(0.055)
constant	3.273***	3.632***	1.484	-0.853
	(0.000)	(0.007)	(0.331)	(0.390)
	(0.571)	(1.340)	(1.525)	(0.993)
N	62402.000	49237.000	39245.000	27174.000
r2_p	0.318	0.330	0.346	0.352
chi2	9037.528	5846.539	4165.636	2202.633

* p<0.10, ** p<0.05, *** p<0.01

Appendix 5-2. Estimation result of probit regression (the coefficient) – the effect of BSM Junior on dropping out of school (Full Sample) between different quartile

	DOJ1_proF	DOJ2_proF	DOJ3_proF	DOJ4_proF
	b/p/se	b/p/se	b/p/se	b/p/se
drop_out				
BSM FOR JUNIOR HIGH SCHOOL, 1= YES, 0= NO	-0.100**	-0.072	-0.214**	-0.208
	(0.030)	(0.264)	(0.013)	(0.282)
	(0.046)	(0.064)	(0.087)	(0.193)
ln expenditure per capita/month (in Rupiahs)	-0.256***	-0.172**	-0.044	0.073*
	(0.000)	(0.026)	(0.576)	(0.057)
	(0.036)	(0.077)	(0.079)	(0.038)
Child_sex, 1=female, 0=male	0.113***	0.082***	0.033*	0.019
	(0.000)	(0.000)	(0.099)	(0.475)
	(0.015)	(0.017)	(0.020)	(0.027)
number of HHmember 0-4 years old	-0.054***	-0.057***	-0.020	-0.022
	(0.000)	(0.001)	(0.340)	(0.473)
	(0.012)	(0.017)	(0.021)	(0.030)
lnC_workhours	0.622***	0.602***	0.595***	0.587***
	(0.000)	(0.000)	(0.000)	(0.000)
	(0.007)	(0.008)	(0.010)	(0.012)
number of HHmember 10 years above and working	-0.054***	-0.034***	-0.040***	-0.024
	(0.000)	(0.000)	(0.001)	(0.137)
	(0.008)	(0.010)	(0.012)	(0.016)
OTHER SCHOLARSHIP FROM GOV, 1=YES,0=NO	-0.315***	-0.236***	-0.040	-0.344***
	(0.000)	(0.003)	(0.637)	(0.005)
	(0.062)	(0.079)	(0.084)	(0.123)
has PKH card and can show it (1=yes)	-0.180***	-0.084	-0.437***	-0.490
	(0.000)	(0.199)	(0.004)	(0.114)
	(0.037)	(0.066)	(0.150)	(0.310)
has PKH card but cant show it (1=yes)	-0.224***	-0.153	-0.392*	-0.287
	(0.000)	(0.139)	(0.070)	(0.214)
	(0.062)	(0.103)	(0.217)	(0.231)
has no PKH card but receive PKH (1=yes)	-0.373***	0.180	0.156	0.666
	(0.009)	(0.304)	(0.507)	(0.126)
	(0.143)	(0.175)	(0.235)	(0.435)
never receive PKH	0.000	0.000	0.000	0.000
	(.)	(.)	(.)	(.)
	(.)	(.)	(.)	(.)
there is a child 7-18 years old who is disable within HH	0.781***	1.029***	1.431***	1.583***
	(0.000)	(0.000)	(0.000)	(0.000)
	(0.076)	(0.100)	(0.123)	(0.150)
>3 Nchild under 18 years within HH,1=yes,0=no	0.000	0.000	0.000	0.000
	(.)	(.)	(.)	(.)
	(.)	(.)	(.)	(.)
number of child 13-15 years old within HH	-0.091***	-0.141***	-0.204***	-0.235***
	(0.000)	(0.000)	(0.000)	(0.000)
	(0.012)	(0.016)	(0.019)	(0.026)
HH has child not in school 13-15 years old 1=yes,0=no	1.416***	1.589***	1.755***	1.929***
	(0.000)	(0.000)	(0.000)	(0.000)
	(0.019)	(0.027)	(0.037)	(0.061)
Female Headed Household	0.001	0.034	0.080**	0.018
	(0.977)	(0.314)	(0.041)	(0.724)
	(0.028)	(0.034)	(0.039)	(0.052)
level educ HHH= no formal education	0.504***	0.518***	0.426***	0.394***
	(0.000)	(0.000)	(0.000)	(0.000)
	(0.104)	(0.075)	(0.058)	(0.062)
level educ HHH= primary school	0.327***	0.391***	0.305***	0.280***
	(0.002)	(0.000)	(0.000)	(0.000)
	(0.104)	(0.074)	(0.055)	(0.053)
level educ HHH= junior high school	0.225**	0.238***	0.173***	0.221***
	(0.032)	(0.001)	(0.002)	(0.000)
	(0.105)	(0.075)	(0.056)	(0.053)
level educ HHH= senior high school	0.108	0.187**	0.106**	0.119***
	(0.301)	(0.011)	(0.044)	(0.006)
	(0.105)	(0.073)	(0.052)	(0.043)
level educ HHH= university	0.000	0.000	0.000	0.000
	(.)	(.)	(.)	(.)
	(.)	(.)	(.)	(.)
HHH Self-employed	0.040	0.081*	0.041	0.035
	(0.393)	(0.076)	(0.361)	(0.491)
	(0.047)	(0.046)	(0.045)	(0.050)
HHH_Running Business with unpaid worker	-0.071	-0.100**	-0.071	-0.183***
	(0.132)	(0.032)	(0.136)	(0.001)
	(0.047)	(0.047)	(0.048)	(0.056)
employee	0.026	0.065	0.081*	0.035
	(0.585)	(0.158)	(0.075)	(0.456)
	(0.048)	(0.046)	(0.045)	(0.047)
Seasonal/Contractual/Freelance	0.063	0.044	0.074	0.139*
	(0.195)	(0.371)	(0.171)	(0.074)
	(0.048)	(0.049)	(0.054)	(0.078)
HHHwork_agri	0.005	0.027	0.075***	0.045
	(0.808)	(0.225)	(0.004)	(0.261)
	(0.019)	(0.022)	(0.026)	(0.040)
HHHwork_service	0.027	0.071	-0.036	-0.028
	(0.771)	(0.367)	(0.596)	(0.670)
	(0.093)	(0.079)	(0.069)	(0.067)

Appendix 5-2. Estimation result of probit regression (the coefficient) – the effect of BSM Junior on dropping out of school (Full Sample) between different quartile (cont.)

HAVE BICYCLE,1= YES,0=NO	-0.083***	-0.081***	-0.131***	-0.157***
	(0.000)	(0.000)	(0.000)	(0.000)
	(0.019)	(0.020)	(0.022)	(0.029)
HAVE MOTORBIKE, 1=YES, 0= NO	0.024	0.014	-0.023	-0.133***
	(0.153)	(0.514)	(0.423)	(0.003)
	(0.017)	(0.021)	(0.028)	(0.045)
HAVE AIR CONDITIONER,1=YES,0= NO	0.255	-0.111	-0.083	-0.062
	(0.124)	(0.397)	(0.282)	(0.173)
	(0.166)	(0.131)	(0.077)	(0.046)
LPG 12KG,1=YES,0=NO	0.102*	0.079*	0.032	0.055
	(0.071)	(0.056)	(0.317)	(0.113)
	(0.056)	(0.041)	(0.032)	(0.035)
HAVE REFRIGERATOR,1=YES, 0= NO	-0.016	-0.017	-0.012	-0.098***
	(0.501)	(0.453)	(0.624)	(0.008)
	(0.024)	(0.022)	(0.025)	(0.037)
HAVE A CAR,1=YES,0=NO	-0.067	0.027	-0.023	-0.034
	(0.474)	(0.639)	(0.582)	(0.364)
	(0.094)	(0.057)	(0.042)	(0.037)
roof-tyle	0.124***	0.068	0.042	0.128*
	(0.000)	(0.105)	(0.396)	(0.053)
	(0.033)	(0.042)	(0.050)	(0.066)
roof-iron sheet	-0.025	0.014	-0.037	0.073
	(0.309)	(0.688)	(0.386)	(0.215)
	(0.024)	(0.035)	(0.043)	(0.058)
roof-asbestos	0.060	0.032	-0.037	0.159**
	(0.176)	(0.532)	(0.504)	(0.026)
	(0.044)	(0.051)	(0.055)	(0.071)
wall-concrete	0.001	0.080**	0.019	-0.042
	(0.971)	(0.032)	(0.717)	(0.674)
	(0.023)	(0.037)	(0.053)	(0.099)
wall-wood	0.000	0.075**	0.020	0.032
	(0.984)	(0.049)	(0.722)	(0.752)
	(0.023)	(0.038)	(0.055)	(0.102)
floor- not soil	0.004	0.027	-0.049	0.200
	(0.867)	(0.495)	(0.419)	(0.183)
	(0.024)	(0.039)	(0.061)	(0.150)
TOILET=owning	0.029	0.041	-0.120**	-0.136
	(0.367)	(0.344)	(0.030)	(0.183)
	(0.032)	(0.043)	(0.055)	(0.102)
TOILET=share	-0.001	0.090*	-0.178***	-0.140
	(0.969)	(0.064)	(0.005)	(0.214)
	(0.038)	(0.049)	(0.063)	(0.112)
TOILET=no toilet	0.017	0.058	-0.056	-0.104
	(0.635)	(0.210)	(0.371)	(0.386)
	(0.035)	(0.046)	(0.063)	(0.119)
electricity-PLN	-0.104*	-0.057	0.164	0.167
	(0.054)	(0.473)	(0.289)	(0.403)
	(0.054)	(0.079)	(0.155)	(0.200)
electricity-non PLN	-0.126**	-0.111	0.134	-0.011
	(0.030)	(0.186)	(0.396)	(0.958)
	(0.058)	(0.084)	(0.158)	(0.207)
electricity-torch	-0.176***	-0.036	0.235	0.085
	(0.001)	(0.672)	(0.149)	(0.711)
	(0.055)	(0.084)	(0.163)	(0.230)
house-own	-0.043	0.069	0.096*	-0.150***
	(0.395)	(0.187)	(0.075)	(0.010)
	(0.050)	(0.052)	(0.054)	(0.058)
house-rent	-0.125	-0.058	0.037	-0.255***
	(0.141)	(0.455)	(0.622)	(0.004)
	(0.085)	(0.077)	(0.076)	(0.088)
house-lease	0.015	0.074	0.092	-0.051
	(0.853)	(0.336)	(0.235)	(0.550)
	(0.082)	(0.077)	(0.077)	(0.086)
house-free lease	-0.125**	-0.050	0.131**	-0.162**
	(0.028)	(0.399)	(0.038)	(0.038)
	(0.057)	(0.060)	(0.063)	(0.078)
water branded recycled	0.118***	0.051	-0.008	0.042
	(0.004)	(0.185)	(0.834)	(0.312)
	(0.041)	(0.038)	(0.038)	(0.041)
water piped meter	0.025	0.056	-0.007	-0.071
	(0.543)	(0.209)	(0.879)	(0.224)
	(0.041)	(0.044)	(0.047)	(0.058)
water pump	0.017	0.075**	-0.006	-0.028
	(0.532)	(0.018)	(0.867)	(0.608)
	(0.028)	(0.032)	(0.038)	(0.054)
water protected/well	0.021	0.020	0.048	0.010
	(0.321)	(0.451)	(0.147)	(0.854)
	(0.021)	(0.026)	(0.033)	(0.053)
protected spring water	-0.028	-0.046	-0.059	0.040
	(0.221)	(0.150)	(0.163)	(0.529)
	(0.023)	(0.032)	(0.042)	(0.064)

Appendix 5-2. Estimation result of probit regression (the coefficient) – the effect of BSM Junior on dropping out of school (Full Sample) between different quartile (cont.)

fuel cook-LPG	0.003	-0.080	-0.040	0.032
	(0.967)	(0.277)	(0.642)	(0.730)
	(0.068)	(0.073)	(0.086)	(0.093)
fuel cook-kerosene	0.047	-0.016	-0.002	0.015
	(0.538)	(0.834)	(0.983)	(0.881)
	(0.076)	(0.078)	(0.089)	(0.100)
fuel cook-wood	0.000	-0.101	-0.056	-0.063
	(0.995)	(0.167)	(0.517)	(0.544)
	(0.067)	(0.073)	(0.087)	(0.103)
toilet=tank	0.027	-0.045	0.079	0.010
	(0.370)	(0.253)	(0.131)	(0.911)
	(0.031)	(0.039)	(0.052)	(0.091)
toilet=River/Lake/Sea	0.054**	0.059*	-0.011	0.040
	(0.026)	(0.086)	(0.828)	(0.660)
	(0.024)	(0.035)	(0.050)	(0.092)
toilet=pithole	-0.004	0.030	0.030	0.052
	(0.889)	(0.473)	(0.600)	(0.594)
	(0.031)	(0.041)	(0.057)	(0.098)
water drinking-buy	0.030	0.020	-0.009	-0.048
	(0.464)	(0.625)	(0.847)	(0.356)
	(0.041)	(0.042)	(0.045)	(0.052)
water drinking-not buy	0.048	-0.022	-0.021	0.039
	(0.236)	(0.616)	(0.676)	(0.524)
	(0.041)	(0.044)	(0.049)	(0.062)
region=java&bali	0.144***	0.111***	0.100**	-0.003
	(0.000)	(0.008)	(0.048)	(0.962)
	(0.034)	(0.042)	(0.050)	(0.066)
region=sumatera	0.034	-0.019	0.079**	0.014
	(0.217)	(0.577)	(0.043)	(0.797)
	(0.027)	(0.034)	(0.039)	(0.055)
region=kaliamantan	0.251***	0.107***	0.081*	-0.036
	(0.000)	(0.010)	(0.076)	(0.542)
	(0.038)	(0.041)	(0.046)	(0.060)
region=sulawesi	0.152***	0.030	0.088*	0.109*
	(0.000)	(0.442)	(0.051)	(0.068)
	(0.027)	(0.038)	(0.045)	(0.060)
region=nusa tenggara, papua, maluku	0.000	0.000	0.000	0.000
	(.)	(.)	(.)	(.)
	(.)	(.)	(.)	(.)
1=rural,0=urban	-0.049**	-0.014	-0.111***	-0.097***
	(0.018)	(0.555)	(0.000)	(0.007)
	(0.021)	(0.023)	(0.026)	(0.036)
constant	1.043**	-0.111	-1.547	-3.044***
	(0.035)	(0.914)	(0.154)	(0.000)
	(0.495)	(1.023)	(1.086)	(0.639)
N	74826.000	63455.000	53601.000	39246.000
r2_p	0.353	0.362	0.371	0.382
chi2	14040.660	10176.832	7883.815	4759.264

* p<0.10, ** p<0.05, *** p<0.01

Appendix 5-3. Estimation result of probit regression (the coefficient) – the effect of BSM Senior on dropping out of school (Full Sample) between different quartile.

	DOS1_proF b/p/se	DOS2_proF b/p/se	DOS3_proF b/p/se	DOS4_proF b/p/se
drop_out				
BSM FOR SENIOR HIGH SCHOOL, 1= YES, 0= NO	-0.329***	-0.203**	-0.537***	-0.237
	(0.000)	(0.022)	(0.000)	(0.178)
	(0.088)	(0.088)	(0.126)	(0.176)
ln expenditure per capita/month (in Rupiahs)	-0.178***	-0.011	0.020	0.138***
	(0.000)	(0.900)	(0.825)	(0.001)
	(0.040)	(0.087)	(0.089)	(0.043)
Child_sex, 1=female, 0=male	0.075***	0.050**	0.013	-0.009
	(0.000)	(0.011)	(0.570)	(0.767)
	(0.016)	(0.020)	(0.023)	(0.031)
number of HHmember 0-4 years old	-0.018	-0.016	0.010	0.028
	(0.165)	(0.401)	(0.700)	(0.437)
	(0.013)	(0.019)	(0.025)	(0.037)
lnC_workhours	0.609***	0.581***	0.580***	0.565***
	(0.000)	(0.000)	(0.000)	(0.000)
	(0.008)	(0.010)	(0.011)	(0.015)
number of HHmember 10 years above and working	-0.142***	-0.136***	-0.151***	-0.138***
	(0.000)	(0.000)	(0.000)	(0.000)
	(0.009)	(0.012)	(0.014)	(0.020)
OTHER SCHOLARSHIP FROM GOV, 1=YES,0=NO	-0.272***	-0.384***	-0.130	-0.245*
	(0.000)	(0.000)	(0.194)	(0.077)
	(0.065)	(0.085)	(0.100)	(0.139)
has PKH card and can show it (1=yes)	-0.227***	-0.125*	-0.440***	-0.660
	(0.000)	(0.089)	(0.010)	(0.113)
	(0.041)	(0.074)	(0.170)	(0.416)
has PKH card but cant show it (1=yes)	-0.259***	-0.218*	-0.384**	-0.728***
	(0.000)	(0.051)	(0.041)	(0.000)
	(0.067)	(0.112)	(0.188)	(0.205)
has no PKH card but receive PKH (1=yes)	-0.357**	0.373**	0.108	1.063**
	(0.030)	(0.041)	(0.698)	(0.012)
	(0.165)	(0.183)	(0.280)	(0.422)
never receive PKH	0.000	0.000	0.000	0.000
	(.)	(.)	(.)	(.)
	(.)	(.)	(.)	(.)
there is a child 7-18 years old who is disable within HH	0.750***	1.050***	1.230***	1.607***
	(0.000)	(0.000)	(0.000)	(0.000)
	(0.083)	(0.110)	(0.143)	(0.156)
>3 Nchild under 18 years within HH,1=yes,0=no	0.000	0.000	0.000	0.000
	(.)	(.)	(.)	(.)
	(.)	(.)	(.)	(.)
number of child 16-18 years old within HH	0.299***	0.384***	0.449***	0.536***
	(0.000)	(0.000)	(0.000)	(0.000)
	(0.014)	(0.016)	(0.017)	(0.022)
HH has child not in school 16-18 years old 1=yes,0=no	1.551***	1.692***	1.849***	2.019***
	(0.000)	(0.000)	(0.000)	(0.000)
	(0.019)	(0.024)	(0.030)	(0.045)
Female Headed Household	-0.003	0.014	0.001	-0.012
	(0.920)	(0.697)	(0.987)	(0.839)
	(0.030)	(0.037)	(0.044)	(0.059)
level educ HHH= no formal education	0.429***	0.445***	0.395***	0.427***
	(0.000)	(0.000)	(0.000)	(0.000)
	(0.110)	(0.087)	(0.067)	(0.073)
level educ HHH= primary school	0.216**	0.264***	0.265***	0.252***
	(0.048)	(0.002)	(0.000)	(0.000)
	(0.109)	(0.086)	(0.063)	(0.063)
level educ HHH= junior high school	0.143	0.134	0.166**	0.249***
	(0.196)	(0.121)	(0.011)	(0.000)
	(0.111)	(0.087)	(0.065)	(0.064)
level educ HHH= senior high school	0.028	0.176**	0.116*	0.184***
	(0.799)	(0.037)	(0.053)	(0.000)
	(0.110)	(0.085)	(0.060)	(0.050)
level educ HHH= university	0.000	0.000	0.000	0.000
	(.)	(.)	(.)	(.)
	(.)	(.)	(.)	(.)
HHH Self-employed	0.036	0.081	0.109**	0.063
	(0.483)	(0.113)	(0.043)	(0.297)
	(0.051)	(0.051)	(0.054)	(0.060)
HHH_Running Business with unpaid worker	-0.042	-0.068	-0.019	-0.123*
	(0.418)	(0.195)	(0.730)	(0.065)
	(0.051)	(0.053)	(0.056)	(0.066)
employee	0.041	0.048	0.088	0.088
	(0.443)	(0.361)	(0.104)	(0.119)
	(0.053)	(0.052)	(0.054)	(0.056)
Seasonal/Contractual/Freelance	0.054	0.072	0.066	0.138
	(0.313)	(0.198)	(0.300)	(0.145)
	(0.053)	(0.056)	(0.064)	(0.095)
HHHwork_agri	0.030	0.054**	0.081***	0.064
	(0.148)	(0.033)	(0.007)	(0.172)
	(0.021)	(0.025)	(0.030)	(0.047)
HHHwork_service	-0.035	-0.033	-0.001	0.008
	(0.732)	(0.721)	(0.990)	(0.914)
	(0.103)	(0.093)	(0.080)	(0.074)

Appendix 5-3. Estimation result of probit regression (the coefficient) – the effect of BSM Senior on dropping out of school (Full Sample) between different quartile.(cont.)

HAVE BICYCLE,1= YES,0=NO	-0.065***	-0.051**	-0.131***	-0.116***
	(0.001)	(0.022)	(0.000)	(0.000)
	(0.020)	(0.022)	(0.025)	(0.033)
HAVE MOTORBIKE, 1=YES, 0= NO	-0.009	-0.010	-0.070**	-0.202***
	(0.614)	(0.681)	(0.028)	(0.000)
	(0.018)	(0.024)	(0.032)	(0.052)
HAVE AIR CONDITIONER,1=YES,0= NO	0.346*	-0.067	-0.130	-0.074
	(0.073)	(0.640)	(0.146)	(0.156)
	(0.193)	(0.143)	(0.089)	(0.052)
LPG 12KG,1=YES,0=NO	0.095	0.081*	0.022	0.023
	(0.124)	(0.084)	(0.554)	(0.579)
	(0.062)	(0.047)	(0.037)	(0.041)
HAVE REFRIGERATOR,1=YES, 0= NO	0.009	-0.006	0.033	-0.050
	(0.726)	(0.801)	(0.253)	(0.246)
	(0.027)	(0.025)	(0.028)	(0.043)
HAVE A CAR,1=YES,0=NO	-0.105	0.024	-0.025	-0.074*
	(0.355)	(0.714)	(0.591)	(0.091)
	(0.113)	(0.066)	(0.046)	(0.044)
roof-tyle	0.114***	0.019	0.009	0.079
	(0.002)	(0.688)	(0.880)	(0.301)
	(0.036)	(0.047)	(0.057)	(0.076)
roof-iron sheet	-0.006	-0.040	-0.034	0.081
	(0.821)	(0.298)	(0.488)	(0.229)
	(0.027)	(0.038)	(0.049)	(0.067)
roof-asbestos	0.080	-0.014	-0.088	0.161*
	(0.103)	(0.806)	(0.163)	(0.051)
	(0.049)	(0.056)	(0.063)	(0.082)
wall-concrete	-0.017	0.072*	0.006	0.007
	(0.491)	(0.078)	(0.927)	(0.949)
	(0.025)	(0.041)	(0.061)	(0.116)
wall-wood	0.002	0.068	0.010	0.056
	(0.936)	(0.105)	(0.869)	(0.642)
	(0.025)	(0.042)	(0.063)	(0.120)
floor- not soil	-0.016	0.005	-0.059	0.413**
	(0.547)	(0.907)	(0.395)	(0.016)
	(0.026)	(0.044)	(0.069)	(0.172)
TOILET=owning	0.016	0.031	-0.126**	-0.088
	(0.656)	(0.523)	(0.050)	(0.447)
	(0.035)	(0.049)	(0.064)	(0.116)
TOILET=share	0.015	0.133**	-0.172**	-0.112
	(0.708)	(0.015)	(0.019)	(0.386)
	(0.041)	(0.055)	(0.074)	(0.129)
TOILET=no toilet	0.022	0.081	-0.080	-0.088
	(0.568)	(0.119)	(0.256)	(0.521)
	(0.038)	(0.052)	(0.071)	(0.137)
electricity-PLN	-0.214***	-0.212**	-0.046	-0.052
	(0.000)	(0.013)	(0.787)	(0.822)
	(0.058)	(0.086)	(0.170)	(0.229)
electricity-non PLN	-0.211***	-0.220**	-0.021	-0.150
	(0.001)	(0.016)	(0.902)	(0.526)
	(0.063)	(0.091)	(0.175)	(0.237)
electricity-torch	-0.210***	-0.162*	0.108	-0.127
	(0.000)	(0.077)	(0.557)	(0.646)
	(0.060)	(0.092)	(0.183)	(0.277)
house-own	-0.065	0.039	-0.021	-0.094
	(0.246)	(0.511)	(0.726)	(0.170)
	(0.056)	(0.059)	(0.060)	(0.069)
house-rent	-0.106	-0.009	-0.100	-0.260**
	(0.262)	(0.917)	(0.241)	(0.020)
	(0.094)	(0.087)	(0.085)	(0.112)
house-lease	-0.016	-0.008	-0.032	0.015
	(0.856)	(0.925)	(0.706)	(0.887)
	(0.091)	(0.090)	(0.086)	(0.104)
house-free lease	-0.068	0.001	0.037	-0.044
	(0.273)	(0.988)	(0.603)	(0.619)
	(0.062)	(0.067)	(0.071)	(0.089)
water branded recycled	0.101**	0.015	-0.073*	0.039
	(0.025)	(0.730)	(0.092)	(0.414)
	(0.045)	(0.044)	(0.043)	(0.047)
water piped meter	0.014	0.022	-0.031	-0.096
	(0.754)	(0.672)	(0.561)	(0.157)
	(0.046)	(0.052)	(0.054)	(0.068)
water pump	0.037	0.068*	-0.016	-0.036
	(0.225)	(0.053)	(0.714)	(0.567)
	(0.030)	(0.035)	(0.043)	(0.062)
water protected/well	0.028	0.017	0.015	-0.013
	(0.215)	(0.575)	(0.685)	(0.827)
	(0.023)	(0.030)	(0.038)	(0.061)
protected spring water	-0.003	-0.011	-0.070	-0.016
	(0.899)	(0.758)	(0.142)	(0.829)
	(0.025)	(0.036)	(0.048)	(0.075)

Appendix 5-3. Estimation result of probit regression (the coefficient) – the effect of BSM Senior on dropping out of school (Full Sample) between different quartile.(cont.)

fuel cook-LPG	0.044	-0.119	0.068	0.080
	(0.549)	(0.140)	(0.516)	(0.516)
	(0.073)	(0.081)	(0.104)	(0.124)
fuel cook-kerosene	0.132	-0.106	0.031	0.035
	(0.108)	(0.221)	(0.772)	(0.788)
	(0.082)	(0.087)	(0.108)	(0.130)
fuel cook-wood	0.058	-0.133*	0.033	-0.037
	(0.420)	(0.098)	(0.754)	(0.779)
	(0.072)	(0.080)	(0.105)	(0.134)
toilet=tank	0.030	-0.066	0.030	0.048
	(0.364)	(0.133)	(0.608)	(0.654)
	(0.033)	(0.044)	(0.058)	(0.107)
toilet=River/Lake/Sea	0.054**	0.009	-0.056	0.138
	(0.043)	(0.818)	(0.312)	(0.215)
	(0.027)	(0.038)	(0.056)	(0.111)
toilet=pithole	-0.017	-0.001	-0.024	0.151
	(0.602)	(0.990)	(0.705)	(0.197)
	(0.033)	(0.046)	(0.064)	(0.117)
water drinking-buy	0.004	0.042	0.014	-0.046
	(0.930)	(0.391)	(0.782)	(0.457)
	(0.045)	(0.049)	(0.051)	(0.061)
water drinking-not buy	0.012	-0.012	-0.040	0.037
	(0.792)	(0.812)	(0.476)	(0.607)
	(0.044)	(0.052)	(0.057)	(0.071)
region=java&bali	0.085**	0.098**	0.221***	0.092
	(0.021)	(0.041)	(0.000)	(0.229)
	(0.037)	(0.048)	(0.058)	(0.077)
region=sumatera	-0.023	-0.021	0.155***	0.006
	(0.432)	(0.580)	(0.001)	(0.930)
	(0.030)	(0.038)	(0.046)	(0.065)
region=kaliamantan	0.239***	0.102**	0.144***	0.007
	(0.000)	(0.027)	(0.008)	(0.917)
	(0.041)	(0.046)	(0.054)	(0.070)
region=sulawesi	0.145***	0.064	0.173***	0.136*
	(0.000)	(0.141)	(0.001)	(0.053)
	(0.030)	(0.043)	(0.053)	(0.070)
region=nusa tenggara, papua, maluku	0.000	0.000	0.000	0.000
	(.)	(.)	(.)	(.)
	(.)	(.)	(.)	(.)
1=rural,0=urban	-0.042*	-0.024	-0.105***	-0.053
	(0.071)	(0.342)	(0.000)	(0.195)
	(0.023)	(0.026)	(0.029)	(0.041)
constant	0.008	-2.155*	-2.490**	-4.627***
	(0.988)	(0.060)	(0.043)	(0.000)
	(0.543)	(1.148)	(1.230)	(0.725)
N	74826.000	63455.000	53601.000	39246.000
r2_p	0.457	0.488	0.509	0.528
chi2	16591.984	12731.605	9410.456	5239.035

* p<0.10, ** p<0.05, *** p<0.01

Appendix 6. Estimation result of probit regression (the coefficient) – the effect of BSM on dropping out of school (Sub Sample)

	DOP_proS b/p/se	DOJ_proS b/p/se	DOS_proS b/p/se
drop_out			
BSM FOR PRIMARY SCHOOL,1= YES,0=NO	0.028		
	(0.186)		
	(0.022)		
ln expenditure per capita/month (in Rupiahs)	-0.323***	-0.166***	0.012
	(0.000)	(0.000)	(0.429)
	(0.016)	(0.018)	(0.015)
Child_sex, 1=female, 0=male	0.035***	-0.006	0.107***
	(0.003)	(0.640)	(0.000)
	(0.012)	(0.014)	(0.012)
number of HHmember 0-4 years old	-0.058***	-0.004	0.038***
	(0.000)	(0.723)	(0.001)
	(0.011)	(0.012)	(0.012)
lnC_workhours	0.635***	0.576***	0.585***
	(0.000)	(0.000)	(0.000)
	(0.006)	(0.007)	(0.005)
number of HHmember 10 years above and working	-0.033***	-0.090***	-0.148***
	(0.000)	(0.000)	(0.000)
	(0.006)	(0.007)	(0.006)
OTHER SCHOLARSHIP FROM GOV, 1=YES,0=NO	-0.108**	-0.203***	-0.256***
	(0.018)	(0.000)	(0.000)
	(0.046)	(0.054)	(0.049)
has PKH card and can show it (1=yes)	-0.039	-0.138***	-0.256***
	(0.276)	(0.001)	(0.000)
	(0.036)	(0.042)	(0.042)
has PKH card but cant show it (1=yes)	-0.101*	-0.259***	-0.267***
	(0.076)	(0.000)	(0.000)
	(0.057)	(0.067)	(0.065)
has no PKH card but receive PKH (1=yes)	0.010	-0.460***	-0.044
	(0.931)	(0.006)	(0.761)
	(0.119)	(0.168)	(0.146)
never receive PKH	0.000	0.000	0.000
	(.)	(.)	(.)
	(.)	(.)	(.)
there is a child 7-18 years old who is disable within HH	0.440***	0.933***	0.678***
	(0.000)	(0.000)	(0.000)
	(0.059)	(0.065)	(0.067)
>3 Nchild under 18 years within HH,1=yes,0=no	0.000	0.000	0.000
	(.)	(.)	(.)
	(.)	(.)	(.)
number of child 7-12 years old within HH	-0.213***		
	(0.000)		
	(0.011)		
HH has child not in school 7-12 years old 1=yes,0=no	1.467***		
	(0.000)		
	(0.023)		

Appendix 6. Estimation result of probit regression (the coefficient) – the effect of BSM Primary on dropping out of school (Sub Sample) (cont.)

Female Headed Household	-0.029	-0.014	-0.008
	(0.232)	(0.591)	(0.740)
	(0.025)	(0.026)	(0.023)
level educ HHH= no formal education	0.360***	0.455***	0.377***
	(0.000)	(0.000)	(0.000)
	(0.040)	(0.045)	(0.039)
level educ HHH= primary school	0.319***	0.260***	0.230***
	(0.000)	(0.000)	(0.000)
	(0.039)	(0.044)	(0.038)
level educ HHH= junior high school	0.137***	0.146***	0.162***
	(0.001)	(0.001)	(0.000)
	(0.040)	(0.045)	(0.039)
level educ HHH= senior high school	0.080**	0.086**	0.141***
	(0.035)	(0.044)	(0.000)
	(0.038)	(0.042)	(0.036)
level educ HHH= university	0.000	0.000	0.000
	(.)	(.)	(.)
	(.)	(.)	(.)
HHH Self-employed	-0.032	0.076**	0.055*
	(0.269)	(0.035)	(0.069)
	(0.029)	(0.036)	(0.030)
HHH_Running Business with unpaid worker	-0.121***	-0.063*	-0.072**
	(0.000)	(0.084)	(0.021)
	(0.030)	(0.037)	(0.031)
employee	0.014	0.116***	0.034
	(0.641)	(0.001)	(0.268)
	(0.029)	(0.037)	(0.030)
Seasonal/Contractual/Freelance	0.033	0.108***	0.043
	(0.304)	(0.006)	(0.211)
	(0.032)	(0.039)	(0.034)
HHHwork_agri	-0.007	0.023	0.057***
	(0.625)	(0.195)	(0.000)
	(0.015)	(0.018)	(0.016)
HHHwork_service	-0.030	-0.099*	-0.052
	(0.564)	(0.087)	(0.266)
	(0.051)	(0.058)	(0.047)
HAVE BICYCLE,1= YES,0=NO	-0.028**	-0.037**	-0.067***
	(0.046)	(0.019)	(0.000)
	(0.014)	(0.016)	(0.014)
HAVE MOTORBIKE, 1=YES, 0= NO	0.008	-0.000	-0.016
	(0.571)	(0.997)	(0.325)
	(0.015)	(0.017)	(0.016)
HAVE AIR CONDITIONER,1=YES,0= NO	0.058	-0.033	-0.084*
	(0.194)	(0.526)	(0.053)
	(0.045)	(0.052)	(0.044)
LPG 12KG,1=YES,0=NO	-0.018	-0.045	-0.052**
	(0.446)	(0.106)	(0.030)
	(0.024)	(0.028)	(0.024)
HAVE REFRIGERATOR,1=YES, 0= NO	-0.008	-0.051***	0.016
	(0.607)	(0.007)	(0.347)
	(0.016)	(0.019)	(0.017)
HAVE A CAR,1=YES,0=NO	0.022	-0.022	-0.053*
	(0.459)	(0.534)	(0.072)
	(0.030)	(0.035)	(0.030)
roof-tyle	0.016	0.080**	0.072**
	(0.564)	(0.010)	(0.012)
	(0.027)	(0.031)	(0.029)
roof-iron sheet	-0.017	-0.004	-0.007
	(0.429)	(0.872)	(0.769)
	(0.021)	(0.024)	(0.023)
roof-asbestos	-0.008	0.052	0.051
	(0.814)	(0.162)	(0.143)
	(0.033)	(0.037)	(0.035)
wall-concrete	0.002	-0.022	-0.011
	(0.938)	(0.396)	(0.641)
	(0.022)	(0.026)	(0.024)
wall-wood	-0.007	-0.026	0.011
	(0.768)	(0.316)	(0.669)
	(0.023)	(0.026)	(0.025)
floor- not soil	0.035	0.021	-0.039
	(0.147)	(0.458)	(0.156)
	(0.024)	(0.028)	(0.027)
TOILET=owning	-0.018	-0.027	0.013
	(0.524)	(0.404)	(0.670)
	(0.028)	(0.033)	(0.031)
TOILET=share	-0.043	-0.001	0.054
	(0.184)	(0.978)	(0.126)
	(0.032)	(0.038)	(0.036)
TOILET=no toilet	-0.025	0.010	0.050
	(0.400)	(0.782)	(0.135)
	(0.030)	(0.035)	(0.033)

Appendix 6. Estimation result of probit regression (the coefficient) – the effect of BSM Primary on dropping out of school (Sub Sample) (cont.)

electricity-PLN	-0.030	-0.133**	-0.067
	(0.552)	(0.022)	(0.256)
	(0.050)	(0.058)	(0.059)
electricity-non PLN	-0.019	-0.133**	-0.056
	(0.715)	(0.031)	(0.372)
	(0.053)	(0.061)	(0.062)
electricity-torch	-0.070	-0.139**	-0.067
	(0.182)	(0.022)	(0.278)
	(0.052)	(0.061)	(0.062)
house-own	-0.010	-0.032	-0.069*
	(0.766)	(0.409)	(0.055)
	(0.033)	(0.039)	(0.036)
house-rent	-0.106**	-0.095	-0.135**
	(0.038)	(0.112)	(0.013)
	(0.051)	(0.060)	(0.054)
house-lease	-0.083	-0.014	0.021
	(0.114)	(0.822)	(0.700)
	(0.053)	(0.062)	(0.055)
house-free lease	-0.142***	-0.085*	-0.013
	(0.000)	(0.066)	(0.754)
	(0.039)	(0.046)	(0.043)
water branded recycled	0.060**	0.076***	0.021
	(0.018)	(0.008)	(0.419)
	(0.025)	(0.029)	(0.025)
water piped meter	0.018	0.009	-0.008
	(0.545)	(0.792)	(0.798)
	(0.030)	(0.035)	(0.031)
water pump	0.026	0.058**	0.018
	(0.232)	(0.020)	(0.427)
	(0.022)	(0.025)	(0.023)
water protected/well	0.017	0.026	0.024
	(0.351)	(0.204)	(0.194)
	(0.018)	(0.020)	(0.019)
protected spring water	-0.039*	-0.031	-0.012
	(0.053)	(0.185)	(0.586)
	(0.020)	(0.024)	(0.022)
fuel cook-LPG	-0.082*	-0.006	-0.029
	(0.090)	(0.920)	(0.565)
	(0.048)	(0.059)	(0.051)
fuel cook-kerosene	-0.024	0.060	-0.031
	(0.634)	(0.331)	(0.563)
	(0.051)	(0.062)	(0.054)
fuel cook-wood	-0.103**	0.002	-0.071
	(0.034)	(0.972)	(0.162)
	(0.049)	(0.059)	(0.051)
toilet=tank	-0.027	0.013	0.012
	(0.300)	(0.669)	(0.660)
	(0.026)	(0.030)	(0.028)
toilet=River/Lake/Sea	0.072***	0.089***	0.018
	(0.001)	(0.001)	(0.474)
	(0.022)	(0.026)	(0.024)
toilet=pithole	-0.004	0.022	0.001
	(0.872)	(0.491)	(0.970)
	(0.027)	(0.032)	(0.029)

Appendix 6. Estimation result of probit regression (the coefficient) – the effect of BSM Primary on dropping out of school (Sub Sample) (cont.)

water drinking-buy	0.016	0.020	0.001
	(0.576)	(0.553)	(0.979)
	(0.029)	(0.034)	(0.029)
water drinking-not buy	0.034	0.006	-0.005
	(0.264)	(0.860)	(0.875)
	(0.030)	(0.035)	(0.032)
region=java&bali	0.058**	0.085***	0.118***
	(0.036)	(0.009)	(0.000)
	(0.028)	(0.032)	(0.029)
region=sumatera	0.002	0.045*	-0.015
	(0.926)	(0.068)	(0.501)
	(0.021)	(0.025)	(0.023)
region=kaliamantan	0.130***	0.140***	0.086***
	(0.000)	(0.000)	(0.002)
	(0.027)	(0.031)	(0.028)
region=sulawesi	0.046**	0.136***	0.117***
	(0.046)	(0.000)	(0.000)
	(0.023)	(0.026)	(0.025)
region=nusa tenggara, papua, maluku	0.000	0.000	0.000
	(.)	(.)	(.)
	(.)	(.)	(.)
1=rural,0=urban	-0.062***	-0.086***	-0.025
	(0.000)	(0.000)	(0.124)
	(0.016)	(0.019)	(0.016)
BSM FOR JUNIOR HIGH SCHOOL, 1= YES, 0= NO		-0.117***	
		(0.001)	
		(0.036)	
number of child 13-15 years old within HH		-0.102***	
		(0.000)	
		(0.020)	
HH has child not in school 13-15 years old 1=yes,0=no		1.483***	
		(0.000)	
		(0.018)	
BSM FOR SENIOR HIGH SCHOOL, 1= YES, 0= NO			-0.359***
			(0.000)
			(0.049)
number of child 16-18 years old within HH			0.055***
			(0.001)
			(0.016)
HH has child not in school 16-18 years old 1=yes,0=no			1.437***
			(0.000)
			(0.014)
constant	2.517***	0.397	-1.772***
	(0.000)	(0.131)	(0.000)
	(0.241)	(0.263)	(0.229)
N	178058.000	107731.000	91858.000
r2_p	0.338	0.367	0.405
chi2	21520.964	17536.757	24028.436

* p<0.10, ** p<0.05, *** p<0.01

Appendix 6-1. Estimation result of probit regression (the coefficient) – the effect of BSM Primary on dropping out of school (Sub Sample) between different quartile

	DOP1_pro b/p/se	DOP2_pro b/p/se	DOP3_pro b/p/se	DOP4_pro b/p/se
drop_out				
BSM FOR PRIMARY SCHOOL,1= YES,0=NO	-0.009	0.055	0.150**	0.054
	(0.742)	(0.191)	(0.010)	(0.599)
	(0.029)	(0.042)	(0.058)	(0.102)
ln expenditure per capita/month (in Rupiahs)	-0.406***	-0.455***	-0.270**	-0.054
	(0.000)	(0.000)	(0.014)	(0.378)
	(0.042)	(0.101)	(0.111)	(0.061)
Child_sex, 1=female, 0=male	0.072***	0.056**	-0.073**	-0.016
	(0.000)	(0.012)	(0.011)	(0.681)
	(0.017)	(0.022)	(0.029)	(0.040)
number of HHmember 0-4 years old	-0.059***	-0.075***	-0.089***	0.019
	(0.000)	(0.001)	(0.002)	(0.657)
	(0.014)	(0.022)	(0.029)	(0.043)
lnC_workhours	0.630***	0.633***	0.664***	0.661***
	(0.000)	(0.000)	(0.000)	(0.000)
	(0.009)	(0.011)	(0.014)	(0.020)
number of HHmember 10 years above and working	-0.030***	-0.023*	-0.054***	-0.044*
	(0.001)	(0.067)	(0.002)	(0.062)
	(0.009)	(0.013)	(0.017)	(0.023)
OTHER SCHOLARSHIP FROM GOV, 1=YES,0=NO	-0.255***	0.019	0.109	-0.095
	(0.000)	(0.825)	(0.306)	(0.490)
	(0.067)	(0.085)	(0.107)	(0.138)
has PKH card and can show it (1=yes)	-0.055	0.027	-0.220	-0.251
	(0.185)	(0.735)	(0.165)	(0.552)
	(0.041)	(0.080)	(0.159)	(0.423)
has PKH card but cant show it (1=yes)	-0.153**	0.098	-0.287	-0.299
	(0.022)	(0.397)	(0.306)	(0.353)
	(0.067)	(0.115)	(0.280)	(0.322)
has no PKH card but receive PKH (1=yes)	-0.278*	0.237	0.389	0.973**
	(0.093)	(0.246)	(0.158)	(0.039)
	(0.165)	(0.204)	(0.276)	(0.472)
never receive PKH	0.000	0.000	0.000	0.000
	(.)	(.)	(.)	(.)
	(.)	(.)	(.)	(.)
there is a child 7-18 years old who is disable within HH	0.314***	0.537***	0.603***	0.132
	(0.000)	(0.000)	(0.000)	(0.529)
	(0.083)	(0.118)	(0.157)	(0.210)
>3 Nchild under 18 years within HH,1=yes,0=no	0.000	0.000	0.000	0.000
	(.)	(.)	(.)	(.)
	(.)	(.)	(.)	(.)
number of child 7-12 years old within HH	-0.207***	-0.202***	-0.260***	-0.258***
	(0.000)	(0.000)	(0.000)	(0.000)
	(0.014)	(0.022)	(0.032)	(0.046)
HH has child not in school 7-12 years old 1=yes,0=no	1.371***	1.507***	1.725***	2.007***
	(0.000)	(0.000)	(0.000)	(0.000)
	(0.029)	(0.047)	(0.072)	(0.117)
Female Headed Household	-0.044	0.004	-0.043	-0.056
	(0.191)	(0.937)	(0.518)	(0.542)
	(0.034)	(0.048)	(0.067)	(0.092)
level educ HHH= no formal education	0.363***	0.620***	0.349***	0.435***
	(0.002)	(0.000)	(0.000)	(0.000)
	(0.119)	(0.109)	(0.081)	(0.089)
level educ HHH= primary school	0.319***	0.610***	0.353***	0.157**
	(0.007)	(0.000)	(0.000)	(0.041)
	(0.119)	(0.107)	(0.075)	(0.077)
level educ HHH= junior high school	0.140	0.430***	0.133*	0.128*
	(0.243)	(0.000)	(0.085)	(0.095)
	(0.120)	(0.108)	(0.077)	(0.076)
level educ HHH= senior high school	0.068	0.371***	0.125*	0.022
	(0.572)	(0.000)	(0.081)	(0.714)
	(0.120)	(0.106)	(0.072)	(0.059)
level educ HHH= university	0.000	0.000	0.000	0.000
	(.)	(.)	(.)	(.)
	(.)	(.)	(.)	(.)
HHH Self-employed	-0.010	-0.028	-0.084	-0.002
	(0.863)	(0.620)	(0.154)	(0.974)
	(0.056)	(0.056)	(0.059)	(0.073)
HHH_Running Business with unpaid worker	-0.094*	-0.141**	-0.125**	-0.217***
	(0.093)	(0.014)	(0.043)	(0.008)
	(0.056)	(0.057)	(0.062)	(0.082)
employee	0.022	0.034	-0.037	0.016
	(0.695)	(0.542)	(0.533)	(0.811)
	(0.057)	(0.056)	(0.059)	(0.067)
Seasonal/Contractual/Freelance	0.089	-0.055	-0.002	-0.041
	(0.121)	(0.370)	(0.976)	(0.738)
	(0.057)	(0.061)	(0.074)	(0.122)
HHHwork_agri	-0.032	0.007	0.051	-0.060
	(0.151)	(0.791)	(0.155)	(0.331)
	(0.022)	(0.028)	(0.036)	(0.062)
HHHwork_service	-0.014	0.132	0.002	-0.148
	(0.900)	(0.197)	(0.982)	(0.166)
	(0.114)	(0.102)	(0.093)	(0.107)

Appendix 6-1. Estimation result of probit regression (the coefficient) – the effect of BSM Primary on dropping out of school (Sub Sample) between different quartile (cont.)

HAVE BICYCLE,1= YES,0=NO	-0.060***	-0.008	-0.036	-0.006
	(0.006)	(0.747)	(0.251)	(0.888)
	(0.022)	(0.026)	(0.031)	(0.043)
HAVE MOTORBIKE, 1=YES, 0= NO	0.025	0.015	0.016	-0.083
	(0.222)	(0.593)	(0.705)	(0.232)
	(0.020)	(0.028)	(0.042)	(0.069)
HAVE AIR CONDITIONER,1=YES,0= NO	0.041	-0.144	0.082	-0.019
	(0.857)	(0.409)	(0.344)	(0.763)
	(0.226)	(0.174)	(0.086)	(0.064)
LPG 12KG,1=YES,0=NO	0.157**	0.015	-0.024	0.005
	(0.016)	(0.753)	(0.587)	(0.922)
	(0.065)	(0.049)	(0.045)	(0.051)
HAVE REFRIGERATOR,1=YES, 0= NO	-0.005	-0.024	0.058*	0.030
	(0.863)	(0.402)	(0.097)	(0.610)
	(0.029)	(0.029)	(0.035)	(0.058)
HAVE A CAR,1=YES,0=NO	-0.129	0.175***	-0.058	-0.028
	(0.255)	(0.008)	(0.297)	(0.595)
	(0.114)	(0.067)	(0.056)	(0.052)
roof-tyle	0.025	-0.036	0.005	0.013
	(0.523)	(0.494)	(0.938)	(0.884)
	(0.039)	(0.053)	(0.067)	(0.091)
roof-iron sheet	-0.002	-0.008	-0.157***	0.031
	(0.936)	(0.842)	(0.005)	(0.713)
	(0.028)	(0.042)	(0.056)	(0.086)
roof-asbestos	0.044	-0.046	-0.121	0.037
	(0.391)	(0.472)	(0.108)	(0.719)
	(0.052)	(0.064)	(0.075)	(0.101)
wall-concrete	-0.014	0.017	0.171**	-0.054
	(0.610)	(0.734)	(0.042)	(0.737)
	(0.028)	(0.049)	(0.084)	(0.160)
wall-wood	-0.031	0.017	0.195**	-0.023
	(0.260)	(0.735)	(0.022)	(0.885)
	(0.028)	(0.050)	(0.085)	(0.163)
floor- not soil	0.020	0.076	0.121	0.128
	(0.485)	(0.162)	(0.208)	(0.454)
	(0.028)	(0.054)	(0.096)	(0.171)
TOILET=owning	0.004	-0.041	-0.040	-0.016
	(0.917)	(0.446)	(0.606)	(0.925)
	(0.037)	(0.054)	(0.078)	(0.169)
TOILET=share	-0.035	-0.034	-0.105	-0.006
	(0.416)	(0.579)	(0.233)	(0.973)
	(0.043)	(0.062)	(0.088)	(0.182)
TOILET=no toilet	-0.015	-0.024	-0.025	-0.064
	(0.703)	(0.674)	(0.779)	(0.735)
	(0.040)	(0.058)	(0.089)	(0.191)
electricity-PLN	-0.081	-0.016	0.426	-0.241
	(0.184)	(0.880)	(0.145)	(0.361)
	(0.061)	(0.103)	(0.293)	(0.264)
electricity-non PLN	-0.040	-0.001	0.458	-0.416
	(0.538)	(0.993)	(0.121)	(0.129)
	(0.065)	(0.109)	(0.296)	(0.274)
electricity-torch	-0.113*	-0.024	0.386	-0.221
	(0.069)	(0.827)	(0.204)	(0.484)
	(0.062)	(0.110)	(0.304)	(0.316)
house-own	-0.050	0.111*	-0.026	-0.122
	(0.370)	(0.096)	(0.705)	(0.156)
	(0.055)	(0.067)	(0.070)	(0.086)
house-rent	-0.124	0.066	-0.186*	-0.210
	(0.187)	(0.489)	(0.077)	(0.121)
	(0.094)	(0.095)	(0.105)	(0.136)
house-lease	-0.075	-0.018	-0.097	-0.131
	(0.425)	(0.861)	(0.375)	(0.322)
	(0.094)	(0.102)	(0.109)	(0.132)
house-free lease	-0.232***	-0.016	-0.057	-0.184
	(0.000)	(0.838)	(0.500)	(0.116)
	(0.064)	(0.078)	(0.085)	(0.117)
water branded recycled	0.046	0.095**	0.041	-0.008
	(0.343)	(0.048)	(0.434)	(0.905)
	(0.048)	(0.048)	(0.052)	(0.064)
water piped meter	0.040	0.036	-0.052	0.027
	(0.407)	(0.520)	(0.438)	(0.748)
	(0.048)	(0.057)	(0.068)	(0.085)
water pump	0.034	0.062	0.026	-0.063
	(0.310)	(0.127)	(0.621)	(0.439)
	(0.034)	(0.040)	(0.053)	(0.082)
water protected/well	0.022	0.004	0.035	-0.050
	(0.376)	(0.910)	(0.454)	(0.549)
	(0.025)	(0.034)	(0.047)	(0.083)
protected spring water	-0.012	-0.111***	-0.122*	0.128
	(0.642)	(0.009)	(0.057)	(0.163)
	(0.026)	(0.042)	(0.064)	(0.092)

Appendix 6-1. Estimation result of probit regression (the coefficient) – the effect of BSM Primary on dropping out of school (Sub Sample) between different quartile (cont.)

fuel cook-LPG	-0.050	-0.135	-0.097	0.044
	(0.502)	(0.133)	(0.425)	(0.762)
	(0.074)	(0.090)	(0.121)	(0.147)
fuel cook-kerosene	-0.019	-0.073	-0.042	0.077
	(0.819)	(0.448)	(0.736)	(0.624)
	(0.084)	(0.096)	(0.124)	(0.157)
fuel cook-wood	-0.108	-0.189**	-0.019	0.131
	(0.141)	(0.035)	(0.874)	(0.418)
	(0.073)	(0.090)	(0.123)	(0.162)
toilet=tank	-0.034	0.003	0.010	-0.061
	(0.331)	(0.958)	(0.897)	(0.634)
	(0.035)	(0.050)	(0.075)	(0.128)
toilet=River/Lake/Sea	0.049*	0.131***	0.035	0.016
	(0.083)	(0.003)	(0.624)	(0.905)
	(0.028)	(0.044)	(0.071)	(0.133)
toilet=pithole	-0.031	0.047	0.000	0.038
	(0.387)	(0.385)	(0.998)	(0.782)
	(0.035)	(0.054)	(0.080)	(0.137)
water drinking-buy	0.057	-0.005	-0.012	0.037
	(0.254)	(0.918)	(0.847)	(0.623)
	(0.050)	(0.053)	(0.063)	(0.075)
water drinking-not buy	0.077	-0.024	-0.014	0.124
	(0.113)	(0.668)	(0.840)	(0.169)
	(0.048)	(0.055)	(0.072)	(0.090)
region=java&bali	0.102***	0.142**	-0.169**	-0.067
	(0.009)	(0.012)	(0.016)	(0.492)
	(0.039)	(0.057)	(0.070)	(0.097)
region=sumatera	0.025	0.012	-0.068	0.007
	(0.421)	(0.779)	(0.192)	(0.933)
	(0.031)	(0.044)	(0.052)	(0.079)
region=kaliamantan	0.223***	0.180***	0.028	-0.097
	(0.000)	(0.001)	(0.628)	(0.270)
	(0.044)	(0.053)	(0.058)	(0.088)
region=sulawesi	0.036	0.040	0.012	0.174**
	(0.243)	(0.428)	(0.844)	(0.038)
	(0.031)	(0.050)	(0.061)	(0.084)
region=nusa tenggara, papua, maluku	0.000	0.000	0.000	0.000
	(.)	(.)	(.)	(.)
	(.)	(.)	(.)	(.)
1=rural,0=urban	-0.071***	0.029	-0.152***	-0.101*
	(0.004)	(0.315)	(0.000)	(0.065)
	(0.025)	(0.029)	(0.035)	(0.055)
constant	3.273***	3.632***	1.484	-0.853
	(0.000)	(0.007)	(0.331)	(0.390)
	(0.571)	(1.340)	(1.525)	(0.993)
N	62402.000	49237.000	39245.000	27174.000
r2_p	0.318	0.330	0.346	0.352
chi2	9037.528	5846.539	4165.636	2202.633

* p<0.10, ** p<0.05, *** p<0.01

Appendix 6-2. Estimation result of probit regression (the coefficient) – the effect of BSM Junior on dropping out of school (Sub Sample) between different quartile.

	DOJ1_pro b/p/se	DOJ2_pro b/p/se	DOJ3_pro b/p/se	DOJ4_pro b/p/se
drop_out				
BSM FOR JUNIOR HIGH SCHOOL, 1= YES, 0= NO	-0.098**	-0.158**	-0.134	-0.144
	(0.046)	(0.024)	(0.134)	(0.517)
	(0.049)	(0.070)	(0.089)	(0.222)
ln expenditure per capita/month (in Rupiahs)	-0.246***	-0.240**	0.015	0.003
	(0.000)	(0.034)	(0.908)	(0.961)
	(0.048)	(0.113)	(0.129)	(0.064)
Child_sex, 1=female, 0=male	0.031	0.002	-0.082**	-0.051
	(0.131)	(0.944)	(0.012)	(0.262)
	(0.020)	(0.026)	(0.032)	(0.045)
number of HHmember 0-4 years old	-0.019	-0.018	0.056	0.014
	(0.227)	(0.491)	(0.104)	(0.802)
	(0.016)	(0.026)	(0.034)	(0.055)
lnC_workhours	0.592***	0.568***	0.573***	0.573***
	(0.000)	(0.000)	(0.000)	(0.000)
	(0.010)	(0.012)	(0.016)	(0.023)
number of HHmember 10 years above and working	-0.082***	-0.096***	-0.111***	-0.051*
	(0.000)	(0.000)	(0.000)	(0.058)
	(0.010)	(0.014)	(0.020)	(0.027)
OTHER SCHOLARSHIP FROM GOV, 1=YES,0=NO	-0.252***	-0.195*	0.071	-0.614**
	(0.001)	(0.071)	(0.559)	(0.012)
	(0.076)	(0.108)	(0.121)	(0.243)
has PKH card and can show it (1=yes)	-0.153***	0.027	-0.516**	-1.123***
	(0.002)	(0.750)	(0.033)	(0.010)
	(0.049)	(0.084)	(0.242)	(0.435)
has PKH card but cant show it (1=yes)	-0.332***	-0.010	-0.786**	0.036
	(0.000)	(0.942)	(0.023)	(0.915)
	(0.080)	(0.133)	(0.345)	(0.340)
has no PKH card but receive PKH (1=yes)	-0.497**	-0.339	-0.056	0.000
	(0.012)	(0.305)	(0.861)	(.)
	(0.199)	(0.330)	(0.320)	(.)
never receive PKH	0.000	0.000	0.000	0.000
	(.)	(.)	(.)	(.)
	(.)	(.)	(.)	(.)
there is a child 7-18 years old who is disable within HH	0.653***	0.985***	1.339***	1.645***
	(0.000)	(0.000)	(0.000)	(0.000)
	(0.094)	(0.125)	(0.157)	(0.182)
>3 Nchild under 18 years within HH,1=yes,0=no	0.000	0.000	0.000	0.000
	(.)	(.)	(.)	(.)
	(.)	(.)	(.)	(.)
number of child 13-15 years old within HH	-0.129***	-0.075*	-0.046	-0.111
	(0.000)	(0.068)	(0.397)	(0.137)
	(0.027)	(0.041)	(0.054)	(0.075)
HH has child not in school 13-15 years old 1=yes,0=no	1.366***	1.514***	1.773***	1.922***
	(0.000)	(0.000)	(0.000)	(0.000)
	(0.024)	(0.036)	(0.050)	(0.083)
Female Headed Household	0.009	-0.017	-0.045	-0.082
	(0.812)	(0.737)	(0.481)	(0.383)
	(0.037)	(0.051)	(0.064)	(0.094)
level educ HHH= no formal education	0.298**	0.660***	0.416***	0.368***
	(0.017)	(0.000)	(0.000)	(0.000)
	(0.125)	(0.111)	(0.089)	(0.104)
level educ HHH= primary school	0.100	0.458***	0.259***	0.135
	(0.420)	(0.000)	(0.002)	(0.132)
	(0.124)	(0.110)	(0.084)	(0.090)
level educ HHH= junior high school	-0.020	0.354***	0.156*	0.052
	(0.873)	(0.001)	(0.069)	(0.571)
	(0.126)	(0.111)	(0.086)	(0.092)
level educ HHH= senior high school	-0.090	0.290***	0.081	0.057
	(0.473)	(0.008)	(0.307)	(0.414)
	(0.125)	(0.109)	(0.079)	(0.070)
level educ HHH= university	0.000	0.000	0.000	0.000
	(.)	(.)	(.)	(.)
	(.)	(.)	(.)	(.)
HHH Self-employed	0.050	0.107	0.095	0.088
	(0.451)	(0.138)	(0.214)	(0.318)
	(0.066)	(0.072)	(0.077)	(0.088)
HHH_Running Business with unpaid worker	-0.073	-0.082	0.028	-0.178*
	(0.271)	(0.266)	(0.721)	(0.066)
	(0.066)	(0.074)	(0.079)	(0.097)
employee	0.089	0.153**	0.156**	0.063
	(0.192)	(0.035)	(0.042)	(0.445)
	(0.068)	(0.073)	(0.077)	(0.082)
Seasonal/Contractual/Freelance	0.075	0.120	0.156*	0.245*
	(0.274)	(0.123)	(0.082)	(0.066)
	(0.069)	(0.078)	(0.090)	(0.133)
HHHwork_agri	0.012	0.032	0.052	0.016
	(0.653)	(0.334)	(0.217)	(0.813)
	(0.026)	(0.034)	(0.042)	(0.069)
HHHwork_service	0.022	0.040	-0.219*	-0.231**
	(0.859)	(0.721)	(0.060)	(0.039)
	(0.124)	(0.113)	(0.117)	(0.112)

Appendix 6-2. Estimation result of probit regression (the coefficient) – the effect of BSM Junior on dropping out of school (Sub Sample) between different quartile.(cont.)

HAVE BICYCLE,1= YES,0=NO	-0.081***	-0.024	-0.014	-0.027
	(0.002)	(0.422)	(0.704)	(0.585)
	(0.026)	(0.029)	(0.036)	(0.049)
HAVE MOTORBIKE, 1=YES, 0= NO	0.003	0.021	-0.038	-0.101
	(0.900)	(0.495)	(0.395)	(0.220)
	(0.023)	(0.031)	(0.045)	(0.083)
HAVE AIR CONDITIONER,1=YES,0= NO	0.333*	-0.165	0.007	-0.126*
	(0.087)	(0.348)	(0.950)	(0.088)
	(0.194)	(0.176)	(0.110)	(0.074)
LPG 12KG,1=YES,0=NO	0.112	0.088	0.050	-0.039
	(0.157)	(0.136)	(0.314)	(0.509)
	(0.079)	(0.059)	(0.050)	(0.059)
HAVE REFRIGERATOR,1=YES, 0= NO	-0.041	-0.019	-0.052	-0.035
	(0.234)	(0.565)	(0.191)	(0.605)
	(0.034)	(0.033)	(0.040)	(0.067)
HAVE A CAR,1=YES,0=NO	-0.080	-0.053	0.032	-0.095
	(0.584)	(0.544)	(0.596)	(0.122)
	(0.146)	(0.087)	(0.061)	(0.062)
roof-tyle	0.102**	0.098	-0.022	0.178
	(0.025)	(0.113)	(0.778)	(0.115)
	(0.045)	(0.062)	(0.080)	(0.113)
roof-iron sheet	-0.024	0.050	-0.091	0.118
	(0.443)	(0.323)	(0.167)	(0.239)
	(0.032)	(0.050)	(0.066)	(0.101)
roof-asbestos	0.061	0.102	-0.040	0.133
	(0.317)	(0.166)	(0.647)	(0.289)
	(0.061)	(0.073)	(0.087)	(0.125)
wall-concrete	-0.014	-0.043	-0.020	-0.027
	(0.672)	(0.433)	(0.826)	(0.859)
	(0.032)	(0.054)	(0.089)	(0.151)
wall-wood	-0.039	-0.014	0.001	-0.065
	(0.231)	(0.809)	(0.990)	(0.680)
	(0.033)	(0.056)	(0.090)	(0.157)
floor- not soil	0.004	0.095	-0.106	0.229
	(0.901)	(0.128)	(0.282)	(0.439)
	(0.034)	(0.062)	(0.098)	(0.296)
TOILET=owning	0.052	-0.024	-0.331***	-0.117
	(0.249)	(0.692)	(0.000)	(0.501)
	(0.045)	(0.060)	(0.085)	(0.175)
TOILET=share	0.059	0.056	-0.343***	-0.067
	(0.253)	(0.423)	(0.001)	(0.733)
	(0.051)	(0.069)	(0.099)	(0.196)
TOILET=no toilet	0.047	0.042	-0.180*	-0.075
	(0.331)	(0.517)	(0.063)	(0.704)
	(0.048)	(0.064)	(0.097)	(0.197)
electricity-PLN	-0.137*	-0.162	-0.006	0.225
	(0.057)	(0.174)	(0.980)	(0.483)
	(0.072)	(0.119)	(0.217)	(0.320)
electricity-non PLN	-0.149*	-0.163	0.140	0.078
	(0.053)	(0.192)	(0.529)	(0.816)
	(0.077)	(0.125)	(0.223)	(0.337)
electricity-torch	-0.172**	-0.067	0.213	0.105
	(0.020)	(0.598)	(0.360)	(0.788)
	(0.074)	(0.126)	(0.232)	(0.390)
house-own	-0.129*	0.069	0.094	-0.112
	(0.056)	(0.368)	(0.248)	(0.270)
	(0.068)	(0.076)	(0.081)	(0.102)
house-rent	-0.205*	-0.103	0.134	-0.113
	(0.086)	(0.365)	(0.243)	(0.433)
	(0.119)	(0.114)	(0.115)	(0.144)
house-lease	-0.065	0.059	0.020	-0.038
	(0.585)	(0.598)	(0.876)	(0.831)
	(0.119)	(0.111)	(0.127)	(0.178)
house-free lease	-0.161**	-0.040	0.075	-0.139
	(0.035)	(0.653)	(0.453)	(0.325)
	(0.077)	(0.089)	(0.100)	(0.141)
water branded recycled	0.155***	0.049	0.005	0.033
	(0.005)	(0.376)	(0.934)	(0.634)
	(0.056)	(0.056)	(0.062)	(0.070)
water piped meter	-0.004	0.014	0.035	-0.085
	(0.945)	(0.834)	(0.639)	(0.411)
	(0.058)	(0.066)	(0.075)	(0.103)
water pump	0.044	0.139***	0.034	-0.107
	(0.250)	(0.003)	(0.581)	(0.259)
	(0.038)	(0.046)	(0.061)	(0.095)
water protected/well	0.024	0.023	0.025	0.025
	(0.397)	(0.552)	(0.637)	(0.782)
	(0.029)	(0.039)	(0.052)	(0.089)
protected spring water	-0.022	-0.088*	-0.051	0.112
	(0.478)	(0.070)	(0.459)	(0.289)
	(0.031)	(0.048)	(0.069)	(0.106)

Appendix 6-2. Estimation result of probit regression (the coefficient) – the effect of BSM Junior on dropping out of school (Sub Sample) between different quartile (cont.)

fuel cook-LPG	-0.033	-0.064	0.096	0.033
	(0.722)	(0.567)	(0.496)	(0.842)
	(0.093)	(0.113)	(0.140)	(0.165)
fuel cook-kerosene	-0.028	0.043	0.118	0.164
	(0.788)	(0.714)	(0.417)	(0.355)
	(0.104)	(0.118)	(0.146)	(0.177)
fuel cook-wood	-0.010	-0.049	0.041	0.042
	(0.914)	(0.663)	(0.775)	(0.821)
	(0.091)	(0.112)	(0.143)	(0.184)
toilet=tank	0.019	-0.031	0.110	-0.102
	(0.650)	(0.604)	(0.182)	(0.483)
	(0.042)	(0.059)	(0.082)	(0.145)
toilet=River/Lake/Sea	0.112***	0.065	-0.042	0.095
	(0.001)	(0.204)	(0.586)	(0.528)
	(0.033)	(0.051)	(0.078)	(0.150)
toilet=pithole	-0.005	0.044	0.031	-0.042
	(0.915)	(0.484)	(0.729)	(0.794)
	(0.042)	(0.062)	(0.090)	(0.162)
water drinking-buy	0.074	0.019	-0.018	-0.045
	(0.205)	(0.760)	(0.795)	(0.624)
	(0.059)	(0.063)	(0.071)	(0.091)
water drinking-not buy	0.081	-0.081	-0.025	0.047
	(0.159)	(0.220)	(0.751)	(0.655)
	(0.057)	(0.066)	(0.080)	(0.106)
region=java&bali	0.107**	0.057	0.108	-0.026
	(0.024)	(0.358)	(0.185)	(0.822)
	(0.047)	(0.062)	(0.081)	(0.115)
region=sumatera	0.032	0.003	0.120**	0.018
	(0.382)	(0.942)	(0.047)	(0.846)
	(0.036)	(0.048)	(0.060)	(0.093)
region=kaliamantan	0.299***	0.086	0.069	-0.057
	(0.000)	(0.148)	(0.343)	(0.584)
	(0.050)	(0.059)	(0.072)	(0.105)
region=sulawesi	0.188***	0.020	0.063	0.193**
	(0.000)	(0.725)	(0.379)	(0.048)
	(0.036)	(0.056)	(0.072)	(0.098)
region=nusa tenggara, papua, maluku	0.000	0.000	0.000	0.000
	(.)	(.)	(.)	(.)
	(.)	(.)	(.)	(.)
1=rural,0=urban	-0.110***	-0.041	-0.119***	-0.133**
	(0.000)	(0.230)	(0.004)	(0.030)
	(0.029)	(0.034)	(0.042)	(0.061)
constant	1.403**	0.870	-2.063	-2.115*
	(0.034)	(0.562)	(0.244)	(0.053)
	(0.661)	(1.499)	(1.770)	(1.095)
N	38245.000	29575.000	23438.000	16469.000
r2_p	0.350	0.358	0.376	0.384
chi2	7476.302	4522.402	3182.391	1822.815

* p<0.10, ** p<0.05, *** p<0.01

Appendix 6-3. Estimation result of probit regression (the coefficient) – the effect of BSM Senior on dropping out of school (Sub Sample) between different quartile.

	DOS1_pro b/p/se	DOS2_pro b/p/se	DOS3_pro b/p/se	DOS4_pro b/p/se
drop_out				
BSM FOR SENIOR HIGH SCHOOL, 1= YES, 0= NO	-0.437***	-0.262***	-0.509***	-0.257
	(0.000)	(0.002)	(0.000)	(0.121)
	(0.083)	(0.084)	(0.107)	(0.166)
ln expenditure per capita/month (in Rupiahs)	-0.150***	0.127	0.074	0.132***
	(0.002)	(0.222)	(0.469)	(0.007)
	(0.049)	(0.104)	(0.103)	(0.049)
Child_sex, 1=female, 0=male	0.161***	0.123***	0.062**	-0.008
	(0.000)	(0.000)	(0.021)	(0.823)
	(0.020)	(0.023)	(0.027)	(0.035)
number of HHmember 0-4 years old	0.021	0.028	0.068**	0.113***
	(0.180)	(0.226)	(0.022)	(0.009)
	(0.016)	(0.023)	(0.030)	(0.043)
lnC_workhours	0.615***	0.579***	0.578***	0.559***
	(0.000)	(0.000)	(0.000)	(0.000)
	(0.009)	(0.010)	(0.012)	(0.016)
number of HHmember 10 years above and working	-0.150***	-0.144***	-0.155***	-0.132***
	(0.000)	(0.000)	(0.000)	(0.000)
	(0.010)	(0.013)	(0.015)	(0.020)
OTHER SCHOLARSHIP FROM GOV, 1=YES,0=NO	-0.265***	-0.379***	-0.079	-0.357**
	(0.000)	(0.000)	(0.469)	(0.017)
	(0.076)	(0.091)	(0.109)	(0.149)
has PKH card and can show it (1=yes)	-0.252***	-0.181**	-0.544***	-0.324
	(0.000)	(0.045)	(0.005)	(0.407)
	(0.049)	(0.090)	(0.195)	(0.392)
has PKH card but cant show it (1=yes)	-0.246***	-0.264**	-0.346	-0.596***
	(0.002)	(0.047)	(0.108)	(0.009)
	(0.080)	(0.133)	(0.215)	(0.229)
has no PKH card but receive PKH (1=yes)	-0.515***	0.452**	0.149	0.969*
	(0.005)	(0.045)	(0.629)	(0.096)
	(0.184)	(0.225)	(0.308)	(0.582)
never receive PKH	0.000	0.000	0.000	0.000
	(.)	(.)	(.)	(.)
	(.)	(.)	(.)	(.)
there is a child 7-18 years old who is disable within HH	0.508***	0.634***	0.940***	1.075***
	(0.000)	(0.000)	(0.000)	(0.000)
	(0.098)	(0.130)	(0.160)	(0.187)
>3 Nchild under 18 years within HH,1=yes,0=no	0.000	0.000	0.000	0.000
	(.)	(.)	(.)	(.)
	(.)	(.)	(.)	(.)
number of child 16-18 years old within HH	0.057**	0.035	0.073**	0.085
	(0.027)	(0.264)	(0.035)	(0.107)
	(0.026)	(0.031)	(0.035)	(0.053)
HH has child not in school 16-18 years old 1=yes,0=no	1.299***	1.449***	1.603***	1.747***
	(0.000)	(0.000)	(0.000)	(0.000)
	(0.021)	(0.026)	(0.032)	(0.048)
Female Headed Household	-0.016	-0.001	0.014	-0.027
	(0.670)	(0.975)	(0.772)	(0.676)
	(0.038)	(0.043)	(0.050)	(0.064)
level educ HHH= no formal education	0.286**	0.432***	0.293***	0.344***
	(0.028)	(0.000)	(0.000)	(0.000)
	(0.130)	(0.103)	(0.075)	(0.082)
level educ HHH= primary school	0.120	0.294***	0.200***	0.224***
	(0.354)	(0.004)	(0.005)	(0.002)
	(0.130)	(0.102)	(0.071)	(0.071)
level educ HHH= junior high school	0.071	0.194*	0.113	0.221***
	(0.588)	(0.059)	(0.120)	(0.002)
	(0.131)	(0.103)	(0.073)	(0.072)
level educ HHH= senior high school	-0.006	0.241**	0.085	0.176***
	(0.963)	(0.016)	(0.207)	(0.001)
	(0.130)	(0.100)	(0.067)	(0.055)
level educ HHH= university	0.000	0.000	0.000	0.000
	(.)	(.)	(.)	(.)
	(.)	(.)	(.)	(.)
HHH Self-employed	0.004	0.102*	0.084	0.039
	(0.942)	(0.090)	(0.168)	(0.564)
	(0.062)	(0.060)	(0.061)	(0.067)
HHH_Running Business with unpaid worker	-0.092	-0.052	-0.047	-0.152**
	(0.137)	(0.401)	(0.456)	(0.038)
	(0.062)	(0.062)	(0.063)	(0.073)
employee	-0.031	0.042	0.084	0.079
	(0.629)	(0.490)	(0.170)	(0.209)
	(0.064)	(0.061)	(0.061)	(0.063)
Seasonal/Contractual/Freelance	0.014	0.049	0.056	0.121
	(0.832)	(0.465)	(0.444)	(0.276)
	(0.065)	(0.066)	(0.073)	(0.111)
HHHwork_agri	0.043*	0.053*	0.099***	0.056
	(0.096)	(0.079)	(0.004)	(0.304)
	(0.026)	(0.030)	(0.035)	(0.054)
HHHwork_service	0.005	-0.038	-0.104	-0.043
	(0.962)	(0.722)	(0.237)	(0.604)
	(0.115)	(0.106)	(0.088)	(0.083)

Appendix 6-3. Estimation result of probit regression (the coefficient) – the effect of BSM Senior on dropping out of school (Sub Sample) between different quartile (cont.)

HAVE BICYCLE,1= YES,0=NO	-0.040	-0.035	-0.141***	-0.114***
	(0.112)	(0.184)	(0.000)	(0.002)
	(0.025)	(0.027)	(0.030)	(0.037)
HAVE MOTORBIKE, 1=YES, 0= NO	0.008	0.015	-0.057	-0.217***
	(0.730)	(0.602)	(0.138)	(0.001)
	(0.023)	(0.029)	(0.038)	(0.063)
HAVE AIR CONDITIONER,1=YES,0= NO	0.410	-0.125	-0.182*	-0.064
	(0.101)	(0.465)	(0.071)	(0.268)
	(0.250)	(0.171)	(0.101)	(0.058)
LPG 12KG,1=YES,0=NO	0.099	0.105*	0.032	0.040
	(0.191)	(0.054)	(0.451)	(0.390)
	(0.076)	(0.055)	(0.042)	(0.046)
HAVE REFRIGERATOR,1=YES, 0= NO	0.034	0.014	0.056*	-0.064
	(0.294)	(0.633)	(0.094)	(0.199)
	(0.032)	(0.029)	(0.033)	(0.050)
HAVE A CAR,1=YES,0=NO	-0.253*	0.062	-0.022	-0.088*
	(0.070)	(0.406)	(0.668)	(0.071)
	(0.139)	(0.075)	(0.052)	(0.049)
roof-tyle	0.144***	-0.003	0.004	0.137
	(0.002)	(0.964)	(0.957)	(0.112)
	(0.046)	(0.057)	(0.066)	(0.086)
roof-iron sheet	0.009	-0.056	-0.044	0.105
	(0.796)	(0.229)	(0.444)	(0.169)
	(0.033)	(0.047)	(0.058)	(0.076)
roof-asbestos	0.108*	-0.021	-0.097	0.243***
	(0.079)	(0.758)	(0.189)	(0.009)
	(0.062)	(0.070)	(0.074)	(0.093)
wall-concrete	-0.073**	0.126**	-0.044	0.022
	(0.022)	(0.013)	(0.525)	(0.878)
	(0.032)	(0.051)	(0.069)	(0.144)
wall-wood	-0.027	0.124**	-0.031	0.089
	(0.406)	(0.018)	(0.662)	(0.551)
	(0.032)	(0.052)	(0.072)	(0.149)
floor- not soil	-0.034	-0.057	-0.062	0.297
	(0.324)	(0.309)	(0.457)	(0.111)
	(0.034)	(0.056)	(0.084)	(0.186)
TOILET=owning	0.024	0.060	-0.083	-0.007
	(0.576)	(0.306)	(0.280)	(0.957)
	(0.043)	(0.059)	(0.077)	(0.132)
TOILET=share	0.040	0.195***	-0.133	-0.013
	(0.427)	(0.004)	(0.128)	(0.929)
	(0.051)	(0.067)	(0.088)	(0.148)
TOILET=no toilet	0.049	0.102	-0.028	-0.016
	(0.306)	(0.103)	(0.740)	(0.918)
	(0.047)	(0.063)	(0.085)	(0.158)
electricity-PLN	-0.027	-0.178	0.072	-0.046
	(0.725)	(0.107)	(0.758)	(0.882)
	(0.076)	(0.111)	(0.233)	(0.307)
electricity-non PLN	-0.025	-0.161	0.118	-0.126
	(0.756)	(0.173)	(0.622)	(0.691)
	(0.081)	(0.118)	(0.239)	(0.316)
electricity-torch	-0.038	-0.154	0.139	-0.193
	(0.623)	(0.194)	(0.580)	(0.583)
	(0.078)	(0.119)	(0.251)	(0.351)
house-own	-0.102	0.034	-0.064	-0.120
	(0.145)	(0.635)	(0.383)	(0.129)
	(0.070)	(0.071)	(0.073)	(0.079)
house-rent	-0.098	0.011	-0.109	-0.403***
	(0.399)	(0.914)	(0.281)	(0.002)
	(0.116)	(0.102)	(0.101)	(0.129)
house-lease	0.046	0.099	-0.041	0.040
	(0.691)	(0.365)	(0.694)	(0.740)
	(0.116)	(0.109)	(0.104)	(0.122)
house-free lease	-0.086	0.054	0.045	-0.010
	(0.283)	(0.509)	(0.605)	(0.923)
	(0.080)	(0.082)	(0.087)	(0.105)
water branded recycled	0.026	0.023	-0.080	0.025
	(0.641)	(0.649)	(0.117)	(0.647)
	(0.056)	(0.052)	(0.051)	(0.055)
water piped meter	-0.019	0.074	-0.073	-0.090
	(0.734)	(0.221)	(0.243)	(0.228)
	(0.056)	(0.060)	(0.062)	(0.075)
water pump	0.019	0.044	-0.023	-0.046
	(0.610)	(0.295)	(0.648)	(0.517)
	(0.038)	(0.042)	(0.050)	(0.071)
water protected/well	0.014	0.028	0.004	-0.027
	(0.617)	(0.423)	(0.923)	(0.707)
	(0.028)	(0.035)	(0.044)	(0.072)
protected spring water	-0.011	-0.013	-0.050	-0.029
	(0.739)	(0.772)	(0.373)	(0.744)
	(0.032)	(0.044)	(0.056)	(0.088)

Appendix 6-3. Estimation result of probit regression (the coefficient) – the effect of BSM Senior on dropping out of school (Sub Sample) between different quartile (cont.)

fuel cook-LPG	0.016	-0.151	-0.043	0.115
	(0.848)	(0.136)	(0.707)	(0.370)
	(0.085)	(0.102)	(0.113)	(0.129)
fuel cook-kerosene	0.079	-0.152	-0.091	0.004
	(0.416)	(0.160)	(0.440)	(0.974)
	(0.097)	(0.108)	(0.118)	(0.136)
fuel cook-wood	-0.008	-0.185*	-0.111	-0.035
	(0.926)	(0.069)	(0.334)	(0.804)
	(0.084)	(0.101)	(0.115)	(0.141)
toilet=tank	0.039	-0.068	0.051	0.046
	(0.334)	(0.204)	(0.456)	(0.685)
	(0.041)	(0.053)	(0.069)	(0.115)
toilet=River/Lake/Sea	0.038	-0.005	-0.059	0.120
	(0.252)	(0.922)	(0.373)	(0.323)
	(0.033)	(0.047)	(0.066)	(0.122)
toilet=pithole	-0.009	-0.041	-0.001	0.190
	(0.827)	(0.468)	(0.994)	(0.139)
	(0.042)	(0.056)	(0.075)	(0.128)
water drinking-buy	-0.018	0.071	-0.019	-0.037
	(0.755)	(0.208)	(0.736)	(0.595)
	(0.058)	(0.056)	(0.058)	(0.069)
water drinking-not buy	-0.013	0.039	-0.076	0.063
	(0.826)	(0.522)	(0.241)	(0.432)
	(0.057)	(0.060)	(0.065)	(0.081)
region=java&bali	0.125***	0.125**	0.165**	-0.006
	(0.008)	(0.030)	(0.012)	(0.944)
	(0.047)	(0.058)	(0.066)	(0.086)
region=sumatera	-0.044	-0.071	0.078	-0.042
	(0.226)	(0.112)	(0.128)	(0.558)
	(0.036)	(0.044)	(0.051)	(0.073)
region=kaliamantan	0.191***	0.060	0.074	-0.075
	(0.000)	(0.272)	(0.229)	(0.345)
	(0.050)	(0.055)	(0.062)	(0.080)
region=sulawesi	0.137***	0.047	0.115*	0.119
	(0.000)	(0.360)	(0.057)	(0.133)
	(0.037)	(0.051)	(0.061)	(0.079)
region=nusa tenggara, papua, maluku	0.000	0.000	0.000	0.000
	(.)	(.)	(.)	(.)
	(.)	(.)	(.)	(.)
1=rural,0=urban	-0.018	0.016	-0.100***	-0.056
	(0.524)	(0.607)	(0.003)	(0.237)
	(0.028)	(0.030)	(0.034)	(0.047)
constant	0.146	-3.564***	-2.501*	-3.861***
	(0.828)	(0.010)	(0.079)	(0.000)
	(0.670)	(1.379)	(1.424)	(0.833)
N	29773.000	25119.000	21428.000	15538.000
r2_p	0.377	0.405	0.422	0.443
chi2	8049.489	6601.540	5473.403	3236.908

* p<0.10, ** p<0.05, *** p<0.01

Appendix 7 : Susenas Core 2013 Quesioner

REPUBLIK INDONESIA
BADAN PUSAT STATISTIK

VSEN13.K
Dibuat 1 set untuk

BPS Kab/Kota

SURVEI SOSIAL EKONOMI NASIONAL 2013

KETERANGAN POKOK RUMAH TANGGA DAN ANGGOTA RUMAH TANGGA

Triwulan: 1

RAHASIA

I. KETERANGAN TEMPAT			
1	Provinsi		
2	Kabupaten/Kota*)		
3	Kecamatan		
4	Desa/Kelurahan*)		
5	Klasifikasi desa/kelurahan	*1. Perkotaan 2. Perdesaan*	
6	Nomor blok sensus		
7	Nomor kode sampel		
8	Nomor urut sampel rumah tangga		
9	Nama kepala rumah tangga		
10	Alamat (nama jalan/gang, RT/RW/dusun)		
11	Hasil kunjungan	*1. Berhasil* *2. Menolak* *3. Tidak dapat ditemui* → *[Blok III]*	

II. RINGKASAN (Diisi setelah Blok IV.A terisi dan Blok V.D R.27.a yang berkode 1)			
1	Banyaknya anggota rumah tangga		
2	Banyaknya anggota rumah tangga umur 0 – 4 tahun		
3	Banyaknya anggota rumah tangga umur 5 tahun ke atas		
4	Banyaknya anggota rumah tangga umur 10 tahun ke atas		
5	Banyaknya anggota rumah tangga umur 10 tahun ke atas yang bekerja selama 3 bulan terakhir		

III. KETERANGAN PETUGAS		
Uraian	Pencacah	Pengawas
1. Nama	.....	.....
2. Kode Petugas		
3. Jabatan	*1. Staf BPS Provinsi 3. KSK* *2. Staf BPS Kab/Kota 4. Mitra*	*1. Staf BPS Provinsi 3. KSK* *2. Staf BPS Kab/Kota 4. Mitra*
4. Tanggal	Tanggal Bulan	Tanggal Bulan
5. Tanda Tangan		

*) Coret yang tidak perlu

IV.A. KETERANGAN ANGGOTA RUMAH TANGGA

No. urut	Nama anggota rumah tangga (Tulis siapa saja yang biasanya tinggal dan makan di ruta ini baik dewasa, anak-anak maupun bayi)	Hubungan dengan kepala rumah tangga [Kode]	Jenis Kelamin 1. Laki-laki 2. Perempuan	Umur (Tahun)	Status perkawinan [Kode]	Apakah menjadi korban kejahatan dalam **setahun terakhir**? [Kode]	Jika Kol. (7) **berkode 1 sd 6**, Apakah dilaporkan ke Polisi? 1. Ya 2. Tidak	Berapa kali bepergian *) selama 3 bulan kalender? **Jika tidak bepergian isikan "00"**	Jika bepergian (Kol. (9)≠ 00)		Anggota ruta berumur 0 - 17 tahun		Anggota ruta berumur 0 - 6 tahun		Anggota ruta berumur 3-6 tahun dan Kolom 14 berkode 1 atau 2	
									Tujuan utama bepergian yang terakhir [Kode]	Provinsi tujuan utama pada bepergian yang terakhir [Kode]	Apakah mempunyai **akte kelahiran** dari kantor catatan sipil? Boleh saya melihatnya? [Kode]	Jika Kol. (12) **berkode 3 atau 4** (tidak punya/TT), Apa alasan utamanya **[Jawaban jangan dibacakan!]** [Kode]	Apakah pernah mengikuti pendidikan pra sekolah? 1. Ya, pernah 2. Ya, sedang 3. Tidak	Jika Kol. (14) **berkode 1 atau 2**, jenis pendidikan pra sekolah [Kode]	Apakah mengikuti pendidikan **pra sekolah** dalam 3 bulan terakhir? 1. Ya 2. Tidak	Jika Kol. (16) **berkode 1**, Sarana angkutan yang biasa digunakan untuk sekolah [Kode]
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)
1		1														
2																
3																
4																
5																
6																
7																
8																
9																
10																

IV.B. Adakah Pembantu/Satpam/Sopir yang mendapat makan tetapi tidak menginap? *1. Ada 2. Tidak* ➡ **[B.V]**

Jika ada, isikan jumlahnya:

Pembantu: .....orang

Satpam: .....orang

Sopir: .....orang

Lainnya: .....orang

Kode Kol. 3:
Hubungan dengan kepala ruta
1. Kepala ruta 2. Istri/suami 3. Anak 4. Menantu 5. Cucu 6. Orang tua/mertua 7. Famil lain 8. Pembantu rt 9. Lainnya

Kode Kol. 6:
Status perkawinan
1. Belum kawin 2. Kawin 3. Cerai hidup 4. Cerai mati

Kode Kol. 7:
Jenis kejahatan
1. Ya, Pencurian 2. Ya, Perampokan 3. Ya, Pembunuhan 4. Ya, Penipuan 5. Ya, Perkosaan 6. Ya, Lainnya 7. Tidak

Kode Kol. 10:
Tujuan Utama Bepergian
1. Berlibur/rekreasi 2. Profesi/bisnis 3. Misi/pertemuan/kongres 4. Pendidikan/pelatihan 5. Kesehatan 6. Berziarah/keagamaan 7. Mengunjungi teman/keluarga 8. Olahraga/keseenian 9. Lainnya

Kode Kol. 11:
Provinsi Tujuan
Lihat kode provinsi setelah Blok X

Kode Kol. 12:
Akte Kelahiran
1. Ya, dapat ditunjukkan 2. Ya, Tidak dapat ditunjukkan 3. Tidak punya 4. Tidak tahu

Kode Kol. 13:
Alasan utama tidak mempunyai akte kelahiran
1. Biaya mahal/tidak ada biaya 2. Perjalanan jauh 3. Tidak tahu kelahiran harus dicatat 4. Tidak tahu cara mengurusnya 5. Tidak merasa perlu 6. Lainnya

Kode Kol. 15:
Pendidikan Pra Sekolah
1. TK/BA/RA 2. Kelompok Bermain 3. Taman Penitipan Anak 4. Pos PAUD/PAUD terintegrasi BKB/Posyandu/) 5. Satuan PAUD Sejenis lainnya (PAUD-TAAM, PAUD-PAK, PAUD-BIA, TKQ, & PAUD Lembaga lainnya)**)*

Kode Kol. 17:
Angkutan yang biasa digunakan ke sekolah
1. Tanpa kendaraan 2. Sepeda 3. Sepeda motor pribadi 4. Becak/dokar 5. Kendaraan umum dg rute terfentu 6. Kendaraan bermotor umum lainnya 7. Mobil pribadi 8. Sepeda motor dinas 9. Mobil dinas 10. Lainnya

*) **Art yang bepergian**: Melakukan perjalanan ke obyek wisata komersial, dan atau menginap di akomodasi komersial, dan atau jarak perjalanan 100 km dan lebih (p.p), tidak termasuk pelaju (commuter), sekolah, dan bekerja

**) PAUD: Pendidikan Anak Usia Dini. PAUD terintegrasi BKB (Bina Keluarga Balita), PAUD – PAK: PAUD – Pendidikan Anak Kristen, TKQ: Taman Kanak-kanak Al Qur'an, PAUD – TAAM: PAUD - Taman Asuh Anak Muslim, PAUD – BIA: PAUD - Bina Iman Anak Katolik

V. KETERANGAN PERORANGAN TENTANG KESEHATAN, PENDIDIKAN, KETENAGAKERJAAN, SERTA FERTILITAS DAN KB

Nama: ..... No. urut: .....

Diisi editor

Tempat lahir, Provinsi/negara*): .....

Kabupaten/kota*): .....

Tempat tinggal 5 tahun yang lalu? Diisi editor

Provinsi/negara*): .....

Kabupaten/kota*): .....

[Isikan "00" bila anggota ruta berumur 00-04 tahun]

No. Urut ibu kandung: .....

[Isikan 00 bila ibu kandung tidak tinggal di ruta ini]

Pemberi informasi:

Nama: ..... No. Urut: .....

V.A. KETERANGAN KESEHATAN (UNTUK SEMUA UMUR)

1. Apakah dalam **1 bulan terakhir** mempunyai keluhan kesehatan seperti di bawah ini? (**Bacakan dari a s.d. h**)
   [Isikan kode 1 bila ada, kode 2 bila tidak ada]
   - a. Panas
   - b. Batuk
   - c. Pilek
   - d. Asma/napas sesak/cepat
   - e. Diare/buang^2 air
   - f. Sakit kepala berulang
   - g. Sakit gigi
   - h. Lainnya**)

   [Jika semua R.1 = 2, lanjutkan ke R.7]
2. Kalau ada keluhan, apakah menyebabkan terganggu-nya pekerjaan, sekolah, atau kegiatan sehari-hari?
   1. Ya 2. Tidak ➡ **[R.4.a]**
3. Lamanya terganggu: ..... hari
4. a. Apakah pernah mengobati sendiri dalam **1 bulan terakhir?** *1. Ya 2. Tidak* ➡ **[R.5]**

   b. Jenis obat/cara pengobatan yang digunakan:
   [Isikan kode 1 bila ya, kode 2 bila tidak]
   1. Tradisional 2. Modern 3. Lainnya
5. Apakah pernah berobat jalan dlm **1 bulan terakhir**?
   1. Ya 2. Tidak ➡ **[R.7]**
6. Berapa kali berobat jalan selama **1 bulan terakhir**:
   [Isikan frekuensi berobat jalan untuk setiap fasilitas]
   - a. RS Pemerintah
   - b. RS Swasta
   - c. Praktek dokter/poliklinik
   - d. Puskesmas/Pustu
   - e. Praktek nakes
   - f. Praktek batra
   - g. Dukun bersalin
   - h. Lainnya
7. Apakah pernah berobat jalan dlm **6 bulan terakhir**?
   1. Ya 2. Tidak
8. Apakah pernah rawat inap dalam **1 tahun terakhir**?
   1. Ya 2. Tidak ➡ **[Blok V.B]**
9. Lamanya hari rawat inap (dalam hari):
   - a. RS Pemerintah
   - b. RS Swasta
   - c. Puskesmas
   - d. Praktek nakes
   - e. Praktek batra
   - f. Lainnya

V.B. KESEHATAN BALITA (UNTUK ANGGOTA RUTA UMUR 0-59 BULAN)

10. a. Umur dalam bulan: ..... *bulan*
    [Jika isian ≠ 00 ke R.11]

    b. **[Jika R.10.a = 00]** Umur dalam hari: ..... *hari*
11. Siapa yang menolong proses kelahiran?
    [Isikan kode jawaban langsung ke kotak]
    1. Dokter 2. Bidan 3. Tenaga paramedis lain 4. Dukun bersalin 5. Famili/keluarga 6. Lainnya

    Pertama a **Terakhir** b
12. Berapa kali sudah mendapat imunisasi?
    [Isikan 0, bila belum pernah diimunisasi]
    - a. BCG
    - b. DPT
    - c. Polio
    - d. Campak/Morbili
    - e. Hepatitis B
13. a. Apakah pernah diberi Air Susu Ibu (ASI)?
    1. Ya 2. Tidak ➡ **[anggota ruta lain]**

    b. **[Jika "Ya" (R.13.a=1)]** Lama pemberian ASI:
    [Isikan dalam "hari" bila umur < 1 bulan dan dalam "bulan" bila umur ≥ 1 bulan]:
    1. Lama pemberian ASI: .....
    2. ASI saja: .....
    3. ASI dengan makanan pendamping: .....

V.C. KETERANGAN PENDIDIKAN (UNTUK ANGGOTA RUTA 5 TAHUN KE ATAS)

14. Partisipasi bersekolah:
    1. Tidak/belum pernah bersekolah ➡ **[R.19]** *2. Masih bersekolah 3. Tidak bersekolah lagi*
15. Jenjang dan jenis pendidikan tertinggi yang pernah/sedang diduduki:
    01. SD/SDLB 02. M. Ibtidaiyah 03. Paket A 04. SMP/SMPLB 05. M. Tsanawiyah 06. Paket B 07. SMA/SMLB 08. M. Aliyah 09. SMK 10. Paket C 11. D_1/D_2 12. D_3/Sarjana Muda 13. D_4/S_1 14. S_2/S_3
16. Tingkat/kelas tertinggi yang pernah/sedang diduduki:
    1 2 3 4 5 6 7 8 (Tamat)
17. Ijazah/STTB tertinggi yang dimiliki:
    01. Tidak Punya Ijazah SD 02. SD/SDLB 03. M. Ibtidaiyah 04. Paket A 05. SMP/SMPLB 06. M. Tsanawiyah 07. Paket B 08. SMA/SMLB 09. M. Aliyah 10. SMK 11. Paket C 12. D_1/D_2 13. D_3/Sarjana Muda 14. D_4/S_1 15. S_2/S_3
18. a Mengikuti pendidikan dalam **3 bulan terakhir**?
    1. Ya 2. Tidak ➡ **[R.19]**

    b. **[Jika Ya, (R.18.a=1)]** Apa sarana angkutan yang biasa digunakan untuk sekolah?
    1. Tanpa kendaraan 2. Sepeda 3. Sepeda motor pribadi 4. Becak/dokar 5. kendaraan umum dg rute tertentu 6. kendaraan bermo-tor umum lainnya 7. Mobil pribadi 8. Sepeda motor dinas 9. Mobil dinas 10. Lainnya
19. Dapat membaca dan menulis:
    [Isikan kode 1 bila ya, kode 2 bila tidak]
    a. Huruf Latin b. Huruf Arab c. Huruf lainnya
20. Apakah pernah mengakses internet dalam **3 bulan terakhir**? *1. Ya 2. Tidak* ➡ **[R.21.A]**

*) Coret yang tidak perlu
**) Misalnya : Campak, telinga berair/congek, sakit kuning/liver, kejang-kejang, lumpuh, pikun, kecelakaan, dll.

21. **[Jika "Ya" (R 20= 1)]** Lokasi/media untuk mengakses internet
[Isikan kode 1 bila ya, kode 2 bila tidak]

1. Rumah sendiri
2. Warnet
3. Kantor
4. Sekolah
5. HP/Ponsel
6. Lainnya (mis : Modem portable)

UNTUK ANGGOTA RUTA BERUMUR 5 – 24 TAHUN MASIH SEKOLAH [R.14 = 2]

21 A. Apakah pernah tidak masuk sekolah selama 1 minggu berturut-turut atau lebih, dalam 3 bulan terakhir?
1. Ya 2. Tidak ➡ **[Blok V.D]**

21 B. **[Jika R.21.A = 1]** Apa alasan utama tidak masuk sekolah saat itu?

1. Sakit
2. Bekerja/membantu orang tua mencari uang/penghasilan
3.Tidak punya biaya
4. Sekolah tutup/rusak
5. Tidak mau sekolah
6. Mengurus ruta
7.Lainnya(.....)

UNTUK ANGGOTA RUTA BERUMUR 5 – 24 TAHUN TIDAK/BELUM PERNAH SEKOLAH ATAU TIDAK BERSEKOLAH LAGI [R.14 = 1 atau 3]

22. Alasan tidak/belum pernah bersekolah atau tidak bersekolah lagi:

01. Tidak ada biaya
02. Bekerja/mencari nafkah
03. Menikah/mengurus ruta
04. Merasa pendidikan cukup
05. Belum cukup umur
06. Malu karena ekonomi
07. Sekolah jauh
08. Cacat
09. Menunggu pengumuman
10. Tidak diterima
11. Lainnya

23. **[Jika R.14 = 3]** Kapan berhenti bersekolah?
[Isikan '00 dan 0000' bila berhenti sebelum tahun 2002]
Bulan: ..... Tahun: .....

V.D. KETENAGAKERJAAN
(UNTUK ANGGOTA RUTA BERUMUR 10 TAHUN KE ATAS)

24. a. Apakah melakukan kegiatan seperti di bawah ini selama **seminggu terakhir** ?

1. Bekerja	*1. Ya*	*2. Tidak*	1
2. Sekolah	*1. Ya*	*2. Tidak*	2
3. Mengurus ruta	*1. Ya*	*2. Tidak*	3
4. Lainnya selain kegiatan pribadi ***)	*1. Ya*	*2. Tidak*	4

[Jika R.24.a.1 s.d. 4 = 2, lanjutkan ke R.25]

b. Dari kegiatan 1 s.d. 4 di atas yg menyatakan "Ya", kegiatan apakah yang menggunakan waktu terbanyak selama **seminggu terakhir**?
1 2 3 4
[Jika R.24.a.1 = 1, lanjutkan ke R.26]

25. Apakah mempunyai pekerjaan/usaha, tetapi sementara tidak bekerja selama **seminggu terakhir**?
1. Ya 2. Tidak

26. Apakah sedang mencari pekerjaan atau mempersiapkan suatu usaha selama **seminggu terakhir** ?
1. Ya 2. Tidak

27. a. Apakah bekerja dalam **3 bulan terakhir**?
1. Ya 2. Tidak

b. **[Jika "Ya" (R.27.a = 1)]** Sarana angkutan yang biasa digunakan untuk bekerja?

1. Tanpa kendaraan
2. Sepeda
3. Sepeda motor pribadi
4. Becak/dokar
5. kendaraan umum dengan rute tertentu
6. kendaraan bermotor umum lainnya
7. Mobil pribadi
8. Sepeda motor dinas
9. Mobil dinas
10. Lainnya

HANYA UNTUK ANGGOTA RUTA YANG BEKERJA [R.24.a.1 = 1 atau R.25 = 1]

28. a. Jumlah hari kerja selama **seminggu terakhir**: ..... hari

b. Jumlah jam kerja dari **seluruh pekerjaan seminggu terakhir**: ..... jam

29. Berapa pendapatan bersih (uang dan barang) yang biasanya diterima selama sebulan dari pekerjaan utama
Rp .....

30. Apa lapangan usaha atau bidang pekerjaan (utama) dari tempat pekerjaan (nama) selama **seminggu terakhir**?

01. Pertanian tanaman padi & palawija
02. Hortikultura
03. Perkebunan
04. Perikanan
05. Peternakan
06. Kehutanan & pertanian lainnya
07 Pertambangan & penggalian
08. Industri pengolahan
09. Listrik & gas
10. Konstruksi/bangunan
11. Perdagangan
12. Hotel dan rumah makan
13. Transportasi dan pergudangan
14. Informasi dan komunikasi
15. Keuangan dan asuransi
16. Jasa pendidikan
17. Jasa kesehatan
18. Jasa kemasyarakatan, pemerintahan, & perorangan
19. Lainnya

31. Status/kedudukan dalam pekerjaan utama selama **seminggu terakhir**:

1. Berusaha sendiri
2. Berusaha dibantu buruh tidak tetap/buruh tidak dibayar
3. Berusaha dibantu buruh tetap/buruh dibayar
4. Buruh/karyawan/pegawai
5. Pekerja bebas
6. Pekerja keluarga atau tidak dibayar

V.E. FERTILITAS & KELUARGA BERENCANA
UNTUK WANITA BERUMUR 10 TAHUN KE ATAS, BERSTATUS KAWIN, CERAI HIDUP, ATAU CERAI MATI
(Blok IV.A, Kolom 4 = 2, Kolom 5 ≥10, Kolom 6 = 2,3, atau 4)

32. Umur pada saat perkawinan pertama: ..... *tahun*

33. Jumlah tahun dlm ikatan perkawinan: ..... *tahun*

34. Jumlah anak kandung (A.K.) yang dilahirkan:

	Laki-laki	Perempuan	Laki-laki + Perempuan
a. A.K. lahir hidup			
b. A.K. masih hidup			
c. A.K. sudah meninggal			

35. Penggunaan/pemakaian alat/cara KB:
1. Sedang menggunakan
2. Tidak menggunakan lagi
3. Tidak pernah menggunakan
} **R.37**

36. **[Jika sedang menggunakan (R.35=1)]** Alat/cara KB yang sedang digunakan/dipakai:

1. MOW/tubektomi
2. MOP/vasektomi
3. AKDR/IUD/spiral
4. Suntikan KB
5. Susuk KB/norplan/ implanon/alwalit
6. Pil KB
7. Kondom/karet KB
8. Intravag/tisue
9. Kondom wanita
10. Cara tradisional

[Lanjutkan ke anggota ruta lain]

37. **[Bagi yang tidak ber-KB (R.35 = 2 atau 3)]** Apakah (masih) ingin punya anak?
1. Ya, segera (< 2 tahun) ➔ **[Anggota ruta lain]**
2. Ya, kemudian (≥ 2 tahun)
3. Tidak

38. Alasan utama tidak ber-KB:
1. Alasan fertilitas (mandul, menopause, puasa kumpul, tradisi, ingin punya anak)
2. Tidak setuju KB
3 Tidak tahu alat/cara KB
4 Takut efek samping alat/cara KB
5. Tidak tahu
6. Lainnya (.....)

***)Yang termasuk kegiatan lainnya selain kegiatan pribadi, misal : olah raga, kursus, piknik, dan kegiatan sosial (berorganisasi, kerja bakti).

VI. KETERANGAN PERUMAHAN

1. Bangunan sensus yang ditempati merupakan:
   1. Bangunan tempat tinggal
   2. Bangunan campuran

2. Jumlah keluarga dalam bangunan sensus/rumah ini:
   ..... *keluarga*
   [Isikan 8, jika terdapat 8 keluarga atau lebih]

3. Status penguasaan bangunan tempat tinggal yang ditempati:
   1. Milik sendiri
   2. Kontrak
   3. Sewa
   4. Bebas sewa milik orang lain
   5. Bebas sewa milik orang tua/sanak/saudara
   6. Dinas
   7. Lainnya

4. **[Jika R.3=1 (milik sendiri)]** Status tanah tempat tinggal:
   1. Hak milik
   2. Hak guna bangunan
   3. Hak pakai
   4. Lainnya

5. Jenis atap terluas:
   1. Beton
   2. Genteng
   3. Sirap
   4. Seng
   5. Asbes
   6. Ijuk/rumbia
   7. Lainnya

6. Jenis dinding terluas:
   1. Tembok
   2. Kayu
   3. Bambu
   4. Lainnya

7. Jenis lantai terluas:
   1. Marmer/keramik/granit
   2. Tegel/teraso
   3. Semen
   4. Kayu
   5. Tanah
   6. Lainnya

8. Luas lantai: ..... m^2

9. a. Sumber air minum utama:
   01. Air kemasan bermerk ➡ **[R.11]**
   02. Air isi ulang ➡ **[R.11]**
   03. Leding meteran ➡ *[R.10]*
   04. Leding eceran ➡ *[R.11]*
   05. Sumur bor/pompa
   06. Sumur terlindung
   07. Sumur tak terlindung
   08. Mata air terlindung
   09. Mata air tak terlindung
   10. Air sungai
   11. Air hujan
   12. Lainnya
   } ***[R.10]***

   b. **[Jika R.9.a = 05 s.d. 09 (pompa/sumur/mata air)]** Jarak ke tempat penampungan limbah/kotoran/tinja terdekat:
   1. < 10 m *2. ≥ 10 m* *3. Tidak tahu*

10. **[Jika R.9.a = 03, 05 s.d. 12]** Penggunaan fasilitas air minum:
    1. Sendiri
    2. Bersama
    3. Umum
    4. Tidak ada

11. Cara memperoleh air minum:
    1. Membeli
    2. Langganan
    3. Tidak membeli

11. A. Sumber air untuk memasak:
    01. Air kemasan bermerk
    02. Air isi ulang
    03. Leding meteran
    04. Leding eceran
    05. Sumur bor/pompa
    06. Sumur terlindung
    07. Sumur tak terlindung
    08. Mata air terlindung
    09. Mata air tak terlindung
    10. Air sungai
    11. Air hujan
    12. Lainnya
    13. Tidak pernah memasak

12. Sumber air untuk mandi/cuci:
    01. Leding meteran
    02. Leding eceran
    03. Sumur bor/pompa
    04. Sumur terlindung
    05. Sumur tak terlindung
    06. Mata air terlindung
    07. Mata air tak terlindung
    08. Air sungai
    09. Air hujan
    10. Lainnya

13. a. Penggunaan fasilitas tempat buang air besar:
    1. Sendiri
    2. Bersama
    3. Umum
    4. Tidak ada ➡ **[R.13.c]**

    b. Jenis kloset:
    1. Leher angsa
    2. Plengsengan
    3. Cemplung/cubluk
    4. Tidak pakai

    c. Tempat pembuangan akhir tinja:
    1. Tangki/SPAL
    2. Kolam/sawah
    3. Sungai/danau/laut
    4. Lubang tanah
    5. Pantai/tanah lapang/kebun
    6. Lainnya

14. a. Sumber penerangan:
    1. Listrik PLN
    2 Listrik non PLN
    3. Petromak/aladin
    4. Pelita/sentir/obor
    5. Lainnya

    b. **[Jika listrik PLN (R.14.a = 1)]** Daya terpasang:
    1. 450 watt
    2. 900 watt
    3. 1.300 watt
    4. 2.200 watt
    5. > 2.200 watt
    6. Tanpa meteran

15. Bahan bakar/energi utama untuk memasak:
    1. Listrik
    2. Gas/elpiji
    3. Gas kota
    4. Minyak tanah
    5. Arang
    6. Briket
    7. Kayu
    8. Lainnya
    9. Tidak pernah memasak

VII. PERLINDUNGAN SOSIAL

1. a. Apakah rumah tangga ini pernah menerima/membeli beras miskin (raskin)?
*1. Ya 2. Tidak →**[R.2]***

b. Sebutkan informasi pembelian raskin di bulan:

Keterangan	1 bulan yang lalu Bulan	2 bulan yang lalu Bulan	3 bulan yang lalu Bulan .....
(1)	(2)	(3)	(4)
Jumlah raskin dibeli (kg)			
Bayar Total (Rp. (000))			

c. **[Jika raskin yang dibeli pada 1 atau 2 atau 3 bulan yang lalu ada yang kurang dari 15 kg]** Apa alasannya?
1. Tidak punya uang 4. Ketentuan Musdes/Musdus
2. Beli seperlunya 8. Lainnya.....

2. a. Apakah rumah tangga Anda pernah menjadi penerima Program Keluarga Harapan (PKH)?
*1. Ya 2. Tidak →**[R.3]***

b. Apakah rumah tangga Anda memiliki kartu PKH?
1. Ada, dapat ditunjukkan
2. Ada, tidak dapat ditunjukkan
3. Tidak ada

c. Apakah saat ini rumah tangga Anda masih tercatat/ menjadi penerima PKH?
1. Ya 2. Tidak 3. Tidak tahu

3. Apakah rumah tangga ini memiliki barang-barang sebagai berikut:
[Isikan kode 1 jika memiliki, kode 2 bila tidak]?

a. Sepeda	a.	f. Pemanas air (*water heater*)	f.
b. Sepeda motor	b.	g. Tabung gas 12 kg atau lebih	g.
c. Perahu	c.	h. Lemari es/kulkas	h.
d. TV kabel	d.	i. Perahu motor	i.
e. AC	e.	j. Mobil	j.

4. a. Dalam **sebulan terakhir**, apakah penghasilan rumah tangga ini cukup untuk memenuhi kebutuhan sehari-hari?
*1. Ya → **[R.5]** 2. Tidak*

b. **[Jika "tidak", (R.4.a = 2)]** Dari mana rumah tangga ini memenuhi kekurangannya?
[Isikan kode 1 jika "Ya", kode 2 jika "tidak"]

1. Menggunakan uang simpanan (di bank/rumah) 1.
2. Menjual barang milik sendiri 2.
3. Meminjam dari saudara/famili 3.
4. Meminjam dari teman, tetangga 4.
5. Meminjam dari tukang kredit 5.
6. Meminjam tunai dari bank 6.
7. Meminjam dari koperasi 7.
8. Menggadaikan barang 8.
9. Lainnya [Tuliskan]:..... 9.

5. Apakah ada anggota rumah tangga yang menerima kredit usaha dalam **setahun terakhir**?
[Isikan kode 1 jika menerima, kode 2 bila tidak]

a. Program Nasional Pemberdayaan Masyarakat (PNPM) a.
b. Program pemerintah selain PNPM b.
c. Kredit Usaha Rakyat (KUR) c.
d. Program bank selain KUR d.
e. Program koperasi e.
f. Perorangan f.
g. Lainnya [Tuliskan]: ..... g.

6. Apakah ada anggota rumah tangga yang menerima beasiswa dalam **setahun terakhir**?
[Isikan kode 1 jika menerima, kode 2 bila tidak]

a. Bantuan Siswa Miskin (BSM) SD/sederajat a.
b. Bantuan Siswa Miskin (BSM) SMP/sederajat b.
c. Bantuan Siswa Miskin (BSM) SMA/sederajat c.
d. Bantuan Siswa Miskin (BSM) PT/sederajat d.
e. Beasiswa selain BSM dari pemerintah e.
f. Beasiswa dari lembaga non pemerintah f.
g. Beasiswa/Bantuan dari luar negeri g.
h. Beasiswa/Bantuan dari perseorangan h.
i. Beasiswa/Bantuan dari sekolah i.

7. Apakah ada anggota rumah tangga yang menerima jaminan sosial dalam **setahun terakhir**?
[Isikan kode 1 jika menerima, kode 2 bila tidak]

a. Jaminan pensiun a.
b. Jaminan hari tua b.
c. Asuransi Kecelakaan kerja c.
d. Jaminan veteran d.
e. Pesangon pemutusan hubungan kerja (PHK) e.

8. Apakah ada anggota rumah tangga yang memiliki jaminan pembiayaan/asuransi kesehatan dalam **setahun terakhir**?
[Isikan kode 1 jika memiliki, kode 2 bila tidak]

a. Jamkesmas a.
b. Jamkesda b.
c. Jaminan persalinan (Jampersal) c.
d. JPK PNS/Veteran/Pensiun d.
e. JPK Jamsostek e.
f. Jaminan kesehatan lainnya (.....)f.

VIII. TEKNOLOGI KOMUNIKASI DAN INFORMASI

1. Apakah di rumah tangga ini ada telepon rumah? *1. Ya* *2. Tidak*	☐	c. Jumlah **nomor HP aktif** yang dikuasai seluruh anggota rumah tangga : ..... nomor ☐☐
2.a. Apakah ada anggota rumah tangga yang menguasai telepon seluler (HP)? *1. Ya* *2. Tidak* ➡ **[R.3]** b. **[Jika (R2.a =1)]** Banyaknya anggota rumah tangga yang menguasai nomor HP yang aktif: ..... orang	☐ ☐☐	3. Apakah di rumah tangga ini ada komputer? **[Isikan kode 1 bila ya, kode 2 bila tidak]** a. *Desktop/Personal Computer* (PC) ☐ b. *Laptop/Notebook* ☐

IX. SUMBER PENGHASILAN RUMAH TANGGA

1. Sumber penghasilan terbesar rumah tangga *(pilih dari anggota ruta dengan penghasilan terbesar):*

a. Lapangan Usaha *(Tulis selengkap-lengkapnya)* ***(Kode lihat Blok V.D Rincian 30)*** ☐☐

.....

b. Status Pekerjaan: ☐

0. Penerima pendapatan *1. Buruh/karyawan* *2. Pengusaha*

X. CATATAN

Keterangan Blok IV.A Kode Kolom 11: Provinsi tujuan utama dalam rangka bepergian yang terakhir

11: Aceh	32: Jawa Barat	64: Kalimantan Timur
12: Sumatera Utara	33: Jawa Tengah	71: Sulawesi Utara
13: Sumatera Barat	34: DI Yogyakarta	72: Sulawesi Tengah
14: Riau	35: Jawa Timur	73: Sulawesi Selatan
15: Jambi	36: Banten	74: Sulawesi Tenggara
16: Sumatera Selatan	51: Bali	75: Gorontalo
17: Bengkulu	52: Nusa Tenggara Barat	76: Sulawesi Barat
18: Lampung	53: Nusa Tenggara Timur	81: Maluku
19: Bangka Belitung	61: Kalimantan Barat	82: Maluku Utara
21: Kepulauan Riau	62: Kalimantan Tengah	91: Papua Barat
31: DKI Jakarta	63: Kalimantan Selatan	94: Papua