

FINANCIAL LITERACY PROGRAM IN HIGH SCHOOL AND ITS IMPACT ON STUDENT’S FINANCIAL LITERACY INDEX

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Abstract – *The aims of this study was to analyze the implementation of the financial literacy program in high school and its impact on students' financial literacy index. The successful implementation of the Financial Literacy Program in schools refers to three indicators in the supporting material for the National Literacy Movement, namely class-based indicators, school-based indicators, and community-based indicators. This study uses a descriptive quantitative approach, that takes place at a high school in Buleleng District which consists of 4 public schools and 3 private schools. The subjects of this study were school principals, curriculum assistants, and economics teachers as well as students of class 12 social studies to collect data regarding the level of students' financial literacy. Data was collected using structured interview methods and questionnaires related to aspects of financial literacy. Data analysis techniques using interactive analysis with several steps namely data collection, data reduction, data display, and conclusions. This study shows that the financial literacy programs in terms of class indicators is quite good. However, from indicators based on school and community culture, it is still lacking. The reason is, schools do not have yet a clear policy related to the implementation of financial literacy programs. Judging from the student's financial literacy score, it shows that the level of financial literacy is still low.*

Keywords: *financial literacy program, financial literacy index, high school student*

I. INTRODUCTION

In recent years, the issue of financial literacy has become a focus of government policies in every country, including Indonesia. Economic development is not solely aimed at improving people's welfare but also improving the quality of its human resources. For this reason, economic development is not only carried out through the construction of physical facilities that can be seen and felt directly by the community, but also through the development of thinking skills. One of the abilities that must be developed is the ability in terms of financial literacy. Financial literacy is defined as a person's ability to obtain, understand, and evaluate relevant information for making decisions related to money and understanding its financial consequences. The rapid use of financial technology, must be faced with qualified financial knowledge. If not, then people can be trapped in financial problems. For this reason, the role of financial literacy is important, because individuals have a responsibility for financial security in their lives.

Financial literacy education is currently very important for students from elementary school to university. This is necessary in order to become financially independent human beings and able to achieve the desired level of welfare. The results of the 2019 Indonesian National Financial Literacy and Inclusion Survey (SNLKI) by Financial Services Authority (OJK) show that the level of financial literacy for generation Z (18-25)

years is 44.04% lower than the millennial generation (26-35%) which is 47.98 (Financial Services Authority (OJK) Indonesia, 2022). According to Chen and Volpe, so the level of financial literacy for generation Z is still relatively low because it is below 60% (Chen & Volpe, 1998). This result is in line with the results of research which shows that the financial literacy of students at the high school and university is still low ((HS & Indriayu, 2017); (Lamada, Mustari. Rahman, 2015); (Herawati, 2017).

Literacy education in schools has been initiated by the government through the Regulation of the Minister of Education and Culture which is concerning in Characteristics Building Skill. This regulation issues the School Literacy Movement or “Gerakan Literasi Nasional) (GLN) program as a program that aims to develop reading habits in the school environment. GLN program is expected to be able to make students understand information analytically, critically, and reflectively. There are six literacy that are expected to be implemented in schools, including, (1) reading and writing literacy, (2) numeracy literacy, (3) scientific literacy, (4) digital literacy, (5) financial literacy, and (6) cultural literacy and citizenship. GLM implementation in schools is carried out in three interrelated stages, namely the habituation, development, and learning stages (High School Directorate, 2020). For this reason, the role of teachers and management is needed to support literacy education activities, especially financial literacy in schools

At the high school (SMA) financial literacy education is implemented in Economics Subjects. OJK and the Ministry of Education and Culture published a book entitled “Mengenai Otoritas Jasa keuangan dan Industri Jasa keuangan” in english call "Getting to Know the Financial Services Authority and the Financial Services Industry" which is intended for class X. In addition, there are several scopes of financial literacy material that are applied in school learning, including: (1) understanding of economic transactions and various types of practice, (2) introduction to economic resources (earnings), (3) introducing the concept of spending as a basis for meeting basic needs, (4) introducing the concept of

saving in traditional and modern terms, (5) introducing the concept of sharing based on local wisdom, religious teachings, and the state, and (6) introduction to the concept of bad practices and financial crimes.

In order for financial literacy learning to be directed and sustainable, in the material book supporting financial literacy it is stated that there are 3 indicators of successful implementation of financial literacy in schools, namely: (1) class-based, (2) school culture-based, and community-based (Fianto et al., 2017). These indicators should be a benchmark for the successful implementation of financial literacy education in schools.

Based on the GLN program implementation roadmap, the Ministry of Education and Culture stated that all educational units have implemented the GLN program since 2016. However, until now there have not been many studies evaluating the Financial Literacy Movement program in schools. Several studies have examined the application of financial literacy education in schools (Ulfah et al., 2021) which state that financial literacy material is included in economics lessons except for indicators of bad behavior and financial crimes that have not been included in the syllabus. Furthermore, research (HS & Indriayu, 2017) found that there are 3 roles in determining the success of financial literacy education in schools. One of them is the teacher's role in providing financial learning experiences to students. Based on this study, it can be seen that there is still a lack of research that examines how the implementation of financial literacy education in high schools is based on three indicators of the success of financial literacy education. In addition, the low level of financial literacy of school students requires efforts to improve the financial literacy learning curriculum in schools. For this reason, this research was initiated to provide relevant information related to the implementation of literacy education in schools based on established indicators.

Based on the background of the problems above, the purpose of this study is to analyze the implementation of GLN, especially the financial literacy program in high schools

based on 3 (three) indicators, namely class-based, school culture-based and community-based indicators. Second, analyzing how the level of financial literacy of students in high school is as a result of the implementation of financial literacy education in schools. The urgency of this research theoretically can be used as the development of knowledge, as well as the development of theories regarding the application of financial literacy education in schools. Whereas practically, the results of this research can be used by several parties, including stakeholders, in this case the government through the Ministry of Education and Culture, OJK, and banking parties whose mission is to conduct financial literacy education to all levels of society, including school students.

II. METHODS

This study uses a quantitative descriptive research type that takes place at a high school (SMA) in Buleleng District which consists of 4 public schools and 3 private schools. The schools used as research objects were SMAN 1, SMAN 2, SMAN 3, and SMAN 4 Singaraja and SMAS Karya Wisata, SMAS Lab Undiksha, and SMAS Muhammadiyah 2. The subjects of this study were school principals, deputy heads of curriculum, economics teachers and students at class 12 social studies to collect data on students' financial literacy levels. Data was collected using structured interview methods and questionnaires related to aspects of financial literacy. Structured interviews using an interview guide with 16 questions asked. Respondents will be asked to answer yes or no and provide arguments for that answer. The questions posed can be seen in Table 1 below.

Table 1. Indicators of Implementation of the Financial Literacy Program

I. CLASS-BASED
1.1 Number of trainings attended by school principals, teachers and school management 1. Was there any training on the topic of financial literacy attended by school principals

2. Is there any training on the topic of financial literacy attended by teachers 3. Is there any training on the topic of financial literacy attended by school management
1.2 Intensity of utilization and application of financial literacy in learning activities 4. Is there any use and application of the concept of financial literacy applied in non-economic subjects at school? 5. Is there any use and application of the concept of financial literacy applied in economics subjects at school? 6. Has relevant financial literacy material been provided in the economics subject?
1.3 Value of financial literacy based on OJK and other institutions. 7. Has there ever been a survey/research related to increasing the financial literacy index in schools?
II. SCHOOL CULTURE- BASED
2.1 Number and variety of books and teaching aids based on financial literacy 8. Are there books and teaching aids based on financial literacy 9. Is the frequency of borrowing books to support financial literacy in the library?
2.2 Number of financial literacy activities in schools 10. Are there any financial literacy activities in the form of seminars, training or similar activities conducted by schools? 11. Are financial literacy activities in schools held regularly and continuously?
2.3 There is a school policy related to financial literacy 12. There is a school policy related to financial literacy?
2.4 There is access to online and offline sites related to financial literacy 13. Is there access to online and offline sites related to financial literacy
2.5 There are active school financial institutions such as school mini banks or cooperatives. 14. Are there any active school financial institutions such as school mini banks or cooperatives?
III. COMMUNITY – BASED
3.1 There are facilities and infrastructure that support financial literacy in schools. 15. Are there facilities and infrastructure that support financial literacy in schools.
3.2 There is parental and community involvement in developing financial literacy in schools 16. Is there parental and community involvement in developing financial literacy in schools

Data collected through the interview guide will be given a score of 1 if implementing the program and a score of 0 otherwise. Then the scores obtained will be averaged by dividing the number of programs carried out with the maximum score multiplied by 100. The average obtained is categorized using the Benchmark Assessment Guide (PAP) with the following criteria.

- > 80 is categorized as very good
- 60-79 categorized as good
- 40-59 categorized as less
- < 40 is categorized as very poor

Besides quantitative data, qualitative data was also collected through interviews. The results of the interviews were analyzed using Analysis Interactive which divided the steps in data analysis into several parts, namely data collection, data reduction, data display, and conclusions.

III. RESULTS AND DISCUSSION

Based on data from interviews and questionnaires, the implementation of the financial literacy program can be described as follows. *First*, quantitative data through scoring guidelines that describe each assessment indicator whether it is categorized as very good, good, poor, or very poor.

Table 2 Implementation of the Financial Literacy Movement Program in SMA

I. Class -Based Indicators		
Indicators	Avg.	Category
1.1 Number of trainings attended by school principals, teachers and school management	67	Good

1.2 Intensity of utilization and application of financial literacy in learning activities	86	Very Good
1.3 Value of financial literacy based on OJK and other institutions	14	Very Poor
Average	67	Good
II. School Culture- Based Indicators		
2.1 Number and variety of books and teaching aids based on financial literacy	14	Very Poor
2.2 Number of financial literacy activities in schools	36	Very Poor
2.3 There is a school policy related to financial literacy	0	Very Poor
2.4 There is access to online and offline sites related to financial literacy	72	Baik
2.5 There are active school financial institutions such as school mini banks or cooperatives.	29	Good
Average	29	Very Poor
III. Community- Based Indicators		
3.1 There are facilities and infrastructure that support financial literacy in schools.	0	Very Poor
3.2 There is parental and community involvement in developing financial literacy in schools	57	Poor
Average	29	Very Poor
Total Average	48	Poor

Based on the data above, it can be seen that on average the implementation of financial literacy in high schools in Buleleng District is in the less category. However, the class-based indicators show good results. This can be explained by the fact that the intensity of training carried out by school principals, teachers and school management is quite frequent and the implementation of financial literacy learning is well implemented in their learning. However, when viewed from indicators based on school and community culture, it is still very lacking. This shows that the school and the community have not made

concrete efforts to increase financial literacy in schools.

Based on the results of interviews with school principals, deputy curriculum and supporting teachers regarding the implementation of the financial literacy movement, it can be described as follows. Judging from Indicator 1, which is class-based, in general it has gone well. Based on the indicators of the participation of the school community in training activities, the results showed good results. This can be seen from a number of training activities that are more often carried out by teachers in economics subjects. Management, in this case school principals and staff, has received more training in terms of financial management of school funds such as Bantuan Operasional Sekolah (BOS) funds. Judging from the intensity of utilization and application of financial literacy in learning, it shows very good criteria. This can be seen from almost all components of financial literacy material that has been given in economics subjects. However, material for financial crimes such as corruption, bribery, fraudulent investment, money laundering and other crimes, not yet implemented properly. Some schools have applied financial literacy material, such as in history lessons regarding the history of money and its benefits, math lessons in calculating interest rates. However, the intensity is still very low. Regarding the survey on financial literacy index, very few targeted high schools in Buleleng Regency. Only 1 school, namely SMAN 4, has ever been surveyed by students to complete their final assignment.

Judging from the indicators based on school culture in general, the results are very poor. This indicator shows how the role of schools is able to provide experience both in terms of knowledge and skills in financial management. The availability of supporting books and visual aids in schools is still lacking. Books owned are limited to books and LKS (student worksheets) that are used in certain subjects related to economics, such as books on accounting, entrepreneurship, and marketing. For indicators of training activities and financial seminars conducted at schools, there are schools that have received visits from both the Bank, OJK, and Universities, but there are

also schools that have never conducted activities. However, these activities are not routine (only incidental) and some only provide product promotion activities such as savings and credit for teachers, without providing knowledge about financial literacy. The results of the study also show that not a single school has policies related to efforts to increase financial literacy in schools. Judging from the access to online and offline sites, it shows very good scores, this is because almost all schools have internet access, which can be used by all students to find financial information. Furthermore, regarding financial institutions owned by schools, only 1 school has a mini bank. This mini bank cooperates with one of the regional banks with saving activities by students every week. There are also have student organizations call "Koperasi" and bazaar activities which are carried out on school birthdays by selling food, beverage and handicraft products made by students. This activity provides benefits not only to increase the entrepreneurial spirit but also indirectly provides skills in financial management.

Based on community-based indicators, the implementation of the financial literacy movement is still categorized as very poor. This is because the community has not been fully involved in activities carried out by schools, especially related to financial literacy. The role of parents in this case is only limited to the funding side of student tuition.

This study also analyzed the level of financial literacy of students. A total of 218 students participated in filling out the questionnaire. Student financial literacy is seen from 2 aspects, namely knowledge and student financial behavior. From the knowledge aspect, the financial literacy level of students obtained an average of 46 and from the behavioral aspect, it was 52. The categorization of financial literacy levels refers to (Chen & Volpe, 1998) with the following range: (1) low group with a score < 60%, (2) the medium group with a score of 60% to 79%, (3) and the high group with a score of $\geq 80\%$. So it can be seen that overall the average (mean) level of financial literacy for high school students in Buleleng Regency is low.

The low level of financial literacy when it is associated with the implementation of the low financial literacy movement in schools shows consistent results. This can be interpreted that the lack of optimal school support to increase students' financial literacy has an impact on the low level of financial literacy. This is in line with several studies such as (Herawati, 2015; Saleh & F, 2020; Udayanthi et al., 2018) which shows the quality of learning has a significant effect on increasing students' financial literacy. Several educational programs in schools have been carried out to increase students' financial literacy, such as research (Carlin & Robinson, 2012) which conducted experiments on students to make budgeting through fictitious cases. The results show an increase in positive financial behavior such as being more efficient, delaying desires, paying off debt more quickly, and reducing financing through credit. Furthermore, research (Aisyah & Saepuloh, 2019) and (Rasco et al., 2021) carried out innovations in classroom learning both with the "kencleng" system, namely activities to make donations by setting aside a portion of income in the form of attractively designed piggy banks or games in the form of technology-assisted games to provide real experience in financial management.

IV. CONCLUSION

Based on the results of the study it can be concluded several things as follows. First, regarding the implementation of the Financial Literacy Movement in schools, it is still in the poor category with a score of 48. Judging from the class-based indicators, it shows good results with a score of 67. This can be seen from the intensity of the training conducted by school principals, teachers and school management which is quite adequate and the implementation learning financial literacy is well implemented in learning. However, when viewed from indicators based on school and community culture, it is still very poor with an average score of 29 or in the range <40. This shows that the school and the community have not made concrete efforts to increase financial

literacy in schools. Second, the analysis of the financial literacy level of high school students in Buleleng Regency is low with an average score of 52 or within the range of < 60%. This shows the link between the implementation of financial literacy education through school policies having an impact on students' financial literacy levels. For this reason, it is hoped that in the future the school will be able to make concrete efforts based on 3 indicators of financial literacy so that students are able to be smart in managing their finances.

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