

Financial Literacy Education: Personal Financial Recording to Grade X Students of SMA Bakti Idhata Jakarta

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ABSTRACT

The ability to manage personal finances is an essential skill for every individual, especially the younger generation, to be able to make wise financial decisions. This community service program aims to increase the understanding of class X students of SMA Bakti Idhata Jakarta regarding personal financial records. The methods applied include direct delivery of material, interactive discussions, and evaluation through pre-tests and post-tests to measure the improvement of participants' understanding. The results of the evaluation showed an increase in students' awareness of the importance of financial record-keeping, including the ability to distinguish needs and desires as well as the use of financial recording tools, both manually and digitally. Through this program, it is hoped that students can apply financial recording in their daily lives to achieve a more regular and stable financial condition.

INTRODUCTION

Financial literacy is an individual's knowledge and understanding of the basic principles of finance and business, which allows a person to analyze the financial information received and make the right financial decisions (Ferli & Nursanti, 2018). Meanwhile, financial behavior studies how individuals act in the investment decision-making process in response to the information they obtain (Ferli & Nursanti, 2018).

Financial literacy is a must for every individual to avoid financial problems because individuals are often faced with a trade-off, namely a situation where someone has to sacrifice one interest for the sake of another (OJK, 2022).

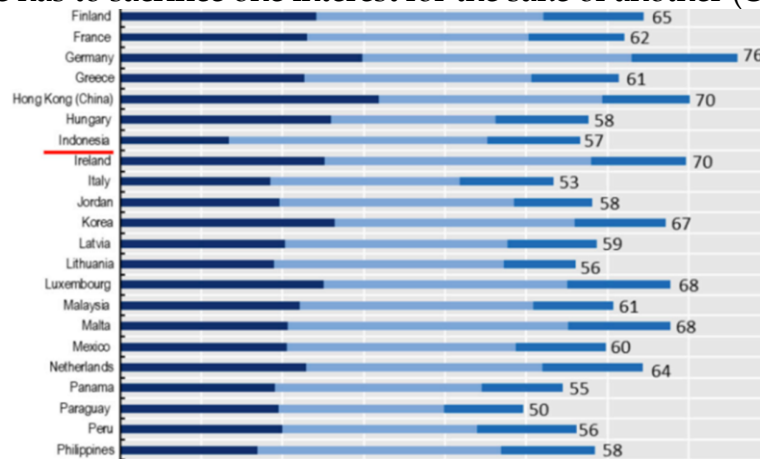


Figure 1. Literacy Scores of OECD Member Countries

Source: (OECD, 2024)

Based on Figure 1, the financial literacy scores of OECD member countries (OECD, 2024), Indonesia is in the middle to lower position compared to other countries. This shows that the level of financial literacy in Indonesia is still relatively low when compared to developed countries such as Germany, Finland, and Korea. Compared to neighboring countries in Southeast Asia such as Malaysia and the Philippines, Indonesia is in the middle position, with a higher score than the Philippines but lower than Malaysia. The quite striking difference between the dark and light bars on the graph shows a gap in various aspects of financial literacy, such as basic understanding of finance and its application in everyday life. This low score indicates the need to improve financial literacy programs in Indonesia, both through formal education in schools and education programs for the wider community (Azizi et al., 2024). This effort is important to increase financial inclusion and help people make wiser economic decisions (Ferdin et al., 2022).

The increasing complexity of the economy, individual needs and financial products, individuals must have financial literacy to manage their personal finances (Anindia Dwitri & Sugeng Pradikto, 2025). According to Nidar (2012), the level of public understanding of the financial system has an important role in maintaining the resilience of the national economy from the impact of the global financial crisis. Lack of financial literacy can cause individual losses, especially due to inflation, weakening economic conditions both at home and abroad, and the dynamics of the development of the economic system.

**Perbandingan Indeks Literasi dan Inklusi Keuangan
 berdasarkan Kelompok Umur**

Keterangan	Kelompok Umur	Hasil Survei
Literasi	15-17 tahun	51,70%
	18-25 tahun	70,19%
	26-35 tahun	74,82%
	36-50 tahun	71,72%
	51-79 tahun	52,51%
Inklusi	15-17 tahun	57,96%
	18-25 tahun	79,21%
	26-35 tahun	84,28%
	36-50 tahun	81,51%
	51-79 tahun	63,53%

Figure 2. Comparison of Financial Literacy and Inclusion Index by age group

Sources: (SNLIK OJK, 2024)

Based on Figure 1.2 comparison of financial literacy and inclusion index from (SNLIK OJK, 2024) based on age group, the level of financial literacy in the 15–17-year-old age group, which are generally high school students, reached 51.70%. This figure is the lowest compared to other age groups, indicating that high school students' understanding of basic financial concepts, such as money management, savings, investment, and the use of financial products, is still quite low. This low level of literacy could be caused by the lack of formal financial education in schools or the lack of practical experience in managing finances. Meanwhile, the level of financial inclusion in the same age group reached 57.96%, meaning that more than half of high school students have access to financial services, such as savings accounts, digital wallets, or debit cards. However, the use of these financial services is likely still limited to basic needs such as saving or making payments. The difference of 6.26% between the level of inclusion and literacy indicates that some high school students use financial services without having sufficient understanding of how to use them wisely. This can pose a risk in future financial decision-making, such as the use of credit and investment (Hatmoko, 2024). Therefore, efforts are needed to improve financial literacy among high school students, for example by including basic and practical financial materials in the school curriculum. Interactive financial education programs, such as financial management simulations with the title that the author raised, namely Personal Financial Recording.

Community service activities will be carried out at Bakti Idhata High School, targeting students with an average age of 15-16 years. This activity aims to improve financial literacy in generation Z, especially among high school students, by delivering basic material on personal financial recording as a tool for preparing a budget. The methods used include direct delivery of materials as well as pre-test and post-test questionnaire surveys to assess the effectiveness of the program (Ferli et al., 2024). Many students still have difficulty in recording their personal finances, so that their finances become irregular. Some of the

identified obstacles include difficulty in distinguishing between needs and wants, lack of understanding in allocating income and revenue, and limitations in the use of financial recording tools (Ferli et al., 2024).

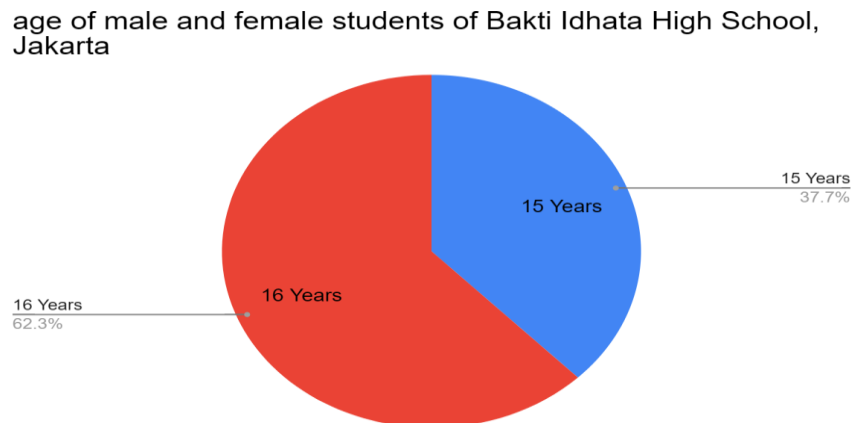


Figure 3. Respondents' Age
Sources: Author Data Processing (2025)

The financial literacy socialization was attended by a total of 73 students from grade 10. From the data in the Figure, it can be seen that there are two age categories of Gen Z represented in the event. The youngest participant is 15 years old and the most represented age is 16 years old, where more than half of the participants are at this age. This indicates that most participants are in the dominant age range, thus providing a demographic picture that is in accordance with the audience of the activity.

IMPLEMENTATION AND METHODS

Location of Implementation and Object of Community Service

The implementation of this Community Service (PKM) activity is in the form of providing education related to "Financial Literacy: Financial Recording" to high school students and equivalent. This activity is intended for and attended by high school students in grade X of SMA Bakti Idhata Jakarta totaling approximately 70 participants, and this PKM activity was carried out on February 24, 2025 by lecturers and semester 6 students of STIE Indonesia Banking School.

Implementation Method

Systematic Implementation of Community Service

Implementation of Community Service activities is carried out through a series of stages in solving the problems faced:

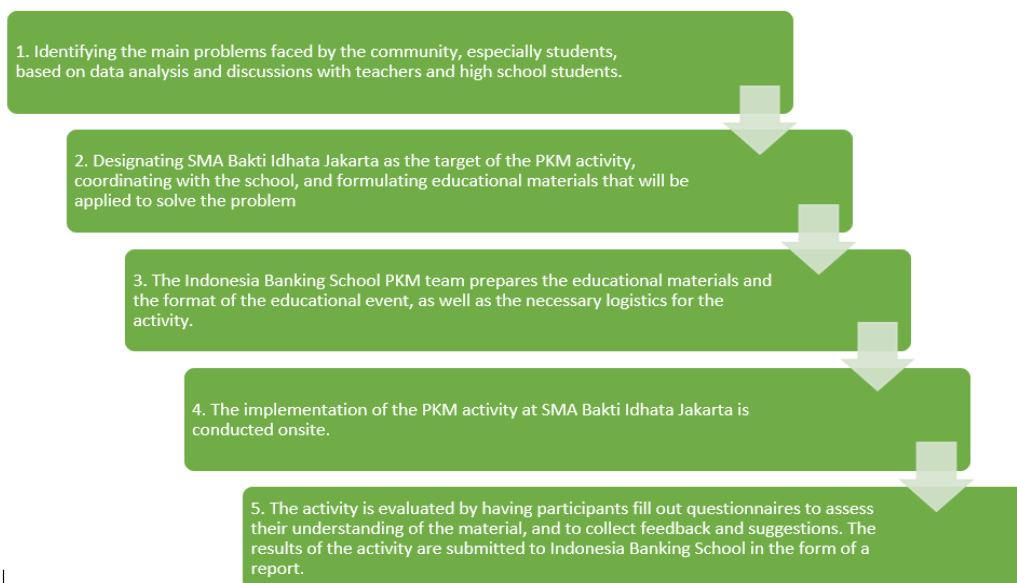


Figure 4. Activity Flow

Source: Author Data Processing 2025

1. Identification of problems

Based on Figure 2.1, the first stage of activity that we carried out was problem identification, the community service team identified various problems faced by high school students. This process was carried out through profiling school teachers, high school students, and alumni to obtain a more comprehensive picture. The data obtained was then confirmed with the results of the analysis to ensure the relevance of the problems to be discussed.

2. Selection and determination of the place of implementation of community service

After the main problems were identified, the team determined the location for the implementation of the service, namely at SMA Bakti Idhata Jakarta. This process involved communication and coordination with the school to determine the time and technical implementation of the activity.

3. Preparation of Community Service Materials

This stage involves the formulation and preparation of materials to be delivered to participants. The implementation team designs a series of activities and methods of delivering materials to be effective and in accordance with the needs of the audience.

4. Implementation of Community Service

Community service activities were carried out onsite at SMA Bakti Idhata Jakarta, located at Jl. Melati No.25, RT.13/RW.10, Cilandak Bar., Kec. Cilandak, South Jakarta City, Special Capital Region of Jakarta 12430. During the activity, participants were given materials according to the planning that had been prepared, followed by discussion and evaluation sessions to ensure their understanding of the topics presented.



Figure 5. Activity Flyer

Source: Author's Data Processing (2025)

5. Activity Evaluation and Preparation of Activity Reports

Evaluation of the activity was carried out by filling out a questionnaire using G-form to determine the participants' understanding and to assess the overall activity and expectations for future events. The results of the data input were processed by the community service team and then compiled into an activity report that was submitted to STIE Indonesia Banking School and will be published in a national journal.

Material presented

The delivery of material related to Financial Literacy that focuses on Personal Financial Recording as shown in Figure 2.3. In the discussion, we convey the background of the topic along with data that supports the urgency of choosing the topic. The material is delivered through several stages. First, participants are given a short video explaining the concept of financial literacy and its benefits. After that, the definition of financial recording is explained, its benefits in controlling expenses and avoiding debt, and the stages that include recording income, expenses, and financial evaluation (Yushita, 2017).

To help with recording, participants are introduced to various tools, both manual such as notebooks and digital such as financial applications (Arianti, 2021). In addition, an understanding is given regarding the differences between needs and wants in preparing a budget, so that participants can be wiser in managing their finances. As a practical strategy, the 50/30/20 method is introduced, namely 50% of income for needs, 30% for wants, and 20% for savings and investments (Hariyani et al., 2022) (Rachma et al., 2023). Participants are also given a simple template to record their personal finances.

The activity ended with a question-and-answer session and a post-test to evaluate the participants' understanding. It is hoped that through this activity, participants can apply financial recording in everyday life to achieve better financial stability.



Figure 6. Presentation Material
Source: Author Data Processing (2025)

Table 1. Indicators for Measuring the Effectiveness of Community Service Programs

No	Indicator
1	The activity was attended by at least 50 students from Bakti Idhata High School, Jakarta
2	As many as 75% of participants were able to understand the material and gain benefits by participating in the activities.
3	As many as 50% of participants who have taken part in the activity showed interest in managing finances
4	As many as 40% of participants felt motivated and would start recording their finances.

Source: Author's Data Processing (2025)

Table 1. shows the indicators used in the evaluation of community service activities. Thus, the evaluation process includes pre- and post-counseling assessments, as well as reflections from participants to improve the quality of materials and delivery methods in the future. Overall, these indicators describe the success of the program in terms of the quantity of participation, understanding of the material, and its impact on participants' attitudes and behavior in managing personal finances.

RESULTS AND DISCUSSION

Community service activities with the topic "Personal Financial Management for High School Students" have been successfully implemented with the active participation of students. The community service activity was carried out at the school on Monday, February 24, 2025, with the presence of 73 students in grade 11. The event started at 11.45 WIB and included a presentation

of materials and a survey using the Pre-Test and Post-Test questionnaires. This activity was well attended. The material for the community service activity to SMA Bakti Idhata Jakarta included an introduction to financial recording and its role in managing personal finances, including the importance of financial recording, recording methods, and the difference between needs and wants.

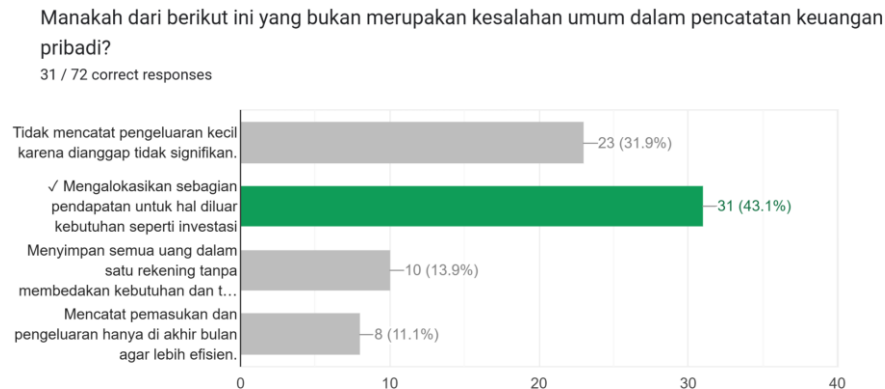


Figure 7. Respondents are less knowledgeable about personal financial management

Source: Data Management Output (2025)

The survey results in Figure 3.1 show that respondents' understanding of errors in personal financial recording is still varied. Of the 72 respondents, only 31 people (43.1%) answered correctly that allocating part of their income for investment is not an error in financial recording. This reflects that almost half of the respondents have understood the importance of investment as part of a good financial strategy. However, there are still many common errors in financial recording that are considered correct by some respondents. As many as 23 people (31.9%) think that not recording small expenses is because it is considered insignificant and 10 respondents (13.9%) choose to save all their money in one account without separating it based on needs and goals, which shows that awareness of the importance of separating accounts still needs to be improved.

In addition, there are 8 people (11.1%) who think that recording income and expenses only at the end of the month is an efficient step. It can be concluded that although awareness of the importance of investment is quite good, further education is still needed regarding more effective financial recording.

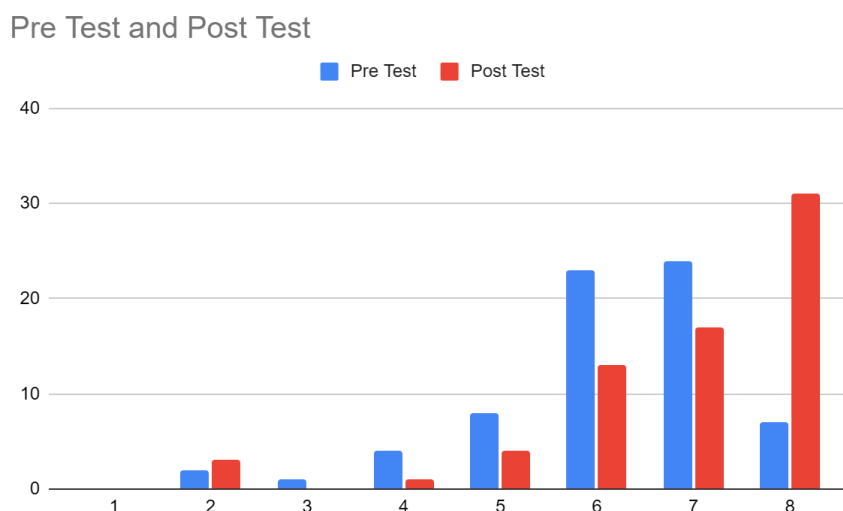


Figure 8. Comparison of Pre-Test and Post-Test
Source: Author's Data Processing (2025)

The evaluation results showed an increase in participants' understanding of financial literacy after the activity took place. Based on Figure 3.2, the participants' Posttest scores increased compared to the Pre-Test, especially in the score category 6 to 8. The number of participants with the highest score (8) in the Post-Test increased significantly compared to the Pre-Test, indicating the effectiveness of the material presented. This shows that the activity went well and participants were able to understand the material given optimally.

After socialization, there was a significant increase in the understanding of Bakti Idhata High School students about financial literacy, especially personal financial management. Before the activity, many students had a low understanding of the concept of managing daily finances and the concept of emergency funds. After the activity, a question-and-answer session was held and the majority of students were able to answer the questions correctly, indicating a better understanding. Then, Bakti Idhata High School students also showed a high interest in exploring further how to record and manage their personal finances. This indicates that the delivery of material with the right approach is able to generate interest and financial awareness among students.



Figure 9. Activity Documentation
Source: Author's Data Processing (2025)

CONCLUSION AND RECOMMENDATION

The community service activity conducted at SMA Bakti Idhata Jakarta on financial literacy and personal financial record-keeping showed positive results. This activity successfully improved students' understanding of the importance of financial record-keeping in daily life. This was evident from the evaluation results of the pre-test and post-test, there was an increase in scores, indicating that students had a better understanding of the basic concepts of financial literacy after participating in the training.

Before this activity was carried out, many students still had difficulty managing their personal finances, such as distinguishing between needs and wants, and recording their expenses regularly. Through interactive educational methods—such as material presentations, discussions, and simulations—students were able to better understand the importance of financial record-keeping. They were also introduced to various recording tools, both manual and digital, that can help them manage their finances more effectively.

Based on the results of the post-test, it is recommended that future research focuses on the topic of investment as a development of basic financial literacy. Education on investment—such as mutual funds, stocks, or Sharia-

compliant instruments – is crucial to encourage the younger generation not only to manage their finances wisely but also to plan for the future through smart investment decision-making. Therefore, follow-up research is expected to make a tangible contribution to improving financial literacy and inclusion in Indonesia.

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