FINANCIAL LITERACY OF STUDENTS IN THE DEVELOPMENT ECONOMICS PROGRAM AT UNIVERSITAS JENDERAL SOEDIRMAN

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Abstract. In the era of globalization and digitalization, financial literacy is a crucial skill, especially for the younger generation. Students, as part of the younger generation preparing to enter the workforce, require adequate financial understanding to manage their finances wisely. However, the level of financial literacy in Indonesia remains relatively low. Based on a 2024 Financial Services Authority survey, the Indonesian public's financial literacy index only reached 65.43. Limited financial insight can influence financial decision-making, such as unwise use of credit cards or online loans without understanding the risks. This study aims to analyze the effectiveness of a digital banking and financial literacy education and training program for students in the Development Economics Study Program, Faculty of Economics and Business, UNSOED. This study used a quasi-experimental approach with a pre-test and post-test without a control group. The sample was determined using purposive sampling based on active students in the 2023–2025 intake who had never participated in similar training. The results show that the education and training program had a significant impact on improving student's financial literacy. Based on the paired sample t-test, all study variables had a significance value, indicating a significant difference before and after the training. This program has proven effective in improving students' basic knowledge, attitudes, behaviours, and abilities in managing personal finances digitally.

Keywords: Financial literacy, students, education, training, digital

1. Introduction

In the era of globalization and digitalization, financial literacy has become a crucial skill, especially for the younger generation. Students, as part of the younger generation preparing to enter the workforce, require adequate financial insight. However, data shows that the level of financial literacy in Indonesia remains relatively low. Based on a 2024 survey by the Financial Services Authority (OJK), the financial literacy index in Indonesia was 65.43, meaning that out of 100 people aged 15-79, 65 have good financial literacy. This disparity, however, has reached 75.02, meaning that out of 100 people aged 15-79, 75 are financially inclusive (1). This inequality indicates that even though people have access to financial services, a deep understanding of financial literacy remains limited. Limited financial insight can lead to inappropriate financial decisions, such as unwise use of credit cards or the use of online loans without understanding the associated risks (2). Financial literacy education and training programs have significant potential to improve understanding, particularly among students, about personal financial management and how to optimally utilize financial technology. Previous research has shown that training-based financial literacy programs can improve individuals' knowledge and skills in managing their finances (3).

The financial literacy education program is implemented through the Digital Financial Literacy (DFL) program, the DFL program is an individual's ability to understand, use, and manage digital-based financial services wisely, safely, and efficiently. DFL includes skills in utilizing digital technology for financial needs, such as online transactions, the use of financial applications, personal financial management, to digital security in financial activities. The implementation of the DFL program is carried out by involving a team from the Banking Laboratory at the Faculty of Economics and Business (FEB) of Universitas Jenderal Soedirman (UNSOED) to be able to provide training on financial literacy.

2. Methods

This study employed a quantitative descriptive method combined with a quasi-experimental design using a one-group pre-test and post-test approach without a control group. This design aimed to measure changes in students' financial literacy levels before and after being treated with a financial literacy education and training program.

The study population was students of the Development Economics Study Program FEB UNSOED. Primary data were obtained through a field survey using a questionnaire. The sampling technique used was purposive sampling, with the criteria being active students from the 2023–2025 intake who had never participated in financial literacy training or similar programs before. Based on these criteria, 112 respondents were selected.

Instrument testing included validity and reliability testing. The validity test assessed the instrument's accuracy through item analysis. An item was declared valid if the calculated r value was greater than the table r value. The reliability test measured the instrument's consistency using the Spearman-Brown method, and the instrument was considered reliable if the reliability value was greater than 0.60. Furthermore, a normality test was performed using the Kolmogorov–Smirnov test to ensure normal data distribution. Analysis of differences in literacy levels before and after training was conducted using a paired sample t-test.

3. Results And Discussion

3.1. Validity Test

Table 1. Results of validity test calculations

Variables	Question Indicator	Significance	Information
Basic Knowledge of Digital Banking and Finance	Question 1	0.000	Valid
	Question 2	0.000	Valid
	Question 3	0.000	Valid
	Question 4	0.000	Valid
	Question 5	0.000	Valid
Digital Financial Attitudes and Behavior	Question 1	0.001	Valid
	Question 2	0.000	Valid
	Question 3	0.000	Valid
	Question 4	0.000	Valid
	Question 5	0.013	Valid
The Impact of Digital Banking and Financial Literacy Education	Question 1	0.000	Valid
	Question 2	0.000	Valid
	Question 3	0.000	Valid
	Question 4	0.000	Valid
	Question 5	0.000	Valid
The Influence of Education on Personal Financial Management	Question 1	0.000	Valid
	Question 2	0.000	Valid
	Question 3	0.000	Valid
	Question 4	0.000	Valid
	Question 5	0.000	Valid

Source: Processed data, 2025

Validity testing was conducted using item analysis, which involves correlating the score for each question item with the overall score. A question's validity is determined if the significance value is < 0.05. If the significance value is less than alpha, the question is considered valid. In this study, the alpha used was 5%, or 0.05. The following presents the results of the validity test calculations for this study.

Based on Table 1, each question in the variables Basic Knowledge of Digital Banking and Finance, Digital Financial Attitudes and Behavior, Impact of Digital Banking and Financial Literacy Education, and Influence of Education on Personal Financial Management was declared valid because it had a significance value < 0.05. Thus, all questions were suitable for use as research instruments. Next, a reliability test was conducted.

3.2. Reliability Test

This reliability test was conducted on all questions that had passed the validity test. The requirement for passing the reliability test is if the instrument's reliability value (r) is greater than 0.60. Table 2 below shows the results of the reliability test calculations for the variables Basic Knowledge of Digital Banking and Finance, Digital Financial Attitudes and Behavior, Impact of Digital Banking and Financial Literacy Education, and Influence of Education on Personal Financial Management.

Table 2.Reliability test calculation results

Variables	Cronbach Alpha Coefficient	Cronbach Alpha Min	Information
Basic Knowledge of Digital Banking and Finance	0.656	0.60	Reliable
Digital Financial Attitudes and Behavior	0.857	0.60	Reliable
The Impact of Digital Banking and Financial Literacy Education	0.891	0.60	Reliable
The Influence of Education on Personal Financial Management	0.679	0.60	Reliable

Source: Processed data, 2025

Table 2 shows that the instrument reliability value (r) for each variable is greater than 0.60. This indicates that the questionnaire items are suitable for use as research instruments because they are capable of producing consistent and reliable data.

3.3. Normality Test

The purpose of this normality test is to see the distribution of data in a group of data or variables in the regression model whether it is distributed or not. To determine the normality of the data in the regression model, the Kolmogorov Smirnov test is carried out. To find out whether the data is normally distributed or otherwise, it can be seen based on the probability of the Asymp. Sig. (2-tailed) coefficient, if the probability of the Asymp. Sig. (2-tailed) coefficient is greater than 0.05, then the data is normally distributed, and vice versa if the value of the Asymp. Sig. (2-tailed) coefficient is calculated to be less than 0.05 so it can be ascertained that the data is not normally distributed.

Table 3. Normality test

Kolmogorov-Smirnov	Unstandardized Residual
Test Statistic	0.053
Asymp. Sig. (2-tailed)	0.200

Source: Processed data, 2025

Based on the results of the normality test in Table 3, it is known that the Asymp. Sig. (2-tailed) coefficient value is 0.200. When compared with the alpha (α) value of 0.05, the result is 0.200 > 0.05. Thus, it can be concluded that the data on the variables used in this study are normally distributed.

3.4. Paired Sample t-test

Since the data in this study were normally distributed, the Paired Sample t-test was used to analyze the results of paired observations between two data sets to determine whether there were significant differences before and after the implementation of digital banking and financial literacy education.

The main stage in implementing the Paired Sample t-test is determining the research hypothesis, which is formulated as follows:

H_0 : There is no significant difference

H_a : There is a significant difference

If the results of the research data processing show a significance value below 0.05, then the data is considered to have a significant difference (H_0 rejected), and if the significance value is more than 0.05, then the data is considered to have no significant difference (H_0 accepted).

Table 4. Paired sample t-test

Paired Sample Test	Sig. (2-tailed)
Pre. Variable 1 & Post. Variable 1	0.000
Pre. Variable 2 & Post. Variable 2	0.000
Pre. Variable 3 & Post. Variable 3	0.000
Pre. Variable 4 & Post. Variable 4	0.000

Source: Processed data, 2025

Based on Table 4, the significance value of each variable before and after the digital banking and financial literacy education shows results < 0.05 (alpha 5%). The significance value for Pre and Post Variables 1, 2, 3, and 4 is each 0.00 < 0.05. This indicates that there are significant differences in basic knowledge about digital banking and finance, digital financial attitudes and behaviors, the impact of digital banking and financial literacy education, and the influence of education on personal financial management before and after the education implementation.

3.5. Discussion

Based on Table 4, which shows the significance values for the variables measured before and after the digital banking and financial literacy education, it can be concluded that there have been significant changes in various aspects related to financial literacy. Significance values below 0.05 for all variables (Pre- and Post-Variable) indicate that digital banking and financial literacy education has had a significant impact on respondents' understanding and management of their personal finances.

The basic knowledge variable about digital banking and finance (Pre. Variable 1 & Post. Variable 1) showed a significant change with a significance value of 0.00 < 0.05, indicating that education successfully improved respondents' understanding of the basic concepts of digital banking and digital finance. Before education, many respondents may not have fully understood the important role of technology in financial management. However, after participating in the literacy program, they became more aware and had a better understanding of how digital financial platforms work. Previous research by Lusardi and Mitchell (2014) also showed that good financial literacy can improve an individual's ability to make better financial decisions, including understanding digital financial products (2). These results are in line with research by Al-Majali et al. (2024) which showed that increased understanding of digital finance encourages smarter and more inclusive financial decision-making (4). Research by Abdurrahman and Nugroho (2024) also confirmed that individuals with a good basic understanding of digital finance are better able to utilize technology-based financial services effectively and responsibly (5).

The digital financial attitudes and behavior variables (Pre. Variable 2 & Post. Variable 2) also showed significant changes, with a significance value of 0.00 < 0.05. This indicates that digital banking and financial literacy education not only increases knowledge but also changes how respondents view and interact with digital financial services. Before education, many

respondents may have been skeptical or unsure about the use of technology in finance. However, after education, they tended to be more open and confident in using digital banking applications, e-wallets, and other fintech products. Shiller (2017) noted that financial literacy can change individuals' attitudes toward financial products, which influences how they access and use financial technology (6). These results are also supported by research by Al Maliyah et al. (2025) who found that financial literacy has a positive and significant effect on financial risk attitudes and the use of financial technology. This means that increasing financial literacy will strengthen individuals' confidence in risk and encourage them to be more active in using digital financial services responsibly (7). Furthermore, Saragih's (2024) research found that financial attitudes significantly influence financial behavior, particularly in the context of the digital economy among college students. Individuals with positive attitudes toward financial management tend to exhibit more responsible financial behaviors, such as budgeting, saving, and using digital platforms for productive purposes. These results suggest that attitudinal change is a crucial element in developing healthy digital financial behavior (8).

Furthermore, the impact variable of digital banking and financial literacy education (Pre. Variable 3 & Post. Variable 3) also appears significant, with a significance value of $0.00 < 0.05$. This indicates that education not only improves knowledge and attitudes but also has a clear impact on respondents' daily financial practices. Before education, most respondents may not fully understand the importance of utilizing technology to manage their personal finances. However, after receiving education, respondents became more prepared and confident in using digital applications for financial planning and management. Research by Hastings et al. (2013) states that effective educational programs can improve individuals' understanding of financial products, leading to better financial management (3). Furthermore, these results are also consistent with research by Gibson et al. (2022) which found that financial education has a significant effect on individuals' positive financial behavior. The study also explained that financial education provided at the right time and context, and integrated with real-life practices such as the use of digital financial applications or systems, can improve individuals' abilities to plan, control, and make better financial decisions (9).

Finally, the variable of the influence of education on personal financial management (Pre. Variable 4 & Post. Variable 4), a significance value of $0.00 < 0.05$ indicates a significant change in how respondents manage their finances after receiving education. Before education, respondents may not have fully utilized technology to manage expenses, save, or invest. However, after receiving information and training, they began using digital banking and financial applications to monitor their finances more effectively. Cole et al. (2009) revealed that higher financial literacy enables individuals to make better decisions regarding savings, investment, and debt management, which has a direct impact on their financial stability (10). The results of this study are also supported by the findings of Rahayu et al. (2022) who showed that digital financial literacy (DFL) has a significant positive effect on financial behavior including saving, investing, and spending behavior. This means that increasing digital financial literacy encourages individuals to manage their finances in a more planned and efficient manner with the help of digital technology (11). Furthermore, Jhonson et al. (2023) found that digital financial literacy plays a crucial role in shaping healthy financial behaviors, ultimately improving financial well-being. The study confirmed that increased digital financial literacy enables individuals to utilize technology-based financial services to make better financial decisions (12). Similar findings were also presented by Siskawati & Ningtyas (2022), who found that financial literacy significantly influences students' financial behavior, and the use of financial technology (fintech) strengthens individuals' ability to manage their personal finances. The study also highlighted that young people with good financial literacy are wiser in financial planning, saving, and avoiding consumer behavior (13).

4. Conclusion

The results of the study indicate that the financial literacy education and training program significantly improved the financial insight of students in the Development Economics Study Program FEB UNSOED. Based on the results of the paired sample t-test, all study variables experienced significant changes after the training.

These findings indicate that financial literacy education and training programs can improve students' understanding, attitudes, and behaviours in utilizing financial technology wisely and effectively. Furthermore, these programs contribute to preparing students for the increasingly digitalized world of work, particularly in the banking and financial sectors. Therefore, the implementation of digital banking and financial literacy programs needs to be developed sustainably and expanded to support the improvement of financial literacy among Indonesia's younger generation.

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