



STRENGTHENING YOUTH FINANCIAL CAPABILITY: A COMMUNITY APPROACH IN MOYUDAN'S DIGITAL FINANCE LANDSCAPE

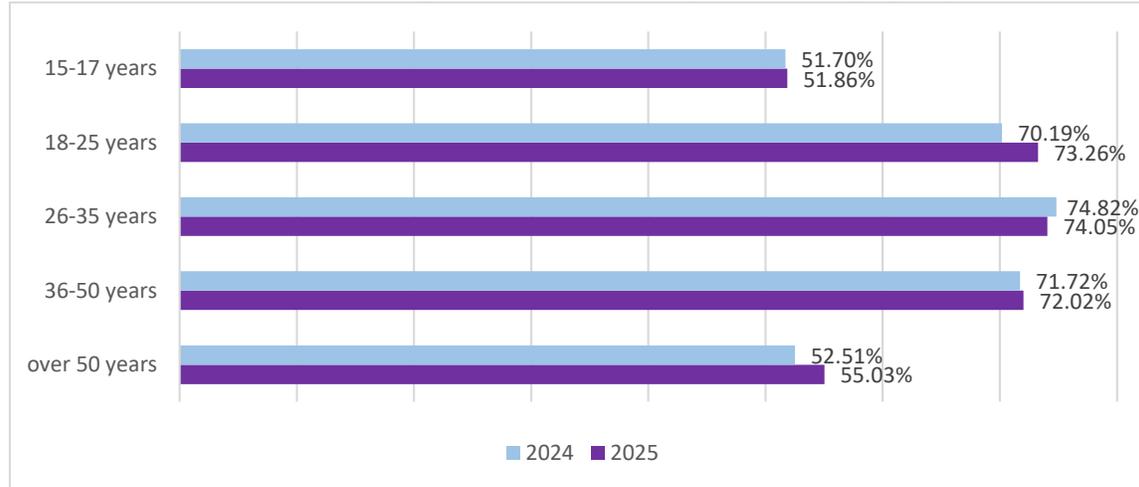
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Article info	ABSTRACT
<p>Corresponding Author:</p> <p>Navi'ah Khusniati naviahk@lecturer.undip.ac.id Universitas Diponegoro</p>	<p>On the technological advances and shifting global economic trends oblige today's youth, particularly young women, to master sound financial principles that discourage excessive spending and safeguard them from hazards in the digital finance realm. A community-based training program was carried out for Nasyyatul 'Aisyiyah (NA) Moyudan members to address this need. Designed collaboratively and delivered in an interactive format, the workshops explored budgeting, saving, investing, financial protection, and online security. Program impact was measured with a paired-samples t-test comparing the pre- and post-training scores of 24 participants. Results revealed an average gain of 23.75 points ($p < 0.001$), demonstrating a marked increase in financial understanding following the sessions. The evidence indicates that context-specific, participatory financial-literacy instruction can meaningfully strengthen young women's financial competence and is a preventive step toward bolstering the economic resilience of the upcoming generation.</p>
	<p>Keywords: <i>financial literacy; youth; women; community training</i></p>
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INTRODUCTION

The convergence of a rapidly evolving global economy and the swift adoption of digital technology has introduced new challenges in personal financial management, especially for young people. Under these conditions, financial literacy emerges as a core competency that individuals must cultivate early. More than the ability to read financial information, financial literacy encompasses budgeting, prudent decision-making, risk management, saving, and future planning (Lusardi & Mitchell, 2014).

Table 1. Percentage of financial literacy based on age group



Source: National Survey of Financial Literacy and Inclusion (SNLIK)

Despite the growing recognition of the importance of financial literacy, the Indonesian population's financial literacy level remains relatively low. The national financial literacy index for 2025 shows a positive trend, but significant disparities exist between different age groups. The 2025 SNLIK results indicate an increase in the financial literacy index, which rose to 66.46 percent from 65.43 percent in 2024. However, this gradual improvement means that nearly half of the Indonesian population still lacks the fundamental understanding and skills to manage finances effectively. This low level of financial literacy contributes to various microeconomic issues, including excessive consumer spending, uncontrolled debt, low savings rates, and heightened susceptibility to digital financial fraud.

Adolescent girls represent one of the most vulnerable groups. Many have begun earning income, yet lack adequate financial skills. Members of *Nasyiatul 'Aisyiyah* (NA) Moyudan—an organization of 17–to 20-year-old girls active in Sleman Regency, Yogyakarta—illustrate this reality. Although some members work or generate income, field observations show that many are unfamiliar with drafting budgets, recording expenditures, or conducting routine personal-finance reviews.

Fitriani and Sundari (2024) confirm this pattern, finding that most Indonesian adolescent girls do not grasp basic financial-management concepts, struggle to control spending, and face difficulties during financial emergencies. A chief cause is the absence of distinguishing between needs and wants. Every day, purchasing decisions are often impulsive and lack clear prioritization, quickly depleting funds, sometimes before mid-month.

Fintech growth adds another layer of complexity. Digital wallets such as OVO, DANA, and ShopeePay, as well as e-commerce platforms like Shopee and TikTok Shop, streamline transactions and foster unplanned spending. Continuous social-media scrolling and exposure to flash-sale advertisements spur the purchase of items that are, in fact,

unnecessary (Zulfialdi & Sulhan, 2023). These conveniences can entrench unhealthy long-term consumption habits without proper understanding and self-control.

Digital security risks have likewise intensified. Limited awareness of online fraud, bogus investments, and illegal lending schemes poses serious threats to young women with inadequate digital-finance literacy. Aisa and Silalahi (2024) note that many scams specifically target adolescents and young women who lack knowledge of personal data protection and the legitimacy requirements for digital financial institutions. Ignorance of legal and security aspects can lead to economic losses and lasting psychological distress.

Given this multifaceted problem, an educational and transformative solution is imperative to bolster young people's financial literacy and resilience, particularly among adolescent girls. Community-based training has proven effective in cultivating technical skills and prudent financial attitudes. Contextual, participatory financial-planning programs can reshape behavior and heighten awareness of early financial preparation (Amagir et al., 2018), while simultaneously introducing safe digital-transaction practices and vigilance against cyber-financial crime.

This community-service initiative, therefore, serves as both a preventive and promotive intervention to strengthen NA Moyudan members' capacity for healthy financial planning. The training imparts fundamental competencies in budgeting, income-expense tracking, priority setting, saving, and secure digital-finance management. It seeks to foster collective awareness of women's financial independence as a cornerstone of household and community economic empowerment.

Equipping adolescent girls with robust financial knowledge and skills is expected to nurture economically resilient individuals capable of making rational, responsible financial decisions. Consequently, the program benefits its direct participants and contributes to future family welfare and community economic stability.

METHOD

This community-service programme was implemented in Moyudan District, Sleman Regency, Special Region of Yogyakarta—a location selected because it is home to most members of the Nasyiatul 'Aisyiyah (NA) Moyudan Branch, the initiative's primary beneficiaries. The methodological design combined participatory and educational strategies. Sugiyono (2020) notes that participatory methods ensure that community members are actively engaged at every stage, whereas educational methods foster capacity-building through systematic knowledge transfer. The programme unfolded in four sequential phases: (1) preliminary planning, (2) development of training syllabi and learning materials, (3) delivery of financial-literacy workshops, and (4) compilation of a final report accompanied by a comprehensive programme evaluation.

a. Preparation

The project team first coordinated with the NA branch chair to specify participant quotas, scheduling, and logistical arrangements. A preliminary survey mapped participants' socio-economic profiles, educational backgrounds, personal-finance

experience, and pressing financial challenges. Guided by Israel et al.'s (2001) community-needs-assessment model, the survey ensured that training content matched local Gen-Z conditions in Moyudan. The findings informed the development of a contextual training module.

b. Development of Training Materials

Content was tailored to identified needs and designed for practical application. Sources included the Financial Services Authority's (2022) financial-literacy curriculum, the Ministry of Finance's *Generasi Cerdas Keuangan* module, and academic studies emphasising early financial education (Chen & Volpe, 1998). Topics covered:

1. Financial mindset
2. Budgeting principles
3. Saving and investment
4. Financial protection
5. Digital finance
6. Family financial-planning

Pre-test and post-test instruments were prepared, along with visual aids (infographics, concise handouts, presentation slides). Delivery methods included interactive discussions, simulations, case studies, and group reflection, consistent with an andragogical orientation that treats learners as active agents (Keppel, 2019).

c. Training Delivery

Workshops were scheduled in two cohorts—May and June 2025—to coincide with NA Moyudan's monthly meetings. Each session opened with a pre-test and a brief statement of participant expectations to capture cognitive and non-cognitive baselines. Key sessions were:

1. **Financial Mindset** – distinguishing needs from wants; personal spending-style quiz (spender vs saver).
2. **Budgeting 101** – constructing monthly budgets using the 50/30/20 rule and zero-based budgeting; one-month budget simulation.
3. **Saving and Investment** – emergency funds and entry-level instruments (mutual funds, gold, equities); instrument selection aligned with individual risk profiles.
4. **Family Financial Planning** – group work drafting short- and long-term plans; formative assessment via group presentations.
5. **Financial Protection** – emergency funds and insurance types; scenario-based discussion (“illness without insurance”) to highlight risk exposure.
6. **Digital Finance and Security** – safeguarding e-wallets, recognising phishing, OTP misuse, and data breaches.

d. Reporting and Evaluation

Programme impact was measured with paired pre-/post-test comparisons. Qualitative feedback from participants and facilitators informed the final report and recommendations for future iterations.

e. Evaluation and Monitoring

The assessment framework comprised three core components. First, a pre-test established participants' baseline knowledge before any instruction. Second, in-process monitoring—participatory observation, interactive quizzes, and reflective activities—tracked engagement and comprehension throughout the workshops. Third, a post-test, administered at the programme's conclusion, played a pivotal role in measuring knowledge gains, which is the ultimate goal of the evaluation.

This mixed-method evaluation captured both quantitative and qualitative impacts. As Lusardi and Mitchell (2014) emphasise, comprehensive assessment is essential for determining the effectiveness of financial literacy initiatives. Our program not only enhances knowledge but also ensures that this knowledge is translated into practical behaviour, providing a reassurance of its impact.

RESULT AND DISCUSSION

Finding

To gauge the training's effectiveness, a paired-samples t-test compared the pre- and post-test scores of 24 respondents. The analysis revealed a statistically significant improvement in scores after the intervention, indicating a robust and effective enhancement of participants' financial understanding by the programme.

Table 1. Financial-literacy training outcomes for Gen-Z participants

Variable	N	Mean	Std. Dev.	Std. Error	95% CI	
					Lower	Upper
Pre-test	24	70.00	10.22	2.085	65.69	74.31
Post-test	24	93.75	6.47	1.320	91.02	96.48
Difference	24	-23.75	7.11	1.451	-26.75	-20.75
T test (23)	-16.37					
Df	23					

Source: Authors' data analysis, 2025

Descriptively, the mean pre-test score was 70 (SD = 10.21), whereas the mean post-test score rose to 93.75 with a lower standard deviation of 6.47. The reduced dispersion indicates greater homogeneity of understanding after training. The 95 percent confidence interval for the pre-test mean was [65.69 – 74.31]; for the post-test mean, it was [91.02 – 96.48].

The mean difference between the two tests was -23.75, signifying an average gain of 23.75 points. The paired-samples t-test produced $t = -16.37$ ($df = 23$, $p < 0.001$). The null hypothesis of no mean difference is rejected because the p-value is well below the 0.05 significance threshold. These statistics confirm a statistically significant improvement in participants' knowledge. The findings reinforce evidence that structured, participatory training can enhance learning outcomes (Zulfialdi & Sulhan, 2023).

Discussion

The paired-sample *t*-test revealed a statistically significant improvement from pre-test to post-test (mean gain = 23.75; $p < 0.001$), demonstrating that the intervention effectively enhanced participants' mastery of the material. Moreover, the standard deviation declined from 10.22 to 6.47, indicating greater homogeneity of scores and suggesting that learning gains were distributed more evenly across individuals.

These outcomes corroborate the findings of Inaya *et al.* (2024), who reported comparable competence gains following participatory, digital-based training for MSME actors, and align with the observations of Fitriani and Sundari (2024) regarding the pedagogical benefits of technology-supported instruction. Both studies emphasise that training programmes tailored to participants' contextual needs and delivered through interactive facilitation yield superior learning results.

Nonetheless, the present evaluation is limited to short-term knowledge acquisition; it does not address the durability of learning or its translation into behavioural change and performance improvements. Longitudinal investigations are therefore warranted to assess whether the observed gains persist and influence real-world practice.

In sum, the evidence substantiates the efficacy of community-based training when it is systematically designed, needs-responsive, and empirically evaluated. Such interventions merit continued implementation and broader dissemination to strengthen individual capacity within diverse community settings.

CONCLUSION

The community-based financial-literacy workshops delivered to members of Nasyiatul 'Aisyiyah (NA) Moyudan demonstrably strengthened adolescent girls' knowledge and skills in personal financial planning. Conducted in a contextual, participatory manner, the intervention produced a statistically significant rise in participants' comprehension, as evidenced by paired-samples *t*-test comparisons of pre- and post-training scores. Beyond cognitive gains, the programme fostered healthier attitudes toward budgeting, saving, investing, and digital-finance security. These outcomes affirm the value of embedding educative strategies within initiatives aimed at the economic empowerment of young women, ultimately bolstering household and individual financial resilience. Therefore, replicating and scaling similar programmes across other youth communities is recommended to cultivate a financially literate, self-reliant, and economically resilient generation.

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