JOURNAL OF COMMUNITY SERVICE
IN ECONOMICS, BUSSINESS, AND ISLAMIC FINANCE

Journal of Community Service:
In Economics, Bussiness, and Islamic Finance

Volume 3, Number 1 Year 2025

E-ISSN: 3026-4774

Building Indonesia's Golden Generation through Financial and Investment Education from an Early Age

Afriani[1]*, Fajria[2], Ahmad.S[3], Rizki Amalia[4] and Mardiyah[5]

[1] Universitas Islam Negeri Datokarama Palu, afrianisultan21@gmail.com
[2] Universitas Islam Negeri Datokarama Palu, fajriah271104@gmail.com
[3] Universitas Islam Negeri Datokarama Palu, ahmad20212912@gmai.com
[4] Universitas Islam Negeri Datokarama Palu, rizkiamalia@uindatokarama.ac.id
[5] Hannah Asa Indonesia, Mardiyahwahis@gmail.com

*Corresponding email: afrianisultan21@gmail.com

ABSTRACT

Limited financial literacy among school-age children remains a challenge in developing responsible financial behavior from an early age. Many students still have difficulty distinguishing between needs and wants and understanding the importance of saving. This community service program aimed to improve the financial literacy of students at MI Darul Imam and MTs Darul Imam in Palu City through interactive and participatory learning activities. The program was implemented using lectures, group discussions, storytelling, and educational games adapted to students' age and level of understanding. The findings showed that the activities improved students' understanding of basic financial concepts and encouraged them to apply more disciplined financial behavior in daily life. Teachers also gained insight into integrating financial literacy into classroom learning. Overall, the program demonstrated that interactive financial education can effectively foster early financial awareness, strengthen positive saving habits, and support the development of a financially responsible young generation in line with the vision of Indonesia Golden Generation 2045.

ARTICLE INFORMATION

History of article:
Received:
21 July 2025
Revised:
4 September 2025
Accepted:
25 September 2025
Published:
31 December 2025

Keywords:
Indonesia's Golden Generation, Financial Education, Early Childhood Investment, Financial Literacy

How to Cite: Afriani, Fajria, Ahmad.S, Amalia, R., & Mardiyah. (2025). Building Indonesia's Golden Generation through Financial and Investment Education from an Early Age. Journal of Community Service: In Economics, Bussiness, and Islamic Finance, 3(1), 15–20. https://doi.org/10.24239/jcsebif.v3i1.4343.15-20.

INTRODUCTION

Financial literacy from an early age has become increasingly important in the context of rapid digitalization and growing exposure of children to consumer culture. Easy access to digital media, online shopping platforms, and cashless transactions has influenced children's consumption patterns, while their ability to manage money responsibly remains limited. Many students still have difficulty distinguishing between needs and wants, understanding the importance of saving, and applying simple financial discipline in daily life. This condition indicates that financial education should be introduced earlier as a foundation for building responsible economic behavior among children (Amadi et al., 2023).

Schools have a strategic role in responding to this issue because they serve as formal institutions where values, habits, and practical life skills can be developed systematically. Previous studies have shown that early financial education helps children understand basic concepts such as saving, spending priorities, and responsible money management, which later contribute to financial independence and preparedness for future economic challenges (Sari & Sa`ida, 2021). Community service programs on financial literacy have shown positive results, especially when delivered through interactive methods that enhance student engagement and motivation (Compen et al., 2021). This effort also aligns with national initiatives to strengthen financial literacy and inclusion among younger generations (Raghvendra et al., 2025).

However, a gap remains between the growing importance of early financial literacy and the limited implementation of contextual, participatory, and age-appropriate financial education programs at the school level, particularly for students in madrasah settings. Existing initiatives generally emphasize the importance of financial literacy, yet practical community service activities that combine saving education, introduction to simple investment concepts, and interactive learning experiences for both elementary and junior secondary students are still limited. This creates a need for research-based community service that not only introduces financial concepts theoretically but also encourages students to practice them through enjoyable and meaningful learning activities. In this context, the novelty of this article lies in the implementation of an interactive financial education program that integrates lectures, discussions, storytelling, educational games, and practical simulations to strengthen early financial awareness among students at MI Darul Imam and MTs Darul Imam in Palu City.

Based on this background, this community service program aimed to strengthen students' basic financial literacy by improving their ability to distinguish needs from wants, cultivate saving habits, and understand simple investment concepts from an early age. The program also sought to equip teachers with practical insight into integrating financial literacy into classroom learning. Through this initiative, students were expected to develop more responsible financial behavior in their daily lives, while schools were encouraged to reinforce financial literacy as part of the long-term formation of an informed, independent, and financially responsible young generation in support of Indonesia Golden Generation 2045.

METHODS

This community service program applied a participatory and experiential educational approach to address the limited financial literacy of students at MI Darul Imam and MTs Darul Imam, Palu City. This approach was considered appropriate because early financial education is more effective when students are actively involved in contextual, concrete, and enjoyable learning activities. The program was conducted on 15–16 March 2025 and involved 50 participants, consisting of elementary and junior secondary school students, as well as accompanying teachers.

The implementation of the program consisted of five stages. First, an initial observation was conducted through direct observation and informal interaction with students and teachers to identify students' basic understanding of needs, wants, and saving habits. Second, interactive material delivery was carried out through lectures and storytelling on basic financial literacy, including the importance of saving, distinguishing needs from wants, and introducing simple investment concepts. Third, simulation and educational games were used to strengthen students' understanding, particularly through the *Dream Shop* and *Financial Dream Tree* activities. Fourth, discussion and reflection sessions were conducted to clarify concepts and relate the learning materials to students' daily experiences. Fifth, an evaluation was conducted using a simple questionnaire and direct observation of students' participation, enthusiasm, and responses throughout the activities.

The effectiveness of the program was analyzed descriptively based on students' engagement during the sessions, their responses in the evaluation process, and their demonstrated understanding of basic financial concepts during discussions and simulations.

RESULTS AND DISCUSSION

The community service program was conducted on 15–16 March 2025 at MI Darul Imam and MTs Darul Imam, Palu City, involving 50 participants consisting of students and accompanying teachers. The program focused on strengthening early financial literacy through the introduction of basic financial concepts, particularly saving habits, simple investment awareness, and the ability to distinguish between needs and wants in daily life. The implementation ran effectively and received positive responses from both students and teachers.

The learning process indicated that students responded more positively when financial literacy was delivered through interactive and contextual methods. During the material delivery session, participants showed active involvement in discussions on the value of money, responsible spending, and the importance of saving. This suggests that basic financial concepts are more readily understood by school-age children when presented through communicative language, storytelling, and examples drawn from their everyday experiences. The dynamic and collaborative nature of the session is also reflected in Figure 1, which documents the interaction between students, teachers, and facilitators throughout the program.

Students' understanding became more visible during the simulation and educational game sessions. In the Dream Shop activity, students practiced simple buying and selling using toy money and were encouraged to prioritize needs over wants. This simulation provided a concrete learning experience, allowing students to connect abstract financial concepts with practical decision-making. Likewise, in the Financial Dream Tree activity, students identified their personal goals and linked them to saving behavior and future planning. These activities indicate that participatory learning not only increased students' interest, but also helped them internalize the importance of planning and self-control in financial behavior. The delivery of financial literacy materials is shown in Figure 2, while the activity of distinguishing needs and wants through picture-based learning is documented in Figure 3. These figures strengthen the evidence that the program was implemented through engaging, student-centered methods.

Figure 1. Photo sessions with students and MI school teachers

Figure 2. Submission of related materials How to build the golden generation

Figure 3. Related Picture Guessing Session distinguish between desires and needs

The evaluation, based on simple questionnaires and direct observation, indicated that most students were able to distinguish between needs and wants and showed strong enthusiasm toward saving both at school and at home. Their active participation in discussions, responsiveness during the games, and confidence in answering questions reflected an improved awareness of responsible financial behavior. Although the program did not employ a pre-test and post-test design, observational findings consistently showed that students demonstrated a better practical understanding of basic financial concepts after participating in the activities.

The involvement of accompanying teachers emerged as a key enabling factor in the implementation of the program. Beyond facilitating the activities, teachers gained practical insight into how financial literacy could be integrated into classroom learning. This is particularly important because the long-term effectiveness of early financial education depends not merely on one-time interventions, but on the school's capacity to reinforce such values through continuous learning practices. In this regard, the program contributed not only to students' immediate understanding, but also to strengthening the potential for financial literacy to be embedded within school-based character education.

Overall, the findings suggest that interactive and participatory financial education can serve as an effective approach to fostering early financial awareness among students. By combining explanation, simulation, reflection, and teacher involvement, the program supported the development of positive financial attitudes such as discipline, responsibility, and independence. Therefore, this activity has practical relevance for schools seeking to strengthen financial literacy as part of character formation and to support the development of a financially responsible young generation in line with the vision of Indonesia Golden Generation 2045.

CONCLUSIONS

This community service program confirms that interactive and participatory financial literacy education is a practical and relevant strategy for strengthening early financial awareness among students. Beyond introducing basic concepts such as distinguishing needs from wants, saving habits, and simple financial responsibility, the program also demonstrated the importance of linking financial education to students' everyday experiences so that it becomes more meaningful and easier to internalize. In this sense, the program contributes not only to immediate learning outcomes, but also to the broader effort to position financial literacy as part of school-based character formation.

Nevertheless, this program has several limitations. It was conducted within a short implementation period, involved a limited number of participants, and was restricted to two schools. In addition, the evaluation relied on observation and simple participant responses, which means that the findings primarily reflect the practical effectiveness of the activity rather than measurable long-term behavioral change.

Therefore, future community service programs should be implemented more systematically, on a wider scale, and over a longer duration by involving more schools, teachers, and relevant stakeholders. More structured evaluation instruments are also needed to assess the sustainability of students' financial understanding and behavior over time. With such strengthening, early financial literacy education can move beyond one-time intervention and become a sustainable educational effort to support the development of a financially responsible young generation in line with the vision of Indonesia Golden Generation 2045.

REFERENCES

Amadi, A. S. M., Suwarta, N., Sholikha, D. W., & Amrullah, M. (2023). Pemahaman Pendidikan Finansial Sejak Dini. *Journal of Education Research*, *4*(3), 1419–1428. https://doi.org/10.37985/jer.v4i3.356

Compen, B., De Witte, K., & Schelfhout, W. (2021). The impact of teacher engagement in an interactive webinar series on the effectiveness of financial literacy education. *British Journal of Educational Technology*, *52*(1), 411–425. https://doi.org/10.1111/bjet.13013

Raghvendra, Saxena, P. (Dr. . T., & Vaish, A. (2025). Evaluating the Impact and Outreach of Financial Literacy Programs under India's National Strategy for Financial Education (NSFE), 2020–2025. *International Journal of Innovations in Science Engineering And Management*, 320–335. https://doi.org/10.69968/ijisem.2025v4i2320-335

Sari, A. Y., & Sa`ida, N. (2021). Investasi Edukasi Literasi Keuangan untuk Anak Usia Dini di Indonesia. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, *6*(3), 2085–2094. https://doi.org/10.31004/obsesi.v6i3.1369