

## Financial Literacy Analysis of Elementary School Students: a Quantitative Descriptive Study

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**Abstract:** Financial literacy among elementary school students has become increasingly important in the context of a growing consumer culture and early exposure to money management. However, its implementation in elementary education has not yet been systematically integrated into the curriculum. This research explores the extent of financial literacy among elementary school students, focusing on their knowledge, attitudes, and skills in financial management. This investigation aims to present a detailed outline of students' financial literacy levels as a basis for enhancing early financial education. This study employs a quantitative, descriptive methodology. The sample comprises 22 elementary school students chosen through saturated sampling. Information was gathered using a financial literacy questionnaire and analyzed using descriptive statistics, such as scores, frequencies, and percentages. The findings revealed that 50% of students were categorized as having high financial literacy, 45.5% as moderate, and 4.5% as very low, with no students in the low category. These results indicate that most students already possess a relatively good understanding of financial literacy. Nevertheless, continuous efforts are needed to strengthen their ability to apply financial management skills consistently in daily life.

**Keywords:** Elementary school students, financial attitudes, financial knowledge, financial literacy, financial management skills



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### A. Introduction

Education plays a crucial role in human life as it influences the caliber of both individuals and society (Helsa Qaira Sukmarani et al., 2025). As technology has progressed in the digital era, the field of education has experienced considerable transformations, even at the elementary school level (Riyadi & Muyassaroh, 2025). It aligns with the concept of 21st-century learning, which emphasizes integrating knowledge, skills, attitudes, and technology into the learning process (Riyadi & Giwangsa, 2025). Consequently, education emphasizes not only academic components but also the cultivation of life skills that are pertinent to the challenges of the era. One life skill that is becoming increasingly important in the modern era is financial literacy (Elsalonika & Ida, 2025). Social, economic, and technological developments have

transformed the way people interact with financial resources in their daily lives (Khairi et al., 2025). The ability to easily obtain a diverse array of products and services, greater visibility of advertisements, and the growth of consumer culture necessitate that all individuals, including students, cultivate the skill to handle their finances prudently (Desnira Nulhakim et al., 2025). This situation indicates that financial literacy is an essential skill that must be acquired at an early age (Lahallo et al., 2022). Financial literacy involves understanding, knowledge, capabilities, mindsets, and actions necessary for making wise financial choices and achieving financial well-being (Nurfadzilah & Nugraheni, 2025). Individuals with strong financial literacy tend to manage their income effectively, make rational economic decisions, and avoid excessive consumerism (Aprilian & Anggita, 2025). Conversely, low financial literacy is often linked to poor decision-making, a lack of savings habits, and high levels of impulsive spending.

The significance of financial literacy is becoming more apparent in elementary schools, a key stage in forming children's attitudes, values, and habits. At this stage, students begin to interact directly with money through allowances and simple spending activities. These experiences serve as an early opportunity for children to learn to distinguish between needs and wants and to understand the value of money (Fanani et al., 2024). Therefore, instilling financial literacy from an early age is crucial for developing good financial management habits in the future (Hanifah et al., 2022). Despite its high priority, implementing financial literacy in elementary schools still faces various challenges. School curricula generally continue to focus on developing basic academic skills such as reading, writing, and arithmetic (Annisa Annisa et al., 2024). As a result, life skills such as financial literacy have not yet been fully integrated into the learning process (Djoko, 2024). In addition, various factors such as curriculum changes, limited learning resources, and low financial literacy among teachers and parents also pose obstacles to the development of financial literacy in schools (Sunita et al., 2024). In addition to school-related factors, families also play a very important role in shaping children's financial literacy (Syahid, 2023). The family is the first educational environment that provides a real-life example of financial management (Vhalery et al., 2024). Saving habits, parenting styles, and parental involvement in teaching children about money significantly impact the development of children's financial attitudes and behaviors (Pujianti et al., 2020). Parental involvement through communication and giving children responsibility for managing their money has been shown to improve financial literacy from an early age (Vhalery et al., 2024).

On the other hand, the social environment and the media also have a significant influence on students' financial behavior (Agustina et al., 2023). Exposure to social media and peer trends can encourage consumerist behaviour, including impulsive purchases made without careful consideration (Putra, 2018). Students who lack adequate financial literacy are more vulnerable to such influences. Therefore, financial literacy is essential in equipping students to think critically and act responsibly when faced with various external influences.

Although there has been extensive research on financial literacy, studies that specifically assess the financial literacy levels of elementary school students remain limited, particularly those that comprehensively examine aspects of knowledge, attitudes, and skills. Yet, an initial understanding of students' financial literacy is essential as a foundation for designing effective educational programs that meet students' needs (Lusardi & Mitchell, 2014). It is also supported by research indicating that early financial literacy is key to building a strong foundation of financial skills for the younger generation (Sihotang, 2025).

This research stands out because it investigates financial literacy as a multifaceted concept that includes knowledge, attitudes, and skills. The knowledge aspect concerns an understanding of basic financial concepts; the attitude aspect reflects values and perspectives on financial management; and the skills aspect concerns practical abilities for managing money in daily life (Huston, 2010). Research also shows that financial literacy includes a thorough understanding of financial concepts and risks, along with the skills, motivation, and confidence necessary to apply that knowledge to make sound decisions across different financial contexts (Azidzul et al., 2023).

This study uses a quantitative, descriptive method to assess the financial literacy levels of elementary school students objectively. This approach allows systematic measurement through scores, percentages, and categorization, enabling clear mapping of students' financial literacy levels. The findings of this study are expected to serve as a foundation for educational policy-making, instructional development, and the design of contextually relevant financial literacy programs (Amagir et al., 2018). In addition, this study aims to assess elementary school students' financial literacy, focusing on their knowledge, attitudes, and skills. This study is expected to make a theoretical contribution to the development of financial literacy research, as well as a practical contribution to schools, teachers, and parents in strengthening financial literacy education from an early age.

## **B. Method**

This research employs a quantitative methodology utilizing a descriptive technique. A descriptive quantitative method was selected for this study as it seeks to objectively and systematically characterize the extent of financial literacy among elementary school students through numerical data gathered from questionnaires (Riyanti & Nugraha, 2024). Descriptive research is not intended to test the cause-and-effect relationship between variables, but rather to map the empirical conditions of a phenomenon as it is, without control over the parameters or variables of a problem or phenomenon (Sakir, 2024). In other words, the research design used in this article is a quantitative descriptive method.

The subjects in this study were 22 elementary school students who were selected as research respondents. The research subjects were 'insiders' in the research setting who served as the source of information (Wijaya et al., 2025). All students were made research subjects using a saturated sampling technique, considering that the population

size was relatively small and could be studied as a whole. They included male and female students, enabling additional descriptive analysis by gender.

Based on Table 1, the questionnaire in this study was designed to measure three main aspects of financial literacy: knowledge, attitudes, and skills. The selection of indicators was based on the financial literacy framework developed by the Otoritas Jasa Keuangan (OJK), the Financial Services Authority of Indonesia, (2017) and reinforced by Huston’s (2010) concept of financial literacy, which emphasizes the dimensions of knowledge and ability in financial management. Financial knowledge includes students’ grasp of fundamental concepts like distinguishing needs from wants, the significance of saving, and managing money according to priorities. Attitudes toward money relate to students’ values, perspectives, and behavioral tendencies regarding the responsible use of money. Meanwhile, financial management skills reflect students’ practical abilities to manage their allowance, control consumerist behaviour, and make simple financial decisions. Thus, the financial literacy indicators in this study refer to three main components: knowledge, attitudes, and skills (Huston, 2010; Otoritas Jasa Keuangan, 2017).

Table 1. Research Questionnaire

No	Aspect	Indicator	Statement
1		Understanding needs and wants	I can distinguish between needs and wants
2	Knowledge	The Importance of Saving	I understand the importance of saving early on
3		Priorities for spending money	I understand that money should be spent on essential needs
4		Valuing money	I’m careful with my allowance
5	Attitude	Frugality	I feel it’s important not to be wasteful
6		Responsibility	I feel responsible for how I spend my money
7		Managing spending money	I can manage my allowance so that it lasts
8	Skills	Exercising restraint	I can resist buying unnecessary items
9		Decision-making	I think things through before making a purchase

This Questionnaire uses a 4-point Likert scale to measure students’ responses to each statement. The use of a 4-point scale aims to eliminate neutral options so that respondents provide more definitive answers to each statement. This research instrument has undergone validity and reliability testing to ensure the quality of the data produced. Validity testing was performed using Pearson’s Product-Moment correlation, which considers an item valid if its correlation coefficient (r) exceeded the critical value from the table at a 0.05 significance level. Results showed all items had an r value greater than the table value; thus, all were validated. Reliability testing employed Cronbach’s Alpha, with a threshold of > 0.70 indicating reliability. The results revealed that the Alpha values surpassed this minimum, demonstrating the instrument's good internal consistency and suitability for research.

## C. Results and Discussion

### Results

The results of this study indicate that the financial literacy level of elementary school students falls into the moderate category, based on an analysis of three main aspects: knowledge, attitudes, and financial management skills. These findings were derived from the analysis of questionnaire data collected from respondents and analyzed descriptively using mean values and percentages. More specifically, regarding financial knowledge, the majority of students fall into the moderate to high categories. Students generally demonstrate an understanding of basic financial concepts, such as the distinction between needs and wants, the importance of saving, and the need to prioritize spending. This indicates that, cognitively, students possess a solid foundation in understanding basic financial management.

Regarding attitudes toward money, the research indicates that most students fall into the moderate category. Students tend to recognize the need to use money wisely, but they are not yet fully consistent in practising frugality and responsibility in their daily lives. It is evident from the continued tendency toward consumerist behavior in certain situations. Meanwhile, regarding financial management skills, most students also fall into the moderate category. Students have demonstrated basic abilities in managing their allowance and considering purchasing decisions; however, their ability to refrain from unnecessary purchases still needs improvement. This indicates that these skills still require reinforcement through ongoing practical experience.

Based on a descriptive analysis by gender, there are differences in financial literacy levels between male and female students. Female students tend to have higher average scores in the areas of attitude and skills, particularly regarding prudence in spending money and the ability to manage an allowance. Meanwhile, in the area of knowledge, the differences between male and female students are not particularly significant, as both groups demonstrate relatively comparable levels of understanding. These differences indicate that gender can influence the development of financial literacy, particularly in the affective and behavioral aspects. Female students tend to be more cautious and planned in their use of money, whereas male students tend to be more spontaneous in making financial decisions. These findings reinforce the notion that financial literacy is influenced not only by knowledge but also by attitudes and habits that develop in daily life. Thus, the results of this study confirm that elementary school students' financial literacy develops variably across each aspect, with a tendency to fall into the moderate category. Therefore, more targeted strengthening efforts are needed, particularly in attitudes and skills, so that students not only understand financial concepts but also consistently apply them in daily life.

Based on the above description, the following figure clearly illustrates the overall distribution of elementary school students' financial literacy scores.

## Financial Literacy Level of Students by Gender (Female)

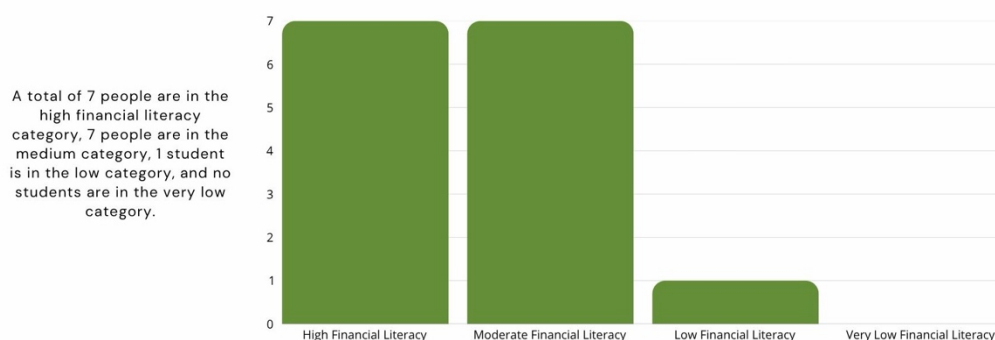


Figure 1. Financial Literacy Level Students by Gender (Female)

According to Figure 1, the analysis of female students' financial literacy levels reveals that 7 students are in the high category, another 7 in the moderate category, 1 in the low category, and none in the very low category. These findings suggest that most female students' financial literacy levels range from moderate to high.

The equal number of students in the high and moderate categories indicates that female students' financial literacy skills are relatively evenly distributed. Most female students already possess a fairly good understanding of basic financial management concepts, such as understanding the importance of saving, recognizing the functions of money, using allowance according to needs, and beginning to distinguish between needs and wants. It suggests that female students have begun developing financial awareness from an early age. The dominance of the high financial literacy category indicates that female students have been able to apply simple financial behaviors in their daily lives. For example, students are getting used to setting aside pocket money for savings, being more careful when purchasing items, and having basic skills in managing expenses. Meanwhile, students in the moderate category show that they understand the basics of financial management, but their application is still inconsistent and requires further practice.

Additionally, there is 1 student in the low category. This indicates that there are still students who have not yet fully grasped financial management. Factors contributing to this situation may stem from a lack of financial education within the family environment, limited exposure to saving habits, or insufficient experience in managing money independently. However, the absence of students in the very low category suggests that the level of financial literacy among female students tends to be more stable.

Next, we can see the Financial Literacy Levels of Students by Gender (Male) in Figure 2 below:

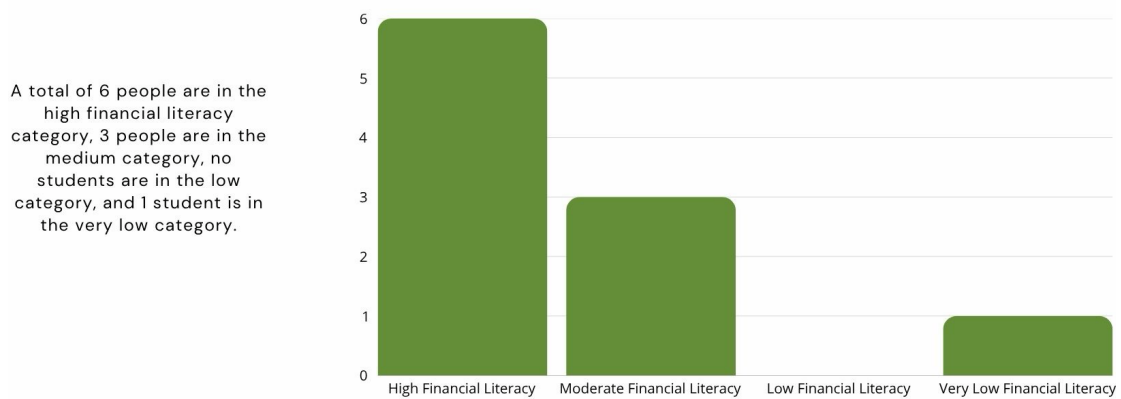


Figure 2. Financial Literacy Level Students by Gender (Male)

According to Figure 2, the analysis of male students' financial literacy shows that 6 students are in the high category, 3 in the moderate, none in the low, and 1 in the very low. It suggests that most male students possess a good level of financial literacy, with the majority falling into the high category. The dominance of the high category indicates that male students have already developed a basic understanding of simple financial management. Students in this category generally understand the importance of saving, recognize the functions of money, and are able to use their allowance appropriately. Additionally, students are beginning to demonstrate the ability to set simple priorities in their daily spending.

The presence of 3 students in the moderate category suggests that some students have a basic understanding of financial management, but their application of these concepts is not yet optimal. Students in this category usually know the basic concepts of money management but are not yet fully capable of consistently applying sound financial behaviors, such as controlling spending or regularly setting aside money for savings. Although there were no students in the low category, the presence of one student in the very low category indicates that there are still students who lack adequate financial understanding. This situation may be influenced by a lack of early exposure to money management, insufficient financial education from the family, or limited experience with simple financial activities. According to Gudmunson and Danes (2011), families play a crucial role in shaping children's financial behavior through the process of financial socialization from an early age. Next, we can look at the distribution of financial literacy among elementary school students.

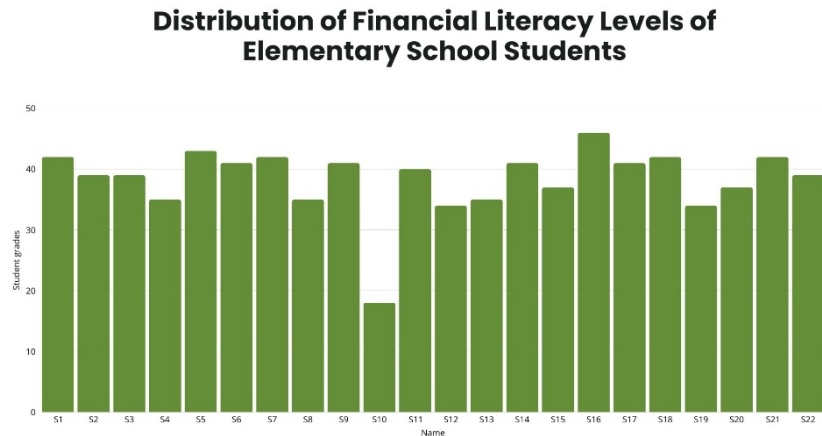


Figure 3. Distribution of Financial Literacy Among Elementary School Students

Based on Figure 3, the distribution of scores does not form a completely uniform pattern. Some students consistently scored above the average range, while others performed well below average. The highest scores appeared in the upper-middle range, indicating that some students already possess a relatively good understanding and application of financial concepts. Conversely, the lowest scores indicate that some students still struggle to understand basic financial literacy concepts. These findings suggest that elementary school students generally possess basic financial literacy skills, particularly in understanding simple financial concepts related to saving, spending, and managing money. However, the uneven distribution of scores indicates that students' financial literacy competencies still vary significantly from one individual to another. This variation reflects differences in students' understanding, financial attitudes, and practical money management skills.

Additionally, the concentration of scores in the moderate category suggests that students tend to demonstrate partial understanding rather than comprehensive mastery of financial literacy. Students may already recognize basic concepts, such as the importance of saving and distinguishing between needs and wants. However, they may still face challenges in consistently applying these concepts in everyday situations. This situation indicates that financial literacy among elementary school students is still in a developmental stage and has not yet reached an optimal level. The figure also shows that the gap between the highest and lowest scores remains relatively significant. This disparity indicates that not all students receive equal exposure to financial learning experiences. Students with higher scores may have more opportunities to engage in financial practices, such as managing an allowance, saving regularly, or discussing financial issues within their family environment. Conversely, students with lower scores may have more limited opportunities to develop such experiences. Furthermore, the study's findings suggest that the development of financial literacy among elementary school students is influenced not only by cognitive understanding but also by students' daily habits and experiences related to financial management. The presence of several students in the low-score category suggests that some may still lack an adequate

understanding of responsible financial behavior. These findings highlight the need for greater attention to financial literacy education at the elementary school level.

Overall, the research results indicate that the level of financial literacy among elementary school students is moderate, with considerable variation among individuals. Although most students already possess basic financial knowledge, the differences in scores suggest that financial literacy competencies have not developed uniformly. These findings highlight the need to enhance financial literacy education by incorporating more practical, contextual, and experiential learning methods to foster students' financial knowledge and behavior early on.

Next, the percentage of elementary school students with financial literacy is shown in the following figure.

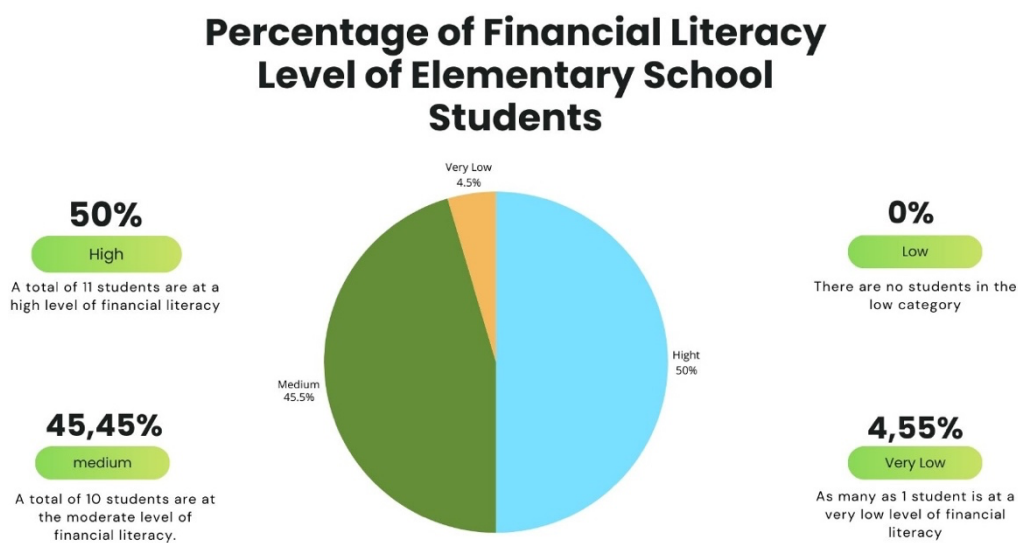


Figure 4. Percentage of Financial Literacy Level of Elementary School Students

Figure 4 presents the percentage distribution of financial literacy levels among elementary school students. The findings show that half of the students (50%) fall into the high financial literacy category, while 45.45% are categorized as moderate. In contrast, only 4.55% of students fall into the very low category, and no students fall into the low category. These results indicate that, overall, elementary school students demonstrate relatively good levels of financial literacy.

The dominance of the high and moderate categories indicates that most students already have a basic understanding of financial concepts and are beginning to develop positive financial behaviors. Students in the high category likely demonstrate greater ability to understand simple financial principles, recognize the importance of saving, distinguish between needs and wants, and manage their daily allowance responsibly. Meanwhile, students in the moderate category appear to have adequate conceptual understanding but may still struggle to consistently apply good financial management practices in everyday situations.

These findings also indicate that financial literacy among elementary school students tends to develop gradually, rather than uniformly. Although the majority of students are concentrated in the high and moderate categories, the presence of students in the very low category suggests that gaps in financial literacy still exist. This variation reflects differences in students' financial experiences, exposure to financial education, and opportunities to practice financial management in daily life.

Furthermore, the absence of students in the low category represents a relatively positive trend in the overall development of students' financial literacy. These findings indicate that most students already possess a basic understanding of financial concepts and behaviors. However, the relatively large moderate category suggests that many students are still transitioning from a basic understanding to more consistent financial behaviors and practical financial management skills.

The percentage distribution shown in Figure 4 also illustrates that students' financial literacy is not only related to knowledge acquisition but is also closely linked to the dimensions of attitude and behavior. Students in the high category may have benefited from more frequent exposure to financial experiences, such as saving regularly, receiving guidance from parents regarding money management, or participating in school-related financial activities. Conversely, students in the very low category may have had more limited opportunities to develop such experiences.

Overall, the research results indicate that the level of financial literacy among elementary school students is generally positive, with the majority of students falling into the high and moderate categories. However, disparities across categories indicate that financial literacy competencies are still in a developmental stage and have not yet been evenly distributed among all students. Therefore, strengthening financial literacy education through practical, contextual learning experiences remains crucial to fostering more comprehensive financial literacy among elementary school students.

## **Discussion**

The results of this study indicate that elementary school students' financial literacy levels are mostly in the moderate to high range, although there are still clear differences among students. Most students already possess a basic understanding of financial concepts, such as distinguishing between needs and wants, understanding the importance of saving, and beginning to prioritize spending. However, the presence of students in the very low category indicates that the development of financial literacy among students is not yet uniform. These findings suggest that elementary school students' financial literacy is still in a developmental stage, with students having begun to acquire conceptual understanding but not yet fully capable of consistently applying financial knowledge in daily life. This condition is also supported by research explaining that elementary school students are in a crucial transitional phase in the development of financial literacy skills (Achmad et al., 2024).

The dominance of students in the moderate category reflects that the majority of students are currently transitioning from cognitive understanding toward practical financial application. Students generally already understand basic concepts such as the

importance of saving and responsible spending, but they may still struggle to apply these principles in their daily financial behavior consistently. These findings support the theory proposed by Huston (2010), which explains that financial literacy is not only related to financial knowledge but also encompasses the ability and confidence to apply that understanding in financial decision-making. Therefore, the dominance of the moderate category in this study indicates that students' financial literacy competencies have not yet fully developed into stable financial habits and behaviors.

The percentage analysis shown in Figure 4 indicates that 50% of students fall into the high category, 45.5% into the moderate category, 4.5% into the very low category, and none into the low category. This distribution suggests that students generally already possess a relatively adequate foundation in financial literacy. Students are already familiar with simple financial concepts, demonstrate a positive attitude toward money, and are beginning to exhibit basic financial management skills in their daily lives. The relatively high proportion of students in the high category indicates that students' financial experiences in everyday situations significantly contribute to the development of their financial understanding and attitudes. In this context, providing an allowance and introducing saving habits from an early age serve as important forms of experience-based financial education. Ranem and Dewi (2024) explain that giving children the opportunity to manage their own allowance can strengthen financial responsibility and encourage the formation of positive financial habits from an early age.

However, the dominance of the moderate category also highlights a critical gap between financial understanding and actual financial behavior. Students in the moderate category generally understand basic financial concepts and have relatively positive attitudes toward money management, yet their financial management skills remain inconsistent in practice. For example, students may understand the importance of saving or prioritizing needs over wants, yet they may still struggle to control impulsive spending or consistently apply budgeting habits. These findings align with Aziz et al. (2024), who state that financial literacy should not be measured solely by conceptual understanding but also by an individual's ability to apply financial principles in real-world behavior, such as saving habits and responsible allowance management.

These findings also align with the financial literacy framework developed by the Otoritas Jasa Keuangan (2017), which posits that financial literacy comprises three interrelated dimensions: knowledge, attitudes, and skills. Ideally, these three dimensions should develop in a balanced and integrated manner. However, the findings of this study indicate that while students may already possess adequate knowledge and positive attitudes toward financial management, the skills dimension has not yet developed optimally. It is particularly evident in students' inconsistent application of financial management practices in their daily activities.

Differences in financial learning experiences and environmental exposure can also explain differences in students' financial literacy levels. Lusardi and Mitchell (2014) explain that financial literacy develops through a continuous, experience-based

learning process. For elementary school students, experiences such as managing an allowance, saving, and making simple purchasing decisions are crucial foundations for developing financial responsibility and skills. It is also supported by research indicating that by taking into account local conditions, student characteristics, and the potential of the surrounding environment, financial literacy education is expected not only to be a short-term program but also to evolve into a sustainable school culture (Karlis & Arsyia, 2025). Consequently, students with higher financial literacy scores tend to have greater exposure to practical financial experiences compared to those with lower scores. This explanation is further supported by Janah and Anindya (2026), who state that differences in financial experiences and social environments significantly influence the development of individual financial behavior.

The family environment is also highly significant in shaping children's financial literacy development. According to Vhalery et al. (2024), parental role modelling, communication, and involvement in daily financial activities significantly influence children's financial attitudes and behaviors. Children who observe positive financial behaviors from their parents, such as saving regularly, creating a spending budget, and prioritizing needs over wants, tend to more easily internalize these behaviours in their daily lives. Conversely, students who have fewer opportunities to participate in financial discussions or practices at home tend to exhibit lower levels of financial literacy. Similar findings are emphasized by Syahid (2023), who explains that the family serves as the primary educational environment for introducing financial values and habits to children.

The presence of students in the very low category further highlights a gap in access to financial learning experiences. This finding indicates that not all students have equal opportunities to develop financial habits and awareness from an early age. Putra (2018) explain that the social environment and peer influence significantly contribute to the development of financial behavior, particularly among young individuals still forming their consumption patterns. Additionally, Agustina et al. (2023) explain that the social environment and peer influence significantly contribute to the development of financial behavior, particularly among young individuals who are still forming their consumption patterns.

From a behavioral perspective, these findings suggest that financial knowledge alone is insufficient to foster responsible financial behavior. Students may understand financial concepts theoretically but still struggle to apply them consistently in practice. Aziz et al. (2024) emphasize that there is often a gap between financial knowledge and financial practice, suggesting that individuals require continuous practice and real-world experience to turn understanding into a habit. This condition is also linked to the findings of Aprilian and Anggita (2025), who explain that low financial literacy can increase consumptive behavior and reduce an individual's ability to make rational financial decisions.

From an educational perspective, these findings highlight the strategic role of schools in strengthening financial literacy education more systematically and

contextually. Financial literacy instruction should not focus solely on theoretical explanations; it should also engage students in practical financial activities. These findings support the argument put forward by Amadi et al. (2023), who state that effective financial literacy education requires a structured, sustained, and experience-based learning approach. Similarly, Amagir et al. (2018) emphasize the importance of context- and experience-based financial literacy education for children and adolescents.

In practice, integrating financial literacy into elementary school thematic learning activities can be an effective strategy for improving students' financial skills. Activities such as classroom savings programs, budgeting simulations, entrepreneurship projects, and financial decision-making exercises can help students connect financial concepts to real-life situations. Rahmah and Sari (2025) also explain that contextual financial literacy education can foster students' financial awareness and responsibility more effectively because students directly experience the process of managing finances in everyday situations. Furthermore, Fanani et al. (2024) explain that introducing financial literacy through simple activities related to earning, saving, and spending money helps children understand financial concepts more concretely. Additionally, Djoko (2024) identifies limitations in teaching materials, instructional methods, and opportunities for practical financial experiences as significant barriers to financial literacy education in schools. Sunita et al. (2025) also note that the integration of financial literacy into the school curriculum has not yet been fully implemented systematically, leaving financial literacy learning fragmented. Consequently, without practical, contextual learning experiences, students may develop only a superficial conceptual understanding and fail to form stable financial habits.

Overall, the findings of this study confirm that elementary school students' financial literacy is still in its developmental stage and requires continuous reinforcement. The development of financial literacy is influenced not only by students' cognitive understanding but also by family support, social environment, financial experiences, and the educational approaches implemented in schools. Consequently, collaboration between schools, families, and the broader social environment is crucial for creating consistent and meaningful financial learning experiences. Through such collaboration, students are expected to not only develop financial knowledge but also responsible financial attitudes and practical financial management skills that can support wiser financial decision-making in the future.

#### **D. Conclusion**

Based on the research findings and discussion, it can be concluded that the financial literacy levels of elementary school students generally fall into the moderate to high category. Most students already possess a basic understanding of financial concepts, demonstrate a relatively positive attitude toward money management, and are beginning to develop simple skills in managing finances in their daily lives. However, there remains variation in students' financial literacy levels, indicating that financial literacy development is not yet uniform. Students in the moderate to very low categories

suggest that conceptual understanding has not yet been fully translated into consistent financial behavior. It underscores that financial literacy does not rely solely on knowledge but also requires habit formation, hands-on experience, and support from family and school environments. Thus, elementary schools play a strategic role in strengthening financial literacy through contextual learning, providing real-world experiences, and fostering sustainable financial habits from an early age. This study has several limitations that should be considered when interpreting the results. The study was conducted at only one school, so the results cannot yet be widely generalized.

Additionally, the use of a questionnaire as a data collection tool carries the potential for bias, as it heavily relies on respondents' understanding and honesty in answering questions. The data obtained also do not fully reflect students' actual financial management practices in daily life. Furthermore, this study has not analyzed in depth external factors such as the role of the family, economic conditions, and the social environment. Another limitation is the use of a descriptive research design, which cannot fully explain causal relationships among variables. Given these limitations, future research is expected to have a broader scope, involving respondents from various schools and backgrounds to ensure more representative results.

Furthermore, using a more diverse set of data collection methods, such as direct observation, interviews, or case studies, is highly recommended to obtain a more accurate picture of students' financial behavior in real life. Future research is also expected to develop instruments capable of measuring financial management practices more concretely, for example, through project-based assignments or pocket money management simulations. Furthermore, it is important to examine in greater depth the influence of external factors such as parental roles, family economic conditions, and the social environment on students' financial literacy. The use of more comprehensive research methods, such as explanatory or mixed-methods designs, is also necessary to better understand the relationships among variables. Furthermore, future research can develop and test practical financial literacy learning models to sustainably improve students' financial knowledge, attitudes, and skills.

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