

Building Financial Intelligence from an Early Age: Understanding Investment Basics for Generation Z at Muhammadiyah 3 Senior High School Jakarta

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ABSTRACT

Low financial literacy, consumptive lifestyle, and high digital exposure make Gen Z vulnerable to financial risks, such as online loans and illegal investments. This PKM activity aims to improve the basic understanding of investment for students of SMA Muhammadiyah 3 Jakarta. The method used was a participatory approach with pre-test sessions, interactive education, quizzes, investment simulations, post-test, and discussions. The evaluation results showed a significant increase in students' understanding of investment concepts as well as a growing interest in investing smartly. All program indicators were met. This activity shows that early financial education can form healthy financial habits. A sustainable program and school support are needed for a broader impact.

INTRODUCTION

Financial literacy is the ability to understand and manage finances effectively, including knowledge of budgeting, saving, investing and financial products such as loans, insurance and mutual funds. It also includes an understanding of the risks and benefits of financial products, as well as how to make informed financial decisions.

Financial literacy is one of the basic competencies that must be possessed by every individual in the modern era, given the high complexity of financial products and services. According to Otoritas Jasa Keuangan (2024), financial literacy includes the knowledge, skills, beliefs, and behaviors to make the right financial decisions in order to achieve financial well-being. Individuals who have a low understanding of finance tend to be vulnerable to impulsive consumption decisions, debt bondage, and investment scams. Therefore, financial literacy education should be conducted since school age so that students can understand the basics of personal financial management and be able to make wise financial decisions. This education should also include an introduction to the risks and benefits of various legal investment instruments available, such as mutual funds, bonds, and stocks, so that the younger generation will not be easily trapped in fraudulent investment practices.

Financial literacy is believed to play a crucial role in sustaining the development of a country's financial sector. Over the past few decades, financial literacy has become an important factor in economic progress and is increasingly recognized for its contribution to financial development (Azhar et al, 2024). Along with the rapid advancement of digital technology, financial literacy is an important aspect that must be owned by everyone, including Generation Z. Currently, Generation Z plays an important role in investment activities (Budiman et al., 2024). Generation Z is also known as the net generation. This distinguishes Generation Z from its predecessors (Nasution & Armayani, 2024). This generation grew up in the midst of technological advances that allow easy access to information, including about investment and financial management. The word "investment" comes from Italian, which means "to put on" or "to use". According to the Big Indonesian Dictionary (KBBI), investment means investing money or capital in a business or project with the aim of making a profit. However, in general, investment means spending or utilizing time, money, or energy to gain future benefits or advantages (Ferli et al., 2024).

According to the journal (Febrianti et al., 2025) according to KSEI data, based on age demographics 59.72% of Indonesian capital market investors are in the age group under 30 years, this indicates that the Indonesian capital market tends to be dominated by generation z and millennials. Although Indonesian capital market investors are dominated by the younger generation, the reality is that many still do not realize the importance of investment. Most individuals are more focused on fulfilling consumption needs rather than preparing finances for the future. Although Gen Z is known as a generation that adapts quickly to technology, they are still vulnerable to financial risks if they do not have adequate

financial literacy, especially in utilizing efficient saving and investing strategies (Permana et al., 2025). This is also in line with the statement (Irfan Mu'afi et al., 2024) that despite abundant opportunities, generation Z is also faced with new challenges in managing their finances and making smart investment decisions. The results of a survey conducted by (Ferli et al., 2023) show that as many as 85% of the younger generation are not financially healthy and as many as 45% of the younger generation claim to have financial planning. In addition, there are 86% who claim to save regularly but in fact there are still 43% who borrow money from family and friends.

According to (Ganefi & Lesmana, 2024) there are two views that play a role in shaping Generation Z's financial habits. One is the concept of "You Only Live Once" (YOLO), which encourages them to focus more on life experiences and personal pleasures, such as visiting places with high costs, rather than saving for the future. Another aspect that affects financial behavior is the principle of "fear of missing out" (FOMO), which makes individuals spend more on things that are not really necessary in order to follow trends. Financial literacy plays a big role in helping people manage their finances. However, more than just knowing how to manage money, it is also important to use it wisely, according to needs, not just personal preferences (Novianta et al., 2024). Quoting from (Ferli et al., 2024) by improving understanding of investment and risk, financial literacy becomes a major factor in personal financial management, which ultimately helps individuals make more informed financial decisions. So financial education is very important for generation Z.

A social phenomenon that is increasingly prevalent among Generation Z is the hedonistic lifestyle. Hedonism among teenagers is characterized by a tendency to pursue momentary pleasures, such as buying branded goods, following fashion trends, hanging out in hits, and traveling even though they do not yet have financial stability. In addition, (Febrianti et al., 2025) stated that unwise financial attitudes and actions are related to consumptive and impulsive attitudes. This behavior is driven by the influence of social media, where personal existence is often measured by how attractive the content shared is, as well as the pressure to appear "rich" or "successful" before the digital public. According to Putri & Prasetyo (2023), the consumptive culture inherent in generation Z is heavily influenced by exposure to glamorous digital content, so they are more likely to allocate their income for lifestyle needs rather than savings or investment. This is in line with the findings (Anggraini et al., 2025), which state that the increase in impulse buying occurs due to technological developments, such as social media and e-commerce, which make it easier for individuals to make transactions and make it easier for individuals to access something to be exposed to product advertisements. This is in line with the findings in a study by Sari and Nugroho (2022), which revealed that 68% of Gen Z teenagers in big cities admitted that they prefer to spend money on consumptive things rather than saving for the future. This mindset reflects the low awareness of the importance of financial planning and financial risk management at a young age.

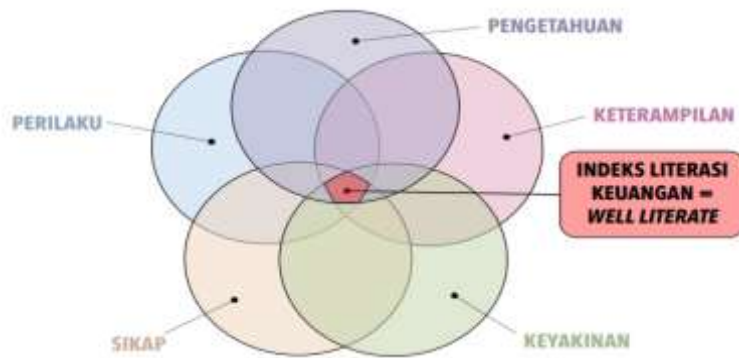
This hedonistic lifestyle not only affects consumption behavior, but also impacts their ability to make rational financial decisions. Generation Z does the

same thing as hedonism, which is seeking pleasure in life. They do this because they do not pay attention to how they manage their finances, which makes them fail to manage their finances (Suprianto et al., 2024). Therefore, it is important to conduct educational interventions so that Generation Z can understand the long-term impact of a hedonistic lifestyle and the importance of building financial awareness early on.

An emerging issue among Generation Z is the widespread reliance on online loan services, known locally as “pinjol”. Online loans, also known as fintech (financial technology) loans, are money lending services that are done digitally through online applications or platforms. This type of loan has numbers that are important to understand, both in terms of interest, fees, and payment deadlines (R et al., 2024). The lack of financial literacy makes many students trapped in unproductive consumptive loans, thus getting further away from the financial freedom that should be the main goal.

Studies conducted by (Panjaitan & Listiadi, 2021) indicate that a low understanding of the fundamental aspects of financial literacy reflects a lack of public awareness of the importance of these skills throughout life. According to (Ferli et al., 2024) despite growing up in the era of digital information, Generation Z is often faced with a lack of understanding regarding investment. The basic concepts, benefits, and investment instruments of financial management are still not understood by many of them. The fact that some of them have not embarked on an investment journey and the lack of understanding of financial literacy may reflect a lack of understanding or awareness of the long-term benefits of financial management through investment.

Financial literacy is defined as knowledge, skills, and beliefs, which influence attitudes and behaviors to improve the quality of decision making and financial management to achieve people's financial well-being. Improved financial literacy will ultimately impact the quality of individual financial decisions (Azhar et al, 2024). Financial literacy is measured by five parameters that describe the criteria for a “well literate” individual. The criteria of “well literate” will be fulfilled if a person fulfills the five aspects of the financial literacy index parameters. The relationship between the five parameters in forming the “well literate” criteria. The level of financial literacy is assessed based on five main parameters that reflect the characteristics of individuals who are classified as “well literate” (Financial Services Authority (OJK), 2024). The relationship between these five parameters in forming the “well literate” criteria can be seen in the illustration in Figure 1.1.



Source: Otoritas Jasa Keuangan (OJK)

Figure 1.1 Financial Literacy Index Measurement Parameters

The operational description of each parameter is taken from the details listed in SNLIK 2024 and will be used as a parameter for students regarding how well they understand financial literacy and will be included in the questionnaire questions. In more detail, the operational definition of each parameter in the financial literacy index can be seen in Table 1.1.

Table 1.1 Operational Definition of Financial Literacy Index Parameters

Parameter (1)	Rincian (2)	Literate_1 (3)
Pengetahuan	Pengetahuan terhadap Lembaga Jasa Keuangan	√ (Tahu minimal 1)
	Pengetahuan terhadap Produk/Layanan Jasa Keuangan	√ (Tahu minimal 1)
	Pengetahuan terhadap Karakteristik Produk/Layanan Jasa Keuangan	√ (Tahu minimal 1)
	Pengetahuan terhadap <i>Delivery Channel</i>	√ (Tahu minimal 1)
Keterampilan	Pernyataan Kemampuan Menghitung	√ (Tahu minimal 1)
	Konsep Aritmatika Sederhana	√
Keyakinan	Keyakinan terhadap Lembaga Jasa Keuangan	√ (Tahu minimal 1)
	Keyakinan terhadap Kemampuan Pengelolaan Keuangan	√ (Top three answers)
Sikap	Tujuan Keuangan	√
Perilaku	Upaya Mencapai Tujuan Keuangan	√

Source: Otoritas Jasa Keuangan (OJK)

Investment is one of the strategic steps in managing finances to be more stable and grow in the future. By understanding the basics of investment from an early age, students can build healthy financial habits, avoid excessive consumptive behavior, and have a greater chance of achieving financial freedom in the future. Therefore, investment education needs to be introduced since school age so that students can understand the benefits and risks before jumping into the world of investment.

SMA Muhammadiyah 3 Jakarta contributes greatly to developing students' financial understanding as part of their education. Based on interviews with the school, it was found that many students still have a low understanding of financial management and investment. Some of them even admitted that they have never received education about investment or financial risks. In addition, discussions with teachers showed concerns about the trend of using online loans among students, especially due to the lack of understanding of the long-term

consequences. Therefore, exposure to the basic concepts of investment is very important so that students can learn how to manage money wisely, choose appropriate investment instruments, and avoid financial traps such as online loans that can harm them in the future.

This community service activity aims to provide insight into the basics of investment for generation Z, especially students of SMA Muhammadiyah 3 Jakarta, and invite them to start thinking and acting smarter in managing finances. With a better understanding, it is hoped that Generation Z will be able to become more financially independent individuals and have careful financial planning for their future.

IMPLEMENTATION AND METHODS

Activity Implementation

Early Financial Intelligence Program: Knowing the Basics of Investment for Gen Z at SMA Muhammadiyah 3 Jakarta. This activity took place for one hour at SMA Muhammadiyah 3 Jakarta, which is located at Jl. Limau II BLOCK No.3 3, RT.3/RW.3, Kramat Pela, Kec. Kby. Baru, South Jakarta City, Special Capital Region of Jakarta 12130. The event consisted of a pretest session, material presentation, quiz, post test and a question and answer session to deepen participants' understanding.

The main participants in the activity comprised 28 students from grade X(ten). Interviews with the school showed that many students have a low understanding of financial management and investment. Some of them even admitted that they had never received education about investment or financial risks. In addition, the school is concerned about the trend of using online loans among students due to a lack of understanding of the long-term consequences. Thus, this community service activity is designed to provide basic insights on investment to help students make smarter financial decisions.

Implementation Method

To solve the problems that have been conveyed by the school, it is necessary to apply an effective method, namely the participatory method. In this method, the school is given as much space as possible to convey their ideas, innovations, and creativity. Meanwhile, the service team acts as a facilitator in charge of providing direction, general material, and sharing personal experiences, in accordance with the opinion expressed by (Asnawi, 2016). The stages of the activity are summarized as follows:

Table 2.1 Summary of Activity Stages

Stages of the Activity	Information
Planning Stages	<ol style="list-style-type: none"> 1. Analysis of the Situation and Problem Identification, 2. A preliminary survey measured financial literacy, basic investment understanding, online loan usage (pinjol), Fear of Missing Out (FOMO), and hedonism among participants and school teachers, 3. Drafting the Proposal for the Program Activities, 4. Submission of the permission letter to the relevant authorities, 5. Coordination with Muhammadiyah 3 Senior High School Jakarta
Implementation Stages	<ol style="list-style-type: none"> 1. Distribution of the attendance list to participants, 2. Distribution of the pre-test questionnaire to participants by the PKM team, 3. Preparation and development of the training materials, 4. Implementation of the training and delivery of the materials by the PKM team, 5. Quizizz games administered by the PKM team to the students, 6. Distribution of the post-test questionnaire following the training, 7. Question and answer session, 8. Distribution of the Google Form for the PKM event evaluation, 9. Closing session.

Stages of the Activity	Information
Evaluation Stages	<ol style="list-style-type: none"> 1. Program evaluation by measuring knowledge improvement through pre-test and post-test results, student participation, quiz outcomes, and feedback from both students and teachers, 2. Preparation of the activity progress report, 3. Development of the final report for the PKM program, 4. Publication of a scientific article in an academic journal, 5. Dissemination of the activity through social media platforms

Source: Data processed by the author (2025)



Source: Author's Data Processing (2025)

Figure. 2.1 Activity Flyer

Based on Table 2.1 Summary of Activity Stages above, the team believes that the Community Service Program (PKM) aimed at students of SMA Muhammadiyah 3 Jakarta has the potential as a means of facilitation as well as a medium for sharing knowledge and insights that are beneficial to the participants. Hopefully, this PKM program can have a sustainable positive impact in improving the Financial Literacy of the younger generation.

The activities to be implemented include education on financial literacy and investment basics, which will be delivered by a team of students from the

Indonesia Banking School. The materials compiled cover two main topics, namely:

1. Financial Literacy and Financial Management
2. Investment Basics, with an emphasis on discussing the phenomenon that is currently rife among Generation Z, namely the use of online loans (pinjol) and fear of missing out (FOMO) behavior.

Through this activity, participants are expected to gain a better understanding of the basic principles of investment, be able to make wise financial decisions, not easily affected by the FOMO phenomenon, and avoid the risk of irresponsible use of online loans.

In practice, this activity follows several key processes, such as:

1. **Socialization and Education**
 - Presentation of material on the basics of investment, the importance of financial literacy, and the risks and benefits of investment.
 - Delivery of material through interactive presentations using visual media such as slides and educational videos.
2. **Interactive Discussion**
 - Participants were given the opportunity to ask questions and discuss directly with the speaker about the topic presented.
 - A simple case study is used to provide a real-life overview of investment decision-making
3. **Simulation and Practice**
 - Participants are provided with simple investment simulations to understand how legal and profitable investments work.
 - A comparison between sound investment and illegal investment schemes is shown to enhance students' understanding.
4. **Question-and-Answer and Evaluation Session**
 - The Q&A session provided an opportunity for participants to clarify their understanding of investment.
 - Evaluation was conducted through a short questionnaire to measure participants' understanding before the activity (pre-test) and after the activity (post-test) took place. The effectiveness of the activity will be measured through the indicators listed in Table 2. Thus, the evaluation process includes pre- and post-counseling assessments, as well as reflections from participants to improve the quality of materials and delivery in the future.

Table 2.2 Indicators for Measuring the Effectiveness of Community Service Programs

No	Indikator
1.	Participants who take part in the activity are at least 20 participants
2.	At least 60% of activity participants feel they understand investment with the explanation that has been done by members

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3. At least 50% of activity participants are interested in investing
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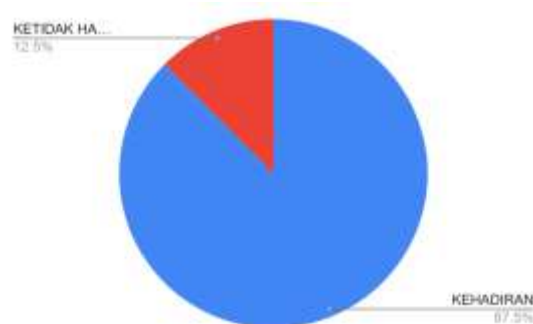
Materials Presented

1. **Personal Financial Management** - Helps understand money management wisely, including distinguishing between needs and wants, and the urgency of saving before investing.
2. **Introduction to Basic Investment Concepts** - Explains the definition of investment, types of investments (stocks, bonds, mutual funds, deposits), and the importance of investing early on.
3. **Investment Risks and Profits** - Discusses the risks in various investment instruments and how to manage those risks.
4. **Dangers of Online Loans and Fraudulent Investments** - Provides insights into the fraudulent investment mode that often ensnares the younger generation and tips to avoid it.

In the implementation of this activity, PKM students act as facilitators who have prepared materials related to the basics of investment and financial literacy. Evaluation is carried out before and after counseling, with reflections from participants as material for improving the quality and delivery methods in the future. Prior to the delivery of the material, an initial survey was conducted to measure the students' level of understanding and analyze its components. Afterwards, a final survey (post-test) was used as an evaluation tool to assess the improvement of participants' understanding and gather feedback on the relevance of the additional needs fund materials from students. At the end of each session, a question and answer session as well as an interactive discussion were organized to ensure that the participants truly understood the material provided.

Through this activity, it is expected that students of Muhammadiyah 3 Senior High School will gain a deeper understanding of investment, enabling them to make more informed financial decisions in the future.

RESULTS AND DISCUSSION



Source: Author's Data Processing (2025)

Figure 3.1 Percentage of Student Attendance in Activities

Based on the graph in Figure 3.1 which shows the attendance data of the participants, the Community Service (PKM) activities carried out by students with the theme Financial Intelligence from an Early Age: Knowing the Basics of Investment for Gen Z received a positive response from students of class X-5 SMA Muhammadiyah 3 Jakarta. This can be seen from the high level of student participation, where 87.5% of the total participants were recorded as attending the activity directly. Meanwhile, only 12.5% of students were unable to attend the activity due to certain reasons. According to Table 2.2, the first indicator is the number of participants of at least 20 people. In this PKM activity, 28 people attended so that the minimum target was met and even exceeded. This achievement reflects the high enthusiasm of the participants for the financial literacy material provided. The second indicator requires at least 60% of participants to understand the basics of investment. Based on the evaluation (post-event questionnaire), around 75% of the participants showed an understanding of the basic concepts of investment, exceeding the minimum threshold set. This achievement indicates the effectiveness of the material delivery during the PKM and that most participants were able to absorb the core material well. It can be seen in Figure 3.2 that participants were present during the PKM activities:



Figure 3.2 Participation Attendance in the PKM Activity

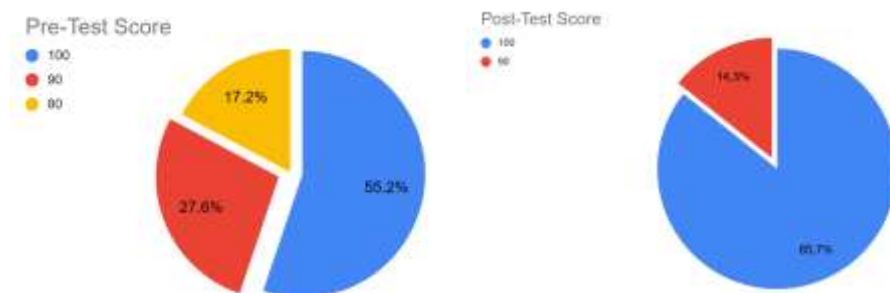
The high attendance of students in the PKM activities as shown in Figure 3.2 is evidence that this activity has addressed the actual needs of the students. The third indicator measures participants' interest in investing; the target is that at least 50% of participants are interested in investing. The evaluation results show that around 60% of participants expressed interest in trying to invest after attending the session, slightly above the target. These three indicators prove that PKM activities not only increase understanding, but are also able to foster concrete interest in investing. This may be due to the character of Gen Z who tend to be cautious in making financial decisions, so it takes more encouragement for them to be encouraged to try investing. Overall, most of the program indicators have been achieved.

Gen Z is currently immersed in a rapid flow of information, which often leads to social pressures such as the Fear of Missing Out (FOMO) phenomenon. Many teenagers are encouraged to follow consumptive trends or instant investments without adequate understanding, and are often trapped in illegal online loan services (pinjol). This situation reinforces the urgency of integrating financial literacy in formal education as a preventive measure so that students are able to sort out information, recognize financial risks, and build healthy financial habits early on.

Not only does it explain the quantitative participation of students, but it also reflects the success of PKM activities in reaching out and shaping students' awareness of the importance of financial literacy. The active involvement of the majority of participants reflects that this topic is not only relevant, but also needed to equip the younger generation to face financial challenges in an increasingly complex digital era.

The analysis of this activity includes an evaluation of the number of participants, attendance rates, as well as a comparison of pre-test and post-test scores to assess the participants' increased understanding of financial literacy, particularly in terms of investment. The data collection instrument was developed based on the Financial Literacy Index Parameters from the Financial Services Authority (OJK), which includes five main dimensions: financial knowledge, skills, beliefs, attitudes and behaviors. In addition, short interviews with some students and teachers were conducted to gain qualitative insights into their perceptions of the importance of financial literacy and the challenges faced in personal financial management and regarding investments. The data obtained from the questionnaires and interviews were then visualized in graphs to provide a comprehensive picture of the impact of educational activities on increasing students' understanding and interest in investing smartly and responsibly.

Before the PKM activity was carried out, a number of fundamental mindset errors were found among students of SMA Muhammadiyah 3 Jakarta. Based on the results of the initial survey and informal interviews, the majority of participants did not understand how to manage personal finances, such as distinguishing needs and wants or the importance of saving. In addition, there is an assumption that investment activities can only be done by adults or those who already have a steady income, even though there are currently various micro-investment instruments that are friendly to students. Equally important, students are also unaware of legal and safe investment applications registered with the Financial Services Authority (OJK), making them vulnerable to fraudulent investment offers circulating through social media. This is in line with OJK's (2023) findings that the financial literacy index among Indonesian students is still below 40%, with a high level of inclusion but not sufficient understanding.



Source: Author's data (2025)

Figure 3.3 Pre-test and Post-test Results

Based on Figure 3.3 "Pre-test and Post-test Results", it can be seen that the community service activity themed "Financial Intelligence from an Early Age: Knowing the Basics of Investment for Gen Z" succeeded in increasing participants' understanding of financial literacy, especially in the investment aspect. Before the implementation of the activity, the distribution of participants' pre-test scores fell into three main categories, namely scores of 100 (55.2%), 90 (27.6%), and 80 (17.2%). After the educational intervention was provided, there was a significant increase in the number of participants who achieved a perfect score, namely 85.7% for a score of 100, while the rest were at a score of 90 (14.3%), and there were no more participants who obtained a score of 80. This increase reflects that most participants experienced substantial progress in understanding the material, although there were a handful of participants who still needed further deepening.

Qualitatively, the change in score distribution illustrates the success of the program in delivering the material comprehensively, especially in conceptual aspects such as the definition of investment, principles of risk and return, and identification of the characteristics of fraudulent investments. However, the non-achievement of perfect scores by all participants also indicates that there are limitations in the implementation time (only 1 hour), as well as challenges in internalizing abstract concepts quickly, especially for participants who have not previously had a basic understanding of finance.

The effectiveness of this program lies not only in the aspect of improving grades, but also in the contextual approach used. The program successfully linked educational materials with actual phenomena experienced by Gen Z, such as social pressure due to FOMO (fear of missing out) culture, YOLO (you only live once) lifestyle, Hedonism, and the rise of online loans that trap teenagers in impulsive consumption patterns. Through interactive discussions and real case simulations, participants were invited to analyze how the urge to follow trends without rational consideration can have a negative impact on their financial health. One of the sessions entitled "The Dangers of Online Loans and Fraudulent Investments" provided a critical reflection space for participants to understand the consequences of uninformed financial decisions.

Furthermore, the program also emphasized the importance of long-term financial management and an understanding of legal and safe investments. Prior to the program, most participants tended to think of investments as an instant way to make a profit, or even did not understand the difference between legitimate investment instruments and investment scams. However, after the education session, participants showed an increase in their ability to recognize indicators of fraudulent investments, understand the risks of high-interest loans, and develop an interest to start investing wisely. This is in line with the qualitative findings in the document, where more than 50% of the participants expressed interest in starting to invest and became more critical of financial offers with unclear legality.

Furthermore, the results of short interviews with some students and teachers reinforced the quantitative data. Students stated that before the activity, they associated investing only with “complicated things that adults do”, whereas afterward, they began to understand basic concepts such as risk, diversification, and the importance of long-term investments. Teachers also stated that the Gen Z context-based approach made students more enthusiastic and open to topics that were previously considered unfamiliar.

Overall, this activity has successfully paved the way for strengthening financial literacy among high school students, especially in forming a critical and responsible mindset towards financial decisions. However, this success also opens room for evaluation of the duration, depth of material, and scope of the program which in the future needs to be expanded so that the impact is more sustainable and inclusive for all students.

However, some technical obstacles were found during the implementation of PKM activities. One of them was a disruption in the presentation device, such as a projector that had experienced an unstable connection with a laptop. In addition, the internet connection used in online quiz sessions and educational video shows also experienced interruptions, which hampered the smooth interaction. As a solution, the team immediately replaced the problematic devices with previously prepared backups and replaced the internet network that could smoothly connect to the PKM team's devices. So that PKM continues to run smoothly.

Thus, the pre-test and post-test data is not only an indicator of the success of the activity, but also a representation of the urgency of integrating investment literacy in the school curriculum. This activity provides empirical evidence that early financial learning, when adapted to learning styles and generational realities, can form the foundation of critical thinking and healthy financial behavior in adolescents. This PKM activity positively contributed to the participants' understanding and interest in investment and personal financial management. The evaluation also showed that strengthening in terms of duration, depth of material, as well as sustainability strategies need to be considered to increase their long-term impact. financial knowledge is a fundamental thing that is very important for all people to have, especially the current young generation (generation Z), which in the future will be the largest user of technology and is closely related to finance. This generation is known to

be very creative and enthusiastic in utilizing digital financial services. Therefore, in order to ensure that they are able to manage their finances properly and correctly, they need support in the form of adequate financial knowledge, or what is called financial literacy (Azhar et al, 2024).

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The implementation of the PKM Cerdas Finansial Sejak Dini activity at SMA Muhammadiyah 3 Jakarta showed positive results. Basic investment materials were delivered with interactive methods such as short presentations, discussions, and simulations, so that class X-5 students as Gen-Z were able to understand basic financial concepts better. Indicators of the program's success were met, for example, most students can now distinguish legitimate investment instruments from fraudulent investments and realize the importance of long-term financial management. Evaluation responses showed an increased understanding of financial literacy; more than half of the participants reported that their understanding of investment improved after the activity.

In addition, this activity succeeded in fostering students' interest and critical attitude towards the world of finance from an early age. Research conducted by (Cindiyasari, S. A., Anjelita, M., & Riski, 2024) supports these findings which prove that investment interest is influenced by financial literacy. Adequate financial literacy knowledge is related to better financial management choices so that it can generate interest in investments that tend to be greater. In addition, young people's investment decisions are also influenced by others (Pradnyawati & Sinarwati, 2022).

Many students enthusiastically asked questions and were active in the investment simulation, reflecting their high level of engagement. Interview results and mentor teacher feedback confirmed the success of this educational approach, with most participants now interested in learning to invest wisely. Overall, this PKM made a real contribution in building a healthy financial literacy foundation for the younger generation. The success confirms that early financial education can establish a smart and responsive financial culture among students.

Recommendations

- **PKM Session Duration Adjustment:** It is suggested that the duration of the activity be increased from 1 hour to 2 hours, and divided into two main sessions. The first session includes a thorough delivery of financial literacy materials and basic investment concepts, while the second session is geared towards interactive simulations, real case discussions, and evaluation of student understanding. This division allows participants to not only receive information theoretically but also practice it directly, which can improve retention and understanding of the material.
- **Strengthening partnerships with schools:** Strengthening partnerships with schools (teachers, student council or extracurricular finance activities) is important to maintain program sustainability. Strong partnerships enable the integration of financial literacy into the

curriculum or school agenda on a regular basis, as well as resource support for the implementation of follow-up activities.

- **Integration of legal investment applications:** Integrating the introduction and use of legally registered investment apps (e.g. technology-based simulation platforms) into learning materials will provide practical experience for students. This helps participants understand how to invest legally and safely, and equips them with the skills to use modern investment tools responsibly.

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We acknowledge that this journal still has limitations and is far from perfect. Therefore, we sincerely welcome any constructive criticism and suggestions for improvement, so that this work may be enhanced in the future. We hope that this journal can provide meaningful benefits and serve as our small contribution to improving financial literacy among the younger generation.

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