

# Analysis of Financial Literacy: Case Study on Vulnerable Youth in Yogyakarta

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**ABSTRACT.** In Indonesia the rate of literacy and inclusion is still low and its significant with the condition of economics now. Young people as pillars of the future civilization still need learning skill for the future especially in Yogyakarta as the city of the student. This study aims to described financial literacy and factors that affecting financial literacy of vulnerable youth in Yogyakarta. This study was qualitative with interview as a method of data collection and descriptive as a data analysis technique. The interview was semi-structured and the interviewees were vulnerable youth in Yogyakarta with some requirements. This study found that financial literacy in vulnerable youth in Yogyakarta are in medium level. Next, for the data that that not all conditions experienced by a vulnerable youth affect their financial literacy. For everyone in any situation can now obtain proper financial literacy and for influencers present a lot of financial literacy content. The government should give the explanation that financial literacy is not difficult to obtain.

**Keywords:** financial literacy, vulnerable, youth, Yogyakarta, economy

## INTRODUCTION

Literacy in Indonesia is exceptionally low and is said and live by UNESCO. On the other hand, literacy is exceptionally critical in terms of the quality of human resources or assets (Astuti, 2022). Great human resources or assets are anticipated to be able to assist financial as an inseparable part of life within the nation of Indonesia (Kurniawan, 2018). Tragically, the level of literacy and inclusion incorporation in Indonesia is still underneath 50% which certainly has an effect on the economy in Indonesia now and future (Puspaningtyas, 2020).

OJK conducted an overview in 2019 with respect to the list of literacy and inclusion financial and it has been broadcast which comes about expanding from the past overview year, but still underneath the 50% stamp. The writing on low levels of literacy and inclusion in Indonesia is broadly utilized and changed (see e.g., sanistasya, rahardjo, & mohammad iqbal: 2019; ummah, nuryartono, & anggraen: 2018; margaretha & pambudhi : 2015; akmal : 2016; septiani & wuryani : 2020; anwar, purwanto, suwaidi & anienda : 2017). The scope of inquiry was carried out based on the territorial segment file, subject recognizable proof and subject treatment, to speculations and the effect on the subject. This investigation alludes to the level of quality of human assets or resources. Be that as it may, inside this scope, there's no writing that depicts there is limit studies that using randomly vulnerable youth in Indonesia. Christopher Manske mentioned (the prepared investor: how to prevent the next crisis from affecting your financial independence) "mother nature convincingly suggests that those who stay scared and run with the herd are more likely to stay alive and as investors around you behave irrationally

and the news describes a miasma that will last for years, it's easy to lose sight of your well-laid plans. It's tempting to join the herd...".

Young people who become the milestones of the nation's future civilizations are not figures who can stand tall without the help of caring adults and those who help in learning skills. Young people need to be supported with positive things and directed experiences to provide new and developing neural pathways. Positive brain development may not occur when there is no pathway to develop (Bosco, 2022). This study describes "youth" adolescents and young adults between the ages of 10 and 22. The groups included are: - youth who have lost their homes or do not have a definite home. - youths who have dropped out of school, - young people who use drugs, - youth who have mental disorders, - youth who have cases against immigration, - youth who have criminal records, - youth who are victims of cases of violence, -youth who do not have a future view of life. Although youth vulnerability is not limited to these factors.

Previous research has been very limited in emphasizing the subtopics on the vulnerability of youth who have the following factors: - youth who have lost their homes or do not have a definite home. - youths who have dropped out of school, - young people who use drugs, - youth who have mental disorders, - youth who have cases against immigration, - youth who have criminal records, - youth who are victims of cases of violence, - youth who do not have a future view of life.

Referring to what happened in Yogyakarta, as an area known as the city of students, the attention of youth is an important basis in the civilization of progress in the

Yogyakarta region itself. It is still easy to find on the streets of young people who are trying to make a living when it is not the time for the young man to make a living. This is the basic reason for making this research which aims to obtain a correlation between economic literacy and youth economy. The points of this study are expected to be used in planning the development of economic literacy with the economy of youth who have vulnerabilities. This study answers several questions related to the economy of literacy in Yogyakarta, how is the financial literacy of vulnerable youth in Yogyakarta described? What are the factors that affecting financial literacy of the vulnerable youth in Yogyakarta?

## METHODOLOGY

This research was qualitative using interviews for the data collection. There were 3 vulnerable youth with different background in Yogyakarta chosen in this study that will answer the quiz and the question for interviewees. Interview that identified using WhatsApp call or directly interview with an appointment that related to subject. Observation that focused on the correlation between literacy economy and vulnerable youth and the factors from the conditions of vulnerable youth in the level of literacy economy. To be able to took part in this research, they had some proposals: - youth that have age from 10-22 years old, - youth who have lost their homes or do not have a definite home. - youths who have dropped out of school, - young people who use drugs, - youth who have mental disorders, - youth who have cases against immigration, - youth who have criminal records, - youth who are victims of cases of violence, - youth who do not have a future view of people life. Research would ask permission to using the case that happened in the Interviewees for this research and all Interviewees was voluntary. The interview was semi-structured which was done in more than 30 minutes for each Interviewees. This study using descriptive method as a data analysis technique.

## RESULT

Of the 3 Interviewees who conducted the interview voluntarily, gave different results and conclusions. With different backgrounds and problems, these Interviewees gave answers that fit their individual circumstances. To know the level of financial literacy, the interviewees do some mini test before interview. The test using Guttman's scales with using just right or wrong. In this step using 7 questions with each question are have 1 score. The question that are:

Question 1 : pengelolaan keuangan yang baik dapat membantu membuat perencanaan jangka pendek dan jangka panjang.

Question 2 : aset merupakan kekayaan yang harus segera dilunasi.

Question 3: pendapatan adalah semua penghasilan yang dapat digunakan untuk memenuhi kebutuhan, sedangkan pengeluaran adalah

uang keluar yang digunakan untuk membeli barang atau jasa yang dibutuhkan

Question 4: cara membuat perencanaan keuangan adalah menentukan kondisi finansial saat ini, tanpa mempertimbangkan masa depan.

Question 5 : manfaat menabung dalam pengelolaan keuangan pribadi adalah untuk menyimpan uang demi keperluan masa depan

Question 6 : semua kelompok masyarakat dapat menggunakan jasa asuransi untuk melindungi aset apapun.

Question 7 : investasi merupakan bentuk penanaman modal atau uang yang dapat diambil keuntungan di masa depan

I	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Total score
X	B	S	B	B	B	S	S	5/7
Y	B	S	B	B	B	S	S	5/7
Z	B	B	B	B	B	S	B	6/7

Keterangan :

I : Interviewers

Q1 : Question 1

Q2 : Question 2

Q3 : Question 3

Q4 : Question 4

Q5 : Question 5

Q6 : Question 6

Q7 : Question 7

After mini test that answering some question and using Guttman's scale to describe the score, there is any some question that the interviewees have to answer when doing interview. There are any 6 questions that interviewees feel free to answer it according to his condition and experience. During the interview, there are questions other than this to help capture the direction of the conversation during the interview.

Interviewees	Apa yang menjadi faktor pend	Apa yang menjadi faktor peng	Menurut anda apakah penting	Lite rasi keuangan yang sepe rti	Ada tidak pengaruh kondisi	Apa kah saya tertarik untuk
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	orongan peng etahuan literasi keuangan saya? (What are the driving factors for my financial literacy knowledge?)	hambat pengetahuan literasi keuangan saya? (What are the inhibiting factors for my financial literacy knowledge?)	untuk memilikidan menjalan literasi keuangan? (Do you think it is important to have and practice financial literacy?)	apa yang ingin anda pelajari? (What kind of financial literacy would you like to learn?)	anda sekiranya dalam literasi keuangan anda? (Does your current condition affect your financial literacy?)	belajar tentang literasi keuangan? (Am I interested in learning about financial literacy?)
X	Keinginan gue sih. Gue nih anak terak hir, yang ofcourse lah mikirin gimana keluarga gue kede pann ya. Kalau nanti hal yang tidak diing nkan, ya	Sekaa rang jaman gampang bange t nyari infor masi. Gaada hambatan buat gali infor masi dasar begit u mah, malah nyari infor masi yang harus nya bisa pinter	Penti ng sih. Dulu wakt u gue sma, gue mendi alami juga per bab-ekon omi-an. Ya dari situ jadi ngerti , oh terny ata hal kecil yang sepel e juga penti ng. And	Bany ak bang et apala gi bag ian inves tasi. Gue tuh dulu mem pelaj ari sekal igus mem benci ekon omi. Seka rang gue nyes el bang et kena pa	Gak bany ak sih. Yang gue rasai n buka n hal yang men gha mbat gue daam mem pelaj ari hal terse but. Mala h ya, gue nih dipa ksa untu k mela kuka	Dulu sang at tertarik, di awal kulia h, wah yak arna gue sekar ang seme ster 4 nih, jadi wakt u awal nyes el aja gitu ga ambi l ekon omi dan peng en

	gue harus back up. Tunt utan kelua rga, trus gue ke trigge r gitu deh deng an kondi si, dan mikir ini gue perlu ngerti deh.	- pinter . Awas kema kan hoax sih.	we have to know for our daily life. Hal kecil aja ya, gausa h jauh samp e saha, walau pun gue sekar ang tertarik ke saha m.	gak gue masu k kuliah ekon omi, haha.	n kegia tan yang terbu ka dan harus perca ya biar rasa anxie ty gue tuh bisa semb uh.	bang et mem pelaj ari saha m dan akar nya, tapi gak dulu untu k sekar ang.
Y	Emm apay a kak, karna kan kita butuh uang ya kak buat sehari-hari, ya aku ngerasa sa perlu gitu, uang termasuk finansial kan ya kak, jadi pastilah ya.	Malas dan meny epele kan sih kak. Itu racun bange t, karna sering bange t meny epele kan hal kecil masal ah uang. Padah al kalau diku mpulin banya k gitu.	Penti ng. Sekar ang siapa sih yang bisa lepas dari uang? Kan semu a berga ntung ya kak. Aku jualan juga mau dapet cuan haha.	Aku peng en punya bisni s kak, aku mau jualan aja, nge mba ngin ini biar dape t cuan.	Lah, ini aku jualan kalua buka n kare na buat biaya uang saku tamb ahan, ya gak jualan. Ibu sama ayah gakb isa kasih kak, aku ya jual roti gini kak. Karn	Kala u untu k jualan aku mau kak, cum an kaya k mim pi aja sih.

					a itu aku jadi belaj ar masa lah uang, gima na biar dapat mod al bany ak lagi.	
<b>Z</b>	Sosia l medi a dan kebut uhan. Ha saiki nek ra nggo wo duit yo raiso e. Di insta gram aja bany ak infon ya. Ya itu sumb ernya . Aku yo ra kulia h, ning isih iso mikir duit.	Aku ra sinau ekono mi e. Yowi s, ra minat wae.	Penti ng. Urip raiso nek ra nggo duit. Piye mene h kudu ngerti endi seqw u endi ro ngew u.	Piye cara ne entu k duit sing akeh. Ben ra mum et men eh to.	Ono palin g, ha aku tuku yo nggo duit e, yo mikir mbar ang.	Ora, aku ragel em miki r ekon omi. Mbi yen wes ange l ro pak agus ro bu ayu kok meh dita mba hi.

## DISCUSSION

This study describes the level of financial literacy of vulnerable youth in Yogyakarta with the age classification of 10-22 years with the condition that they have experienced one or more of:

- youth who have lost their homes or do not have a definite home. - youths who have dropped out of school, - young people who use drugs, - youth who have mental disorders, - youth who have cases against immigration, - youth who have criminal records, - youth who are victims of cases of violence, - youth who do not have a future view of people life.

This study provides an explanation that vulnerable youth are at the financial literacy level middle (76% that took from total score divided by 21 as a highest score then multiplied by 100%) low level is on under 50%, middle level is on 51%-80%, the high level on the 81%-100%. This was evidenced in the quiz work carried out by the Interviewees before the interview took place.

Regard to the answer by all of interviewees, most told that the primary encourages financial literacy skills come from social media. The current condition is indeed a motivation to continue to develop on social media. This affects the use of social media and is explained during interviews and felt by all sources. The inhibitory factors for obtaining financial literacy vary. It is said that 2 out of 3 sources are less interested in finance because they think that finances are difficult to learn. Another source said that there was no barrier to obtaining financial literacy information for him.

The factors that affect the financial literacy of vulnerable youth are various. With various conditions and backgrounds as well as various ages, it is found that the vulnerable conditions experienced by vulnerable youths affect the level of financial literacy. This analysis is in line with the study conducted by Amidjono and friends that have final result that the condition is significant with the results of the study on the relationship of vulnerable youth in Indonesia with financial literacy. This analysis is also (in line / not) with the studies given by (international journals) about the results of studies that illustrate the factors that influence financial literacy by vulnerable youth.

## CONCLUSION

In this study, we conducted by 3 Interviewees that a part of vulnerable youth with the criteria: - youth that have age from 10-22 years old, - youth who have lost their homes or do not have a definite home. - youths who have dropped out of school, - young people who use drugs, - youth who have mental disorders, - youth who have cases against immigration, - youth who have criminal records, - youth who are victims of cases of violence, - youth who do not have a future view of people life. The level of financial literacy for vulnerable youth in Yogyakarta is at a middle level with various heavy factors, from family conditions, financial demands, as well as obtaining information repeatedly. Besides, inhibiting factors, that are from self-awareness of feeling lazy and disinterested because of financial triggers that seem difficult and heavy. This study shows that not all conditions experienced by a vulnerable youth affect their financial literacy. In this research, it can be seen that under any circumstances a vulnerable youth still has an interest in developing financial literacy.

Based on this research, it can be said that any condition is currently still being able to get proper financial literacy. It is highly recommended for the public, especially social media influencers, to provide a lot of financial literacy content because seeing the way they get is dominated by the effects of using social media. Suggesting to the government and academics that financial literacy is not something that is difficult to obtain, so that the vulnerable youth in Yogyakarta does not affect the level of financial literacy and can obtain proper financial information. For the next studies that will appoint studies about financial literacy and vulnerable youth, to make more specific, various and more interviewees so that will more detailed and more relatable to answering the research question.

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