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Optimization of Financial Satisfaction: Stimulant from Financial Literation and Inclusion for Society

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Abstract

Purpose - The study aims to develop a theoretical model of financial satisfaction and an empirical research model on literacy and inclusion. Primarily, it aims to analyze the concepts of financial attitude, behavior, and knowledge.

Methodology - Data were obtained from individuals at Palembang City South Sumatera in between the ages of 20 and 55 who earned an income were included in this research. Furthermore, the Structural Equation Modeling (SEM) technique was used to obtain data of non-probability 142 respondents between May and July 2019.

Findings - The results showed that financial attitude and knowledge have a significant positive effect on literacy, while financial behavior shows insignificant impact on literacy. Financial literacy has a significant positive effect on inclusion and satisfaction. Meanwhile, financial inclusion has no significant impact on satisfaction.

Originality - This research develops an empirical model of financial satisfaction by examining in detail how individuals increase the availability of products and services, including the ease of access.

1. Introduction

Financial satisfaction is one of the determinants of a person's success in meeting the standard of living until old age. These standards require smart financial management, which includes developing a habit of saving, investing, diversifying one's assets, and arranging for the distribution of wealth. Financial satisfaction is achieved when individuals meet short and long-term needs without experiencing even the slightest shortage (Arifin, 2018). However, individuals' satisfaction can only be met when they understand financial literacy (Hadi & Dewi, 2019; Rai, Dua, & Yadav, 2019).

Public financial data published by the OJK and contained in the revised National Financial Literacy Strategy of Indonesia or SNLKI in 2017 was highly shocking. Indonesians have a proclivity for consumption, and as a result, their finances are not adequately and prudently managed. According to OJK (2017), financial literacy is a person's ability to manage finance wisely, reflected in attitudes and behaviors towards well-being in the future. An individual can make decisions effectively and efficiently related to managing their money (Ademola et al., 2019; Rai et al., 2019). Several aspects in the measurement consist of financial attitude, behavior, and knowledge (Ademola et al., 2019; Amanah et al., 2016; Arifin, 2018; Herdjiono & Damanik, 2016; Ibrahim & Alqaydi, 2013; Lajuni et al., 2018; Rai et al., 2019). Previous research of financial literacy related to the occurrence of distress (Awallia & Dewi, 2019), investment decisions (Ademola et al., 2019), and satisfaction (Kirbis et al., 2017). Meanwhile, study in America found that capabilities and behavior were significant as a mediating variable (Xiao & Porto, 2017).

However, the research above is subject to several limitations. First, lack of empirical support for financial literacy. Second, earlier study was inconsistent, necessitating a re-evaluation with the addition of financial satisfaction. Third, it did not involve financial inclusion. Based on these limitations, the influence of financial attitude, behavior, and knowledge on literacy and inclusion needs to be proved.

Financial attitudes are interpreted as psychological characteristics found in a person interpreting everything related to financial problems. Furthermore, they are reflected in an open attitude towards information, assessing the importance of managing finance, not impulsive consumption, future orientation, and responsibility (Sari & Andriani, 2019). Managing money becomes an integral part of achieving financial goals. OJK as a regulator explained that financial knowledge alone is not enough. However, there should be changes in attitudes and behavior related to financial problems. Therefore, attitude and behavior are two conditions that should be considered in a person’s financial behavior. Financial attitudes shape short- and long-term goals, enabling people to plan for financial satisfaction and prosperity (OJK, 2017b).

H$_1$: Financial attitude is positively associated with financial literacy

Financial behavior reflects the ability to set goals, develop planning, manage finance, and determine quality decisions in using products and services (OJK, 2017b). According to the Financial Planning Standards Board (FPSB, 2013), the ability to compile financial planning includes emergency funds, saving ability, debt planning, asset diversification, pension preparation, understanding tax, and wealth distribution. Therefore, financial behavior is significant for every individual. Since the crisis in 2008, research of financial knowledge, specifically on its components such as attitudes and behavior, have received much attention. Social scientists have effectively recognized it by forecasting financial and economic processes based on people’s attitudes and actions toward money and the features of distinct social groupings with similar views and behaviors (Németh & Zsótér, 2017). As a result, examining the financial behavior of young adults is an interesting and important research topic from various aspects (Zsótér & Németh, 2017). This is because young adults face difficulties and are expected to handle sophisticated financial decisions at each life cycle stage.

H$_2$: Financial behavior is positively associated with financial literacy

Financial knowledge in the context of literacy is the ability of individuals to understand budgeting, savings, loans, and investments (Remund, 2010). According to Jumpstart Coalition, financial literacy is shared in the areas of income, money management, investment, and loans or credit. At the same time, (Willis, 2008) discussed banking, deposits, credit, insurance, and taxes. According (Lusardi at al., 2010) measured financial knowledge in the areas of counting, compound interest, inflation, and risk diversification. Some other knowledge can be seen from information that has been published by companies engaged in the financial sector, such as banks, insurance, pension funds, financial institutions, pawnshops, and capital markets. Financial knowledge begins in Elementary School, enabling the quick application of awareness. Howlett et al, (2008) observed that individuals with such knowledge are more financially literate and can efficiently handle money.

Financial knowledge can grow into skills needed in one's daily life (Palameta et al., 2016). Financial skills enable rational and effective decisions related to economic resources (Kurihara, 2013). According (Sanderson, 2015) defines financial literacy as an individual's ability to use knowledge and skills to make the right financial decisions for effective management of resources. People with superior financial understanding and a working professional demonstrate the negative consequences of lower tendencies. Financial knowledge has a strong influence on financial attitudes and behavior. This research identifies that financial knowledge is essential in determining literacy and decision-making skills (Robb & Woodyard, 2011).

H_3: Financial knowledge is positively associated with financial literacy

Financial satisfaction is the degree to which an individual is satisfied with the income, abilities to handle emergencies and fulfill necessities, debt levels, total savings, and money set aside for future financial needs and life goals (Hira & Mugenda, 1998). According to (Hasibuan, 2018), satisfaction is described as a state of being financially healthy, happy, and free from worries. (Xiao & Porto, 2017) explained that the measurement can evaluate the income, wealth, and financial well-being as seen in the personal status, while (Kirbis et al., 2017) described financial satisfaction as an attitude and behavior used to maintain standards of living. Positive financial behavior maintains emergency savings, while retirement planning is positively related to financial satisfaction (Xiao & Porto, 2017). According to (OJK, 2017a), the concept of satisfaction is synonymous with financial well-being. Financially healthy people are not scared of facing old age. Therefore, personal financial behavior becomes a conception that underlies planning in living life. Satisfaction is built on the theory of Planned Behavior (TPB), which explained that intention arises for individual behavior. According to (Hadi & Dewi, 2019), financial satisfaction is associated with education, implying that lifestyle and consumption significantly influence planning success. Financial satisfaction will be realized when the rules of behavior are successfully implemented as a mechanism through literacy (Limbu & Sato, 2019).

H_4: Financial literacy is positively associated with financial satisfaction

The definition of financial literacy is still debatable (Rai et al., 2019), concerning education and knowledge (Al-tamimi & Kalli, 2009; Howlett et al., 2008). Meanwhile Frisanco (2018) argued that financial education and knowledge are only two dimensions of literacy and can be more than two dimensions. (Anthes, 2004) proposed an elaborative definition of personal financial literacy as the ability to know, analyze, and manage conditions that affect the material well-being of individuals. Based on the Organization for Economic Co-operation and Development (OECD, 2013), it is defined as knowledge and understanding of concepts and risks, along with the skills, motivation, and confidence to apply their knowledge and understanding to make effective decisions, improve well-being of individuals and communities, and participate in the economic field. The Indonesian National Financial Literacy Strategy or SNLKI in OJK (2017a) provided the improvements as knowledge, skills, and beliefs that influence attitudes and behaviors to improve the quality of decision making and financial management. Based on some understanding of literacy, three basic principles lead to financial well-being and psychological characteristics in dealing with attitude. Individuals can manage money wisely and effectively with good financial literacy. These include long-term investments for retirement and children's education, short-term savings for holidays, home and auto loans, and other financial obligations.

H_5: Financial literacy is positively associated with financial inclusion

Financial inclusion relates to institutions or companies engaged in the services sector. It was defined by (OJK, 2017b) as the availability of access to various institutions, financial products, and services following the needs and abilities to improve the community's welfare. Theories of financial inclusion delivery from (Ozili 2018, 2020) discussed the role in increasing public understanding of products and services. (Morgan & Long, 2020) showed that financial literacy has statistically positive effects on inclusion and stability. Based on the definition above, financial literacy needs to interact with institutions in funding and lending activities (Yuliani et al., 2019). Financial inclusion is more than knowing the institutions engaged in the services sector since products can be skillfully used. At the dawn of industry 4.0 in this e-digital era, financial service organizations give a variety of facilities to maximize their services to the community. Therefore, various product and service information from companies in the financial sector will benefit the community's needs. (OJK, 2017b) stated that financial inclusion can expand access to institutions and provide financial products and services according to the needs and abilities of consumers and society.

H_6: Financial inclusion is positively associated with financial satisfaction

2. Research Methods

The population is the entire Palembang community in their productive years. The samples consist of individuals aged 20-55 years. Based on the characteristics of these respondents, this research followed a non-probability purposive sampling technique to determine the respondents, and the target group is the productive age with an income. Furthermore, the respondents were 142 people, selected using the purposive-random sampling method. The data were collected in May-July 2019 using a questionnaire as the instrument.

The independent variable is Financial Literacy (FL), measured by three aspects of Financial Attitude (FA), Financial Behavior (FB), and Financial Knowledge (FK), while three-dimensional measurements are by OECD (2016) and research conducted by Rai et al. (2019); (Sudindra & Naidu, 2019). Indicators for financial attitude are fear and worry, economic and thrifty, comfortable, easy and quick, debt, emotional attachment. The indicators of financial behavior are saving behavior at the beginning of the month, budgeting behavior, price survey behavior, bill-paying behavior, receipt saving behavior, paying off behavior, emergency fund behavior. Financial knowledge has five indicators, including banking knowledge, investment, insurance knowledge, capital market knowledge, and pension knowledge. Meanwhile, the indicators of literacy are financial planning, investment planning, skill in using products and services, change in attitude and motivation. The dependent variables are Financial Inclusion (FI), and the indicators are easy access, as well as availability and use of products and services. Financial Satisfaction (FS) has six indicators, individual financial planning, saving planning, investment growth, debt installment, asset portfolio, risk management. The inclusion variables were in line with OJK (2017a), while the satisfaction variables were consistent with Arifin (2018); (Hadi & Dewi, 2019), (Ponchio, Cordeiro, & Goncalves, 2019), (Riitsalu & Murakas, 2019).

The data were analyzed using Structural Equation Modeling (SEM) with variant-based SmartPLS Ver 3 software. The data processing began with testing the research instrument in a questionnaire to seek validity and reliability.

The validity testing was based on convergent, discriminant, and Average Variance Extracted (AVE). The reliability testing was based on the Composite Reliability and Cronbach's Alpha results of each parameter. Furthermore, PLS's rule of thumb was conducted by analyzing the model, including linearity and outer model test. The linearity analysis was an assumption of the use of PLS, which emphasized whether the relationship between variables has been linear or not by using a significance level at <5%. This used SPSS software with a curve fit analytical tool. The decision to analyze the relationship between linear variables is in line with the parsimony principle.

An outer model test was used to analyze indicators of latent variables, namely Financial Literacy, Attitude, Behavior, Knowledge, Inclusion, and Satisfaction. The indicators were reflective, which means that there was a reflection of each. Provisions on an indicator reflected each variable based on the loading factor. For example, when the result of the loading factor is > 0.7, then the indicator reflects the variable, but when the result ranges from 0.50 to 0.60, the indicator is considered sufficient (Solimun, 2010).

Then the model test was done by checking the goodness of fit inner model. The check was based on the total determination value (Q^2) by calculating the R^2 value of each equation. Q^2 calculation was done by the following formula:

$$Q^2 = 1 - (1 - R_1^2)\,(1 - R_2^2) \ldots (1 - R_p^2) \ldots\ldots\ldots\ldots\ldots (1)$$

Note: R_1^2, R_2^2 ..... R_p^2 is R_1^2 variable of Financial Literacy (FL) to Financial Inclusion (FI), R22 is Financial Inclusion (FI), and Financial Literacy (FL) to Financial Satisfaction (FS). The quantity Q^2 has a range value of $0 < Q^2 < 1$, where getting closer to 1 means that the model is getting better. The decision to test the hypothesis of equation one is based on a p-value <5%. Furthermore, testing the equation of two was by paying attention to the significance of the coefficients of each Financial Literacy (FL), Financial Inclusion (FI) and Financial Satisfaction (FS). The structural equation can be described as follows:

$$\textit{Financial literacy} = \alpha + \beta_1 \textit{Financial Attitude} + \beta_2 \textit{Financial Behavour} + \beta_3 \textit{Financial Knowledge} + \varepsilon \ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots [2]$$

$$\textit{Financial Inclusion} = \alpha + \beta_4 \textit{Financial Literacy} + \varepsilon \ldots\ldots\ldots\ldots\ldots\ldots\ldots [3]$$

$$\textit{Financial satisfaction} = \alpha + \beta_5 \textit{Financial Literacy} + \beta_6 \textit{Financial Inclusion} + \varepsilon \ldots\ldots\ldots [4]$$

3. Results and Discussions

This research involved 142 respondents, and their characteristics are shown in Table 1, where 66% were female. This means that women were more willing to fill out more questionnaires than men. Based on the age, 66 people were between the age of 10 to 24 years, and the rest of the respondents were above 24 years old. Four people or 3% of respondents aged more than 55 years will soon retire while working in the company. The education profile of the respondents of more than 50% was University Graduates (D3/S1/S2/S3), and 56% of them were married. This means that respondents were well-established in managing finance because they had graduated from college and married.

Based on Table 1 (Respondents Group) 56% were employees and other professions such as lecturers, lawyers, teachers, etc. Their income per month above was Regional Minimum Wage (UMR), indicating more than Rp 1,75 million. All respondents who participated were in accordance with the research objectives, specifically concerning managing personal finance for regular and non-routine income. Financial skills should be planned and consistently conducted to provide convenience and financial prosperity in old age.

Table 1. Characteristics of respondents

Identity	Item	Frequency	Percentage (%)
Gender	Man	48	33,8
	Female	94	66,2
Old (years)	10 – 24	66	46,5
	25 – 34	39	27,5
	35 – 44	23	16,0
	45 – 54	10	7,0
	>55	4	3,0
Education	Elementary School	1	1,0
	Junior High School	56	39,0
	University	85	60,0
Marital Status	Married	62	43,7
	Single	80	56,3
Respondents Group	Student/Collegen	44	41,9
	Professional	27	25,7
	Employe	32	30,5
	SME	2	1,9
Income for month (IDR)	< 400.000	20	14,1
	400.000 – 600.000	10	7,1
	600.001 – 1.250.000	5	3,5
	1.250.001 – 1.750.000	4	2,8
	> 1.750.000	103	72,5

Source: from primary data, 2019

The following are the results for measuring the model with validity and reliability testing, validity with convergent validity testing and loading factors, and reliability testing with Cronbach's alpha and Composite Reliability.

Table 2. Testing the measurement model

Variables	Indicators	Loading Factor	Cronbach's Alpha	CR	AVE	Convergent Validity (Ave>0,5)
FA	X111	0,545	0,683	0,783	0,523	Valid
	X112	0,586				
	X113	0,656				
	X114	0,771				
	X116	0,672				
FB	X121	0,808	0,756	0,842	0,578	Valid
	X122	0,860				
	X123	0,517				
	X128	0,809				
FK	X131	0,722	0,830	0,887	0,662	Valid
	X132	0,816				
	X133	0,724				
	X134	0,755				
	X135	0,726				
FL	X12	0,626	0,807	0,865	0,562	Valid
	X13	0,877				
	X14	0,866				
FI	X21	0,809	0,703	0,837	0,637	Valid
	X22	0,842				
	X23	0,822				
	X24	0,779				
FS	Y11	0,508	0,778	0,845	0,529	Valid
	Y12	0,622				
	Y13	0,847				
	Y15	0,836				
	Y16	0,765				

Criteria: CR>0,7; AVE >0,5

Source: from primary data, 2019

Table 2 showed that several indicators were dropped because the loading factor value was <0.5 (Hair et al., 2017; Henseler et al., 2009). The financial attitude variable had six indicators, and there was one with a loading factor value of <0.5, which is an indicator of debt. The dominant indicator that reflected financial attitude was X114, which is one's attitude in managing finances easily and quickly. This was reflected in eight indicators, and Palembang City residents believed that spending money was by saving at the beginning of the month. This is good enough from the perspective of smart financial planning. Therefore, the loading factor value of 0.860 became the dominant indicator of the financial behavior variable. There were four indicators, namely the behavior of price surveys, paying bills on time, storing receipts, and the behavior of paying bills, and they were not a reflection of financial behavior measurements.

Five indicators measured the financial knowledge were declared valid. The dominant indicator of investment knowledge was 0.816, meaning that planning was quite good because one component of innovative financial management is investing. The purpose of investing for the future was by allocating current funds. The more extended period shows that the respondents were more effective in making personal financial planning.

Table 3. Validity of discriminant with cross loading

	FA	**FB**	**FI**	**FK**	**FL**	**FS**
x111	0.545	0.350	0.037	0.226	0.065	0.314
x112	0.586	0.231	0.083	0.248	0.152	0.320
x113	0.656	0.376	0.159	0.233	0.168	0.294
x114	0.771	0.422	0.155	0.251	0.202	0.390
x116	0.672	0.249	0.130	0.103	0.270	0.361
x12	0.258	0.264	0.261	0.402	0.626	0.476
x121	0.347	0.808	0.195	0.376	0.153	0.342
x122	0.421	0.860	0.151	0.319	0.198	0.365
x123	0.393	0.517	0.153	0.284	0.102	0.213
x128	0.346	0.809	0.354	0.354	0.258	0.367
x13	0.168	0.163	0.538	0.448	0.877	0.443
x131	0.148	0.321	0.401	0.722	0.295	0.305
x132	0.215	0.385	0.378	0.816	0.374	0.349
x133	0.204	0.196	0.228	0.724	0.481	0.398
x134	0.198	0.269	0.365	0.755	0.388	0.308
x135	0.311	0.454	0.243	0.726	0.474	0.450
x14	0.285	0.192	0.594	0.475	0.866	0.512
x21	0.140	0.168	0.809	0.387	0.508	0.305
x22	0.169	0.214	0.842	0.329	0.556	0.348
x23	0.201	0.312	0.822	0.301	0.483	0.397
x24	0.091	0.295	0.779	0.345	0.389	0.280
y11	0.331	0.297	0.191	0.230	0.208	0.508
y12	0.438	0.450	0.157	0.308	0.282	0.622
y13	0.416	0.294	0.346	0.402	0.561	0.847
y15	0.404	0.353	0.353	0.401	0.453	0.836
y16	0.349	0.292	0.373	0.419	0.522	0.765

Source: from primary data, 2019

Five indicators and respondents who measured literacy variable were declared skillful in using financial products and services as a dominant indicator of 0.877 (Table 2). On the other hand, indicators of financial planning, changing attitude and motivation were not similar to literacy variables, therefore, they were dropped from the measurement. Four indicators measured the financial inclusion variable as the availability of access to various institutions. The second indicator, namely the availability of products and services with a loading value of 0.842, was the dominant indicator reflecting financial literacy.

The dependent variable was the financial satisfaction, showing attitudes and behaviors to maintain living standards according to the wishes and have financial freedom measured by six indicators. Based on the loading value, an indicator dropped, which was the respondent's behavior in making debt repayments of <0.5. The dominant indicator was the growth of the investment and the respondents were satisfied with the returns from several investments made.

Table 2 also shows the validity and reliability tests of the questionnaire and all indicators were declared valid and reliable based on loading factor of > 0.5 and CR of > 0.7, respectively. In addition, some invalid indications were eliminated to ensure that only valid and reliable indicators were used in testing hypotheses. The discriminant validity test based on the cross-loading measurement of the construct value is shown in Table 3. A score of more than 0.7 in one variable indicates that the discriminant validity was fulfilled. Another method was comparing the AVE roots with the correlation between constructs in the model. Table 4.8 shows the value of AVE >0.5, and based on Tables 2 and 3, the measurement can be continued for structural model testing.

Table 4 shows the results of hypothesis testing, where four were accepted. The testing of structural models used total determination (Q^2). The Q^2 result of 0.726 shows that the variables used in the equation as predictors for financial satisfaction were relatively high at 73%. Only 27% was explained by other variables not included in this research equation.

Table 4. Hypothesis testing results

	β	P value	Information	R^2	Q^2
FA → FL	0,166	0,069	Significant**	0,329	
FB →FL	-0,059	0,400	Not significant		0,726
FK → FL	0,531	0,000	Significant *		
FL → FI	0,601	0,000	Significant *	0,362	
FL → FS	0,545	0,000	Significant *	0,360	
FI → FS	0,085	0,368	Not significant		

Notes: *** significant at the 0.01 level (2 tailed), ** significant at the 0.05 level (2 tailed) and * significant at the 0.10 level (2 tailed)

Source: from primary data, 2019

Based on Table 4, the form of an equation is as follows:

FL = 0,166 FA – 0,059 FB + 0,531 FK ………………… [5]
FI = 0,601 FL ……………………………………………[6]
FS = 0,545 FL + 0,085 FI ………………………………. [7]

3.1 Discussions

The influence of financial attitude on literacy was significant, with a p-value of 0.069 <0.10, explaining that the level of significance of 10% was found to be significant and positive. This finding explains empirical evidence that financial attitude is directly proportional to literacy in managing finances smartly, therefore, H_1 was proven. Furthermore, the importance of loading financial attitude is shown in an individual's ability to manage finances effortlessly and promptly. This shows that financial management was not complicated. The better financial attitude had an impact on more appropriate financial management. The second hypothesis suggests that the better the financial behavior, the more precise the literacy, did not have enough accepted evidence. As shown in Table 4, a p value greater than 5% indicates an effect of financial behavior on literacy. The loading value as a dominant reflection was that saving behavior at the beginning of the month did not change satisfaction. Therefore, discipline to save at the beginning of the month within a certain period was relatively difficult. The context of personal financial management behavior towards freedom in old age or after unproductive work became essential. This became an important factor in determining success for financial planning. However, respondents who saved at the beginning of the month were not satisfied with financial management. Table 4 shows significant and positive results (H_3 accepted), and the findings prove that the better the financial knowledge, the more literate the literacy will be. Respondents had more dominant knowledge in investment as a reflection of financial behavior. Investment creates a cash flow surplus since income outside salary or regular income every month would allow finance management. These findings are consistent with the context that the investment of knowledge contributes to the returns on financial satisfaction (Huston, 2010; Kirbis et al., 2017; Xiao & Porto, 2017).

The influence of financial literacy and inclusion was significantly positive to declare H_4 acceptable. This research established empirically that more skillful financial management affects the ability to access financial inclusion products and services. This confirms the theory of financial inclusion from (Ozili, 2020) that increases the public's understanding of financial sector products and services. Some of the adjustments were made by respondents to the conditions of technology of the industrial era 4.0. As a result, all financial inclusion products and services were getting more accessible, quicker, and cheaper. This proves that the financial literacy index of the Indonesian people in general and the people of Palembang City as respondents will experience an increase. In 2016, only 23% increased above 70%, and financial inclusion is currently digitizing all products and services to increase accessibility to the public.

The effect of financial literacy on satisfaction was significantly positive, indicating H5 was accepted, and the findings provide empirical evidence that the more skilled a person is in financial management, the better understanding of the inclusion. Respondents replied that skills in using financial products and services are the dominant indicators reflecting financial literacy, while satisfaction is reflected in investment growth. According to the idea of financial management behavior, respondents with the ability to manage finances would find satisfaction in realizing that the future should be planned, particularly in managing intelligent finance. These findings aligned with several previous research (See Amanah et al., 2016; Arifin, 2018; Hadi & Dewi, 2019; Xiao & Porto, 2017). However, Kirbis et al. (2017) found no significant relationship between financial literacy and satisfaction by distinguishing gender.

Table 4 indicates that the influence of financial literacy on satisfaction was not significant. This finding shows that satisfaction is not determined by the number of inclusion products and services. Instead, financial inclusion was the availability of access from various institutions (OJK, 2017b). This indicates the more diverse products and services available to the community, the fewer respondents understand each variation.

4. Conclusions

Financial attitude assesses attitude to improve abilities or literacy. Financial behavior does not affect literacy, and the findings indicate that spending their finances does not cause an increase in skills of managing personal finances. This knowledge significantly affects literacy, which can empirically improve individuals' ability to use inclusion products and services. As a skill inherent in every individual, it significantly affects financial satisfaction. Financial inclusion refers to gaining access to products and services that do not alter satisfaction. This research suggests that financial literacy can be increased under the OJK's target outlined in SNLKI. Numerous techniques of educating and counseling urban and rural communities about the necessity of prudent financial management can benefit elders.

Some insignificant findings need to be reviewed either using instruments to obtain more accurate findings. Certain obstacles encountered during the investigation become the research limitations. Some of the respondents did not participate because the subject of financial literacy was sometimes personal to discuss financial management. They had an assumption that it was not essential to make a financial plan because the provision was determined by God. Therefore, there was no need to make and compile their financial planning.

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