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Strengthening Students' Personal Financial Planning through Budgeting Education at SMAN 10 Pandeglang: A Community Service Report

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Abstract: Financial literacy is an essential life skill that helps adolescents make informed decisions about limited resources. On 22 October 2026, Universitas Pamulang PSDKU Serang conducted a community-service activity at SMAN 10 Pandeglang to strengthen students' personal financial planning skills through budgeting education. A total of 200 students participated. The activity addressed pocket-money management, distinguishing needs from wants, allocating expenses, prioritizing spending, and setting savings goals through explanations, guided budgeting exercises, and prioritization scenarios. This article presents a descriptive account based on program materials, event documentation, information from the organizing team, and contemporaneous media coverage. The percentage improvement in students' financial-planning competence and the number and quality of completed budget worksheets and personal financial plans require further evaluation. Accordingly, the article reports the implementation and learning focus without making numerical claims about competency gains or student outputs.

Keywords: financial literacy, personal budgeting, financial planning, secondary school students, community service.

INTRODUCTION

Financial literacy is not limited to knowing financial terms or recognizing financial products. For adolescents, it includes the ability to apply basic concepts when deciding how to use limited money, distinguish needs from wants, plan spending, save toward a goal, and review choices. These decisions are increasingly relevant as students use cash, digital payments, online shopping, and subscription services. The Organisation for Economic Co-operation and Development's assessment of 15-year-olds shows that financial knowledge is

associated with more forward-looking financial behaviour, while many students still need support applying knowledge to real-life situations (Lusardi et al., 2010; OECD, 2014, 2020, 2024a). School-based education can therefore provide a structured opportunity to practise decisions before students take on more complex financial responsibilities.

Indonesian survey evidence reinforces the relevance of youth financial education. The 2025 National Survey on Financial Literacy and Inclusion reported a financial literacy index of 51.68% among people aged 15–17 under the continuity calculation method, below the national index. The survey also showed that financial inclusion was substantially higher than financial literacy, illustrating that access to financial services does not automatically mean that users understand how to manage money effectively (Otoritas Jasa Keuangan & Badan Pusat Statistik, 2025; Otoritas Jasa Keuangan et al., 2026; Grohmann et al., 2018; Goyal & Kumar, 2021). The figures do not describe the students of SMAN 10 Pandeglang specifically, but they provide a national rationale for age-appropriate education in budgeting, saving, and financial decision-making.

Research on financial education generally finds that educational interventions can improve financial knowledge, although the size and persistence of behavioural effects vary. A meta-analysis of school programs found positive average effects on financial knowledge and smaller effects on financial behaviour (Kaiser & Menkhoff, 2017, 2020; Brown et al., 2016; Lührmann et al., 2015; De Beckker et al., 2019; Compen et al., 2019; Miller et al., 2015). A broader meta-analysis of randomized experiments similarly concluded that financial education can improve knowledge and downstream behaviour (Kaiser et al., 2022). A scoping review of school-based financial literacy programs found substantial variation in topics and measurement, indicating that educators should state what is being taught and how learning will be assessed (Molin et al., 2025). These findings support the use of explicit, practical learning tasks rather than relying on general messages about saving.

A useful school-based program should translate concepts into decisions that students recognize. Budgeting exercises can ask students to list available funds, classify expenses, decide which items are essential, allocate money to different categories, and determine whether a savings goal is realistic. Experiential learning is especially relevant because students must apply a concept to a situation, receive feedback, and reflect on the consequences of their choices (Amagir et al., 2018; Batty et al., 2015; Henager & Cude, 2016; Consumer Financial Protection Bureau, 2016). Evidence from school-based experiments also suggests that structured financial education can influence knowledge and decision-making, although program design and evaluation remain important (Bruhn et al., 2016; Fernandes et al., 2014).

Related studies by Ismail et al. (2022) and Ismail et al. (2026) examine factors shaping consumer purchase decisions, including price, product information, website quality, and trust. Although these studies concern consumer purchasing rather than school financial literacy, they illustrate why everyday spending decisions require attention to price and information quality. At a different level of analysis, Sova et al. (2026) examine financial strategy in relation to market expansion and profitability among listed state-controlled enterprises. That corporate focus cannot be treated as evidence about adolescents, but it highlights the broader importance of matching financial decisions with available resources and goals. The activity addresses the practical need for instruction in personal budgeting, prioritization, and savings-goal setting.

The community-service activity at SMAN 10 Pandeglang addressed the practical relevance of budgeting, prioritizing expenses, recording spending, and setting savings goals for secondary-school students. The activity was held on 22 October 2026 and involved 200 students. A contemporaneous report published by Klikbantuan.com on 3 November 2026 also covered the university's financial-literacy education at the school (Klikbantuan.com, 2026). In addition to the media report, this article draws on the activity materials, event photographs, and information from the organizing team to describe the delivered learning content. The

percentage improvement in students' financial-planning competence and the number and quality of student work products remain subjects for further evaluation.

METHODS

This article uses a descriptive community-service reporting approach based on the original PKM materials, learning content, event photographs, information from the organizing team, and contemporaneous media coverage. These materials were examined to describe the activity's objectives, participants, learning topics, delivery methods, and documented implementation. The report focuses on what was delivered and does not estimate numerical changes in students' financial-planning competence or long-term financial behaviour.

The activity took place at SMAN 10 Pandeglang in Pasireurih, Cisata District, Pandeglang Regency, Banten, Indonesia, on 22 October 2026 and was attended by 200 students. The student team was led by Kiki Almudakir and included Dini Armevia, Salma Zuhrotun Nafi'ah, and Muhamad Ramadhan, with academic supervision from Dr. Muhammad Iqbal Ismail, S.Farm., M.M., CLSP., CSEP., CPM., Dipl.B. of Universitas Pamulang. The school partner was led by Ibu Hj. Aan Qonaah, S.Pd., M.Pd. The organizing team's information on attendance is used here to report the actual number of participants; the Klikbantuan.com report provides additional contemporaneous coverage of the activity (Klikbantuan.com, 2026).

The activity delivered learning content in four connected areas: basic financial literacy; construction of a simple personal budget; prioritization of expenses when funds are limited; and preparation of a savings goal. Examples were drawn from decisions familiar to students, such as allocating pocket money, paying for transport or school supplies, purchasing food or entertainment, and setting aside savings. Guided budgeting exercises and prioritization scenarios connected financial concepts with everyday choices. This practice-oriented structure is consistent with reviews recommending that school financial education address planning, budgeting, saving, spending, and opportunities to apply decisions (Amagir et al., 2018; Molin et al., 2025).

The activity involved 200 students and covered personal financial planning, budgeting, spending priorities, and savings goals. This article does not quantify the percentage improvement in students' financial-planning competence or the number and quality of completed worksheets and personal financial plans. These outcomes require systematic documentation and further evaluation; therefore, no numerical learning-gain or student-output claim is made.



Figure 1. The PKM team presenting the personal financial planning education activity at SMAN 10 Pandeglang, 22 October 2026.

RESULTS AND DISCUSSION

Implementation of Personal Financial Planning Education

A total of 200 students participated in the personal financial planning education activity. The learning content connected basic financial concepts with decisions that students encounter in everyday life, including managing pocket money, distinguishing needs from wants, budgeting, prioritizing spending, and setting savings goals. The sequence is important because a budget is not merely a list of amounts; it is a decision tool that links available resources with individual priorities.

Table 1 summarizes the four main learning components delivered during the activity and identifies the aspects that should be examined in subsequent evaluation. It describes the educational content and does not present measured competency gains.

Table 1. Learning components delivered in the personal financial planning activity

Learning component	Activity content delivered	Further evaluation
Financial planning basics	Explanation and discussion of income, expenses, needs, wants, and savings goals	Assess students' understanding of core financial-planning concepts.
Personal budgeting	Guided exercise in allocating pocket money across spending categories	Document the number of completed budget worksheets and evaluate their accuracy and completeness.
Spending priorities	Scenario-based choices between essential expenses and optional purchases under a spending limit	Evaluate the reasoning used to prioritize expenses and balance limited resources.
Savings goals	Setting a savings target, regular saving amount, and time horizon	Assess the feasibility of student financial plans and consider follow-up saving practices.

Budgeting as a Practical Decision Skill

Budgeting was treated as a practical decision skill. The learning materials emphasized recording available funds over a defined period, classifying expenses, allocating money across categories, and calculating the remaining balance. A realistic exercise should not assume that

all students receive the same allowance or have identical family circumstances. A fictional budget scenario allows students to practise the method without being pressured to disclose personal or family income. This approach preserves the practical value of budgeting while respecting differences in students' financial circumstances.

The distinction between needs and wants is useful when it is presented as a tool for reasoning rather than as a moral judgment. Some discretionary spending may support social participation or well-being; the learning objective is to recognize trade-offs and align spending with available resources. A budget should therefore be considered in terms of internal consistency and reasoned priorities, not whether all students select identical categories. This approach is consistent with financial-education literature emphasizing decision-making, practical application, and transfer across situations (Amagir et al., 2018; Lusardi & Mitchell, 2014).

Table 2. Financial planning learning sequence and assessment focus

Learning stage	Learning activity delivered	Competency focus
Financial literacy	Classify examples of income, expenses, needs, and wants	Recognition and explanation of basic financial concepts
Budget construction	Allocate a fictional monthly allowance across spending categories	Balanced allocation and awareness of available resources
Priority simulation	Choose which expenses to keep, reduce, or postpone when funds are limited	Reasoned trade-offs and consistency with a budget
Goal planning	Set a savings goal and calculate a regular saving amount	Specific, feasible, and time-bound financial goal setting

Interactive Delivery and Guided Practice

The activity combined explanation, discussion, practical budgeting exercises, prioritization scenarios, and facilitator feedback. This combination is important because financial education can become overly theoretical if students only listen to definitions of saving or budgeting. Students need opportunities to consider competing expenses, explain why an item is a priority, and reflect on how a spending decision affects the remaining balance. Guided practice connects financial concepts with situations that students may encounter outside the classroom.

The literature supports practical instruction but also cautions that the effects of financial education vary by program content and measurement. Kaiser and Menkhoff (2020) reported positive average effects on financial knowledge across school-based programs, while effects on behaviour were generally smaller. Kaiser et al. (2022) likewise found that financial education can improve knowledge and downstream behaviours. These findings support the use of practical exercises, while also reinforcing the need to avoid claims about long-term financial behaviour unless follow-up evidence is collected.

Evaluation and Evidence Boundaries

Although 200 students participated, this article does not provide a numerical estimate of the percentage improvement in financial-planning competence. It also does not quantify the number or quality of completed student worksheets and personal financial plans. These indicators require a documented assessment framework and systematic review of student outputs. The discussion therefore focuses on the delivered content and its educational relevance rather than unmeasured outcomes.

Further evaluation should assess more than students' recall of financial concepts. A worksheet rubric can examine whether students record available funds, categorize spending, balance income and expenses, identify a savings allocation, and explain priorities. The number

of completed worksheets and personal financial plans should be recorded, while their quality should be assessed using consistent criteria. A follow-up may also examine whether students continue recording expenses or saving toward a goal. Knowledge, practical performance, confidence, and self-reported intention should be treated as distinct outcomes (Fernandes et al., 2014; Lusardi, 2019).

Contribution to Student Financial Capability

The activity introduced a practical financial-planning routine to 200 students: identify available funds, list expected expenses, distinguish needs from wants, set priorities, allocate money, record spending, and review the result. This routine can be reinforced in economics lessons, guidance sessions, or family discussions. Its practical value lies in giving students a repeatable way to connect available resources with personal goals.

National evidence provides context for the relevance of youth financial education, but it should not be used to claim that students at SMAN 10 Pandeglang have the same measured literacy level. OJK and BPS (2025) report differences in financial literacy across age groups, while OECD (2024b) emphasizes the role of socioeconomic context and family discussion in students' financial knowledge. The contribution of this activity is its focus on budgeting, prioritization, and savings-goal setting within a school-based community-service context. Its effectiveness, however, requires direct measurement using participant data.



Figure 2. Group documentation of the personal financial planning education activity with SMAN 10 Pandeglang students, 22 October 2026.

CONCLUSION AND RECOMMENDATIONS

Conclusion

The community-service activity at SMAN 10 Pandeglang, conducted on 22 October 2026 and attended by 200 students, addressed personal financial planning through practical topics including pocket-money management, budgeting, spending priorities, and savings goals. The activity connected basic financial concepts with decisions that secondary-school students may face in daily life. The percentage improvement in financial-planning competence and the number and quality of student budget worksheets and personal financial plans require further evaluation. The article therefore reports the activity and its learning focus without claiming unmeasured outcomes.

Limitations

This report is limited to the activity materials, photographs, organizing-team information, and contemporaneous media coverage available for manuscript preparation. The total participation of 200 students is reported, but the percentage improvement in financial-planning competence and the number and quality of student worksheets and personal financial plans have not been quantified in this article. The findings should therefore be interpreted as a descriptive account of the activity rather than a measured evaluation of its effectiveness.

Recommendations

Further evaluation should retain anonymized student worksheets and apply a consistent rubric to assess budget completeness, arithmetic accuracy, priority reasoning, and the feasibility of savings goals. The number of completed worksheets and personal financial plans should be documented, and their quality should be assessed against transparent criteria. A follow-up after several weeks could examine whether students continue recording expenses or saving toward a goal. A fictional budget scenario should be used so students are not required to disclose personal or family financial information.

Author Contributions

The student authors contributed to the preparation and implementation of the community-service activity and to the development of this manuscript. Muhammad Iqbal Ismail provided academic supervision and guidance. All listed authors are responsible for the accuracy and integrity of the final manuscript.

AI Disclosure Statement

Generative AI (ChatGPT, OpenAI) was used to assist with English-language drafting, manuscript organization, and language editing. The authors reviewed the content, remain responsible for the accuracy of all factual statements and references, and take responsibility for the final manuscript.

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