



Financial Literacy Training for Educators: Improving Credit Management and Financial Well-being

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ABSTRAK

Pengembangan literasi keuangan di kalangan pendidik menjadi semakin penting, terutama dalam mendorong pengelolaan kredit yang lebih bijak baik pada ranah personal maupun profesional. Penelitian ini bertujuan untuk meningkatkan pemahaman guru dan staf SD Kuta Badung terkait pengelolaan kredit yang bertanggung jawab melalui program pelatihan literasi keuangan. Pendekatan yang digunakan menggabungkan metode kuantitatif dan kualitatif, dengan pre-test dan post-test untuk melihat perubahan tingkat pemahaman, serta wawancara dan diskusi kelompok untuk menangkap pengalaman dan pandangan peserta. Hasil penelitian menunjukkan adanya peningkatan pemahaman yang signifikan, khususnya terkait jenis-jenis kredit, perencanaan keuangan, dan manajemen utang. Selain itu, temuan kualitatif mengungkap bahwa peserta mulai memandang kredit tidak hanya sebagai alat konsumsi, tetapi sebagai sarana yang dapat dimanfaatkan secara strategis untuk mendukung kebutuhan jangka panjang dan pengembangan diri, selama digunakan secara bijak. Peserta juga menunjukkan peningkatan kesadaran dalam mengendalikan penggunaan kredit, memahami risiko, serta pentingnya perencanaan dalam pengambilan keputusan keuangan. Umpan balik yang diberikan mencerminkan tingkat kepuasan yang tinggi terhadap program, sekaligus menunjukkan bahwa materi pelatihan relevan dengan kebutuhan nyata mereka sehari-hari. Secara lebih luas, pelatihan ini juga berkontribusi dalam mengurangi tekanan finansial yang dirasakan oleh guru dan staf, serta meningkatkan rasa percaya diri dalam mengelola keuangan pribadi. Temuan ini menegaskan pentingnya integrasi literasi keuangan dalam lingkungan pendidikan, tidak hanya untuk meningkatkan kapasitas individu, tetapi juga untuk mendorong praktik pengelolaan keuangan yang lebih sehat dan berkelanjutan.

Kata Kunci: Literasi keuangan, manajemen kredit, pelatihan, guru, kesejahteraan finansial

ABSTRACT

Financial literacy among educators plays an important role in strengthening both personal and professional financial management, particularly in the responsible use of credit. This study aims to improve teachers' and staff members' understanding of credit management at SD Kuta Badung through a financial literacy training program. A mixed-methods approach was applied, combining pre-test and post-test measures to assess changes in knowledge, along with interviews and group discussions to capture participants' experiences and feedback. The results indicate a clear improvement in participants' understanding of credit types, financial planning, and debt management. Beyond these gains, qualitative findings show a shift in how participants perceive credit—no longer merely as a tool for consumption, but as a resource that can support long-term needs and personal development when used carefully. Participants also expressed greater awareness of financial risks, improved self-control in credit use, and a stronger sense of responsibility in making financial decisions. Feedback from the sessions was largely positive, with participants noting that the material was directly relevant to their everyday financial challenges. The program also appears to have contributed to reducing financial stress and increasing confidence in managing personal finances. Overall, the findings highlight the value of integrating financial literacy training into educational settings, not only to enhance individual capability but also to encourage more sustainable financial practices among educators.

Keywords: Financial literacy, credit management, training, teachers, financial well-being

1. INTRODUCTION

Community economic development is one of the essential factors that boost social and economic well-being (Sedana Putra P et al., 2024). Financial literacy is one of the core skills that make it possible for individuals to take charge of their financial resources effectively. Confidence in making the right financial decisions reduces dependency on others for direction (Alshebami & Al Marri, 2022). Seeking advice from financial advisors can provide personalized recommendations tailored to an individual's unique financial circumstances (Meti et al., 2024). Teachers and staff play a crucial role in modeling responsible financial behavior for students, significantly shaping their attitudes toward money management. Through observational learning, students often adopt their teachers' financial habits, fostering lifelong skills in financial prudence (Dina Nur Apriani et al., 2024). While financial literacy will equip teachers with budgeting and debt management skills, a study reveals that there is a gap in investment strategies, and that is an area for improvement (ECIJA, 2020). Teachers and school staff are usually under financial stress to manage their funds, especially on credit facilities. Poor school funding forces most teachers to supplement classroom supplies using personal funds, further straining their finances. This strain can cause stress and job dissatisfaction, thereby affecting their performance and retention negatively (NFER, 2023). Teaching educators the financial management skills needed to manage their finances effectively will empower them, reduce stress, and increase their financial security (Gearhart et al., 2022).

The use of credit, when drawn upon wisely, begets enormous access to financial means for productive uses: financing education, renovating homes, and expanding small businesses. Access to credit is key in enabling entrepreneurs to launch and grow ventures, invest in resources and infrastructure that spur jobs and drive community economic growth. A clear understanding of various credit products, such as secured loans and credit cards, helps individuals make informed choices aligned with their financial goals (Grace & van Anrooy, 2019). Unfortunately, a lack of understanding of credit planning and management often results in misdirected use, prioritizing non-essential or consumptive needs over essential ones. This tendency, driven by immediate gratification rather than long-term financial stability, can lead to serious consequences (Widyastuti et al., 2023). Misusing credit can result in high-interest debt, a damaged credit score, and difficulty securing loans for major life events like buying a home or financing education (Mont, 2019). This frequently results in financial problems, including high debt burdens or the inability to repay loans. These issues are not only relevant to the personal well-being of the individual but also affect professional performance in the workplace.

This activity targeted the local school community including the elementary teacher staffs working within the compound. It had also focused this financial literacy especially at Kuta Badung toward credit prudent, aimed to contribute the usage of the participants instead of making one go deeper to unnecessary burdens caused to increase his pockets in debts while in financial disservices. The program would help participants to better understand the very basic concepts of credit, such as types of credits, modes of interest, risks associated with it, and credit used productively. Such education would strengthen the stance of the program in furthering more directed use of credit, thus allowing teachers and staff to plan and allocate credit funds into long-term benefits such as education, healthcare, or small business ventures. Additionally, the program eliminates poor credit management risk by teaching individuals how to budget and calculate their repayment capacity, not to engage in excessive consumptive spending. Finally, the program is aimed at strengthening the financial security of teachers and staff, allowing them to focus more attentively on their work. Such initiatives were conducted by way of workshopping, trainings, or simulations in interactive sessions where participant knowledge could easily be applied during their daily transactions. It can be expected to improve the teacher and staff personnel's financial literacy, which eventually transforms credit from a potential means of financial debt into a vital tool for improved quality of their lives. The improvement in financial well-being in teachers and staff will help them to better deliver their role, which helps make the educational environment more positive and productive.

2. METHODS

2.1 Design Activity

It will be organized into training and dissemination activities for all teaching and non-teaching personnel within SD Kuta Badung for enhanced levels of financial literacy; an emphasis will lie herein to ensure prudent handling of credit mechanisms. The program consists of sessions of interaction-discussion, which will also carry group discussions along with stimulations on ways to use credit. These are materials such as credit fundamentals, financial planning, and other techniques of controlling expenses and managing

debt. This will allow participants to practically apply the knowledge to their daily life through case studies and simulations.

2.2 Selection of Respondents/Target Audience

All teachers and staff working at SD Kuta Badung were selected as respondents for this activity, resulting in a total of 12 participants, representing the entire population within the institution. The participants were selected using purposive sampling, considering their direct relevance to the training topic and their potential to apply the acquired knowledge in both personal and professional financial contexts. The training program was conducted over two days. The inclusion of the full population strengthens the internal relevance of the program, ensuring a comprehensive institutional impact in improving financial literacy and promoting more responsible financial management practices among educators.

2.3 Materials and Equipment

The presentation slides, training modules, and slide presentations, graphs, and diagrams used as visual aids to aid the understanding of the complex financial concepts will make up the materials. The simulation tools will include calculators for assessing repayment capacity and computers for the presentations. In addition, participants will be provided with an online platform they can access outside the sessions to continue learning. Design of the Tools and Performance: The design of training tools should ensure the material is delivered and easily understood by participants from different walks of life. Examples in budget planning diagrams and credit simulation shall be prepared in contexts relating to participants' everyday life. These tools' performance will be measured in terms of post-training understanding by participants through knowledge tests and practical application during simulations.

2.4 Data Collection Techniques

A quantitative-qualitative approach shall be used for the collection of data. In this respect, quantitative data will be obtained from the pre-tests and post-tests in measuring the improvement in the level of financial literacy among the participants before and after training. In addition, a participant satisfaction survey will be taken to ensure how effective the program has been in training them. Qualitative data will be obtained from interviews and group discussions about understanding the participants' problems in depth and how participants' attitude about managing finances may change. Quantitative data will be analyzed using descriptive statistics to compare the results from pre-tests to post-tests in order to observe changes in participants' financial literacy. Possible simple regression analysis may consider the increase of knowledge and shifts in financial behavior management. Qualitative data is analyzed through thematic analysis of interviews and group discussions so that patterns or themes that will emerge from the responses can be identified, providing deeper understanding of what participants have experienced in the light of that training. This implementation method is expected to improve the financial literacy of teachers and staff in SD Kuta Badung so that they will be able to better manage their finances and handle them better.



Fig 1: Program Implementation Schedule for Financial Literacy Training at SD Kuta Badung

3. RESULTS AND DISCUSSION

The financial literacy training program at SD Kuta Badung was conceptualized to build teachers' and staff's capacity for prudent financial management, with a particular focus on responsible credit management. Results are compared pre- and post-test, as well as through participant satisfaction surveys and qualitative data gathered through interviews and group discussions.



Figure 2: The Financial Literacy Training Program Introduction

Fig. 2 illustrates the initial phase of the financial literacy training program, where participants are introduced to essential financial concepts and tools. The program aims to improve financial understanding among participants, equipping them with the skills necessary to make informed financial decisions. The training focuses on fundamental topics such as budgeting, saving, and investing.

3.1 Pre-Test and Post-Test Results

A pre-test was conducted before the training to determine the baseline knowledge of financial literacy related to credit management among participants. After the training program, a post-test was given to determine the improvement in participants' understanding.

Table 1: Pre-Test and Post-Test Results

Knowledge Area	Pre-Test Average Score	Post-Test Average Score	Improvement (%)
Understanding of Credit Types	50%	85%	35%
Financial Planning	55%	90%	35%
Debt Management	60%	87%	27%
Investment Knowledge	40%	78%	38%

The table shows a remarkable increase in the average score for all knowledge areas, especially regarding understanding credit types, financial planning, and debt management. It shows that understanding credit types was improved by 35% and investment knowledge was improved by 38%.

3.2 Participant Satisfaction Survey:

Most of the participants were satisfied. The respondents rated the program as highly useful, and at the end of the training, they found more capable of handling their finances.



Figure 3: Socialization Through Interview-Based and Family-Oriented System

Fig. 3 shows the socialization approach used in the program, emphasizing an interview-based method that fosters a family-like atmosphere. The goal is to create a comfortable and supportive environment where participants feel encouraged to share their thoughts and experiences. This informal, personalized approach helps build trust and enhances the effectiveness of the training by making the information more relatable and accessible.

3.3 Qualitative Data (Interviews and Group Discussions)

The interview and group discussions reflected that participants would be much more likely to take credit-worthy decisions concerning credits and finances planning. In most cases, it was realized that participants now had better knowledge regarding which type of credits should be produced and consumed in the real context. It has also been emphasized that practical simulation was valued; this helped apply the ideas of the lesson into a real scenario in life.

3.4 Discussion

Results of the program prove better financial literacy of teachers and staff of SD Kuta Badung in the area of credit management and financial planning. Scores of post-tests in all aspects of knowledge increase substantially, showing that this training program has been efficiently enhanced to increase the participants' knowledge and competencies to organize their personal finance. This finding is consistent with prior training-based interventions that have demonstrated significant improvements in participants' knowledge and practical skills following structured learning programs (Setiasih et al., 2024). A high rate of satisfaction, as indicated in the survey, shows that the training was well taken and responded to the needs of the participants. Qualitative data gathered from interviews and group discussions will reinforce the positive impact of the training, particularly in distinguishing between productive and consumptive uses of credit. This is in tandem with numerous previous studies that have found it necessary for people to be educated on financial literacy so they can make appropriate decisions about their finances.

The qualitative findings provide insight into how respondents understand the role of credit in supporting both personal and professional development when used appropriately. Rather than viewing credit merely as a financial instrument, participants increasingly perceive it as a strategic resource that enables access to opportunities that might otherwise remain out of reach. On a personal level, responsible credit use is associated with greater financial flexibility, the ability to address urgent needs, and opportunities to invest in long-term well-being, such as education and household stability. From a professional perspective, access to credit is also seen as a means of supporting career development. Participants noted that credit can be utilized to finance training, certifications, or small-scale side businesses that supplement income. In this context, credit functions as an enabler, expanding individuals' capacity to enhance both their quality of life and work productivity. These perceptions are closely linked to the training experience. Teachers and staff noted that the program helped them better understand various credit products, including loans and credit cards, along with their implications. This improved understanding appears to encourage healthier financial behavior, reflected in more careful decision-making, greater awareness in managing financial resources, and a stronger ability to save and meet needs in a sustainable way. Similar findings have been reported in prior educational interventions, where participants not only improved their literacy but also developed greater confidence and independence in applying new knowledge (Sadriani et al., 2024). At the same time, respondents emphasized that the benefits of credit depend heavily on how it is managed. Discipline, self-control, and a clear understanding of

repayment obligations were repeatedly highlighted as essential factors. Credit, therefore, is seen as inherently double-edged: it can support growth when used wisely, but it can also lead to financial strain if handled poorly. This shift in perspective suggests a movement away from viewing credit as a purely consumptive tool toward recognizing it as a means of financial empowerment.

The implications of these findings extend beyond individual participants to the broader educational setting. Improved financial literacy among educators may generate “trickle-down” effects on students through everyday modeling. In practice, teachers may begin to introduce basic financial ideas in classroom interactions—for example, discussing budgeting, distinguishing between needs and wants, or highlighting the risks of excessive debt. They may also draw on personal experiences, in age-appropriate ways, to illustrate responsible financial behavior. Over time, such exposure can shape students’ financial awareness and attitudes, even without formal integration into the curriculum. In addition, the program has the potential to reduce financial stress among teachers and staff by equipping them with practical financial management skills. Greater financial stability may contribute to improved job satisfaction and help reduce the loss of skilled educators from the profession. In this way, financial literacy training not only strengthens individual capability but also supports the broader sustainability of the education workforce. Overall, these findings highlight the value of financial literacy training in empowering educators to manage their financial lives more effectively. They also point to the importance of integrating financial education into professional development programs for teachers and school staff. The impact of such initiatives is not confined to the participants themselves; it may extend outward—from educators to students, and potentially to the wider community—demonstrating how financial literacy interventions can generate effects that go well beyond the immediate training context.

4. CONCLUSION

The financial literacy training program carried out at SD Kuta Badung was a success in that it improved the financial management skills of teachers and staff, especially in prudent credit management. As noted in the introduction, the training program was meant to arm participants with necessary knowledge and skills in making informed financial decisions, reducing financial stress, and promoting responsible credit usage. The results of the program reveal a marked improvement in the understanding of credit types, financial planning, and debt management among participants, as compared with the pre-test and post-test comparison. High satisfaction levels of participants are other proof that the training program is effective. Qualitative feedbacks from interviews and group discussions proved that participants are more confident and better prepared in managing their finances and distinguishing productive from consumptive uses of credit. This outcome is essential for the implementation of financial literacy education in school environments that can positively affect the educators and their students.

Further opportunities for the development and expansion of the community service program include the following: extending the program to include more advanced topics such as investment strategies, retirement planning, and tax management that would further improve the financial well-being of educators. Moreover, given the success of the program, further initiatives could include follow-up sessions or online resources to ensure continued learning and support for the participants. This would ensure that educators’ financial literacy skills are kept current to contribute to a more financially empowered community. Conclusion In all, this course has proved essential in ensuring educationists have enhanced financial literacy that helps them be better financial managers, reducing tension related to monetary matters and achieving general well-being. Such an achievement opens future programs with objectives of improving their financial literacy of school staff persons and subsequently even the entire larger community.

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