

## Development of the Kids Incubator Financial Literacy Program Towards Future-Ready Leaders: A Conceptual Program

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**Abstract: Development of Kids Incubator Financial Literacy Program Towards Future-Ready Leaders : A Conceptual Program. Objective :** This study aims to enhance financial literacy skills in students through the development of a Financial Literacy Incubator program. Financial literacy is crucial for students to make informed decisions about managing money, saving, investing, and understanding the basic principles of economics. However, current education systems often lack effective tools to teach these skills. The study addresses this gap by developing a Financial Literacy Incubator program that integrates interactive learning tools and technology to engage students in understanding financial concepts such as budgeting, saving, investing, and financial planning. **Methods:** The development of the program follows the PLOMP model, which includes phases of preliminary research, prototyping, and evaluation to ensure the program's validity and practicality. The program was tested with a group of students from SD Muhammadiyah Al Mujahidin, with feedback gathered from teachers and students through surveys and interviews. **Findings:** The results indicate that the Financial Literacy Incubator program is both valid and practical for use in elementary education, significantly enhancing students' understanding of basic financial principles and improving their financial decision-making skills. **Conclusion :** The study concludes that integrating interactive and technology-based tools into financial literacy education can effectively support the development of essential financial skills

**Keywords:** financial literacy, financial incubator, interactive learning, elementary education, technology integration.

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## ■ INTRODUCTION

21st-century skills are a critical factor that supports the success of sustainable and massive education through the Merdeka Curriculum and the development of the Pancasila Student Profile. According to research by the US-based Partnership for 21st Century Skills (P21), competencies needed in the 21st century are formulated as "The 7Cs," which accommodate Higher Order Thinking Skills (HOTS). These 21st-century skills emphasize specific contexts, such as a strong interest in skills related to the

development of information and communication technology (Suyanto & Sofyan, 2017). One of the essential competencies for students in the era of Industry 4.0 is advanced thinking skills, which include critical thinking, creative thinking, problem-solving, and decision-making abilities (Diaz & Halkias, 2021). These various skills are implemented in elementary school learning processes (Olele & Arokoyu, 2019). The success of education aimed at enhancing human resources is influenced by several factors, one of which is the teacher's ability to develop various

components in the learning process within the education system to enhance students' critical thinking (Alaloul et al., 2020). This is because 21st-century skills leverage advancements in technology and communication based on innovation, creating a knowledge-based economy that is incorporated into educational processes (Zeldin et al., 2016). Therefore, 21st-century skills, with their various components, can support the success of sustainable education.

Indonesia faces challenges related to the Sustainable Development Goals (SDGs) in various fields, including education and the economy, which are interconnected (Tariq, 2024). SDG 2030 for education is outlined in Goal 4, which aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" (Kwashi et al., 2023). Meanwhile, the economic aspect is covered in Goal 8, which focuses on "promoting inclusive and sustainable economic growth, productive employment, and decent work for all." Additionally, SDGs highlight the importance of achieving global goals that provide equal opportunities to meet everyone's needs (Kirsch et al., 2021). The SDGs for education are fundamental to achieving these global goals, including gender equality, ensuring women's and girls' safety, and ending all forms of discrimination (Pulau, 2018). Sustainable development also emphasizes the future by focusing on education as a means to achieve other objectives, such as those related to educational goals, systems, and collaboration among educational stakeholders (Markowitsch & Hefler, 2019). This is evident in the increased income that contributes to well-being within the educational sphere (Gowrie Vinayan et al., 2020). The success of the government in achieving quality education will result in competent human resources that can contribute to inclusive and sustainable economic growth (Bahagijo et al., 2019), ultimately leading to societal well-being. School learning can also

contribute to Indonesia's education by implementing efforts to shape the character of the Pancasila Student Profile (Akpur, 2020). This supports the government's goal of achieving quality education as an output to produce competent human resources. Additionally, it impacts the Indonesian economy by increasing income and empowering communities to create competent human resources (Panjaitan et al., 2023). The challenge for SDGs in education is the reform needed to improve quality and values, which can be addressed through collaboration between teachers, NGOs, and educational institutions to identify potential sources of conflict and support in implementing educational processes (Anggara, 2021)

Financial literacy is one of the six core literacies essential for society's development in the 21st century. Schools are expected to develop various teaching methods as strategies and models to deliver core literacy to students (Chechan, 2023). Therefore, financial literacy is crucial in educating individuals to understand and manage finances wisely and according to their needs. Financial literacy education should be introduced early, especially to preschool and elementary school-aged children (Fajrin et al., 2023). This is vital for the 21st-century development era, which is driven by knowledge, a knowledge-based economy, information technology, globalization, and the Industry 4.0 revolution (Purwati, 2022). The framework for 21st-century skills provides strategies for continually identifying the skills students need for the future (Wibisono et al., 2023). Moreover, financial literacy education can maximize positive impacts and mitigate potential negative effects on the economy. Financial literacy influences students' financial behavior, encouraging saving habits and prudent financial decisions in their lives (Puteri et al., 2023). Differentiated learning in financial literacy is an effort to adapt classroom learning to meet individual learning needs

(Chorney, 2022). Financial literacy education also serves as a solution to the global personal financial crisis by teaching fundamental skills, such as daily money management, future planning, and sustainable investment (Ebert, 2014). It can also improve life expectancy and social well-being by providing children with early understanding of financial knowledge and decision-making (Fatimah, 2019). Thus, financial literacy plays a significant role in the 21st-century development by enhancing individual skills.

Financial literacy is a vital life skill for individuals entering productive age in the future. It helps them address various problems, apply life skills, manage financial complexities, and improve their quality of life (Hua, 2019). Financial literacy education aims to improve financial management, make wise financial decisions, cultivate saving habits, and reduce the tendency for corruption (Tyas & Januarti, 2023). Furthermore, children who understand financial literacy can control impulsive spending driven by advertisements and fashion trends (Sofian Suriawinata & Almurni, 2023). Financial literacy education also enhances children's life skills, such as self-confidence, motivation, resilience, and communication, which can be linked to academic outcomes and improved financial literacy habits (Tarigan & Fadillah, 2023).

In practice, however, financial literacy education in Indonesia faces several challenges. The 2019 National Survey on Financial Literacy and Inclusion (SLINK) conducted by the Financial Services Authority (OJK) showed a financial literacy index of 38.03% and a financial inclusion index of 76.19%, which are still relatively low. The financial structure in Indonesia has a significant negative impact on financial performance, particularly when capital serves as a mediating variable between financial structure and performance (Yusphita & Ekawati, 2023). Additionally, financial literacy education in Indonesia has not yet received maximum attention

at all levels, from preschool to higher education (Cullinane & Montacute, 2017).

Therefore, it is necessary to develop innovative and sustainable financial literacy programs to enhance students' understanding from an early age and strengthen the economic knowledge foundation of the younger generation (Yuwono et al., 2022). Additionally, with the rapid advancement of the digital era, it is crucial for students to be equipped with relevant financial literacy skills to face future economic challenges (Anggawirya et al., 2023).

## ■ METHOD

### Participants

The population likely consists of school in students elementary who are the target audience for financial literacy education. Depending on the study's focus, it may also include educators or parents involved in the children's financial literacy development. The sample would be a subset of the population, such as a group of children selected from specific schools, in 29 students from SD Muhammadiyah Al-Mujahidin. The exact size of the sample depends on the research design and objectives outlined in the study. purposive sampling or convenience sampling could be used to select participants most relevant to the program's goals. For instance, schools with existing financial literacy initiatives might be chosen.

### Research Design and Procedures

This study is a design-based research utilizing a validation study approach, with 29 students from SD Muhammadiyah Al-Mujahidin serving as the research participants. The research employs the PLOMP development model (Plomp, 2013), which comprises multiple development phases. Each phase includes specific criteria and a concise description of the associated activities, as outlined in Table 1.

**Table 1.** Development stages of the PLOMP model

Stage	Criteria	Brief Description of Activities
<b>Preliminary Research</b>	Focus on content validity	Literature review and exploration of related projects (both completed and ongoing) relevant to the research question. This stage results in a basic framework and initial design for the intervention.
<b>Development or Prototyping Stage</b>	Initially focuses on consistency (construct validity) and practicality. Later, focuses on practicality and gradually moves toward effectiveness.	Creation of a series of prototypes that are tested and refined through formative evaluation. The initial prototype may be in the form of paper documents, which are evaluated by experts to verify their practicality.
<b>Assessment Phase</b>	Practicality and effectiveness	Assessing whether the target users can use the intervention (actual practicality) and whether they are willing to implement it in the learning process (relevance & sustainability). Also evaluating whether the intervention is effective.

Based on Table 1, in the initial research phase, the researcher conducted a literature review and analysis related to the need for a financial literacy incubator to support the improvement of financial literacy. The next phase is the development or prototyping phase, where the researcher tests the validity of the financial literacy incubator program that has been created and makes revisions. The final phase is the assessment stage, where the researcher evaluates the practicality and effectiveness of the developed incubator program and makes any necessary revisions. The development of this research is limited to the practical testing phase. The formative evaluation used in this model refers to Tessmer (Nieveen & Folmer, 2013).

### **Instrument**

Instrument in research is Evaluates children's self-perceived improvements in financial habits and attitudes. Adapted from prior research tools focusing on financial attitudes and behaviors, such as tools validated in studies by Lusardi & Mitchell or the Financial Capability Survey. The data collection techniques used in

this study are validation assessment sheets, effectiveness assessment sheets, response questionnaires, and financial literacy tests. The validation assessment sheet is addressed to experts and is used to measure the validity of the financial literacy incubator program. The assessment provided on this sheet determines whether the financial literacy incubator program is suitable for testing without revision, with revisions, or not suitable for testing. The response questionnaire is used to gather student feedback on the practicality of the financial literacy incubator program. The practicality of the program is assessed based on the comfort and benefits perceived by students during the learning process. The test consists of several questions that must be answered or responded to in order to measure the students' level of ability.

### **Data Analysis**

The data is analyzed qualitatively and descriptively to obtain a financial literacy incubator program that meets the criteria of validity and practicality. This approach involves examining data such as participant feedback, observational

notes, and open-ended survey responses to gain in-depth insights into how the program functions and addresses participants' needs. Themes and patterns are identified to refine the program's design and content. This method involves summarizing and presenting data in a clear and organized manner, often using percentages, frequencies, or averages. It is used to evaluate how well the program aligns with its goals and criteria, such as the participants' understanding of financial concepts and their ability to apply financial skills.

## ■ RESULT AND DISCUSSION

The development of the Kids Incubator financial literacy program towards preparing leaders ready for the future is carried out through three main phases: initial research (preparation and design phase), development or prototyping phase (self-evaluation, expert review, and individual testing), and assessment phase (small group testing and field trials). These phases are explained as follows:

### **Preliminary Research**

The activities in this initial research phase include preparing the research, namely analyzing and designing the Kids Incubator-based financial literacy program. The analysis in this phase includes curriculum analysis. The results of the curriculum analysis show that this financial literacy program will refer to a 21st-century skills-based curriculum, which includes personal financial management, investment, and financial planning for young children. Needs analysis is the analysis conducted by the researchers indicates that the existing financial literacy materials are still limited to formal teaching in schools, with few programs specifically designed to train financial skills from an early age. These programs aim to prepare children to become leaders ready to face the future. Participant characteristics analysis, Based on the results of the participant characteristics

analysis, children at this age already have the ability to understand basic financial concepts, such as saving, planning expenses, and recognizing the value of money. This shows that they are ready to learn more about financial literacy that can sharpen their skills in facing financial challenges in the future.

In this phase, the researchers also successfully designed a Kids Incubator-based financial literacy program developed to train the financial literacy skills of the participants. The design includes developing a framework of the financial literacy program components integrated with various learning activities. This program consists of three parts: (a) program introduction, which includes the background, objectives, and benefits of financial literacy for children; (b) program content divided into several modules, such as money management, savings, investment, and personal financial planning; and (c) the final section, which includes evaluation and follow-up of the program. Collecting and selecting relevant reference materials to support financial literacy learning for children. Developing instruments to measure the achievement of the financial literacy program in training children's financial skills. Thus, it is hoped that this program will provide a strong foundation for children to become intelligent leaders of the future who are capable of managing finances effectively.

### **Development or Prototyping Phase**

The prototyping phase consists of formative evaluations aimed at assessing the validity of the financial literacy incubator program. The learning indicators would be designed to align with the goals of financial literacy and leadership development, is financial knowledge, financial skills, entrepreneurial thinking, and leadership and collaboration. During this phase, various evaluations are conducted, such as self-evaluation, expert review, and one-on-one testing, to refine and validate the financial literacy

incubator program. Self-Evaluation, In this phase, the researcher reviews the financial literacy incubator program with a focus on the implemented content. Self-evaluation ensures that the financial literacy incubator program is effective. The resulting financial literacy incubator program is considered the first prototype, which is then handed over to experts for validation. Expert Review, The first prototype is reviewed by experts for validation. In this research, the experts consisted of two lecturers and one teacher. The evaluation process focuses on the alignment of the incubator program with financial literacy skills

and the appropriateness of the implemented program. The experts provide qualitative feedback, offer suggestions for improvement, and highlight areas that need refinement.

### One-on-One Testing

At this stage, the first prototype is tested with five students from the fifth grade Olympiad class. These five students represent various levels of financial literacy skills: high, medium, and low. The trial was conducted on September 12, 14, and 22, 2024. Feedback from the one-on-one testing is presented in the following Table 2.

**Table 2.** Feedback from students in one-on-one testing

Date	Validator	Feedback
12 September 2024	FMF	1. This financial literacy program should emphasize more on developing practical skills for children, such as simple financial simulations that can be applied in everyday life.
		2. The focus on personal financial management should go deeper, such as teaching how to create a simple budget or the importance of saving from an early age.
14 September 2024	RCM	1. This program should include technology elements in financial literacy, such as using finance management apps for children.
		2. A special session on investment and simple financial risks should be added so that children can understand the basics of safe investment.
22 September 2024	ADL	1. The program is good at providing insights into long-term financial planning, but more examples appropriate for children's age are needed.
		2. It is recommended to include basic concepts like inflation and interest so that children can understand the economic changes affecting their finances.

The feedback from the expert review and one-on-one testing plays a crucial role in revising the first prototype. This input helps refine the

program and ensures that the second prototype aligns better with the desired educational goals.

**Table 3.** Changes before and after revision

No	Before Revision	Feedback from Validators and One-on-One Testing	After Revision
1	The financial literacy program is too theoretical.	1. The program should emphasize more on practical skills, such as simple financial simulations that children can implement in daily life.	Added financial simulations and a simple budgeting session for children.

		2. The focus on personal financial management should be more in-depth, such as how to create a simple budget or the importance of early saving.	
2	Focus on basic financial planning theory.	1. The program should incorporate technology elements, like using financial management apps for children. 2. A special session on investment and simple financial risks should be added so children can understand basic, safe investment concepts.	Included the use of financial management apps and sessions on investment and financial risks.
3	Teaching long-term financial planning.	1. The program is good in providing insights into long-term financial planning, but more examples appropriate for children's age are needed. 2. It is suggested to add basic concepts like inflation and interest so that children can understand how economic changes affect their finances.	Added age-appropriate financial planning examples and explanations of inflation and interest.

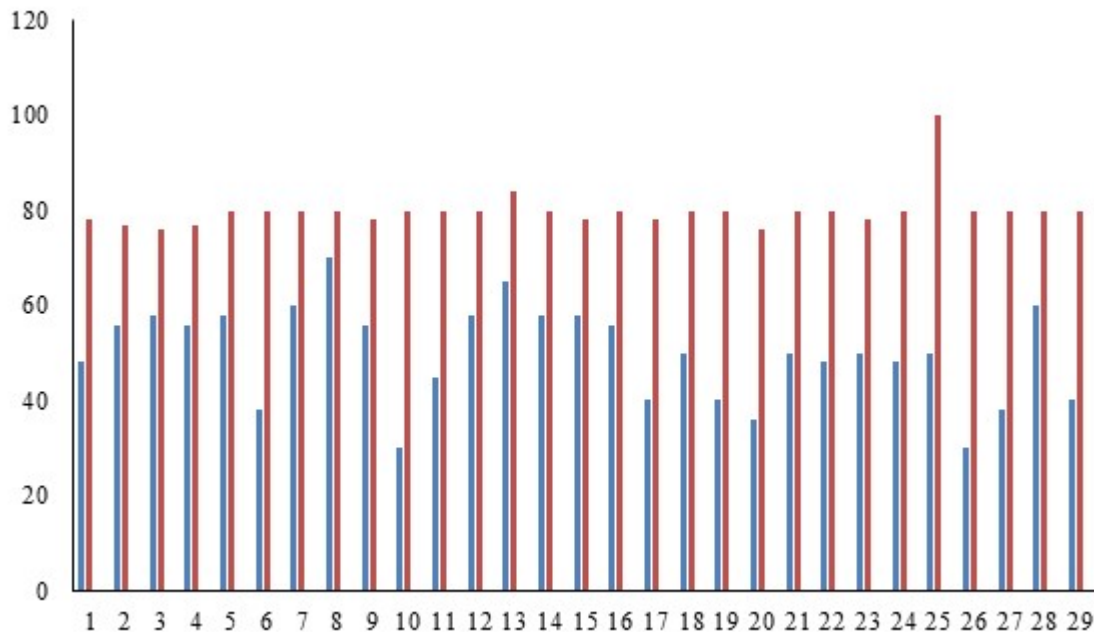
After the expert review and one-on-one testing, the first prototype was revised into the second prototype. The second prototype was then re-evaluated by the validators using a validation sheet.

The financial literacy program for children shows positive results with an average score of 3.54, indicating that the program is valid and relevant for the target audience. The content is comprehensive and age-appropriate, with financial concepts that are easy to understand and relevant examples, earning an average score of 3.67 for content and relevance. The use of clear and appropriate language also received high scores (3.67), making it easier for both children and parents to understand. However, the structure of the program and ease of use could be slightly improved (with scores of 3.33 each), particularly in terms of smoother flow and more interactive features. Innovation in using technology and new methods received a good score (3.67), indicating

that the program is quite creative in integrating technology into financial literacy learning. Overall, while there are areas for improvement, the program is already valid and effective in teaching financial literacy to children.

The effectiveness test measures whether the program achieves its intended outcomes. This is typically done by comparing participants' performance before and after the program through pre-test and post-test scores. The N-gain score (Normalized Gain) is a metric used to quantify the improvement in participants' performance relative to the maximum possible improvement.

A financial literacy program is implemented for 29 students, and their financial skills are assessed using a pre-test and post-test. The scores are on a scale of 0 to 100. An N-gain score of 0.6 falls under the moderate gain category. This indicates that the financial literacy program effectively improved students' financial



skills. The **Financial Literacy Incubator** program improves students' financial literacy by incorporating well-designed treatments that target critical financial skills. These treatments include: **Interactive Learning Activities**, the program engages students with activities such as role-playing financial scenarios, games, and challenges. This hands-on approach helps students understand abstract financial concepts like budgeting, saving, and planning, making them relatable and practical. **Integration of Technology**, the use of digital tools and gamified learning modules enhances engagement, especially for elementary school students. These tools allow students to simulate financial decision-making in a safe and controlled environment, fostering experiential learning. **Practical Exercises**, students participate in real-world simulations, such as managing mock budgets, creating savings plans, and exploring basic investment concepts. These exercises develop critical thinking and decision-making skills, enabling students to apply theoretical knowledge effectively in real-life situations.

Sari et al., (2022) demonstrated that financial education programs integrating practical simulations and interactive tools significantly improved financial behaviors among young learners. Similarly, Saputra & Susanti (2021) highlighted that programs embedding experiential learning activities, such as managing a mock business or participating in saving challenges, resulted in higher retention rates of financial concepts and better application in real-life contexts. Salleh (2015), highlighted that financial education provides knowledge, skills and confidence, including: 1) knowledge: understanding of financial literacy, 2) skills: skilled at managing finances, 3) confidence: confidence in making financial decisions.

The analysis of data further supports the effectiveness of this program. A financial literacy program was implemented for 29 students, whose financial skills were assessed using pre-test and post-test scores on a scale of 0–100. The average pre-test score was 50, while the average post-test score increased to 80. The improv was calculated using the N-gain formula:



An N-gain score of 0.6 falls within the moderate gain category ( $0.3 \leq N\text{-gain} < 0.7$ ). This indicates that the financial literacy program effectively improved students' financial skills. The design and implementation of the **Financial Literacy Incubator** program align closely with the successful strategies highlighted in these studies. By combining interactive and practical learning with modern technology, the program bridges the gap between theoretical knowledge and practical application. This ensures that students not only learn financial principles but also develop the skills needed to make informed decisions, thereby improving their overall financial literacy.

The design and implementation of the **Financial Literacy Incubator** program align closely with the successful strategies highlighted in these studies. By combining interactive and practical learning with modern technology, the program bridges the gap between theoretical knowledge and practical application. This ensures that students not only learn financial principles but also develop the skills needed to make informed decisions, thereby improving their overall financial literacy. This alignment with established research and the demonstrated effectiveness through N-

**gain** analysis underscores the program's potential as a model for similar interventions in financial education for elementary school students.

#### Assessment Phase

This phase aims to assess the practicality of the second prototype of the Financial Literacy Incubator program. The program was piloted with 29 fourth-grade students at SD Muhammadiyah Al Mujahidin, focusing on financial literacy education for children. Activities were conducted in small groups from August 28 to September 11, 2024. Students engaged in financial literacy exercises, such as managing a simple budget and understanding basic financial concepts, through an interactive application. The results of student activities are showcased on the digital learning platform used in this program.

After the learning process, the researchers conducted written interviews and asked students to fill out response questionnaires. These interviews aimed to identify the challenges students faced in understanding financial literacy concepts. The interview results at this stage were also used to improve the existing materials. The students' comments during the small group phase are presented in Table 4.

**Table 4.** Student comments in the small group phase

Date	Name	Comment
Oktober 6 2024	SW	Added financial simulation sessions and simple budget management exercises
Oktober 6 2024	AS	Included the use of financial management apps and sessions on investments and financial risks
Oktober 6 2024	ART	Added age-appropriate financial planning examples and explanations on inflation and interest rates

The comments and suggestions provided by students during the small group phase offered valuable insights for researchers to refine the second prototype of the financial literacy incubator program. Based on student feedback, some questions were found to be difficult to understand, so revisions were made to enhance

clarity and sequencing to make them easier to follow. Additionally, the exercise questions were structured according to increasing difficulty levels.

During this phase, researchers also evaluated the practicality of the materials and the program's effectiveness based on questionnaires filled out by students. The questionnaire consisted

of 10 statements rated on a scale of 1-4, which allowed researchers to gain a clearer picture of how effective and applicable the financial literacy program was for students. The results of the questionnaire are shown in Figure 4.

The majority of students felt that the financial literacy incubator program helped them understand basic financial concepts. They found that the sample questions and practice exercises in the program were effective in introducing

**Table 5.** Student comments in the small group phase

No	Aspect Evaluated	Average Rating
1	Confidence in creating and managing a personal budget after completing the program	4
2	Relevance of financial concepts taught in everyday life	3.5
3	Clarity and ease of understanding financial concepts taught	3.5
4	Improvement in understanding saving and budget management	4
5	Support from practical activities like budget simulations or interactive exercises	3.5
6	Preparation for making financial decisions after completing the program	3.5
7	Engagement and ease of use of financial tools (apps or simulations)	3.5
8	Understanding the importance of saving for future goals	3.5
9	Discussion of important topics such as debt management, investment, or interest rates	4
10	Willingness to recommend the financial literacy program to others	4

practical financial concepts and helped them develop a better understanding of money management. Additionally, using apps or simulation tools in the program provided a new and engaging learning experience for students.

#### **Framework Incubator Financial Literacy**

In this framework, we establish collaborative value between the Financial Literacy Incubator activities and the values embedded in the *Pancasila Student Profile* and entrepreneurial life, as follows:

**Tabel 6.** Competency indicators and learning stages

Indicator of Competency	Learning Stages
<b>Associating and Introduction</b>	The alignment and introduction to financial literacy activities provide a fundamental understanding for students to start the financial literacy incubator project. In this phase, students are introduced to basic concepts of financial management, such as income, expenses, and savings. This aims to develop students' character to be faithful and noble. According to Sari et al., (2022), early financial literacy education can foster a positive financial mindset and ethics in money management.
<b>Discussion and Questioning: "How to Earn Money"</b>	Students engage in in-depth analysis of how to earn money, generating conclusions and questions that encourage critical thinking. This discussion develops a character that is faithful, noble, respects diversity, and fosters the spirit of teamwork within the community. (Basri et al., 2023) states that group discussions encourage students to share ideas and learn from one another's experiences, strengthening solidarity and social responsibility.

<p><b>Analyzing: “You are an Entrepreneur”</b></p>	<p>Students are encouraged to self-analyze and explore their potential in entrepreneurship. They will explore their abilities, interests, and understand various aspects needed to become an entrepreneur. This shapes a character of sustainable independence and critical thinking. (Murtafiah et al., 2023) emphasizes the importance of self-analysis in developing entrepreneurial skills, which are fundamental to business success.</p>
<p><b>Communicating: “Networking”</b></p>	<p>Students practice expressing the potential they aim to achieve and collaborate their abilities with the surrounding environment. This activity equips students with communication skills and helps them build beneficial networks in the business world, fostering independent character and teamwork spirit. (Rahmatullah &amp; Ghuzini, 2023) show that good communication skills can expand social and professional networks, which are crucial in business.</p>
<p><b>Creating: “Let’s Get Started”</b></p>	<p>Students are encouraged to write down their ideas textually in simple sentences. This activity helps them organize their thoughts and express their creativity. It is hoped that students can develop creative and sustainable independent character. (Mughtar et al., 2023) states that creative writing can enhance critical thinking skills and help students express their ideas more clearly.</p>
<p><b>Persuading: “Mini Business Plan”</b></p>	<p>Students create a mini business plan that includes SWOT analysis and competitor analysis. This plan is systematically structured to hone planning and business management skills. This activity develops sustainable independence and creativity. (Igwe &amp; Ligaya, 2024) explain that a good business plan can help new entrepreneurs identify opportunities and risks, increasing the likelihood of success.</p>



Associating and Introduction



Discussion and Questioning: “How to Earn Money”



Analyzing: “You are an Entrepreneur”



Communicating: Networking



Creating: “Let’s Get Started”



Persuading: “Mini Business Plan”

The above learning framework integrates the values of the *Pancasila Student Profile* with entrepreneurship principles through collaborative and practical learning. Each stage is designed to build core competencies such as critical thinking, creativity, communication, and entrepreneurial skills, which are highly relevant for students to face future challenges.

This financial literacy education not only introduces students to basic financial concepts but also instills *Pancasila* values, including the character of faith, noble character, teamwork, and independence. The integration of this approach aims to create students who are not only academically competent but also equipped with ethical values and entrepreneurial skills, preparing them for real-life challenges.

In developing the Financial Literacy Incubator, it is crucial to consider the relevant development dimensions. The development dimensions in the Financial Literacy Incubator are as follows: Mentor, The mentor here serves as a coach or guide. There are two types of responsibilities for mentors: academic mentors and financial mentors. The general task of a mentor is to take on the role of a learning companion, correct mistakes in students' learning processes, and conduct surveillance over their academic and financial achievements (Yusphita & Ekawati, 2023). Market Access and Networking (Cross-Platform), This part of the program focuses on developing business partner networks to build students' competencies in market targeting, networking, and partnerships. The activities are conducted in a hybrid format, accessible both online (via web or Android) and offline (through industrial visits). Market access and networking are further enhanced with the development of edutainment (Bruns et al., 2019). Lead to New Opportunity: "Manage Their Money, This dimension emphasizes the development of children's personal finance management skills, covering several key areas.

It begins with introducing the basic principles of personal financial management, ensuring that children understand how to handle their finances responsibly (Fahrudin et al., 2025). Next, it focuses on the concepts of saving and borrowing, helping students distinguish between prudent savings habits and the implications of taking on debt. Additionally, students are introduced to the fundamentals of insurance, learning about various products available for financial protection. Finally, this dimension provides foundational knowledge of critical financial topics such as interest rates, investment risks, capital markets, mutual funds, and deposits (Fabillar et al., 2025). By mastering these concepts, children gain the financial literacy necessary to make informed decisions in the future (Heinz-Herbert Noll & Weick, 2015). Entrepreneur-Based Courses for Kids, these courses are specifically designed to prepare students for the dynamic and ever-evolving world of entrepreneurship. A core component of these courses is the emphasis on problem-solving, where the primary focus is developing students' readiness to face challenges. Since every planned program is bound to encounter unexpected issues, it is crucial that students are trained to handle these discrepancies between plans and reality with proper preparation and resilience (Maryani et al., 2025). This is achieved through intensive drills aimed at strengthening their problem-solving capabilities (Talib et al., 2025). Additionally, the focus on product creation extends beyond mere physical goods; it also includes intellectual outputs such as innovative solutions, strategic plans, and fresh ideas. This dual ability to produce both tangible products and creative intellectual content will be a critical advantage in the future. Moreover, the courses provide training in customer relations, covering essential skills such as effectively serving customers, capturing attention, ensuring customer satisfaction, persuading with confidence, and expressing gratitude (Dangkulos et al., 2025). This

holistic approach is designed to equip students with the necessary entrepreneurial skills and mindset, enabling them to excel in both financial management and business ventures, thereby preparing them to navigate the complexities of the modern economy (Rodríguez-Baiget et al., 2024).

## ■ CONCLUSION

Based on the research findings regarding the development of the Financial Literacy Incubator program for children, it can be concluded that: (1) The Financial Literacy Incubator program developed using the PLOMP development model is considered highly valid with an average score of 3.54 out of a maximum score of 4. (2) The Financial Literacy Incubator program developed is considered practical with an average score of 3.7 out of a maximum score of 4. Additionally, the researcher can offer the following recommendations: (1) for future research, this program can be implemented in various schools to assess its effectiveness in improving children's financial literacy; and (2) it is recommended that educators use this program as a learning resource to enhance students' financial literacy skills, and proactively integrate technology into financial literacy education.

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