



THE EFFECT OF FINANCIAL LITERACY AND FINANCIAL BEHAVIOR ON STUDENTS' FINANCIAL PLANNING AT THE SANTITHAM FOUNDATION MUSLIM SCHOOL

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Abstract: This research aimed to examine the influence of financial literacy and behavior on students' financial planning at the Muslim Santitham Foundation School. Adopting a quantitative method, questionnaires were used as the primary data collection instrument. A total of 100 students from Matthayom levels 4 to 6 were purposively selected as the respondents. The results showed that financial literacy had a positive and significant impact on students' financial planning skills. In contrast, financial behavior, while showing a positive effect, did not significantly influence their planning. Despite financial literacy not being explicitly integrated into the school curriculum, the students demonstrated a satisfactory understanding of the basic principles of personal financial management. This research addressed a critical gap by exploring how financial literacy contributed to shaping planning among students, particularly within a cultural context where discussing financial matters was relatively new.

Keywords: Financial Literacy; Financial Planning; Financial Education

Abstrak: Penelitian ini untuk mengetahui pengaruh literasi keuangan dan perilaku keuangan terhadap perencanaan keuangan siswa di Muslim Santitham Foundation School. Menggunakan pendekatan kuantitatif dan kuesioner sebagai instrumen pengumpulan data primer, penelitian ini melibatkan 100 siswa matthayom level 4-6 sebagai sampel yang dipilih secara purposif. Hasil analisis menunjukkan bahwa literasi keuangan memiliki pengaruh positif dan signifikan terhadap kemampuan siswa dalam merencanakan keuangan. Sebaliknya, meskipun perilaku keuangan juga menunjukkan pengaruh positif, pengaruh tersebut tidak signifikan terhadap perencanaan keuangan siswa. Meskipun literasi keuangan tidak secara eksplisit diintegrasikan ke dalam kurikulum sekolah, responden menunjukkan pemahaman yang memadai tentang prinsip-prinsip dasar pengelolaan keuangan pribadi. Penelitian ini mengisi kesenjangan dalam memahami bagaimana literasi keuangan dapat membentuk perencanaan keuangan di kalangan pelajar, terutama dalam konteks budaya di mana membicarakan keuangan masih dianggap hal yang baru.

Kata Kunci: Literasi Keuangan; Perencanaan Keuangan; Edukasi Keuangan

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Introduction

In today's interconnected and rapidly changing world, financial literacy is essential for making informed financial decisions. This particular literacy includes knowledge, skills, and attitudes that enable individuals to manage their finances effectively amid global uncertainties.¹ A 2023 research on skills in Thailand revealed that inadequate financial literacy negatively impacted planning in a dynamic global environment. According to Jiraporn Phaengraphan and the TDRI team, the average financial skills score of Thais was 62.8%, closely corresponded to the 62.9% average of OECD countries in 2015. However, financial knowledge remained a critical weakness, scoring only 56.7%.² It is evident that despite growing awareness, numerous Thai people still struggle to implement this knowledge in their everyday lives.

Several studies indicate that financial literacy plays a crucial role in enhancing an individual's capacity to manage finances effectively. It has been shown that financial literacy aids in understanding financial management, ultimately leading to improved performance in the future.³ Financial literacy covers the ability to properly understand and effectively manage finances, which is essential for avoiding financial difficulties.⁴ It covers various important aspects, such as budgeting, savings, investment, debt management, understanding of financial products and services, as well as risk and profitability assessment. Financial literacy is often divided into indicators like knowledge, skills, attitudes, and subjective literacy, all of which significantly affect how individuals plan their finances. However, a common challenge is the lack of understanding of financial planning, which can lead to consumer behavior and impulsive spending.⁵

Although financial literacy is proven to be important, the role of financial behavior in planning cannot be ignored. Research has found a close relationship between financial literacy and behavior, highlighting that financial literacy significantly contributed to shaping positive financial behavior. However, there is a limited explanation of how financial behavior directly impacts planning. Financial behavior refers to various actions and decisions individuals make when managing their finances.⁶ It includes how individuals or groups manage and make decisions regarding personal money and resources. Financial behavior comprises saving habits, distinguishing between needs and wants, engaging in investment, planning for long-term goals, as well as painting control over spending to avoid exceeding income.⁷ For students, this particular behavior covers additional dimensions

¹ Oscar A. Stolper And Andreas Walter, "Financial Literacy, Financial Advice, And Financial Behavior," *Journal Of Business Economics* 87, no. 5 (2017): 620.

² Sathit Bowornsantisut, "How Much Financial Knowledge Do We Have?," <https://www.set.or.th/th/about/setsourc/insights/article/387-financial-literacy>, (11 August 2024).

³ Liya Ermawati, "The Effect Of Financial Literation On Financial Performance In Cooperatives Of State Employees In Bandar Lampung," *FINANSIA : Jurnal Akuntansi dan Perbankan Syariah* 2, no. 1 (2019): 73.

⁴ Nujmatul Laily, "Pengaruh Literasi Keuangan Terhadap Perilaku Mahasiswa Dalam Mengelola Keuangan," *Journal Of Accounting And Business Education* 1, no. 4 (2016): 18.

⁵ Marlia Puspita Sari And Efa Irdhayanti, "Pengaruh Pengetahuan Perencanaan Keuangan Dan Sikap Keuangan Terhadap Perencanaan Keuangan Pada Mahasiswa," *Jurnal Economina* 1, no. 3 (2022): 439.

⁶ Oscar A. Stolper And Andreas Walter, "Financial Literacy, Financial...", 633.

⁷ Yola Yolanda, "Pengaruh Financial Literacy, Financial Experience Dan Income Terhadap Financial Behavior Siswa SMA N 1 Batusangkar," *Equilibria Pendidikan: Jurnal Ilmiah Pendidikan Ekonomi* 6, no. 2 (2021): 43.

such as spending, borrowing, saving, and investing. The dimensions are crucial for effective financial planning, as they reflect how students allocate and utilize personal income.⁸

Financial planning is a crucial strategic process for students in managing the financial aspects of individuals, families, or organizations to achieve short-term and long-term goals. For Muslim students in Thailand, this planning includes identifying financial goals, assessing and managing assets and liabilities, setting budgets, investing, managing risks, as well as periodically monitoring and adjusting plans.⁹ Financial planning involves implementing strategies to achieve long-term goals and it emphasizes the importance of effective money management to avoid problems and meet future needs.¹⁰ Encouraging financial planning from a young age helps students establish clear financial goals and develop strategies to achieve them. Mastering key elements such as budgeting, investing, and risk management through financial planning can promote prudent decision-making.¹¹ Financial planning typically covers five systematic steps, including assessing financial resources, setting goals, developing plans, implementing, and monitoring results. These steps underscore the importance of taking concrete actions and continuous monitoring of students' financial planning.¹² The method is particularly relevant for Muslim students in Thailand, helping them cope with financial challenges and achieve economic stability in the future.

There was a research gap as not all research suggested that financial literacy and behavior positively impacted financial planning. While higher financial literacy generally leads to wiser financial behavior, it does not necessarily guarantee immediate improvements in planning quality. Some results emphasize the importance of awareness and education in fostering wise financial behavior but also reveal that individuals may still invest without adequate diversification, compromising financial stability.¹³ Even with high financial literacy, inappropriate behavior can negatively affect financial planning. Other research underscored the role of financial literacy in making well-informed decisions about planning, promoting positive habits, and enhancing resilience and total well-being.¹⁴ This literacy also significantly influences financial well-being by aiding better decision-making, reducing susceptibility to framing effects, and improving understanding of complex

⁸ Stella Winarta And Ary Satria Pamungkas, "The Role Of Financial Behavior, Financial Attitude, Financial Strain, And Risk Tolerance In Explaining Financial Satisfaction," *Proceedings Of The Ninth International Conference On Entrepreneurship And Business Management (ICEBM 2020)* 174, (2021): 520.

⁹ Suchada, Personal Interview, (13 August 2023).

¹⁰ Surendar Gade And Subramanya Sarma, "Does Financial Literacy Influence Financial Planning?-A Study Among Rural And Urban Households," *Presented At RSU International Research Conference*, July 2018: 499.

¹¹ Mirza Hedismarlina Yuneline, Usdi Suryana, And Iim Hilman, "Perencanaan Keuangan Untuk Menumbuhkan Awareness Literasi Keuangan Pada Siswa SMA PMB Bandung," *Warta LPM* 24, no. 2 (2021): 234.

¹² Laura Parker, "What Are The 5 Steps In The Financial Planning Process?," <https://beslick.com/what-are-the-5-steps-in-the-financial-planning-process/>, (18, August 2024).

¹³ V. R. Sudindra And Gajendra Naidu, "Financial Behaviour And Decision-Making," *International Journal Of Creative Research Thoughts (IJCRT)* 6, no. 1 (2018): 2771.

¹⁴ Muktar Hossain, "The Impact Of Financial Literacy On Individuals Financial Behavior And Outcomes: A Systematic Review Of International And National Studies," *Journal Of Emerging Technologies And Innovative Research* 10, no. 3 (2023): 790.

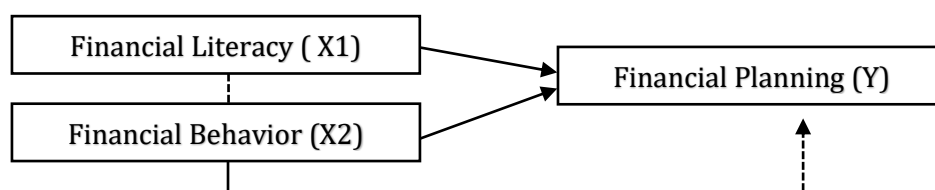
financial products.¹⁵ However, increasing financial knowledge and attitudes through financial literacy does not always directly impact actual behavior,¹⁶ highlighting the need for a more comprehensive educational method to ensure the practical application of financial knowledge in daily behavior. Despite growing awareness, numerous Thai individuals still struggle to implement such knowledge in their daily lives. As indicated by several investigations, financial literacy played a crucial role in enhancing individuals' capacity to effectively manage finances. It has been shown to aid in developing an understanding of financial management, leading to improved financial performance in the future.¹⁷ Therefore, this research not only explores how financial literacy is developed in an environment that respects privacy but also shows the influence of financial literacy and behavior on students' financial planning skills. Based on the problems, research gaps, and phenomena that have been explained previously, the hypotheses are as follows.

H1: Financial literacy has a significant effect on the financial planning of Muslim students at Santitham Foundation School.

H2: Financial behavior has a positive effect on the financial planning of Muslim students at Santitham Foundation School.

H3: Financial literacy and financial behavior have a simultaneous effect on the financial planning of Muslim students at Santitham Foundation School.

Figure 1. Research Model



Methods

This research used a quantitative method and associative research type to explore the relationship between financial literacy and behavior toward students' financial planning at the Santitham Foundation Muslim School. The adopted instrument involved a questionnaire with closed questions designed to collect quantitative data on financial literacy and planning, as well as interviews to gain in-depth insights from students on the influence of financial literacy on their financial planning. The research sample consisted of 100 students selected through purposive sampling with the following criteria.

¹⁵Annamaria Lusardi And Flore-Anne Messy, "The Importance Of Financial Literacy And Its Impact On Financial Wellbeing," *Journal Of Financial Literacy And Wellbeing* 1, no. 1 (2023): 9.

¹⁶ Aisa Amagir, "A Review Of Financial-Literacy Education Programs For Children And Adolescents," *Citizenship, Social And Economics Education* 17, no. 1 (2018): 73.

¹⁷ Liezel Alsemgeest, "Talking About Money Is Taboo: Perceptions Of Financial Planning Students And Implications For The Financial Planning Industry," *Industry And Higher Education* 30, no. 6 (2016): 398.

Table 1. Research sample

Criteria	Total
The population of students enrolled in Santitham Foundation School	1.125
Students enrolled in Prathom level of education (equivalent to primary school)	(577)
Students enrolled in Matthayom level 1-3 (equivalent to junior high school)	(335)
Students of Matthayom level 4-6 (equivalent to senior high school)	(113)
Students taught by the researcher who also became research respondents	100

Data were collected using a questionnaire with a Likert scale. The collected data were then analyzed through the use of descriptive analysis, classical assumption testing, instrument testing, and hypothesis testing. Testing was carried out among 97 individuals using the t-test with degrees of freedom = nk. The level of significance (α) was set at 5%, and the analysis used SPSS for Windows 29.

Result And Discussion

This research aimed to analyze the influence of financial literacy on students' financial planning at the Muslim Santitham Foundation School located in Nakhon Si Thammarat Province, Southern Thailand. Initially, the characteristics of the students would be explained to provide an overview of the situation that has been collected through the research questionnaire. Primary data was collected through direct distribution of Google Forms to about 100 students of Muslim Santitham Mathayom from levels 4-6. Based on the data that have been collected, two characteristics of the students would be explained in the following table.

Table 2. Respondent Demographics

Demographics	Classification	Number of Respondents	Percentage
Gender	Male	63	63%
	Female	47	47%
Department of Studies	Sci-math	30	30%
	Math-eng	28	28%
	Eng-Malay	42	42%

Source: Data Processed, 2024

Table 2 presented that the majority of respondents (63%) were male, while the remaining 47% were female. In addition, about 42% of respondents from the eng-Malay department were more dominant, followed by 30% from the math-eng department, and 28% from the sci-math department.

Validity Test

The validity test was carried out by comparing the r-count value with the r-table. The number of samples (n) in this research was 100, making the degree of freedom to be $100-3 = 97$, with a significance level of 5% and $r\text{-table} = 0.196$. The validity test results for the financial literacy instrument (X1) showed an r-count ranging from 0.652 to 0.763, while

the financial behavior instrument (X2) had an r-count between 0.299 and 0.469. Similarly, the financial planning instrument (Y) recorded an r-count ranging from 0.548 to 0.758. These r-count values for all statement items on financial literacy, financial behavior, and financial planning variables exceeded the r-table value of 0.1966. Therefore, it could be concluded that all items in the questionnaire were declared "valid".

Reliability Test

The reliability test was conducted using Cronbach's alpha method involving 100 students as respondents. According to Siregar, a research instrument was considered reliable when Cronbach's alpha value was > 0.6 . The results of the reliability test showed that the financial literacy instrument had a Cronbach's alpha value of $0.907 > 0.60$, while the financial behavior instrument had a Cronbach's alpha value between $0.645 > 0.60$. Similarly, the financial planning instrument had a Cronbach's alpha value of $0.929 > 0.60$. Based on these results, the statements regarding the dependent and independent variables were declared "reliable."

Normality Test

Table 3. One-Sample Kolmogorov-Smirnov Test

Information	Standardized residual values	
Asym Sig (2-tailed)	Regresi linear	alpha
	,200	0,05

Source: Data Processed, 2024

The normality test indicated a significance value (sig) of 0.200, which was greater than 0.05. This suggested that the residual data met the normality assumption.

Heteroscedasticity Test

Table 4. Glejser Test

	Unstandardized B	Coefficient Std. Error	Standardized Coefficient Beta	t	Sig
(Constant)	-.008	3.300		-.002	.998
Financial literacy	.001	.047	.002	.025	.980
Financial Behavior	.090	.056	.162	1.613	.110

Source: Data Processed, 2024

Based on the table above, it could be concluded that the variables examined did not have heteroscedasticity. This conclusion was supported by the significance value being greater than 5% or 0.05. The results showed that the regression model was not affected by heteroscedasticity issues.

Multiple Linear Regression

This analysis aimed to determine the effect of independent variables (X) on dependent variables (Y). In this research, a multiple linear regression method was used to

examine the effect of financial literacy and behavior, on financial planning toward students' decisions at the Muslim Santitham Foundation School, Southern Thailand. A simple linear regression confidence level was set at 95% with a significance level of 0.05 (α 0.05). Based on the analysis with the SPSS version 29 program, the regression results were detailed in Table 5.

Table 5. Regression Test Results

	Unstandardized B	Coefficient Std. Error	Standardized Coefficient Beta	t	Sig
(Constant)	7.940	5.041		1.575	.119
Financial literacy	1.284	.072	.877	17.923	<.001
Financial Behaviour	.019	.085	.011	.219	.827

Source: Data Processed, 2024

Based on Table 5, the multiple regression equation could be described as $Y = \alpha + \beta_1X_1 + \beta_2X_2 + e$

The multiple linear regression equation above can be explained as follows. The constant value (α) had a positive value of 7.940, with the positive sign indicating a unidirectional influence between the independent variable and the dependent variable. When all independent variables including financial literacy (X_1) and financial behavior (X_2) had a value of 0 or did not change, then the financial planning value (Y) was 7.940.

In this research, the regression coefficient value for the financial literacy variable (X_1) was 1.284. The value indicated a positive (unidirectional) influence between financial literacy and planning. This indicated that when financial literacy increases by 1%, financial planning would ultimately increase by 1.284 assuming that other variables were considered constant.

The regression coefficient value for the financial behavior variable (X_2) was 0.019. The value showed a positive influence between financial behavior and financial planning. This suggested that when financial behavior increased by 1%, then financial planning would increase by 0.019, assuming other variables were held constant.

The Effect Of Financial Literacy On Financial Planning Of Muslim Students At Santitham Foundation School

The t-test results showed that financial literacy had a positive effect on students' financial planning. This was evident from the t-test value of 17.923, with a significance value of <0.01, which was smaller than the threshold $\alpha = 0.05$. Therefore, H_1 was accepted, confirming that financial literacy positively impacted students' financial planning. Respondents' knowledge of basic financial management principles served as a foundation for their personal planning. Although financial literacy was not explicitly integrated into the school curriculum, students demonstrate an understanding of financial concepts acquired outside the classroom. These results were consistent with previous research highlighting the critical role of financial literacy in improving well-being, particularly among students. A strong grasp of financial concepts equipped students to make informed decisions, minimize

errors, and enhance their ability to achieve long-term goals such as financial stability and preparedness for the future.¹⁸

Financial literacy and planning were closely linked, as financial literacy equipped students with the knowledge and skills needed to make informed decisions about their finances. These included budgeting, setting financial goals, and making investment decisions. With financial literacy, students were better prepared to plan for their financial future and make sound decisions. Conversely, a lack of financial literacy could lead to poor planning and decision-making, resulting in issues such as debt and ineffective problem-solving.¹⁹ Research also suggested that students with good financial literacy find it easier to make decisions. The application of such a skill to personal management enabled students to handle their finances more wisely.²⁰ It was widely agreed that promoting inclusive financial literacy was crucial, suggesting financial education should start early in schools, with curricula tailored to local needs. Identifying students' special talents, needs, and aspirations, along with considering factors like the education system, culture, religion, and the method used to introduce financial literacy in schools, was also important.²¹

The Effect Of Financial Behavior On Financial Planning Of Muslim Students At Santitham Foundation School

The t-test calculation results showed that the behavioral variable only partially affected students' financial planning. This was supported by a t-count value of 2.19, which was smaller than the t-table value, and a significance value of $0.827 > 0.05$, leading to the rejection of H2. These results showed that financial behavior had a positive, but insignificant, effect on students' financial planning. The analysis was consistent with research indicating that financial behavior had a positive but insignificant effect on financial planning for children's education funds. Several reasons were identified for this lack of significance. Firstly, subjective norms that were expected to influence financial behavior did not play a key role in shaping financial planning. This suggested that even with positive attitudes toward financial behavior, students might not necessarily apply such behavior in their plans. Secondly, financial behavior did not translate into real actions in financial planning, possibly due to a lack of awareness or understanding of how to convert such behavior into an effective planning strategy. Thirdly, external factors such as economic conditions, personal situations, or limited access to resources and financial education could hinder students' ability to engage in effective financial planning.²² The current research

¹⁸ Annamaria Lusardi, "Financial Literacy And The Need For Financial Education," *Swiss Journal Of Economics And Statistics* 155, no. 1 (2019): 7.

¹⁹ Natchaya Thongrak, Surachai Chancharat, And Ploypailin Kijkasiwat, "Financial Literacy: Does It Improve Well-Being? A Case Study of Farmers in Khon Kaen, Thailand," *International Symposia in Economic Theory and Econometrics* 29, (2021).

²⁰ Ila Rosa And Agung Listiadi, "Pengaruh Literasi Keuangan, Edukasi Keuangan Pada Keluarga, Teman Sebaya, Dan Pengendalian Diri Terhadap Pengelolaan Keuangan Pribadi," 12, no. 2 (2020): 244.

²¹ HS, Sahat Renol, And Mintasih Indriayu, "Kajian Literasi Keuangan Pada Siswa Menengah Atas (SMA): Sebuah Pemikiran," *Prosiding Seminar Pendidikan Ekonomi Dan Bisnis*, (2017): 7.

²² Bayu Tri Cahya, Ika Erlita, And Ibnu Muttaqin, "The Impact Of Financial Literacy, Financial Behavior, And Income On Financial Planning For Children's Education Funds," *SETARA: Jurnal Studi Gender Dan Anak* 5, no. 1 (2023): 11.

suggested that, within this specific population, factors other than individual financial behavior might have a more substantial impact on financial planning. The results highlighted the need for further investigations to examine additional factors that could affect effective financial planning and to explore how other variables interacted with financial behavior in various contexts. Previous investigations have demonstrated that the relationship between financial behavior and planning was often mediated or moderated by other factors. Although positive financial behavior, such as effective budget management and saving, could enhance satisfaction, it did not always have a significant direct impact on financial planning.²³ Research showed that financial behavior played a crucial role in determining satisfaction, but its influence on financial planning was not always significant. Financial behaviors, such as budgeting and saving, contributed to positive outcomes and satisfaction but did not directly impact the effectiveness of financial planning. Additionally, the results suggested that financial behavior significantly influenced investment decisions but did not necessarily translate to long-term financial planning.²⁴

Although financial behavior significantly influenced investment decisions, it did not necessarily impact long-term financial planning.²⁵ The analysis confirmed that financial behavior has a more significant impact on budget management and investment decisions than on long-term financial planning. Even though good financial behavior could significantly influence investment decisions, this research did not find a direct and significant impact on long-term financial planning. The results showed that factors such as financial education and family support might play a greater role in determining the success of financial planning. Therefore, this research supported the idea that the influence of financial behavior might not always be consistent across all contexts or populations.

The Effect Of Financial Literacy And Financial Behavior On Financial Planning Of Muslim Students At Santitham Foundation School

To assess the impact of financial literacy and behavior on students' financial planning at the Santitham Foundation Muslim School, an analysis could be conducted using the F Test:

Table 6. F Test

	Sum of Squares	Df	Mean square	F	Sig
Regression	10080,066	2	5040,033	160,696	<,001 ^b
residuals	3042,294	97	31,364		
total	13122,360	99			

Source: Data Processed, 2024

F-count was used to test whether the proposed equation model $Y = \alpha + \beta_1X_1 + \beta_2X_2 + e$ was acceptable or not. From the table above, the F-count value was 160.966,

²³ Stella Winarta And Ary Satria Pamungkas, "The Role Of Financial Behavior...", 522.

²⁴ Clinton G. Gudmunson And Sharon M. Danes, "Family Financial Socialization: Theory And Critical Review," *Journal Of Family And Economic Issues* 32, no. 4 (2011): 644.

²⁵ Ni Putu Suciawati And Ni Kadek Sinarwati, "Pengaruh Perilaku Keuangan Terhadap Keputusan Investasi," *Jurnal Manajemen* 13, no. 4 (2021): 797.

while the F-table at α 0.05 was 3.09. The degrees of freedom for the numerator was calculated as $(k-1) = 3-1 = 2$, and for the denominator as $(nk) = 100-3 = 97$, where k was the number of research variables and n was the number of respondents. Since the F-count (160.966) was greater than the F-table value (3.09), the research model was considered valid and H3 was accepted. This indicated that financial literacy and planning both have a positive and significant impact on financial planning. The results were consistent with previous investigations that highlighted the crucial role of financial literacy and behavior in effective financial planning. Financial literacy provided students with the knowledge and skills to understand financial concepts, make informed decisions, and manage their finances effectively. This knowledge, in turn, shaped financial behavior, including saving habits, spending, borrowing, and investing.²⁶ Students with high financial literacy were more likely to have positive financial behavior such as budget planning, prudent investment, and strategic savings, ultimately strengthening their financial planning skills. Conversely, a lack of literacy could lead to poor financial behavior, inadequate planning, and increased vulnerability to financial challenges.

Coefficient of Determination Test

To examine the extent to which financial literacy and behavior contributed to financial planning, a determination coefficient analysis was needed. The results of the determination coefficient test were shown in Table 7.

Table 7. Coefficient of Determination Test

Model	R	R Square	Adjusted R Square	Std. The Error Of The Estimate
1	.876	.768	.763	5,60034

Source: Data Proceed, 2024

Table 7 presented that the coefficient of determination taken through the Adjusted R^2 value showed a figure of 0.763 or 76.3%. In other words, 76.3% of the variability in financial planning of Muslim students at Santitham Foundation School was influenced by financial literacy and behavior. The remaining 23.7% was influenced by other variables outside this research. This issue reflected the challenges related to financial literacy in Thailand. Both financial literacy and behavior were important components of financial knowledge and management. The presence of a strong consumer culture and rapid technological advancements have led to uncertainty in making sound decisions. Furthermore, the absence of subjects dedicated to teaching financial literacy and behavior in the curriculum exacerbated this issue. Fundamental concepts such as distinguishing between needs and wants, the importance of having emergency funds, understanding insurance, and investment principles have not been given adequate emphasis in formal education. As a result, students lacked the necessary understanding to effectively plan and manage their finances.

The taboo surrounding discussions about finance was acknowledged to exist in school culture and society in southern Thailand. This was confirmed in interviews with

²⁶ V. R. Sudindra And Gajendra Naidu, "Financial Behaviour And Decision-Making...", 2880.

three individuals, including Pimparewa Tohlee, Waranya Salae, and Ranchana, all of whom expressed discomfort in discussing their financial situations. The discomfort not only indicated a lack of financial literacy but also suggested ineffective habits among students. Waranya Salae, a student majoring in science and mathematics, revealed that she had never received education or information on how to manage money wisely, which led to suboptimal financial behavior such as a lack of control over spending and no saving habits.²⁷ Pimparewa Tohlee, one of the mathematics students, added that there were no discussions or seminars about financial literacy in their school environment. The issue had an impact on financial behavior such as the tendency to delay making important financial decisions.²⁸ Ranchana, a language study program student, reported that in their culture, the discussion about personal financial matters was considered taboo and avoided. This had the potential to lead to closed and unfocused financial management behavior.²⁹ Money was often considered a taboo topic due to associated feelings of shame, guilt, and judgment. Many individuals feel uncomfortable discussing their finances, including income, debt, and savings, out of fear of being judged or labeled by others. This discomfort was further compounded by cultural norms where money was not openly discussed within households, leading to a broader societal tendency to avoid conversations about financial matters. Even discussions about money with friends and family could be challenging due to such ingrained taboos.³⁰

This observation suggested that students were hesitant to discuss their financial situation due to inadequate socialization, lack of support and understanding from schools, as well as poor financial behavior practices. The results showed the importance of integrating financial literacy into the curriculum, promoting socialization around finance, and fostering healthier financial behavior. Understanding students' perspectives more deeply could lead to concrete steps to enhance financial literacy, improve behavior, and reduce the stigma associated with discussing personal finance among students. The research demonstrated that financial literacy and behavior significantly impacted students' financial planning. Students with a better grasp of financial management principles were more adept at applying such knowledge in practical situations. While this knowledge was often acquired outside of the school curriculum, understanding financial literacy and behavior enabled students to make better and wiser financial decisions in managing their finances.

Further investigations suggested that students with strong financial literacy and behavior were better equipped to make sound decisions and manage their finances effectively.³¹ To promote inclusive financial literacy and responsible behavior, it was important to introduce financial education early in the school environment. This education should be tailored to local circumstances and include identifying students' talents, needs, aspirations, and existing gaps while considering the local education system, culture, and

²⁷ Waranya Salae, Personal Interview, (13 Agustus 2023).

²⁸ Pimparewa Tohlee, Personal Interview, (18 Agustus 2023).

²⁹ Ranchana, Personal Interview, (15 Agustus 2023).

³⁰ Liezel Alsemgeest, "Talking About Money Is Taboo: Perceptions Of Financial Planning Students And Implications For The Financial Planning Industry," *Industry And Higher Education* 30, no. 6 (2016): 397.

³¹ Ila Rosa And Agung Listiadi, "Pengaruh Literasi Keuangan...", 244.

religion.³² Integrating financial literacy and financial behavior into the curriculum would help students develop the skills needed to plan and manage their finances in the future.

Conclusion

In conclusion, this research showed that financial literacy positively impacted financial planning by providing the knowledge and skills needed to make sound decisions. However, the influence of financial behavior on students' planning was found to be insignificant. This could be influenced by other factors such as the quality of formal education, social influence from family and friends, and family economic conditions. The analysis implied the necessity of developing integrated and comprehensive financial education interventions, including not only financial literacy but also other factors influencing students' financial behavior. This method should involve various aspects of the educational environment and students' daily lives to better prepare them for future financial challenges and help to make wiser decisions.

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Author Contributions Statement

PS and HS were responsible for writing the manuscript and analyzing the data. NH served as the translator and provided valuable input throughout the research process. SS granted permission and supported the research by facilitating access to necessary information. All authors contributed to the research and approved the final manuscript.

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³² HS, Sahat Renol, And Mintasih Indriayu, "Kajian Literasi Keuangan...", 8.

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