

# Financial Planning (Fiping) Project: Educational Website in Improving Student Understanding Through Literacy Finance and Financial Planning Independently

Robiah Al Adawiyah<sup>1</sup>, Chitra Laksmi Ritmaya<sup>2</sup>, and Ali Soebijanto<sup>3</sup>

<sup>1,2,3</sup> Hayam Wuruk University Perbanas Surabaya, Indonesia

DOI: <https://doi.org/10.9744/jremb.2.1.6-18>

## Abstract

Knowledge and understanding of financial literacy and planning still need to be in the low category, which, in this case, impacts unwise financial management. This statement is supported by data from the Central Statistics Agency (BPS) for the September 2022 period, there was an increase in the number of poor people by 9.57%. Improving financial management capabilities through increasing understanding of financial literacy and financial planning can be started by the younger generation, namely students. These improvement efforts can be adapted to the current era of digitalization, namely with a digital educational website platform. This research aims to realize alternative solutions based on the results of research that has been done in the form of a financial planning project website equipped with supporting features. As well as outlining the obstacles and completion of the realization of the financial planning project website. Data collection methods with descriptive research methods through questionnaires, interviews, and observation. Research results on students show that there are still problems in understanding financial literacy and financial planning independently, so researchers offer an alternative solution called the financial planning project. The research implications explain that the financial planning project media benefits students by increasing their financial literacy and independent financial planning and their interest in saving, doing business, and investing at a young age. In addition, it can minimize the financial problems that students have faced.

*This is an open access article under the CC BY license*



## Article Info:

Submitted: July 07, 2023

Reviewed: July 13, 2023

Published: May 05, 2025

## Keywords:

financial literacy,  
financial planning,  
students,  
digitalization.

## Corresponding Author:

**Chitra Laksmi Ritmaya**

Hayam Wuruk University Perbanas  
Surabaya, Indonesia

Email: [citra@perbanas.ac.id](mailto:citra@perbanas.ac.id)

## INTRODUCTION

Financial literacy is knowledge, skills, and beliefs that influence attitudes and behavior to improve the quality of decision-making and financial processing to achieve prosperity (OJK, 2021). Apart from that, financial literacy is a basic need for everyone to avoid financial problems. Financial difficulties can arise if errors occur in financial management (Yushita, 2017). Wise financial processing originates from financial planning and a good understanding of financial literacy. The 2022 National Survey of Financial Literacy and Inclusion stated an increase in financial literacy levels of 11.65% between 2019 and 2022 (Indonesian Financial Services Authority, 2022). However, this increase is certainly not a high peak of growth, and it cannot be denied that this figure can decrease. So, financial literacy must continue to be maintained and improved to create more prosperous financial conditions for society.

Knowledge and understanding regarding financial literacy and financial planning are still said to be low, which in this case has an impact on financial processing that is not yet wise, poverty data reinforce this according to the Central Statistics Agency (BPS) for the period September 2022, there is an increase in the poor population by 9.57%. This poverty level is one of the factors indicating that the financial health index of Indonesian society is still relatively low at only 37.72% of the maximum score of 100 (OJK, 2021). A lack of financial literacy influences this, so financial processing must still be carried out correctly.

Improving financial management skills through increasing understanding of financial literacy and financial planning can start with the younger generation, namely students. In the current era of digitalization, this has impacted students' habits of continuing to utilize digital platforms to fulfill their needs and desires. This is an opportunity to provide persuasion that understanding financial literacy and carrying out financial planning practices is not as difficult as students think; through an internet platform in the form of a website, students are given the convenience of accessing and learning new knowledge and insights quickly, accessible, and effectively. The website also makes it easier for researchers to realize design ideas to achieve research objectives.

Problems with students in understanding financial literacy and financial management include consumptive attitudes that cannot be controlled, lack of interest in understanding financial literacy, and lack of understanding regarding financial records, where it is known that several students in East Java have not carried out digital financial planning, namely they still use manual records in the paper. This is supported by the statement that the younger generation, especially East Java students, needs help to carry out good financial management (Wijayanti & Kartawinata, 2023). The crucial phenomenon that occurs is that it encourages innovation to improve education for students to be more interested in understanding financial literacy and carrying out financial planning independently through an education-based website innovation called the financial planning project as the right strategy for utilizing digital technology to improve financial literacy index as well as an effort to build and improve strategic alliances in implementing financial literacy and education programs that are in line with the mission of the Indonesian National Financial Literacy Strategy (SNLKI) 2021-2025 (OJK, 2021).

This research has the following problem formulation and objectives: What are students' perceptions regarding financial literacy? How to create a financial planning project website to increase financial literacy and student financial planning practices, How the features provided on the financial planning project website can improve students' ability to understand products finances and sound financial planning, how the features provided on the financial planning project website can help increase students' interest and ability to save and generate income through online business.

## LITERATURE REVIEW

### Financial Literacy

Financial literacy is a person's ability to manage finances by obtaining and evaluating general information intended for making decisions and seeing the consequences received (Ningtyas, 2019). The level of financial literacy influences an individual's ability to manage personal finances, which can determine society's prosperity, especially for students. Financial literacy and financial planning practices are also provided (Anggraini & Yuniningsih, 2024), as well as alternative innovation preferences as solutions to realize the financial welfare of society, especially students. There is a significant influence between financial literacy on students' financial behavior at Pamulang University economics education (Sholeh, 2019).

Digital financial literacy is a combination of financial literacy and the use of digital platforms, which is defined as an attitude that shows an individual's level of understanding regarding financial products and services and the ability to manage personal finances (Tony & Desai, 2020). A good understanding of digital financial literacy can have a positive influence, namely reducing the habit of impulsive or spontaneous purchases of goods that are not needed but are just a desire (Muntahasar *et al.*, 2021). According to the Indonesian National Financial Literacy Strategy (SNLKI) survey (OJK, 2021). First, the literacy and inclusion index is low in the capital markets and insurance sectors, so it requires effort to provide insight to the public. Second, there is public confidence in their ability to manage finances after retirement without having insurance provisions to help with emergency funds in the future. Third, people understand that they are limited to working and withdrawing money from savings without realizing the importance of sustainable passive income and emergency fund products.

Another obstacle to understanding financial literacy and financial planning among students is lifestyle, which results in ignorance of the benefits of understanding financial literacy and carrying out financial planning. Lifestyle is caused by environmental factors and habitual factors in students; excessive lifestyles tend to lead to hedonistic behavior, which not all students can balance with their economic conditions (Rohmanto & Susanti, 2021).

## Financial Planning and Management

Financial planning, in another definition, is a process of a person or individual trying to fulfill various financial goals by developing and implementing a clear financial plan and making it easier to create a financial plan that can show the individual's current financial condition (Anggraini & Yuniningsih, 2024). So that individual goals or desires can be achieved (Usman & Suruan, 2020). Financial management is a person's ability to organize, manage, plan, and save daily finances (Gunawan et al., 2020). The benefits of financial management are increasing discipline and self-control to prepare for good future financial conditions, guaranteeing safe finances, and effectively helping to realize prosperous economic conditions (Waluyo & Marlina, 2020).

## Technology and Information Systems

Information technology combines computerization technology and interaction to form software and hardware systems. Information technology functions as a tool that can improve the process of interaction and communication between people so that information can be conveyed well. Meanwhile, information systems are the result of technological development that users utilize so that through information systems, accuracy and speed of data acquisition can be achieved quickly (Primawanti & Ali, 2022).

A website-based information system is a facility in a computerized system that is equipped with features and designed according to the needs of the target website users. A website is a collection consisting of text descriptions, image visualizations, video visualizations, and other visualizations that aim to attract users' interest in using the website as a medium for sharing information (Wahyudin & Rahayu, 2020).

## Lifestyle

Lifestyle describes a person's behavior in responding to their daily lifestyle, managing their finances, and utilizing their time (Hastuti et al., 2019). Determining a lifestyle is a choice for everyone, which will have different impacts (Maimunah & Sardjono, 2024). Thus, it is hoped that every individual will be wise in determining their lifestyle, especially students with unstable financial conditions. A good student lifestyle can take the form of independent behavior, namely saving and doing business to increase creativity and additional income.

Saving and doing business can positively impact society, especially for students. These two activities can indirectly increase students' ability to understand financial literacy and honest financial planning practices in managing their finances well and appropriately. Also, doing business can reduce unemployment rates (Ulum, 2022). Therefore, efforts to increase students' interest in saving and doing business must be made by considering educational media and implementation media, which must be adapted to current digital technology and information developments. It is hoped that the media offered can become students' preferences in learning and implementing the knowledge they have previously obtained.

## RESEARCH METHOD

This research method uses descriptive research. Descriptive research searches for information related to existing phenomena then explains clearly the objectives to be achieved, plan the approach, and collects various kinds of data as material for preparing reports (Jayusman & Shavab, 2020). Thus, descriptive research focuses on obtaining and analyzing data to obtain data by the research objectives. Students are young people who have a role as agents of change, namely being able to provide positive changes that provide more comprehensive benefits and a role as social control; students can be role models for society for their scientific abilities. Apart from that, students have a role as iron stock, namely the next generation, who are strict with the conditions that occur, one of which is related to economic conditions and technology that continues to develop (Cahyono, 2019). Respondents are students with criteria, creating a website and features that can help students understand financial literacy and practice financial planning independently. It also provides features to increase students' interest and ability to save and generate income through online business.

The data analysis used is descriptive analysis by independently analyzing the quantity and quantity of students in financial literacy and financial planning and their obstacles. The data analyzed is from questionnaires, interviews, and observations (Darwin et al., 2021). The questionnaire method also called a questionnaire (list

of questions), is a research instrument containing a series of questions to collect data or information that respondents must answer (Makbul, 2021). The questionnaire method used by researchers was carried out using media Google form. The form of the questionnaire used is a combination of closed and open questionnaires to find out the respondents' direct opinions regarding the conditions discussed.

The interview method is a process of interaction between the interviewer and the information source through direct communication (Makbul, 2021). So, it can be said that an interview is a process of obtaining information for research purposes through face-to-face questions and answers with the source. The form of interview carried out is a systematic interview, which is carried out with the interviewer first preparing a written guide about what to ask the respondent. The guidelines that have been determined will simplify the interview process so that the flow of conversation can be directed to produce clear and complete data. The interviews were conducted through dialogue with several students from Hayam Wuruk Perbanas University, Surabaya City, and several students from other universities through online dialogue.

## RESULTS

The description of the research subject will explain the profile of the research respondents and the results of the respondents' responses to the research. This research was carried out at the Hayam Wuruk Perbanas University Campus, previously known as STIE Perbanas Surabaya. Hayam Wuruk Perbanas University currently has two faculties, namely the Faculty of Economics and Business and the Faculty of Engineering and Design, with the vision of 'making a leading, superior and global-minded university that contributes graduates and knowledge to the nation's competitiveness (Hayam Wuruk Perbanas University, 2023). The respondents for this research were 53 students, namely students from higher education institutions in East Java, with research output aimed at all students in Indonesia. The characteristics of the respondents can be seen in Table 1.

**Table 1.** Characteristics of Respondents Based on Class Year

<b>Class Year</b>	<b>Amount</b>	<b>Percentage (%)</b>
<b>Respondents Based on Class Year</b>		
Year 2022	0	0%
Year 2021	4	6%
2020	46	87%
2019 and before	3	7%
<b>Respondents Based on Department</b>		
Economics and Business	45	85%
Technique	2	4%
Education	3	5%
Health	2	4%
FISIP	1	2%
<b>Respondents Based on Institutions</b>		
UHW Perbanas	40	75%
Adibuana University	4	7%
Wahidiyah University	3	6%
UM Surabaya	1	2%
UIN Sunan Ampel	1	2%
Dr. University Soetomo	1	2%
University of Jember	1	2%
Tulungagung University	1	2%
PENS	1	2%
<b>Respondents Based on Domicile</b>		
Surabaya	23	43%
Gresik	8	15%
Sidoarjo	6	11%
Bojonegoro	5	9%
Kediri	3	6%
Jombang	3	6%
Lamongan	1	2%
Jember	1	2%
Kertosono	1	2%
Tuban	1	2%
Let's help each other	1	2%

The research results, based on previously collected data, are explained below. Analyzing the financial problems students face, it is known that based on the survey conducted, several problems are the same or dominant, namely: 1). Inability to control consumer habits; 2). Unpreparedness for unexpected expenses or emergency funds; 3). Lack of understanding in allocating required expenditure; 4). Inadequacy or failure to implement savings habits; and 5). Imbalance between income and expenditure. So, most students still have problems carrying out their financial planning; therefore, providing alternative solutions to increase students' understanding and interest in carrying out good financial planning is very important.

In the analysis of students' understanding of financial literacy, there are three categories of answer choices: 1). Yes; 2). Possible; and 3). No. As for the survey results, 55 percent of respondents or students answered yes, 26 percent answered possible, and 19 percent answered no. So, it can be concluded that students do not have a clear understanding of financial literacy, so students will continue to fall into bad financial conditions. Therefore, education is very important in increasing students' understanding and interest in learning financial literacy.

In analyzing the benefits obtained from financial literacy by students, based on the survey results, there is an opinion that it can increase understanding in managing finances well. It can be seen that the benefit of financial literacy is the formation of good financial management decisions. These financial management decisions can lead to ways of managing funds or money so that they can develop or have sustainable benefits for financial well-being in the future. So, students still need to learn the benefits of understanding financial literacy, which is beneficial in current and future financial conditions. Therefore, students must be provided with education regarding financial literacy.

Analysis of students' obstacles in understanding financial literacy Based on surveys conducted, it is known that the obstacles often experienced by students are limited information and socialization regarding financial literacy, inconsistency in applying knowledge from financial literacy such as saving, and not understanding how to apply investing. So, students desire to learn but have not yet found an appropriate platform for increasing understanding while also providing a medium for financial literacy practice. Therefore, a financial planning project can be an alternative solution for students to increase their understanding of financial literacy, financial planning practices, savings system practices, and business in increasing income from student age.

In the analysis of financial planning practices by students, there are two categories of answers: yes and no. As for the survey results, it is known that 55 percent of students still need to carry out financial planning, and 45 percent of students have carried out financial planning. So, not all students have adopted the habit of carrying out financial planning. Thus, students will continue to face financial problems. Therefore, providing education to practice financial planning independently is essential to improve the quality of students' financial conditions.

Analyze the reasons for needing to carry out financial planning and analyze the types of tools that help students who have done financial planning. In this analysis, there are two answer indicators: if you have done financial planning, there will be an answer to what tools to use, and if you have not done financial planning, there will be an answer for the reasons or obstacles students face. As for the survey results, it is known that many students have not carried out financial planning for various reasons, such as difficulties in keeping financial records. Meanwhile, the tools students use in carrying out financial planning are still limited to books and notes, which may be too lazy to continue.

In analyzing the importance of financial planning for students, there is a rating scale of 1 to 5, with the information that the higher the number, the greater the importance of financial planning. The survey results showed that 72 percent answered on a scale of 5, 24 percent answered on a scale of 4, and the remaining 4 percent answered on a scale of 1-3. So, it can be concluded that respondents or students are very aware of the importance of financial planning, thus providing education regarding financial literacy and independent financial planning will be more easily accepted by students. Analyze students' interest in alternative solution designs given. In analyzing students' interest in alternative solution designs that researchers will offer, there are two answer choices, yes and no. The survey results showed that respondents or students were 100 percent supportive and interested in trying and taking advantage of the alternative innovations that would be offered. In this way, researchers can introduce innovation more quickly to students as research targets.

Based on the description of the questionnaire survey results above, researchers can conclude that students currently still have relatively small incomes with expenses that often exceed the amount of income or funds

they have. Apart from that, it is known that students still need to understand financial literacy and its benefits, and they need to understand how to carry out financial planning, resulting in problematic financial conditions. Furthermore, students hope that there are alternative solutions that can increase their understanding of financial literacy and practice financial planning independently and consistently in saving, studying, investing, and doing business.

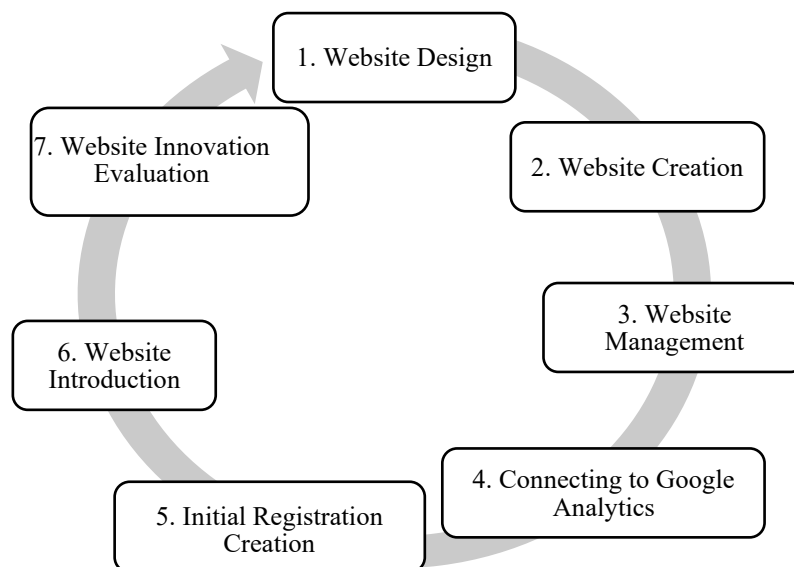
This was reinforced in the results of interviews with students, some of whom stated that they were still experiencing various financial problems caused by a lack of financial literacy and understanding of carrying out financial planning. Apart from that, it was also hoped that the innovation that would be offered would make it easier to keep good financial records and put them into practice, especially for boarding house students who have to manage their finances personally or independently.

## DISCUSSION

This sub-chapter will answer the problem formulation of the specified research. The answers to the research problem formulation are in the form of designing a financial planning project website, a description of the provision of features to increase understanding of financial literacy and independent financial planning, a description of obstacles and solutions, and a description of the provision of features to increase students' interest in saving and doing business online to generate income since becoming a student. Explanations of the answers to each problem formulation are as follows: Student perceptions regarding financial literacy come from student respondents at East Java universities. Perceptions or views regarding financial literacy are, of course, also based on indicators of whether students have studied financial literacy or not. The results of research from 53 respondents, 55% of students answered 'maybe or doubt, which indicates that there are students who have tried to learn financial literacy but still do not understand it well, so students' perceptions regarding the urgency of learning financial literacy and the usefulness of understanding financial literacy are still not clear.

The perceived usefulness is limited to understanding financial literacy so that financial management can be better without knowing other benefits that can positively impact good financial conditions in the future. If this understanding continues, the younger generation, especially students, will experience various financial problems due to a need for a better understanding of financial literacy. Thus, efforts to increase understanding of financial literacy must continue to be pursued using various approaches, namely through digital media.

The website is the researcher's choice as a digital educational medium to increase financial literacy and practice independent financial planning by students. The website is a digital platform that can be accessed flexibly, and in the financial planning project website innovation, it will offer a free website by registering online first. As for creating a website, there are several steps made in the form of a flowchart, which can be seen in the Figure 1.



**Figure 1.** Flowcharts for Creating A Financial Planning Project Website

Based on Figure 1, the initial design of the website is carried out by recording preparations regarding the visualization concept of the website that will be created. Next, prepare a concept for the features that will be provided later, as well as a short note regarding the benefits of the features offered, mainly features that increase students' understanding of financial literacy and the practice of independent financial planning. The design of this platform was an innovative idea that had been conceived one year earlier, so there were evaluations that the researchers had received from both lecturers and fellow students. In this way, it is hoped that the draft idea can provide the most significant benefit to society, especially students, who are also the targets of innovation from the research carried out.

Website creation is done using Google Sites tools, and Google Sites makes it easier for researchers to create websites effortlessly. Google Site is an example of a dynamic website that is easier to manage because there are features that can be utilized and managed, so it is easier to update the content in it without coding. Creating a website begins with creating an initial display that contains the initial profile of the financial planning project. Next, create various features that have been previously designed. The features offered include the first, a financial literacy education feature with sub-features of financial literacy, knowledge, skills, and beliefs. Second, the financial planning feature with Wishlist and calculation sub-features. Third, the savings feature with your savings sub-feature. Fourth is the business feature with the additional profit sub-feature, and fifth is the investment feature. Furthermore, the sixth feature is a new feature, the seventh feature is a contact, and the eighth feature is a reference feature.

Researchers carry out website management by adding material content according to previously determined features and sub-features. The material comes from eBook sources, journals, other publications, and additional editing results via Canva. Website management will continue to be carried out periodically per the innovation and income target needs of members of the financial planning project community, both processing up-to-date material content and visualizing the website's appearance.

Connecting a website to Google Analytics makes it easy for researchers to find the course of the website algorithm, including the level of website visitors, the level of visitors who download the templates provided, and the activity level of website visitors. Researchers can use Google Analytics for free by registering first, inputting the project name, and checking several goals that researchers want to achieve using Google Analytics. Next, after registering, the researcher will get a Google Analytics ID code and then copy the code into the settings feature on the website. So, the website activity algorithm can be monitored via Google.

The initial registration made by the researcher was carried out with the help of the JotForm platform, which can be accessed for free and easily. Previously, the researcher carried out initial registration to create an account, and then the researcher created an online form by utilizing several available features. The registration form researchers created includes name features, student status checklist, email, telephone number, captcha verification, and barcode scanning from the financial planning project website link. If you have filled out the registration form until it is sent, you will automatically receive registration confirmation via the email you previously used.

Researchers carried out the introduction of the website through the use of digital media, both WhatsApp and Instagram, this media can provide information that, after conducting research in the form of questionnaires and interviews regarding financial literacy and financial planning independently by students, there will be alternative solutions that students in overcoming financial problems can utilize faced. This introductory media also helps researchers attract many other students and local people who still need to learn the purpose of the research, namely through engaging and persuasive educational content.

Evaluation of website innovation as an alternative solution in increasing financial literacy and independent financial planning by students in its development cannot be separated from responses, suggestions, and criticism from various parties. This is what researchers will use in evaluating the effectiveness of a website. As for how researchers find out responses from website users, researchers can see the results of the suggestion form that has been included on the website. Apart from that, there is an open comments column that can be seen directly by researchers, and researchers can also get direct responses through open interviews with several students and lecturers.

The financial planning project website has a working algorithm as an educational platform that combines digital literacy and practical media to support students' understanding of financial literacy and carrying out

financial planning independently. Therefore, researchers provide several features that are beneficial for users with the following explanation: financial planning project website link: [www.fipingproject.site](http://www.fipingproject.site)



Figure 2. Landing Page on Website Financial Planning Project

The financial planning project website has a landing page or start page that is packaged attractively so that it can give a good and professional impression to website visitors (Figure 2). Apart from having an interesting visualization, this landing page is also informative, where there is an explanation of the project's financial planning, which is accompanied by the project logo. Apart from that, there are testimonial reviews or responses from observers regarding the website visualization and the material's content to build new visitors' trust in the financial planning project educational platform. Furthermore, there is a persuasive demo poster from the creator or researcher conveying the objectives and hopes of researchers from the financial planning project.

The financial literacy education feature aims to improve students' financial literacy skills by separating three sub-features which are linked to three critical aspects of financial literacy according to the Financial Services Authority (OJK, 2021) with the following explanation:

a. Knowledge

The knowledge sub-feature aims to provide education through the presentation of material packaged with sub-topics related to financial service institutions, risks, rights, and obligations of consumers, such as material about money, OJK and LPS institutions, Bank Indonesia (BI), conventional banking and sharia, capital markets, insurance, pension funds, financing institutions, and pawnshops. The material presented is sourced from e-books, books, journals, and other forms of publications, which, in their development, will continue to be updated to increase students' understanding of financial literacy on Figure 3.

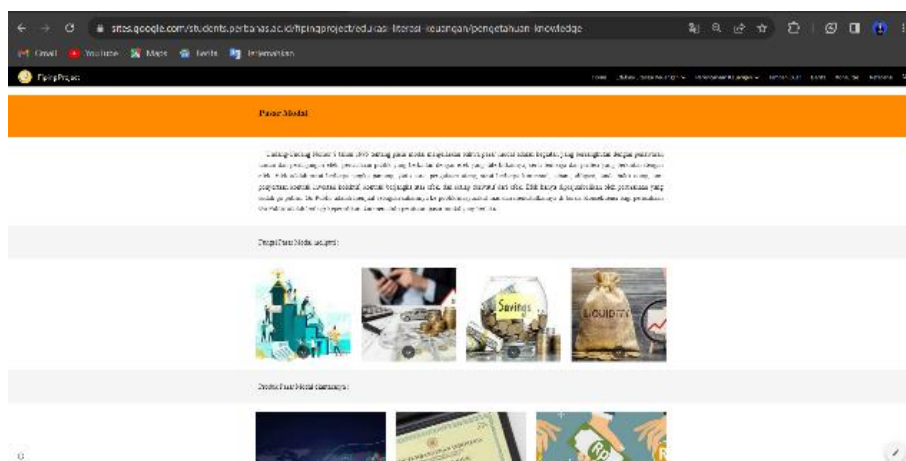


Figure 3. Knowledge Sub Features on Website Financial Planning Project

b. Skills

The skills sub-feature aims to improve students' ability to apply their knowledge to manage finances, such as risk calculations, interest calculations, profit calculations, and others. In this way in Figure 4, students will be more selective in choosing financial products that suit their needs and, at the same time, provide benefits. As

for their current website, the financial planning project has explained skills material regarding deposits, which consists of conveying how to calculate deposit interest profits, deposit taxes, and deposit returns.



Figure 4. Skill Features on Website Financial Planning Project

c. Confidence

The confidence sub-feature aims to build students' trust in the money or funds distributed to be processed by trusted financial institutions or services. So that it can minimize cases of fraud by financial institutions that are not yet legal, which can cause a lot of losses to various parties. The website financial planning project has presented tips for building confidence in banks and their products through informative presentations of non-digital and digital banks.



Figure 5. Features of Beliefs from Website Financial Planning Project

The financial planning feature aims to build interest and good habits in carrying out financial planning independently to improve financial management (Figure 5). The following is an explanation of the sub-features of the financial planning feature.

a. Sub Features *Wishlist*

Sub features wishlist aims at building mindset (thinking) students to have dreams that must be achieved. A dream requires capital or funds that must be prepared from the start. Wishlist What is meant is both short-term and long-term, which can be adjusted to suit needs and desires. The website financial planning project offers a medium for taking notes. The wishlist is an exciting template that can be downloaded for free from the visitor's website.

b. Sub Calculation Features

The calculation sub-feature aims to provide practice media for students to carry out financial planning independently and efficiently. Financial planning carried out will foster good habits in managing finances so that financial problems often faced by students can be minimized. Website, financial planning project, offers practice media in the form of Microsoft Excel, which is visualized with a template budgeting, which is exciting and is equipped with a formula, so students don't need to worry about calculating because students are only asked to input the nominal value. The template presented can be downloaded for free from the visitor's website.

They supported features to increase students' interest and ability to save and generate income through online business. In its development, the financial planning project website not only has the main objective of increasing students' understanding of financial literacy and independent financial planning, but researchers also review other objectives in increasing students' interest in saving and creating an entrepreneurial or business character in generating additional income through doing business by the era digitalization. Saving and doing business benefit students, especially in building a responsible character with their finances. This activity can also improve students' understanding of financial literacy and real financial planning practices in managing their finances well and appropriately. In this way, researchers provide media to students through features provided by the researcher's website financial planning project: First, the Savings Feature.

Saving is an activity in setting aside some of the money that must be saved for the long term. Saving can be done through financial institutions such as banks and cooperatives (Murtani, 2019). Apart from that, saving can also be done independently, namely by saving personally by setting aside money using a piggy bank or wallet. Keeping certainly has benefits such as preventing personal consumption, saving money can become an emergency fund, avoiding debt behavior, and other benefits. Regarding the importance of saving and the benefits of holding activities, researchers took the initiative to increase students' interest in saving through the features provided on the website's financial planning project, namely the savings feature with your savings sub-feature.

The savings feature will provide educational presentations about saving, the importance of saving, and other materials to build a mindset of committing. After receiving this education, the financial planning project also offers a savings sub-feature that aims to increase students' interest in saving to create a continuous saving habit. In the sub-feature of your savings, researchers provide media in the form of a template, which can be downloaded for free by students with the main requirement of initial registration. As for the template, The savings offered by researchers is by method save money challenge. Method Save Money Challenge saves by setting aside funds or money daily with a nominal value according to that day's date. This method can indirectly encourage students to continue holding until the target is achieved that month, and then it will become a habit (habit) to continue doing. Researchers will also periodically provide a template with an attractive design to increase students' desire to save.

Both features do business. Doing business is exploiting opportunities to become an idea that is realized into a product, both goods and services that have economic value (Ayu, 2020). Doing business or entrepreneurship can reduce the unemployment rate in Indonesia (Dainuri, 2019), which is known based on the National Employment Force Survey (Sakernas) of the Central Statistics Agency (BPS), the number of open unemployed in Indonesia will reach 8.43 million people in 2022 with details of 673.49 thousand are university graduates (Kusnandar, 2023). The magnitude of unemployment among groups of fresh graduates This is a problem that researchers want to minimize by making it easier for students to do business, primarily online, in line with the era of digitalization. Researchers offer media to help promote student businesses for free through business features with additional profit sub-features on website financial planning projects.

The business feature will provide educational exposure regarding business, especially in the current era of digitalization; through this feature, it is hoped that it can build the mindset of students to start new businesses and develop existing businesses. Furthermore, the added profit feature aims to provide a forum for students to introduce goods and services from businesses run by students through digital promotional media. An introduction to this business product is accessible provided you register online via Google form, which has been listed on the website as well as in the group description of the WhatsApp community financial planning project. The media offered by researchers is in the form of product image features equipped with icons that can be clicked and then automatically connected to the platform provided by the seller or student member who sells the product. Obstacles and efforts to resolve in creating and implementing the realization of a financial planning project website. As the financial planning project website was introduced to the public, especially students, and the website was developed regularly, researchers encountered several obstacles. The researchers can explain the challenges and the efforts to resolve them: first, choosing a website platform. The impediment to researchers in selecting a website platform is that there are various platforms for creating a website for the types of currently used websites, including WordPress, Wix, Weebly, and Google Sites. The researcher made efforts to solve it through prior research on the four types of websites; however, on the WordPress, Wix, and Weebly types, there are paid features, and on WordPress itself, the researchers still need to understand how to operate it. Thus, the researcher decided to choose a website platform from Google Sites, considering that it is

straightforward to use, can be connected to the AI platform to support website development, can add embeds, and can be connected to Google Analytics to find out the working algorithm of the website that has been created. So that researchers can manage the website optimally.

Second, the financial planning project website will be introduced to students. After researchers created a website, the next obstacle was efforts to present the research targets, namely students. Introducing an innovation is certainly not easy because researchers have to generate interest to take advantage of the innovation offered. As for efforts to resolve these obstacles, researchers are making efforts to introduce innovation through the digital media Instagram. Researchers created content feeds and stories regarding introducing innovation with exciting templates. Then, the researchers also carried out direct introductions, namely through a review of the financial planning project website, hoping to convey more details about the financial planning project to students. Apart from that, researchers also took the initiative to introduce and establish media partner relationships with the Indonesian Literacy Ambassadors, hoping the financial planning project can be conveyed to the broader community, especially students. Third, testimonials on financial planning project websites. Testimonials are reviews or statements someone gives regarding their views regarding the product or service they consume or use (BFI, 2023). Testimonials certainly have benefits in increasing the trust of potential consumers or users in a product or service (Irwanto et al., 2022). The importance of testimonials encourages researchers to demonstrate innovation, in general, to obtain testimonials from various parties to conduct evaluations of future website financial planning project.

## CONCLUSION

Based on the research results and discussions described previously. First, students' perceptions regarding financial literacy, namely the level of urgency and usefulness, still need to be fully felt because 55% of the 53 respondents are still trying to understand whether they understand financial literacy. Second, students' current financial literacy and financial planning level still needs improvement. This is proven by data from 53 East Java student respondents. Several facts show that students' understanding of financial literacy is limited to theoretical ease of financial management. On the financial planning side, there is the fact that students still need clarification and help recording their finances and still use manual recording in notes or books.

This lack of ability to carry out financial planning means that students' financial problems still need to be adequately minimized. Therefore, the financial planning project website has various features ready to help students overcome these problems. The literacy feature is proven to provide new insights to students; the financial planning feature is also beneficial for students in carrying out financial planning well every month. This was conveyed in the researcher's observations on Adibuana University students and IAIN Ambon students.

Third, the problems that occur also influence students' failure to save. This failure to protect is due to a lack of understanding of financial literacy and poor financial planning. So, there is a need for media breakthroughs that can help students save and generate additional income through doing business in the current era of digitalization through your savings feature and the business feature on the financial planning project website. The business feature has been proven to attract students to promote their businesses in the add profit sub-feature. Currently, four students have become business members of the financial planning project.

Fourth, the realization of the research program that has been carried out goes through several stages, which include starting with designing a website, creating a website via Google Site, managing the website by filling in educational content and optimizing available tools, connecting the website to Google Analytics, creating a registration form via media. JotForm then introduced the website via Instagram and a website review event to introduce the project to students. The final step is to evaluate website innovation openly.

Fifth, the obstacle researchers face in realizing the financial planning project is the choice of a website platform. After considering various factors, the researcher decided to use Google Sites in this project. Apart from that, there are additional obstacles in changing the website domain so that the website's effectiveness can be further increased; in this case, it has been resolved. Furthermore, there are obstacles to the introduction of the financial planning project website, which is a new project idea that, of course, not all audiences believe, so researchers carry out promotions or introductions via social media and ask for reviews from experts such as lecturers and of course the innovation targets, namely students. Thus, it is hoped that the financial planning

project website can become a preferred learning platform that is in great demand by students and society in general in the future. Researchers recommend developing innovative financial planning project websites with more flexible media, such as mobile applications, and developing features with more effective and efficient performance through prior confirmation of collaboration with previous researchers. Future research can research the same topic of discussion with different strategies and innovations. It is recommended to carry it out in areas with minimal learning facilities to support the government's efforts to equalize public understanding of financial literacy.

## REFERENCES

- Anggraini, D. & Yuniningsih (2024). The influence of financial ratio on shares prices of commercial banks that experience profits on the Indonesian stock exchange. *Jurnal Riset Ekonomi, Manajemen, dan Bisnis*, 1(1), 9-20
- BFI, A. (2023). *Apa itu testimoni: definisi, fungsi, dan cara mendapatkannya*. <https://www.bfi.co.id/id/blog/apa-itu-testimoni>
- Cahyono, H. (2019). Peran mahasiswa di masyarakat. *Jurnal Pengabdian Masyarakat Setiabudhi*, 1(1). <https://doi.org/10.4000/Adlfi.2398>
- Dainuri, D. (2019). Kontribusi pendidikan entrepreneurship: suatu upaya konstruktif menumbuhkan jiwa wirausaha pada mahasiswa. *Journal of Sharia Economics*, 1(1), 1–13. <https://doi.org/10.35896/jse.v1i1.54>
- Darwin, M., Mamondol, M. R., Sormin, S.A., Tambunan, Y.N and et al., (2021). *Metode penelitian pendekatan kuantitatif*, Media Sains Indonesia, Bandung
- Gunawan, A., Pirari, W. S., & Sari, M. (2020). Pengaruh literasi keuangan dan gaya hidup terhadap pengelolaan keuangan mahasiswa prodi manajemen Universitas Muhammadiyah Sumatera Utara. *Jurnal Humaniora*, 4(2), 23–35.
- Hastuti, S., Padmawati, M. Y., & Harsono. (2019). Literasi ekonomi dan gaya hidup mahasiswa. *Seminar Nasional Pendidikan Pengembangan Kualitas Pembelajaran Era Generasi Milenial*, 86–91.
- Jayusman, I., & Shavab, O. A. K. (2020). Aktivitas belajar mahasiswa dengan menggunakan media pembelajaran Learning Management System (LMS) berbasis edmodo dalam pembelajaran sejarah. *Jurnal Artefak*, 7(1), 13. <https://doi.org/10.25157/ja.v7i1.3180>
- Kusnandar, V. B. (2023). Jumlah pengangguran terbuka berdasarkan jenjang pendidikan yang ditamatkan. *Katadata Media Network*. <https://databoks.katadata.co.id/datapublish/2023/01/10/ada-673-ribu-pengangguran-lulusan-universitas-pada-agustus-2022>
- Irwanto, L., Permadi, L.A., & Dakwah, M. M. (2022). Pengaruh iklan dan testimoni konsumen online terhadap minat beli di era covid-19. *Urgentrev Unram Management Review*, 2(4), 25-33,
- Maimunah, S. & Sardjono, S. (2024). Analysis of the influence of service quality, prices and perceptions taste towards customer satisfaction and loyalty at the store “Mie Liho Mie Kiro” Gresik. *Jurnal Riset Ekonomi, Manajemen, dan Bisnis*, 1(1), 38-44
- Makbul. (2021). Metode pengumpulan data instrumen penelitian. *Frontiers In Neuroscience*, 14(1), 1–13.
- Muntahasar, Hasnita, N., & Yulindawati. (2021). Pengaruh pengetahuan dan pendidikan terhadap literasi keuangan digital masyarakat kota Banda Aceh. *Global Journal Of Islamic Banking And Finance*, 3(2), 146–157.
- Murtani, A. (2019). Sosialisasi gerakan menabung. *Seminar Nasional Hasil Pengabdian kepada Masyarakat 2019 Sindimas*, 1(1), 279–283. <http://www.sisfotenika.stmikpontianak.ac.id/index.php/sindimas/article/view/585>
- Ayu, S. D. N. (2020). Solusi peningkatan minat wirausaha dan pengurangan hambatan minat wirausaha mahasiswa. *Pragmatis*, 1(1), 1–6.
- Ningtyas, M. N. (2019). Literasi keuangan pada generasi milenial. *Jurnal Ilmiah Bisnis dan Ekonomi Asia*, 13(1), 20–27. <https://doi.org/10.32812/jibeka.v13i1.111>
- OJK (Otoritas Jasa Keuangan). (2021). *Strategi Nasional Literasi Keuangan Indonesia (SNLKI) 2021 - 2025*. <https://www.ojk.go.id/id/berita-dan-kegiatan/publikasi/pages/strategi-nasional-literasi-keuangan-indonesia-2021-2025.aspx>
- Primawanti, E. P., & Ali, H. (2022). Pengaruh teknologi informasi, sistem informasi berbasis web dan knowledge management terhadap kinerja karyawan (literature review Executive Support Sistem (ESS) for business). *Jurnal Ekonomi Manajemen Sistem Informasi*, 3(3), 267–285. <https://doi.org/10.31933/jemsi.v3i3.818>
- Rohmanto, F., & Susanti, A. (2021). Pengaruh literasi keuangan, lifestyle hedonis, dan sikap keuangan pribadi terhadap perilaku keuangan mahasiswa. *Ecobisma (Jurnal Ekonomi, Bisnis Dan Manajemen)*, 8(1), 40–48. <https://doi.org/10.36987/ecobi.v8i1.2057>

- Sholeh, B. (2019). Pengaruh literasi keuangan terhadap perilaku keuangan mahasiswa program studi pendidikan ekonomi universitas Pamulang. *Pekobis : Jurnal Pendidikan, Ekonomi, Dan Bisnis*, 4(2), 57. <https://doi.org/10.32493/pekobis.v4i2.p57-67.4306>
- Tony, N., & Desai, K. (2020). Impact of digital financial literacy on digital financial inclusion. *International Journal of Scientific and Technology Research*, 9(1), 1911–1915.
- Ulum, R. (2022). Pemberdayaan pemuda karang taruna melalui program business creative. *Jurnal KeDayMas*, 2(2), 1-8
- Usman, S., & Suruan, T. (2020). Perencanaan keuangan pribadi pada mahasiswa fakultas ekonomi dan bisnis universitas Papua. *Jurnal Nusantara Aplikasi Manajemen Bisnis*, 5(2), 146–160. <https://doi.org/10.29407/nusamba.v5i2.14673>
- Wahyudin, Y., & Rahayu, D. N. (2020). Analisis metode pengembangan sistem informasi berbasis website: A literatur review. *Jurnal Interkom: Jurnal Publikasi Ilmiah Bidang Teknologi Informasi Dan Komunikasi*, 15(3), 26–40. <https://doi.org/10.35969/interkom.v15i3.74>
- Waluyo, F. I. A., & Marlina, M. A. E. (2020). Peran literasi keuangan dalam pengelolaan keuangan mahasiswa. *Media Akuntansi Dan Perpajakan Indonesia*, 1(1), 53–74. <https://doi.org/10.37715/mapi.v1i1.1401>
- Wijayanti, N., & Kartawinata, B. R. (2023). Pengaruh financial literacy, financial confidence, dan locus of control eksternal terhadap personal finance management. *Technomedia Journal*, 8(1), 11–22. <https://doi.org/10.33050/tmj.v8i1.1936>
- Yushita, A. N. (2017). Pentingnya literasi keuangan bagi pengelolaan keuangan pribadi. *Jurnal Nominal*, 6(1), 11–26, <https://doi.org/10.21831/nominal.v6i1.14330>