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Mitigation of Consumptive Behavior through Financial Literacy and Saving Culture for Vocational High School Students

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Abstract. PMKM Education on financial literacy and saving culture at the State Vocational High School (SMK) 7 Medan, Sitirejo II Village, Medan Amplas District, Medan City, North Sumatra, Aims to provide an understanding of Financial Literacy in daily life, the importance of saving culture for future financial planning, Overcoming excessive consumptive behavior. The school has never received education related to this material from any party. In order to run PMKM activities smoothly, the service team carried out data collection techniques by interviewing the State Vocational High School (SMK) 7 Medan, which was given by finding knowledge transfer through the Educational Seminar on Financial Literacy Education and Saving Culture. The cost of implementing PMKM activities is needed in the amount of Rp. 1,917,000.00 (One et al. Hundred and Seventeen Thousand Rupiah) and a certificate from Bank Sumut Syariah. This educational activity has shaped students' knowledge and skills about financial literacy, consumptive behavior, and saving culture until an average of 87.55% after service implementation is evidenced by a perfect understanding with a score of 100, increasing to 112 people (56%). However, the lack of educational programs that specifically discuss financial literacy, which also supports students in personal financial management and the prevention of financial problems, is a challenge that needs to be overcome. Through this activity, a joint commitment was formed between PT Bank Sumut Syariah and SMK Negeri 7 Medan to assist the student saving culture program, which is carried out regularly and form student knowledge and awareness to save and reactivate the habit of saving more broadly, creating awareness among SMK students about shared responsibility in maintaining discipline and financial responsibility.

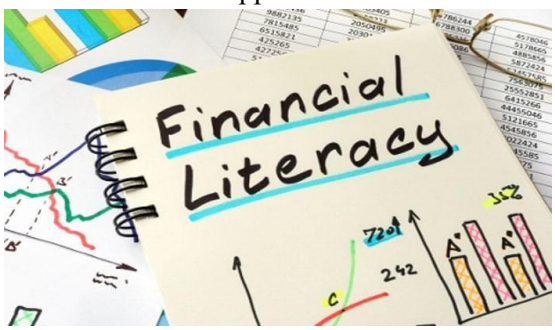
Keywords: Financial Literacy; Saving Culture; Consumptive Behavior

1. Introduction

Vocational High School (SMK) is an educational institution that focuses on improving the quality of vocational education in Indonesia, aiming to produce graduates ready to work, entrepreneurs, or continue higher education. The SMK Center of Excellence (SMK PK) program, which aims to improve vocational school graduates' vocational skills and job readiness, can also shape students' financial literacy. Increasing student capacity through a needs-based curriculum in the world of work can include training on financial management and future planning. With this knowledge, students can better understand the importance of financial literacy, such as how to manage money,

invest, and especially apply a saving culture to achieve financial stability in the future. (vocational, 2023)

Financial literacy, according to the Organisation for Economic Co-operation and Development (OECD), is a person's understanding and knowledge of financial concepts and risks as well as the ability to apply that understanding in decision-making that can improve welfare and active participation in the economy(Lusardi & Mitchell, 2014). This understanding emphasizes that financial literacy is important in managing daily transactions and plays a role in planning, investing, and making wise decisions for the future. Financial literacy is important for students, especially vocational school students, to prepare themselves to achieve financial independence after graduation. With this understanding, students will be better equipped to manage income, save money, and make investment decisions that support the student's career or venture. If students have



good financial literacy, their saving habits are also better because they can understand how to manage their finances and be more careful.

Figure 1: Financial Literacy

Saving habits are one of the important aspects influenced by financial literacy.(Wahyu et al., 2021) Students with sound financial literacy can better understand the importance of saving and managing finances wisely. According to (Hendra & Afrizal, 2020)Saving behavior is a conscious decision to manage money for short- and long-term goals. The relationship between good financial literacy education and wise saving behavior is the key to shaping the financial independence of vocational school students. With a good understanding of managing money, vocational school students will be more motivated to save consistent.



Figure 2: Get used to saving

Saving consistently has been implemented in SMK Negeri 7 Medan. Saving has become a new culture over the last 3 years, so the culture of saving can be attached to this year's generation of students. SMK Negeri 7 has built partnerships with banks to provide students with information and educational resources. The State Vocational High School 7 Medan has taught students at school to save from an early age and has previously collaborated with banks such as BRI. If students have money, they can save it anytime or give it to teachers and teachers who deposit it with the bank. The savings will later be used for school activities like outbound, study excursions, and farewells. The best form of financial planning is with saving activities.

Saving activities are habituated to make it easier when students contribute to social activities such as collecting money for misfortune. This facilitates teachers always urging students to contribute to the infak activity program when there is misfortune or when there are retired teachers through the Student Council. The saving activities are habituated to make it easier to contribute through an infaq program called Rohis (Islamic Spiritual), which is carried out every Friday for Muslims. Moreover, for Christians, a program called Bible Study is carried out every Friday. So that students can set aside money for infaq. According to Mrs. Cici, the student's response was good, and there were no problems or objections to the infaq citation. Through this approach, students can begin to see saving not only as an obligation but as a strategic step towards financial independence in the future. (Wahyu et al., 2021).



Figure 3: The atmosphere of SMK Negeri 7 Medan looks outside.



Figure 4: ***The School Atmosphere of SMK Negeri 7 Medan Seen Inside***

This vocational school has a total of 107 staff. The number of teachers is 128 people. The total number of students is 2012 people. Majors located at SMK Negeri 7 Medan Accounting and Finance Institutions, Office Management, Business Institutions, Marketing, Tourism and Hospitality Service Business. With a background in finance, these students have the knowledge and skills necessary to teach the basic concepts of money management and the importance of saving, which is applicable to support well-being and ensure **students' financial stability for the future. However, it should also be noted that the consumptive behavior that develops among students can be an obstacle to the habit of saving.**



Figure 5: Increased consumptive behavior

Consumptive behavior is buying goods not to meet needs but to fulfill desires, which is done excessively so that it causes waste and cost inefficiency. Consumptive behavior is formed because consumption has become part of the lifestyle process. Meanwhile, consumptive behavior emerged mainly after industrialization, when goods were mass-produced, so they needed a wider range of consumers. The characteristics of adolescence are psychological conditions that are very labile, so they are easily influenced. The consumptive behavior of a teenager can be influenced by several aspects that underlie the behavior, such as impulsive purchases, wastefulness, and the search for pleasure. (Lestarina et al., 2017)



Figure 6: PMKM Team with Mrs. Cici Afrianti during an interview

Based on the results of a brief interview with Mrs. Cici Apriani, a productive accounting teacher, on Monday, October 21, 2024, it is known that currently, SMK Negeri 7 Medan has provided learning or education about financial literacy and saving culture as well as conducting a pre-test of financial linkages to students, so that students do not engage in high consumptive behavior. The school also limits the consumptive behavior of students by not allowing food, gojek, and superfoods. Schools have also taught how to distinguish between conventional and sharia financial literacy. However, schools have never provided information on how to conduct financial literacy in Sharia. This educational activity in the learning material is carried out every day when it is about to start learning. (Apriani, 2024).

By paying attention to the issue of problems that exist at SMK Negeri 7 Medan, the school accepted the plan to implement Community Service in the form of education about Financial Literacy and Saving Culture for students, the Community Service team of the Islamic Finance and Banking Study Program synergized with Bank Sumut Syariah to carry out educational and socialization activities. Bank Sumut Syariah has an important role in supporting Islamic financial literacy and inclusion from an early age to the young generation in the city of Medan; this is important so that the young generation from an early age knows about personal financial management skills and has healthy financial skills through a culture of saving at Bank Sumut Sharia.

Bank Sumut Syariah has products that are very suitable for the needs of the younger generation and are very suitable for students of Vocational High School 7 Medan, namely Martabe School products, Smart iB Savings, Simple IB (Student Savings) Facilities, and religious facilities owned

by Bank Sumut Syariah are expected to contribute to education approximately 200 Vocational High School students accompanied by ten teachers and Through this activity, it is hoped that the Representative Office of Bank Sumut Syariah can support the implementation of activities with the Community Service team.

2. Material and Methods

This PMKM program is carried out by collecting data through descriptive and qualitative data that is then analyzed and processed to produce solutions to problems faced by partners. In the implementation of this PMKM, the following methods are used:

a. Data Collection Techniques
   Data was collected through interviews with productive teachers of SMK Negeri 7 Medan to obtain information about The state of knowledge/understanding of students at SMK Negeri 7 Medan who had never received knowledge related to this material.
b. Data Analysis Techniques
   Descriptive Analysis, Providing education and understanding related to financial literacy and saving culture

The following shows a flow diagram of work procedures to support the realization of the methods offered in PMKM activities, namely:

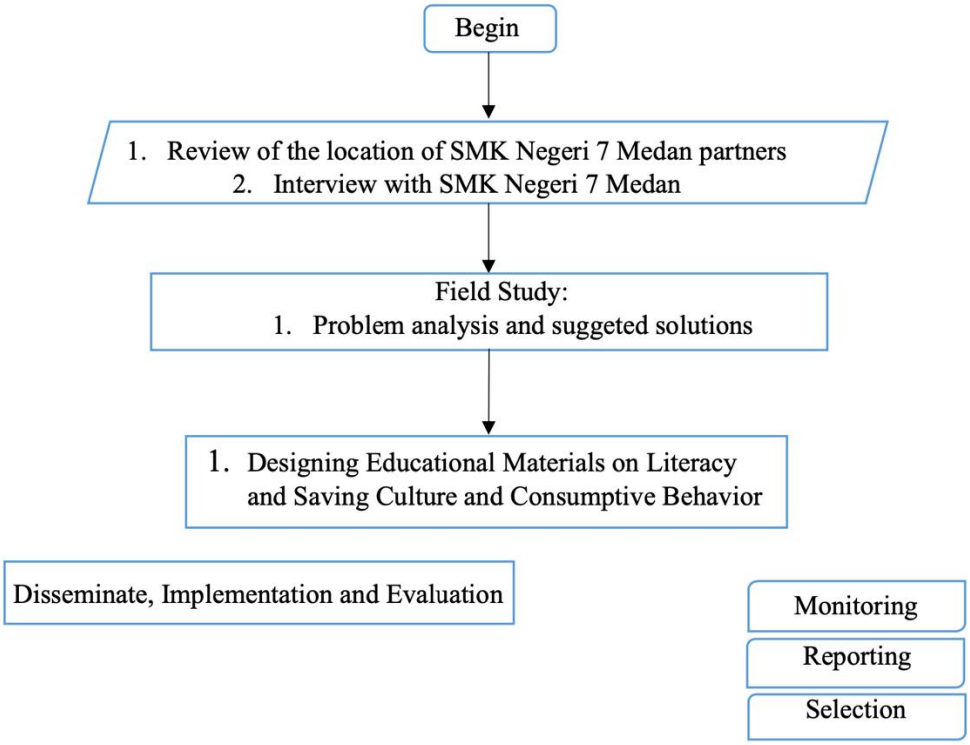


Figure 7: Flow Chart of the Implementation of PMKM Activities

This PMKM activity began with a visit to partner locations. An interview was conducted at SMK Negeri 7 Medan. After all the information about the partners was obtained, a discussion was held on the planning of solutions to the problems faced by the partners, followed by the implementation and socialization as well as validation of the solutions offered by the PMKM Team.

1. Prelude/preparation stage
   a. Identifying understanding in SMK Negeri 7 Medan schools
      Data collection and solution of partner problems The team meets with partners and records problems by partners. Partners and teams discussed to get the best solution to meet the understanding of SMK Negeri 7 Medan students.

b. Determine the form of activities to be carried out
After the service team and partners coordinated with SMK Negeri 7 Medan by gathering students to be given educational training on materials related to Financial Literacy and Saving Culture, which includes topics such as Financial Literacy in daily life, the importance of saving culture for future financial planning, overcoming excessive consumptive behavior. The service team carried out a synergy proposal with Bank Sumut Syariah to implement service activities and adjust activity schedules to be determined with SMK Negeri 7 Medan.

2. Implementation Stage
The implementation stage is in the form of socialization related to understanding financial literacy education and saving culture, which is planned for Saturday, November 23, 2024, from 10.00 a.m. to 12.00 p.m.
3. Termination stage
   a. Evaluation of the achievements and benefits of socialization that have been received by SMK Negeri 7 Medan
   b. Publication of community service results in national journals indexed by Google Scholar and community service videos on online media such as YouTube.

3. Result and Discussion

The results of community service activities carried out at SMK Negeri 7 Medan include the following:

1. Providing learning about financial literacy and saving culture related to consumptive behavior in the SMK Negeri 7 Medan school environment. Teaching and learning activities carried out by the Service Team are:
   a. Chairunnisa Nur Fitriani, who acted as the Master of Ceremony of the event and Games, the Operator for the presenters, the Committee and Representatives of PT Bank Sumut Syariah, and the person in charge of the teacher's attendance list.
   b. Sultan Adithya Daffa was a speaker who discussed Financial Literacy and was responsible for reading the Closing Prayer, as a Master of Ceremony Games and the Collection of Post Test and Pretest Papers, and Consumption Distribution.
   Zahara Hafnita Sari, who acted as a presenter who discussed consumptive behavior, assisted with documentation, collected Post-test and Pretest papers, Indonesia Raya song guide, person in charge of student attendance, as well as Game Operator and Person in Charge of Games.
   c. Nadiatun Firdas, who played the role of the Chief Executive of PMKMs and gave a speech, acted as a speaker related to the Culture of Saving and Collecting *Post Test* and *Pretest papers* as well as the person in charge of student attendance and Consumption Provision.
   d. Ganda Permana, who is responsible for event documentation and games, as the leader of the opening prayer of the event, Person in charge of student attendance and student consumption sharing, Game Operator, and Person in Charge of Games
   e. Lecturer Marlya Fatira AK., S.E., M. Si acted as a supervisor and gave remarks during the implementation of PMKM activities.
   f. Mr. Ahmad Yudi Azhari Lubis as a Representative of PT Bank Sumut Syariah who acted as a Speech, Presenter of Bank Sumut Syariah Products and iB Student Savings Savings, and presented Financial Literacy material and cultivated saving activities for vocational school students as well as Giving Gifts for Question-and-Answer Sessions.
   g. Lecturer Indri Dithisari, S.E. M. Si, who acted as a companion during the implementation of PMKM. Several lecturers involved in PMKM activities are Mrs. Dr. Ummanah, S. Sos. M.Si from Esa Unggul University, Mrs. Ir. Ana Susanti Yusman, M. Eng from the University of Muhammadiyah West Sumatra, and Mr. Ari Asriadi, S.P. M. Si from PT Bank Sumut Syariah.

The number of students who attended this activity amounted to 200 students. In the meeting, 11th-grade students majoring in accounting were all present so that they met the overall number during the learning process.



(a) Presentation of material by Yudi Azhari Lubis



(b) Presentation of material by Zahara Hafnita Sari



(c) Presentation of material by Sultan Adithya Dafa



(d) Submission of Materials by Nadiatun Firdas



(e) Prayer by Ganda Permana



(f) MC By Chairunnisa Nur Fitriani

Figure 8: TIM Activities During PMKM Activities

2. Presenting PT Bank Sumut Syariah

The presentation of PT Bank Sumut Syariah was brought by Mr. Ahmad Yudi Azhari Lubis, who discussed Bank Sumut Syariah Products and iB Student Savings Savings, presented Financial Literacy material, and cultivated saving activities for vocational school students. The service team found four students actively asking questions related to the material presented by Mr. Ahmad Yudi Azhari Lubis and those actively getting Tumblr Bank Sumut



Figure 8: Awarding Prizes to Active Participants

Based on educational and financial literacy activities for SMK Negeri 7 Medan students carried out by the service implementation team on Saturday, November 23, 2024, for SMK Negeri 7 Medan students, precisely in the Hall of SMK Negeri 7 Medan. Before the implementation of the activity, the PMKM Team identified the students' knowledge of financial literacy and obtained the following results:

Table 1: Pre-Test related to Financial Literacy, Consumptive Behavior and Saving Culture

No	Description	Percentage of Correct Student Answers	Percentage of Wrong Student Answers
	FINANCIAL LITERACY		
1	What is financial literacy?	85,50%	14,50%
2	What is one of the steps in managing finances wisely?	85,00%	15,00%
3	What is the difference between needs and wants?	87,50%	12,50%
	Average Knowledge of Financial Literacy	**86%**	**14%**
	CONSUMPTIVE BEHAVIOR		
4	What is meant by consumptive behavior?	80,50%	19,50%
5	What is the emotional factor in consumptive behavior?	51,50%	48,50%
6	What are some of the adverse effects of consumptive behavior?	84,50%	15,50%
	Average Knowledge of Consumptive Behavior	**72,16%**	**27,83%**
	SAVING CULTURE		
7	What is the saving culture?	81,00%	19,00%
8	One of the benefits of saving is that?	85,00%	15,00%
9	What does it take to build a saving culture?	84,00%	16,00%
10	The culture of saving early can have a positive impact	75,50%	24,50%
	Average Knowledge of Saving Culture	**81,37%**	**18,63%**
	AVERAGE OF ALL PARTICIPANTS	**80,00%**	**20,00%**

Data source processed, November 2024

From the table, it is known that the level of financial literacy of seminar participants, in this case, SMK Negeri 7 students are generally categorized as good, with an average of 160 people (80%) having correct answers for financial literacy, consumptive behavior, and saving culture, there are only 40 students (20%) having wrong answers for financial literacy, consumptive behavior, and saving culture.

Students generally do not understand the emotional factors that can drive consumptive behavior, and the culture of saving from an early age can have a positive impact. Further can be seen in the following chart table:

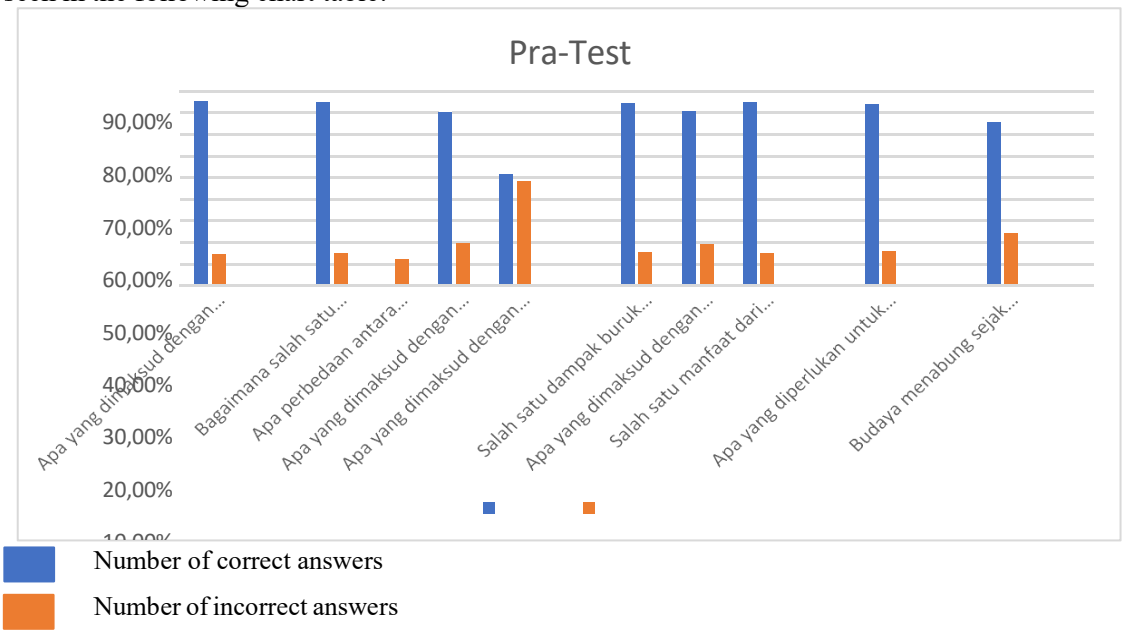


Figure 9: Graph of Pre-Test Results of Financial Literacy, Consumptive Behavior, and Saving Culture

After delivering material related to financial literacy, consumptive behavior, and saving culture, the PMKM Team activities identified students' knowledge about financial literacy and obtained the following results:

Table 2: students' knowledge about financial literacy

No	Description	Percentage of Correct Student Answers	Percentage of Wrong Student Answers
	FINANCIAL LITERACY		
1	What is financial literacy?	93,00%	7,00%
2	What is one of the steps in managing finances wisely?	92,50%	7,50%
3	What is the difference between needs and wants?	95,00%	5,00%
	Average Knowledge of Financial Literacy	**93,50%**	**6,50%**
	CONSUMPTIVE BEHAVIOR		
4	What is meant by consumptive behavior?	88,00%	12,00%
5	What is the emotional factor in consumptive behavior?	59,00%	41,00%
6	What are some of the adverse effects of consumptive behavior?	92,00%	8,00%
	Average Knowledge of Consumptive Behavior	**79,67%**	**20,33%**
	SAVING CULTURE		
7	What is the saving culture?	88,50%	11,50%
8	One of the benefits of saving is that?	93,00%	7,00%
9	What does it take to build a saving culture?	91,50%	8,50%
10	The culture of saving early can have a positive impact	83,00%	17,00%
	Average Knowledge of Saving Culture	**91,00%**	**9,00%**
	AVERAGE OF ALL PARTICIPANTS	**87,55%**	**12,45%**

Data source processed, November 2024

From the table, it is known that the level of financial literacy of seminar participants, in this case, SMK Negeri 7 students in general, is categorized as better, with an average of 175 people (87.55%) having correct answers for financial literacy, consumptive behavior, and saving culture, there are only 25 students (12.45%) having wrong answers for financial literacy, consumptive behavior, and saving culture.

Students generally do not understand the emotional factors that can drive consumptive behavior, and the culture of saving from an early age can have a positive impact. Further can be seen in the following chart table:

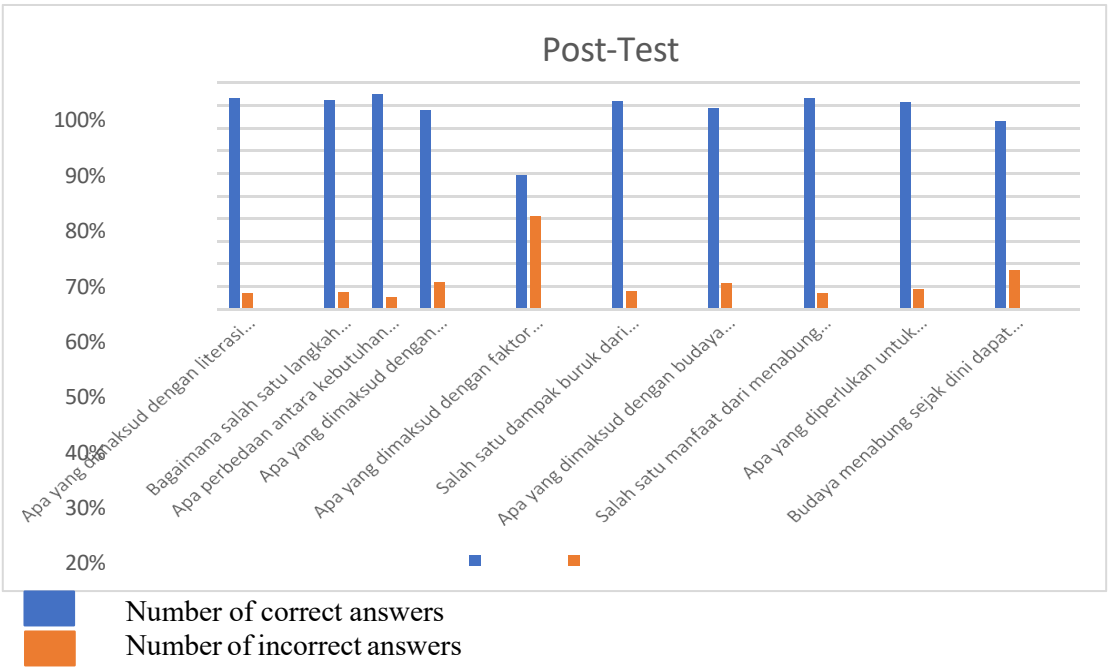


Figure 10: Graph of Post-Test Results of Financial Literacy, Consumptive Behavior, and Saving Culture

Based on the evaluation of the implementation of PMKM activities on the level of student understanding of Financial Literacy, Consumptive Behavior, and Saving Culture, it can be seen that there is a significant increase in students' initial understanding related to financial literacy, consumptive behavior, and saving culture is still lacking after the delivery of the material there is an increase in students' understanding of financial iterations, consumptive behavior and saving culture with an increasing trend can be seen from the following graph:

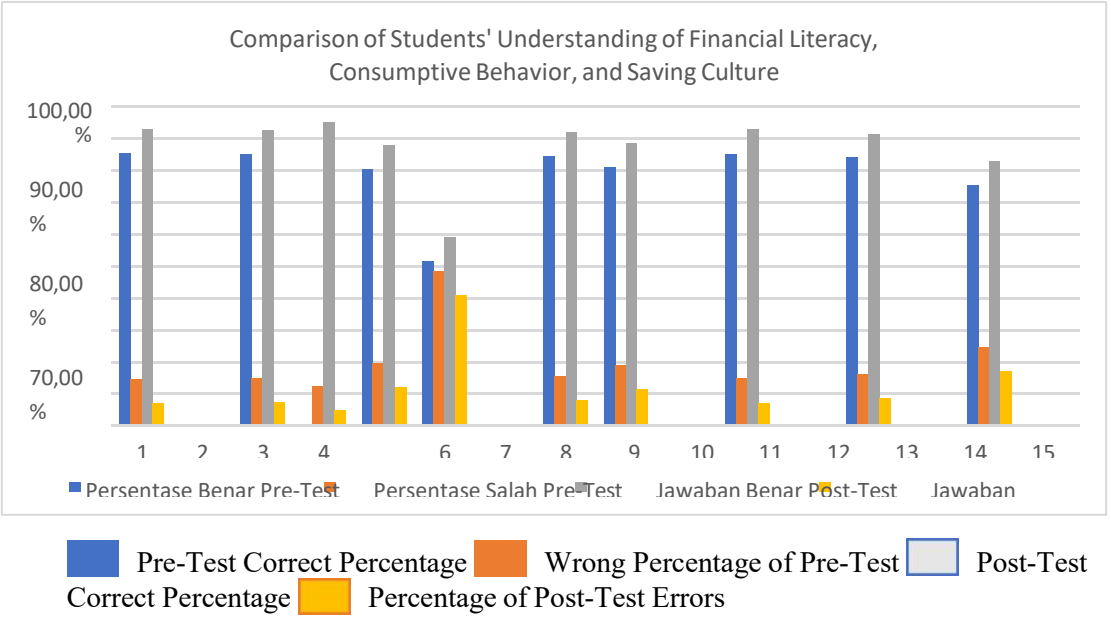


Figure 11: Pre-Test and Post-Test Comparison Graph

Before the socialization, the test results showed significant variation among participants. The lowest score recorded was 0, with 21 participants achieving this score. Meanwhile, the highest

score was 100, attained by 90 participants.
However, the results showed significant improvements after the socialization aimed at providing a deeper understanding of the tested material. The lowest score, previously 0, increased to 40, with 2 participants achieving this score. More encouragingly, the number of participants who scored the highest mark also increased. Previously, 90 participants scored 100, but after the socialization, this number rose to 112 participants.
This improvement demonstrates that the socialization had a positive impact on participants' understanding of the test material. With the increase in the number of participants achieving higher scores, it can be concluded that socialization effectively helped students achieve better results. This success illustrates that the socialization approach substantially contributed to improving the quality of test results among participants.

4. Conclusion

a. The high consumptive behavior of students and low financial literacy of SMK Negeri 7 Medan students have been overcome with educational activities such as providing education on financial literacy, consumptive behavior, and saving culture, and PT. Bank North Sumatra Sharia presents more in-depth materials to students and students.
   This activity shaped students' knowledge and skills about financial literacy, consumptive behavior, and saving culture until it reached an average of 87.55% after service implementation, evidenced by a perfect understanding with a score of 100, increasing to 112 people (56%).
b. The lack of an educational program that explicitly addresses financial literacy, which also supports students in managing personal finances and preventing financial problems, is a challenge that needs to be overcome. Through this activity, a joint commitment was formed between PT Bank Sumut Syariah and SMK Negeri 7 Medan to assist the student saving culture program, which is carried out regularly and form student knowledge and awareness to save and reactivate the habit of saving more broadly, creating awareness among SMK students about shared responsibility in maintaining discipline and financial responsibility.

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