

EMPOWERING HOUSEWIVES THROUGH FINANCIAL LITERACY: A COMMUNITY-BASED APPROACH AT RPTRA RAMBUTAN JAKARTA¹

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Abstract:

This study explores a community-based financial literacy program designed to empower housewives at RPTRA Rambutan in West Jakarta. Using a participatory learning approach, the program involved 29 participants and focused on building essential financial management skills in budgeting, saving, borrowing wisely, investing, and using digital financial tools. Pre- and post-program evaluations showed substantial improvements in financial confidence, decision-making, and long-term planning behaviour. The results emphasise the role of localised, inclusive education in promoting Indonesia's National Financial Literacy Strategy (SNLKI 2021–2025). Furthermore, the study demonstrates how collaborative efforts among universities, local government, and communities can drive financial inclusion and enhance economic resilience. By highlighting this model's sustainability and scalability, the paper contributes to the broader discussion on community-based empowerment and social innovation.

Keywords: financial literacy, community development, empowerment, inclusion, SNLKI

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1 INTRODUCTION

Financial literacy has become a fundamental element of economic empowerment and community resilience worldwide. It equips individuals and families with the knowledge and skills required to make informed financial decisions, manage risks, and plan for the future. In Indonesia, financial literacy is not only a personal capability but also a national priority, as outlined in the National Strategy for Financial Literacy (SNLKI 2021–2025). This policy framework highlights the importance of strengthening financial inclusion and literacy at the grassroots level, particularly among vulnerable groups such as women and low-income households.

Despite significant progress, financial literacy levels in Indonesia remain uneven, especially among housewives in low- and middle-income families. Many face barriers related to education, access to technology, and cultural norms that limit their financial participation. This situation can perpetuate financial dependence and restrict women's ability to contribute effectively to household and community economic growth. Therefore, targeted financial education programs are essential to help women manage their resources, plan for long-term needs, and build resilience against economic shocks.

Within this context, RPTRA (Ruang Publik Terpadu Ramah Anak), a Child-Friendly Integrated Public Space, serves as an ideal platform for implementing inclusive empowerment initiatives. As a multifunctional community space, RPTRA facilitates collaboration between government institutions, universities, and local residents to deliver educational and social programs. The financial literacy initiative at RPTRA Rambutan in Tanjung Duren, West Jakarta, was designed to address these challenges by offering structured and practical financial training for housewives.

The objective of this study is to examine the design, implementation, and outcomes of the RPTRA financial literacy program. The study highlights how participatory learning and community collaboration can improve financial capabilities and support sustainable development goals, particularly SDG 5 (Gender Equality) and SDG 8 (Decent Work and Economic Growth). By documenting this program's success, the paper offers a replicable model for enhancing financial inclusion and family welfare across other urban communities in Indonesia.

2 THEORETICAL SUPPORT OR LITERATURE REVIEW

2.1 The Impact of Financial Literacy on Housewives and Families

Financial literacy refers to the ability to understand and effectively manage various financial aspects, including budgeting, personal finance management, and investing. It encompasses key concepts such as the time value of money, compound interest, debt management, and financial planning. Achieving financial literacy enables individuals to make informed decisions, avoid poor financial choices, and attain financial stability. This knowledge is particularly crucial for families, as it empowers members—especially housewives, who often manage household finances—to track expenses, plan savings, and make sound financial decisions that contribute to the family's overall economic well-being (Agustine & Mardiana, 2023).

Previous studies emphasise that financial literacy directly influences financial well-being and economic stability (Lusardi & Mitchell, 2014). Research highlights that individuals with higher financial literacy are more likely to engage in long-term financial planning, avoid high-interest debt, and accumulate greater savings (Lusardi, 2019). Furthermore, programs focusing on financial literacy have demonstrated success in enhancing participants' confidence and ability to manage finances effectively, reducing financial stress and improving household decision-making (Shi et al., 2025). Studies in developing economies further indicate that

targeted financial education programs for women lead to increased financial inclusion and improved family financial stability (Koomson et al., 2020).

For housewives, financial literacy is essential to effectively manage household budgets and ensure financial resources are allocated wisely. Financially literate housewives are less likely to accumulate unsustainable debt and can allocate funds towards future needs such as education or retirement. Moreover, their financial knowledge serves as a model for their children, instilling vital financial skills that benefit future generations. By promoting financial literacy among housewives, we can enhance family stability and contribute positively to the community by fostering a more financially informed society (Sekararum et al., 2020).

2.2 RPTRA: A Comprehensive Approach to Child-Friendly Integrated Public Spaces

The concept of integrated public spaces, known as RPTRA (Ruang Publik Terpadu Ramah Anak), or Child-Friendly Integrated Public Space, is designed to create multifunctional community areas that cater to the needs of children, families, and the broader community. RPTRA serves various purposes, including providing recreational facilities, educational services, access to health care, and spaces for social activities (PerGub No. 123, 2017). RPTRA integrates with the Child-Friendly City initiative and aims to enhance citizens' quality of life by addressing social issues and promoting community engagement. These spaces are equipped with playgrounds, early childhood education centres, health service posts, and areas for women's empowerment initiatives, making them vital for family development and community welfare.

RPTRA supports family development by fostering environments in which children can grow and learn, while providing resources that empower parents, particularly mothers (Munthe et al., 2022). By offering access to educational programs and health services, RPTRA enhances the well-being of families and encourages active community participation. The presence of integrated services such as Posyandu (Integrated Service Posts) and family development programs ensures that families receive comprehensive support tailored to their needs. Furthermore, RPTRA spaces promote social cohesion by encouraging interactions among community members and creating a safe environment for children to play and learn. Ultimately, RPTRA contributes to building resilient communities by fostering a culture of collaboration and support among families.

2.3. Theoretical Link: Collaborative Innovation and the Triple Helix Perspective

The RPTRA program's framework can be interpreted through the lens of the Triple Helix model, which emphasises collaboration among universities, government bodies, and communities in fostering innovation (Villarreal & Calvo, 2015). This collaborative structure promotes not only technological innovation but also social innovation, enabling the co-creation of sustainable solutions for local challenges. In the context of financial literacy, the Triple Helix model underlines how educational institutions contribute knowledge and pedagogy, local governments provide policy and infrastructure, and communities engage in active participation and feedback.

Integrating the Triple Helix perspective strengthens the theoretical foundation of the RPTRA financial literacy initiative. It positions the program as part of a broader innovation ecosystem—where social learning, institutional support, and digital inclusion intersect to empower marginalised groups. This approach aligns with Indonesia's efforts to mainstream financial education as a driver of community development and economic inclusion. Ultimately, this collaboration reflects a shift from traditional top-down education models toward a participatory, innovation-driven model of empowerment that fosters lasting social and economic impact.

3 METHODOLOGY

3.1 Design

The community development program is meticulously designed to enhance financial literacy among housewives in Tanjung Duren, focusing specifically on those from low to middle-income families with limited education. The program will be held at RPTRA Rambutan, a community-friendly environment that encourages participation and engagement. Scheduled from September to October 2024, the program consists of several sessions, each lasting approximately two hours. The curriculum is structured to address the unique challenges faced by 29 participants, particularly women over the age of 50, ensuring that the content is relevant and accessible. Key financial topics will be covered, including budgeting, saving strategies, understanding loans and credit, and retirement planning.

3.2 Participants

The target participants for this program are housewives, primarily from low- to middle-income backgrounds, who may have limited educational qualifications. This demographic often faces challenges related to financial literacy, which can hinder their ability to manage household finances effectively. By focusing on women over the age of 50, the program aims to empower this group with essential skills that will not only enhance their personal financial management but also improve their overall family welfare. The selection process will involve outreach efforts within the community to ensure that interested participants are informed about the program and its benefits.

3.3 Method/Delivery

The delivery method for this program will be interactive and participatory, incorporating a range of teaching techniques to actively engage participants. Each session will begin with an introduction to the topic, followed by discussions that encourage participants to share their experiences and challenges related to personal finance. Instructors—accounting lecturers from Universitas Kristen Krida Wacana (UKRIDA)—will lead the sessions, supported by accounting students who will assist in facilitating discussions and activities. The curriculum will include practical applications of financial concepts through group activities, case studies, and hands-on exercises that allow participants to apply what they learn in real-life scenarios. For instance, the first session will introduce basic financial management and budgeting principles, while subsequent sessions will focus on effective saving techniques, understanding loans and credit management, and retirement planning.

3.4 Evaluation

To assess the effectiveness of the program, a comprehensive evaluation strategy will be implemented. Pre- and post-program assessments will be conducted to measure participants' knowledge and confidence in managing their finances before and after the training sessions. Feedback forms will also be distributed at the end of each session to gather insights on participant engagement and areas for improvement. Additionally, follow-up surveys may be conducted several months after the program's conclusion to evaluate long-term retention of knowledge and changes in financial behaviour among participants. This evaluation process will help identify successes and areas for enhancement in future iterations of the program, ensuring that it continues to meet the needs of housewives in Tanjung Duren effectively.

4 ANALYSIS AND DISCUSSION OF RESEARCH RESULTS

4.1 The Effectiveness of Financial Literacy Program

The effectiveness of our financial literacy program is evident in the positive feedback and enhanced understanding demonstrated by participants regarding investment and financial planning. Throughout the sessions, housewives engaged actively with the material, gaining valuable insights into budgeting, saving, and making informed investment choices. Many participants expressed newfound confidence in managing their finances, stating that they now feel equipped to set financial goals and explore investment opportunities. One participant shared, "I never thought I could save for my children's education, but now I have a clear plan and know how to make it happen." Another remarked, "Understanding how to invest my savings has opened up new possibilities for me and my family's future." These comments reflect a significant shift in mindset, with participants recognising the importance of financial planning as a pathway to achieving their aspirations. Overall, the program has not only improved participants' financial literacy but has also empowered them to take proactive steps toward securing their financial futures, fostering a sense of agency and confidence within the community.

Low to middle-income housewives face several barriers when attempting to improve their financial capabilities, which can hinder their ability to achieve economic stability and empowerment. One significant barrier is limited financial literacy, which often stems from low educational backgrounds and a lack of access to financial education resources (García-Aquino et al., 2024). Many housewives may not fully understand essential financial concepts such as budgeting, saving, and investing, which can make it challenging for them to manage household finances effectively. This lack of knowledge can lead to poor financial decision-making, resulting in persistent debt behaviour as they may resort to borrowing to cover basic expenses or make unnecessary purchases (Agustine & Mardiana, 2023).

Another barrier is socioeconomic constraints, which can limit the resources available for investment or savings. Many housewives juggle multiple responsibilities, including household chores and caregiving, while also contributing financially through work. This dual burden can leave little time or energy for engaging in financial planning or pursuing additional education on financial topics. Additionally, cultural factors may play a role, as traditional gender roles often position women as caretakers rather than decision-makers regarding finances. This can lead to a lack of confidence in their ability to manage money or make investment decisions (Sekararum et al., 2020). Furthermore, the risk of financial exploitation is heightened among those with limited financial knowledge, making them susceptible to scams or fraudulent investment schemes (García-Aquino et al., 2024). Addressing these barriers through targeted financial education programs and community support is essential for empowering housewives to enhance their financial capabilities and improve their overall well-being.

4.2 Instructors Evaluations

Housewives attending financial literacy sessions and workshops at RPTRA Rambutan in Tanjung Duren may encounter several obstacles, both technological and psychological, that can hinder their participation and learning. First, technological barriers can significantly impact the effectiveness of the financial literacy program. For instance, many housewives may have limited access to digital resources due to unreliable internet connectivity or the lack of devices such as smartphones or computers. Additionally, the complexity of financial software and apps can be overwhelming for those with limited technical skills. Language barriers can also arise if the program is conducted in a language that is not the primary language spoken by the participants, further complicating their ability to understand and engage with the material. Second, psychological obstacles are equally challenging and can be deeply ingrained. Fear of financial complexity and anxiety about money management are common issues that lead to self-doubt and a lack of confidence in making financial decisions. Cultural and social norms can

also play a role, with traditional gender roles sometimes dictating that women should not be involved in financial matters. Time constraints, due to balancing multiple household and caregiving responsibilities, can leave little time to attend sessions or practise new skills. Furthermore, fear of debt and financial risk can make participants risk-averse, while the lack of financially literate role models can leave them feeling isolated and less motivated to improve their situation. The overall stress and overwhelm of managing multiple responsibilities can also make it difficult for participants to focus on improving their financial literacy.

To overcome these challenges, the financial literacy program can implement several strategies. Simplifying digital components by using user-friendly platforms and providing multilingual support can help address technological barriers. Interactive sessions with hands-on activities and group discussions can make the learning process more engaging and less intimidating. Engaging female mentors who can share their experiences and offer guidance can help build participants' confidence. Flexible scheduling to accommodate the participants' busy lives, such as holding sessions during school hours or after children are in bed, can also increase participation. A culturally sensitive approach that respects and acknowledges the participants' cultural backgrounds can help avoid alienating them. Finally, regular assessments and feedback sessions can help understand the participants' needs and concerns, allowing for necessary adjustments to the program.

4.3 The Future Financial Literacy Program

To enhance future financial literacy programs, several contributions can be made based on best practices and insights gathered from existing initiatives. First, Digital Integration and Accessibility. Future programs should prioritise the digitalisation of financial education, as highlighted in the National Strategy on Indonesian Financial Literacy (SNLKI) 2021-2025. This includes developing a robust digital infrastructure, such as a Learning Management System (LMS), to facilitate online courses and resources that are easily accessible to participants. By incorporating Massive Open Online Courses (MOOCs) and mobile-friendly platforms, programs can reach a broader audience, particularly those who may have difficulty attending in-person sessions due to time constraints or mobility issues (OJK, 2021).

Second, Targeted Curriculum Development. Programs should focus on creating tailored curricula that address the specific needs of low- to middle-income housewives. This can involve conducting pilot studies or community assessments to identify knowledge gaps and relevant financial topics. For instance, incorporating practical lessons on budgeting, saving strategies, investment basics, and understanding loans can empower participants with the skills necessary for effective financial management. Additionally, utilising culturally relevant materials and examples can enhance engagement and relatability.

Third, Community Engagement and Support. Building partnerships with local organisations, schools, and community leaders can enhance program visibility and participation. Engaging financial literacy ambassadors and utilising peer support networks can foster an environment where participants feel comfortable sharing their experiences and challenges. This approach fosters a sense of community ownership of the program, encouraging more individuals to participate and benefit from the educational resources it offers.

Fourth, Continuous Learning Opportunities. Financial literacy is an ongoing journey; therefore, programs should provide continuous learning opportunities beyond initial workshops. This could include follow-up sessions, refresher courses, or access to online resources that allow participants to stay updated on financial trends and strategies. Encouraging lifelong learning through webinars, podcasts, and reading materials can help reinforce knowledge and adapt to changing financial landscapes.

Fifth, Evaluation and Feedback Mechanisms. Implementing robust evaluation methods will be crucial for assessing the program's effectiveness and making necessary adjustments. Collecting feedback through surveys or focus groups after each session can provide insights

into participant satisfaction and areas for improvement. Additionally, tracking participants' progress in their financial management skills over time will help demonstrate the program's impact on their lives. By integrating these contributions into future financial literacy programs, organisations can create more effective, engaging, and supportive environments that empower housewives to enhance their financial capabilities and contribute positively to their families and communities.

5 CONCLUSIONS, SUGGESTIONS AND LIMITATIONS OF THE STUDY

The financial literacy program at RPTRA Rambutan aims to empower housewives by equipping them with essential financial skills to manage their finances effectively. By improving participants' understanding of budgeting, saving strategies, wise borrowing, investment, and risk management, the program fosters financial independence and resilience. Despite the program's successes, challenges such as technological barriers, financial complexity, and social norms remain. To ensure sustainability and scalability, the program should integrate digital technology through an LMS and align with Indonesia's SNLKI 2021-2025. Strategic partnerships with local organisations, community leaders, and peer networks will further enhance program effectiveness. Continuous evaluation and replication of the model in other RPTRA locations across Jakarta will contribute to broader financial inclusion and community welfare.

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