

# Financial Management among Pre-aqil Baligh Student: An Integrated Strategy in Entrepreneurial Education with Fitrah-based Approach

Andryas Dewi Pratiwi<sup>1</sup>, Baedhowi<sup>1</sup>, and Dewi Kusuma Wardani<sup>1</sup>

<sup>1</sup> *Magister of Economic Education Department, Sebelas Maret University, Surakarta, Indonesia*

**Keywords:** Financial Literacy, Financial Management, Fitrah-Based Education, Nature-Based School

**Abstract:** Literacy must be owned by the 21st century generations, especially in digital era. Financial literacy, as one of six basic literacies, is important to be introduced to children from an early age. One aspect of financial literacy that must be instilled is independence in managing finances that can be invested through education. True education is interacting with the nature of children. The best places to interact, care for and grow the nature of children are family and community. Nature-Based Schools become alternative educational institutions that synergize the family-based and community-based education. This study aims to describe the model of developing financial independence by taking the nature of learning. The research conducted at Sekolah Lanjutan Bengawan Solo (Bengawan Solo Junior High School) used qualitative approach. The study shows that the development model of financial management independence is part of business program. This model is carried out by preparing individual weekly proposal. Planning, preparation, monitoring and evaluation are carried out by parents and facilitators in school. This model aimed to prepare students for the age of pre-aqil baligh to be able to bear the burden of sharia when baligh arrives, including independence in the living and the ability of zakat, jihad and other social responsibilities.

## 1 INTRODUCTION

Changes continue to occur in the community, including in the people's way of thinking and acting. New trends and concepts continue to be developed. The World Economy Forum in 2015 revealed the 21st century that must be controlled by all generations. These 21st century skills include basic literacy, competence, and character. Regarding this, the Indonesian National Literacy Movement Team (2017) stated that in order to survive in this era, the community must work six basic literacy, one of which is financial literacy. Financial literacy consists of three complete dimensions, namely financial, financial and financial behavior (OECD, 2005; OECD-INFE, 2011; Atkinson and Messy, 2012; OECD, 2013; OECD, 2014). However, surviving is not enough. Competitive abilities are needed in order to win economic matches. In order for these things to reach, it is hoped that the community can have a strong character. Financial literacy that can be used to ensure security, both for individuals, families, companies and the national economy.

Special emphasis is given to financial literacy by individuals (Krechovská, 2015).

One effective way to develop financial literacy is through education. Education is an important part of every individual's daily life. This greatly affects people with a variety of social and social over time. High attention to education needs to be given given the masivarah that is repeated in life, especially in today's digital age. Mihalcová, Csikósová, and Antošová (2014) reveal that the consequences of the dynamic and dynamic development of society in that era are better, and develop internally and externally, it is important to know how these responsibilities must be addressed for various aspects of life, including education.

Education is using the nature of children. The best place to adjust, care for and foster nature is family and community. Sina (2014) says that education in the family means individuals learn from family members. Family is a significant learning place to develop children's character. In the process of learning in the family, children introduce various things that are useful for life in the future in order to realize prosperity throughout their lives. One of the

intended assets is the success in seeking independence and financial freedom. In order for this to be realized, financial education is needed so that children can manage their own finances.

Dadaro (2011) revealed that it is important to pay special attention to financial education for children as a way to develop their financial literacy. In addition, financial education is also a tool that can be ended by low levels of financial literacy or also called illiteracy. Financial education is an individual process to increase their knowledge and reflection on financial concepts, services and products.

Financial education is one type of education that is very important to give to children. This is because in this digital era there are many things that are directly related to good deals and transactions that are carried out in real or bold ways. According to Mihalcová, Csikósová, and Antořová (2014), financial education can be done with several methods, include (a) making financial education an official curriculum in schools in various levels of education, (b) education training and seminars for adults, and (c) Financial education carried out by government agencies both on a national and regional scale that specifically covers financial services.

In accordance with the accuracy of education which means interaction with the nature of children, then in his experience with financial education, it also takes a form of interaction with their nature. Fitrah is a natural talent possessed by every individual. Santoso (2015) revealed that they must develop themselves. With regard to financial education, the conditions in Figure 1. are as follows:



Figure 1: Results of a survey of youth concerns about financial management.

Source: Teens and Personal Finance survey: 2011 Junior Achievement, downloaded from [www.ja.org](http://www.ja.org)

Based on Figure 1. above, adolescents in the survey want to learn about realities and opportunities in the global economy, but adults need to provide guidelines for learning them. The Twelfth Annual Junior Achievement / The Allstate Foundation "Teens and Personal Finance" Survey (2011) found that the current economic conditions make teenagers care more about the importance of financial management, especially with regard to the real money they have. 8 out of 10 teenagers say that they are motivated to learn about how to manage their

money. The survey results also mentioned that less than half of those who discussed about managing money with their families.

Financial education in the family is needed significantly to prepare children to be smart in managing their pocket money. This was stated by Beverly and Clancy (2001) in his research. Not only that, it is hoped that through financial education involving the family, children are spared the wasteful attitude of spending their pocket money and instill the habit of saving in themselves. Beverly and Clancy added that in families, children's knowledge and ability to manage money is often not well prepared, increasing their chances of growing up with low financial literacy. There are other indications related to the lack of discussion about financial education in families involving children.

Williams (2010) confirmed the findings of Beverly and Clancy with his research which states that parents' perception of money is an important and significant source of children's financial knowledge. This means that parents are very important to have knowledge about finance so they can teach their children to manage personal finances. Based on the various problems above, various community-based alternative education and home or family emerged, one of which was a natural school.

Recognizing various educational problems, including financial education, natural schools come with the concept of education that involves families and communities to be able to empower and develop the nature of individuals or children involved in the school. As the name implies, natural schools are based on nature in facilitating children's learning activities.

In Indonesia, natural schools have a separate curriculum that can be integrated in the national curriculum that is being implemented in national education. The essence of the natural school curriculum in the Nusantara Nature School Network (JSAN) covers 3 major domains, namely leadership, academics and morals. All three are collaborated with attention to the talents (fitrah) and skills of students. In natural schools, educators do not act as forming students' character, but are facilitators of the development of children's nature. Based on the description above, the problems that can be formulated in this paper are:

How is the model for developing the independence of natural-based financial management studying at the Bengawan Solo Junior High School?

In accordance with the above formulation of the problem, the purpose of this paper is to describe the development model of financial management independence by taking into account the nature of learning for students in natural schools.

## 2 RESEARCH METHODS

This research is a field research with a qualitative approach using a case study design. The subjects of this study were students of Bengawan Solo Junior High School at level 1 and 2, and school residents. Data collection in this study was carried out through observation, interviews and documentation which was then combined with literature study. Data in this research were analyzed by triangulation.

## 3 RESULT AND DISCUSSION

### 3.1 Curriculum of Bengawan Solo Junior High School

Bengawan Solo Junior High School is located in Panjang, Gondanghari, Juwiring, Klaten, Central Java. Bengawan Solo Junior High School is member of Bengawan Solo Natural School The curriculum carried out in Bengawan Solo Junior High School is a development of the natural school curriculum in general.

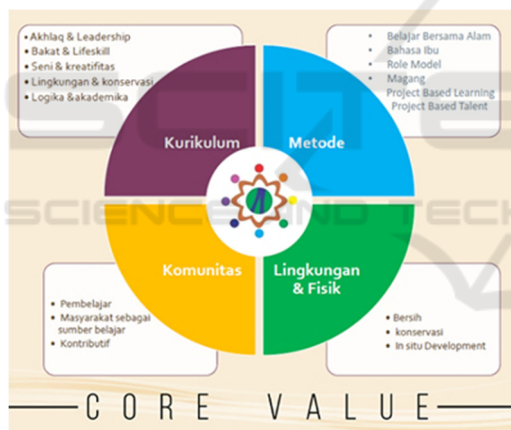


Figure 2: Core Value in the Bengawan Solo Natural School

More specifically, Bengawan Solo Junior High School applied a personal curriculum which was carried out in a thematic based manner such as the 2013 curriculum for the elementary school level in Indonesia. The application of this personal curriculum is based on the following human development research by Thomas Armstrong in Figure 3.

This is also in line with what was expressed by the headmaster of Bengawan Solo Junior High School: "In this personal curriculum, children designs what things they wants to learn. Facilitators plays a role in consultation and giving input. So, what they learned was written in the Timeline given

by Facilitators. This target timeline is given monthly."

Tingkat Sekolah	Umur	Penekanan Kurikulum	Pendekatan Penilaian yang paling sesuai perkembangan	Hubungan Murid dan Guru
Masa Kanak-kanak	3-6	Kaya dan pengalaman Sensorimotorik, Permainan Imajinatif Terbuka	Pengamatan dan Pendokumentasian Pengalaman Bermain secara Spontan	Murid sebagai Pemain, Guru sebagai fasilitator
Pendidikan Dasar	7-10	Belajar Sistem Simbol, Kebiasaan, Aturan, Lembaga dan Alam Bebas	Penilaian berbasis Kinerja pada PBL (Project-based Learning) atau berbasis kriteria, Pengukuran Ipsatif	Murid sebagai pekerja atau pembelajar, Guru sebagai Pelatih (Coach)
Pendidikan Menengah Pertama	11-14	Pendidikan Afektif, Pengembangan Kecerdasan Emosional, Kelompok Kerja Kecil	Penilaian Mandiri (journal, project), Tinjauan murid guru atas hasil kerja, peer review (penilaian teman)	Murid sebagai penjelajah (Explorer), guru sebagai Pemandu (Guide)
Pendidikan Menengah Atas	15-18	Persiapan dan Pengembangan Karir	Portofolio, Tes Seriffikasi, Ujian Persiapan Masuk Perguruan Tinggi	Murid Melaksanakan Pemngawasan dan Guru sebagai Pembimbing (Mentor)

Figure 3: Human development research adapted from The Best Schools (Thomas Armstrong) Source: Bengawan Solo Junior High School' Personal Documents

This is also in line with what was expressed by the headmaster of Bengawan Solo Junior High School:

"In this personal curriculum, the child designs what things he wants to learn. Facilitators (the term for facilitators in natural schools) plays a role in consultation and giving input. So, what they learned was written in the Timeline given by Facilitators. This target timeline is given monthly.

The applied personal curriculum involves parents in their planning. The assessment approach used is self-assessment (based on formal and project), assessment by facilities and peer assessment. Assessment by the facility is carried out at the end of each month by using quantitative methods (self-report which is completed by students) and collaborated with qualitative methods in the form of direct screening and sharing with facilities. This is in accordance with the narrative of the head of the Bengawan Solo Junior High School, especially Bengawan Solo Junior High School' facilitators:

"If we only use the self report, we cannot judge whether the child really has achieved the target he planned in his timeline. So there must be follow-up in the form of sharing and personal interviews with children. Ideally, each individual is confirmed through sharing and interviewing for at least one hour. So it can't be done in one day at the same time. And indeed there must be separate treatments, not to be done in school. Just be flexible in place and time."

This is in accordance with the narrative of some students who are evaluated in different places, for

example in food stalls, in classrooms, at home and others.

Furthermore, Bengawan Solo Junior High School's students are children in the pre-aqil baligh category (before the final aqil baligh). This has become a special concern in developing the nature of children which includes the nature of faith, the nature of learning, and the nature of talent. Based on his age, the following is a learning strategy carried out by Bengawan Solo Junior High School that shown in Figure 4.

Children aged 10-14 enter the pre-aqil baligh training stage, which is the preparation stage to build their ability to carry the burden of sharia when baligh arrives, including independence in the living and the ability of zakat, jihad and other social responsibilities. From the age of 10 this talent began to be recognized and explored and developed as an effort to achieve the role of civilization (the mission of civilization). Age 10-12 is a golden age for the nature of talent. In this age children are trained to be independent or mature mentally, spiritually, emotionally and even financially when they reach the age of 14-15 years. This is done in order to minimize the gap between baligh (biological adults) and aqil (mental adults), that after entering high school age, children should no longer be considered as children. Over 15 years old children have become adults who are equal to their parents in sharia and social. At this age parents and facilitators can act as partners for them in carrying out their life missions.

Realizing this, according to Figure 4. above, Bengawan Solo Junior High School develops a curriculum that includes various activities and activities that can support and develop student independence, namely (1) Rich in Worship, (2) Rich Work, (3) Rich in Benefits, (4) Rich Insights, (5) Sports, (6) Academics, (7) Internships, and (8) Business and Finance. Based on the age of Bengawan Solo SL students entering the pre-aqil baligh training phase, namely the preparation stage to build their ability to carry the burden of sharia when baligh arrives, business and financial programs are carried out to be able to prepare students' independence in terms of livelihood and knowledge about zakat and other social responsibilities.



Figure 4: Development strategy for children aged pre-aqil baligh II

Source: Bengawan Solo Junior High School's document

Children aged 10-14 enter the pre-aqil baligh training stage, which is the preparation stage to build their ability to carry the burden of sharia when baligh arrives, including independence in the living and the ability of zakat, jihad and other social responsibilities. From the age of 10 this talent began to be recognized and explored and developed as an effort to achieve the role of civilization (the mission of civilization). Age 10-12 is a golden age for the nature of talent. In this age children are trained to be independent or mature mentally, spiritually, emotionally and even financially when they reach the age of 14-15 years. This is done in order to minimize the gap between baligh (biological adults) and aqil (mental adults), that after entering high school age, children should no longer be considered as children. Over 15 years old children have become adults who are equal to their parents in sharia and social. At this age parents and facilitators can act as partners for them in carrying out their life missions.

Realizing this, according to Figure 4. above, Bengawan Solo Junior High School develops a curriculum that includes various activities and activities that can support and develop student independence, namely (1) Rich in Worship, (2) Rich Work, (3) Rich in Benefits, (4) Rich Insights, (5) Sports, (6) Academics, (7) Internships, and (8)



Business and Finance. Based on the age of Bengawan Solo SL students entering the pre-aqil baligh training phase, namely the preparation stage to build their ability to carry the burden of sharia when baligh arrives, business and financial programs are carried out to be able to prepare students' independence in terms of livelihood and knowledge about zakat and other social responsibilities.

### 3.2 Business Program

General business programs are carried out in natural schools in Indonesia. However, each natural school has its own characteristics. Ar-Ridho Nature-Based Junior High School, for example, has a business program in the form of small enterprises in agriculture and fisheries such as mushroom cultivation, fish and others. Bengawan Solo Junior High School conducts business programs as a way to develop student entrepreneurial competencies through 2 types of businesses, namely personal and communal business.

Personal business is carried out by students according to the nature of their talents. According to the head of the Bengawan Solo Junior High School, students develop their businesses according to their talents, both in the form of talent and field talents. Talent traits are related to the nature of the child which encourages him to see a phenomenon such as personalizing and profiling against other people who are encountered or invited to interact, while talent in the field is related to the type of work which the child tends to like cooking, farming and so on. Personal business is done not limited to the activities of processing something and then marketing it, but also related to how students place themselves as resources that can make money.

Capital to run personal business was obtained from private parents, cash from Bengawan Solo Junior High School and from community. Personal business capital that comes from external students is a consequence in the form of sharing the results of the business that he does. If the capital comes from parents, the profit sharing is adjusted according to the agreement of each child with his parents. However, if the capital comes from cash or community, students are required to return the amount of money he borrowed, but it is recommended to take advantage of the results of the effort he made with the capital.

Meanwhile, communal business is a business program managed jointly by Bengawan Solo Junior High School's students. The program that has been running is "Cafe 1720". This is a business in the form of a cafe that is operated in certain weeks according to the project planned in the timeline. The cafe is held a full day which includes preparation (setting places, menus and so on) before 5.00 p.m.

(17.00 Time of West Indonesia) and the execution at 5.00 p.m. (17.00 Time of West Indonesia) until 8.00 p.m. (20.00 Time of West Indonesia). The capital to run this communal business is obtained from community money so that the management of the results is carried out jointly.

### 3.3 Financial Reports

To support the running of business programs, both personal and communal, Bengawan Solo Junior High School includes business and financial activities on the student timeline at points (8) (as described in the previous section). The financial statements made are students' personal financial statements for a week. Reporting is done every Friday.

The process of financial education through financial statements begins with the preparation of financial proposals by students submitted to their parents. Previously, it was easy with parents to agree on what needs could be financed and subsidized by parents. If in the proposed proposal there is an inappropriate budget, then the student will evaluate and correct it. If the proposal is approved, the student obtains an allowance according to the proposed plan and must compile a simple financial report recorded in each of his books. This is in accordance with the narrative of the Headmaster of Bengawan Solo Junior High School:

"The principle is like this with his parents. Most of them are still subsidized with parents. If we talk about business it is not possible (it can work well) if the child has not been able to manage their money. So, starting the first year yesterday, we request it with parents (related to this financial report) weekly proposal. From there, put it in the financial report. "

Money managed by students is standard money for students' daily needs. This financial management does not include other consumptive needs such as credit, quota and so on, or financing of Rich Insight activities, such as monthly roaming or project back-packing. This is in accordance with the Headmaster of Bengawan Solo Junior High School statement:

"For quota and credit, we don't allow parents to give, so children are trained to make their own money to pay for this need."

In planned and reported financial management, students not only include income receipts from parents and expenditures for consumption only, but also include revenue posts from other sources, such as personal business results and debt, as well as other expenditure items such as giving accounts to peers .

### 3.4 Discussion

Understanding the concept of managing finances is the essence of financial education. Financial

education is a solution to problems caused by low individual financial literacy. Financial education is provided so that individuals can manage money properly on target and prevent the possibility of future financial difficulties resulting from decision making errors related to personal finance. Financial education is very important in order to create positive habits for children to be smart and wise in managing money. Not only in terms of managing, but also how children can generate their own income beyond what has been given by parents. So it is important for schools and families to work together in creating these habits.

The model for developing the independence of the nature of learning-based financial management applied by the Bengawan Solo Junior High School can be an example for similar programs to be implemented by other schools. The freedom that is well controlled in Bengawan Solo Junior High School related to the planning of learning targets, especially those related to business and financial programs, can be applied to guarantee and develop the existence of the nature of student learning. This is in accordance with Santoso's statement (2015) that the nature of a child can be damaged or even destroyed if in the learning process there are some of the following: 1) educators are too driving the child's learning process, so that paralyzes children's creative power; 2) educators overload material; 3) the textbook used does not contain evocative ideas; 4) the promotion of competition and fear as learning motivations that damage students' learning intentions in accordance with the natural disposition.

The model for developing financial management independence in Bengawan Solo Junior High School not only prepares students to manage their finances, but also prepares students for independence in terms of earning a living. This is evident from the integration of personal business programs in weekly financial records. In addition, habituation through project-based learning makes students more persistent to earn their own income to finance planned roaming and back-packing activities.

This model does not only stop at financial reporting, but is also used as an assessment material that the student concerned can truly be considered independent in obtaining his income. In this model, if students are considered capable and independent, facilitator will recommend to parents to stop giving their children an allowance.

## 4 CONCLUSION AND SUGGESTION

The model for developing the independence of natural-based financial management at the Bengawan Solo Junior High School through the creation of weekly financial reports collaborated with business programs instills positive beliefs, attitudes and habits in students to be smart and wise in managing money. This behavior is likely to be carried away to become an adult (aqil baligh) in managing the right money such as saving money, saving, investing and paying zakat and infaq. This indirectly contributes to the basic dimensions of financial literacy, namely financial knowledge, financial attitudes and financial behavior. Financial literacy is a 21st century life skill that improves the quality of human resources, enhances living standards so that it can be used as a determinant of the progress of a nation. The strategy for improving financial skills in Bengawan Solo Junior High School needs to be carried out on an ongoing basis.

The implementation of a good model is still not supported by other sources of financial literacy. Need to be provided with material to support financial literacy that is contextual. Facilitators is expected to add references and use e-books and other materials that can be easily accessed online from various sources such as infographics, videographies, leaflets, and other technical guidelines. In addition, the creation of a validated pocket book or simple digital application also needs to be done so that students can more freely record their finances at every place and time.

## REFERENCES

- Atkinson, A. and Messy, F. A. (2012). Measuring financial literacy: results of the OECD / international network on financial education (INFE) pilot study. OECD Working Papers on Finance, Insurance and Private Pensions, 15, 1-73.
- Beverly, S. & Clancy, M. (2001). Financial Education in Children and Youth Savings Account Policy Demonstration: Issues and Options. Research Background Paper, 1-5.
- Dodaro, G. L. (2011). Financial Literacy: The Federal Government's Role in Empowering Americans to Make Sound Financial Choices. Washington D. C.: U. S. Government Accountability Office (GAO).
- Krechovská, M. (2015). Financial Literacy as A Path to

- Sustainability. *Trendy v podnikání - Business Trends*, 2, 3-12.
- OECD. (2005). *Improving Financial Literacy: Analysis of Issues and Policies*. Paris: OECD Publishing.
- OECD. (2013). *Financial literacy framework*, in OECD (Ed.), *PISA 2012 Assessment and Analytical Framework: Mathematics, Reading, Science, Problem Solving and Financial Literacy*. Paris: OECD Publishing.
- OECD. (2014). *PISA 2012 technical background*, in OECD (Ed.), *PISA 2012 Results: Students and Money: Financial Literacy Skills for the 21st Century*, Vol. VI. Paris: OECD Publishing.
- OECD-INFE. (2011). *Measuring Financial Literacy: Core Questionnaire in Measuring Financial Literacy: Questionnaire and Guidance Notes for Conducting International Comparable Survey of Financial Literacy*. Paris: OECD Publishing.
- Santoso, H. (2015). *Fitrah Based Education*. Bekasi: Cahaya Mutiara Timur.
- Sina, P. G. (2014). *The Role of Parents in Educating Finance in Children*. *Variety: Journal of Humanities Development*, 14 (1), 74-86.
- The Allstate Foundation. (2011). *Teens and Personal Finance survey: 2011 Junior Achievement*. Allstate Foundation. Downloaded from [www.ja.org](http://www.ja.org).
- National Literacy Movement Team. (2017). *Financial Literacy Supporting Materials*. Jakarta: Ministry of Education and Culture. Downloaded from [www.gln.kemdikbud.go.id](http://www.gln.kemdikbud.go.id).
- Williams, S. (2010). *Parental Influence on the Financial Literacy of Their School-Aged Children: An Exploratory Study*. *Parental Influence on the Financial Literacy of Their Children*, 23-33.