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Financial Literacy Workshop to Intervene Consumption Patterns of Rural Areas in Malang

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Abstract

This study explores the economic, educational, and infrastructural challenges in Srigonco Village, Bantur District, Malang Regency, Indonesia. The village's dependence on agriculture makes it economically vulnerable, while limited educational opportunities and inadequate infrastructure further hinder development. The study emphasises the critical role of financial literacy in empowering residents to make informed financial decisions and better utilise financial services. By implementing Training of Trainers (ToT) programs, the village can enhance financial management skills and promote economic resilience. Improved financial literacy is expected to lead to increased asset ownership, participation in productive activities, and long-term economic stability, ultimately improving the quality of life for the community.

Keywords: *financial literacy, consumption patterns, rural communities, population migration, economic stability*

1. Introduction

Malang Regency in East Java Province is marked by severe economic deprivation, with poverty rates significantly higher than the provincial average. As reported by the East Java Provincial Statistics Office (Badan Pusat Statistik Jawa Timur, 2023), Malang Regency has a poverty rate of approximately 20.5%, compared to the East Java provincial average of 13.5%. This elevated poverty level is exacerbated by the predominance of low-income agricultural work, where average annual incomes are around IDR 8 million (approximately USD 530), well below the regional average (Badan Pusat Statistik Jawa Timur, 2023). The lack of alternative economic opportunities contributes to the entrenched poverty in the region.

In rural areas of Malang Regency, access to basic services is alarmingly inadequate. According to Wisadirana (2021) and Maryunani (2024), only 45% of rural residents have reliable access to healthcare services, compared to 75% in urban areas. The healthcare access gap is further compounded by a shortage of healthcare facilities, with an average of one healthcare center serving over 10,000 people in rural Malang, compared to the recommended ratio of one center per 5,000 people. Educational attainment also suffers, with only 60% of children in rural Malang completing primary education, whereas urban areas report a completion rate of 85% (Wisadirana, 2021; Prasisca & Sutikno, 2015). These disparities highlight the critical need for improved infrastructure and services in rural communities.

Migration patterns in Malang Regency further underscore the region's economic struggles. As highlighted by Hidayat, et.al. (2023) and Sayono, et.al. (2020), approximately 30% of the rural population—equivalent to around 450,000 individuals out of a total rural population of 1.5 million—migrate annually to urban centers or other regions in search of better economic opportunities. In rural Malang, the departure of a significant portion of the workforce impacts local agricultural productivity and business operations, leading to reduced economic activity and further entrenchment of poverty (Hidayat, et.al., 2023; Sayono, et.al., 2020).

Bantur District is one of the main contributors to sending migrants to Malang Regency which is also the largest source of migrants abroad (Republika, 2018). Publications from the Central Statistics Agency also show that Bantur District is one of the most significant contributors to sending migrant workers to Hong Kong and Taiwan (Badan Pusat Statistik Kabupaten Malang, 2017). Even if the region receives remittance flows from migrants, it only partially mitigates the economic challenges faced by remaining residents (Khasanah, et.al., 2022; Burchi, et.al., 2021).

Despite its contribution, the Bantur District has a high number of Pre-Prosperous Families (Keluarga Pra-Sejahtera) with 2.382 households in 2019. Further, the Prosperous Family Level 1 (Keluarga Sejahtera 1) reached 3.337 households, Prosperous Family Level 2 (Keluarga Sejahtera 1) reached 4.514 households, and Prosperous Family Level 3 (Keluarga Sejahtera 1) was

737 households (Malang) (Dinas Komunikasi dan Informatika Kabupaten Malang, 2021). This is considered a typical characteristic of coastal regions that have higher poverty rates than non-coastal regions. In 2021, the coastal regions have a poverty rate of 4.19%, exceeding the national poverty rate of 4%. Looking at the absolute number of poor populations that reach 10.86 million nationally in 2021, approximately 1.3 million of the poor, or 12.5%, live in coastal areas (Prastiwi, et.al., 2024).

Bantur District in Malang Regency suffers from a low rate of educational level, as shown by its participation rate by educational level (Table 1). Despite its ability to attract all primary-aged students to attend schools, it is unable to maintain participation levels for the higher levels such as junior high school and senior high school. The result is limited understanding and knowledge, resulting in difficulties for people to create business opportunities, as shown by social empowerment programmes that have not been achieved yet (Urifah & Oktafia, 2023)

Table 1.
Participation Rate by Educational Level

Year	Educational Level		
	Primary School	Junior High School	Senior High School
2009	99,24	72,43	34,61
2010	99,31	76,66	40,16
2011	99,24	73,59	41,40
2012	99,24	79,78	44,46
2013	96,12	79,78	44,46
2014	78,50	47,21	17,47
2015	99,34	80,78	76,61
2018	100,00	85,76	52,87
2019	99,48	87,39	53,39
2020	99,60	87,32	53,68
2021	99,65	87,58	55,52
2022	98,54	87,00	54,85
2023	98,63	87,22	49,31

Source: Badan Pusat Statistik Kabupaten Malang (2024)

There are three related theories to the economic deprivation in rural areas. First, the Rural-Urban Divide Theory highlights the disparities between rural and urban areas in terms of economic development and access to resources. This theory posits that rural areas often lag behind urban areas due to limited infrastructure, lower levels of investment, and fewer economic opportunities (Harris & Todaro, 1970). Second, is the Capability Approach. This approach was developed by Sen (1999) and focuses on individuals' ability to achieve well-being and economic security based on their capabilities and freedoms. According to this approach, economic deprivation in rural areas can be understood as a lack of capabilities and opportunities necessary for improving one’s quality of life. Third, the Structural Inequality Theory. This theory examines how institutional and systemic factors contribute to economic disparities. This theory argues that economic deprivation is often rooted in historical and structural inequalities that affect access to resources, opportunities, and social mobility (Massey, 1990; Massey & Denton, 2019).

Rural areas often face challenges in three aspects. First, in the economic aspect, rural areas frequently experience significant economic challenges, including low-income levels, high poverty rates, and limited job opportunities. According to the World Bank (2018), rural regions in developing countries often have poverty rates that are 20-30% higher than urban areas. In Indonesia, for example, rural poverty is exacerbated by low agricultural productivity and limited access to markets, leading to persistent economic deprivation (Badan Pusat Statistik, 2023).

The second important aspect is inadequate infrastructure. As it is a significant barrier to economic development in rural areas, improved infrastructure, such as roads and transportation networks, can boost rural economies by increasing market access and reducing transaction costs (Dercon, 2006; 2009). In regions like Malang Regency, limited infrastructure contributes to lower agricultural productivity and reduced economic opportunities for residents (Soseco, 2016; 2022).

Another challenge is the educational and health disparities. According to Duflo (2004) and Glewwe & Kremer (2006), as education and health disparities are key contributors to economic deprivation in rural areas, lower levels of education and inadequate healthcare services limit economic opportunities and perpetuate poverty. In rural Indonesia, for instance, only 60% of children complete primary education, and access to healthcare facilities is significantly lower compared to urban areas (Prasisca & Sutikno, 2015; Wisadirana, 2021).

Financial literacy is a crucial component for achieving economic stability, particularly in developing regions like Indonesia. It equips individuals with the knowledge and skills necessary to manage their finances effectively, make informed decisions about savings, investments, and expenses, and plan for future financial security. Financial literacy encompasses understanding key financial concepts such as budgeting, interest rates, inflation, and risk management (Lusardi & Mitchell, 2014). For individuals and families, especially in rural areas, improved financial literacy can lead to better resource management, reduced vulnerability to financial shocks, and enhanced ability to capitalise on economic opportunities (Miller, et.al., 2009). In Indonesia, efforts to improve financial literacy among rural populations, including targeted educational programmes and community workshops, have the potential to significantly impact economic stability by enabling households to break the cycle of poverty and build wealth over time (Ariffin, et.al., 2017; Khalisharani, et.al., 2022).

Economic stability is closely tied to the financial literacy of a population, as it influences both personal and community-level economic resilience. When individuals possess strong financial skills, they are better prepared to engage in entrepreneurial activities, access financial services, and contribute to local economic development (Ariffin, et.al., 2017; Khalisharani, et.al., 2022). In rural Indonesia, where communities may face challenges such as fluctuating agricultural incomes and limited access to formal banking systems, financial literacy can help mitigate risks and promote sustainable economic growth (Dercon, 2009; Soseco, 2016, Prasisca & Sutikno, 2015). Ultimately, fostering financial literacy enhances economic stability by creating more financially savvy individuals who can make decisions that support long-term prosperity and resilience against economic disruptions (Miller, et.al., 2009).

As the conditions above are likely caused by high poverty levels and limited economic opportunities, a targeted intervention, such as financial literacy programmes, is required to address the underlying issues in Malang Regency. Previous studies show the importance of this programme in improving economic stability and consumption patterns (Khasanah, et.al., 2022; Burchi, et.al., 2021) and help individuals manage their resources better, make informed decisions, and improve their economic conditions (Lusardi & Mitchell, 2014). Other studies show financial literacy can enhance economic stability for individuals and families (Fauziah, et.al., 2021; Nugroho, et.al., 2023), enhance financial decision-making related to investments, credit management, and expenditure (Lusardi & Mitchell, 2014), and drive to better management of microloans and agricultural investments (Said & Widyanti, 2002; Akita, 2002). Lastly, financial literacy increases economic opportunities by empowering individuals to start and manage small businesses (Sujarwoto & Maharani, 2022; Prasisca & Sutikno, 2015).

Considering the importance of financial literacy in supporting poverty alleviation in rural areas in Malang Regency, this study aims to empower rural communities in managing household economic stability, particularly in terms of income management, savings rates, and budgeting practices. This study is beneficial to promote long-term economic resilience in the communities through better management in utilising resources.

2. Method

This study employs a qualitative research design to explore the impact of financial literacy workshops on family economic stability and consumption patterns in rural communities in Srigonco Village, Malang Regency. The primary research method is Focus Group Discussions (FGDs), complemented by supplementary data collection through interviews and document analysis. This approach allows for an in-depth understanding of the community's perspectives and experiences related to financial literacy and consumption behaviours. The FGD consists of four types of activities, namely FGD Preparation, FGD Implementation consisting of socialization and training, Mentoring, and Implementation.

The FGD and training invite village officials and productive-age residents. More specifically, they are village officials and community groups such as RT/RW, Bumdes, and youth organizations. The FGD approach was chosen because it can absorb information about the initial conditions of the respondents. In addition, the FGD will be more two-way so that information can be exchanged more smoothly so that it is easier to reach a mutual agreement. Participants are expected not only to listen but also to try to make financial decisions based on the results of the training and FGD conducted. So that they can learn several things like the importance of financial management, the identification of the negative impacts of online gambling, and avoiding the trap of online debt and *thitil* banks (loan sharks). The results of this FGD will be used as material for compiling a financial literacy model for interventions in rural community consumption patterns.

3. Results and Discussion

Srigonco Village is in Bantur District, Malang Regency. This village is located approximately 55 km from the center of Malang City or approximately 1 hour and 45 minutes travel time. This village has an area of 811.9 hectares and consists of three hamlets: Krajan Hamlet, Sumber Jambe Hamlet, and Watu Sigar Hamlet. The territorial boundaries of Srigonco Village are as follows: the northern boundary is Bantur Village, the eastern boundary is Gedangan District, the southern boundary is Balekambang Beach, and the western boundary is Sumberbening Village.

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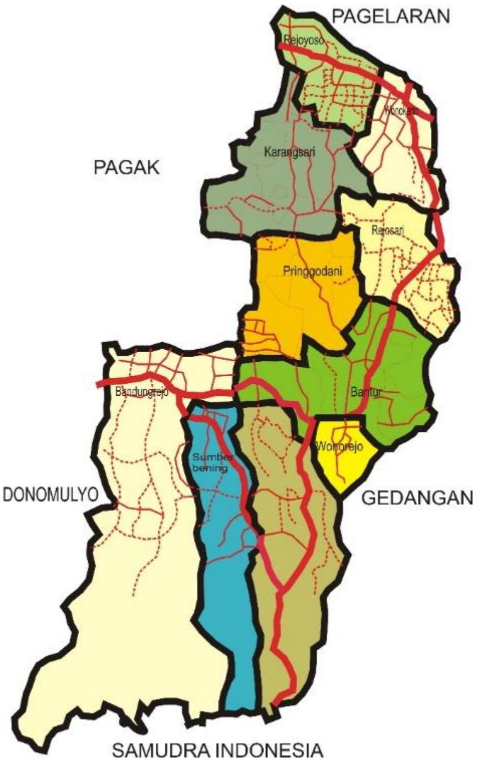


Figure 1. Bantur District

Agriculture is the dominant livelihood for the people in Malang Regency, including in Bantur District. However, the findings of Santos, et.al (2019) show that even though the agricultural sector is the main economic driver in various villages in the Bantur District, several problems still accompany this sector, such as monotonous work opportunities (such as only focusing on farming, plantations, and animal husbandry), soil type, soil fertility, and geographical conditions that affect crop yield, commodities attack from pests or diseases, and fluctuating commodity prices. As a result, residents in villages in the Bantur District experience deprivation and, therefore, face obstacles to improving their standard of living (Santos, et.al., 2019).

Our findings show three main problems in Srigonco Village: First, economic challenges. Srigonco Village faces economic challenges due to a heavy reliance on agriculture and small-scale industries which lead to limited economic diversification. As a result, they are vulnerable to fluctuations in agricultural commodity prices and environmental degradation. Second, educational and skill development limitations. Limited access to quality education and vocational training opportunities restricts the skill development necessary for young people to obtain better job opportunities. This can result in a lack of local employment prospects and a reliance on low-income jobs. Third, lack of sufficient infrastructure. Inadequate infrastructure, including poor road conditions, limited public transportation, and insufficient access to clean water and sanitation, can hinder economic development and access to essential services in Srigonco Village. Hence, financial literacy is needed for households to be able to better manage income and expenses and to avoid things that are not financially productive.

Initial information collected related to the demographic and economic characteristics of the respondents showed quite diverse variations. Most respondents were male with a total of 69.70%, while women were only 30.30%. In terms of education, most respondents had a high school education level of 58.06%, followed by respondents with junior high school and elementary school education, each with 16.13% and 12.90%. Only a few had a bachelor's degree, namely 12.90%.

In terms of the number of dependents, most respondents had 3 dependents (31.58%). Some others had 1, 2, and 4 dependents, each with the same percentage, namely (21.05%). Only 5.26% of respondents have 5 dependents. The main jobs of the respondents also vary, but most work in other service sectors, with a total of 50%. In the agriculture, plantation, and fisheries sectors, there are 30% of respondents, while those working in trade are 20%.

The position at the workplace shows that most respondents, or 51.52%, work as employees. As many as 21.21% are business owners without employees, while 9.09% have businesses with employees. There are also 18.18% who are not working, are looking for work, or have just resigned. In terms of length of service, most respondents have worked for 3-5 years, or 37.50%, followed by those who have worked for 1-2 years with a total of 34.38%. The monthly income of respondents was dominated by those who earned between Rp. 1,000,000 to Rp. 3,000,000, with a total of 53.13%, followed by 34.38% who earned below Rp. 1,000,000 per month.

Figure 2. Focus Group Discussion

Tiga Karakteristik Judi Sehingga Ia Harus Dihindari

- June 26, 2024

Judi online menjadi bahasan penting masa kini karena banyaknya efek samping yang muncul. Beberapa bahaya judi online seperti terlibat pinjaman online, kasus perceraian, sampai kematian tak wajar.

Upaya pemerintah memberantas judi online harus didukung oleh masyarakat untuk mengurangi intensitas judi. Masyarakat harus mengetahui beberapa alasan kenapa judi harus dihindari.

Sudah Tahu Peluang Menang Kecil tapi Kenapa Masih Main?

Mengutip dari artikel **The Conversation**, ada beberapa alasan kenapa orang masih berjudi. Alasan-alasan tersebut kebanyakan terkait aspek psikologis.

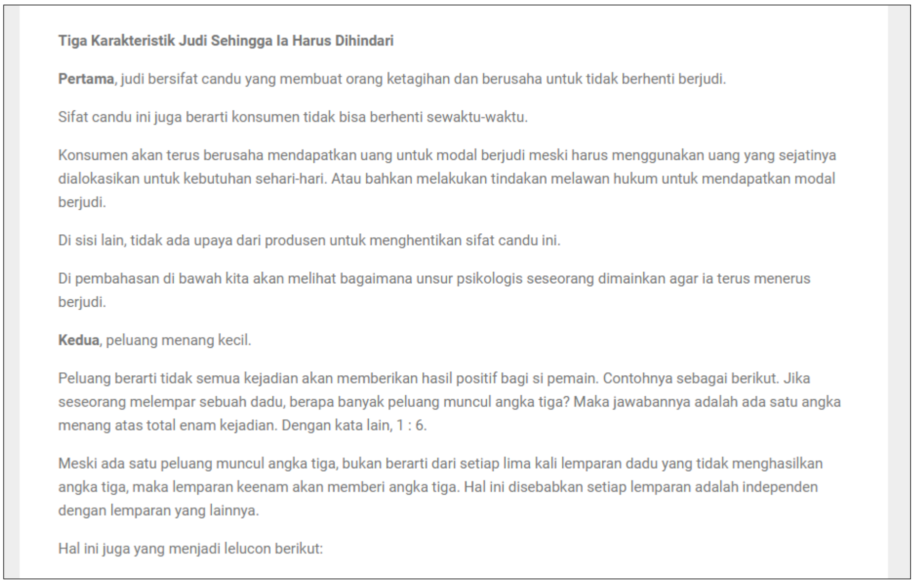
Seven reasons we play lotto – even though we know we probably won't win the jackpot

Most people who play lotto have at least some kind of intuitive understanding they are probably not going to hit the jackpot.

The cost to play Oz Lotto in Australia is a little over A$1. The odds of winning first division are a bit less than one in 45,000,000.

The Division 1 prize for Oz Lotto on November 22 was just over $2.1 million, but we'll say it was $2.2 million. So, our cost is $1, and our expected return is (2,200,000 x 1/45,000,000). This means for every $1 you are putting in, you can expect to get about five cents back.

But there are seven divisions in Oz Lotto. This means instead of scoring $2.2 million, you may get a lesser prize of ~$45,000, ~$6,000, ~$400, ~$60, ~$30, or ~$17 (based on the November 22 draw). So, now we have to weight each of these by their chance of occurring, and add the values. Essentially this means a proposition of $1 (cost) versus an expected return of ~30 cents. While this is far



Tiga Karakteristik Judi Sehingga Ia Harus Dihindari

Pertama, judi bersifat candu yang membuat orang ketagihan dan berusaha untuk tidak berhenti berjudi.

Sifat candu ini juga berarti konsumen tidak bisa berhenti sewaktu-waktu.

Konsumen akan terus berusaha mendapatkan uang untuk modal berjudi meski harus menggunakan uang yang sejatinya dialokasikan untuk kebutuhan sehari-hari. Atau bahkan melakukan tindakan melawan hukum untuk mendapatkan modal berjudi.

Di sisi lain, tidak ada upaya dari produsen untuk menghentikan sifat candu ini.

Di pembahasan di bawah kita akan melihat bagaimana unsur psikologis seseorang dimainkan agar ia terus menerus berjudi.

Kedua, peluang menang kecil.

Peluang berarti tidak semua kejadian akan memberikan hasil positif bagi si pemain. Contohnya sebagai berikut. Jika seseorang melempar sebuah dadu, berapa banyak peluang muncul angka tiga? Maka jawabannya adalah ada satu angka menang atas total enam kejadian. Dengan kata lain, 1 : 6.

Meski ada satu peluang muncul angka tiga, bukan berarti dari setiap lima kali lemparan dadu yang tidak menghasilkan angka tiga, maka lemparan keenam akan memberi angka tiga. Hal ini disebabkan setiap lemparan adalah independen dengan lemparan yang lainnya.

Hal ini juga yang menjadi lelucon berikut:

Figure 3. Material of Financial Literacy

Figure 4 shows the mechanism of financial literacy can affect personal financial levels.

Action	Expected Output	Long Term Goals
• Improve financial knowledge, and develop relevant ideas to identify needs • Training of Trainers (ToT) • Provide training for residents with relevant knowledge and build capacity and skills.	• Citizens and family members make informed decisions and use financial services as widely as possible.	• Promote financial engagement • Residents and family members create/own their assets and are involved in productive activities.

Figure 4. Financial Literacy Mechanism

Enhancing financial literacy is essential for empowering individuals to make informed financial decisions and engage more effectively with financial services. Research has shown that improved financial knowledge allows individuals to identify their financial needs, understand available options, and develop relevant strategies to manage their finances effectively. For instance, Lusardi and Mitchell (2014) emphasise that financial literacy plays a critical role in helping individuals navigate complex financial products and make decisions that enhance their financial well-being. By offering training programmes, particularly through a Training of Trainers (ToT) model, communities can build the capacity and skills needed for residents to manage their finances and utilise financial services more effectively. This approach not only increases financial knowledge but also ensures that the knowledge is widely disseminated, creating a more financially literate community.

In the long term, improved financial literacy and engagement with financial services can lead to significant economic benefits for individuals and communities. As citizens and their families become more informed, they are better equipped to create and own assets, participate in productive economic activities, and make decisions that promote their financial security. Studies, such as those by Demirgüç-Kunt and Klapper (2013), highlight how financial inclusion and the use of financial services contribute to asset accumulation and economic stability. By fostering an environment where financial literacy is prioritised, communities can empower their members to achieve greater financial independence and resilience, leading to sustained economic growth and improved quality of life.

4. Conclusion

Srigonco Village, located in Bantur District, Malang Regency, is a rural area that faces significant economic, educational, and infrastructural challenges. Addressing these challenges requires a multifaceted approach, including enhancing financial literacy to empower households to manage their finances better and avoid unproductive financial behaviors.

By improving financial knowledge through training programs the village can build the capacity and skills needed to manage finances effectively and utilise financial services. As anticipated, the participants of the programme receive higher knowledge on managing financial management, identify the negative impacts of online gambling, and avoid online debt and *thitil* banks (loan sharks). As financial literacy increases, residents and their families are expected to be better equipped to make decisions that promote their economic stability and improve their quality of life, paving the way for sustained community development.

5. Acknowledgement

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