Voice of Community (VOC)
Journal of Community Service and Engagement
Vol: 06, No. 02, August 2026, hlm. 13-19
p-ISSN: 2656-6990 | e-ISSN: 2656-6974
homepage: http://journals.ums.ac.id/indx.php/voc

Improving Financial Literacy of Gen Z Students Through Investment Education

Winny Perwithosuci[1*], Lilis Novitasari[2], Anissa Dian Fitriana[3], Ali Zainal Abidin[4]

Development Economics Program, Faculty of Economics and Business,
Universitas Muhammadiyah Surakarta[1,2,3,4]
Corresponding E-mail*: winny.p@ums.ac.id

Article Info:

Submitted: 27 July 2026
Revised: 03 August 2026
Accepted: 11 August 2026
Published: 15 August 2026

Keywords: *Investment; financial; literacy; Gen Z; student*

Abstract

Indonesia is one of the most populous countries in the world. Gen Z dominates 27.49% of the total population, with 74,93 million compared to the general population of 270 million. This data shows that development activities in Indonesia will be indirectly influenced by the contribution of Gen Z. One indicator of national development is the level of financial literacy. The financial literacy level of Gen Z is considered unsatisfactory. Most Gen Z are students. As agents of change, students are expected to bring about greater change. However, several studies show that students still have a low level of financial literacy. Based on the explanation above, this community service activity is urgently needed to provide information and education to Gen Z students in the Faculty of Economics and Business at Universitas Muhammadiyah Surakarta. This activity aims to help participants gain a deeper understanding of investment theory, enabling them to enhance their financial literacy. The community service was conducted through lectures, discussions, and simulation exercises. The results show that there was an increase in understanding and interest in investing.

1. Introduction

Indonesia is counted as one of the countries with the largest population in the world. Karina et al. (2021) and Nurina et al. (2023) revealed that most of the Indonesian population is Generation Z, which reaches 27.49% of the total population in Indonesia. Generation Z or Gen-Z is a generation born between 1995 – 2010 (Rahmawati et al.., 2023). The data indicate that Gen Z has a high probability of playing an important role in supporting Indonesia's development and leading Indonesia in the future.

Financial literacy is needed by a country for development activities. The higher the level of financial literacy of a country, the more likely it is that the country's population can manage at least their personal finances. Good financial management will foster consumption patterns and a healthy investment climate. Increasing financial literacy will affect one of them, which is investment knowledge. Investment is storing funds or wealth in the form of money or objects in the hope of making a profit in the future (Inayah, 2020).Financial literacy is an individual's ability or skill in making decisions to manage finances so that it can improve their well-being (Morgan & Long, 2020) in Viana et al (2021).

Financial literacy is important especially in emerging countries. Financial literacy proves to be a stabilizing indicator that nurtures sustainable growth while mitigating economic fluctuations in emerging economies (Katnic et al., 2024). Financial literacy can also improve a better investment climate (Capuano & Ramsay, 2011). Nursjanti et al. (2023) explain that the financial literacy level of Gen Z is still at 44.04%, which is considered unsatisfactory. Most of Gen Z have the status of college students. Students as *agents of change* are expected to be able to bring about better change (Margaretha & Pambudhi, 2015; Hafidz, 2022). However, Addin et al.., (2024); Susilawaty and Dirga (2022) revealed in their study that students still have a low level of financial literacy. One component of financial literacy is knowledge of making investments.

Based on the analysis of the situation, on March 18, 2024, an online survey was carried out to map the investment patterns of Gen Z who are students at the Faculty of Economics and Business, University of Muhammadiyah Surakarta. 59 students filled out the questionnaire. The results of the questionnaire showed that all respondents received an allowance every month to meet their needs as students. As many as 81.4% of students can set aside their pocket money per month for saving purposes. However, only 61% have made investments. Of the 61%, only 3 students have started to invest in mutual funds and gold. Furthermore, as many as 22% of students consider investment scary and doubtful. Based on the above explanation, this service activity is urgently needed to provide information and education for Gen Z students to understand investment theory better so that they can improve their financial literacy.

2. Methods of Implementation

The solution offered from this service activity is investment education activities for Gen Z students, especially at the Faculty of Economics and Business, University of Muhammadiyah Surakarta. Educational activities will be carried out with presentations related to investment theory and simple investments that beginners can do. In addition to theory, practical activities are in the form of simulations. It is also done to increase the understanding of the participants in carrying out safe and comfortable investment activities.

Through this activity, Gen Z students are expected to have knowledge related to investment. Furthermore, with their knowledge and understanding, Gen Z students can apply their knowledge more quickly, so they can manage their finances even better and make investments. The positive impact is that Gen Z students can get to know investments earlier, which can later affect their finances in the future. This service was carried out on Monday, June 17, 2024. The activity began with a pre-test on investments. In this pre-test, there are 16 questions that forum participants must answer. These questions include: name, age, amount of pocket money, ownership of the investment, reasons for not having an investment, perception of investment, and knowledge of types of investments such as precious metals, stocks, mutual funds, and deposits.

Furthermore, the service team presented material related to investment types and socialization of investment types that are suitable for beginners, such as students. The goal is to increase students' interest in investing. This activity was carried out using the lecture method. The lecture method is a method of delivering information or material orally (Hidayat, 2022). This method is one of the methods that is easy to do because one of its advantages is that it does not require high costs and complicated preparation (Wirabumi, 2020).

After the presentation is completed, the session is done. Participants were asked to fill out a post-test that had the same questions as the pre-test. The goal is to find out if there is a difference in interest between before and after the socialization material. The socialization activity was closed with the delivery of material on how to invest in gold, stocks, and mutual funds.

3. Results and Discussion

The results of the pre-test and post-test show that there is an increase in student interest in investing. The increase in interest in investing occurs in investments that are relatively simple and have low risk such as deposits, gold, and mutual funds. Interest in stock investment has not increased because stocks are considered a *high-risk investment instrument* (Iswanto & Ramadhan, 2022; Pratamaputra, 2022). The highest percentage increase in student interest in investing is in mutual fund investments, which is an increase of 34.5%.

Table 1. Comparison of Students' Interest in Investment Instruments (Before and After)

Deposit		Stock		Gold		Mutual Funds	
Before	After	Before	After	Before	After	Before	After
58,6 %	2,1%	3,1%	93,1%	79,3%	86,2%	41,4%	75,9%

Source: primary data (2024)

Interest in mutual fund investment is motivated by the benefits offered by the instrument itself. Mutual funds are known as investment instruments that offer stable returns (Smith & Schreiner, 1970). In addition, mutual funds offer higher returns compared to other investment instruments and tend to have lower risk (Safiuddin & Hasan, 2022). Based on this characteristic, two participants who were interested in investing managed to open a mutual fund account and transact on the mutual fund buying and selling application directly after the activity is finished.

Figure 1. Investment Socialization and Education Process.

4. Conclusion

This activity concludes that there is an increase in Gen Z students' knowledge about investment. In addition, there is an increase in the percentage of Generation Z students' interest in making investments. There was a 3.5% increase in participants' interest in making deposit investments. Furthermore, there was a 6.9% increase in participants' interest in gold investment. The highest increase in investment interest was in mutual fund instruments of 34.5%.

The suggestion for the next service activity is to follow up on the results of the service that has been carried out. The results of the service carried out show a significant increase in interest in mutual fund investment instruments. This means that many participants want to invest in mutual funds after receiving educational materials. In this service activity, only two participants managed to create an account to transact mutual fund instruments. Thus, the suggestion for the next service activity is intensive assistance in creating an account or mutual fund account.

5. Acknowledgements

Authors would like to send warm regards to all involved parties before and after the program, along with the students from Faculty of Economics and Business, Universitas Muhammadiyah Surakarta for their beneficial contribution. The authors would also like to express gratitude to the Faculty of Economics and Business, Universitas Muhammadiyah Surakarta for their support in funding this program.

6. Refererences

Addin, S., Hidayat, A., Herawati, N., & Warpindyastuti, L. D. (2024). Pendidikan Keuangan Untuk Mahasiswa: Tantangan dan Dampaknya terhadap Pengelolaan Keuangan Pribadi. *JIIP-Jurnal Ilmiah Ilmu Pendidikan*, *7*(12), 14108–14114.

Capuano, A., & Ramsay, I. (2011). *Financial Literacy Project Research Report What Causes Suboptimal Financial Behaviour? An Exploration Of Financial Literacy, Social Influences And Behavioural Economics Research Report*. http://ssrn.com/abstract=1793502Electroniccopyavailableat:http://ssrn.com/abstract=1793502https://ssrn.com/abstract=1793502Electroniccopyavailableat:https://ssrn.com/abstract=1793502

Hafizd, J. Z. (2022). Implementasi peran mahasiswa sebagai agent of change melalui karya tulis ilmiah. *Dimasejati: Jurnal Pengabdian Kepada Masyarakat*, *4*(2), 175–184.

Hidayat, D. F. (2022). Desain Metode Ceramah Dalam Pembelajaran Pendidikan Agama Islam. *INOVATIF: Jurnal Penelitian Pendidikan, Agama, Dan Kebudayaan*, *8*(2), 356–371.

Inayah, I. N. (2020). Prinsip-Prinsip Ekonomi Islam Dalam Investasi Syariah. *Jurnal Ilmu Akuntansi Dan Bisnis Syariah (AKSY)*, *2*(2), 88–100.

Iswanto, P., & Ramadhan, A. R. (2022). Pengukuran Tingkat Risiko Dan Keuntungan Saham individual Dengan Menggunakan Pendekatan Historis Pada Metode value at risk (VaR)(Studi Kasus Top 10 Saham Terbaik Januari 2022). *Jurnal Akuntansi Dan Manajemen Bisnis*, *2*(1), 46–55.

Karina, M., Bila, N. S., Primantari, R., Tara, J. D., Rahmawati, A. F., Murti, N. W., Qintara, M. A., Hanifah, F., Wahyuni, D., & Novita, M. V. (2021). *Gen Z Insights: Perspective on Education*. Unisri Press.

Katnic, I., Katnic, M., Orlandic, M., Radunovic, M., & Mugosa, I. (2024). Understanding the Role of Financial Literacy in Enhancing Economic Stability and Resilience in Montenegro: A Data-Driven Approach. *Sustainability (Switzerland)*, *16*(24). https://doi.org/10.3390/su162411065

Margaretha, F., & Pambudhi, R. A. (2015). Tingkat Literasi Keuangan Pada Mahasiswa S-1 Fakultas Ekonomi. *Jurnal Manajemen Dan Kewirausahaan (Journal of Management and Entrepreneurship)*, *17*(1). https://doi.org/10.9744/jmk.17.1.76-85

Morgan, P. J., & Long, T. Q. (2020). Financial literacy, financial inclusion, and savings behavior in Laos. *Journal of Asian Economics*, *68*, 101197.

Nurina, A. R., Lenggogeni, S., & Verinita, V. (2023). Pengaruh Personalitas Destinasi terhadap Niat Berkunjung Kembali Wisatawan Gen Z dan Milenial. *Jurnal Informatika Ekonomi Bisnis*, 1121–1126.

Nursjanti, F., Amaliawiati, L., & Utami, E. M. (2023). Peningkatan Literasi Keuangan Syariah Bagi Milenial dan Gen Z di Jawa Barat. *Madaniya*, *4*(1), 54–67. https://doi.org/10.53696/27214834.345

Pratamaputra, E. (2022). Optimalisasi Kinerja Portofolio Saham dan Cryptocurrency Melalui Pendekatan Model Markowitz Sebagai Pilihan Investasi Generasi Z. *Prosiding Seminar Nasional Riset Pasar Modal*, *2*(1).

Rahmawati, A., Astuti, D. M., Harun, F. H., & Rofiq, M. K. (2023). Peran Media Sosial Dalam Penguatan Moderasi Beragama Di Kalangan Gen-Z. *J-ABDI: Jurnal Pengabdian Kepada Masyarakat*, *3*(5), 905–920.

Safiuddin, S. K., & Hasan, M. (2022). Performance analysis of equity-based mutual funds in india: A review of selected literature. *Empirical Economics Letters*, *21*.

Smith, K. V., & Schreiner, J. C. (1970). Direct vs. Indirect Diversification: Which is Cheaper for the Investor? *Financial Analysts Journal*, *26*(5), 33–38. https://doi.org/10.2469/faj.v26.n5.33

Susilawaty, E. A., & Dirga, Z. (2022). Pengaruh Literasi Keuangan dan Uang Saku Terhadap Perilaku Menabung Mahasiswa. *Seminar Nasional Hasil Penelitian & Pengabdian Kepada Masyarakat (SNP2M)*, *7*, 139–144.

Viana, E. D., Febrianti, F., & Dewi, F. R. (2021). Literasi keuangan, inklusi keuangan dan minat investasi generasi z di Jabodetabek. *Jurnal Manajemen Dan Organisasi*, *12*(3), 252–264.

Wirabumi, R. (2020). Metode Pembelajaran Ceramah. In *Annual Conference on Islamic Education and Thought ACIET: I* (Number I).