

ENHANCING ADOLESCENTS' UNDERSTANDING OF INVESTMENT INSTRUMENTS AND FINANCIAL MANAGEMENT IN THE DIGITAL ERA

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Abstract. *The development of digital technology has made it easier for the public, especially teenagers, to access information. Unfortunately, this condition often encourages consumptive behaviour. Many people lack the awareness to practice financial management and start investing early on. In fact, investing early allows the value of money or assets to grow significantly due to long-term benefits. This community service activity aims to provide education about investment instruments and financial management to 10th-grade students at Petra 3 Christian High School. The educational approach involves material presentations and a specially designed educational quartet card game as a learning tool for investment and financial management. The material provided includes an introduction to stock, gold, and mutual fund investments, the concept of risk tolerance, diversification, investment planning, and the impact of consumerist behaviour on financial conditions. The results showed that during the community service activity, the students showed high enthusiasm, as can be seen in how they listened to the material presentations, actively asked questions, and how they actively participated in the educational game. The education provided was able to improve students' understanding of investment and financial management, as well as raised their awareness of the importance of investing and managing finances from an early age as part of long-term financial planning. This community service initiative is expected to foster awareness and readiness among teenagers to carry out financial management and investment to achieve their future financial goals.*

Keywords: *consumptive behaviour, financial management, investment, investment instruments*

Abstrak. Perkembangan teknologi digital memberikan kemudahan akses kepada masyarakat khususnya remaja. Sayangnya, kondisi ini sering kali mendorong munculnya perilaku konsumtif dalam kehidupan. Banyak masyarakat tidak memiliki kesadaran untuk melakukan pengelolaan keuangan dan investasi sejak dini. Padahal, investasi sejak dini memungkinkan nilai uang atau aset bisa bertumbuh lebih besar karena adanya manfaat jangka panjang. Kegiatan pengabdian masyarakat ini bertujuan untuk memberikan edukasi mengenai instrumen investasi dan manajemen keuangan kepada siswa kelas X SMA Kristen Petra 3. Metode edukasi dilakukan melalui pemaparan materi serta permainan edukatif kartu kuartet yang didesain khusus sebagai media pembelajaran investasi dan pengelolaan keuangan. Materi yang diberikan meliputi pengenalan investasi saham, emas, dan reksa dana, konsep toleransi risiko, diversifikasi, perencanaan investasi, serta dampak perilaku konsumtif terhadap kondisi finansial. Hasil menunjukkan, bahwa selama kegiatan pengabdian masyarakat, siswa terlihat memiliki antusiasme yang tinggi, yang dapat terlihat dari bagaimana siswa mendengarkan pemaparan materi serta keaktifan dalam bertanya dan bermain permainan edukatif. Edukasi yang diberikan mampu meningkatkan pemahaman siswa mengenai investasi dan manajemen keuangan, serta meningkatkan kesadaran siswa-siswi akan pentingnya melakukan investasi dan manajemen keuangan sejak dini sebagai perencanaan keuangan jangka panjang. Kegiatan pengabdian masyarakat ini diharapkan dapat mendorong terbentuknya kesadaran dan kesiapan remaja untuk melakukan manajemen keuangan dan investasi demi mencapai tujuan keuangan masa depan.

Kata Kunci: investasi, instrumen investasi, manajemen keuangan, perilaku konsumtif

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INTRODUCTION

In the digital era, society has gained increasingly easy access to information and technology. This development has brought significant changes in consumer behavior, particularly among adolescents. Psychological phenomena such as FOMO (Fear of Missing Out) are increasingly observed and may encourage consumerist behaviour (Ananta et al., 2025). Consumerism has often become a habitual pattern in society, causing the practice of setting



aside money for savings and investments to be increasingly neglected. Many people are unaware of the importance of financial management and investment for their future because they perceive investment planning as something intended only for higher-income groups (Rasuma Putri & Rahyuda, 2017). However, in the digital era, people can access various investment products and utilize the available information as a basis for making investment decisions.

Investment refers to setting aside a portion of current income and allocating it to investment instruments with the expectation of generating returns in the future (Hidayati, 2017). Investing from an early age is beneficial because it provides long-term opportunities for the value of money or assets to grow substantially. Early investment can also help individuals develop habits of avoiding consumerism when managing their finances. Furthermore, starting to invest at an early age can provide individuals with valuable experience in managing their finances and investments (Soenhadji et al., 2024). Investment requires basic knowledge of investment principles and risk management. Such knowledge is necessary to enable investors to identify suitable investment products and determine the appropriate allocation of their available investment funds. Investment instruments serve as vehicles through which investors manage and preserve the value of their assets (Suriana et al., 2023). Several popular types of investment include gold, stocks, and mutual funds. As an initial step toward investing, each investment instrument needs to be studied thoroughly, including its benefits, potential returns, investment procedures, influencing factors, and other relevant characteristics. Investors should then determine their investment objectives, risk tolerance, and asset allocation. Financial literacy has a significant influence on investors' financial planning capabilities (Lusardi, 2008). Unfortunately, according to the OECD/INFE 2023 International Survey of Adult Financial Literacy (2023), global financial literacy remains relatively low, with only 34% of adults achieving the minimum target score for financial literacy. Therefore, financial literacy needs to be improved so that financial planning can be carried out wisely and responsibly.

Investment planning begins with determining investment objectives and preparing the funds required to achieve those objectives while taking existing risks into consideration. Risk refers to an event that may occur in the future and potentially cause a decline in the value of an investor's assets or even reduce their value to zero (Wibisono S Sari, 2022). However, each investor's investment portfolio should also be aligned with their individual risk tolerance (Liestyowati et al., 2023). According to Leon & Angie (2020), risk tolerance refers to an investor's ability to accept investment risk. Risk tolerance can be categorized into three levels: conservative, moderate, and aggressive (Purwaningrum et al., 2025). An investor's level of risk tolerance influences the asset allocation that is most appropriate for them. Higher investment risk may provide greater potential returns, whereas lower risk generally corresponds to lower potential returns (Farhan, 2024). Nevertheless, long-term investment planning may enable investors to achieve better returns while managing risk more effectively.

Investment risk management can be implemented through diversification. Diversification involves combining various investments with different characteristics, types, and sectors (Teguh et al., 2024). It is undertaken with the expectation that the risks faced by investors will be distributed across different assets and consequently minimized (Febriyanto, 2018). Investors can allocate their funds across several investment instruments and different sectors. Therefore, diversification is an important component of investment planning and should be accompanied by an understanding of investors' risk tolerance and investment objectives to develop an appropriate portfolio for each individual investor.

In the era of digitalization, investors can start investing with relatively small amounts of capital. This opportunity can be utilized to encourage adolescents to begin investing at an early age, even with limited financial resources (Purwanto, 2021). The Community Service Program invites Grade 10 students of SMA Kristen Petra 3 to learn about appropriate investment practices and develop sufficient knowledge of investment, particularly in stocks, gold, and mutual funds. The program also provides Grade 10 students of SMA Kristen Petra 3 with knowledge about risk tolerance, asset allocation, diversification, and strategies for avoiding consumerist behaviour while engaging in more productive activities. Higher levels of financial

literacy can improve individuals' ability to make more informed and prudent investment decisions (Dwiyanti & Ahmadi, 2024).

METHOD

This community service activity was conducted at SMA Kristen Petra 3, Genteng District, Surabaya City, East Java, Indonesia. The activity consisted of educational sessions covering an introduction to several types of investment, including stocks, gold, and mutual funds, as well as how to start investing, risk management, and investment planning. The objective of this community service activity was to improve adolescents' understanding through education on investment instruments and financial management in the digital era, with the aim of fostering awareness of the importance of investing from an early age based on adequate and informed knowledge of investment.

The materials were delivered to the students through presentations covering all the topics described above. The presentation method was supplemented with real-life case examples to help students understand the materials not only theoretically but also in terms of their practical application in everyday life. During the presentation, interactive games and quizzes were incorporated to maintain students' engagement and simultaneously assess their knowledge and understanding of the materials presented in the preceding sessions.

After all materials had been delivered, the activity concluded with a question-and-answer session, followed by a quartet card game designed to maintain a fun and engaging learning atmosphere. The media and materials used during the community service activity included PowerPoint presentations, quartet cards, and an online survey.

RESULT AND DISCUSSION

Financial literacy is an essential skill that should be developed from an early age, as it can help individuals manage their finances wisely and make appropriate financial decisions in the future (Amadi et al., 2023). Through this community service activity, high school students were provided with education on the fundamentals of investment, including stocks, gold, and mutual funds, investment risk management, personal financial management, and the impact of consumerist behaviour on financial conditions. The activity aimed to improve students' understanding of the importance of financial planning from an early age and to foster awareness of the importance of investing to achieve long-term financial goals.

Stage 1. Preparation

The preparation stage was conducted to ensure that the activity could be implemented effectively and in accordance with the predetermined objectives. At this stage, the team prepared presentation materials to be delivered using PowerPoint (PPT). The materials were developed using simple, clear, and accessible language and were adapted to the level of understanding of high school students. The content was organized systematically to facilitate comprehension and enable participants to follow the explanations more easily throughout the activity.

In addition, the team prepared learning media in the form of a quartet card game as a supporting tool for delivering the educational materials. The cards were designed with content relevant to the topics presented, then printed and cut into individual cards prior to the implementation of the activity. The use of this educational game was intended to increase student participation and create a more interactive and engaging learning environment. Through the game, students were encouraged to interact with their peers while recalling and reinforcing the information delivered during the educational session. Thus, the quartet card game served as a complementary learning medium that could make the learning process more enjoyable while helping participants better understand and remember the materials presented (Abdillah et al., 2024).



Figure 1. Cutting the quartet cards and preparing the presentation materials

Stage 2. Implementation

The implementation stage was carried out through a visit to SMA Kristen Petra 3, where financial education was delivered directly to Grade 10 students. Before the activity, the students were already familiar with the term's investment and consumptive behaviour. Some of the students had also previously engaged in investment activities. However, most of them still had only a basic understanding of these concepts and therefore required further knowledge and guidance. Research conducted by Irianto (2019) and Fahreza (2018) indicates that investment knowledge has a positive effect on investment interest. The activity began with an introduction to investment instruments, including stocks, gold, and mutual funds, as alternative financial management instruments for achieving long-term financial goals.

In addition to introducing investment instruments, the students were provided with an understanding of risk management in investment. The material emphasized that each investment instrument has different characteristics and levels of risk; therefore, investors need to be able to identify, analyze, and consider potential risks before making investment decisions (Che Hassan et al., 2023). The students were then provided with education on consumptive behaviour. They were encouraged to understand the impact of unplanned spending habits and the importance of developing more responsible consumption behaviour. Through discussions and relevant case examples, the students learned how everyday financial decisions can affect their financial condition in the future.



Figure 2. Quartet game session

To increase student engagement, the community service activity was complemented by a quartet card game containing materials related to financial literacy and investment. The game served as an interactive learning medium that encouraged students to recall the concepts they had learned while creating a more active and enjoyable learning environment. Throughout the activity, the students demonstrated high enthusiasm, as reflected in their participation in discussions, question-and-answer sessions, and the quartet card game.

Based on the implementation results, the educational activity increased the students' understanding and interest in investment and consumptive behaviour. The integration of presentations, discussions, case examples, and educational games created a more interactive learning process than conventional lecture-based instruction. This activity is expected to increase students' awareness of the importance of financial literacy, encourage more responsible financial management, and develop their initial understanding of investment as an important component of long-term financial planning.



Figure 3. *Documentation with the students of SMA Kristen Petra 3*

The results of this community service activity are consistent with the findings of Amhalmad & Irianto (2019) and Ngadino & Fahreza (2018), which indicate that investment knowledge has a positive effect on an individual's interest in investing. In this activity, the students' increased understanding of stocks, gold, mutual funds, investment risks, and financial planning was also accompanied by greater interest in applying this knowledge in their daily lives. These findings suggest that providing basic investment knowledge can serve as an initial step in developing adolescents' interest and readiness to manage and plan their finances more effectively.

Furthermore, the results reinforce the findings of Amadi et al. (2023) regarding the importance of financial education from an early age. Financial education at the secondary school level can help students understand how to manage money, distinguish between needs and wants, and recognize the potential impact of consumptive behaviour on their future financial conditions. In this activity, the discussion of consumptive behaviour was linked to the realities of adolescents' lives in the digital era, enabling students to understand the relationship between everyday consumption habits, money management, and investment planning.

The findings are also relevant to the study by DwiYanti & Ahmadi (2024), which indicates that financial literacy, income, and risk perception are associated with investment decisions. Although this community service activity did not quantitatively measure students' investment decisions, observations during the activity indicated increased awareness of the importance of understanding risks before selecting investment instruments. The students were not only introduced to the potential returns of investment but were also encouraged to consider investment objectives, risk tolerance, asset allocation, and diversification. This emphasis is

important to ensure that increased investment interest does not encourage students to make impulsive decisions or merely follow investment trends (Marjerison et al., 2025).

Compared with the community service activity conducted by Suriana et al. (2023), which focused on introducing investment instruments to rural communities, the present activity targeted a different group of participants, namely secondary school students. Nevertheless, both activities demonstrate the importance of investment education in broadening people's understanding of alternative investment instruments. The main distinction lies in the instructional strategy, which was adapted to the characteristics of adolescents by using simple language, examples relevant to students' everyday lives, and educational games as learning media (Liu et al., 2025).

Based on these comparisons, this community service activity is consistent with previous research and community service initiatives, particularly regarding the importance of investment knowledge, financial literacy, early financial education, and interactive learning methods (Sherraden et al., 2011). The main contribution of this activity lies in integrating education into investment instruments with financial management and the control of consumptive behaviour within a single learning activity for secondary school students (McCormick, 2009). Nevertheless, this activity has a limitation because improvements in students' understanding were not measured through a structured comparison of pre-test and post-test scores. Therefore, future activities are recommended to incorporate quantitative evaluation instruments, digital investment simulations, and periodic mentoring to enable changes in students' financial knowledge and behaviour to be measured more objectively and sustainably.

CONCLUSION

The service-learning program for Grade 10 students at SMA Kristen Petra 3 successfully achieved its objective of educating the younger generation to shift from consumerist behaviour toward greater financial discipline from an early age through an understanding of stocks, gold, and mutual funds as investment instruments. Through this activity, students not only gained an understanding that investing in the digital era has become increasingly accessible and can be initiated with relatively small amounts of capital but also developed an awareness of their own risk tolerance and the importance of diversification strategies for minimizing potential investment risks in the future.

As a follow-up plan, regular training sessions based on digital simulations or virtual trading are recommended to provide students with opportunities to practice asset allocation in a simulated environment. Such activities should be accompanied by the integration of financial literacy materials into the school's learning program to support the development of healthy financial habits among adolescents.

Follow-up activities should be conducted after the completion of the community service program to further develop and strengthen students' understanding of financial literacy, investment instruments, risk management, and the negative impacts of consumerist behaviour. These follow-up activities should focus on strengthening the school ecosystem to provide greater support for digital financial literacy and investment education. This may include the provision of appropriate physical facilities, digital resources, and learning materials that can support Grade 10 students at SMA Kristen Petra 3 in developing their knowledge and practical understanding of investment and financial management.

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