



## CAPITAL MARKET INVESTMENT EDUCATION TO STRENGTHEN THE FINANCIAL LITERACY OF KARANG TARUNA

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### Abstrak

Program pengabdian kepada masyarakat ini dilaksanakan dengan tujuan meningkatkan tingkat literasi keuangan, terutama dalam hal pemahaman dan kemampuan dasar berinvestasi di pasar modal, pada anggota Karang Taruna Wiradiranda. Kegiatan dilakukan melalui pemberian materi edukatif berupa pengenalan pasar modal, penjelasan berbagai instrumen investasi, pemahaman mengenai potensi keuntungan dan risiko, serta latihan sederhana dalam pengambilan keputusan investasi. Tingkat keberhasilan kegiatan dievaluasi menggunakan pre-test dan post-test yang diberikan kepada peserta sebelum dan sesudah pelaksanaan sosialisasi. Hasil evaluasi menunjukkan adanya peningkatan pemahaman peserta terhadap investasi pasar modal yang ditandai dengan perolehan nilai post-test yang lebih tinggi dibandingkan nilai pre-test. Selain itu, kegiatan ini juga mendorong tumbuhnya minat serta kepercayaan diri peserta dalam menyusun perencanaan investasi secara lebih rasional dan bertanggung jawab. Program ini diharapkan mampu memberikan kontribusi nyata dalam peningkatan literasi keuangan generasi muda serta mendorong partisipasi yang lebih cermat dalam aktivitas investasi pasar modal. Metode pelaksanaan menggunakan pendekatan edukatif-partisipatif yang terdiri atas beberapa tahapan, yaitu identifikasi kebutuhan peserta, sosialisasi materi dasar literasi keuangan dan pasar modal, pelatihan praktik investasi melalui simulasi dan penggunaan aplikasi investasi, serta pendampingan berkelanjutan. Evaluasi kegiatan dilakukan melalui diskusi dan observasi terhadap tingkat pemahaman serta partisipasi peserta selama kegiatan berlangsung. Hasil kegiatan menunjukkan adanya peningkatan pemahaman peserta mengenai konsep dasar investasi, mekanisme pasar modal, serta kemampuan teknis dalam mengoperasikan aplikasi investasi. Selain itu, peserta menunjukkan peningkatan minat dan kesiapan untuk memulai investasi secara mandiri. Program ini dapat menjadi langkah awal dalam membentuk perilaku keuangan yang lebih bijak, berkelanjutan, dan berorientasi pada perencanaan jangka panjang.

**Kata kunci:** Literasi Keuangan, Pasar Modal, Investasi, Edukasi Keuangan, Pengabdian Kepada Masyarakat.

### Abstract

This community service program was conducted to enhance financial literacy, particularly in basic understanding and skills related to capital market investment, among members of Karang Taruna Wiradiranda. The activities were implemented through the delivery of educational materials covering an introduction to the capital market, explanations of various investment instruments, an understanding of potential returns and risks, and simple exercises in investment decision-making. The program's effectiveness was assessed using pre- and post-tests administered to participants before and after the socialization activities. The evaluation results indicated an improvement in participants' understanding of capital market investment, as reflected in higher post-test scores than pre-test scores. In

addition, the program fostered increased interest and self-confidence among participants in developing more rational and responsible investment plans. The implementation method employed an educational-participatory approach comprising several stages: identification of participants' needs; socialization of basic financial literacy and capital market concepts; practical investment training through simulations and the use of investment applications; and ongoing mentoring. Program evaluation was also carried out through discussions and observations of participants' levels of understanding and engagement throughout the activities. The results demonstrated improved participant comprehension of fundamental investment concepts, capital market mechanisms, and technical skills in operating investment applications. Furthermore, participants showed greater interest and readiness to initiate independent investment activities. This program is expected to serve as an initial step in fostering wiser, sustainable financial behavior oriented toward long-term financial planning.

**Keywords:** Financial Literacy, Capital Market, Investment, Financial Education, Community Service.

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## INTRODUCTION

The disparity between financial access and financial understanding remains a key challenge. Data from the National Survey of Financial Literacy and Inclusion (SNLIK) show that while financial inclusion has reached a high level, financial literacy remains relatively low (Keuangan, 2022). This condition highlights the need for practical financial education that focuses not only on access but also on informed and responsible financial decision-making, particularly in investment activities. Despite growing interest in capital market investments, community-based educational initiatives that provide practical, accessible investment literacy for youth organizations remain limited. Many existing programs emphasize theoretical knowledge but lack sufficient hands-on guidance or follow-up support. This gap underscores the importance of a participatory and practice-oriented approach to financial education.

Therefore, this community service activity was designed to provide basic capital market investment education through socialization, practical training, and mentoring. The program is expected to enhance participants' understanding of investment concepts, increase their confidence in making financial decisions, and encourage more responsible and sustainable investment behavior among young people. Lusardi & Mitchell, (2014) emphasize that financial literacy has a significant influence on the quality of individuals' financial decisions. Low levels of financial literacy also contribute to limited public participation in safe and legally regulated investment activities. Although the number of capital market investors in Indonesia has continued to increase, exceeding 10 million in 2023 (Indonesia, 2023), the majority of these investors are beginners with limited experience and knowledge. As a result, investment decisions are often based on short-term trends, informal recommendations, or unverified information circulating on social media platforms (Setiawan & Indriani, 2021). This situation increases novice investors' vulnerability to financial losses, thereby reinforcing the perception that investing is a high-risk,

complex activity. Stolper & Walter, (2017) argue that insufficient financial literacy tends to encourage impulsive and irrational investment behavior.

Furthermore, the proliferation of fraudulent schemes disguised as investment opportunities has further exacerbated negative public perceptions of investment activities. Reports from the Investment Alert Task Force reveal that financial losses suffered by the public due to illegal investment schemes in recent years have reached substantial levels (OJK, 2022). These cases have generated trauma and eroded public trust in investment activities in general. Young people, in particular, are a vulnerable group, as they are frequently exposed to investment promotions promising high returns within a short period (Rahmawati & Arifin, 2020). Consequently, despite the availability of various legal investment instruments offering long-term returns, many individuals remain reluctant to participate in investment activities. Low financial literacy is also closely associated with limited ability to identify the characteristics of financial products and to understand the risks involved. Individuals with higher levels of financial literacy tend to be more capable of developing systematic financial plans, adopting a long-term financial orientation, and utilizing financial instruments more effectively (Huston, 2010). In contrast, individuals with lower financial literacy levels are more susceptible to behavioral biases and are more likely to make financial decisions based on emotions or inaccurate information (Van Rooij et al., 2011). The advancement of digital technology in the financial sector presents both opportunities and challenges for society. The emergence of online investment platforms and stock trading applications has made access to the capital market more convenient.

However, this convenience also increases the risk of exposure to misleading or invalid information, particularly through social media channels. Without adequate critical thinking skills, individuals may be easily influenced by promotional content or misleading investment recommendations (Panos & Wilson, 2020). Therefore, financial literacy in the digital era not only emphasizes understanding financial products but also evaluating the credibility of information sources. Youth organizations play a strategic role in enhancing financial literacy at the community level. Karang Taruna Wiradiranda, located in Meteseh Village, could serve as a platform for implementing financial education programs for young people. Based on observational findings, most members of this organization possess a limited understanding of basic investment concepts, capital market mechanisms, and reliable sources of investment information.

The lack of formal financial education, combined with the widespread circulation of investment-related misinformation, further reinforces negative perceptions of investment among its members. However, numerous studies indicate that improving financial literacy, including an understanding of investment risks, can encourage individuals to engage in investment activities in a more rational and responsible manner (Zhou & Fan, 2021). Therefore, an educational program is needed to provide comprehensive knowledge of capital market investments,

ranging from fundamental concepts to safe, legally compliant investment practices. This educational program aims to enhance participants' knowledge and skills in understanding capital market investment instruments, reduce fear and negative perceptions of investment, and develop novice investors capable of critical thinking and risk awareness in investment decision-making.

Through this program, it is expected that the financial literacy of Karang Taruna Wiradiranda members will improve, enabling them to make more prudent, long-term financial decisions. Moreover, this initiative is expected to foster a healthy investment culture, encourage greater public participation in legal investment activities, and minimize exposure to fraudulent schemes.

Financial literacy remains a major barrier to inclusive and sustainable economic growth. Klapper et al., (2015) reported that financial literacy levels in emerging economies tend to lag behind financial inclusion growth, creating a situation where individuals access financial products without fully understanding their implications. This imbalance increases the risk of financial mismanagement and exploitation, particularly among young and inexperienced investors. The rapid digitalization of financial services has further transformed investment behavior, especially among younger generations. Online trading platforms and mobile investment applications provide convenience and low entry barriers, but they also expose users to information overload and speculative behavior (Panos & Wilson, 2020).

Without sufficient financial literacy and critical evaluation skills, investors may rely excessively on social media trends, influencers, or informal recommendations when making investment decisions (Setiawan & Indriani, 2021). Behavioral finance theory explains that individuals with limited financial knowledge are more prone to cognitive biases such as overconfidence, herd behavior, and loss aversion (Barberis & Thaler, 2003). These biases often lead to impulsive investment decisions and short-term speculation, which may result in financial losses and reinforce negative perceptions toward investment activities. Moreover, the increasing prevalence of fraudulent investment schemes poses a serious threat to public trust in financial markets. According to reports from the Financial Services Authority, illegal investment activities continue to cause significant financial losses for the public each year, largely due to unrealistic return promises and weak investor awareness (Keuangan, 2021). Young people are particularly vulnerable, as they tend to be more receptive to persuasive digital marketing and high-return narratives (Rahmawati & Arifin, 2020).

Financial education programs have been proven effective in improving financial literacy and encouraging responsible financial behavior. (Miller et al., 2015) conclude that well-designed financial education interventions can significantly enhance individuals' financial knowledge, attitudes, and decision-making capabilities. (Xiao & Porto, 2017) emphasize that financial education

positively affects financial satisfaction through improved financial literacy and behavior. Community-based organizations play a strategic role in expanding financial education outreach. Youth organizations such as Karang Taruna provide an effective platform for delivering financial literacy programs, given their close social ties and influence among young people. (Duflo & Saez, 2003) highlight that peer interaction and social environments significantly affect individuals' financial decisions, suggesting that group-based education can amplify learning outcomes. Therefore, strengthening financial literacy through structured and context-specific educational programs is essential to promote rational investment behavior, reduce susceptibility to fraud, and foster long-term financial resilience. By improving knowledge of capital market mechanisms, investment risks, and legal investment instruments, individuals are expected to develop a more positive and realistic perception of investment as a tool for long-term financial planning (Zhou & Fan, 2021).

## METHODS

This community service program was carried out through a series of well-organized stages designed to support participants' progressive understanding of the material. An integrated educational and practical approach was adopted to address participants' limited initial knowledge of financial literacy and capital market investment, as identified through preliminary observations and discussions with local community representatives. This approach was intended to connect conceptual explanations with practical investment activities, allowing participants to better grasp and apply the knowledge delivered during the program.

Members of Karang Taruna Wiradiranda in Meteseh Village were selected as program participants because they are young community members who are increasingly exposed to digital financial services but have limited experience and understanding of capital market investments. Targeting this group was considered relevant because strengthening financial literacy at an early stage is expected to influence long-term financial behavior and decision-making. Accordingly, the chosen methods and participant selection were aligned with the program's objective of promoting informed, responsible, and sustainable investment practices. Planning and preparation stage, as described in Figure 1.

The initial phase of the program focused on planning and preparation. During this stage, the community service team communicated and coordinated with Karang Taruna management to gather information on participants' needs and their initial understanding of financial management and investment. This information was obtained through preliminary discussions and direct observation of the participants' conditions. The findings from this stage served as the basis for designing the educational materials, delivery methods, and implementation strategies to ensure alignment with participants' characteristics and needs.

In addition, the team prepared various supporting materials for the program, including presentation slides, learning modules, educational videos, and evaluation instruments in the form of pre-test and post-test questionnaires. The materials were developed in simple, accessible language and supplemented with examples relevant to participants' daily lives to enhance comprehension. The preparation stage also involved scheduling activities, assigning team roles, and providing the necessary facilities and infrastructure, including multimedia equipment and internet access.



Figure 1. Planning and Preparation Stage

The socialization stage aimed to provide participants with an initial understanding of the importance of financial literacy and investment as integral components of long-term financial planning. During this session, participants were introduced to fundamental investment concepts, the objectives of investing, and the role of investment in improving financial well-being. Furthermore, various capital market investment instruments, such as stocks, bonds, and mutual funds, were explained, including their characteristics, potential returns, and associated risks. The material was delivered through an interactive approach that included visual presentations, educational videos, and open discussions. This approach facilitated two-way communication between the facilitators and participants, enabling participants to actively ask questions, express opinions, and share experiences related to investment topics. Through this method, participants were expected to gain a clearer understanding of the material and become more familiar with technical terms commonly used in the capital market, thereby reducing potential difficulties in comprehending investment-related concepts.

### Investment Practice Training

After participants had acquired a basic understanding of investment concepts, the program continued with a practical investment training session. This

stage was designed to provide participants with direct exposure to real investment processes, enabling them not only to understand theoretical aspects but also to recognize the practical steps required to initiate investment activities in a safe and legally compliant manner. During this session, participants received explanations of the procedures for opening an online securities account with a brokerage firm that is officially registered and supervised by the relevant regulatory authorities.

The community service team explained the required administrative documents, the registration process, and the importance of selecting licensed and trustworthy financial institutions. Subsequently, participants were introduced to commonly used investment applications, including guidance on interpreting available information, understanding portfolio displays, and becoming familiar with transaction features. To enhance participants' understanding, a simulation of investment application usage was conducted. Through this simulation, participants learned the basic transaction flow, starting from selecting investment instruments to understanding the simplified processes of buying and selling. The simulation activities aimed to reduce participants' hesitation and concerns regarding investment activities while simultaneously increasing their confidence in utilizing financial technology.

### **Mentoring and Consultation**

The mentoring stage was implemented to provide continued support to participants after they had received theoretical material and practical training. At this stage, the community service team offered participants the opportunity to engage in direct consultations regarding topics that remained unclear, including investment concepts, application usage, and potential risks associated with investment activities. Mentoring was carried out throughout the program through question-and-answer sessions and small group discussions. In addition, the team provided opportunities for follow-up mentoring after the completion of the main activities, either through face-to-face meetings or via online communication platforms. This approach was intended to help participants apply the knowledge they had acquired and to provide a sense of security for those who wished to begin investing gradually.

### **Program Evaluation and Assessment**

A program evaluation was conducted to assess participants' understanding and the effectiveness of the community service activities. The evaluation employed structured pre-test and post-test instruments comprising multiple-choice and short-answer questions, designed based on the materials delivered, including basic financial literacy concepts, capital market mechanisms, investment instruments, and risk-return considerations. Each correct answer was assigned a score of one, while incorrect answers were scored zero, and the total score represented the participant's level of understanding.

The pre-test was administered before the program to assess participants' initial knowledge, whereas the post-test was conducted after all activities to measure changes in understanding. The assessment results were analyzed using a descriptive-comparative approach, comparing average pre-test and post-test scores to identify improvements in participants' comprehension. In addition to test scores, participant feedback was collected through a simple Likert-scale questionnaire assessing perceptions of material clarity, delivery methods, and the program's perceived benefits.

The evaluation findings served as a basis for reflection and the formulation of recommendations for future community service activities. Through this evaluation approach, the program is expected to provide sustainable contributions to improving financial literacy and investment awareness within the community.

## RESULTS AND DISCUSSION

### Result

The community service program on capital market investment literacy was implemented on November 17, 2025, and involved members of Karang Taruna Wiradiranda. The 20 individuals invited to participate were 10, of whom 10 attended and followed the entire series of activities. Although the attendance rate did not reach full participation, the program was carried out effectively, as evidenced by the high level of participant involvement during discussions, interactive sessions, and practical exercises. The limited number of participants constitutes an important contextual consideration in interpreting the results. However, community service initiatives prioritize the quality of learning interactions and knowledge transfer over broad statistical representation. Therefore, the outcomes of this activity remain relevant for descriptive and reflective evaluation.

#### *Initial Participant Conditions*

Based on initial observations, informal interviews, and introductory questions conducted prior to the delivery of materials, several baseline conditions were identified for the community service activity conducted on November 17, 2025, involving members of Karang Taruna Wiradiranda. Of the 20 individuals invited, 10 participants attended and actively followed the entire series of activities. Although the attendance rate was only 50%, direct observation during implementation indicated that participants remained highly engaged throughout the sessions. They actively participated in discussions, responded to questions, and showed enthusiasm during interactive learning activities and simulation exercises. Field notes indicated that participants frequently asked follow-up questions about real investment practices, signaling a high level of curiosity and motivation to understand capital market mechanisms. The interactive approach used in the activity maintained participant focus and encouraged two-way

communication, contributing to the program's overall effectiveness despite the limited number of attendees.

Observations conducted at the beginning of the activity revealed that participants generally had low levels of capital market investment literacy. During the introductory session, most participants were unable to explain basic concepts such as shares, mutual funds, bonds, risk, return, and diversification. This condition was further confirmed through informal interviews conducted prior to the presentation of the material. One participant stated, "

"I often hear the terms shares and mutual funds, but I do not really understand the difference or how they work".

Another participant admitted,

"I always thought investment was only for wealthy people or those with a lot of money".

These responses illustrate limited conceptual understanding and misconceptions regarding investment accessibility among youth, which aligns with the characteristics of individuals with low financial literacy. Further findings from interviews and group discussions indicated that participants experienced significant difficulty in distinguishing legitimate capital market products from illegal or fraudulent investment schemes. When asked about their knowledge of regulated investment institutions, most participants were unfamiliar with the role of financial authorities such as the Financial Services Authority (OJK) or the Indonesia Stock Exchange (IDX). Several participants admitted they tended to trust investment offers shared on social media or through peer networks without verification. One participant remarked,

"If there is an investment offer with quick profits, I am usually interested because it seems profitable."

Another participant added,

"I don't know the characteristics of fraudulent investments; I usually just follow my friends."

These statements highlight participants' vulnerability to financial scams due to limited knowledge and a lack of critical evaluation skills. Additionally, the results of observations and interviews revealed that participants had no prior exposure to formal capital market investment education. None of the participants had previously attended structured training, seminars, or educational programs related to financial planning or investment. This absence of formal learning

opportunities contributed to low confidence in making financial decisions. One participant expressed,

"I have never joined training like this before, so I have always hesitated to start investing."

Another stated,

"After learning that investment can be started with small capital through official applications, I feel more confident."

These findings indicate that the community service activity successfully addressed participants' initial limitations by providing foundational knowledge, correcting misconceptions, and increasing awareness of safe and accessible investment practices, thereby laying the groundwork for improved financial literacy among Karang Taruna members.

#### *Program Implementation*

The community service activity was delivered through an interactive, participatory learning approach that actively involved participants throughout the learning process. This approach integrated short lectures, guided discussions, live demonstrations, and hands-on practice to accommodate different learning styles among Karang Taruna members. Based on observational data, participants showed higher levels of attention and engagement when the delivery shifted from one-way explanations to interactive dialogue. During the opening session, facilitators introduced fundamental financial literacy concepts, emphasizing the role of investment in long-term financial planning, wealth accumulation, and financial resilience. Participants were encouraged to reflect on their current financial behaviors, such as saving habits and consumption patterns, which helped contextualize investment as a realistic and relevant activity rather than an abstract financial concept.

The introduction of risk and return concepts was intentionally framed with simple, relatable examples drawn from participants' everyday experiences, such as small-business activities, savings practices, and purchasing decisions. Facilitators used analogies comparing investment choices to everyday risk-taking, such as selecting products based on price and quality. Observational notes indicated that this approach significantly improved participants' comprehension, as evidenced by their ability to restate the concepts using their own words during follow-up discussions. Several participants correctly identified that higher potential returns are generally accompanied by higher risk, demonstrating an initial shift away from intuitive assumptions toward more rational financial reasoning.

In the subsequent session, participants were introduced to various types of

capital market instruments, including shares, mutual funds, and exchange-traded funds. Facilitators explained the basic characteristics, potential benefits, and associated risks of each instrument using visual aids and simplified diagrams. This session also included an explanation of the capital market ecosystem, particularly the role of regulatory authorities such as the Financial Services Authority and the Indonesia Stock Exchange in maintaining market transparency and protecting investors. Based on discussion records, participants expressed increased confidence after learning about regulatory oversight mechanisms. Many acknowledged that their previous fears about investment security stemmed largely from a lack of information rather than actual market risks. Community service activities are described in Figure 2.



Figure 2. Community Service Activity Event

To further strengthen participants' understanding of investment safety, the facilitators highlighted common characteristics of fraudulent investment schemes and contrasted them with legitimate capital market products. Participants were asked to analyze several hypothetical investment offers and identify warning signs such as guaranteed returns and a lack of regulatory licensing. Observation data indicated that most participants correctly distinguished between legal and illegal investment scenarios after the session. This exercise contributed to a noticeable increase in participants' critical thinking skills and awareness of investment-related risks, particularly in the context of offers circulating through social media and informal networks.

The practical session constituted a core component of the activity, aiming to translate theoretical knowledge into practical skills. Participants were guided step by step in using the official investment applications installed on their personal mobile devices. Facilitators demonstrated how to navigate the application interface, search for securities, and access basic market information. Participants were then instructed to observe real-time price movements and identify patterns using simple price charts. Field observations showed that participants were highly

engaged during this session, frequently asking questions and assisting one another in completing the tasks.

During hands-on practice, participants were introduced to basic chart interpretation, including recognizing upward and downward trends and understanding simple indicators such as price fluctuations over time. Although most participants had no prior experience with market charts, gradual guidance enabled them to follow the process effectively. Several participants demonstrated improved digital financial skills, as evidenced by their ability to independently locate stock information and explain observed price changes. This finding suggests that practical exposure significantly increased participants' confidence and reduced psychological barriers to participation in the capital market.

To minimize financial risk while maximizing learning outcomes, participants were encouraged to conduct investment simulations using hypothetical funds. This simulation allowed participants to experience the decision-making process involved in selecting investment instruments, determining purchase timing, and evaluating potential outcomes. Observational data revealed that participants actively discussed their simulated investment choices and reflected on possible risks and returns. The use of simulation fostered experiential learning, enabling participants to internalize investment principles without the pressure of real financial loss. Overall, the interactive, practice-oriented implementation approach proved effective in improving participants' understanding, skills, and confidence in capital market investment.

#### *Program Outcomes*

The program's outcomes were assessed through observation, participant responses, and comparisons of conditions before and after the activity. The results are summarized in Table 1.

Table 1. Changes in Investment Literacy Indicators Before and After the Program

Indicator	Before the Program	After the Program
Investment knowledge	Very limited understanding	Improved comprehension of basic investment concepts
Capital market understanding	No conceptual awareness	Basic understanding of market mechanisms
Investment attitude	Fearful and hesitant	More confident and receptive
Practical investment skills	Unfamiliar with procedures	Able to perform basic investment simulations

Although the indicators presented are qualitative, the improvements were supported by observable changes in participant behavior. After the program, participants were able to explain fundamental investment concepts, respond correctly to follow-up questions, and independently navigate investment applications during simulation activities. In addition, several participants expressed interest in initiating actual investment activities using small amounts of

capital. This indicates a positive shift not only in knowledge but also in attitudes and readiness to engage in capital market investment.

The observed improvements in participants' knowledge, attitudes, and practical abilities are consistent with financial literacy theory, which suggests that education is a key determinant of financial behavior. Financial literacy encompasses not only knowledge but also skills and attitudes that influence individuals' financial decision-making. The increased confidence toward investment observed among participants can be attributed to reduced information gaps. Prior to the activity, fear and hesitation were largely driven by limited access to accurate information and practical experience. Through structured explanations and guided practice, participants gained a clearer understanding of investment processes, thereby reducing perceived risk and uncertainty.

These findings align with previous studies indicating that financial education programs can enhance investment awareness and participation, particularly among youth and community groups with limited exposure to formal financial education. From a behavioral finance perspective, the program also helped mitigate psychological barriers such as excessive risk aversion and fear of loss.

#### *Reflection and Program Limitations*

Despite the positive outcomes, several limitations should be acknowledged. First, the number of participants was relatively small, which restricts the generalizability of the findings. Second, the evaluation of outcomes relied mainly on qualitative observations rather than standardized pre- and post-test measurements, which could have provided stronger empirical evidence. Furthermore, the activity was conducted in a single session, which may affect the sustainability of the learning outcomes. Future community service programs are therefore recommended to involve a larger number of participants, incorporate quantitative evaluation instruments, and include follow-up activities to reinforce learning and behavioral change. Nevertheless, within these limitations, the program demonstrates that practical, targeted investment education can meaningfully improve financial literacy and investment readiness among community-based youth organizations.

#### **Discussion**

The findings of this community service activity confirm that targeted investment education plays a crucial role in improving financial literacy among youth-based community groups. Consistent with financial literacy theory, limited knowledge and experience are key factors contributing to poor financial decision-making, particularly among young individuals (Rosenberg et al., 2022); (DeLiema, 2023). The observed improvement in participants' understanding of basic capital market concepts supports previous studies indicating that structured financial education programs significantly enhance investment awareness and

comprehension (Shameel, 2025). Furthermore, the shift in participants' perceptions from viewing investment as risky and exclusive to recognizing it as regulated and accessible aligns with findings by Malik, (2023), who emphasize that increased knowledge reduces financial anxiety and misinformation.

The interactive and participatory learning approach applied in this program also contributed substantially to its effectiveness. Prior research highlights that experiential learning methods, such as simulations and hands-on practice, are more effective than traditional lecture-based approaches in financial education (Chen, 2025); (Pérez-Guillén, 2025). The use of real-life examples and digital investment applications enabled participants to connect abstract concepts with practical experiences, thereby enhancing cognitive engagement and retention (Zhang, 2024). Additionally, the integration of digital platforms reflects current trends in financial behavior, with technology-mediated investment increasingly dominant among younger generations (Nwaimo, 2024). This confirms that contextual and technology-based learning strategies are essential for improving financial literacy in contemporary settings.

Beyond knowledge acquisition, the program also influenced participants' financial attitudes and behavioral intentions. Increased awareness of risk, return, and financial planning indicates progress toward more rational and responsible investment behavior (Gutsche, 2023). Studies have shown that financial education not only improves knowledge but also shapes attitudes and confidence, which are critical determinants of actual financial behavior (Horani, 2023); (Ali, 2021). The participants' improved ability to identify fraudulent investment schemes further supports research emphasizing the role of literacy in investor protection and fraud prevention (Yadav, 2025). Overall, these findings suggest that community-based investment education programs can serve as an effective initial intervention to foster sustainable financial literacy and prudent financial behavior among youth communities.

## CONCLUSIONS AND SUGGESTIONS

The capital market investment socialization activity for members of Karang Taruna Wiradiranda was successfully implemented, achieving its objectives and enhancing participants' financial literacy. The activity enhanced participants' understanding, skills, and attitudes toward capital market investment, as evidenced by increased knowledge of regulated and accessible investment mechanisms, improved awareness of long-term financial planning, and a more rational perspective on investment risks and decision-making. Through structured material delivery and hands-on practice using digital investment platforms, the program effectively shifted participants' initial misconceptions and served as an important initial step in fostering sustainable financial literacy among youth-based community groups.

Based on the results of the community service program, it is recommended that the capital market investment socialization model be further developed and replicated in similar community settings, particularly youth-based organizations. Future programs may adopt a structured, practice-oriented approach that integrates basic investment theory with hands-on simulations on digital investment platforms. To enhance sustainability, the program's replication should be accompanied by follow-up mentoring and collaboration with academic or capital-market institutions. This approach is expected to strengthen participants' understanding, support the application of investment knowledge in real-world contexts, and ensure broader, long-term improvements in financial literacy.

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