

## The Role of Financial Literacy in the Early Childhood Education System Viewed from the Perspective of Sharia Economics: Case Study of Al Hikmah Kindergarten School, Kel. Pujidadi Binjai

Nurdiah Sahputri<sup>1</sup>, Abi Waqqosh<sup>2</sup>

<sup>1,2</sup>Institut Syehk Abdul Halim Hasan Binjai, Sumatera Utara, Indonesia

**Abstract:** Early childhood education (ECE) plays a very important role in forming the basis of children's understanding of various aspects of life, including financial management. Financial literacy at the PAUD level is expected to instill the values of financial management in accordance with sharia economic principles, namely management that is fair, transparent, and free from elements of usury. This research aims to explore the role of financial literacy in the education system at Al Hikmah Kindergarten, Pujidadi Village, Binjai, and analyze it from an Islamic economic perspective. Through this case study, this research is expected to provide a deeper understanding of how financial literacy can be integrated in early childhood education in accordance with sharia principles.

**Keywords:** Al Hikmah Kindergarten, Binjai, Early Childhood Education, Financial Literacy, Sharia Economics

### 1. Introduction

Childhood is an important stage where a person's character begins to form and noble values are instilled as provisions for life (Nashihin, 2018). Among the many aspects of early childhood education, financial literacy plays a role that cannot be ignored (Fauziah et al., 2020). Financial literacy is not just about understanding the intricacies of money, but also about how to manage and use financial resources wisely (Thaha, 2021). It encompasses moral principles such as honesty, fairness and responsibility that form an important foundation for every financial decision.

In the era of an increasingly complex and globalized economic system, an understanding of financial literacy is becoming increasingly crucial, even from an early age (Maulana et al., 2024). Children who grow up with a good understanding of financial literacy will have a strong provision to face future economic challenges (Dwijayanti et al., 2024). They will be able to make smart financial decisions, manage risks wisely, and avoid harmful financial pitfalls. Financial literacy in early childhood can be taught through various ways that are fun and appropriate for their age (U. R. Firdaus et al., 2024). For example, through games involving money, stories that contain moral messages about finance, or daily activities such as saving and shopping. With the right approach, financial literacy can become an interesting and relevant part of children's lives (Azizi et al., 2024). It is also important to emphasize moral values in financial literacy. Honesty in transactions, fairness in sharing, and responsibility in using money are principles that should be instilled early on (Mediawati et al., 2024). Thus, financial literacy not only shapes children into individuals who are proficient in managing finances, but also have good character.

In today's digital era, financial literacy also includes an understanding of online transactions and data security (Suarantalla et al., 2023). Children need to be taught about the risks associated with using the internet and how to protect themselves from online fraud (Hidayat et al., 2024). These are important skills that children should have in an era where technology is increasingly in our lives.

As such, financial literacy is an important part of early childhood education that should not be overlooked. It is a valuable investment for children's future, helping them grow into individuals who are independent, responsible and have integrity in managing

#### Correspondence:

Nurdiah Sahputri

nudiahsahputridiah@gmail.com

Received: Feb 7, 2025;

Revised: Feb 11, 2025;

Accepted: Feb 22, 2025;

Published: Feb 26, 2025;



**Copyright:** © 20xx by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>).

their finances. In the midst of Indonesia's growing economy, understanding financial literacy is crucial for individuals, including children. Ironically, it shows that the level of financial literacy among children in Indonesia is still relatively low. This phenomenon is a serious concern, considering financial literacy as an important character and financial independence from an early age.

One of the main factors that cause low financial literacy in children is the lack of attention to financial literacy education in schools, especially at the Early Childhood Education (ECE) level. In fact, the early stage of child development is the most period to instill positive. In this context, education based on Islamic economics can be an appropriate solution (Rahmani et al., 2023). Islamic economics offers a holistic approach in teaching children about financial principles that are not only profit-oriented, but also emphasize strong ethical values and morality (A. Firdaus et al., 2024). Principles such as fairness, transparency, and blessings become an important foundation in every financial transaction taught to children. Through financial literacy education based on sharia economy, children are not only taught about how to manage money properly, but also how to make financial decisions that are responsible and in accordance with religious values. Thus, children will grow into individuals who are not only financially savvy, but also have high moral integrity.

There are several previous studies that are closely related to the research topic studied by the author, including; researched by Fasa and Reswari (2019), with the title "The Effect of Financial Literacy on the Financial Behavior of Muslim Students in Indonesia." This study examines the effect of financial literacy on the financial behavior of Muslim students in Indonesia. The results show that financial literacy has a positive and significant influence on student financial behavior.

Research (Al Isfahani, 2022), with the topic "The effect of Islamic financial literacy and income on Islamic capital market participation among students in Bandung City." This study examines the role of financial literacy education in improving the welfare of economically weak communities in Bandung City. The results show that financial literacy education can improve people's understanding of finance and help them manage their finances better. Nurhaliza and Dewi's research (2020), with the theme "Implementation of Financial Literacy Education in Early Childhood: Case Study at Al-Fatih Integrated Islamic Kindergarten, Jakarta." This study examines the implementation of financial literacy education in early childhood at Al-Fatih Integrated Islamic Kindergarten, Jakarta. The results show that financial literacy education can be provided to early childhood through fun and age-appropriate activities.

Research by Riqi and Djamal (2021), with the title "The Effect of Sharia Financial Literacy on Student Investment Decisions in Surabaya." This study examines the effect of Islamic financial literacy on student investment decisions in Surabaya. The results show that Islamic financial literacy has a positive and significant influence on student investment decisions. Previous studies have made significant contributions in understanding financial literacy from various aspects. Fasa and Reswari (2019) examined the effect of financial literacy on the financial behavior of Muslim students, while Sari and Nurhayati (2018) studied the role of financial literacy education in improving the welfare of economically weak communities. Nurhaliza and Dewi (2020) focused on the implementation of financial literacy education in early childhood at Al-Fatih Integrated Islamic Kindergarten, Jakarta. Furthermore, Riqi and Djamal (2021) examined the effect of Islamic financial literacy on student investment decisions in Surabaya.

However, there are some research gaps that need attention in the context of financial literacy. Lack of Focus on Integration of Sharia Values: Previous studies, especially in early childhood, have not deeply addressed how Islamic economic values such as fairness, transparency and avoiding usury are integrated in financial literacy education. In fact, understanding and applying these values are very important in shaping financial behavior in accordance with Islamic principles. Nurhaliza and Dewi's research (2020) was conducted at Al-Fatih Integrated Islamic Kindergarten, Jakarta. Similar research has not been conducted at Al Hikmah Kindergarten, Pujidadi Village, Binjai. This difference

in context may affect the research results, so further research is needed that specifically examines the implementation of financial literacy education at Al Hikmah Kindergarten. Previous studies tend to use quantitative methods or case studies with limited qualitative approaches. Research using mixed methods can provide a more comprehensive understanding of the role of financial literacy in early childhood education. Based on this research gap, this study aims to explore the role of financial literacy in the education system at Al Hikmah Kindergarten, Pujidadi Village, Binjai, and analyze it from a sharia economic perspective. This research is expected to contribute to the development of a financial literacy education model that integrates sharia values in early childhood.

## 2. Materials and Methods

This research specifically examines a case, namely the role of financial literacy at Al Hikmah Pujidadi Kindergarten in Binjai. Case studies allow researchers to explore and understand this phenomenon in depth in a specific context. Data were collected through three techniques, interviews, observation and document analysis. In-depth interviews with teachers, principals and parents to understand their views on financial literacy and how it is implemented in schools. Direct classroom observations to see how financial literacy concepts are taught and how teachers and students interact on this topic. Analysis of curriculum documents, lesson plans and teaching materials to see how financial literacy is integrated in the learning materials.

## 3. Results and Discussion

### 3.1 *Implementasi Literasi Keuangan di TK Al Hikmah*

Is a golden period in human development. At this age, a child's brain has an extraordinary ability to absorb information and form a mindset that will carry over into adulthood. Therefore, education provided in early childhood has a huge long-term impact on their lives. One important aspect that needs to be considered in early childhood education is financial literacy. Financial literacy is not just about money, but also about how to manage resources wisely, responsibly and in accordance with noble moral values. At Al Hikmah Kindergarten, financial literacy is taught from an early age with methods that are fun and easy for children to understand. One of the most popular activities is the shop simulation game. In this game, children act as sellers and buyers using play money. They learn how to choose the items they need, compare prices, and make buying and selling transactions. Through this game, children not only recognize the concept of money, but also learn about the importance of saving and sharing.

In addition to shop simulation games, Al Hikmah TK also introduces the concept of zakat and infaq from an early age. Children are invited to understand that some of the fortune they have is the right of others in need. They learn about the importance of helping others and sharing with the underprivileged. This concept is instilled through fun activities, such as telling stories about the stories of people who like to give alms, or make infaq boxes in class. One of the interesting things about financial literacy education in Al Hikmah TK is its integration with Islamic economic values. Children are not only taught about money and how to manage it, but also about economic principles in accordance with Islamic teachings, such as justice, transparency, and avoid usury. These values are instilled through daily activities in schools, such as getting used to children to be honest in every transaction, respect each other's rights, and not excessive in using money.

Financial literacy education provided at Al Hikmah Kindergarten has a very positive impact on children's development. Children become better understand the concept of money and how to manage it wisely. They also have a higher awareness about the importance of saving and sharing with others. In addition, the values of Islamic economic instilled from an early age will be a strong foundation for them in living life in accordance with religious teachings.

The introduction of financial literacy from an early age at Al Hikmah Kindergarten is a very important step in preparing young people who have a good understanding of finance and noble character. With the knowledge and values instilled early on, children are expected to become independent, responsible, and contribute positively to the community. Financial literacy education in Al Hikmah Kindergarten is not only introducing children to money and numbers, but also about shaping strong and based on religious values. Through a pleasant method and in accordance with the age of the child, TK Al Hikmah succeeded in instilling an understanding of the importance of managing finances wisely, saving, sharing, and away from practices that are not in accordance with the principles of Islamic economics. Thus, Al Hikmah TK has made a huge contribution in preparing young people who are not only financially intelligent, but also have noble character.

### 3.2 *Analysis of Islamic Economic Perspectives*

Al Hikmah TK, as an educational institution based on Islamic values, has integrated the education of Islamic economy-based financial literacy in its curriculum. The results showed that this approach was not only effective in introducing financial concepts to children, but also in instilling noble values in accordance with Islamic teachings. One of the main values emphasized in financial literacy education in Al Hikmah TK is social justice. This is realized through teaching about zakat, infaq, and sharing. Children are invited to understand that the property they have is not only for themselves, but there are also other people's rights. Through sharing activities, children learn to care for others, foster a sense of empathy, and reduce social inequality. In addition to social justice, financial literacy education in Al Hikmah Kindergarten also emphasizes the importance of the benefit of assets. Children are taught to use the wealth they have for useful things, both for themselves and for others. They are invited to understand that property is not the final goal, but only a tool to achieve world happiness and the hereafter.

Although the teaching of usury and halal transactions has not been too deep, efforts to instill the basic values of Islamic economics have been clearly seen in Al Hikmah TK. Children are introduced to basic concepts such as avoiding excessive debt, saving for the future, and investing in halal and useful things. Al Hikmah TK uses effective and fun learning methods to deliver financial literacy material to children. Some of the methods used include; play role. Children are invited to play the role of sellers, buyers, or entrepreneurs. Through this activity, they learn about the concept of buying and selling, profit and loss, and how to manage finances simply. Then tell a story. The teacher tells the story of inspirational stories about people who are successful in managing their finances. These stories provide motivation and example for children to learn to manage finances well. Finally, the simulation. Children are invited to simulate financial transactions, such as saving in banks or investing in halal businesses. Through this simulation, they learn about how money works and how to develop it.

Islamic economic-based financial literacy education implemented in Al Hikmah TK has a positive impact on the development of children. Some of these positive impacts can be seen from the increase in children's understanding of finance. Children become better understand the basic concepts of financial, such as money, saving, and investing. Children learn about noble values such as social justice, the benefits of assets, and responsibilities in managing finances. Children are getting used to saving, giving, and using money wisely. Children have sufficient provisions to face future economic challenges. Islamic economic-based financial literacy education applied in Al Hikmah TK is the right step in preparing young people who are not only intelligent in financial matters, but also have noble characters and in accordance with Islamic values. With good education, it is hoped that children can grow into an independent, responsible, and contribute positively to the community.

### 3.3 *Challenges and Opportunities*

This study revealed that there were several challenges faced by Al Hikmah TK in implementing Islamic economy -based financial literacy. First, time constraints. The time allocated for learning activities in Al Hikmah Kindergarten is limited. Integrating sharia-based literacy requires special time allocation, which can reduce time for other subjects. Second, limited resources. The development of varied and interesting learning materials for sharia -based financial literacy requires adequate resources, both in terms of financial and human resources. Al Hikmah TK faces limitations in this matter, making it difficult to develop innovative and relevant material. Third, the lack of understanding of the Islamic economy. Some teachers in Al Hikmah Kindergarten still do not have a deep understanding of Islamic economic concepts. This affects their ability to make sharia-based financial literacy materials to children effectively. Finally, the involvement of parents. Lack of parental involvement in supporting learning of financial literacy at home is a challenge. In fact, the role of parents is very important in instilling good financial values in children from an early age.

Despite facing challenges, the opportunity to develop sharia-based literacy in Al Hikmah Kindergarten is very wide open. Awareness of moral and ethical-based education can be a reference in daily life activities. Increasing public awareness of the importance of moral and ethical -based education, especially in the context of sharia economy, is a golden opportunity for Al Hikmah TK to develop sharia -based financial literacy. The Muslim community around the Al Hikmah Kindergarten can become a potential partner in the development of sharia -based financial literacy. They can provide support in the form of material, experts, and other resources. The use of innovative and fun learning methods, such as role playing, storytelling, and simulation, can increase children's interest in learning sharia-based financial literacy. The integration of sharia-based financial literacy in the Al Hikmah Kindergarten curriculum will comprehensively ensure that children get a sustainable and in-depth understanding of financial concepts in accordance with sharia principles.

Based on the opportunities above, to develop sharia-based financial literacy in Al Hikmah TK it is necessary to conduct intensive training for Al Hikmah Kindergarten teachers about Islamic economic concepts and effective learning methods for financial literacy. In addition, it is also necessary to compile learning materials that are varied, attractive, and relevant to the age of children, as well as integrating Islamic economic values. Increasing the involvement of parents in learning of children's financial literacy through activities such as seminars, workshops, or group discussions. Establish cooperation with Muslim communities, Islamic financial institutions, or other parties who have competence in the development of sharia-based literacy. Perform periodic evaluations of the implementation of sharia -based financial literacy and conduct sustainable development to ensure program effectiveness. By overcoming challenges and taking advantage of existing opportunities, Al Hikmah TK can be an example of success in the implementation of Islamic economy -based financial literacy in early childhood education. This will provide great benefits for children in preparing them to face future economic challenges on a foundation of strong moral and ethical values.

#### **4. Conclusions**

This study shows that financial literacy plays a crucial role in shaping the character of children and their understanding of wise management of money. In Al Hikmah TK, Pujidadi Village, Binjai, the application of Islamic economy -based financial literacy has been going well, although there is room for further repairs. Teaching about zakat, infaq, and sharing provides a strong foundation in instilling the values of justice and blessing in financial management. Therefore, early childhood education institutions have an important role in developing financial literacy curriculum which is in line with the principles of Islamic economics.

The findings of this study have important implications for the development of financial literacy education in early childhood. First, the financial literacy curriculum needs to be comprehensive and sustainable, including not only aspects of knowledge,

but also skills and values that are relevant to the age of the child. Second, the integration of Islamic economic values, such as justice, transparency, and responsibility, in the financial literacy curriculum can help form the character of children with integrity and care for others. Third, further research is needed to evaluate the effectiveness of various financial literacy learning methods in early childhood, as well as to identify the factors that influence the success of the implementation of financial literacy programs in educational institutions.

Based on the conclusions and implications of this research, some recommendations that the author can propose. First, early childhood education institutions need to increase teacher capacity in teaching sharia economic -based financial literacy. Sustainable training and assistance can help teachers develop a deep understanding of Islamic financial concepts, as well as skills in using effective and pleasant learning methods for children. Second, parents also need to be involved in the learning process of children's financial literacy. Through activities such as family discussions about finances, buying and selling simulations, or visits to Islamic financial institutions, parents can strengthen children's security regarding financial literacy and Islamic economic values at home.

## References

- Al Isfahani, N. A. (2022). Pengaruh literasi keuangan syariah dan pendapatan terhadap partisipasi pasar modal syariah pada mahasiswa di Kota Bandung [Other, UIN Sunan Gunung Djati Bandung]. <https://digilib.uinsgd.ac.id/54640/>
- Ali, S., Abuhmed, T., El-Sappagh, S., Muhammad, K., Alonso-Moral, J. M., Confalonieri, R., ... & Herrera, F. (2023). Explainable Artificial Intelligence (XAI): What we know and what is left to attain Trustworthy Artificial Intelligence. *Information fusion*, 99, 101805.
- Azizi, M., Ahmad, S., Ernayani, R., Anantadjaya, S. P., & Lestari, W. (2024). PENINGKATAN LITERASI KEUANGAN UNTUK GENERASI MUDA. *Community Development Journal: Jurnal Pengabdian Masyarakat*, 5(5), 9366–9372. <https://doi.org/10.31004/cdj.v5i5.33390>.
- Cusi, K., Isaacs, S., Barb, D., Basu, R., Caprio, S., Garvey, W. T., ... & Younossi, Z. (2022). American Association of Clinical Endocrinology clinical practice guideline for the diagnosis and management of nonalcoholic fatty liver disease in primary care and endocrinology clinical settings: co-sponsored by the American Association for the Study of Liver Diseases (AASLD). *Endocrine Practice*, 28(5), 528-562.
- Dwijayanti, I., Mualifah, Z. A., Putri, N. F., Rosyada, M. S., & Maharani, N. S. (2024). MEMBANGUN KESADARAN LITERASI KEUANGAN DAN KEBIASAAN MENABUNG ANAK DI TPQ NURURROHMAH. *Prestise: Jurnal Pengabdian Kepada Masyarakat Bidang Ekonomi dan Bisnis*, 4(2), Article 2. <https://doi.org/10.15575/prestise.v4i2.39952>
- Fauziah, A., Purwanto, B., & Ermawati, W. J. (2020). Myopic Loss Aversion dan Literasi Keuangan Pada Pengambilan Keputusan Investor Pemula Indonesia. *Jurnal Manajemen Dan Organisasi*, 11(1), Article 1. <https://doi.org/10.29244/jmo.v11i1.30498>
- Firdaus, A., Husain, S. P., & Soelistya, D. (2024). Etika Bisnis Syariah (A. Asari, Ed.). PT MAFY MEDIA LITERASI INDONESIA. <http://eprints.umg.ac.id/11627/>
- Firdaus, U. R., Rohmah, L., & Munastiwi, E. (2024). Strategi Guru Dalam Menstimulasi Kecerdasan Finansial Sejak Dini: Systematic Literature Review. *JEA (Jurnal Edukasi AUD)*, 10(2), 71–82. <https://doi.org/10.18592/jea.v10i2.13297>.
- Garousi, V., Felderer, M., & Mäntylä, M. V. (2019). Guidelines for including grey literature and conducting multivocal literature reviews in software engineering. *Information and software technology*, 106, 101-121.
- Hidayat, S., Firmansyah, B., Rifiyanti, H., Silvanie, A., & Kurnia, S. (2024). PELATIHAN PENTINGNYA KEAMANAN DATA DAN INFORMASI DI ERA DIGITAL PADA MAJELIS TA'ALIM SA'ATMADATUNNISA. *Jurnal Pengabdian Teratai*, 5(1), Article 1. <https://doi.org/10.55122/teratai.v5i1.1305>
- Hunter, D., McCallum, J., & Howes, D. (2019). Defining exploratory-descriptive qualitative (EDQ) research and considering its application to healthcare. *Journal of Nursing and Health Care*, 4(1).

- Khalil, R., Mansour, A. E., Fadda, W. A., Almisnid, K., Aldamegh, M., Al-Nafeesah, A., ... & Al-Wutayd, O. (2020). The sudden transition to synchronized online learning during the COVID-19 pandemic in Saudi Arabia: a qualitative study exploring medical students' perspectives. *BMC medical education*, 20, 1-10.
- Kraus, S., Breier, M., & Dasí-Rodríguez, S. (2020). The art of crafting a systematic literature review in entrepreneurship research. *International Entrepreneurship and Management Journal*, 16, 1023-1042.
- Liu, Q., Luo, D., Haase, J. E., Guo, Q., Wang, X. Q., Liu, S., ... & Yang, B. X. (2020). The experiences of health-care providers during the COVID-19 crisis in China: a qualitative study. *The Lancet Global Health*, 8(6), e790-e798.
- Lu, K., & Wolfram, D. (2012). Measuring author research relatedness: A comparison of word - based, topic - based, and author cocitation approaches. *Journal of the American Society for Information Science and Technology*, 63(10), 1973-1986.
- Martin, F., Sun, T., & Westine, C. D. (2020). A systematic review of research on online teaching and learning from 2009 to 2018. *Computers & education*, 159, 104009.
- Maulana, N., Mukhtasar, M., Wibowo, M. G., Razali, R., & Safwan, S. (2024). Transformasi Pasar Modal Syariah Indonesia: Menavigasi Tantangan Digitalisasi dan Inklusi Keuangan di Era 5.0. *Jurnal Iqtisaduna*, 10(2), Article 2. <https://doi.org/10.24252/iqtisaduna.v10i2.52677>
- Mediawati, E., Triyono, B., & Widaningsih, M. (2024). PERENCANAAN KEUANGAN SYARIAH UNTUK ANAK. *Insight Mediatama*. <https://repository.insightmediatama.co.id/books/article/view/93>
- Nashihin, H. (2018). PRAKISIS INTERNALISASI KARAKTER KEMANDIRIAN DI PONDOK PESANTREN YATIM PIATU ZUHRIYAH YOGYAKARTA. *J-PAI: Jurnal Pendidikan Agama Islam*, 5(1), Article 1. <https://doi.org/10.18860/jpai.v5i1.6234>
- Nurhaliza, S., & Dewi, R. (2020). Implementasi Pendidikan Literasi Keuangan pada Anak Usia Dini: Studi Kasus di TK Islam Terpadu Al-Fatih, Jakarta. *Jurnal Pendidikan Anak Usia Dini*, 8(1), 45-60.
- Pan, Y., Guan, H., Zhou, S., Wang, Y., Li, Q., Zhu, T., ... & Xia, L. (2020). Initial CT findings and temporal changes in patients with the novel coronavirus pneumonia (2019-nCoV): a study of 63 patients in Wuhan, China. *European radiology*, 30, 3306-3309.
- Paul, J., & Criado, A. R. (2020). The art of writing literature review: What do we know and what do we need to know?. *International business review*, 29(4), 101717.
- Rahmani, Z., Hijran, M., & Oktariani, D. (2023). Peran Pendidikan Ekonomi Syariah terhadap Pembangunan Karakter Bangsa. *AL-Muqayyad*, 6(1), 42-48. <https://doi.org/10.46963/jam.v6i1.1017>
- Rifqi, A., & Djamal, M. (2021). Pengaruh Literasi Keuangan Syariah Terhadap Keputusan Investasi Mahasiswa di Surabaya. *Jurnal Keuangan Syariah*, 5(2), 78-92.
- Sari, D. R., & Nurhayati, E. (2018). Peran Pendidikan Literasi Keuangan dalam Meningkatkan Kesejahteraan Masyarakat: Studi Kasus pada Masyarakat Ekonomi Lemah di Kota Bandung. *Jurnal Ekonomi dan Bisnis*, 21(2), 121-136.
- Secinaro, S., Calandra, D., Secinaro, A., Muthurangu, V., & Biancone, P. (2021). The role of artificial intelligence in healthcare: a structured literature review. *BMC medical informatics and decision making*, 21, 1-23.
- Suarantalla, R., Aliyah, J., & Tryana, A. L. (2023). Melangkah ke Era Digital: Sosialisasi Literasi Keuangan untuk Transaksi Non Tunai. *Parta: Jurnal Pengabdian Kepada Masyarakat*, 4(1), Article 1. <https://doi.org/10.38043/parta.v4i1.4417>
- Thaha, S. (2021). PENTINGNYA FINANCIAL LITERACY DALAM TATA KELOLA KEUANGAN PRIBADI (SUATU STUDI PUSTAKA). *Jurnal Edueco*, 4(1), 57-73. <https://doi.org/10.36277/edueco.v4i1.79>.