

Indonesian government educational initiatives to enhance financial literacy: Approaches, digital applications and future policy recommendations

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Abstract The Indonesian government has prioritized the improvement of public financial literacy amid the ongoing expansion of the financial sector. The 2025 national poll reveals a little increase relative to the previous year. Despite this progress, significant shortcomings remain, allowing illegal financial transactions to continue posing substantial risks to the public. This study aims to identify government-sponsored financial education programs and evaluate the effectiveness of various strategies in improving public financial literacy awareness. A systematic evaluation employing the PRISMA 2020 approach was performed to evaluate the educational programs enacted by the Indonesian government. Initially, 100 materials, including journal articles, working papers, research publications, e-magazines, and statistics records from 2015 to 2025, were sourced from OJK's website. The final inclusion consisted of 17 documents identified as the data sources for analysis. The documents pertinent to this study are exclusively accessible within the two-year period from 2024 to 2025. The findings indicate that the Indonesian government has executed 46,766 educational initiatives to improve public financial literacy awareness. Socialization is the most frequently implemented educational activity among the initiatives, carried out through both offline and online mediums. The distribution through digital media indicates a significant amount of published content, amounting to 50,415. Instagram emerged as the most effective channel, despite having less publications than other platforms. Ultimately, despite the growing array of educational activities, it is advisable for the government to broaden and vary its educational program techniques to enhance the overall effectiveness of financial literacy initiatives. These studies provide evidence-based recommendations to improve Indonesia's state financial education programs.

Keywords: educational program, financial awareness, literacy, systematic review

1. Introduction

Financial literacy denotes an individual's capacity to comprehend and effectively manage personal finances to enhance financial stability, long-term resilience, and general well-being (Widiawati, 2020). In Indonesia, financial literacy has become a national concern, prompting the government to implement initiatives aimed at improving public understanding of financial management (Otoritas Jasa Keuangan, 2023). The Financial Services Authority (Otoritas Jasa Keuangan – OJK), in collaboration with the Central Bureau of Statistics (Badan Pusat Statistik – BPS), performs an annual National Survey of Financial Literacy and Inclusion to evaluate advancements and guide the formulation of forthcoming financial literacy and inclusion initiatives (Otoritas Jasa Keuangan, 2021). The 2025 survey reveals that Indonesia's financial literacy index reached 66.46%, representing a little increase over the previous year's 65.43% (Otoritas Jasa Keuangan, 2025a).

Despite the rise in financial literacy, significant gaps remain, enabling illicit financial activities to present serious risks to the public (Ramadini, 2024). From January to August 2025, the Financial Services Authority (Otoritas Jasa Keuangan, 2025b) documented 46,665 instances of fraudulent investment schemes and illegal online lending. These behaviors have caused considerable and lasting harm to society. In 2022, financial losses were over 120 trillion rupiah, equivalent to roughly 7 billion US dollars (Puspadini, 2023). Thus, these conditions underscore that financial literacy encompasses not only the retention of financial information but also individuals' attitudes, behaviors, and capacities to identify and avoid harmful financial practices, including excessive debt and online fraud (Napitupulu et al., 2025).

The Financial Services Authority (OJK), as a governmental regulatory body, has consistently improved its strategies to boost public financial literacy (Otoritas Jasa Keuangan, 2021). The Otoritas Jasa Keuangan Regulation of the Republic of Indonesia Number 3 of 2023 governs the enhancement of financial literacy and inclusion within the financial services sector for consumers and the wider community, permitting various educational methodologies to be utilized. These include socialization events, workshops, mentoring, community training, outreach activities, and gamification-based education. Each component

seeks to enhance public understanding, improve practical financial skills, and ensure that financial literacy instruction is delivered through diverse, accessible, and engaging methods (Otoritas Jasa Keuangan, 2023). Recognizing the patterns, deficiencies, and optimal strategies to promote continuous improvement is essential for improving public awareness and strengthening financial literacy.

This study aims to evaluate the educational programs implemented by OJK to enhance financial literacy awareness within its educational activities over a decade from 2015 to 2025. The investigation will thoroughly evaluate all relevant documents released by OJK on its official website to verify the data's veracity. This study will identify patterns, evaluate the most successful online platforms, assess existing gaps, and quantify the efforts made by the OJK through educational activities. Ultimately, the outcomes are expected to improve OJK's strategic approaches and inform future policy recommendations for advancing financial literacy education programs. Consequently, the study is essential to be carried out.

This study is crucial due to the increasing demand from the public, intellectuals, and academics for the Indonesian government to evaluate its educational programs. Notwithstanding the execution of many programs and activities, several require enhancement in their evaluation via a more systematic methodology (Wuryasti, 2022). The delivery techniques utilized in these programs raise inquiries regarding their intelligibility, accessibility, and pertinence to diverse audiences (Riswan, 2022). Moreover, the effectiveness of the educational programs is rarely subjected to ongoing monitoring or evaluation (Elizabeth, 2022). The lack of evaluation may intensify the persistent gap in financial literacy, especially between urban and rural populations in Indonesia (Otoritas Jasa Keuangan, 2025a).

Notably, research on government initiatives, particularly those concerning financial literacy programs implemented by the Indonesian government, remains limited. A study by Mubarok (2025) examined OJK's educational initiatives for prospective leaders using a descriptive analytical methodology, while the research by Suleiman et al. (2022) primarily outlined the various literacy programs provided by the Indonesian government as policy recommendations. However, these studies do not offer a comprehensive study of the educational programs of the Indonesian government. The critique of document reviews over an extended duration is likewise constrained. The gap in the literature underscores the importance of the present study, which seeks to provide a more thorough and analytical evaluation of Indonesian financial literacy educational programs.

The need to undertake this research arises from the necessity to evaluate the initiatives and endeavors implemented by the Indonesian government. This study is expected to provide the government with guidance for enhancing the financial literacy of the populace. The slight year-on-year rise indicated by the surveys strongly suggests the necessity for ongoing review. The data derived from government records, publicly accessible during the past decade, will elucidate the critical importance of scientific data based on the existing database.

2. Materials and Methods

This section outlines the methodology and materials utilized in the study. It provides a thorough explanation of the study strategy, data sources, and procedures employed for data analysis. This study employed a systematic review methodology to facilitate the data analysis process, formulate recommendations, and ultimately derive conclusions based on the study's data and analysis. This strategy enables researchers to acquire comprehensive insights from current data that cannot be addressed by a singular study (Lamé, 2019). Therefore, this represents the optimal technique given the research aims and design. The PRISMA 2020 approach is utilized to standardize the procedure for systematic reviews and meta-analyses. This technique ensures that the review is transparent, complete, and accurate from origin to finish (Page et al., 2021). Initially, there were 100 documents from 2015 to 2025 retrieved from the OJK's official website as the study database.

2.1. Inclusion and exclusion

Page et al. (2021) define inclusion as the criteria under consideration, serving as the features for standardizing all data. Simultaneously, the exclusion pertains to the evaluation of ineligibility criteria within the study parameters. The criteria for inclusion and exclusion of the research encompass the year, document type, accessibility, language, context, and keywords. The subsequent Table 1 provides detailed information:

Table 1 Inclusion and exclusion.

Year	2015 to 2025	Out of 2015 to 2025.
Document type	Journal article, e-magazine, working paper, research publication, statistical document	Not classified as journal article, e-magazine, working paper, research publication, statistical document
Accessibility	Available at OJK official website	Non OJK official website databased
Language	Bahasa Indonesia and English	Non-Bahasa Indonesia and non-English
Context	Educational initiatives	Non-Educational initiatives
Keywords	Including: 'Educational programs', 'Educational initiatives', 'Educational approaches', 'education', 'OJK, Otoritas Jasa Keuangan', 'Literacy', 'Financial Literacy', 'Financial Awareness'.	Excluding: 'Educational programs', 'Educational initiatives', 'Educational approaches', 'education', 'OJK, Otoritas Jasa Keuangan', 'Literacy', 'Financial Literacy', 'Financial Awareness'.



2.2. Review process

The review methodology utilized the PRISMA 2020 framework, commencing with identification, then proceeding to screening, eligibility, and inclusion stages (Page et al., 2021). During the identification process, all relevant documents pertaining to the inclusion and exclusion criteria were cataloged in a table, resulting in the inclusion of 100 documents, comprising 12 journal articles, 43 working papers, 12 research publications, 15 e-magazines, and 18 statistical documents. Subsequently, during the screening phase, the data were purged of duplications, and the title, summary, or abstract were assessed for relevance. At this juncture, 30 articles were included, comprising 12 e-magazines and 18 statistical documents. Subsequently, during the qualifying procedure, all documents were scrutinized to verify the quality of the overall material, involving a total of 28 documents at this step. Ultimately, during the final inclusion phase, the documents were assessed based on their overall relevance, quality, contributions, and important presentation; at this stage, 17 documents were included, encompassing all statistical documents. The final documents included in the analysis were available only for 2024 and 2025; therefore, the study focuses exclusively on these two years.

2.3. Data extraction and analysis process

All data were organized into tables to facilitate management and accessibility, thereby ensuring quality and minimizing errors during analysis. All tabular data were converted into percentage data analysis, illustrating the frequency of the data, often represented in bar graphs and tables (Shapiro, 2008). Upon the extraction and calculation of all data, the information was analyzed to ascertain its significance. All findings were evaluated prior to their final assessment for relevance and significance to the study's objectives and overarching aims. The data were ultimately analyzed through a critical analysis of patterns, identifying gaps and insights for prospective policy recommendations.

3. Results & Discussion

This section will delineate the results derived from the data analysis, succeeded by a discussion. This discourse will concentrate on the study concerns on how OJK improves public financial literacy via educational initiatives. In summary, after analyzing the data from 2015 to 2025, there are only two years in which all relevant information for this study is available. Data from 2015 to 2023 is unavailable; only the monthly data from 2024 to 2025, published under the title 'Statistik Berkala Pengawasan Perilaku Pelaku Usaha Jasa Keuangan, Edukasi, dan Pelindungan Konsumen,' comprehensively details educational initiatives aimed at enhancing financial literacy awareness among Indonesian citizens. All information related to the documents applicable in Table 2. List of analyzed documents. All material and detailed findings were conveyed in the subsequent presentations.

Table 2 List of analyzed documents.

Number	Title	Year	Publisher	Total Document
1	Statistik Berkala Pengawasan Perilaku Pelaku Usaha Jasa Keuangan, Edukasi, dan Pelindungan Konsumen Mei-December 2024	2024	OJK	8
2	Statistik Berkala Pengawasan Perilaku Pelaku Usaha Jasa Keuangan, Edukasi, dan Pelindungan Konsumen January-September 2025	2024	OJK	9
Total				17

Source: OJK Monthly statistical data May – December 2024 and January – September 2025.

3.1. Financial literacy

The literature demonstrates that financial literacy is a complex and multidimensional phenomenon, with scientists emphasizing various features based on their theoretical perspectives. Lusardi and Mitchell (2007) emphasize the cognitive dimension, defining financial literacy as the capacity to analyse economic information and make prudent financial choices. Wicaksono (2015) broadens this perspective by recognizing the impact of access to financial information and advising resources, positing that financial literacy is also influenced by structural conditions and learning opportunities. Chen and Volpe (1998) emphasize that cautious financial management is essential for future well-being, although this viewpoint may neglect the immediate socioeconomic limitations encountered by several individuals.

The several definitions indicate that financial literacy cannot be simplified to a singular cognitive or behavioural trait, as it is shaped by both personal abilities and external structural influences. Upon critical synthesis of various perspectives, financial literacy is revealed as not merely the comprehension of financial principles; rather, it is a dynamic interaction among knowledge, skills, resource accessibility, and the capacity to maneuvers within financial systems that may favour certain groups over others. Consequently, financial literacy must be regarded not merely as an individual skill but also as a construct influenced by socioeconomic factors, information availability, and the overarching dynamics of the financial system.



The Indonesian Financial Services Authority (OJK) defines financial literacy as encompassing three fundamental components: knowledge, skills, and confidence (Choerudin et al., 2023). Knowledge pertains to individuals' comprehension of fundamental financial concepts, consumer rights and responsibilities, and the hazards linked to financial products. Skills encompass the capacity to utilize knowledge for practical financial activities, such as interest calculation and risk assessment, whereas confidence signifies individuals' reliance on financial institutions for fund management. Other scholars elaborate on these components by developing more intricate frameworks.

Chen and Volpe (1998) delineate four essential components—personal financial knowledge, saving and borrowing, insurance, and investment—emphasizing the extensive abilities necessary for proficient financial decision-making. Supriadi and Krisnawati (2019) underscore the importance of comprehending essential personal finance principles, financial management, credit and debt oversight, saving and investment practices, and risk management, advocating for a behaviorally focused perspective on financial literacy. These viewpoints illustrate that financial literacy is a multifaceted competency encompassing knowledge, practical skills, and confidence in managing financial systems. A robust foundation in these domains empowers individuals to make informed financial choices, manage risks proficiently, and enhance their financial welfare.

Research on financial literacy continuously illustrates its vital influence on individuals' financial behaviors in various educational settings. Baihaqqy et al. (2020) discovered that elevated educational attainment markedly enhances financial literacy and fortifies investment decision-making in capital markets. Naibaho et al. (2024) demonstrated that financial literacy affects students' communication and decision-making as consumers, suggesting a strong correlation between financial comprehension and the capacity to analyze information and make informed financial decisions. In addition to these findings, Ahmad et al. (2024) demonstrated that financial literacy among TVET students in Malaysian polytechnics is significantly associated with financial knowledge, savings behavior, and consumption patterns, underscoring its critical role in promoting responsible financial management. These studies collectively confirm that financial literacy is a crucial factor in financial behavior, affecting investment decisions, consumer choices, and daily financial habits among many student groups.

3.2. Indonesian financial services authority (Otoritas Jasa Keuangan – OJK)

The OJK (Otoritas Jasa Keuangan) is an autonomous entity tasked with the regulation and oversight of Indonesia's financial services sector to guarantee stability, equity, and consumer protection. The Otoritas Jasa Keuangan Regulation of the Republic of Indonesia Number 3 of 2023 strengthens national initiatives to improve financial literacy and inclusion by requiring financial service providers to offer public education, broaden access to financial services, and enforce enhanced governance in literacy and inclusion programs. This legislation emphasizes enhancing public comprehension of financial products, their inherent hazards, and prudent decision-making, while also guaranteeing that financial services are available and attuned to social demands.

This policy advocates for educational strategies such as digital learning modules, community workshops, partnerships between schools and universities, targeted outreach for at-risk populations, social media micro-learning, financial simulation tools, and collaboration with local governments to provide contextually pertinent financial education. To assess national advancement and guide future program formulation, OJK, in collaboration with the Central Bureau of Statistics (BPS), conducts the yearly National Survey of Financial Literacy and Inclusion (Otoritas Jasa Keuangan, 2021).

Furthermore, OJK disseminates journals, e-magazine, working papers, research publications and the Monthly Statistics on the Supervision of Financial Service Providers' Conduct, Education, and Consumer Protection (PEPK), which is available to the public via its website. Consequently, OJK is pivotal in promoting public financial literacy, making the assessment of its programs imperative. This study seeks to investigate the approach employed by the Indonesian government to promote public financial literacy via its educational initiatives, and the gaps among the initiative for future policy recommendations.

3.3. Indonesian government education program

The Indonesian Government, via the Financial Services Authority (OJK), has consistently conducted various educational initiatives to improve public financial literacy. According to the data, a total of 46,766 activities, encompassing socialization sessions, workshops, seminars, and various outreach initiatives, were conducted using both online and offline methods. Data indicates that socialization is the primary initiative, including 36,252 activities, or approximately 77.5% of all activities completed from 2024 to 2025. Nonetheless, the findings highlight a necessity for greater diversification in the employed methodologies; notably, the data demonstrate that gamification-based activities were completely lacking. This suggests that despite OJK's organization of many programs, the diversity of delivery methods may still be restricted. This condition has been widely acknowledged in public discussions, emphasizing that the program requires greater diversity to address varying audience needs (Elizabeth, 2022; Riswan, 2022; Wuryasti, 2022).

The observed slight annual decline in the number of activities suggests a potential slowdown in program implementation and indicates that existing financial literacy initiatives may be insufficient to sustain momentum over time. This trend implies a need to strengthen and optimize current strategies to ensure continued outreach and effectiveness. Consistent with this view, Ozili's (2021) global review of financial literacy underscores the importance of government-led, well-designed educational

initiatives in improving financial literacy outcomes, a conclusion also supported by Asari et al. (2023). Without targeted improvements, a continued reduction in activities could limit the overall impact of financial literacy campaigns and weaken their long-term outcomes. This limitation likely contributes to the persistent stagnation of financial literacy in Indonesia, notwithstanding the long-standing and widespread implementation of financial literacy programs (Asari et al., 2023; Choerudin et al., 2023; Suleiman et al., 2022; Pulungan, 2017). The Table 3 below provides a detailed examination of these initiatives.

Table 3 Indonesian government educational program.

Number	Program	2024	2025	Total	Percentage
1	Socialization	21,158	15,094	36,252	77.5%
2	Workshop	154	90	244	0.5%
3	Mentoring	81	474	555	1.2%
4	Gamification	0	0	0	0.0%
5	Training of Community	673	209	882	1.9%
6	Outreach Program	6	5	11	0.0%
7	Training of Trainers/ Training of Facilitator	2,376	272	2,648	5.7%
8	Infrastructure Development	79	66	145	0.3%
9	Others	1,054	4,975	6,029	12.9%
Total		25,581	21,185	46,766	100%

Source: OJK Monthly statistical data May – December 2024 and January – September 2025.

Furthermore, the data revealed the audience's coverage. Nine categories were involved. Students constituted the primary demographic targeted by the OJK's efforts, accounting for 31.5%. The students in this context also encompassed the college students. Consequently, the efforts targeted various student demographics. Subsequently, MSME groups account for 7.4%, while professionals represent approximately 6%. Nevertheless, the data indicated that 44.1% of the audience was classified as others. Navigating and identifying these categories is challenging due to the scarcity of information regarding the individuals involved. The fact that audiences from rural areas account for only 0.9%—the lowest among all groups—indicates a significant gap in outreach and participation. This underrepresentation suggests that current financial literacy programs are not adequately reaching rural communities, potentially due to limited access to digital platforms or insufficient use of context-appropriate communication channels. As a result, the overall inclusiveness and effectiveness of the initiatives may be constrained unless targeted strategies are implemented to better engage rural populations. Comprehensive information is available in Figure 1: Audience Distribution of Education Initiative Target.

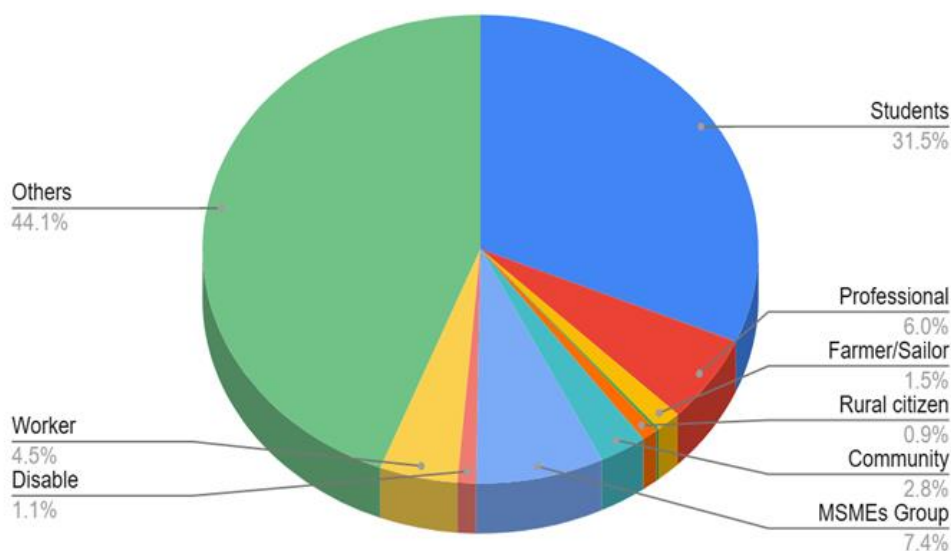


Figure 1 Audience Distribution of Education Initiative Target.

Source: OJK Monthly statistical data May – December 2024 and January – September 2025.

3.4. Digital media utilization

Additionally, OJK's outreach programs are executed through online sessions and digital media platforms. Digital networks are essential for content distribution. The OJK website is the most utilized platform, hosting 15,408 uploaded materials, which account for around 31% of total publications, followed by X and Facebook at 16% and 15%, respectively. Table 4, OJK's Dissemination Content, has comprehensive facts regarding this dissemination.



Table 4 OJK’s dissemination contentes.

Number	Platform	2024	2025	Total Per Platform	Percentage
1	Website	7,723	7,685	15408	31%
2	X	4,925	3,027	7952	16%
3	Facebook	4,879	2,901	7780	15%
4	Instagram	3,942	2,363	6305	13%
5	Youtube	3,510	1,697	5207	10%
6	Others	2,768	1,253	4021	8%
7	Tiktok	1,856	1,886	3742	7%
Total		29,603	20,812	50415	100%

Source: OJK Monthly statistical data May – December 2024 and January – September 2025.

The impressions and page views generated by OJK’s disseminated material on online platforms demonstrate a significant level of engagement overall. Despite having a comparatively lesser content volume, Instagram generates the highest number of impressions—approximately 292,317,928—followed by the website and X with 218,892,991 and 69,107,740, respectively. An anomaly is present in the case of Facebook: although holding one of the biggest amounts of content, it yields the fewest impressions compared to other platforms. Moreover, TikTok, where the government infrequently disseminates content across all platforms, achieves significant engagement. Table 5, Content Dissemination - Impressions and Page Views, presents the detailed data on impressions and page views.

Table 5 Content dissemination - impression and page view.

Number	Platform	Total Per Platform
1	Website**	218,892,991
2	X*	44,063,460
3	Facebook*	6,712,348
4	Instagram*	292,317,928
5	Youtube*	69,107,741
6	Others**	19,308,343
7	Tiktok*	37,669,000
Total		688,071,811

Note: *Impression

**Page View

Source: OJK Monthly statistical data May – December 2024 and January – September 2025

3.5. Critical inferences and review

After analyzing the materials, it was determined that only two years of information regarding the educational effort were accessible on the OJK’s website, which thoroughly addressed all pertinent details relevant to the aims and scope of this study. It suggests that there are few publications regarding the activities undertaken by the government. A possible explanation for this is because the rule requiring OJK to implement educational activities was only enacted in 2023. A systematic and comprehensive strategy should commence in the ensuing years.

In 2024 and 2025, the Indonesian government, via OJK, intensified its initiatives to improve public financial literacy by promoting financial awareness through a comprehensive range of educational programs. A total of 46,766 projects were executed throughout this period, encompassing socialization initiatives, workshops, mentoring, seminars, and diverse outreach activities. Socialization activities remained the principal method, mostly conducted via online learning and digital media dissemination. A possible explanation lies in the method’s demonstrated effectiveness in engaging large audiences despite constraints related to time and budget (Aslam et al., 2024; Tanjung & Setyawan, 2020). The overall initiative demonstrates that OJK, as the governmental authority, has continually endeavored to enhance financial literacy awareness among Indonesians, in accordance with its vision (Otoritas Jasa Keuangan, 2023).

Online distribution exhibited considerable impact, with content publication showing an extensive number both in 2024 and 2025. The OJK website served as the principal digital outlet, succeeded by Facebook. However, audience engagement patterns differed between platforms. Therefore, the strategic use of multiple social media platforms is necessary to broaden the reach of literacy content across different audience segments (Muniarty et al., 2025; Colligan, 2023; Widyastuti & Hermanto, 2022). Instagram, despite less posts, generated the highest number of impressions, whilst Facebook exhibited the lowest engagement despite a considerable amount of content. The statistics suggested that postings via Instagram attracted a broader



audience and were deemed the most successful channels for governments to explore for future publications. The present findings corroborate earlier studies demonstrating the effectiveness of Instagram as a medium for improving financial literacy (Anwar, 2025; Safitri et al., 2025; Satria et al., 2025). Furthermore, the government ought to contemplate utilizing TikTok for information dissemination, given its substantial engagement levels despite a minimal volume of material publishing. Earlier research by Narimo et al. (2023) indicates that TikTok serves as an effective alternative platform for the dissemination of financial and educational initiatives, a finding supported by subsequent studies (Auliya, 2025; Haerunisa et al., 2024; Nugroho et al., 2024). Finally, this pattern may clarify why socialization is the most frequently performed action, as these campaigns may be efficiently carried out through online platforms, promoting broader and more accessible public engagement (Organisation for Economic Cooperation and Development, 2019).

These extensive initiatives—especially those concerning socialization, seminars, mentorship, and other strategies—underscore OJK's persistent commitment to improving public access to financial information. This statement aligns with Wicaksono (2015), who emphasizes that access to financial information and advisory services improves learning opportunities and is an essential structural prerequisite for fostering financial literacy. However, the current distribution of program types reveals a need for greater diversity, as many approaches remain underutilized. This aligns with the perspective of Suleiman et al. (2022), who underscore the importance of tailoring financial literacy programs to the varied characteristics and needs of certain target groups (Elizabeth, 2022; Riswan, 2022; Wuryasti, 2022). Enhancing the diversity of program formats may consequently augment the reach and effectiveness of OJK's efforts to elevate financial literacy awareness (Asari et al., 2023; Choerudin et al., 2023; Suleiman et al., 2022; Pulungan, 2017).

In light of these findings, OJK is encouraged to further diversify its program strategies to ensure that initiatives effectively address the needs of diverse audience segments. The implementation of structured pedagogical frameworks, such as gamification, transcends traditional instruction by providing the cognitive scaffolding necessary to transform abstract financial concepts into habitual competencies, offering a playful yet developmentally appropriate approach that resonates with the unique psychological profiles of children and adolescents (Pramitasari et al., 2023; Sihotang, 2025). Additionally, ensuring equal transmission in both urban and rural areas is essential, as rural regions are often neglected (Yansyah and Dwintan, 2024). Furthermore, as emphasized by previous studies (Choerudin et al., 2023; Supriadi and Krisnawati, 2019; Wicaksono, 2015; Lusardi & Mitchell, 2007; Chen & Volpe, 1998), financial literacy encompasses multiple dimensions, and fostering these competencies from an early age empowers individuals to make informed financial decisions, adeptly manage risks, and enhance their long-term financial well-being (Napitupulu et al., 2025; Koskelainen et al., 2023).

4. Final Considerations

This study employed a systematic review technique to analyze all materials published on the OJK's website, assessing educational programs aimed at enhancing public financial literacy awareness. Socialization emerged as the most often implemented program, solidifying its status as the principal educational activity undertaken in 2024 and 2025. Information dissemination primarily transpired through online platforms, with the OJK website hosting the greatest quantity of published content. Instagram demonstrated the highest audience engagement, attaining the greatest number of impressions among all platforms employed by OJK. This study emphasizes the imperative for OJK to explore a wider array of ways to improve financial literacy awareness. Increasing the variety of program formats and employing innovative outreach strategies could improve the effectiveness of OJK's financial literacy initiatives. Additionally, it is critical to design and implement segmented approaches tailored to specific target groups. Gamification, which remains underutilized, could be further explored to engage younger audiences. Moreover, given the limited representation of rural communities, traditional approaches such as direct socialization should be strengthened. The use of local radio and other context-appropriate local technologies should also be considered.

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Ethical Considerations

Not applicable.

Conflict of Interest

The authors declare that there is no conflict of interest.

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