

THE INFLUENCE OF FINANCIAL LITERACY AND FINANCIAL INCLUSION ON FINANCIAL MANAGEMENT AT THE ROEMAH DIFABEL INDONESIA FOUNDATION

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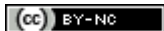
Abstrak

Tujuan penelitian ini adalah untuk memahami bagaimana literasi keuangan dan inklusi keuangan memengaruhi pengelolaan keuangan Yayasan Roemah Difabel Indonesia. Penelitian ini menggunakan pendekatan kuantitatif dengan analisis regresi berganda. Teknik pengumpulan data yang dilakukan pada penelitian ini dengan observasi, survei dan dokumentasi. Subyek penelitian dilakukan di Yayasan Roemah Difabel Indonesia dengan jumlah sampel penelitian terdiri dari 51 responden dengan berbagai ragam disabilitas. Hasil penelitian menunjukkan bahwa literasi keuangan memiliki dampak negatif dan tidak signifikan terhadap pengelolaan keuangan, sedangkan inklusi keuangan memiliki dampak positif dan signifikan terhadap pengelolaan keuangan. Temuan lain menunjukkan bahwa literasi keuangan dan inklusi keuangan memiliki pengaruh signifikan terhadap pengelolaan keuangan di Yayasan Roemah Difabel Indonesia. Penyandang disabilitas di Yayasan Roemah Difabel Indonesia lebih memahami konsep inklusi keuangan daripada literasi keuangan karena, dalam praktiknya, mereka memang dapat mengakses layanan keuangan namun kurang memiliki pengetahuan untuk mengelolanya.

Abstract

Understanding how financial inclusion and financial literacy affect the Roemah Difabel Indonesia Foundation financial management was the aim of this study. This study employs a quantitative approach using multiple regression analysis. Data collection methods used in this study include observation, surveys, and documentation. The study was conducted at the Roemah Difabel Indonesia Foundation, with a sample size of 51 respondents with various types of disabilities. The findings demonstrated that financial literacy have negative, not significant, and financial inclusion had a positive and significant. Additional research revealed that the Roemah Difabel Indonesia Foundation financial management was significantly impacted by financial inclusion and financial literacy. People with disabilities at the Roemah Difabel Indonesia Foundation are more educated about financial inclusion than financial literacy because, in practice, they can access financial services but lack the knowledge to manage them.

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INTRODUCTION

The financial industry is essential to advancing global economic expansion and enhancing societal wellbeing (Nugra, 2024). Financial problems can arise due to a lack of adequate understanding of financial management among all economic actors, both individuals and households, with and without disabilities (Purwadinata et al., 2024). This is especially true for persons with disabilities who are vulnerable to poverty, due to their higher basic needs in terms of health, education, assistive devices, and so on, compared to persons without disabilities. It is crucial to have sound financial planning for future economic conditions in light of this unpredictability (Fitriah et al., 2021). According to Kirana, M. Y., & Havidz, (2020) in 2016 the index of financial literacy and inclusion increased from 59.7% to 67.8% because of the society has access to formal financial institution. Moreover, this situation still counted as low categorized levels compares to the ratio of the Indonesia population.

According to the data above from Tempo.com, financial access remains a challenge for people with disabilities in Indonesia. Results from a survey released by the OJK and BPS through the 2025 National Survey on Financial Literacy and Inclusion (SNLIK 2025) show that the financial literacy index remains lower than the financial inclusion index—65.43% compared to 80.51%. Similarly, the data indicates that many people with disabilities aged 15 and older still have limited access to credit, such as health insurance programs and private financial products like insurance (Tarigan, 2025).

The process of raising human welfare through improved access to economic opportunities, health care, and education is referred to as human development (Maulana & Nuraini, 2025). Novarlia et al., (2023) Meeting people's social, economic, health, and recreational requirements is the goal of welfare. The capacity to comprehend and use a variety of financial skills, such as investing, budgeting, and personal financial management, is known as financial literacy (Worang, J. J. K et al., 2022)

Education is seen as one of the determining elements in whether a person is financially literate or (Mishra, 2021). People who are financially literate participate in economic endeavors that foster wealth and stability for society as a whole (George, 2020). Financial literacy plays a major role in improving the effectiveness and caliber of financial services (Cuandra & Anjela, 2021). Furthermore, this case cannot be separated in the connection of managing finances. Meaning, if the higher person's literacy will affect how a person can manage the finances activities (Kesuma, 2024). In (Santoso, 2023) said people with disabilities still have relatively low levels of financial literacy, as seen by the ability to develop financial plans. Santoso & Mada, (2023) Additionally, many individuals with disabilities are reluctant to use formal financial services in the absence of inclusive and accessible options. Highly financially literate people will handle financial services and management in accordance with their needs (Noor et al., 2020). This must be taken into consideration so that it does not become a serious and ongoing problem. In addition to financial literacy, financial inclusion also influences financial management for people with disabilities. Financial inclusion is a financial program that prioritizes community welfare (Afkari & Maulana, 2021). The World Bank under-lined that financial inclusion also considers financial sustainability and individual needs and how to access the useful and affordable financial product and services for their daily activities (Tram et al., 2021).

Improving household financial management, encouraging sustainable development, and lowering poverty for those with disabilities all depend on increasing financial inclusion (Kumar, 2025). High levels of financial inclusion can lessen poverty and inequality, according Mercado 2015 in (Hasan et al., 2021), Unfortunately, many people still have difficulty accessing financial institution services, one of which is people with disabilities. A high degree of financial inclusion indicates the community's growing contribution to the country's financial system (Setiawan et al., 2021). Many persons with disabilities still do not have complete access to financial products and services, which is one of the reasons they are unable to manage their personal finances despite efforts to enhance financial inclusion (Muuu, 2025). Pradana & Widiyahseno, (2022) state that, in general, people with disabilities still live in poor families that are unable to adequately meet their daily needs. This situation remains a problem, according to a statement by Social Affairs Minister Saifullah Yusuf, as reported by Detikcom, who noted that 11.42 percent of people with disabilities live below the poverty line. Saifullah also pointed out that the 2 percent employment quota for people with disabilities in government agencies has not yet been met (Nufus, 2024).

Previous studies have shown that there is inconsistency or a research gap related to financial inclusion in financial management. Studies conducted by (Munthay & Sembiring, 2024a), (Kusumaningrum et al., 2023), (Dwi Astuti & Soleha, 2023) found a significant positive effect. However, the results obtained from the study by (Lestiyono. et al., 2024) confirmed that there's no obvious effect of financial inclusion on financial management. This difference shows the importance of conducting a review in the context of the Roemah Difabel Indonesia Foundation. Therefore, research on the influence of financial literacy and financial inclusion on financial management at the Roemah Difabel Indonesia Foundation is considered relevant. The results of this research should be helpful to the Roemah Difabel Indonesia Foundation in developing strategies for people with disabilities in financial management. According to data from Antara News, the OJK has launched the Guidelines on Access to Financial Services for People with Disabilities. These guidelines are intended for financial sector businesses (PUSK) to implement the provisions of OJK Regulation No. 22 of 2023 on Consumer and Public Protection in the Financial Services Sector, ensuring equal access for prospective consumers and consumers with disabilities. This demonstrates that knowledge, skills, and education are crucial for people with disabilities to understand. In accordance with human capital theory, according to (Khaerunnisa & Situmorang, 2025)

The Impact of Financial Literacy on Financial Management

Financial literacy is the process of developing one's knowledge and abilities in the financial industry (Baptista & Dewi, 2021). According to Tejero, E. P., Pilongo, L., & Pamaran, (2019) financial literacy on financial management is correlated because there are indicators that are found significantly that are age grouping, civil status, educational attainment, employment status associated with the level of financial literacy. Moreover, those indicators are significantly associated with the financial management practices by two of groups in the congregation namely leaders and non leaders. The result of the research showed that the two dimensions of financial management on personal or family budget and financial decision making by T-Test stated significance. Individual financial behavior, including long-term planning and personal financial management, is influenced by financial literacy. A lack of financial knowledge frequently results in poor decisions, such as overspending or poor financial management, which have detrimental effects like financial instability (Kaiser & Menkhoff, 2017). Meanwhile, financial literacy for people with disabilities is a strategic step in inclusive economic empowerment efforts (Wiyarni & Pudjiastuti, 2025). This is in line with (Paranita et al., 2022) which states that financial literacy has a significant impact on people with disabilities in understanding the risks and benefits of investment and increasing awareness of saving. However (Kusumaningrum et al., 2023) argues that financial management is profoundly affected negatively to financial literacy. This condition occurs because financial literacy does not always correlate to a person's comprehension and knowledge in finance, but instead, a person can evaluate their degree of financial knowledge subjectively so that it affects them in effectively handling their finances. In light of the explanation given above, the initial hypothesis put out is H1: Financial literacy has a significant positive effect. Based on the research from Kim & Lee, (2024), the financial literacy of people with disability highlighting the importance of how families are involved with financial matters. The parents need to engage with the discussion or conversation about money with their disabled children. The result showed that family impact the financial future of people with disabilities and empower them to achieve greater financial stability and management to success.

The Impact of Financial Inclusion on Financial Management

Financial inclusion is the prime development concern of recent times. Financial inclusion refers to a process that makes sure that all members of an economy have no difficulty to access, avail and use the services provided by the recognized financial system. An all-encompassing financial system aids resourceful allotment of productive resources, reduces the cost of capital, extensively improves the daily administration of finances and assists in plummeting the expansion of informal sources of credit (such as money lenders) (Raichoudhury, 2020)

In 2022 OJK (Otoritas Jasa Keuangan) as financial services authority released the data stating that financial inclusion in Indonesia amounted to an 85.10 percent increase compared to 2021 is 83.6 percent. The increased inclusion is driven by many factors, such as digital technology. These factors help people with disabilities access more services in financial matters (Huda & Risman, 2024). A fundamental idea in finance, inclusive finance makes a range of financial services and products affordable and available to all people and enterprises, particularly those who are not part of the established financial system (Hasan et al., 2021). In a study conducted by Munthay & Sembiring, (2024), Every community now has access to a range of formal financial services that are prompt, seamless, secure, and reasonably priced in accordance with their requirements and capacities to enhance the welfare of the community. This theory also applies to research conducted by researchers where knowledge about financial inclusion has a significant influence on financial management (Kusumaningrum et al., 2023) which is also in line with research from (Dwi Astuti & Soleha, 2023). However, the results obtained from the research (Lestiyono. et al., 2024) concluded that financial inclusion does not have a significant effect on financial management. From the above conclusions, the hypothesis obtained is H2: Financial inclusion has a positive and significant effect.

According to Mutamimah & Indriastuti, (2023) financial inclusion has a significant positive effect on financial performance. Access to capital, financial services, and products offered by the financial institution (bank or non-bank sectors) can increase financial performance. Financial inclusion has a specific measurement and cannot be counted with individual indicators because financial inclusion is multi-dimensional. The indicators to measure such inclusion namely accessibility, availability, usage and well-being. (Wang & Guan, 2017).

The Impact of Financial Literacy and Financial Inclusion on Financial Management

Based on research by (Munthay & Sembiring, 2024). It was discovered that financial management among MSME actors is positively and significantly influenced by both financial literacy and financial inclusion. This differs from the research by (Kusumaningrum et al., 2023) which states that financial literacy and financial inclusion both influence financial management, but financial literacy has a negative or opposite effect, while financial inclusion has a positive effect, which is in line with financial management. From the conclusions of the above research, the following hypothesis can be stated H3: Financial literacy and financial inclusion influence financial management.

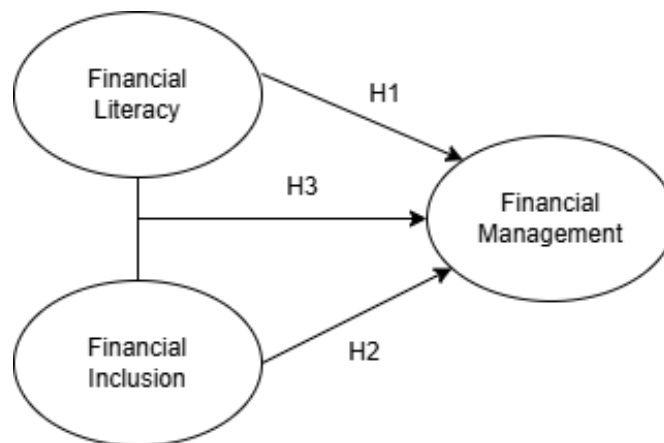


Figure 1. Research Conceptual Model

The novelty of this study lies in the fact that the research subjects are based at the Roemah Difabel Indonesia Foundation in Semarang; furthermore, the research subjects are people with disabilities who represent a diverse range of backgrounds. The variables used integrate financial literacy and financial inclusion.

METHOD

That type of analysis used the Slovin formula in conjunction with quantitative techniques and random sampling. The study's variables were Financial Literacy (X1), Financial Inclusion (X2), and Financial Management (Y). The population in this study consisted of 103 members who were members of the Roemah Difabel Indonesia Foundation. To determine the size of the sample taken from the population, the researcher used Simple Random sampling technique using the slovin formula. So the number of samples taken is 10% of the total members of the Roemah Difabel Indonesia Foundation in Semarang City. Based on the results of the calculation, the author took a sample of 51 respondents using the Simple random sampling method. A five-point Likert scale, ranging from "strongly disagree" to "strongly agree," was used for the measurements. Each variable's indicators were chosen using pertinent ideas and those from earlier studies. Knowledge of financial concepts, the capacity to comprehend communications pertaining to financial concepts, the capacity to handle personal and business finances, and the capacity to make financial decisions in certain circumstances are all markers of financial literacy. In the meanwhile, indicators including accessibility, quality, utilization, and well-being are included in the financial inclusion variable. Funding sources, financial reports, cash management, and budgeting are examples of financial management indicators. The primary data used in this study came from the respondents' answers to a questionnaire administered to members of the Roemah Difabel Indonesia Foundation and the validity and reliability of the instrument were tested beforehand before it was used for data collection.

Table 1. Variable Indicator

Variable	Indicators
Financial Literacy (X1)	Knowledge of financial concepts (X1.1) Ability to understand communication about financial concepts (X1.2) Skills in managing personal/company finances (X1.3) Ability to make financial decisions in specific situations (X1.4)
Financial Inclusion (X2)	Accessibility (X2.1) Quality (X2.2) Usage (X2.3) Well-being (X2.4)
Financial Management (Y)	Funding Sources (Y1.1) Financial Statements (Y1.2) Cash Management (Y1.3) Budgeting (Y1.4)

RESULTS AND DISCUSSION

Respondent Characteristics Basad on Gender

The results of the study present a brief overview of the respondents' genders, as shown in Table 2:

Table 2. Respondent Characteristics by Gender

Gender	Frequency	Percentage
Male	24	47,1%
Female	27	52,9%
Total	51	100%

Based on Table 2, the researcher concluded that the largest number of respondents participating in this study were women, with a percentage of 52.9% or 27 respondents, while the rest were men, numbering 24 respondents or 47.1% of all those that responded.

Respondent Characteristics Based on Disability Type

The results of the study show that the types of disabilities among respondents are presented in Table 3:

Table 3. Respondent Characteristics According to Disability Type

Types of Disabilities	Frequency	Percentage
Physical Disabilities	17	33,3%
Sensory Disabilities	6	11,8%
Mental Disabilities	14	27,5%
Intellectual Disabilities	14	27,5%
Multiple Disabilities	-	-
Number of Disabilities	51	100%

Based on the table above, it can be seen that the respondents with the highest percentage were those with physical disabilities, numbering 17 people or 33.3 percent. This means that the results of this study represent the opinions of the majority of people with physical disabilities.

Validity Test

The validity test demonstrates how precisely and accurately a measuring device carries out its intended measurement function. The query is deemed legitimate if the computed $r >$ table r and the value is positive. Additionally, if the computed $r <$ table r Consequently, the query is deemed to be invalid. The table r in this study is 0.2329 with the following results:

Table 4. Validity Test

Indicator	Calculated r	Table r	Description
Financial Literacy (X1)			
I have a good understanding of financial concepts.	0,809	0,2329	Valid
I believe that my financial knowledge is adequate.	0,854	0,2329	Valid
I am capable of managing my personal finances well.	0,836	0,2329	Valid
I understand the priorities in using finances wisely.	0,847	0,2329	Valid
I make sound and prudent decisions when dealing with my personal finances.	0,896	0,2329	Valid
Financial Inclusion (X2)			
I can easily conduct transactions and access financial services.	0,885	0,2329	Valid
I use conventional and digital financial services.	0,873	0,2329	Valid
I know the best financial services for my daily transactions.	0,815	0,2329	Valid
I use and choose the best financial services.	0,882	0,2329	Valid
I use financial services to plan for a better financial future.	0,839	0,2329	Valid
I know how to earn and save money wisely.	0,781	0,2329	Valid
Financial Management (Y)			
I regularly record my daily expenses and income.	0,787	0,2329	Valid
I am familiar with conventional and digital savings and investment instruments.	0,863	0,2329	Valid
I have a fixed monthly budget.	0,844	0,2329	Valid
I limit my spending according to my budget.	0,859	0,2329	Valid
I have a planned emergency fund.	0,870	0,2329	Valid

Based on the processed data, it shows that each indicator is valid because the calculated $r >$ table r or the calculated r is greater than the table r .

Reliability Test

If a respondent's responses to the claims are steady or continuous throughout time, the questionnaire is deemed credible. Data testing is carried out using the Cronbach Alpha technique. If the Cronbach Alpha coefficient is > 0.6 , the question is considered reliable. Conversely, if the Cronbach Alpha coefficient is < 0.6 , the question is considered unreliable. The Cronbach Alpha coefficient values in this research model are shown in the following table:

Table 5. Reliability Test

Variable	Cronbach's Alpha	Description
Financial Literacy	0,895	Reliable
Financial Inclusion	0,913	Reliable
Financial Management	0,898	Reliable

Based on the processed data above, it shows that all variables have a Cronbach Alpha value > 0.6 , where the Cronbach's Alpha value of the financial literacy variable is 0.895, the financial inclusion variable is 0.913, and the financial management variable is 0.898, so all variables in this study are declared reliable

Normality test

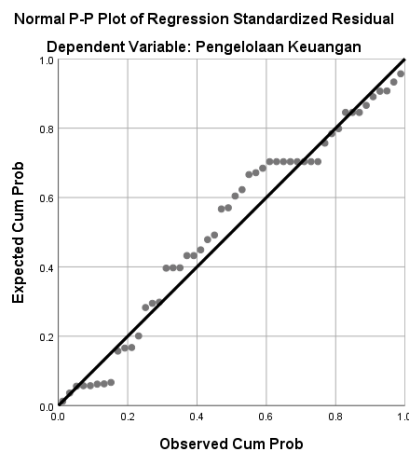


Figure 2. Normality test

The figure shows that the data points lie close to the diagonal line and are clustered around it. This indicates that the data are normally distributed. In addition to the normal probability plot, normality can be assessed using statistical tests.

Multicollinearity

Table 6. Multicollinearity test

Model	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	3.173	1.618	1.961	.056			
Financial Literacy	-.185	.148	-.168	-1.253	.216	.242	4.138
Financial inclusion	.851	.111	1.032	7.675	.000	.242	4.138

Based on these results:

1. There is no multicollinearity among the financial literacy variables in the regression model above because $VIF < 10$ and $tolerance > 0.1$, as indicated by a VIF value of 4.138 and a tolerance value of 0.242
2. The financial inclusion variable in the regression model above does not exhibit multicollinearity because $VIF < 10$ and $tolerance > 0.1$, as seen from the VIF value of 4.138 and the tolerance value of 0.242

Heteroscedasticity Test

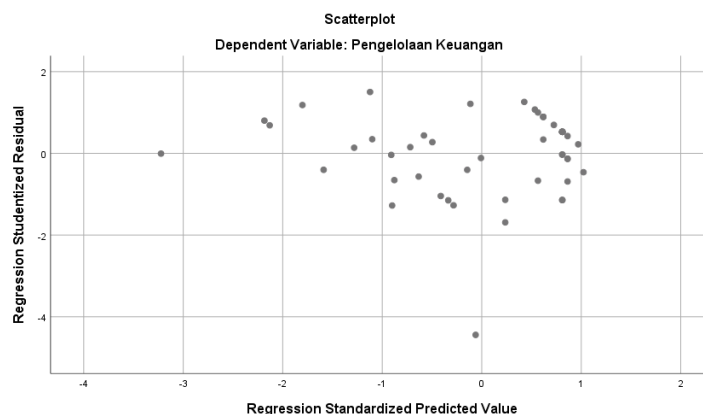


Figure 3. Heteroscedasticity test

Based on the graph of the research results above, the data are scattered and do not form a specific pattern, so there is no heteroscedasticity.

R-Square (R2) Test

This assessment serves to evaluate how influential the variables are or how important the combined contribution of The dependent variable is related to the independent variables. The value of the coefficient of determination falls between 0 and 1. The independent variables supply nearly all of the information if the value is around 1. the data required to forecast the dependent variable. On the other hand, a lower R2 value indicates that the independent variables' capacity to explain the dependent variable is severely constrained (Ghozali, 2018).

Table 6. R-Square Test

	R- square	R-square adjusted
Financial Management (Y)	0,790	0,782

Based on the processed data, if the financial management variable has an R Square value > 0.790 , it indicates that the research model has an influence of 79% between financial literacy and financial inclusion on financial management and other variables not included in this study, while variables not studied also influence financial management by 21% or the remainder.

Multiple Linear Regression

Multiple linear regression analysis was employed in this study to ascertain the impact of two independent variables, namely Financial Literacy (X1) and Financial Inclusion (X2), on the dependent variable of Financial Management (Y). The following are the results of the data analysis.

Table 7. Result of Multiple Linier Regression

Type	Unstandardized Coefficients		Standardized Coefficients		T	Sig.
	B	Std. Error	Beta			
1 (Constant)	3.173	1.618			1.961	.056
Financial Literacy	-.185	.148	-.168		-1.253	.216
Financial Inclusion	.851	.111	1.032		7.675	.000

Based on partial data analysis, it shows that the relationship between financial literacy (X1) and financial management (Y) is not significantly affected. This is because the T value is < 1.96 or -1.253 , which is smaller than 1.96. And the sig value is > 0.05 or 0.216, which is greater than 0.05, meaning that it is significant for financial management with a negative coefficient. This means that H_1 is rejected and H_0 is accepted. Meanwhile, financial inclusion (X2) has a significant effect

on financial management (Y). This is because the T value is greater than 1.96, or 7.675 is greater than 1.96. And the sig value is less than 0.05 or 0.000 is less than 0.05, which means that it is significant for financial management with a positive coefficient. This means that H2 is accepted and H0 is rejected.

Simultaneous Test

In this study, simultaneous testing was used to examine the significance level of the combined effect of financial literacy (X1) and financial inclusion (X2) on financial management (Y). If the calculated $f >$ table f and the value < 0.05 , then The dependent variable is significantly impacted by the independent variables at the same time. The findings of this study's simultaneous testing are as follows:

Table 9. Simultaneous Test

Type	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	606.323	2	303.161	90.466	.000 ^b
Residual	160.854	48	3.351		
Total	767.176	50			

The table indicates that the computed f value is higher than the table f value, which is 90.466 or $90.466 > 3.191$, while the significance value of 0.000 is smaller than the alpha level of 0.05. This indicates that the hypothesis is accepted, indicating that there is a substantial impact between Financial Literacy (X1) and Financial Inclusion (X2) together on financial management at the Roemah Difabel Indonesia Foundation (Y)

The Impact of Financial Literacy on Financial Management

Based on the previous research with title *Persons with disabilities financial literacy and access to financial services* (Thohari & Rizky, 2021). This study uses the variables of people with disabilities, financial literacy, accessibility as independent variables and financial services as dependent variables. The results of the study show that people with disabilities have low financial literacy, including in financial recording, financial planning and financial resilience. The financial system in Indonesia is not yet inclusive of people with disabilities. Limited microfinance services for people with disabilities. Furthermore, in this research the variable of financial literacy have the same effect.

The outcomes of analyzing data using SPSS 25 from multiple linear regression tests state that the financial literacy variable has a negative effect because the coefficient value of -0.185 indicates that there is a negative effect between financial literacy and financial management, or the higher the financial literacy, the lower the financial management at the Roemah Difabel Indonesia Foundation. and the partial test results show that the partial processed data indicates that the relationship between financial literacy (X1) and financial management (Y) is not significantly influential. This is because the T value < 1.96 or -1.253 is smaller than 1.96. And the sig value > 0.05 or 0.216 is greater than 0.05, which means it is significant for financial management with a negative coefficient value. This means that H1 is rejected and H0 is accepted. The study's findings are consistent with (Kusumawardani, 2024) which shows that financial literacy does not have a significant effect on financial management. This finding indicates that other variables play a more dominant role. However, this research result is not in line with (Paranita et al., 2022), which states that financial literacy has a significant impact on people with disabilities in understanding the risks and benefits of investment, increasing awareness of saving. Moreover, low scores on financial literacy variables are influenced by indicators of the ability to make financial decisions in specific situations. Respondents in the survey and interviews reported difficulty controlling their spending when using digital money.

The Impact of Financial Inclusion on Financial Management

The outcomes of multiple linear regression analysis indicate that the financial inclusion variable has a positive effect, as the coefficient value of 0.851 shows that there is a positive relationship between financial inclusion and financial management. In other words, as financial inclusion increases, financial management at the Roemah Difabel Indonesia Foundation will also improve. The partial test results show that the processed data indicates that the relationship between financial inclusion (X2) and financial management (Y) is significant. This is because the T value is > 1.96 , or the value of 7.675 is greater than 1.96. And the sig value is < 0.05 or 0.000 is less than 0.05, which means it is significant for financial management with a positive coefficient value. This means that H2 is accepted and H0 is rejected.

The results of this study are in line with (Munthay & Sembiring, 2024a). which found a significant positive effect where every community has access to a range of official financial services that are quick, easy, safe, and reasonably priced based on their needs and talents in order to enhance community welfare. However, this differs from the results of the study by (Lestiyono. et al., 2024), which concluded that financial inclusion does not have a significant effect on financial management. Furthermore, the variable with the highest value regarding financial inclusion is most strongly influenced by indicators of accessibility to digital transactions. Survey and interview respondents indicated that using digital money is easier due to internet access and fast payment methods, meaning respondents do not encounter difficulties in conducting transactions.

The Impact of Financial Literacy and Financial Inclusion on Financial Management

The study's findings indicate that financial literacy (X1) and financial inclusion (X2) together influence financial management at the Roemah Difabel Indonesia Foundation (Y), as indicated by the F-test or simultaneous test results, which show that the calculated F value is greater than the F table value, namely $90.466 > 3.191$, while the significance value of 0.000 is smaller than the alpha level of 0.05. This shows that the hypothesis is accepted, meaning that there is a significant influence between Financial Literacy (X1) and Financial Inclusion (X2) together on financial management at the Roemah Difabel Indonesia Foundation (Y). These results are in line with the research (Munthay & Sembiring, 2024b) which states that financial literacy and financial inclusion together influence the financial management of MSME actors in the West Kisaran sub-district of Asahan Regency.

Based on the results of the determination in this study using Adjusted R square, which is 0.790, it can be stated that the research model has an influence of 79% between financial literacy and financial inclusion on financial management and other variables not included in this study, while variables not studied also influence financial management by 21% or the remainder. In addition, the r value is 0.889, which means that the relationship between Financial Literacy (X1) and Financial Inclusion (X2) and financial management at the Roemah Difabel Indonesia Foundation (Y) is very close. Therefore, if a person or individual believes that financial management has a high capacity for resource allocation, financial reporting, cash management, and budgeting, this will improve the financial management capabilities of each individual. Conversely, if financial management has a low capacity for resource allocation, financial reporting, cash management, and budgeting, this will reduce the financial management capabilities of individuals. The findings of this investigation show that individual financial management at the Roemah Difabel Indonesia Foundation must be addressed by utilizing funding sources, financial reports, cash management, and budgeting to assist individuals in managing their finances properly and appropriately. When each individual has financial literacy knowledge and utilizes financial inclusion properly, their financial management will improve. The implications of the impact of financial literacy and financial inclusion on financial management at the Roemah Difabel Indonesia Foundation are dominated by the financial inclusion variable, which yields more positive results. According to the survey and interview findings, financial literacy yields fewer positive results due to a lack of education regarding the use of digital financial services, although accessibility, quality, usage, and well-being are not barriers to financial management.

CONCLUSION

This study shows that the level of financial inclusion among people with disabilities tends to be higher than their level of financial literacy. These findings indicate a gap between access to and utilization of financial services and individuals' capacity to understand and manage their finances. This is because findings indicate that while Roemah Difabel members have good financial inclusion, their limited financial literacy prevents them from managing their finances effectively. Regarding financial inclusion, respondents demonstrated an ability to understand and access financial services, but they lacked the skills to use them wisely. Conceptually, this confirms that financial literacy is not directly proportional to financial behavior but is influenced by other factors such as ease of access, institutional support, and contextual conditions. The low level of financial literacy in this study is associated with limitations in human capital, particularly regarding education, skills, and financial knowledge, which serve as key variables in shaping optimal financial behavior.

Based on these findings, strategies to enhance financial inclusion must not only focus on expanding access but must also be accompanied by strengthening individual capacity. The government, financial institutions, and non-profit organizations need to develop inclusive and adaptive financial education programs, for example through disability-specific training, the provision of accessible materials, and the use of disability-friendly financial technology (fintech). Additionally, cross-sector collaboration is key to ensuring that increased financial inclusion is accompanied by improved quality in financial decision-making.

Theoretically, this study contributes to the literature by demonstrating the possibility of a non-linear relationship between financial literacy and financial behavior. These findings also highlight the importance of mediating or contextual variables, such as human capital (education, skills, and knowledge), in bridging this relationship. Thus, a more comprehensive conceptual model is needed to understand the dynamics between financial literacy, inclusion, and behavior, particularly among vulnerable groups such as people with disabilities, specifically member of Roemah Difabel.

This study has several limitations. First, the limited research timeline restricted the depth of data exploration. Second, the relatively small number of respondents may affect the generalizability of the findings. Third, the limited sampling location to a single institutional context means the research results may not necessarily reflect broader conditions. Therefore, future research is advised to use a larger and more diverse sample, covering various regions, and to develop more complex analytical models such as Structural Equation Modeling (SEM). In addition, other variables such as attitudes toward finances and self-confidence also need to be taken into account in order to gain a more comprehensive understanding.

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