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The Effect of Financial Literacy on Economics Teachers' Investment Behavior: The Mediating Role of Financial Attitude and Its Implications for Social Studies Learning

Basuki Pramono [1)*], Yola Yolanda [2)], Roza Sri Susanti [3)], Aulia Apriani [4)]

1) 2) 3) 4) Department of Economic Education, Universitas Riau, Indonesia

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Abstract

This study aims to examine the effect of financial literacy on the investment behavior of economics teachers, analyze the influence of financial literacy on financial attitude, and investigate the mediating role of financial attitude in the relationship between financial literacy and investment behavior, as well as its implications for Social Studies (IPS) learning. This study employed a quantitative approach with an explanatory research design. Data were collected through a survey using a structured questionnaire administered to 128 senior high school economics teachers in Kampar Regency, selected purposively from a population of 135 teachers. The instrument measured financial literacy, financial attitude, and investment behavior using eight indicators for each variable on a five-point Likert scale. Data were analyzed using Structural Equation Modeling–Partial Least Squares (SEM-PLS) with SmartPLS software. The results indicate that financial literacy has a positive and significant effect on financial attitude ($\beta = 0.722$; $p < 0.001$) and investment behavior ($\beta = 0.298$; $p < 0.01$). Financial attitude also has a positive and significant effect on investment behavior ($\beta = 0.516$; $p < 0.001$) and acts as a partial mediator in the relationship between financial literacy and investment behavior. The coefficient of determination shows that financial literacy explains 52.1% of the variance in financial attitude ($R^2 = 0.521$), while financial literacy and financial attitude jointly explain 63.7% of the variance in investment behavior ($R^2 = 0.637$). These findings suggest that financial literacy not only enhances teachers' financial management capabilities but also contributes to strengthening financial literacy education in Social Studies (IPS) learning through teachers' practical financial experiences.

Keywords: financial literacy; financial attitude; investment behavior; economics teachers; social studies learning; financial literacy education

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INTRODUCTION

The increasing complexity of the global financial system requires individuals to possess adequate financial literacy to manage income, savings, and investments in a rational and long-term oriented manner. Financial literacy not only involves an understanding of basic

**Corresponding author:*
E-mail: basukipramono46@gmail.com

financial concepts and financial products but also encompasses the ability to make informed financial decisions by considering risks and benefits in a balanced way (Lusardi & Mitchell, 2017; Klapper et al., 2019; OECD, 2020). Individuals with higher levels of financial literacy tend to demonstrate more structured financial planning, more appropriate investment choices, and greater financial resilience over time (Dua, 2024). In the context of education, financial literacy is an integral part of economic literacy, which constitutes a core component of Social Studies (IPS) learning. Social Studies education is not merely aimed at delivering economic concepts but also at equipping students with the ability to make rational economic decisions in their daily lives. Therefore, financial literacy education plays a strategic role in strengthening students' economic competencies and decision-making skills through contextual learning experiences (Walstad & Rebeck, 2017; NCSS, 2013; Lusardi, 2019).

However, previous studies indicate that high financial literacy does not always translate into optimal investment behavior. Empirical evidence shows that individuals with adequate financial knowledge may still make suboptimal financial decisions due to non-cognitive factors such as risk perception, emotions, and attitudes toward money (Safryani et al., 2020; Gunawan et al., 2021; Siregar & Anggraeni, 2022). These psychological factors play a crucial role in bridging financial knowledge and actual financial behavior, suggesting that financial literacy alone is insufficient to explain variations in investment behavior (Hasanudin et al., 2022; Nanik, 2024). In Indonesia, financial literacy levels remain in the moderate category despite showing gradual improvement in recent years. The gap between financial knowledge and financial behavior is still evident, as reflected in low participation in productive investment and high vulnerability to risky or illegal financial practices (Ulfah et al., 2021). This condition highlights the importance of strengthening not only financial knowledge but also individuals' financial attitudes to ensure that knowledge can be effectively translated into adaptive and sustainable financial behavior.

Within the educational context, economics teachers hold a strategic position as they possess academic knowledge of economics, finance, and investment. Beyond managing their personal finances, they also act as agents of financial literacy education for students (Trisnawati & Hamid, 2023). Consequently, teachers' financial literacy and behavior may influence how financial concepts, investment decisions, and economic reasoning are delivered in Social Studies (IPS) classrooms. However, empirical observations suggest that teachers' investment behavior does not always reflect their level of financial literacy. Many teachers still prioritize consumption and conventional savings over long-term productive investments, influenced by factors such as income stability, lifestyle, and risk perception (Maharani & Candra, 2024; Susanti, 2025).

This condition indicates that financial literacy among teachers has broader implications, not only for personal financial management but also for the quality of economic learning in Social Studies education. Teachers with strong financial literacy and positive financial attitudes are more likely to provide contextual examples and real-life experiences that enhance students' understanding of financial management and investment concepts. From an educational perspective, teachers' financial competencies can strengthen the effectiveness of Social Studies learning, particularly in developing students' economic decision-making skills (Walstad & Rebeck, 2017).

Previous studies have primarily examined the direct relationship between financial literacy and investment behavior or included variables such as financial inclusion, financial technology, and demographic factors. However, studies that specifically position

financial attitude as a psychological mechanism mediating the relationship between financial literacy and investment behavior remain limited, particularly among economics teachers (Kusumaningtyas et al., 2022; Pratiwi, 2025). Moreover, research linking teachers' financial literacy to its implications for Social Studies learning is still scarce.

Based on this research gap, this study offers a novel contribution by examining the mediating role of financial attitude in the relationship between financial literacy and investment behavior among economics teachers. This study also emphasizes its relevance within the educational context, particularly in Social Studies learning. Therefore, this study aims to examine the effect of financial literacy on investment behavior, analyze the influence of financial literacy on financial attitude, and investigate the mediating role of financial attitude in the relationship between financial literacy and investment behavior, as well as its implications for Social Studies learning. Accordingly, the hypotheses proposed in this study are as follows: financial literacy has a positive effect on investment behavior, financial literacy has a positive effect on financial attitude, and financial attitude mediates the relationship between financial literacy and investment behavior among economics teachers.

LITERATURE REVIEW

Financial Literacy

Financial literacy refers to an individual's ability to understand basic financial concepts and apply such knowledge in making appropriate financial decisions. It encompasses not only knowledge of income management, savings, credit, and investment but also the capacity to evaluate risks and benefits associated with various financial choices (Lusardi & Mitchell, 2017). Individuals with a high level of financial literacy tend to demonstrate better long-term financial planning and are more capable of selecting investment instruments that align with their financial goals.

In the context of financial behavior, financial literacy serves as a cognitive foundation that influences how individuals process financial information and make economic decisions. Klapper, Lusardi, and van Oudheusden (2019) argue that individuals with higher financial literacy are more likely to participate in investment activities and exhibit better financial risk management. Therefore, financial literacy is widely recognized as a key determinant in shaping rational and forward-looking financial behavior.

From an educational perspective, financial literacy is also closely related to economic literacy, which is an essential component of Social Studies (IPS) learning. Through Social Studies education, students are expected not only to understand economic concepts but also to develop practical financial decision-making skills applicable to real-life situations. Consequently, strengthening financial literacy among educators, particularly economics teachers, becomes crucial as it influences both their personal financial behavior and their ability to deliver contextual and meaningful learning experiences in the classroom.

Financial Attitude

Financial attitude refers to an individual's psychological tendency in evaluating and responding to financial-related activities, including money management, financial planning, and investment decisions. It reflects a set of beliefs, values, and judgments regarding the use of financial resources and the importance of long-term financial planning (Hasanudin et al., 2022). Individuals with positive financial attitudes tend to exhibit better control over spending, stronger future orientation, and greater readiness to face financial risks.

From a theoretical perspective, financial attitude can be explained through the Theory of Planned Behavior proposed by Ajzen (1991), which posits that attitude is a key determinant of individual behavior. A positive attitude toward a particular behavior increases the likelihood of that behavior being performed. In the financial context, individuals who hold favorable attitudes toward financial management and investment are more likely to engage in responsible and consistent financial behavior.

In relation to financial literacy, attitude plays a mediating role in transforming knowledge into action. While financial literacy provides the cognitive basis for understanding financial concepts, financial attitude determines how individuals interpret and internalize that knowledge into actual behavior. Therefore, financial attitude is considered a crucial psychological factor that bridges the gap between financial knowledge and financial behavior.

In the context of education, particularly in Social Studies (IPS) learning, teachers' financial attitudes can influence not only their personal financial behavior but also their instructional practices. Teachers with positive financial attitudes are more likely to demonstrate responsible financial behavior and provide meaningful, real-life examples in teaching economic concepts. This, in turn, can enhance students' understanding of financial decision-making and promote more contextual and applicable learning experiences.

Investment Behavior

Investment behavior refers to an individual's actions in allocating financial resources into various investment instruments with the aim of obtaining future returns. This behavior reflects how individuals plan, select, and manage their investments based on their level of financial knowledge, risk preferences, and financial goals (Safryani et al., 2020). Effective investment behavior is typically characterized by systematic planning, appropriate asset allocation, and continuous evaluation of investment outcomes.

Investment behavior is influenced not only by rational factors such as financial knowledge and access to information but also by psychological factors, including financial attitude, risk perception, and individual beliefs. These factors interact in shaping how individuals respond to financial opportunities and uncertainties. Therefore, investment behavior should be understood as the result of the interaction between cognitive and psychological dimensions in financial decision-making.

From the perspective of financial literacy, individuals with higher financial knowledge are more likely to participate in investment activities and make more rational financial decisions. However, financial literacy alone is not sufficient to ensure optimal investment behavior, as psychological factors often determine whether knowledge is translated into action. This highlights the importance of financial attitude as a key factor in explaining variations in investment behavior. In the context of education, particularly in Social Studies (IPS), investment behavior represents a practical form of economic decision-making in everyday life. Teachers who actively engage in investment activities are better positioned to provide authentic examples and contextual explanations when teaching economic concepts. As a result, teachers' investment behavior can contribute to enhancing the quality of Social Studies learning by connecting theoretical knowledge with real-life financial practices.

Relationship between Financial Literacy and Financial Attitude

Financial literacy plays a fundamental role in shaping individuals' attitudes toward financial management. A higher level of financial knowledge enables individuals to better understand financial concepts, evaluate risks, and make informed financial judgments.

This understanding contributes to the development of more positive attitudes toward financial planning, money management, and investment activities (Hasanudin et al., 2022).

Individuals with adequate financial literacy tend to have greater confidence in managing their finances and are more likely to adopt responsible financial behaviors. This confidence strengthens their orientation toward long-term financial planning and increases their willingness to engage in investment activities. Conversely, limited financial literacy may lead to uncertainty and negative attitudes toward financial decision-making. In the context of education, particularly in Social Studies (IPS), teachers' financial literacy is closely related to their attitudes toward financial management. Teachers who possess strong financial knowledge are more likely to develop positive financial attitudes, which can influence both their personal financial behavior and their ability to deliver meaningful financial education in the classroom.

Relationship between Financial Literacy and Investment Behavior

Financial literacy is widely recognized as a key factor influencing individuals' investment behavior. Individuals with a higher level of financial knowledge are more capable of understanding investment concepts, assessing risks, and selecting appropriate financial instruments. This capability increases their likelihood of participating in investment activities and making more rational and well-informed financial decisions (Safryani et al., 2020).

A strong understanding of financial principles, such as diversification, risk-return trade-offs, and long-term financial planning, enables individuals to allocate their financial resources more effectively. Consequently, individuals with adequate financial literacy tend to demonstrate more proactive and structured investment behavior compared to those with limited financial knowledge.

However, although financial literacy provides the cognitive foundation for investment decisions, it does not always guarantee consistent investment behavior. External factors and psychological aspects may influence how financial knowledge is translated into actual investment actions. Despite these limitations, financial literacy remains an essential determinant in shaping individuals' investment behavior.

In the context of education, particularly in Social Studies (IPS), teachers' financial literacy can influence their investment behavior as well as their ability to provide practical examples in teaching economic concepts. Teachers who actively engage in investment activities can deliver more contextual and experience-based learning, which enhances students' understanding of financial decision-making.

Relationship between Financial Attitude and Investment Behavior

Financial attitude plays a crucial role in shaping individuals' investment behavior. Individuals with a positive financial attitude tend to demonstrate a stronger orientation toward long-term financial planning, better control over financial decisions, and a higher willingness to take calculated risks in investment activities (Hasanudin et al., 2022). These characteristics encourage individuals to engage more actively and consistently in investment practices.

From a theoretical perspective, the Theory of Planned Behavior (Ajzen, 1991) explains that attitude is one of the primary determinants of behavior. A positive attitude toward financial management and investment increases the likelihood that individuals will translate their intentions into actual financial actions. Therefore, financial attitude serves as an important psychological factor influencing investment behavior.

In addition, financial attitude also functions as a mediating variable in the relationship between financial literacy and investment behavior. While financial literacy provides individuals with the necessary knowledge and understanding, financial attitude determines how that knowledge is internalized and transformed into actual behavior. Individuals with high financial literacy but negative financial attitudes may not engage in optimal investment behavior, whereas those with positive financial attitudes are more likely to act on their financial knowledge.

In the context of education, particularly in Social Studies (IPS), teachers' financial attitudes can influence both their personal financial behavior and their instructional practices. Teachers who demonstrate positive financial attitudes are more likely to model responsible financial behavior and provide meaningful, real-life examples in teaching economic concepts. This can enhance students' understanding of financial decision-making and support more contextual learning experiences. Based on these arguments, financial attitude is expected to have a positive effect on investment behavior.

RESEARCH METHOD

This study was conducted among senior high school economics teachers in Kampar Regency, Indonesia. The study employed a quantitative approach using an explanatory research design to examine the causal relationships among financial literacy, financial attitude, and investment behavior. This approach was selected to provide empirical evidence regarding both direct and indirect effects among the variables under investigation. Based on the theoretical framework and proposed hypotheses, this study developed a conceptual model in which financial literacy acts as the independent variable, financial attitude as the mediating variable, and investment behavior as the dependent variable. The model is designed to explain how financial literacy influences investment behavior both directly and indirectly through financial attitude. The conceptual framework of this study is presented in Figure 1.

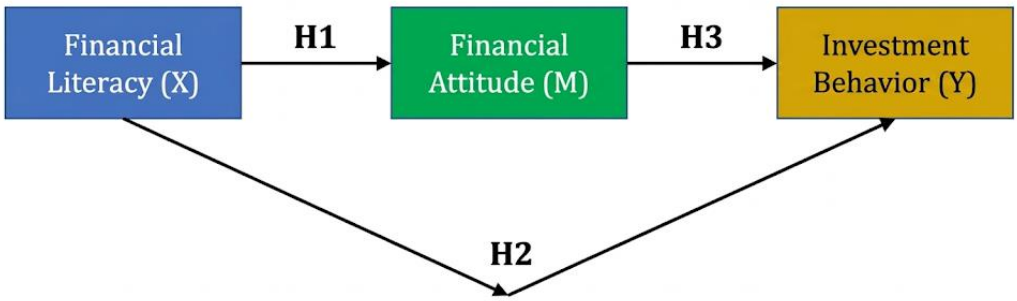

Figure 1. Conceptual Framework

The population of this study consisted of all senior high school economics teachers in Kampar Regency, totaling 135 teachers based on data obtained from the local Department of Education. The sample was determined using a purposive sampling technique, which involves selecting respondents based on specific criteria relevant to the research objectives. The criteria included: (1) teachers who actively teach economics subjects at the senior high school level, (2) teachers with a minimum of one year of teaching experience, and (3) teachers who were willing to participate in the study. Based on the data collection process, a total of 128 respondents met the specified criteria and

were included in the analysis. This sample size is considered adequate for Structural Equation Modeling–Partial Least Squares (SEM-PLS), which is suitable for studies with relatively moderate sample sizes and complex models involving mediating variables.

Data were collected using a survey method through a structured questionnaire. The questionnaire consisted of closed-ended statements designed to measure financial literacy, financial attitude, and investment behavior using a five-point Likert scale. Although financial literacy is often measured using objective knowledge tests, this study adopts a perception-based approach using a Likert scale to capture respondents' understanding and confidence in managing financial decisions based on their practical experiences. This approach is considered appropriate for reflecting real-life financial behavior (Hasanudin et al., 2022). The distribution of the questionnaire was conducted both offline and online using digital forms to ensure wider and more efficient data collection. The data collection process took place from June to October 2025.

The measurement indicators for each variable were developed based on relevant previous studies. Financial literacy indicators were adapted from Lusardi and Mitchell (2017), financial attitude indicators from Hasanudin et al. (2022), and investment behavior indicators from Safryani et al. (2020). Each variable was measured using eight indicators representing the conceptual dimensions of the study. The use of established instruments from prior studies ensures the validity and reliability of the measurement model.

Table 1. Measurement Indicators

Variable	Indicator	Number of Items	Scale	Source
Financial Literacy	Understanding of basic financial concepts	2	Likert 1–5	Lusardi & Mitchell (2017)
	Understanding of investment risk	2	Likert 1–5	
	Knowledge of financial products	2	Likert 1–5	
	Financial planning ability	2	Likert 1–5	
Financial Attitude	Financial planning orientation	2	Likert 1–5	Hasanudin et al. (2022)
	Attitude toward money management	2	Likert 1–5	
	Attitude toward expenditure control	2	Likert 1–5	
	Attitude toward financial risk-taking	2	Likert 1–5	
Investment Behavior	Investment planning	2	Likert 1–5	Safryani et al. (2020)
	Allocation of investment funds	2	Likert 1–5	
	Selection of investment instruments	2	Likert 1–5	
	Evaluation of investment outcomes	2	Likert 1–5	

The collected data were analyzed using Structural Equation Modeling–Partial Least Squares (SEM-PLS) with the assistance of SmartPLS software. This method was selected due to its ability to analyze complex relationships between latent variables and its suitability for models involving mediating variables with relatively moderate sample sizes. The analysis was conducted in two main stages. The first stage involved the evaluation of the measurement model to assess the validity and reliability of the constructs. This included examining factor loadings, Average Variance Extracted (AVE), and composite reliability. The second stage involved the evaluation of the structural model to analyze the relationships among variables. This included testing path coefficients, coefficient of determination (R^2), and indirect effects to examine the mediating role of financial attitude. The significance of the relationships was assessed using the bootstrapping procedure in SEM-PLS.

RESULTS AND DISCUSSION

1. Characteristics of Respondents

This study involved 128 senior high school economics teachers in Kampar Regency selected using a purposive sampling technique. The demographic characteristics of the respondents are presented in Table 2.

Table 2. Respondent Characteristics

Characteristics	Category	Frequency	Percentage
Gender	Male	56	44%
	Female	72	56%
Age	< 30 years	23	18%
	31–45 years	61	48%
	> 45 years	44	34%
Teaching Experience	< 5 years	18	14%
	5–10 years	43	34%
	> 10 years	67	52%

Based on Table 2, the majority of respondents were female (56%), while male respondents accounted for 44%. In terms of age, most respondents were between 31–45 years (48%), followed by those aged over 45 years (34%) and under 30 years (18%). Regarding teaching experience, the majority had more than 10 years of experience (52%). These findings indicate that the respondents generally possess substantial teaching experience and professional stability. Most respondents also reported having investment experience, particularly in relatively low-risk instruments such as savings deposits and gold, while some have started investing in mutual funds and stocks. This suggests that economics teachers not only have theoretical knowledge but also practical exposure to investment activities.

2. Measurement Model Evaluation

The results of the measurement model evaluation are presented in Table 3.

Table 3. Outer Loadings of Indicators

Variable	Indicator	Outer Loading
Financial Literacy	FL1	0.781
	FL2	0.803
	FL3	0.812
	FL4	0.794
	FL5	0.823

	FL6	0.809
	FL7	0.788
	FL8	0.815
Financial Attitude	FA1	0.792
	FA2	0.816
	FA3	0.801
	FA4	0.827
	FA5	0.809
	FA6	0.834
	FA7	0.793
	FA8	0.821
Investment Behavior	IB1	0.812
	IB2	0.829
	IB3	0.804
	IB4	0.818
	IB5	0.835
	IB6	0.801
	IB7	0.826
	IB8	0.814

As shown in Table 3, all indicators have outer loading values above 0.70, indicating that all items meet the criteria for convergent validity. The results of construct validity and reliability are presented in Table 4.

Table 4. Construct Validity and Reliability

Variable	AVE	Cronbach's Alpha	Composite Reliability
Financial Literacy	0.653	0.887	0.912
Financial Attitude	0.671	0.874	0.904
Investment Behavior	0.689	0.881	0.908

Table 4 shows that all AVE values exceed 0.50, indicating good convergent validity. Additionally, Cronbach's Alpha and Composite Reliability values are above the recommended thresholds, confirming that all constructs are reliable. Furthermore, discriminant validity assessed using the Fornell–Larcker criterion indicates that each construct has adequate discriminant validity, suggesting that the variables are distinct and free from multicollinearity issues. Therefore, the measurement model is considered valid and reliable for further analysis.

3. Structural Model Evaluation

After confirming that the measurement model is valid and reliable, the next step is to evaluate the structural model. This stage aims to examine the relationships among variables and to test the proposed hypotheses. The results of the structural model evaluation are presented in Table 5.

Table 5. Structural Model Results

Relationship	Path Coefficient (β)	t-statistic	p-value	Result
Financial Literacy → Financial Attitude	0.722	10.841	0.000	Significant
Financial Literacy → Investment Behavior	0.298	3.412	0.001	Significant
Financial Attitude → Investment Behavior	0.516	6.734	0.000	Significant

Based on Table 5, financial literacy has a positive and significant effect on financial attitude (β = 0.722; p < 0.001), indicating that higher financial literacy leads to more positive financial attitudes among economics teachers. Thus, H1 is supported. Financial literacy also has a positive and significant effect on investment behavior (β = 0.298; p < 0.01), suggesting that teachers with higher financial literacy are more likely to engage in investment activities. Therefore, H2 is supported. Furthermore, financial attitude has a positive and significant effect on investment behavior (β = 0.516; p < 0.001). This result indicates that teachers with more positive financial attitudes tend to demonstrate better investment behavior. Hence, H3 is supported.

4. Coefficient of Determination (R^2)

The coefficient of determination (R^2) was used to assess the predictive power of the model. The results show that the R^2 value for financial attitude is 0.521, indicating that financial literacy explains 52.1% of the variance in financial attitude. Meanwhile, the R^2 value for investment behavior is 0.637, which means that financial literacy and financial attitude together explain 63.7% of the variance in investment behavior. These values indicate that the model has moderate to strong explanatory power.

5. Indirect Effect Analysis

The indirect effect analysis was conducted to examine the mediating role of financial attitude in the relationship between financial literacy and investment behavior. The results are presented in Table 6.

Table 6. Indirect Effect Results

Relationship	Indirect Effect (β)	t-statistic	p-value	Result
Financial Literacy → Financial Attitude → Investment Behavior	0.372	5.214	0.000	Significant

The results show that the indirect effect of financial literacy on investment behavior through financial attitude is significant (β = 0.372; p < 0.001). This indicates that financial attitude partially mediates the relationship between financial literacy and investment behavior. This finding suggests that financial literacy not only influences investment behavior directly but also indirectly through the formation of positive financial attitudes. The findings of this study demonstrate that financial literacy has a positive and significant effect on financial attitude among economics teachers. This result indicates that a higher level of financial knowledge contributes to the development of more positive attitudes toward financial management. In line with the Theory of Planned Behavior (Ajzen, 1991), knowledge plays an important role in shaping individuals' beliefs and evaluations, which in turn influence their attitudes. This finding is consistent with previous studies (Hasanudin et al., 2022), confirming that financial literacy serves as a cognitive foundation in forming financial attitudes. Furthermore, financial literacy is found to have a positive and significant direct effect on investment behavior. This suggests that teachers with higher financial literacy are more likely to engage in investment activities and make rational financial decisions. However, the magnitude of this effect is smaller compared to the indirect effect through financial attitude, indicating that knowledge alone is not sufficient to drive consistent investment behavior. This finding supports previous studies (Safryani et al., 2020; Kusumaningtyas et al., 2022), which highlight the importance of both cognitive and psychological factors in financial decision-making.

The results also reveal that financial attitude has a positive and significant effect on investment behavior. Teachers who possess positive attitudes toward financial management and long-term planning are more likely to demonstrate proactive and consistent investment behavior. This finding reinforces the Theory of Planned Behavior, which posits that attitude is a key determinant of actual behavior (Ajzen, 1991). In addition, the mediating analysis shows that financial attitude partially mediates the relationship between financial literacy and investment behavior. This indicates that financial literacy not only directly influences investment behavior but also indirectly affects it through the formation of financial attitudes. This finding emphasizes that financial knowledge must be accompanied by positive attitudes in order to be effectively translated into actual financial behavior. From an educational perspective, these findings have important implications for Social Studies (IPS) learning. Economics teachers who possess strong financial literacy and positive financial attitudes are better equipped to provide contextual and experience-based learning. Their real-life financial practices, particularly in investment activities, can serve as authentic examples that help students understand abstract economic concepts more effectively.

Moreover, the integration of financial literacy into Social Studies learning can enhance students' ability to make rational economic decisions in everyday life. Teachers who demonstrate sound financial behavior can act as role models, thereby strengthening the relevance and effectiveness of economic education in schools. Therefore, improving teachers' financial literacy and financial attitudes is not only important for personal financial well-being but also for enriching the quality of Social Studies learning. Overall, this study contributes to the literature by highlighting the importance of financial attitude as a mediating mechanism between financial literacy and investment behavior. It also emphasizes the role of teachers as key agents in integrating financial literacy into educational practices, particularly within the context of Social Studies learning.

CONCLUSION

This study concludes that financial literacy has a positive and significant effect on both financial attitude and investment behavior among economics teachers. In addition, financial attitude is found to have a positive effect on investment behavior and serves as a mediating mechanism in the relationship between financial literacy and investment behavior. These findings indicate that financial knowledge alone is not sufficient to produce optimal investment behavior without being supported by positive financial attitudes. From an educational perspective, the results of this study highlight the important role of teachers' financial literacy and financial attitudes in supporting the quality of Social Studies (IPS) learning. Teachers who possess strong financial understanding and demonstrate positive financial behavior are better able to provide contextual and practical learning experiences for students, particularly in developing economic decision-making skills. This study is limited to economics teachers in Kampar Regency, which may restrict the generalizability of the findings. Future research is recommended to expand the scope of the study to different regions and include additional variables such as financial technology, investment experience, and the integration of financial literacy into classroom practices. Overall, this study emphasizes that strengthening financial literacy and financial attitudes among teachers is essential not only for improving personal financial well-being but also for enhancing the effectiveness of Social Studies education.

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