VOLUME 8 No 2 Nov 2026
E – ISSN: 2620 – 5815
DOI: 10.36985/amzesm42

Jurnal Ilmiah AccUsi
https://jurnal.usi.ac.id/index.php/jia

PARENTS' FINANCIAL LITERACY AND HOUSEHOLD FINANCIAL MANAGEMENT AMONG BENEFICIARIES OF THE FREE NUTRITIOUS MEAL PROGRAM

[1*]Icha Ratnasari, [2]Fauziah Dwika Adelia, [3]Naila Isma Harianti, [4]Elfina O P Damanik

[1,2,3,4]Management Study Program, Universitas Simalungun

Email: [1]icharatnasari54@gmail.com, [2]fauziahdwika21@gmail.com, [3]nailaismaharianti@gmail.com, [4]elfinaopdse83@gmail.com

*Corresponding Author: icharatnasari54@gmail.com

ABSTRACT

This study examines the effect of parents' financial literacy on household financial management among families whose children receive benefits from the Free Nutritious Meal (MBG) Program at SD Negeri 122351 Siantar Timur, Pematangsiantar. The study applies a quantitative associative approach and uses primary data collected through a closed-ended questionnaire measured on a five-point Likert scale. The respondents are 30 parents or guardians of Grade VI students. The data were analyzed using simple linear regression with IBM SPSS. The regression coefficient for financial literacy is positive at 0.489, with a t-statistic of 3.312 and a significance value of 0.003. The model produces an R Square of 0.282, indicating that financial literacy explains 28.2 percent of the variation in household financial management in the observed sample. The findings suggest that parents' ability to plan financial resources, understand financial concepts, use financial technology, manage risks, and assess household financial conditions is associated with better financial management practices. Nevertheless, the reported Kolmogorov–Smirnov test for unstandardized residuals has a significance value of 0.002, meaning that the normality assumption is not met in the available output. The statistical findings should therefore be interpreted cautiously, and the residual distribution should be reviewed before publication.

Keywords: Financial Literacy, Household Financial Management, Parents, Free Nutritious Meal Program, Grade VI

ABSTRACT

Penelitian ini bertujuan untuk mengetahui pengaruh literasi keuangan orang tua terhadap pengelolaan keuangan rumah tangga penerima manfaat Program Makan Bergizi Gratis (MBG) di SD Negeri 122351 Siantar Timur, Kota Pematangsiantar. Penelitian menggunakan pendekatan kuantitatif dengan jenis asosiatif. Data primer diperoleh melalui kuesioner tertutup dengan skala Likert lima tingkat. Responden penelitian berjumlah 30 orang tua atau wali siswa kelas VI. Data dianalisis menggunakan regresi linear sederhana dengan bantuan IBM SPSS. Hasil analisis menunjukkan koefisien regresi literasi keuangan sebesar 0,489, nilai t hitung 3,312, dan signifikansi 0,003. Nilai R Square sebesar 0,282 menunjukkan bahwa literasi keuangan menjelaskan 28,2 persen variasi pengelolaan keuangan rumah tangga pada sampel yang diteliti. Temuan ini menunjukkan bahwa kemampuan orang tua dalam merencanakan sumber daya, memahami konsep keuangan, memanfaatkan teknologi keuangan, mengelola risiko, dan menganalisis kondisi keuangan berkaitan dengan praktik pengelolaan keuangan keluarga. Namun, uji Kolmogorov–Smirnov terhadap residual menghasilkan signifikansi 0,002 sehingga asumsi normalitas belum terpenuhi berdasarkan output yang tersedia. Oleh sebab itu, hasil statistik perlu ditafsirkan secara hati-hati dan distribusi residual perlu diperiksa kembali sebelum artikel dipublikasikan.

Kata Kunci: Literasi Keuangan, Pengelolaan Keuangan Rumah Tangga, Orang Tua, Program MBG, Siswa Kelas VI

This is an open access article distributed under the Creative Commons Attribution 4.0 International License

VOLUME 8 No 2 Nov 2026
E – ISSN: 2620 – 5815
DOI: 10.36985/amzesm42
Jurnal Ilmiah AccUsi
https://jurnal.usi.ac.id/index.php/jia

I. INTRODUCTION

The development of quality human resources is one of the important foundations in realizing a healthy, productive, and competitive society. The quality of human resources is not only determined by education and skills, but also related to health conditions and nutritional fulfillment. At school age, the fulfillment of nutritional needs is one of the things that supports the growth, development, and learning processes of students. Therefore, efforts to fulfill child nutrition are part of the government's attention in improving the quality of human resources.

One of the government policies related to meeting nutritional needs is the Free Nutritious Meal Program (MBG). Based on the description in the research, the implementation of this program refers to Presidential Regulation Number 115 of 2025 concerning the Governance of the Implementation of the Free Nutritious Meal Program. The program is aimed at target groups, including students in early childhood education units, primary education, and secondary education. The MBG program not only has goals related to fulfilling nutritional intake, but can also intersect with the spending conditions of beneficiary families.

In the study, it was stated that data from the National Nutrition Agency as of August 31, 2026 showed that the MBG program had reached 56.99 million beneficiaries or 76.45 percent of the target of 74.56 million recipients. This study also noted that in January 2026 the program will be served by 21,102 Nutrition Fulfillment Service Units (SPPG) These figures are presented according to the research document. At the school level, SD Negeri 122351 East Siantar was recorded to have 135 MBG beneficiary students (National Nutrition Agency (BGN), 2026).

The benefits of the program to families can be seen from the possibility of reducing some of the children's food expenses. This study refers to the information of the Central Statistics Agency's baseline survey of 81,100 households which shows a decrease in food expenditure for households receiving MBG Reduced spending on one item of needs can provide space for families to meet other needs, such as education, savings, and urgent needs. However, the budget space does not automatically guarantee a better family financial condition. Its utilization is still influenced by the way parents manage income and expenses. (National Nutrition Agency, 2026).

Households need to divide their income for various needs that go hand in hand. Spending on groceries, shelter, transportation, education, health, and social needs needs to be adjusted to the amount of income they have. When income is limited or not fixed, families must more carefully determine priorities. Poorly planned management can lead to uncontrolled expenses, difficult savings to form, and urgent needs to be met through loans.

Based on the initial information included in the study, most parents of SD Negeri students 122351 work as factory workers and construction workers with an income of around IDR 2,500,000 per month. Some of these jobs have income that can change according to work conditions and availability. With limited income, parents need to manage expenses for basic needs, children's education, and other family needs. This situation can pose challenges when families have to face unexpected expenses or increased needs.

One of the abilities related to financial decision-making is financial literacy. Financial literacy is not only related to the ability to recognize financial terms, but also includes the skill of using this knowledge in daily life. Parents who understand budget planning, recording income and expenses, savings, risks, and the use of financial services are expected to be able to make more targeted decisions. In the context of MBG beneficiary families, these abilities can help parents determine the use of funds previously allocated for children's food needs.

Hidalgo-Mayorga et al. (2025) Explaining financial literacy as a combination of knowledge, skills, attitudes, and behaviors that a person needs to make appropriate financial decisions. Meanwhile, emphasizing aspects of the ability to plan resources, understand financial concepts, utilize financial technology, manage risks, and analyze financial conditions. Both views show that financial literacy has a side of knowledge and application. The knowledge possessed needs to be realized in financial management actions that are in accordance with household needs Listyaningsih et al., 2024.

This is an open access article distributed under the Creative Commons Attribution 4.0 International License

VOLUME 8 No 2 Nov 2026
E – ISSN: 2620 – 5815
DOI: 10.36985/amzesm42
Jurnal Ilmiah AccUsi
https://jurnal.usi.ac.id/index.php/jia

Andrianingsih & Asih (2022) The research discusses the relationship between financial literacy and financial management in housewives. The research is close to the focus of this study because it both places financial literacy as a factor related to family financial management. Meanwhile, it discusses household financial management through asset recording, income and expenditure recording, identification of routine expenses, and budget preparation Oktavianti et al., 2024.

This study places MBG as a beneficiary context, not as a variable that is measured separately. The focus of the analysis is directed at the relationship between parents' financial literacy and household financial management. The total number of 135 students is all students of grades I to VI, while the data analyzed comes from 30 respondents' parents/guardians of grade VI students. The purpose of the study is to find out whether parental financial literacy has an effect on household financial management in this group of respondents.

II. LITERATURE REVIEW

Financial Literacy

Financial literacy is a skill that a person needs when dealing with economic choices and decisions. In household life, financial decisions arise when the family determines the amount of expenses, sets aside savings, uses loans, chooses financial services, and prepares for future needs. These decisions are not always easy because family income needs to be divided into various needs. Therefore, financial literacy is one of the provisions so that the decisions made are not only based on momentary desires, but also consider financial abilities and conditions.

Hidalgo-Mayorga et al. (2025), through a systematic review of financial literacy research, explains that financial literacy consists of the knowledge, skills, attitudes, and behaviors needed to make the right financial decisions and achieve economic well-being. In the framework referred to by the author, financial literacy includes financial knowledge, financial attitudes, and financial behaviors. Knowledge helps a person understand financial information, attitudes form tendencies in making choices, while behavior shows the application of knowledge and attitudes in daily actions.

This understanding shows that it is not enough for a person to know terms such as budget, interest, savings, or risk. This knowledge needs to be applied when developing an expenditure plan and determining priorities. For example, an understanding of the importance of an emergency fund will be more meaningful if it is followed by the habit of setting aside some income regularly. Likewise, an understanding of loan costs needs to be applied when families consider the use of credit.

Listyaningsih et al. (2024) Explain financial literacy through a number of practical skills, namely planning and managing resources, understanding financial concepts and terms, utilizing financial technology, managing risk, and analyzing financial conditions to make decisions. This view is relevant to household research because its indicators can be associated with parental activities when managing income, paying for routine needs, using financial services, and preparing for possible unplanned expenses.

Based on these two references, parental financial literacy in this study is understood as the knowledge, attitudes, and skills used by parents to plan, manage, and make decisions about family finances. This definition limits the discussion of parents' financial capabilities in the context of the household. Financial literacy is not defined as the amount of income or the number of assets owned, but the ability to understand and use available resources

Dimensions and Indicators of Financial Literacy

The first indicator is the ability to plan and manage financial resources. This ability is related to how parents adjust their family needs to the available income. Planning can be done by determining the needs that must be met first, estimating costs, and dividing funds so that they do not run out for one type of expenditure. In households with limited income, planning helps families recognize the limits of their spending ability.

The second indicator is the understanding of financial concepts and terms. Parents need to understand basic concepts such as income, expenses, savings, budget, debt, interest, and risk. This understanding helps families assess the consequences of financial decisions. The third indicator is the

This is an open access article distributed under the Creative Commons Attribution 4.0 International License

VOLUME 8 No 2 Nov 2026
E – ISSN: 2620 – 5815
DOI: 10.36985/amzesm42
Jurnal Ilmiah AccUsi
https://jurnal.usi.ac.id/index.php/jia

use of financial technology, which is the ability to use digital means related to financial transactions or services appropriately and carefully. The use of technology needs to be accompanied by attention to data security, transaction costs, and the accuracy of the purpose of use.

The fourth indicator is the ability to manage financial risks. Every household can face unplanned conditions, such as illness, damage to goods, changes in income, or sudden needs. Risk management is related to the ability to recognize these possibilities and prepare steps that can be taken according to the family's capabilities. Preparation can be in the form of setting aside funds, setting priorities, or avoiding decisions that add to the financial burden excessively.

Listyaningsih et al. (2024) The fifth indicator is the ability to analyze financial conditions for decision-making. Parents need to see the relationship between income, expenses, obligations, and future needs before deciding on an action. A simple analysis can be done by examining whether expenses are greater than income, whether there is still room to save, and whether a purchase is really necessary. These five indicators are used as the basis for measuring the variables of parental financial literacy in this study and refer to

Household Financial Management

Household financial management is a series of family actions in managing financial resources to meet current needs and prepare for future needs. The management is not only related to how much income is received, but also how income is used, recorded, and controlled. Families with the same income can have different financial conditions if the way they manage their expenses is not the same.

Oktavianti et al. (2024) Explain financial management as an individual or family's action to achieve future financial goals through cash flow management, asset protection and improvement, risk management, and debt and receivables management. In its implementation, family financial management can be carried out through recording assets owned, recording all income and expenses, identifying monthly and annual routine expenses, and preparing expenditure plans or budgets according to the priority scale of needs.

Good financial management helps families know their financial condition. Recording assets provides an overview of the resources they have. Recording income and expenses helps families know the flow of money in and out. Identifying regular expenses makes it easier for families to estimate needs that must be met on a regular basis. Meanwhile, budgeting helps families determine the distribution of funds based on the level of importance of needs.

Oktavianti et al. (2024) It also explains that family economic instability is not only related to the amount of income, but can be affected by the way income is spent. Unplanned expenses, the habit of delaying savings, and the use of consumptive credit can add pressure on household finances. Therefore, families need to prepare a spending plan and try to carry it out in a disciplined manner. This does not mean that all expenses must be rigidly limited, but rather that each expenditure needs to be adjusted to needs and abilities.

In this study, household financial management is understood as the ability of parents to record assets and cash flows, recognize family expenses, and prepare budgets according to priorities. This definition follows the scope of the indicators used in the study. This study does not measure the economic welfare of families at large, but financial management practices that are reflected through four operational indicators

Indicators of Household Financial Management

The first indicator is asset registration. Asset registration helps families identify the resources they have, whether they are cash, savings, or items that have economic value. Recording does not have to use a complicated system. Families can start with a simple list to know the assets they have and the changes that have occurred.

The second indicator is the recording of income and expenses. The record helps parents compare the amount of money received with the amount used. Through recordkeeping, families can find out the most spending items and assess whether the use of funds is as planned.

The third indicator is the identification of routine expenses. Routine expenses are needs that arise repeatedly, such as food, transportation, school fees, electricity, water, and other household needs.

This is an open access article distributed under the Creative Commons Attribution 4.0 International License

VOLUME 8 No 2 Nov 2026
E – ISSN: 2620 – 5815
DOI: 10.36985/amzesm42
Jurnal Ilmiah AccUsi
https://jurnal.usi.ac.id/index.php/jia

By recognizing routine expenses, parents can estimate the funds that need to be prepared and avoid using these funds for less urgent needs

Oktavianti et al. (2024) The fourth indicator is budgeting. A budget is an income distribution plan to meet various needs in a certain period. Budgeting helps families determine priorities, estimate expenses, and set aside funds for certain goals. The four indicators of household financial management refer to

Free Nutritious Meal Program as Research Context

The Free Nutritious Meal Program (MBG) in this study serves as a research context and criteria related to the respondents' families. The program is neither an independent variable nor a bound variable that is analyzed separately. The study did not test whether MBG increases or decreases household expenditure, because the regression instruments and models used only measure parents' financial literacy and household financial management.

(Rules President Republic of Indonesia, 2025) The research explains that the legal basis for the implementation of MBG is Presidential Regulation Number 115 of 2025 concerning the Governance of the Implementation of the Free Nutritious Meal Program. This program is directed to improve the nutritional status of the target group, including students. In the context of households, school feeding has the potential to affect some of the children's food expenses. However, the use of available funds after the benefits of the program still depends on the decision of parents (Rules Presiden Republik Indonesia, 2025)

Thus, the context of MBG provides a relevant background to understand why family financial management skills need to be studied. If some of the child's food expenditures are reduced, the family may have the opportunity to allocate funds to other needs. However, this study does not measure the amount of savings and does not conclude that all families experience changes in expenditure of the same amount. The focus of the study remains on parents' financial literacy as a variable that is suspected to play a role in household financial management.

Relationship between Financial Literacy and Household Financial Management

The relationship between financial literacy and household financial management can be explained through the decision-making process. Financial knowledge helps parents understand the options available, while financial attitudes influence the tendency to choose certain actions. Financial skills and behaviors can then be seen from the application of those decisions in family life. Parents who understand how to budget, for example, are expected to be better able to divide income based on needs and abilities.

The research refers to the Theory of Planned Behavior (TPB) to explain the relationship between financial knowledge and behavior. In this framework, the intention to take an action is influenced by attitudes, subjective norms, and perceived behavioral control. Knowledge and communication about finance can help shape attitudes and perceptions of decision-making ability. In the context of this study, parents who feel able to manage finances are expected to be more prepared to prepare budgets, record cash flows, and control expenses.(Ajzen, 1991)

The relationship is conceptual and empirically tested through questionnaire data. This study uses one independent variable, namely parental financial literacy, and one bound variable, namely household financial management. The MBG program is placed as a beneficiary context. The model allows researchers to test whether the variation in financial literacy scores is related to the variation in household financial management scores in the respondents studied

Previous Research and Research Position

Andrianingsih & Laras Asih, (2022) examine the influence of financial literacy on financial management in housewives. The similarity with this study lies in the use of financial literacy as a variable related to family financial management. The difference is that this study takes the context of households of MBG beneficiaries in SD Negeri 122351 East Siantar and limits respondents to parents or guardians of grade VI students.

Oktavianti et al. (2024), Hidalgo-Mayorga et al. (2025), Listyaningsih et al. (2024) Oktavianti et al. (2024) discuss household financial management through asset recording activities, recording

This is an open access article distributed under the Creative Commons Attribution 4.0 International License

VOLUME 8 No 2 Nov 2026
E – ISSN: 2620 – 5815
DOI: 10.36985/amzesm42
Jurnal Ilmiah AccUsi
https://jurnal.usi.ac.id/index.php/jia

income and expenses, identification of routine expenses, and budget preparation. This reference is used to determine variable indicators of household financial management. Hidalgo-Mayorga et al. (2025) present a systematic review of financial literacy as a means of social inclusion and inequality reduction, while Listyaningsih et al. (2024) provide indicators of financial literacy ability to be more operational.

Based on these references, the position of this study is to examine the relationship between parental financial literacy and household financial management in the respondent group that has the context of MBG beneficiaries. The study does not claim that there has never been a study on family financial literacy. The differences emphasized are the context of the location, the group of respondents, and the use of the MBG program as the background of the beneficiaries. This scope is an empirical contribution that is limited to the study respondents

Research Framework

The research framework places parental financial literacy as an independent variable (X) and household financial management as a bound variable (Y). Financial literacy is measured through five indicators, namely planning and managing resources, understanding financial concepts and terms, utilizing financial technology, managing financial risk, and analyzing financial conditions. Household financial management is measured through four indicators, namely asset recording, income and expenditure recording, identification of routine expenses, and budget preparation.

The MBG program is a context that describes the characteristics of the respondent's family, namely parents or guardians of students whose children are beneficiaries of the program. The program is not described as an additional variable in the model. The relationship tested is the direct relationship between parental financial literacy and household financial management.

Financial Literacy of Parents (X) → Household Financial Management (Y)

Source: Developed by the authors based on the research framework.

Hypothesis Development

Parents who have better financial literacy are expected to be able to understand the family's financial condition, determine spending priorities, and use resources more strategically. These abilities can support recording income and expenses, introducing routine expenses, and budgeting. On the other hand, limited financial knowledge and skills can make it difficult for families to assess their spending ability and anticipate future needs.

Based on the theoretical foundation and previous research used, the research hypothesis is formulated as follows:

H0: Parents' financial literacy does not have a significant effect on the financial management of household beneficiaries of the MBG Program at SD Negeri 122351 East Siantar.

H1: Parents' financial literacy has a positive and significant effect on the financial management of household financial management of MBG Program beneficiaries at SD Negeri 122351 East Siantar.

III. RESEARCH METHOD

Research Design and Location

This study uses a quantitative approach with a type of causal associative research. The quantitative approach is used because the research data is obtained through questionnaire score measurement and analyzed using statistical techniques. The causal associative type was chosen to test the influence of one independent variable on one bound variable. The independent variable in this study is parental financial literacy (X), while the bound variable is household financial management (Y).

The research was carried out on families of beneficiaries of the MBG Program related to SD Negeri 122351, East Siantar District, Pematangsiantar City. The research respondents were parents or guardians of class VI students. The selection of the class VI group followed the researcher's explanation that the research was only conducted in that class, not on all students in grades I to VI

Population and Sample

In the study, the total number of students of SD Negeri 122351 from grade I to grade VI was said to be 135 students. This number is an overview of the number of school students as a whole and is

This is an open access article distributed under the Creative Commons Attribution 4.0 International License

VOLUME 8 No 2 Nov 2026
E – ISSN: 2620 – 5815
DOI: 10.36985/amzesm42
Jurnal Ilmiah AccUsi
https://jurnal.usi.ac.id/index.php/jia

not the same as the number of research respondents. This study specifically took parents or guardians of 30 students in grade VI. Thus, the respondent unit analyzed was 30 parents/guardians, not 135 students.

Based on the researcher's explanation that all respondents studied came from class VI and the SPSS data contained 30 cases, the affordable population of this study was limited to 30 parents/guardians of class VI students who were the target of data collection. If all members of the group were indeed given a questionnaire and all returned the answers that could be processed, the appropriate technique was saturated sampling. This technique used all members of the affordable population as a research sample.

The respondent criteria in this study were parents or guardians of grade VI students of SD Negeri 122351 Siantar Timur, respondents' children were registered as beneficiaries of the MBG Program, and respondents were willing to provide answers through questionnaires. This study did not generalize the results to all 135 students or all parents of students in schools

Data Sources and Collection

The main data of the study is primary data obtained directly from the respondents' answers. The data collection instrument is in the form of a closed questionnaire containing statements about parents' financial literacy and household financial management. The closed questionnaire is used so that each respondent provides answers based on the choice of scale that has been provided, so that the answers can be scored and processed statistically.

The study also included interviews as one of the techniques for collecting supporting information. Interviews were conducted through questions and answers with related parties to obtain information about the conditions of the research. However, because the results of the analysis reported in this article came from questionnaire data and SPSS outputs, interviews were not used as a basis for stating statistical findings

The measurement scale used was a five-level Likert scale, namely strongly disagree was given a score of 1, disagreed was given a score of 2, neutral was given a score of 3, agreed was given a score of 4, and strongly agreed was given a score of 5. The same scale was used to measure the answers to both variables. A higher score indicated a higher level of agreement with the statements in the questionnaire

Operational Definition and Measurement

Listyaningsih et al. (2024), Oktavianti et al. (2024) The operational definition is used to explain the limitations of each variable so that it can be measured through questionnaire indicators. The parental financial literacy variable is operationalized as the knowledge, attitude, and skills of parents in planning and making family financial decisions. The indicator refers to. The variable of household financial management is operationalized as the action of parents in recording, regulating, and controlling family assets and cash flow to achieve financial goals. The indicator refers to.

Table 1. Operational Definition Variable

Variable	Operational Definition	Indicators	Scale
Financial Literacy (X)	Parents' knowledge, attitudes, and skills used to make appropriate household financial decisions.	1. Planning and managing resources 2. Understanding financial concepts and terms; 3. Using financial technology 4. Managing financial risks 5. Analyzing financial conditions for decision-making.	Likert 1–5
Household Financial Management (Y)	Parents' actions in recording, arranging, and controlling household assets and cash flows to achieve financial goals.	1. Asset recording 2. Recording income and expenses 3. Identifying routine expenses 4. Preparing a household budget.	Likert 1–5

Source: Processed by the authors based on Listyaningsih et al. (2024) and Oktavianti et al. (2024).

This is an open access article distributed under the Creative Commons Attribution 4.0 International License

VOLUME 8 No 2 Nov 2026
E – ISSN: 2620 – 5815
DOI: 10.36985/amzesm42
Jurnal Ilmiah AccUsi
https://jurnal.usi.ac.id/index.php/jia

Data Analysis Technique

Data were analyzed using IBM SPSS through simple linear regression analysis. Regression analysis was used to determine the direction and magnitude of the relationship between the influence of parental financial literacy on household financial management. The regression model used was Y = a + bX + e. Y is household financial management; a is constant; b is the regression coefficient of financial literacy; X is parental financial literacy; and e is a disruptive error.

Hypothesis testing was carried out with a t-test at a significance level of 5 percent. If the significance value is less than 0.05, the regression coefficient is statistically significant. The positive regression coefficient indicates the direction of the positive relationship, while the negative coefficient indicates the direction of the negative relationship. The determination coefficient (R Square) is used to see the proportion of variation of bound variables that can be explained by the independent variables in the model.

Regression assumption checks are carried out by looking at residual distributions and residual distribution patterns. In the available outputs, there are Kolmogorov–Smirnov tests on unstandardized residuals, histograms, Normal P–P Plots, and scatterplots between standardized residual and standardized prediction values. The results of the normality test need to be reported openly because the significance value obtained is below 0.05.

The submitted output does not yet show a questionnaire validity and reliability testing table. Therefore, this article does not include the conclusion that all items are valid or that the instrument is reliable. The test needs to be supplemented with an appropriate table of results before the manuscript is submitted to the journal. The residual scatterplots available can be an initial visual examination, but they are not sufficient to declare the results of a formal heteroscedasticity test without a reportable test result

IV. RESULTS AND DISCUSSION

Description of Research Object and Respondents

The research was conducted on families benefiting from the Free Nutritious Meal Program related to SD Negeri 122351 East Siantar. The school has 135 students from grade I to grade VI based on information in the research. However, the respondents who are the focus of the research are only parents or guardians of grade VI students. The number of data included in the processing of SPSS is 30 cases. Therefore, the number of respondents in the analysis of this study is 30 parents/guardians of grade VI students.

It is necessary to distinguish between the number of students in the entire school and the number of study respondents. The number 135 indicates the total number of students in grades I to VI, while the number 30 indicates the number of respondents whose data is analyzed. This difference is important so that the reader does not assume that all school students are the research sample. The unit of analysis in the study is parents or guardians, because the information collected is related to literacy and household financial management.

The SPSS output provided does not contain a table of respondent characteristics based on gender, age, education, or occupation. Therefore, this article does not display the percentage of these characteristics. The presentation of respondent characteristics can be added if the researcher has a correct recapitulation of respondent identity data and can be checked.

Simple Linear Regression Results

A simple linear regression analysis was carried out to determine the influence of parental financial literacy on household financial management. Based on IBM SPSS output, the number of data analyzed was 30 respondents. The results of the regression coefficient are presented in Table 2.

Table 2. Simple Linear Regression Results

Variabel	B	Standar Error	Standardized Beta
Konstanta	14.641	6.586	–
Financial literacy (X)	0.489	0.148	0.531

Source: SPSS output, processed by the authors (2026).

This is an open access article distributed under the Creative Commons Attribution 4.0 International License

VOLUME 8 No 2 Nov 2026
E – ISSN: 2620 – 5815
DOI: 10.36985/amzesm42
Jurnal Ilmiah AccUsi
https://jurnal.usi.ac.id/index.php/jia

Based on Table 2, the value of the constant is 14.641 and the regression coefficient of financial literacy is 0.489. Thus, the regression equation obtained is Y = 14.641 + 0.489X. The constant shows the predicted value of household financial management when the financial literacy score is zero in the model. The regression coefficient of 0.489 indicates a positive direction, so that an increase in one unit of financial literacy score is related to an increase in the prediction value of household financial management by 0.489 units.

A standardized beta value of 0.531 indicates the direction of the positive relationship between the two variables. This value does not mean that financial management has increased by 53.1 percent; beta is a standardized coefficient that indicates the direction and strength of the relationship in standard units. The interpretation of the magnitude of variation described by the model is done through the R Square value, not through the beta.

Hypothesis Testing

Hypothesis testing was carried out with a t-test at a significance level of 5 percent. Based on Table 3, the financial literacy variable had a calculated t-value of 3.312 with a significance value of 0.003. Because the significance value of 0.003 was less than 0.05, H0 was rejected and H1 was accepted. The regression coefficient of 0.489 had a positive value, so that parental financial literacy had a positive and significant effect on household financial management in the respondents studied. This means that the higher the parent's financial literacy, the higher the tendency of the household financial management score in the analyzed data.

Table 3. Test Results t

Variabel	t count	Say.	Verdict
Financial literacy (X)	3,312	0,003	H0 rejected; H1 accepted

Source: SPSS output, processed by the authors (2026).

Coefficient of Determination

The value of the correlation coefficient (R) in the Summary Model was 0.531. The value of R Square was 0.282, the Adjusted R Square was 0.256, and the standard error of the estimate was 3.279. The value of R Square of 0.282 showed that parental financial literacy could explain 28.2 percent of the variation in household financial management in the analyzed data. Thus, the model's explainability was 28.2 percent, while the remaining 71.8 percent could not be explained by the financial literacy variable in this model and could be related to other factors that were not included in the study.

Table 4. Determination Coefficient Results

Indicator	Value
Correlation coefficient (R)	0.531
R Square	0.282
Adjusted R Square	0.256
Standar Error of the Estimate	3.279

Source: SPSS output, processed by the authors (2026).

The Adjusted R Square value of 0.256 or 25.6 percent is the value of the determination coefficient that has been adjusted to the number of predictors and sample size. This value can be used as additional information. Meanwhile, the proportion of variations in household financial management described by the model generally refers to the R Square of 0.282 or 28.2 percent. Thus, financial literacy explains some of the variations in household financial management, but there are still 71.8 percent variations that have not been explained by this research model

Residual Normality Test and Diagnostic Notes

The output of the One-Sample Kolmogorov–Smirnov Test on unstandardized residual showed a total of 30 data, a test statistical value of 0.211, and an Asymp. Sig. (2-tailed) of 0.002. With a significance criterion of 0.05, the value of 0.002 was smaller than 0.05. This means that based on the reported Kolmogorov–Smirnov test, the residual did not meet the assumption of normal distribution.

This is an open access article distributed under the Creative Commons Attribution 4.0 International License

VOLUME 8 No 2 Nov 2026
E – ISSN: 2620 – 5815
DOI: 10.36985/amzesm42
Jurnal Ilmiah AccUsi
https://jurnal.usi.ac.id/index.php/jia

These results are worth noting because residual normality is one of the assumptions commonly examined in linear regression. The histogram and Normal P–P Plot included in the output can be used as an additional visual check, but do not change the results of the significance value of the formal test. Therefore, the results of the t-test and the determination coefficient in this article need to be interpreted carefully, noting that the fulfillment of the normality assumption cannot yet be stated

Discussion

The regression results showed that the financial literacy of parents had a positive coefficient of 0.489 and a significance value of 0.003. These findings are in line with the idea that the ability to understand and use financial information can help families manage their resources. Parents who can plan income, understand financial concepts, utilize financial services, manage risk, and analyze financial conditions have the provision to make more targeted decisions.

The findings are in line with the study on financial literacy and financial management in housewives. Both place financial literacy as a relevant aspect in family financial management. The results of this study can also be explained through the indicators used, because resource planning and analysis of financial conditions are abilities that can be applied when parents arrange household expenses Andrianingsih & Laras Asih (2022), Listyaningsih et al. (2024)

Oktavianti et al. (2024) Household financial management in this study was measured through recording assets, recording income and expenses, identifying routine expenses, and preparing budgets. The four indicators refer to. When parents have an adequate financial understanding, they are expected to find it easier to recognize the amount of resources they have, compare income and expenses, and determine priority needs.

In the context of MBG, the reduction of some of the children's food needs at school has the potential to open up spending space for households. However, this space does not automatically become savings or be diverted to productive needs. Parents still need to determine the allocation of funds based on family conditions. Financial literacy can play a role in the process of determining these allocations, for example by distinguishing needs and wants, preparing funds for educational needs, or setting aside part of income for emergency needs.

Although the regression results showed a positive and significant relationship, the R Square value of 0.282 indicates that the model's explainability is still limited. As many as 71.8 percent of the variation in household financial management is not explained by financial literacy in this model. This reminds us that financial management practices can also be related to income conditions, the number of family members, dependents, consumption patterns, job stability, and needs faced. These factors are possibilities that can be considered in future studies, not those that have been tested in the current model.

Theoretical and Practical Implications

Theoretically, the results of the study provide initial empirical support that financial literacy is related to household financial management in the context of parents of MBG beneficiaries. These results are in line with the view that financial knowledge and skills need to be applied in financial management behaviors. However, since the study was conducted on a limited group of respondents and the assumption of residual normality has not been met, these findings should be viewed as contextual evidence that still requires further testing.

Practically, parents can start improving financial management through recording income and expenses, preparing a simple budget, identifying routine needs, and determining priorities. Schools can consider providing basic financial information or education to parents through school meeting activities. The education can emphasize how to keep records of expenses, manage funds for children's needs, and prepare for sudden needs without assuming that the entire family has the same level of income.

Research Limitations

This study has several limitations. First, the number of respondents analyzed was 30 parents/guardians of grade VI students so that the results could not be directly generalized to all 135 students from grade I to grade VI or to other schools. Second, the research model only used one independent variable, namely parental financial literacy. Therefore, there are still other factors that may be related to household financial management but are not analyzed in this research model.

This is an open access article distributed under the Creative Commons Attribution 4.0 International License

VOLUME 8 No 2 Nov 2026
E – ISSN: 2620 – 5815
DOI: 10.36985/amzesm42
Jurnal Ilmiah AccUsi
https://jurnal.usi.ac.id/index.php/jia

Third, the SPSS output submitted showed a significance value of the residual normality test of 0.002. These results show that the normality assumption has not been met based on the Kolmogorov–Smirnov test. Fourth, the available output documents do not display a complete table of the results of the instrument validity and reliability test. In addition, respondent characteristic data is not available in the form of a reportable table. These limitations need to be noted before the article is submitted for publication.

Further research can expand the number of respondents, involve other class groups or schools, and add variables relevant to household conditions. Researchers are also advised to ensure the completeness of testing instruments and regression assumptions before drawing conclusions.

V. CONCLUSION

This study aims to determine the influence of parental financial literacy on the financial management of households benefiting from the Free Nutritious Meal Program at SD Negeri 122351 East Siantar. Based on a simple linear regression analysis of 30 parents/guardian respondents of grade VI students, a financial literacy regression coefficient of 0.489, a calculated t-value of 3.312, and a significance of 0.003 were obtained. These results show that financial literacy has a positive and statistically significant influence on household financial management in the analyzed data.

The R-Square value of 0.282 indicates that financial literacy explains 28.2 percent of the variation in household financial management, while the remaining 71.8 percent is not explained by the model. These findings confirm the importance of parents' ability to plan resources, understand financial concepts, manage risks, and analyze financial conditions. In practice, these skills can support asset recording, cash flow recording, identification of routine expenses, and family budgeting.

These conclusions need to be read with regard to the limitations of assumption testing. The Kolmogorov–Smirnov significance value of 0.002 indicates that the residual has not been normally distributed based on the reported test. Therefore, the re-examination of the data and residuals needs to be re-examined before the results are used as final conclusions for publication. Further research is recommended to broaden the respondent and consider other factors related to household financial management.

REFERENCES

Ajzen, I. (1991). The theory of planned behavior. Organizational Behavior and Human Decision Processes, 50(2), 179–211. https://doi.org/10.1016/0749-5978(91)90020-T

Andrianingsih, V., & Laras Asih, D. N. (2022). The Effect of Financial Literacy on Financial Management in Housewives. Indonesian Journal Of Management And Business, 8(1), 121–127. https://doi.org/10.32528/jmbi.v8i1.7812

Hidalgo-Mayorga, M. de los Á., Puente-Riofrio, M. I., Pérez-Salas, F. P., Guerrero-Arrieta, K. G., & López-Naranjo, A. L. (2025). Financial Literacy as a Tool for Social Inclusion and Reduction of Inequalities: A Systematic Review. Social Sciences, 14(11), 658. https://doi.org/10.3390/socsci14110658

Kristianto, K., Purba, D. T., Hazelinling, H., Saragih, M., & Girsang, Y. S. N. (2024). Analysis Of the Implementation of Financial Management of Regional Public Service Agency (BLUD) On the Performance of Public Hospital Employees dr Djasamen Saragih. Jurnal Ilmiah Accusi, 6(2), 290-303

Listyaningsih, E., Rahyono, R., Alansori, A., & Mukminin, A. (2024). Financial literacy, financial inclusion, and financial statements on MSMEs' performance and sustainability with business length as a moderating variable. Ikonomicheski Izsledvania, 33(1), 108–127.

Martina, S., & Girsang, C. I. (2025). An Analysis of The Influence of Digital Accounting System Integration and Financial Literacy on The Financial Performance of MSMES In the Era of Industry 4.0. Jurnal Ilmiah Accusi, 7(1), 135-144.

Martina, S., & Purba, D. S. (2025). Transparency And Public Participation as Determinants of Financial Management Accountability. Jurnal Ilmiah Accusi, 7(2), 451-466

This is an open access article distributed under the Creative Commons Attribution 4.0 International License

Martina, S., Ferdila, F., & Damanik, P. (2024). The Impact 0f Accounting Digitization and Financial Literacy on The Performance of MSMES In Pematangsiantar City. Jurnal Ilmiah Accusi, 6(2), 349-358

National Nutrition Agency. (2026). BPS Survey: Free Nutritious Eating Program Reduces Household Expenditure and Creates Jobs. National Nutrition Agency.

Nurrachmania, M., & Somadona, S. (2026). The Role of The Bamboo Basket Craft Industry in Increasing the Household Income of Artisans in Sirpang Dalig Raya Village, Simalungun Regency. Jurnal Ilmiah Accusi, 8(1), 360-374

Oktavianti, S., Haqiqi, T. M., Rahmania, V., Oktaviyani, H., Shalahuddin, M., Zainal, R. I., & Firmansyah. (2024). Household Financial Management of Mothers of Members of the Al-Hidayah Muslim Cooperative Plays a Role in Improving Financial Literacy. Journal of Master of Science Education Service, 7(2), 496–501. https://doi.org/10.29303/jpmpi.v7i2.6923

Presidential Regulation of the Republic of Indonesia Number 115 of 2025 concerning the Governance of the Implementation of the Free Nutritious Meal Program, Pub. L. 115, Presidential Regulation of the Republic of Indonesia (2025).

Purba, D. S., Martina, S., & Ferdila, F. (2025). The Influence of Financial Literacy and Access to Capital on the Financial Performance of MSMEs in Pematang Siantar City. Jurnal Ilmiah Accusi, 7(1), 254-264

Suprapto, F. A., Praditya, E., Dewi, R. M., & Adiyoso, W. (2025). A policy implementation review of the free nutritious meal (MBG) program. The Journal of Indonesia Sustainable Development Planning, 6(2), 297-312.

Yusriadi, Y. (2025). The impact of free nutritious meal programs on food security: a systematic review. Journal of Indonesian Scholars for Social Research, 5(1), 92-97.

This is an open access article distributed under the Creative Commons Attribution 4.0 International License