

## Financial Literacy: a Comparative Analysis Between Employees and Farmers

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Starting from James Gilbert's view that everyone should have the ability to understand money and its benefits. The ability to understand then becomes the forerunner to the birth of financial literacy, which is interpreted as a person's ability to process economic information and make the right decisions related to financial planning. This study seeks to examine theoretical and empirical evidence comparatively regarding the importance of financial literacy for those who work as employees of a business entity and those who work as farmers. Comparative Studies are used to increase the knowledge base and important issues that are the topics of further research. This study uses a systematic literature review design based on relevant journals and scientific reports. The search for journal sources is carried out through the following stages; a) Searching for journals using two keywords, namely "The Role of Financial Literacy for Business Actors and Employees" and "Financial Literacy for Farmers"; b) Reputable international journals and/or registered in international databases; and c) Journals published in the last five years, namely 2020-2024. The search results produced 56 journals, consisting of 45 journals themed "The Role of Financial Literacy for Employees" and 11 journals themed "Financial Literacy for Farmers". The data obtained were then analyzed descriptively. The results of the analysis found that the internalization of the importance of financial literacy is still focused on the company level with an employee base, and there is still little discussion of the topic of financial literacy for farmers. It was also found that financial literacy at the employee level is better than that of farmers. On average, farmers have financial literacy in the low category. A significant implication is that there must be new ideas in efforts to internalize financial literacy for farmers, considering the complexity of farmers' businesses that are vulnerable to financial risks. The next implication is that further investigation is needed to produce new ideas regarding the financial literacy model for employees during retirement and in old age for farmers. The results will later become a reference for the Government as a regulator to prepare a scheme to improve the intended literacy.

**Keywords:** Role, financial literacy, employees, farmers, future agenda, farmers, comparative study, financial Risks.

### INTRODUCTION

Financial literacy leads everyone to have financial knowledge and skills to be able to manage and utilize finances properly and appropriately. These financial management skills then shape attitudes financial decisions and wise future planning. Quoted from Rose (2023), financial literacy based on financial management began to be introduced in the American peninsula in 1737 by Benjamin Franklin. Franklin offered a concept known as "A Guide for Those Who Want to Be Rich". Entering the 19th century or around 1849, an economist James Gilbert introduced the concept of "Ten Minute Advice for Becoming a Banker". James Gilbert put forward his thoughts on the benefits of a banker or other members of the

general public having a bank account and its benefits. In the 20th century, financial literacy began to be popularly used by various scientists in explaining financial understanding by various competent institutions in the form of counseling, education, and the provision of special funds for financial research. However, the financial literacy taught is still limited to the scope of the study of "home economics".

According to Alexander Lowry in Rose (2023), a finance professor at Gordon College, "The earliest research on personal finance was conducted in 1920 by Hazel Kyrk". "Her dissertation at the University of Chicago laid the foundation for consumer economics and family economics. Later, Margaret Reid, a professor of home economics, was recognized as one of the pioneers in the study of consumer

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behavior and household behavior. The development of financial behavior which was then packaged in the concept of "financial literacy" made other academics interested in defining financial literacy.

The definition of financial literacy was first developed by the Presidential Advisory Council for Financial Literacy (PACFL) in 2008 (Mourine *et al.*, 2017). The definition of PACFL financial literacy is the ability to use knowledge and skills to manage financial resources effectively for lifelong financial well-being. Lusardi and Mitchell (2013) then developed it as a person's ability to process economic information and make the right decisions regarding financial planning, wealth accumulation, retirement, and debt. On this basis, several researchers such as Haryadi *et al.* (2023); Wuisang *et al.* (2023); Widyakto *et al.* (2022); Wahyuni *et al.* (2022); Ardila *et al.* (2021) use the term financial literacy in the sense of knowledge, expertise, and beliefs that influence human behavior as a form of improving the quality of financial management and decision-making so that well-being is achieved.

Financial literacy is currently entering a "new space" along with the advancement of modern technology. Digital technology, for example, has created new opportunities to massively increase financial literacy, and active financial knowledge in various fields and industries has utilized digital platforms to meet everyone's needs (Shen *et al.*, 2020). This is done using various methods, uploading financial literacy information, utilizing the potential of web multimedia, and reaching users worldwide. Digital games provide the widest possible space, anytime for everyone to obtain and/or provide financial literacy.

Every country always tries to improve financial literacy in its society. There are many efforts made by the Government to improve financial literacy, considering how important financial literacy is in building the economy. The target of each Government in financial literacy for each of its people is at least focused on five important aspects. *First*, to know more about the various important financial products (Khan *et al.*, 2022; Kumari, 2020; Hastings *et al.*, 2013). The public becomes more aware of various financial products. The broader their financial knowledge, the more familiar and familiar the public will be with financial products on the market. After knowing it, the public will be able to enjoy the benefits of each financial service.

*Second*, knowing how to utilize financial products to improve welfare (Widyastuti *et al.*, 2022; Kadoya and Khan, 2020). Financial literacy teaches people how to utilize and use financial products. After having sufficient insight into financial products and services, people will dare to try enjoying financial products. In addition, they will choose and consume financial products and services based on their needs. *Third*, improving the standard of living. If people can skillfully utilize financial products and services, their standard of living will increase. People become aware of

efficient and wise financial planning and management. They will get to know the investment and learn to see opportunities as additional income (Choerudin *et al.*, 2023).

*Fourth*, avoid fraud. The fourth point of the importance of financial literacy is so that people avoid fraud. When people have adequate knowledge regarding financial products and services, they will not be easily fooled by detrimental products such as fraudulent investments, Ponzi schemes, fraudulent businesses, and so on. *Fifth*, the distribution of wealth becomes more even. The distribution of wealth becomes more even. The use of financial products and services results in funds from the community being collected and redistributed in the community (Choerudin *et al.*, 2023). Recent studies (between 2020-2024) on financial literacy have discussed more in terms of human resource management, especially on performance and behavior, and on organizational objects. So, by referring to the five important points of financial literacy and the "new space" in financial literacy in the digital era, something is interesting to investigate in exploring what is meant by this. To further emphasize what the "new space" is like reviewing recent studies during the 2020-2024 publication period, only focuses on the role of financial literacy in small-scale or local businesses (Nugroho *et al.*, 2023; Kung, 2022; Tuffour *et al.*, 2022; Rahayu *et al.*, 2021; Yakob *et al.*, 2021; Buchdadi *et al.*, 2020; Hossain, 2020; Li and Qian, 2020). From here it can be seen that the importance of financial literacy for employees in industrial-scale companies or state-owned enterprises is still very limited.

Another interesting thing that has escaped the attention of researchers is financial literacy in the agricultural sector, especially farmers as business actors. Several studies have stated that the agricultural sector is vulnerable to climate change which ultimately poses a risk to its finances. It is not uncommon for farmers to experience crop failure and major material losses and do not have the ability and self-efficacy in financial management (Sikandar *et al.*, 2022; Constantin *et al.*, 2021). Finding a "new space" of digital era financial literacy for farmers is very challenging research to do.

Regarding financial literacy among farmers, Raza *et al.* (2023) have started it. It's just that it's still not very clear about the future agenda that needs to be emphasized on farmers to lead to the "new space" in question. This position is then the basis for implementing the current research.

The purpose of this study is to reveal the role of employee financial literacy, and the role of financial literacy for farmers in managing finances so that there is no material loss amid a dynamic global climate. The results of the analysis of both objectives become a basis for novelty that is useful for future research, at least as a state-of-the-art and/or research road-map.



## MATERIALS AND METHODS

This study uses a systematic literature review design sourced from relevant journals and scientific reports. As stated by [Lame \(2019\)](#); [Snyder \(2019\)](#); [Cash \(2018\)](#); [Palmatier et al. \(2018\)](#); [Jahan et al. \(2016\)](#); [Boyd and Solarino \(2016\)](#); [Rodell et al. \(2016\)](#); [Sio et al. \(2015\)](#); [Carlborg et al. \(2014\)](#) that a systematic literature review (SLR) is a research method used to identify, evaluate, and synthesize all relevant research on a particular topic or question.

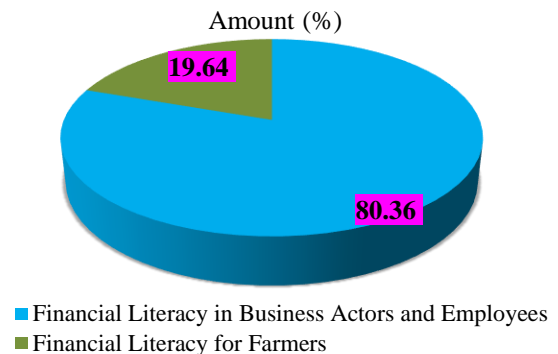
There are three main stages or processes carried out in research with systematic literature review, namely planning, conducting, and reporting. These stages are as described below:

1. Planning. In this stage, the researcher first determines the Research Question (RQ) or research question. The RQ chosen by the researcher is how is the empirical evidence regarding "What is the role of financial literacy for business people, employees, and farmers?". This RQ is explored in the process of searching and extracting literature.
2. Conducting. This stage is the technical part of the systematic literature review (SLR) itself. Starting from determining the search string based on RQ. Understanding synonyms and alternative word replacements will determine the accuracy of our literature search. Then the next step is to determine the source (digital library) of the literature search. Because the literature we collect will be very large, maybe hundreds or thousands of papers, researchers use software tools to facilitate literature management with Zotero. The things that are filtered are; a) The latest publication period between 2020-2024; b) Type of publication, namely journals, and conference proceedings that are reputable and/or registered in international databases such as Scopus. The search results produced 56 journals. The last step after obtaining the literature is data extraction, then synthesizing the various things we find from the selected literature (synthesis of evidence). The main purpose of data synthesis is to analyze and evaluate various research results from various literature, and to choose the most appropriate method to combine the explanation and interpretation of the various findings.
3. Reporting, is the stage of writing research results in a journal manuscript (journal draft) that will be published. The writing systematics adapts to the target journal template.

According to [Snyder \(2019\)](#); [Snyder et al. \(2016\)](#); [Witell et al. \(2016\)](#) the analysis process can refer to the stages as reviewed, and can use a descriptive paradigm or statistical process. In this study, the analysis uses a descriptive technique, where the data and information presented (pictures and tables) are then explained to obtain more adequate information on each item (problem) highlighted.

## RESULTS

The results of the analysis obtained that research journals in the last five years (2020-2024) that specifically discuss "farmer financial literacy" are still quite limited compared to "financial literacy" in business actors and employees. As seen in Figure 1, journals that discuss financial literacy for farmers are only 11 journals, or equivalent to 19.64% of the total journals, while journals that discuss outside of that are around 45 journals, or 80.36%.



**Figure 1. Comparison of the number of financial literacy research between employees and farmers.**

The data provides empirical evidence that financial literacy for farmers is not yet popular. Researchers are still "comfortable" in conducting research at the organizational and behavioral levels, and ignore farmers who are identical to villagers.

**Study of the Role of Financial Literacy for Non-Agricultural Business Actors (Workers/Employees):** There are 45 journals that have been successfully identified for the topic of "the role of financial literacy for business actors" to then be extracted and synthesized. Starting with mapping the frequency of publications by year, as presented in Figure 2. A tendency in the frequency of research interest was found during the observation period. This can be seen from the frequency of publications on "the role of financial literacy for business actors" in 2020 as many as 14 journals (31.11%), in 2021 and 2022 13 journals (28.89%), in 2023 decreased to 5 journals (11.11%) and in 2024 there were none at all (zero). The above fact looks "strange" because it shows the decreasing frequency and intensity of research. It looks strange because the ideal of knowledge innovation should be more active in producing new findings.

The study of the role of financial literacy in the last five years is spread across 14 countries. As seen in Figure 3, countries in Asia are the most dominant, with 10 countries equivalent to 71%. These countries are Indonesia, China, India, Vietnam, Malaysia, Bangladesh, Singapore, Japan, Sri Lanka, and Laos. The rest are in Ghana (Africa), Colombia and Brazil (Latin America), and Poland (Europe).



Of the total 45 journals, China is the one that has conducted the most financial literacy studies, namely 11 journals contributing around 24.44%. Followed by Indonesia with 10 journals or 22.22%. The third largest is a study in the form of literature studies with 6 journals contributing around 13.33%. The next largest is Ghana with 5 journals (11.11%), followed by Bangladesh with 2 journals (4.44%). Lastly, there is only 1 (2.22%) research manuscript each by Vietnam, Malaysia, Colombia, Poland, Singapore, Japan, Sri Lanka, Laos, and Brazil.

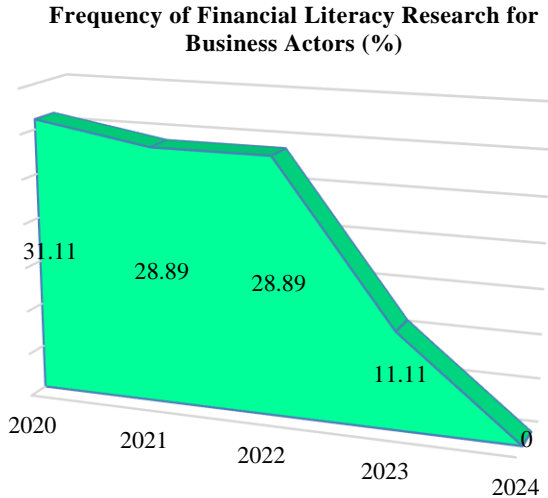


Figure 2. Frequency of financial literacy research for business actors and employees 2020-2024.



Figure 3. Distribution of countries for financial literacy studies of business actors and employees.

The next fact is that 32 topics of study have been widely discussed regarding the role of literacy over the past 5 years.

As presented in Table 1, some countries are discussing the same topic as Indonesia, China, India, Ghana, including Malaysia.

Table 1. Financial literacy study topics by country 2020-2024.

Country	The Role of Literacy
Indonesia	a. Performance of Village-Owned Enterprises b. Micro, Small, and Medium Enterprises c. Shopping Behavior d. Lifestyle e. Investment Decisions f. Financial Literacy in Conditions of Uncertainty
India	a. Financial decisions/attitudes b. Well-being c. Digital financial inclusion
China	a. Rural household entrepreneurship b. Credit constraints c. Household financial behavior d. Household consumption e. Poverty psychology f. Retirement finance g. Investment awareness h. Urban and rural population
Ghana	a. Small Business b. Access to financial services c. Household income d. Literacy in a Gender Perspective e. Increased loan payments
Vietnam	Adult characters
Malaysia	Small and Medium Enterprises (SMEs)
Colombia	Household debt and wealth
Poland	Debt
Bangladesh	a. Inclusive finance (equality) b. Privatization of finance
Singapore	Financial behavior of the elderly (retirees)
Japan	Financial knowledge, behavior and attitudes
Sri Lanka	Investment decisions
Laos	Saving behavior
Brazil	Credit history

Studies in Indonesia by Nugroho *et al.* (2023); Haryadi *et al.* (2023); Wuisang *et al.* (2023); Wahyuni *et al.* (2022); Widyastuti *et al.* (2022); Widyakto *et al.* (2022); Rahayu *et al.* (2021); Ardila *et al.* (2021); Buchdadi *et al.* (2020); Yuesti and Suryandari (2020) are interested in studying financial literacy from micro, small, and medium enterprises, especially at the local (village) level. Also highlighting behavior and lifestyle related to shopping and investment. Do not forget to discuss the role of financial literacy in dealing with economic pressures.

China has been more focused on the role of financial literacy in explaining household economy, poverty, the rural-urban



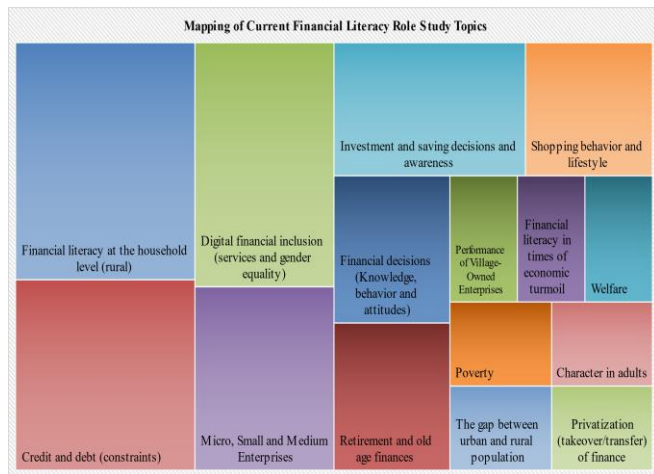
gap, and financial literacy in retirement and old age. India offers inclusive financial literacy, well-being, and attitudes towards financial management (Xu et al., 2022; Wang et al., 2022; Wu et al., 2022; Chang et al., 2022; Sun et al., 2021; Gui et al., 2021; Nie and Hu, 2021; Tao, 2021; Li et al., 2020; Li and Qian, 2020).

The topics discussed in Ghana as reported by Tuffour et al. (2022); Twumasi et al. (2022); Koomson et al. (2020); Baidoo et al. (2020) are similar to those in Indonesia regarding the role of financial literacy with small and medium enterprises. Also similar to India regarding financial inclusiveness and more specifically gender-based services. Credit and debt are also the main topics of discussion, especially on a household scale. This fact also appears to be the same as the topics discussed in China.

Cases in other countries tend to focus on one topic, for example, Vietnam (Van-*Nguyen et al., 2022*) highlights financial literacy about adult behavior. Malaysia (Yakob et al., 2021) examines the role of financial literacy in small businesses and wins, as discussed in Indonesia, and Ghana. Bangladesh by Hasan et al. (2021); Hossain (2020) focus on equality (inclusion) and privatization. Singapore in old age (Fong et al., 2021), similar to China. Japan focuses more on financial behavior with knowledge and attitudes (Kadoya and Khan, 2020). Laos on the discussion of saving behavior (Morgan and Long, 2020).

Poland, Colombia, and Brazil appear similar in their discussion of the role of financial literacy with debt and credit (Kurowski, 2021; Cao-Alvira et al., 2021; Santos and Gallucci, 2020).

Thirty-two (32) topics were then aggregated and synthesized, resulting in 15 topics as issues discussed by researchers. The mapping of topics that are important and strategic issues discussed in the current context is presented in Figure 4.



**Figure 4. Mapping of topics that are strategic issues in the study of the role of financial literacy for business actors and employees in the current context.**

The most discussed topic was “financial literacy at the household level (rural)” with a frequency of 5 times (15.63%). Because it is the most discussed topic, this topic is considered a key issue in explaining the role of financial literacy in the current context.

The second-ranking that became the issue of discussion by researchers was on two things, namely "credit and debt (constraints)" and "digital financial inclusion (services and gender equality)" each 4 times (12.50%). The third-ranking of other topics that contributed to the discussion of researchers were "micro, small, and medium enterprises" and "investment and saving decisions and awareness" each 3 times (9.38%).

**Table 2. Mapping of the Study of the Role of Financial Literacy for Farmers 2020-2024.**

Year	Country	Frequency	Study Topics
2024	China (Lu et al., 2024)	1	The impact of financial literacy in predicting credit default among farmers
2023	India (Das and Maji, 2023)	1	Farmers' financial literacy and its determinants
	Bangladesh (Das and Maji, 2023)	1	Financial literacy and credit accessibility for farmers
	Pakistan (Das and Maji, 2023; Raza et al., 2023)	2	
	Kosovo (Hoxha et al., 2023)	1	Financial literacy level for farmers
	China (Liu et al., 2023; Xu et al., 2023)	2	The influence of financial literacy on rural household insurance participation
			Financial Literacy and Income Structure of Farmer Households
	Madagascar (Sarfo et al., 2023)	1	The importance of financial literacy to digital credit awareness
2022	India (Maji and Laha, 2022)	1	Financial literacy and its antecedents among farmers
	China (Chang et al., 2022)	1	The role of financial literacy in rural household entrepreneurship
2021	Indonesia (Safitri, 2021)	1	Farmers' financial literacy level
2020	India (Soman, 2020)	1	The impact of financial literacy on financial management and farmer productivity
Total		13	



The fourth rank as an issue of intense discussion is about “shopping behavior and lifestyle”, “financial decisions (knowledge, behavior and attitudes)” and “retirement and old age finances” every 2 times (6.25%). The fifth (last) rank which was discussed only 1 time (3.13%) is about “performance of village-owned enterprises”; “financial literacy in times of economic turmoil”; “welfare”; “poverty”; “the gap between urban and rural population”; “character in adults”; and “privatization (takeover/transfer) of finance”.

**Study of the Role of Financial Literacy for Farmers:** The latest research that focuses on analyzing the "role of financial literacy for farmers" is in 11 journals. As presented in Table 2, studies on the role of financial literacy for farmers were found in 7 countries. Judging from the time of implementation, the most were carried out in 2023, namely 6 journals spread across 6 countries, namely India, Bangladesh, Pakistan, Kosovo, China, and Madagascar. In 2022, only 2 journals were carried out by India and China, while the others only had 1 journal each.

The next fact is about the frequency of financial literacy studies for farmers by country as many as 13 times. The distribution is presented in Figure 5. The highest frequency of studies was conducted in China, which was 4 times or equivalent to 30.77% of the total frequency. The second highest was conducted in India as many as 3 times or around 23.08%. Next is Pakistan as many as 2 times or 15.38%. Finally, Madagascar, Bangladesh, and Indonesia each only have 1 journal, or 7.69% of the total number.

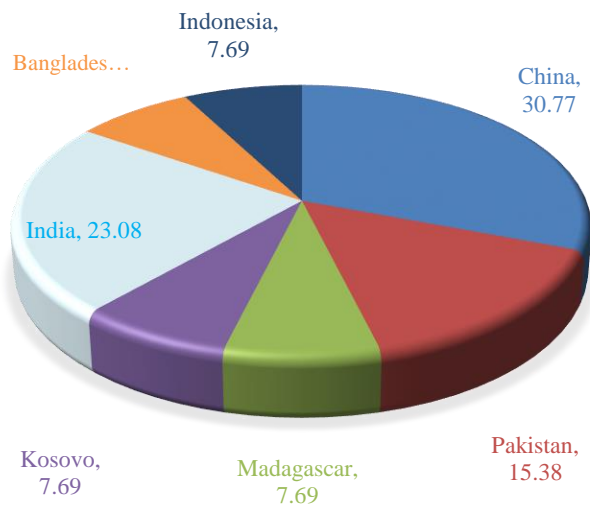


Figure 5. Frequency of financial literacy studies for farmers.

Various study topics in the investigation of the role of financial literacy for farmers as presented in Table 2, obtained 6 strategic issues that became the focus of discussion for researchers. The six strategic issues are presented in Figure 6 according to the order of frequency discussed by researchers.

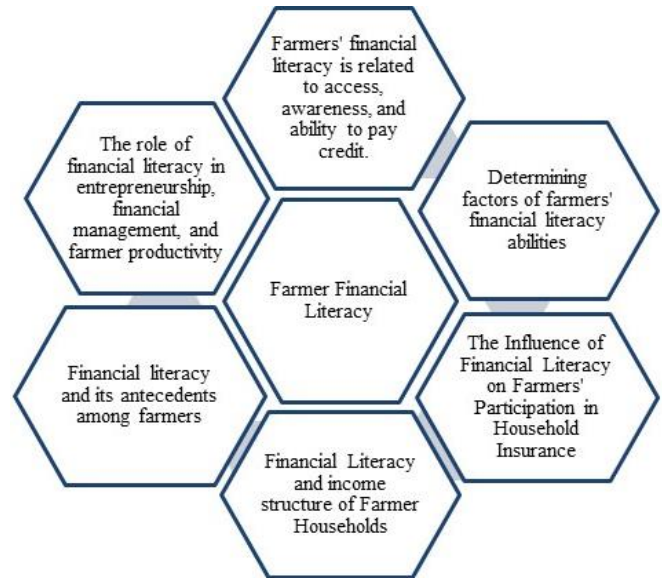


Figure 6. Mapping of topics that are strategic issues in the study of the role of farmers' financial literacy.

## DISCUSSION

Empirical evidence as shown in Figure 1 shows that financial literacy for farmers is not very popular. This gives rise to various assumptions, for example, there is a possibility that agricultural experts are less fond of providing education on financial literacy. The following assumption is that financial and management experts are still comfortable with research at the organizational level at the industrial level and city characteristics, ignoring the financial literacy of farmers which is identical to the village. Meanwhile, farmers in rural areas are the locomotive of food provision for urban communities. If quoting from the opinion of [Sikandar et al. \(2022\)](#); [Constantin et al. \(2021\)](#) that farmers are vulnerable to climate change which triggers crop failure, then of course the financial risk is also very large. Even according to [Pitthan and de-Witte \(2021\)](#), financial literacy has not been able to answer regarding business insurance services. Likewise, this study has not discussed financial literacy for business insurance services for farmers at all. Therefore, it is not wrong to agree with [Raza et al. \(2023\)](#) that financial literacy for farmers is important so that they have the knowledge and ability to manage finances with all its risks.

**The Role of Financial Literacy for Non-Agricultural Business Actors (Workers/Employees):** Based on the data in Figure 2, there is quite ironic empirical evidence. With the advancement of digital technology, financial literacy should be carried out massively to provide knowledge and innovation for the community, especially business actors. Theoretically, as stated by [Shen et al. \(2020\)](#), digital technology, for example, creates new opportunities to improve financial literacy for everyone, including business actors. The



challenge is that with the increasingly massive various digital financial service platforms to meet the needs of everyone, if not balanced with financial literacy, it is feared that they will be trapped in mistakes and accept risks in using digital financial services which will ultimately hinder business progress. Knowledge innovation in financial literacy must be improved. What needs to be considered is the need to present an innovative research partner paradigm according to conditions (problems) so that the information produced can be a reference for business actors and decision-makers at the organizational level.

As presented in Figure 4, the most widely discussed topic is “financial literacy at the household level (rural)” with a frequency of 5 times (15.63%). Because it is the highest, this topic is considered the main issue in explaining the role of financial literacy in the current context.

The second order of issues discussed by researchers is on two things, namely “credit and debt (constraints)” and “digital financial inclusion (services and gender equality)” each 4 times (12.50%). The third order of other topics that also contributed to the discussion of researchers is “micro, small and medium enterprises” and “investment and saving decisions and awareness” each 3 times (9.38%).

The fourth order as an issue that became an intense discussion was about “shopping behavior and lifestyle”, “financial decisions (knowledge, behavior, and attitude)”, and “retirement and old age finances” each 2 times (6.25%). The fifth (last) order that was only discussed 1 time (3.13%) was about “performance of village-owned enterprises”; “financial literacy in times of economic turmoil”; “welfare”; “poverty”; “gap between urban and rural population”; “character of adults”; and “privatization (takeover/transfer) of finance”.

**The Role of Financial Literacy for Farmers:** Realizing the need for financial literacy, many countries, both developed and developing, have launched financial literacy programs for their communities. Agricultural financial management is very important because agricultural finance is an important input for agriculture. The timely availability of finance and financial literacy influence the implementation of important agricultural technologies and increase agricultural productivity (Soman, 2020).

Financial literacy studies for farmers are considered urgent and pressing. According to Soman (2020), farmers are faced with complexity and there is information asymmetry that causes difficulties in making the right decisions in developing farming businesses. Therefore, financial literacy is important to improve financial management skills amidst the complexity and asymmetry of the information in question.

This becomes more complex when farmers fail to innovate their businesses in terms of financial knowledge, ultimately their literacy becomes lacking. This fact was revealed by Safitri (2021) that most literate farmers are in the fairly literate category (47.20%), and less literate (24.50%). Likewise, Das and Maji (2023); Raza et al. (2023); Maji and Laha (2022)

reported the same thing that the majority of farmers are classified as weak in financial literacy. Among the attitudes that indicate low financial literacy is that farming is not accompanied by a financial administration approach. Hoxha et al. (2023) conducted interviews with farmers, the results of which were that most farmers did not record costs and income. The possibility of financial recording is related to several household attributes.

The future global agenda, including research support, is to find new formats to spread and equalize the level of financial literacy for farmers. This is considered one of the options for increasing farmers' resilience to all pressures and complexities. This concern is indeed justified because theoretically, financial literacy has a significant positive impact on entrepreneurship and poverty alleviation for farmers (Chang et al., 2022). Likewise, Liu et al. (2023) proved that financial literacy can significantly accelerate farmer participation in terms of the ability to manage business finances in an orderly manner. Even farmers have started to think about insurance patterns to anticipate the worst possibilities that befall their businesses.

Another fact revealed by Xu et al. (2023), is that the better the financial literacy of farmers, the role it can play in shaping farmer welfare. Xu et al. (2023) continued, that financial literacy has a more significant role in increasing farmer income because farmers who have financial literacy have a higher income level than those with lower income levels.

Sarfo et al. (2023) reported the role of financial literacy in terms of the ability to manage agricultural credit. Based on the results of their analysis, financial literacy has a positive and statistically significant effect on farmers' awareness of credit. This means that farmers' financial literacy is very important for individual awareness of financial products that are maximized for the development of agricultural businesses. However, it is important to note the factors that influence financial literacy. As Safitri (2021) said, one of the factors that influence the level of financial literacy of farmers is education. Other factors are related to demographic characteristics such as gender, marital status, and age. Then there is also the contribution of gender neglect (financial inclusion) as a factor inhibiting efforts to increase literacy (Maji and Laha, 2022). In many cases, women are forced to manage agricultural finances along with household needs, burdening them, especially with low educational capacity.

Previous studies seem to agree that financial literacy is an important indicator of farmers' ability to make the right financial decisions, reduce the likelihood of loan default, and demonstrate its usefulness as a screening tool or additional credit risk assessment variable. Then, based on the findings of Lu et al. (2024), this study emphasizes a research implication. Financial literacy is important for farmers, but it would be better if financial literacy for farmers was packaged in an inclusive approach not only on gender but also on protection or in the context of financial risk management including



credit. For every institution that supports farmer finances such as banking, they can utilize financial literacy data to evaluate farmer creditworthiness and design effective farmer financial education programs.

As a final result, the discourse on the role of literacy in business drivers and the role of literacy for farmers is answered with the formulation of a strategic agenda (issue) that is useful for further research as presented in Figure 7. The agenda is also state-of-the-art and a roadmap for future research.

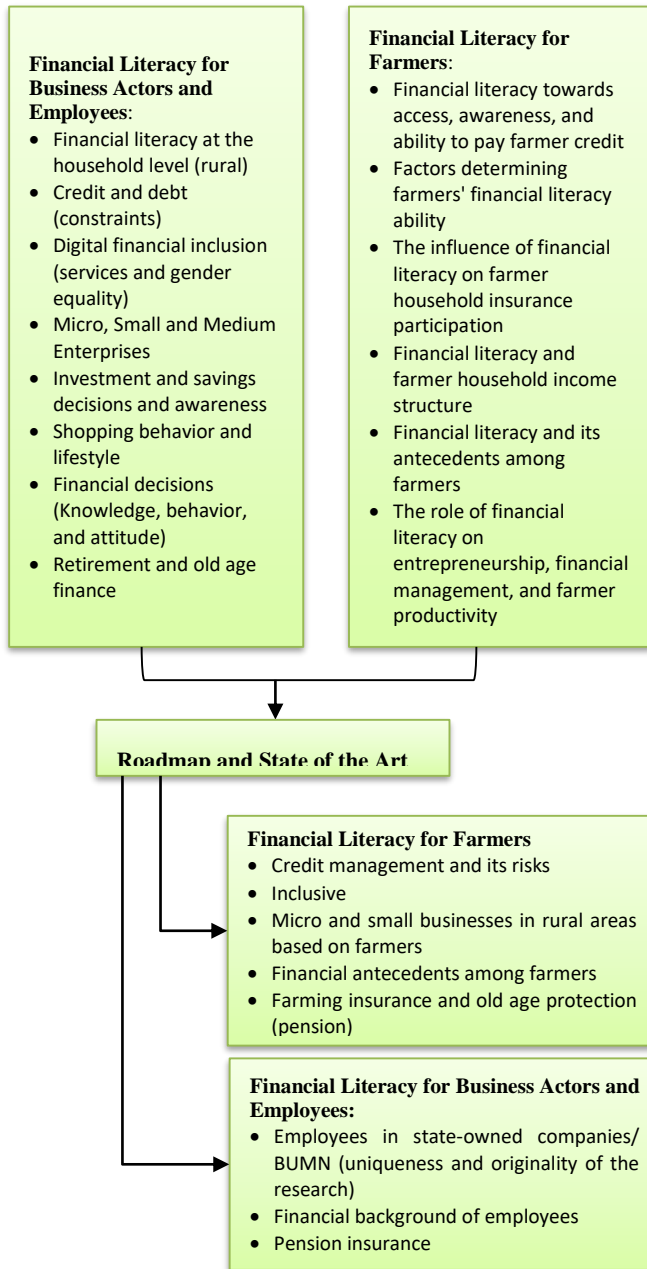


Figure 7. Roadmap and state of the art of future research.

There are five key topics as “entry points” to study the role of literacy for farmers in the future, namely: a) Credit management and its risks; b) Inclusive; c) Micro and small businesses in rural areas based on farmers; d) Financial antecedents among farmers; and e) Farm business insurance and old age protection (pension). Meanwhile, the key topics of the study of financial literacy for employees are focused on employees in three ways, namely: a) Employees in State-Owned Enterprises (BUMN), as well as the uniqueness and originality of the study; b) Financial antecedents of employees; and c) Pension insurance.

**Conclusion:** Financial literacy research using farmers as research subjects has been less popular in the last five years because the frequency is lower compared to employees or workers in a company. The proof is, that 80.36% of financial literacy research is aimed at employees. As a result, there is still a gap in financial literacy between farmers and employees. This also causes the gap in financial knowledge between urban and rural residents to widen.

This fact is of particular concern considering that farmers are the backbone of food provision for anyone including employees themselves. At the same time, farmers also have complex businesses that are always faced with the risk of crop failure due to climate change which ultimately impacts their finances. Therefore, financial literacy for farmers is important to provide knowledge in managing farm business finances to be more adaptive to various pressures, including economic turmoil that comes unexpectedly.

In an effort to increase the interest of experts to present various scientific facts to improve financial literacy, this study offers various topics for further research roadmaps. Those interested in conducting research at the employee level can examine the following three options: a) Employees in state-owned companies/BUMN (as the uniqueness and originality of the research); b) Antecedents of employee finance; and c) Pension insurance. Meanwhile, researchers interested in financial literacy for farmers can choose the following topics: a) Credit management and its risks; b) Inclusive; c) Micro and small businesses in rural areas based on farmers; d) Financial antecedents among farmers; and e) Agricultural insurance and old age protection (pension).

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**SDG's addressed:** Quality Education, Decent Work and Economic Growth, Reduced Inequalities, No Poverty.

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