SENTRI:
Jurnal Riset Ilmiah
ejournal.nusantaraglobal.ac.id/index.php/sentri

Vol. 5, No. 10, 2026
e-ISSN: 2963-1130
pp. 5340-5357

Local Wisdom-Based Practical Life and Project-Based Learning for Early Childhood Financial Literacy: A Systematic Literature Review

Tika Amalia Fitriani[1]*, Kulsum Nur Hayati[2], Wahju Dyah Laksmi Wardhani[3], Erie Siti Syarah[4]
[1,4]Universitas Terbuka
[2]Universitas Islam Negeri Sunan Kalijaga
[3]Universitas Muhammadiyah Jember

*Corresponding Author's e-mail: tikaamaliaf@gmail.com

Article History:
Received: August 06, 2026
Revised: September 10, 2026
Accepted: October 26, 2025

Keywords:
financial literacy; practical life; project based learning; local wisdom; early childhood education; systematic literature review.

Abstract: *This systematic literature review synthesizes evidence on local-wisdom-based Practical Life activities and project-based learning (PjBL) for developing financial literacy in early childhood education. Following PRISMA 2020, searches covered Google Scholar, Scopus, DOAJ, Sinta, university repositories, and reference tracking for publications from 2020 to 2025. The selection process identified 281 records, removed 65 duplicates, screened 216 titles and abstracts, assessed 66 full-text reports, and included 25 studies in the qualitative thematic synthesis. Four connected findings emerged. First, Practical Life routines translate financial ideas into concrete habits by teaching children to care for materials, recognize limited resources, make choices, and assume responsibility. Second, PjBL develops planning, collaboration, problem solving, simple budgeting, saving, and decision making through authentic projects such as classroom shops, mini-banks, markets, and product-making activities. Third, local wisdom strengthens relevance by embedding thrift, sharing, mutual assistance, family production, and traditional market practices in learning. Fourth, the strongest model integrates these elements as a progression from daily habits to collaborative projects and culturally meaningful reflection. The evidence remains limited by heterogeneous measures, short intervention periods, geographic concentration, and few studies testing the integrated model directly. The review recommends developmentally appropriate assessment instruments, longitudinal and cross-cultural studies, and teacher professional development that connects financial concepts with children's lived experiences.*

Copyright © 2026, The Author(s).
This is an open access article under the CC–BY-SA license

How to cite: Fitriani, T. A., Kulsum Nur Hayati, Wahju Dyah Laksmi Wardhani, & Erie Siti Syarah. (2026). Local Wisdom-Based Practical Life and Project-Based Learning for Early Childhood Financial Literacy: A Systematic Literature Review. *SENTRI: Jurnal Riset Ilmiah*, *5*(10). https://doi.org/10.55681/sentri.v5i10.7250

INTRODUCTION

Financial literacy begins before children manage formal accounts or make independent purchases. In early childhood, it is expressed through emerging understandings of value, scarcity, ownership, exchange, saving, choice, and the difference between needs and wants. It is also visible in habits: waiting, caring for possessions, using materials responsibly, sharing, and considering consequences. Preschool children can already discuss basic economic ideas when these are linked to familiar objects and experiences, while early financial learning is associated with later knowledge and behavior

(Kimzan & Usta, 2024; Mountain et al., 2021). For this reason, early financial literacy should be understood as a combination of knowledge, practical habits, decision-making, and character rather than as arithmetic about money alone.

The need for early intervention is especially important where access to financial products grows faster than the capacity to understand and use them. Indonesia's 2022 National Survey of Financial Literacy and Inclusion reported a substantial gap between financial inclusion and financial literacy, indicating that access does not automatically produce informed behavior (Otoritas Jasa Keuangan, 2022). Reviews of early childhood financial education also show that implementation remains uneven: programs depend heavily on teacher readiness, developmentally appropriate media, curriculum planning, and family participation (Firdaus et al., 2025; Nurfatmawati et al., 2023; Pramitasari et al., 2023). These conditions create a pedagogical challenge. Young children need financial concepts, but they cannot be taught through abstract lectures or adult-centered financial products.

Project-based learning (PjBL) adds a complementary level of complexity. PjBL organizes learning around an authentic question or product that requires planning, collaboration, investigation, action, and reflection. In kindergarten, projects can include a classroom shop, a mini-bank, production of a simple item, a savings campaign, a family market map, or the allocation of classroom materials. Research indicates that project learning can strengthen children's participation, collaboration, creativity, and problem solving, while financial-literacy projects can improve understanding of money, saving, and decision making (Aizenberg & Zadok, 2025; Kalsum et al., 2025; Noor, 2025; Sriyono et al., 2025). PjBL therefore moves children from routine participation toward shared planning and reasoned choice.

Despite these promising strands, the evidence remains fragmented. Practical Life studies tend to measure concentration, motor skills, independence, or self-awareness. PjBL studies frequently focus on science, creativity, or general learning outcomes. Financial-literacy studies often examine media, parental socialization, or market-day activities. Local-wisdom studies emphasize character and cultural relevance. Few studies directly examine how the three components can work together as an integrated model for children aged approximately 3-8 years. This fragmentation limits understanding of the mechanisms through which daily routines become financial habits, projects become decision-making experiences, and cultural values become durable financial character.

This review synthesizes research published from 2020 to 2025 on Practical Life, PjBL, local wisdom, and early childhood financial literacy. It addresses three questions: (1) How are local-wisdom-based Practical Life activities used to develop financial literacy in early childhood? (2) How does PjBL support early financial knowledge, habits, and decision making? and (3) What patterns, enabling conditions, and research gaps emerge across the literature, and what integrated conceptual framework can be synthesized to support early childhood financial literacy? The review's contribution is an integrated experiential-cultural framework that positions Practical Life as the behavioral foundation, PjBL as the collaborative application, and local wisdom as the source of relevance and values.

LITERATURE REVIEW

Early Financial Literacy as Knowledge, Habits, and Values

Early financial literacy is multidimensional. The cognitive dimension includes recognizing money, understanding that goods and services have value, distinguishing needs from wants, and developing an elementary sense of saving, spending, and planning. The behavioral dimension includes delaying immediate consumption, caring for resources, saving regularly, comparing alternatives, and making simple choices. The social and moral dimension includes fairness, sharing, responsibility, and awareness that individual decisions affect other people. Studies of preschool economic understanding show that children can construct meaningful concepts when instruction begins with concrete experiences and conversation rather than formal terminology (Kimzan & Usta, 2024; Wariam et al., 2024).

Knowledge alone is insufficient. Research across age groups consistently suggests that financial outcomes depend on the way knowledge is translated into repeated behavior and supported by social environments (Lee et al., 2020; Mountain et al., 2021). For young children, this translation occurs through observation, guided participation, and discussion with adults. Parent-child financial conversations, allowances, household routines, and modeling contribute to socialization, while school programs can provide equitable and structured opportunities for children whose home experiences differ (Collins & Odders-White, 2021; Gibby et al., 2021; Julaihah et al., 2023; LeBaron et al., 2020). Effective early financial education therefore requires continuity between school and family.

Practical Life as Embodied Economic Learning

Practical Life activities are purposeful tasks with visible beginnings, sequences, and outcomes. A child gathers materials, follows steps, checks the result, corrects errors, and restores the environment. This structure develops executive and self-regulatory capacities that are highly relevant to financial behavior: planning before action, using resources carefully, completing responsibilities, and learning from consequences. Montessori-informed studies connect Practical Life with concentration, motor coordination, independence, and self-awareness (Aditya et al., 2024; Noor & Sari, 2022; Pawestri et al., 2024).

The financial potential of Practical Life becomes stronger when teachers make economic relationships visible without turning activities into formal lessons. Measuring ingredients can introduce sufficiency and limitation; organizing shared tools can introduce stewardship; repairing, reusing, or saving materials can introduce conservation; choosing between alternatives can introduce opportunity cost in a child-appropriate form. When these tasks draw on local household and community practices, children encounter financial ideas as part of ordinary life rather than as external school content (Budiarti et al., 2023). For example, connect locally meaningful food preparation with financial learning and character development.

Project-Based Learning as Collaborative Financial Inquiry

PjBL extends experience over time and organizes it around a meaningful problem, product, or event. Children can decide what to make, identify needed materials, assign roles, estimate quantities, record simple choices, communicate with others, and reflect on what worked. These processes support financial literacy because they require planning under constraints. A classroom shop or market project, for example, can connect production, pricing, exchange, saving, and group decision making in one coherent sequence.

The literature supports both direct and indirect contributions. Direct studies report improvements in money concepts, saving, and financial decisions when PjBL is used for early financial literacy (Kalsum et al., 2025; Noor, 2025; Sriyono et al., 2025). Broader kindergarten research shows that PjBL strengthens collaboration, inquiry, and problem solving, which are necessary for applying financial knowledge in authentic situations (Aizenberg & Zadok, 2025; Eliza et al., 2025). The method is most appropriate when projects remain play-based, flexible, and guided by children's questions rather than becoming adult-controlled simulations.

Local Wisdom and an Integrated Experiential-Cultural Model

Local wisdom includes shared practices, language, values, and forms of cooperation that communities use to organize everyday life. In financial education, relevant values may include thrift, mutual help, deliberation, fairness, sharing, work, care for common resources, and responsibility to family or community. Relevant contexts may include local markets, farming, fishing, home industries, traditional foods, handicrafts, and communal saving practices. Cultural integration makes abstract concepts recognizable and helps children see financial decisions as ethical and relational rather than purely individual.

An integrated model can therefore be expressed as a progression. Practical Life establishes repeated habits and responsibility. PjBL places those habits within collaborative problems and choices. Local wisdom provides the language, values, materials, and social meaning that connect learning to children's identities. The intended outcome is not precocious consumer expertise, but a developmentally appropriate capacity to value resources, plan, decide, save, share, and act responsibly. This proposition organizes the synthesis presented in the following sections.

RESEARCH METHOD

The study used a systematic literature review design to identify, appraise, and synthesize evidence concerning Practical Life, PjBL, local wisdom, and financial literacy in early childhood education. Systematic review was selected because it offers a transparent and reproducible process for organizing a diverse evidence base and identifying both convergence and gaps (Snyder, 2019). Reporting followed PRISMA 2020 principles, including explicit eligibility criteria, a documented selection flow, and traceable synthesis decisions (Page et al., 2021).

The included literature varied in design, population, intervention, and outcome. Statistical meta-analysis was therefore not appropriate. A qualitative thematic synthesis was used, following iterative coding, comparison, grouping, review, and refinement of themes (Kiger & Varpio, 2020). Methodological appraisal was guided by criteria adapted from CASP, JBI, and MMAT, with attention to the clarity of purpose, appropriateness of design, transparency of data collection, analytical rigor, and the credibility of conclusions.

Data Sources and Search Strategy

Data were collected from four electronic databases: Google Scholar, Scopus, DOAJ, and Sinta. To ensure comprehensive coverage of relevant studies, the electronic database search was supplemented by manual searches of university repositories and backward reference checking. The search included publications published between January 2020 and December 2025 in English or Indonesian. Boolean operators (AND and OR) were used to combine keywords related to financial literacy, Practical Life, Project-Based Learning (PjBL), local wisdom, and early childhood education. Because few studies addressed all of these concepts simultaneously, broader search combinations involving two or more

constructs were also employed to maximize the retrieval of relevant literature. The complete data sources and literature search strategy are presented in Table 1.

Table 1. Data Sources and Literature Search Strategy

Aspect	Description
Type of Data Source	Peer-reviewed empirical journal articles and high-quality review articles
Databases Used	Google Scholar, Scopus, DOAJ, and Sinta
Search Keywords	"financial literacy"; "financial education"; "Practical Life"; "Montessori"; "Project-Based Learning"; "PjBL"; "local wisdom"; "early childhood education"; "preschool"; "kindergarten"; "PAUD"
Boolean Search String	("financial literacy" OR "financial education") AND ("early childhood education" OR preschool OR kindergarten OR PAUD) AND ("Project-Based Learning" OR PjBL OR "Practical Life" OR Montessori OR "local wisdom" OR culture)
Publication Period	2020 –2025
Language	English and Indonesian
Access Type	Full-text articles

Eligibility Criteria

Eligibility criteria were established before the study selection process to ensure that only relevant and methodologically sound evidence was included in the review. Eligible studies were empirical investigations employing qualitative, quantitative, mixed-methods, classroom action research, intervention, or case study designs published between January 2020 and December 2025 in peer-reviewed journals in English or Indonesian. Studies were required to examine the implementation of Project-Based Learning (PjBL), Practical Life activities, local wisdom, or financial literacy within early childhood education settings involving children aged approximately 3–8 years. Only full-text publications with sufficient methodological information to support critical appraisal and data synthesis were included.

Studies were excluded if they had not undergone peer review, were published before 2020, were unrelated to early childhood education, or lacked adequate methodological rigor. Editorials, opinion papers, conference abstracts, institutional reports, and other non-scholarly publications were also excluded. Likewise, studies involving populations outside the early childhood age range without direct relevance to the review objectives were not considered. These eligibility criteria ensured that the synthesized evidence was current, methodologically robust, and directly relevant to the objectives of this review. Table 2 summarizes the inclusion and exclusion criteria applied in this study.

Table 2. Inclusion and Exclusion Criteria

Inclusion Criteria	Exclusion Criteria
Empirical studies employing qualitative, quantitative, mixed-methods, classroom action research, intervention, or case study designs	Editorials, opinion papers, conference abstracts, institutional reports, and other non-peer-reviewed publications
Published between January 2020 and December 2025	Published before January 2020 or outside the review period
Peer-reviewed journal articles indexed nationally or internationally	Non-peer-reviewed or non-indexed publications
Published in English or Indonesian	Published in languages other than English or Indonesian

Examined Project-Based Learning (PjBL), Practical Life, financial literacy, or local wisdom in early childhood education	Did not address the focal constructs or early childhood education context
Participants aged approximately 3–8 years in PAUD, preschool, kindergarten, family, or closely related settings	Populations outside the target age range without direct relevance
Full-text articles with sufficient methodological information	Abstract-only publications or studies with insufficient methodological information

Study Selection

The study selection process followed the PRISMA 2020 guidelines to ensure a transparent and systematic screening procedure. Records identified through database searching were imported into a reference management system, where duplicate records were removed prior to screening. The remaining records were screened based on their titles and abstracts according to the predefined eligibility criteria. Articles considered potentially relevant were retrieved in full text and assessed independently for eligibility. Studies that did not meet the inclusion criteria were excluded, with the reasons for exclusion documented during the full-text review. The complete study selection process is illustrated in Figure 1.

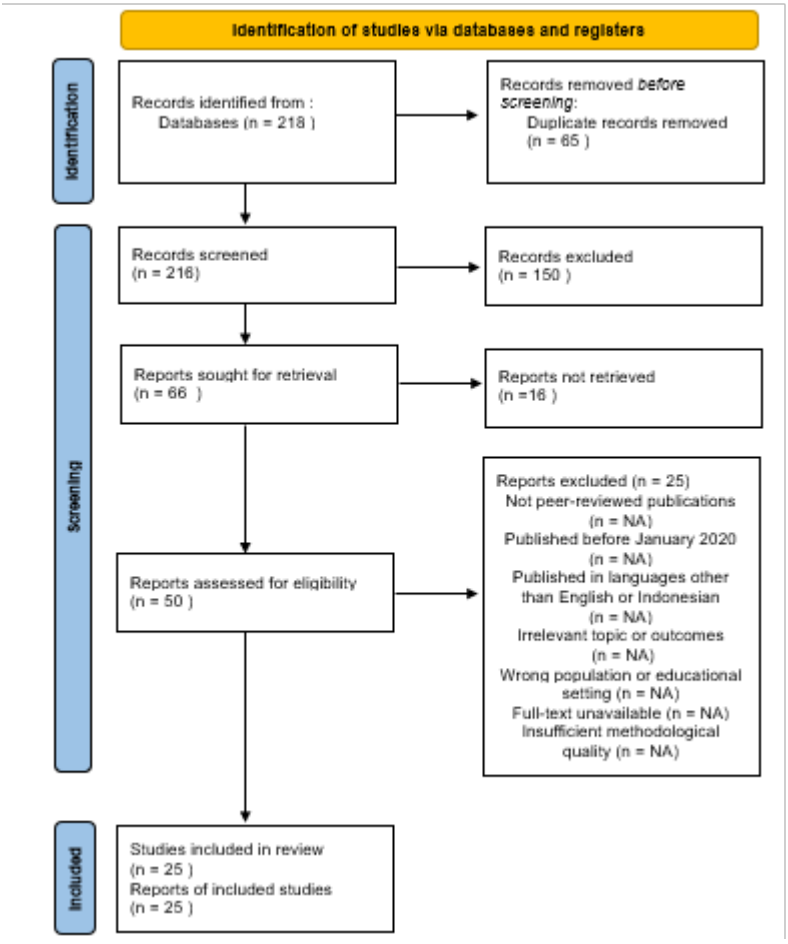


Figure 1. PRISMA Flow Diagram of Article Selection

The study selection process followed the PRISMA 2020 guidelines to ensure a transparent and systematic screening procedure. As illustrated in Figure 1, a total of 281 records were identified through database searching. After removing 65 duplicate records, 216 records remained for title and abstract screening. During the screening stage, 150 records were excluded because they did not meet the predefined eligibility criteria. The remaining 66 reports were sought for retrieval, of which 16 reports could not be retrieved due to the unavailability or inaccessibility of the full text. Consequently, 50 full-text articles were assessed for eligibility. Following the full-text assessment, 25 reports were excluded because they did not satisfy the eligibility criteria. Ultimately, 25 empirical studies were included in the final qualitative thematic synthesis. The selected studies formed the evidence base for the subsequent data extraction, quality appraisal, and thematic synthesis.

Data Extraction

A standardized data extraction form was developed to ensure consistency and transparency throughout the review process. Each included study was assigned a unique identification code to facilitate systematic organization, comparison, and traceability across studies. Data were systematically extracted from each of the 25 included studies using predefined categories aligned with the objectives of this review. The extracted information included bibliographic details (author(s) and publication year), country or educational context, research objectives, study design, participant characteristics (age, sample size, and educational setting), intervention type (Project-Based Learning, Practical Life activities, local wisdom, or an integrated approach), outcome measures related to early childhood financial literacy, and the principal findings of each study.

To support the subsequent synthesis, additional information was extracted, including learning media or instructional activities, intervention duration and frequency, data collection instruments, and reported pedagogical implications. Methodological quality indicators based on the Critical Appraisal Skills Programme (CASP), the Joanna Briggs Institute (JBI) Critical Appraisal Tools, and the Quality Assessment (QA1–QA4) framework were also recorded to facilitate the interpretation of evidence during the review. All extracted information was compiled into a structured data extraction matrix to ensure consistency across studies and to provide a comprehensive foundation for quality appraisal and thematic synthesis.

Quality Appraisal

The methodological quality of the included studies was evaluated to assess the credibility and trustworthiness of the evidence synthesized in this review. Quality appraisal was guided by the Critical Appraisal Skills Programme (CASP), the Joanna Briggs Institute (JBI) Critical Appraisal Tools, and a Quality Assessment (QA1–QA4) framework adapted from Nidhra et al. (2012). Four assessment criteria were applied: (QA1) relevance of the study to the review objectives, (QA2) clarity and appropriateness of the research methodology, (QA3) transparency of the data collection procedures, and (QA4) clarity and rigor of the data analysis.

Each criterion was scored on a scale of 0–2, resulting in a maximum score of 8 for each study. Studies scoring 5 points or above were classified as high quality, those scoring 4 points as moderate quality, and those scoring below 4 points as low quality. Of the 25 included studies, 16 were classified as high quality, 7 as moderate quality, and 2 as low quality. The quality appraisal was conducted to strengthen the credibility of the synthesized

evidence and to support the interpretation of findings during the thematic synthesis rather than serving as the sole basis for study exclusion.

Data Synthesis

Given the diversity of the included studies in terms of research design, educational settings, interventions, and outcome measures, a statistical meta-analysis was not considered appropriate. Therefore, the extracted data were synthesized using a qualitative thematic synthesis approach. The synthesis followed the procedures proposed by Thomas and Harden (2008), involving iterative coding, the development of descriptive themes, and the generation of analytical themes. The synthesized data were subsequently organized to address the research questions by identifying recurring patterns, enabling conditions, and research gaps across the literature. Through an iterative process of comparison and interpretation, related concepts were integrated into broader conceptual categories, providing a coherent understanding of how Practical Life activities, Project-Based Learning (PjBL), and local wisdom contribute to the development of early childhood financial literacy. The synthesis also informed the development of an integrated experiential–cultural framework, which serves as the conceptual basis for interpreting the findings presented in the Results and Discussion section.

FINDINGS AND DISCUSSION

Profile of the Included Studies

The final evidence base comprised 25 studies published between 2020 and 2025. Publication activity increased noticeably after 2022, with the majority of studies published during 2023–2025, indicating growing scholarly interest in early childhood financial literacy. Most of the included studies were conducted in Indonesia, while several originated from other national contexts, providing complementary perspectives on financial literacy, Practical Life, Project-Based Learning (PjBL), and local wisdom in early childhood education.

The studies employed diverse research designs, including quantitative, qualitative, mixed-methods, case studies, classroom interventions, program development studies, and systematic literature reviews. Similarly, the educational settings and learning interventions varied considerably, encompassing Montessori Practical Life activities, Project-Based Learning (PjBL), digital learning media, financial storybooks, market-day simulations, family financial socialization, and culturally embedded learning practices.

The reported outcomes also demonstrated substantial variation, including financial knowledge, money recognition, saving behaviour, financial decision making, independence, responsibility, self-regulation, collaboration, cultural values, and family engagement. This methodological and contextual diversity provided a rich evidence base for the thematic synthesis and supported a comprehensive interpretation of financial literacy development in early childhood education. Table 3 presents the characteristics and principal contributions of the studies included in this review.

Table 3. Characteristics and Main Contributions of the Included Studies

No	Author(s)	Year	Method	Focus (RQ)	Key Findings
1	Curugan et al.	2020	Program evaluation	RQ2	A structured financial education program supported children's understanding of basic financial concepts.

2	Nurani & Pratiwi	2020	Qualitative	RQ1	Local cultural practices provided meaningful contexts for Practical Life activities and character development.
3	Belinova et al.	2021	Qualitative	RQ3	School–family collaboration strengthened children's financial literacy development.
4	Sari	2022	Development research	RQ2	Augmented reality storybooks improved children's understanding of money and financial concepts.
5	Rizkiwati et al.	2022	Qualitative	RQ1	Sasak local wisdom connected financial learning with community values and daily practices.
6	Noor & Sari	2022	Qualitative	RQ1	Montessori Practical Life routines enhanced concentration and responsibility.
7	Yuneva & Suryana	2022	Experimental	RQ2	Diorama-based learning improved children's understanding of basic financial concepts.
8	Fitriah et al.	2023	Comparative	RQ2	Digital learning platforms enhanced early financial literacy.
9	Nurfatmawati et al.	2023	Case study	RQ3	Successful implementation depended on teacher readiness, parental support, and learning media.
10	Julaihah et al.	2023	Qualitative	RQ3	Family financial socialization shaped children's financial habits and understanding.
11	Nafiah & Munastiwi	2023	Qualitative	RQ2	Contextual play and parent involvement supported financial education after the pandemic.
12	Budiarti et al.	2023	Qualitative	RQ1	Fun cooking activities integrated local wisdom, financial literacy, and character education.
13	Pramitasari et al.	2023	Systematic Review	RQ3	Experiential learning and family involvement were dominant approaches.
14	Anggraini et al.	2023	Classroom intervention	RQ2	Market Day activities improved money recognition and financial decision making.
15	Yanuarsari et al.	2023	Qualitative	RQ3	School planning and family coordination supported sustainable implementation.
16	Aditya et al.	2024	Qualitative	RQ1	Practical Life activities strengthened independence and responsible use of materials.
17	Husada et al.	2024	Case study	RQ3	Financial literacy implementation required stronger planning and child-friendly media.
18	Vhalery et al.	2024	Qualitative	RQ1	Cultural values within families supported children's financial socialization.

19	Pawestri et al.	2024	Qualitative	RQ1	Repeated Practical Life routines promoted self-regulation and responsibility.
20	Kimzan & Usta	2024	Quantitative	RQ2	Preschool children demonstrated meaningful understanding of basic economic concepts.
21	Wariam et al.	2024	Classroom intervention	RQ2	Concrete financial learning activities improved money recognition.
22	Kalsum et al.	2025	Experimental	RQ2	PjBL enhanced financial knowledge, saving habits, and decision-making skills.
23	Aizenberg & Zadok	2025	Project implementation	RQ2	Long-term projects promoted collaboration, inquiry, and learner agency.
24	Noor	2025	Qualitative	RQ2	Project methods linked financial concepts with participation and shared responsibility.
25	Sriyono et al.	2025	Classroom intervention	RQ2	Authentic project activities strengthened financial literacy and participation.

RQ1: Local-Wisdom-Based Practical Life Activities for Early Childhood Financial Literacy

The synthesis of the included studies indicates that local-wisdom-based Practical Life activities provide a strong behavioural foundation for the development of early childhood financial literacy. Rather than introducing financial concepts through explicit instruction, the reviewed evidence consistently suggests that financial literacy develops through children's participation in authentic daily experiences embedded within their cultural and social environments. These experiences gradually foster behavioural competencies, including independence, responsibility, self-regulation, planning, and decision making, which underpin responsible financial behaviour in later stages of development.

The synthesis further highlights the role of local wisdom in strengthening the contextual relevance of financial learning. Across the reviewed studies, financial concepts were embedded in local traditions, household routines, community occupations, productive activities, and culturally meaningful practices rather than presented as abstract knowledge. For example, Sasak cultural values emphasized prudent resource management and collective responsibility, while culturally contextualized cooking activities introduced children to production, sharing, appreciation of effort, and responsible consumption (Nurani & Pratiwi, 2020; Rizkiwati et al., 2022; Budiarti et al., 2023; Vhalery et al., 2024). These culturally grounded experiences enabled children to connect financial concepts with familiar social practices, thereby strengthening both conceptual understanding and value formation.

Another recurring pattern concerns the complementary role of families and educational institutions in reinforcing Practical Life experiences. Behavioural habits introduced through classroom activities became more sustainable when similar routines were reinforced at home through parental modelling, shared responsibilities, saving habits, and everyday conversations about money. This continuity between school, family, and community created a coherent learning environment that supported children's

internalization of financial values through repeated authentic experiences rather than isolated instructional activities (Belinova et al., 2021; Julaihah et al., 2023; Vhalery et al., 2024).

Overall, the synthesis indicates that local-wisdom-based Practical Life activities support early financial literacy through three complementary mechanisms. First, Practical Life activities develop behavioural competencies such as responsibility, planning, self-regulation, and careful resource management. Second, local wisdom provides culturally meaningful contexts that enable children to connect financial concepts with everyday experiences and social values. Third, consistent reinforcement across home and school environments transforms these competencies into sustainable financial habits. Together, these mechanisms position early financial literacy as a developmental process integrating behavioural, cultural, and social learning rather than merely the acquisition of financial knowledge.

Nevertheless, most studies evaluated general developmental outcomes rather than specific financial literacy indicators. Consequently, evidence linking Practical Life activities directly to children's financial literacy remains limited. Future studies should therefore employ validated financial literacy measures to examine how behavioural competencies developed through Practical Life activities contribute to children's financial knowledge, decision making, saving behaviour, and other dimensions of financial literacy. Table 4 summarizes the synthesized dimensions and their contributions to early childhood financial literacy.

Table 4. Synthesis of Practical Life and Local Wisdom

Synthesized Dimension	Representative Evidence	Contribution to Financial Literacy
Practical Life activities	Food preparation, classroom responsibilities, organizing materials, caring for personal belongings, and household routines	Develop independence, responsibility, planning, self-regulation, persistence, and delayed gratification as behavioural foundations of financial literacy.
Local wisdom integration	Local traditions, cultural values, productive activities, household practices, and community occupations	Provide meaningful contexts that strengthen value formation, responsible resource use, and financial awareness.
Family–school reinforcement	Parental modelling, saving habits, shared responsibilities, and conversations about money	Reinforce financial behaviours through consistent learning experiences across home and school environments.
Integrated synthesis	Integration of Practical Life activities, local wisdom, and family–school collaboration	Establishes a behavioural and culturally grounded foundation for financial literacy through authentic experiential learning.

RQ2: Project-Based Learning Supports Early Financial Knowledge, Habits, and Decision Making

The synthesis of the included studies indicates that Project-Based Learning (PjBL) plays a significant role in developing early childhood financial literacy by transforming

financial concepts into authentic learning experiences. Rather than relying on direct instruction, PjBL engages children in meaningful projects that require active participation, collaboration, and reflection. Through these experiences, children gradually develop financial knowledge, responsible financial habits, and decision-making skills within contexts that are relevant to their daily lives.

Evidence across the included studies suggests that authentic project experiences provide meaningful opportunities for children to construct financial understanding through direct participation. Financial learning was implemented through activities such as Market Day simulations, classroom entrepreneurship projects, role-play, cooking projects, and other experiential learning activities that required children to recognize the value of money, exchange goods, and make simple purchasing decisions. Several studies also incorporated instructional media, including augmented reality storybooks, diorama-based learning, and digital financial learning platforms, to support children's understanding of financial concepts by making abstract ideas more concrete and engaging (Curugan et al., 2020; Sari, 2022; Yuneva & Suryana, 2022; Fitriah et al., 2023; Wariam et al., 2024).

The synthesis further demonstrates that PjBL extends children's financial learning beyond conceptual understanding by fostering responsible financial habits and decision making. Across the reviewed studies, children were encouraged to plan project activities, allocate available resources, distinguish needs from wants, practice saving, and evaluate the outcomes of their decisions. Rather than memorizing financial concepts, children experienced the consequences of financial choices through authentic project activities. As a result, project-based learning consistently contributed to improvements in financial knowledge, saving behaviour, financial decision making, and responsible participation in everyday financial situations (Anggraini et al., 2023; Kalsum et al., 2025; Noor, 2025; Sriyono et al., 2025).

Another recurring pattern identified across the literature concerns the collaborative nature of Project-Based Learning. Successful projects required children to communicate, negotiate roles, solve problems collaboratively, and reflect on shared outcomes. These collaborative experiences strengthened learner agency, responsibility, communication, and problem-solving skills while simultaneously supporting children's financial reasoning. Long-term project implementation further encouraged inquiry, creativity, and active participation, enabling children to connect financial concepts with meaningful real-life experiences rather than viewing them as isolated classroom content (Nafiah & Munastiwi, 2023; Kimzan & Usta, 2024; Aizenberg & Zadok, 2025).

Nevertheless, the current evidence base remains limited in several respects. Most studies focused on immediate learning outcomes following project implementation, whereas relatively few examined the long-term development or sustainability of children's financial literacy. Future studies should therefore investigate the long-term effects of Project-Based Learning on children's financial knowledge, financial behaviour, and decision-making competencies using longitudinal or mixed-methods research designs. Table 5 summarizes the synthesized dimensions and their contributions to early childhood financial literacy.

Table 5. Synthesis of Project-Based Learning for Early Childhood Financial Literacy

Synthesized Dimension	Representative Practices	Contribution to Financial Literacy
Authentic project experiences	Market Day, classroom entrepreneurship, role-play,	Transform abstract financial concepts into meaningful

	cooking projects, and financial simulations	real-life learning experiences.
Financial knowledge and decision making	Budgeting, saving, recognizing money, choosing products, and evaluating project outcomes	Develop financial knowledge, planning skills, saving habits, and responsible financial decision making.
Collaboration and learner agency	Group projects, negotiation, role sharing, communication, and reflection	Strengthen teamwork, learner agency, responsibility, problem solving, and financial reasoning.
Integrated approach	Project-Based Learning integrated with authentic financial experiences	Supports experiential financial literacy by integrating cognitive, behavioural, and social learning.

RQ3: Patterns, Enabling Conditions, and Research Gaps Across the Literature

The synthesis of the included studies identified three recurring patterns that characterize the development of early childhood financial literacy across diverse educational contexts. First, financial literacy consistently emerged as an experiential learning process rather than the result of direct instruction. Children developed financial understanding more effectively when they actively participated in meaningful daily experiences instead of merely receiving information about financial concepts. Second, authentic project-based activities enabled children to apply financial knowledge through planning, problem solving, collaboration, and decision making. Third, financial learning became more meaningful and sustainable when embedded within children's cultural environments through local wisdom, family practices, and community participation. Collectively, these patterns indicate that early financial literacy develops through the interaction of behavioural, cognitive, social, and cultural learning experiences rather than through isolated instructional approaches.

Beyond these recurring patterns, the review identified several enabling conditions that consistently supported successful implementation across the included studies. Teacher readiness emerged as a critical prerequisite for designing authentic learning experiences and facilitating children's active participation. Equally important were developmentally appropriate learning media, meaningful collaboration between schools and families, and learning environments that encouraged exploration, reflection, and shared responsibility. Rather than functioning independently, these conditions interacted to create coherent learning experiences that strengthened children's financial understanding, behaviours, and values (Belinova et al., 2021; Nurfatmawati et al., 2023; Yanuarsari et al., 2023; Husada et al., 2024).

Despite the increasing number of studies on early childhood financial literacy, several research gaps remain evident. Most studies investigated Practical Life activities, Project-Based Learning, or local wisdom as separate educational approaches, while relatively few examined their integration within a single instructional framework. Furthermore, the evidence base was characterized by heterogeneous research designs, diverse outcome

measures, and predominantly short-term interventions, making cross-study comparison difficult. The lack of standardized financial literacy assessment instruments and limited longitudinal evidence further constrain understanding of how children's financial knowledge, behaviours, and values develop over time.

Building upon these synthesized findings, this review proposes an Integrated Experiential–Cultural Framework for Early Childhood Financial Literacy as its principal conceptual contribution. The framework positions Practical Life as the behavioural foundation through which children develop independence, responsibility, planning, self-regulation, and responsible resource use. Project-Based Learning (PjBL) functions as the collaborative application that transforms these behavioural competencies into authentic financial experiences through inquiry, communication, problem solving, and decision making. Local wisdom provides the cultural context that connects financial learning with children's everyday lives by reinforcing community values, social responsibility, and meaningful economic practices. Rather than operating independently, these three components interact dynamically to create authentic learning experiences that support the simultaneous development of financial knowledge, financial behaviours, financial decision-making skills, and positive financial values.

Overall, the proposed framework extends existing perspectives on early childhood financial literacy by demonstrating that effective financial education should not be viewed as the transmission of financial knowledge alone. Instead, financial literacy develops through the integration of behavioural learning, authentic project experiences, and culturally relevant contexts supported by sustained collaboration among schools, families, and communities. This integrated perspective provides a conceptual foundation for future curriculum development, instructional practice, and empirical research aimed at strengthening financial literacy in early childhood education. The proposed framework is presented in Figure 2.



Figure 2. Integrated Experiential–Cultural Framework for Early Childhood Financial Literacy

Figure 2 presents the proposed Integrated Experiential–Cultural Framework synthesized from the reviewed studies, illustrating how Practical Life, Project-Based Learning, and local wisdom interact to foster experiential financial learning and early childhood financial literacy.

CONCLUSIONS

This systematic literature review synthesized evidence from 25 studies published between 2020 and 2025 to examine how Practical Life activities, Project-Based Learning (PjBL), and local wisdom contribute to the development of early childhood financial literacy. The findings demonstrate that financial literacy should be understood not merely as the acquisition of financial knowledge but as a developmental process integrating behavioural competencies, authentic learning experiences, and culturally meaningful values.

The synthesis revealed three complementary contributions. Practical Life provides the behavioural foundation by fostering independence, responsibility, planning, self-regulation, and responsible resource use through everyday activities. Project-Based Learning transforms these behavioural competencies into authentic financial experiences by engaging children in collaboration, inquiry, problem solving, saving, budgeting, and financial decision making. Local wisdom strengthens the relevance of financial learning by embedding financial concepts within children's cultural environments, family practices, community traditions, and shared social values. Together, these approaches create meaningful experiential learning that supports the development of financial knowledge, financial behaviour, financial decision-making skills, and positive financial values.

The principal contribution of this review is the proposed Integrated Experiential–Cultural Framework for Early Childhood Financial Literacy, which conceptualizes Practical Life as the behavioural foundation, Project-Based Learning as the collaborative application, and local wisdom as the contextual source of meaning and values. This framework extends previous literature by demonstrating that effective early financial literacy emerges from the interaction of these complementary components rather than from isolated instructional approaches.

The findings also provide practical implications for educators, curriculum developers, and policymakers. Early childhood financial literacy programs should integrate everyday Practical Life activities, authentic project-based experiences, and culturally relevant learning contexts while fostering strong collaboration among schools, families, and communities. Future research should develop standardized financial literacy assessment instruments, examine the long-term impact of integrated interventions through longitudinal studies, and validate the proposed framework across diverse cultural and educational settings.

REFERENCES:

1. Aditomo, A., Dewi, L., Anggraena, Y., & Santoso, A. B. (2024). Pendidikan literasi finansial: Panduan implementasi untuk satuan pendidikan dan pemangku kepentingan. Badan Standar, Kurikulum, dan Asesmen Pendidikan.

2. Aizenberg, M., & Zadok, Y. (2025). Project-based learning in kindergartens. Journal of Early Childhood Research, 23(2), 124-136. https://doi.org/10.1177/1476718X241310059
3. Amadi, A. S. M., Suwarta, N., Sholikha, D. W., & Amrullah, M. (2023). Pemahaman pendidikan finansial sejak dini. Journal of Education Research, 4(3), 1419-1428. https://doi.org/10.37985/jer.v4i3.356
4. Anggraini, V., Rahmayanti, E., Thamrin, & Priyanto, A. (2023). Efektivitas kegiatan Market Day untuk mengembangkan literasi finansial anak usia dini. Jurnal Pelita PAUD, 8(1), 39-45. https://doi.org/10.33222/pelitapaud.v8i1.3483
5. Belinova, N. V., Bicheva, I. B., Krasilnikova, L. V., Khanova, T. G., Vyalova, N. V., Zhanna, & Baskaeva, K. (2021). The development of preschoolers' financial literacy in the cooperation of the kindergarten and the family. SHS Web of Conferences, 97, 01020. https://doi.org/10.1051/shsconf/20219701020
6. Budiarti, E., Yuniasih, D., Kurniasih, E., Feka, F., & Pratiwi, I. A. (2023). Literasi financial berbasis kearifan lokal sebagai pengembangan karakter anak usia dini melalui kegiatan fun cooking di TK Islam Al-Amanah. JIIP - Jurnal Ilmiah Ilmu Pendidikan, 6(5), 3023-3026. https://doi.org/10.54371/jiip.v6i5.1973
7. Collins, J. M., & Odders-White, E. (2021). Allowances: Incidence in the US and relationship to financial capability in young adulthood. Journal of Family and Economic Issues, 42(3), 533-544. https://doi.org/10.1007/s10834-020-09748-y
8. Curugan, A. A. M., Masnan, A. H., & Norwani, N. (2020). The development of Kwartalino Financial Education Program for kindergarten learners. Southeast Asia Early Childhood Journal, 9(2), 11-38. https://doi.org/10.37134/saecj.vol9.no2.2.2020
9. Eliza, D., Mulyeni, T., Yulsyofriend, Y., Mahyuddin, N., Erita, Y., & Dhanil, M. (2025). Implementation of project-based learning in improving scientific literacy in early childhood education: Systematic literature review. Journal of Baltic Science Education, 24(1), 71-91. https://doi.org/10.33225/jbse/25.24.71
10. Firdaus, U. R., Rohmah, L., & Munastiwi, E. (2025). Strategi guru dalam menstimulasi kecerdasan finansial sejak dini: Systematic literature review. JEA (Jurnal Edukasi AUD), 10(2), 71-82. https://doi.org/10.18592/jea.v10i2.13297
11. Fitriah, N., Degeng, M. D. K., Degeng, I. N. S., & Praherdhiono, H. (2023). Enhancing early childhood financial literacy through FinSOLEkid Indonesia: A comparative study of digital platforms. Golden Age: Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini, 8(3), 171-181. https://doi.org/10.14421/jga.2023.83-06
12. Gibby, A. L., Pettit, L., Hill, E. J., Yorgason, J., & Holmes, E. K. (2021). Implicit and explicit childhood financial socialization: Protective factors for marital financial disagreements. Journal of Family and Economic Issues, 42(2), 225-236. https://doi.org/10.1007/s10834-020-09695-8
13. Husada, H. S., Zesika, A. L., & Riani, N. (2024). Analisis penerapan literasi keuangan pada pendidikan anak usia dini: Studi PAUD Insan Cendikia Harapan Rejo Lampung Tengah. Journal of Interdisciplinary Science and Education, 4(1), 31-40. https://doi.org/10.70371/jise.v4i1.257
14. Julaihah, U., Fitriah, N., & Firdiansyah, Y. (2023). Financial literacy for early childhood: Parental financial perception and socialization. Al Hikmah Indonesian Journal of Early Childhood Islamic Education, 7(2), 207-219. https://doi.org/10.35896/ijecie.v7i2.647

15. Kalsum, S., Rusmayadi, R., Musi, M. A., & Halik, A. (2025). The use of project-based learning on early childhood financial literacy skills. International Journal of Multidisciplinary Approach Research and Science, 3(1), 273-282. https://doi.org/10.59653/ijmars.v3i01.1401
16. Kiger, M. E., & Varpio, L. (2020). Thematic analysis of qualitative data: AMEE Guide No. 131. Medical Teacher, 42(8), 846-854. https://doi.org/10.1080/0142159X.2020.1755030
17. Kimzan, I., & Usta, Y. S. (2024). Children understand economics too: Knowledge and experience of basic financial concepts. Early Child Development and Care, 1-15. https://doi.org/10.1080/03004430.2024.2443736
18. LeBaron, A. B., Marks, L. D., Rosa, C. M., & Hill, E. J. (2020). Can we talk about money? Financial socialization through parent-child financial discussion. Emerging Adulthood, 8(6), 453-463. https://doi.org/10.1177/2167696820902673
19. Lee, J. M., Lee, J., & Kim, K. T. (2020). Consumer financial well-being: Knowledge is not enough. Journal of Family and Economic Issues, 41(2), 218-228. https://doi.org/10.1007/s10834-019-09649-9
20. Mountain, T. P., Kim, N., Serido, J., & Shim, S. (2021). Does type of financial learning matter for young adults' objective financial knowledge and financial behaviors? A longitudinal and mediation analysis. Journal of Family and Economic Issues, 42(1), 113-132. https://doi.org/10.1007/s10834-020-09689-6
21. Nafiah, Q. N., & Munastiwi, E. (2023). Adaptation and implementation of financial education for early childhood in the post-pandemic era: A case study in Yogyakarta. Jurnal Pendidikan Islam, 12(1), 87-96. https://doi.org/10.14421/jpi.2023.121.87-96
22. Noor, F. A., & Sari, A. R. (2022). Impact of Practical Life on Montessori method on the concentration of children in TK PKK Bhakti Tamanan. Cakrawala Dini: Jurnal Pendidikan Anak Usia Dini, 13(2). https://doi.org/10.17509/cd.v13i2.47032
23. Noor, H. H. (2025). Penanaman pendidikan sosial dan finansial bagi anak usia dini melalui metode proyek. JPBK: Jurnal Pelayanan Bimbingan dan Konseling, 8(2). https://doi.org/10.31004/edukatif.v4i2.2533
24. Nurani, Y., & Pratiwi, N. (2020). Curriculum design of early childhood life skill based on Indonesian local culture. Proceedings of the International Conference on Progressive Education. https://doi.org/10.2991/assehr.k.200323.145
25. Nurfatmawati, L., Sukirno, S., Nurrahman, A., & Meinarsih, M. (2023). Implementasi pendidikan literasi finansial anak usia dini: Studi kasus di lembaga TK Kota Yogyakarta. Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini, 7(5), 5585-5596. https://doi.org/10.31004/obsesi.v7i5.5199
26. Otoritas Jasa Keuangan. (2022). Survei Nasional Literasi dan Inklusi Keuangan 2022.
27. Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., Shamseer, L., Tetzlaff, J. M., Akl, E. A., Brennan, S. E., Chou, R., Glanville, J., Grimshaw, J. M., Hróbjartsson, A., Lalu, M. M., Li, T., Loder, E. W., Mayo-Wilson, E., McDonald, S., ... Moher, D. (2021). The PRISMA 2020 statement: An updated guideline for reporting systematic reviews. BMJ, n71. https://doi.org/10.1136/bmj.n71
28. Pawestri, W. I., Cahyono, H., & Muttaqin, M. A. (2024). Implementasi Practical Life Skill dalam menumbuhkan rasa kesadaran diri pada anak usia dini. Journal of Education Research, 5(3), 3148-3157. https://doi.org/10.37985/jer.v5i3.1488

29. Pramitasari, M., Siti Syarah, E., Risnawati, E., & Shofiyah Tanjung, K. (2023). Early childhood financial literacy: A systematic literature review. Atfaluna Journal of Islamic Early Childhood Education, 6(1), 1-11. https://doi.org/10.32505/atfaluna.v6i1.5724
30. Rizkiwati, B. Y., Widjaja, S. U. M., Haryono, A., & Wahyono, H. (2022). Financial literacy education models for 7-12 years old based on the local wisdom of Sasak tribe. Pegem Journal of Education and Instruction, 12(2). https://doi.org/10.47750/pegegog.12.02.05
31. Sari, R. C. (2022). Developing a financial literacy storybook for early childhood in an augmented reality context. Contemporary Educational Technology, 14(2). https://doi.org/10.30935/cedtech/11734
32. Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. Journal of Business Research, 104, 333-339. https://doi.org/10.1016/j.jbusres.2019.07.039
33. Sriyono, Aulina, C. N., Yulianto, M. R., & Rohmi, A. M. (2025). Strengthening basic financial literacy and inclusion at Aisyiyah Bustanul Athfal IV using the project learning method. Jurnal Pengabdian dan Peningkatan Mutu Masyarakat, 6(2), 70-80. https://doi.org/10.22219/janayu.v6i2.39569
34. Thomas, J., & Harden, A. (2008). Methods for the thematic synthesis of qualitative research in systematic reviews. BMC Medical Research Methodology, 8, Article 45. https://doi.org/10.1186/1471-2288-8-45
35. Vhalery, R., Sulistiyani, S., & Sulikah, S. (2024). Peran lingkungan keluarga dalam pembentukan literasi finansial anak Akur Sunda Wiwitan. Research and Development Journal of Education, 10(1), 552. https://doi.org/10.30998/rdje.v10i1.23515
36. Wariam, I., Latifah, A., Indriani P, T., Wahyuni, S., Talis, N., Rasiyem, R., & Agustina, Y. (2024). Introduction to basic financial concepts for kindergarten children at Tunas Kemuning Kindergarten. JIM: Jurnal Ilmiah Mahasiswa Pendidikan Sejarah, 9(4), 1148-1155. https://doi.org/10.24815/jimps.v9i4.33629
37. Yanuarsari, R., Lisnawati, & Latifah, E. D. (2023). Manajemen pendidikan literasi finansial anak usia dini. Jurnal Pendidikan dan Kebudayaan, 3(3), 1-10. https://doi.org/10.55606/jurdikbud.v3i3.2359
38. Yuneva, H. A., & Suryana, D. (2022). Efektivitas penggunaan media diorama dalam pembelajaran literasi keuangan anak usia dini. Journal of Education Research, 3(3), 125-130. https://doi.org/10.37985/jer.v3i3.89