

Promising research studies between mathematics literacy and financial literacy through project-based learning

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Abstract

Financial literacy is a knowledge and attitude about finance and is a 21st-century skill. As a knowledge, a cognitive factor of a person will impact their financial literacy skill. Through a bibliometric analysis study of 274 documents published from 1994 to 2022 in the Scopus database, we found that mathematics literacy is the cognitive factor of one's financial literacy skill. The OECD and several studies offer intertwined concepts, financial literacy and mathematics, to be presented in the mathematics curriculum in primary and secondary schools. After we got the bibliometric results, we surveyed several junior high schools in Yogyakarta to learn more about this issue. A total of 15 mathematics teachers participated in this survey, randomly chosen in junior high school. We got information stating that mathematics teachers used financial terms as a social arithmetic context, did not teach financial knowledge and attitudes, and never heard 13 from 17 financial terms in the survey. Furthermore, we present a framework for implementing financial literacy in mathematics through three dimensions, content, context, and process. The dimension content consists of mathematics' and financial content. On the other hand, the dimension context is related to education and work, home and family, and individual and societal. As a cognitive process, the dimensions of the process are based on Bloom's Cognitive stages. The potential for future research is developing learning activities and implementing them in the independent curriculum, which impacts schools' ability to use project-based learning, which is the most approach to implementing financial literacy in mathematics classes.

Keywords: Financial Literacy, Junior High School, Mathematics Literacy, Project-Based Learning

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Several countries agree on the importance of Financial Education (FE) for adults and adolescents or school-age children. In line with OECD to provide financial education in the school curriculum as a separate subject or as a cross-curricular subject (OECD, 2015). Students are familiar with financial terms by implementing financial education in schools (Sole, 2014). One of the ways to implement financial literacy in the school curriculum is to integrate related subjects such as mathematics, social science, civic education, and economics (OECD, 2019). They were strengthened by the findings of the three most effective forms of delivering financial education, such as a cross-curricular subject (Salas-Velasco et al., 2021), personal course of business and economics (Dituri et al., 2019; Salas-Velasco et al., 2021), and

part of mathematics subject (Dituri et al., 2019; Salas-Velasco et al., 2021; Bottazzi & Lusardi, 2020; Indefenso & Yazon, 2020; Ozkale & Erdogan, 2020; Cole et al., 2016).

One of the factors that influence individual Financial Literacy (FL) is the ability in mathematical content. According to financial literacy results on PISA 2015, students could not achieve the minimum score on the test even though they had a basic knowledge of financial concepts, almost 22% (OECD, 2015). This issue was addressed in the OECD 2020 report that the right financial decision is influenced by knowledge of financial concepts and basic mathematics (OECD, 2020). The success of implementing FE in the mathematics curriculum depends on several aspects, including learning materials and strategies. The preparation of mathematical material can use real-world financial contexts (Salas-Velasco et al., 2021; Sawatzki & Sullivan, 2018; OECD, 2019). Furthermore, designing learning can use project-based learning with a particular financial problem (Dituri et al., 2019; Opletalova, 2015).

Recently, Indonesia has improved its educational paradigm by implementing an independent curriculum. Some of the things that we underline in the new curriculum include the application of project learning and added financial literacy through mathematics. We will formulate how to prepare teachers to implement financial literacy in mathematics as asked in prior studies. Teachers can use our findings to design mathematics lessons that include financial literacy.

We present the article in a structured manner, with the research background as a starting point to conduct a framework for implementing financial literacy through mathematics classes. We provide a bibliometric study on the relationship between mathematics and financial literacy. In line with the prior study, many studies show the effect of mathematics on financial literacy. Bibliometric as quantitative cross-disciplinary science analyses the patterns of published literature (Singh & Dhir, 2019) and maps the development of a field of science (Aidi Ahmi, 2019). The next chapter explained the research method, consisting of bibliometric literature and the teacher-school readiness survey.

The discussion section is divided into three parts: presentation of bibliometric analysis, theory of financial literacy, and mathematical literacy, and ends with a discussion of applying financial literacy in mathematics class. Afterward, the following discussion is the survey results of school readiness in implementing project learning and teachers' knowledge of financial terms. Finally, in the conclusion section, all findings are summarized, and recommendations for future researchers are proposed.

METHODS

This study is a systematic review based on bibliometric profile articles from the Scopus database using the Biblioshiny for Bibliometrix R package and VOSviewer version 1.6.17. Bibliometric analysis is a statistical method to analyze patterns of published literature (Singh & Dhir, 2019) or specific trends and patterns of scientific development (Aidi Ahmi, 2019). The pattern of development can be seen from the number of citations, citations per year, citations per author, thematic map, world cloud, co-authorship, and co-citation. This study has three focus patterns, thematic map, world cloud, and co-occurrences.

The analysis in this study began with identifying and collecting data from the Scopus database on August 23, 2022. Data collection was based on Moher et al. (2009), as presented in Figure 1. The initial search used three keywords, namely (TITLE-ABS-KEY (mathematics AND literacy) AND TITLE-ABS-KEY (financial AND literacy) OR TI-TLE-ABS-KEY (numeracy)). The subject areas were limited to only social science, mathematics, art, and humanity to ensure the correspondence of the data used.



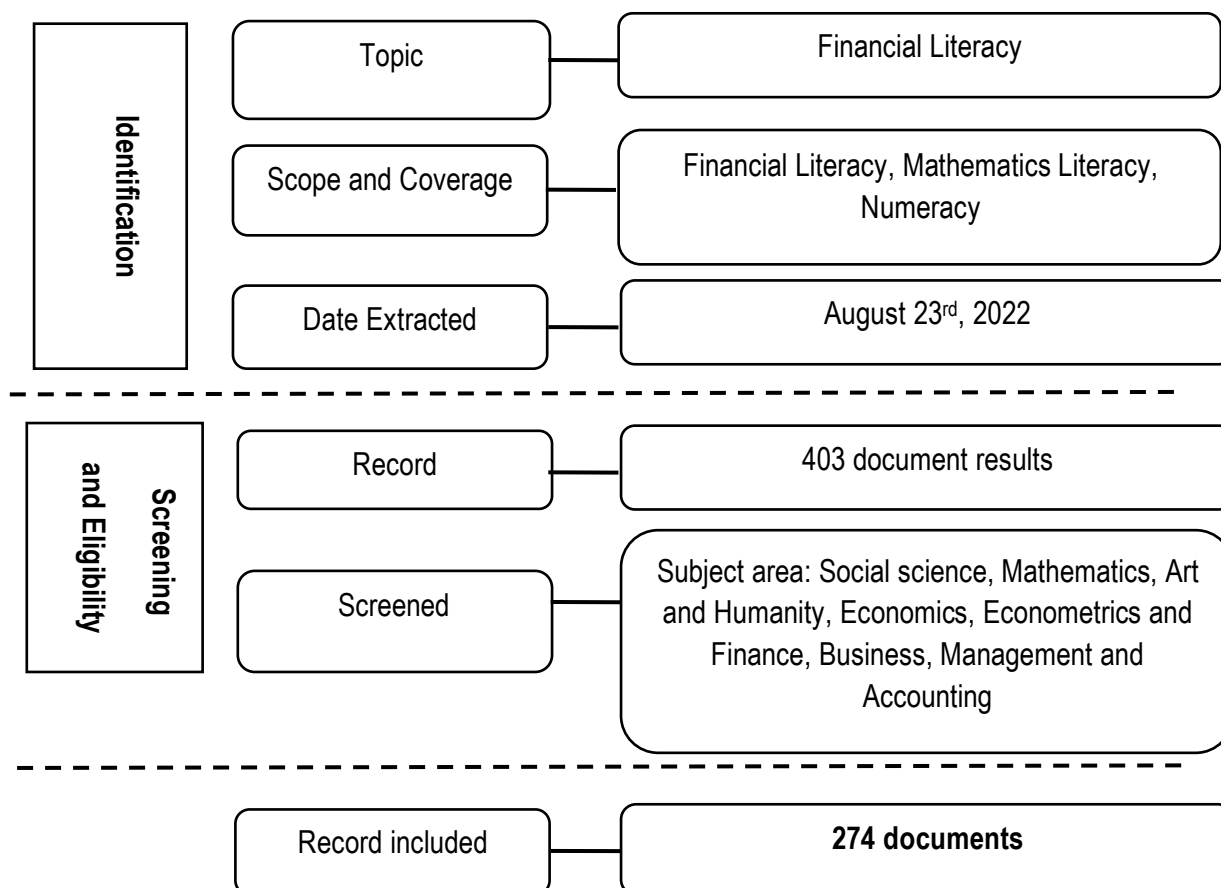


Figure 1. The flowchart in data collection

After conducting a bibliometric analysis, we surveyed to see teachers' prior knowledge regarding financial literacy. The respondents were 15 teachers from five public and ten private schools in the Special Region of Yogyakarta. The teacher's financial literacy knowledge survey consists of two aspects that adopt the 2018 financial literacy questionnaire (OECD, 2019), as shown in Table 1.

Table 1. The rubric of financial literacy questionnaires

| Aspect | Indicator | Total Items |
|--------------------------------------|---|-------------|
| Teacher experiences | Financial context in mathematics learning | 3 |
| | Knowledge and attitudes about financial in learning mathematics | 2 |
| | Teacher's understanding in financial terms | 17 |
| Availability of financial literature | Financial literature in the school library | 1 |
| | Teacher's financial literature | 1 |

The school readiness survey consists of 10 questions that adopt the Indonesia Ministry of Education, Culture, Research, and Technology readiness survey on driving schools (Kemendikbudristek, 2022). The question items in the survey are adjusted to implement a financial project.

RESULTS AND DISCUSSION

Bibliometric Analysis

Table 2 presents general information from the data sources used in the bibliometric analysis in this article. Which is 274 documents found from 644 authors. The most significant proportion is articles, around 75%, while the rest is a combination of books, book chapters, conference papers, conference reviews, notes, and reviews. These documents were published in 187 sources with an average citation score per document of 16.14 and average citations per year per document of 1.87, indicating the degree of collaboration between researchers.

Table 2. Main information about data

| Description | Result |
|--------------------------------------|-----------|
| MAIN INFORMATION ABOUT DATA | |
| Timespan | 1994:2022 |
| Sources (journals, books, etc.) | 187 |
| Documents | 274 |
| Average years from publication | 6.55 |
| Average citations per document | 16.14 |
| Average citations per year per doc | 1.87 |
| References | 12146 |
| DOCUMENT TYPE | |
| Article | 206 |
| Book | 8 |
| Book chapter | 39 |
| Conference paper | 11 |
| Conference review | 2 |
| Note | 1 |
| Review | 7 |
| AUTHOR | |
| Authors | 644 |
| Author Appearances | 717 |
| Authors of single-authored documents | 67 |
| Authors of multi-authored documents | 577 |
| Authors | 644 |
| Author Appearances | 717 |
| Authors of single-authored documents | 67 |
| Authors of multi-authored documents | 577 |

We present two types of data visualization based on the most frequent keywords: Word Cloud and Co-Occurrence. The order of keywords in the data search is mathematical literacy, followed by financial literacy and numeracy. The term "numeracy" in Figure 2 has the most significant size or has 54 occurrences of the 274 article documents, followed by the term "financial literacy," which occurs 33 times, the terms "literacy" and "mathematical," which occur 21 times, then "mathematics literacy" that occurs ten times. Based on the VOS Viewer output in Figure 2, the keywords that appear the most are used in the data search. Even though this is natural, we use this output to determine the size or weight and the

right) has basic and transversal themes, high centrality but low density, and needs further research.

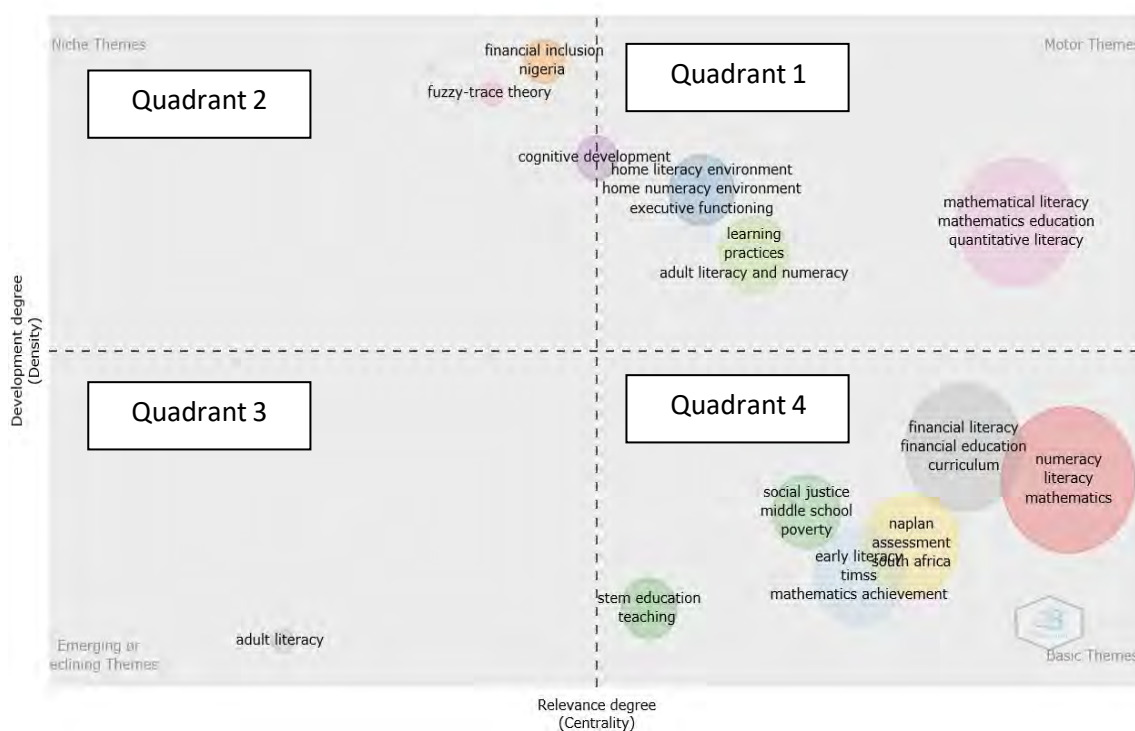


Figure 5. Thematic mapping using Bibliometrix-R package

Quadrant 1 has four themes; one of them is between Quadrant 2. This theme has high density and centrality and is the motor that drives basic themes (Bashir, 2022). Based on the location and size of the circles, one theme is the major theme in this cluster, namely the theme group with pink circles (mathematical literacy, mathematical education, and quantitative literacy). Quadrant 2 is a highly developed but isolated theme: fuzzy-trace theory and financial inclusion. The themes in quadrants 2 and 3 do not affect other themes outside the quadrant (Cobo et al., 2011). So, this is not a focus of attention for us. Fuzzy trace theory is a theme in the health sector, for example, the numeracy health articles by Lipkus and Peters (2009) and Reyna and Brainerd (2008).

Meanwhile, Quadrant 4 of Figure 5 represents a basic theme and enlists six circles of different sizes. The themes in Quadrant 4 have significant research contributions. Based on the circle's location and size, there are two major research themes in this quadrant: the red circle (numeracy, literacy, and mathematics) and the purple circle (financial literacy, financial education, and curriculum). Several researchers who revealed this relationship discuss the effect of mathematics and financial literacy on students (Yildirim & Vardari, 2020). Savard students discovered that Grade 4 has many representations of financial concepts that emerged while learning mathematics (Savard, 2019).

Conceptual Development: What is Financial Literacy?

Financial literacy is divided into two main dimensions: knowledge and attitudes toward managing finances (Ouachani et al., 2020). Knowledge and understanding of financial management will lead to financial attitudes or behavior, for example, deciding to save money for the long term, planning a household budget, budgeting for insurance, choosing financial products, etc. These two dimensions are interrelated, a good knowledge of financials and the right financial attitudes (Kaiser & Menkhoff, 2020; Savard, 2022;

Ozkale & Aprea, 2022).

Financial literacy is a comprehensive concept. It is not only the discipline of economics but also several other disciplines. The comprehensive concept of financial literacy caused experts to define it differently (Goyal & Kumar, 2021). The following are some definitions of financial literacy. Atkinson and Messy (2012) define financial literacy as a combination of awareness, knowledge, skills, attitudes, and behaviors needed to make sound financial decisions and ultimately achieve individual financial well-being.

Meanwhile, Lusardi (2019) defines financial literacy as the ability of individuals to use knowledge, skills, and confidence to make the right financial decisions. Furthermore, Huston (2010) defined financial literacy as an understanding and use of personal finance-related information. People become financially literate when they have the knowledge, understanding, and skills to solve personal financial problems (Goyal & Kumar, 2021).

The concept of financial literacy is not only instilled in adults but also in adolescents. OECD identified specific applications to the definition of financial literacy relevant for students aged 15 years: financial literacy is knowledge and understanding of financial concepts and risks, as well as the skills and attitudes to apply such knowledge and understanding to make effective decisions across a range of financial contexts, to improve the financial well-being of individuals and society, and to enable participation in economic life (OECD, 2019). Meanwhile, JumpStart Coalition, a US non-profit coalition of national organizations seeking to advance the financial literacy of students from pre-kindergarten through to college-aged, defines financial literacy as the ability to use knowledge and skills to manage one's financial resources effectively for a lifetime of financial security (JumpStart Coalition, 2007).

Conceptual Development: Financial Literacy in Mathematic Literacy

This sub-section will present a simple review of financial and mathematics literacy based on the theory proposed by the OECD. In particular, the OECD defines mathematics literacy for the domain of 15-year-olds as the capacity of individuals to reason mathematically and use mathematical concepts, procedures, facts, and tools to describe, explain, and predict phenomena (OECD, 2019). PISA measures mathematical literacy based on three dimensions:

1. Context: personal, occupational, societal, and scientific.
2. Content: quantity, uncertainty and data, change and relationships, and space and shape.
3. Process: formulating situations mathematically; employing mathematical concepts, facts, procedures, and reasoning; and interpreting, applying, and evaluating mathematical outcomes.

The definition of financial literacy has been mentioned in the previous sub-section. Financial literacy on PISA assessment has three domains: context, content, and process. The domain context describes personal or global situations where knowledge and understanding of financial literacy, namely education and work, home and family, and individual and societal. Meanwhile, the domain process describes students' cognitive abilities in the context and content of financial literacy relevant to understanding, analyzing, evaluating, and selecting solutions (OECD, 2019). More specifically, processes in the financial literacy domain include identifying financial information; analyzing financial information and situations; evaluating financial issues; understanding and applying financial knowledge. Furthermore, the financial literacy content area is knowledge and understanding of financial context. PISA financial literacy contains four content areas: money and transactions, planning and managing finances, risk and reward, and financial landscape (OECD, 2019).



Recently, the OECD completed the 2021 literacy financial framework, which shows an intersection in the domain's content of mathematics literacy and financial literacy, as presented in Figure 6. Operationally, there are two main points in the intersection between mathematics and financial literacy. The first point, basic arithmetic, is mathematics literacy content contained in financial literacy. These basic arithmetic operations include addition, subtraction, multiplication, and division of integers, decimals, and percentages (OECD, 2019). The second point is applying financial knowledge to solve financial problems. The financial context presented everyday problems. An example, students are faced with a choice between an educational insurance product that provides some information about its policy and benefits and a traditional savings account. This case fosters critical thinking about the financial situation regarding choosing a product from the various products offered and understanding that certain financial decisions may have different consequences.

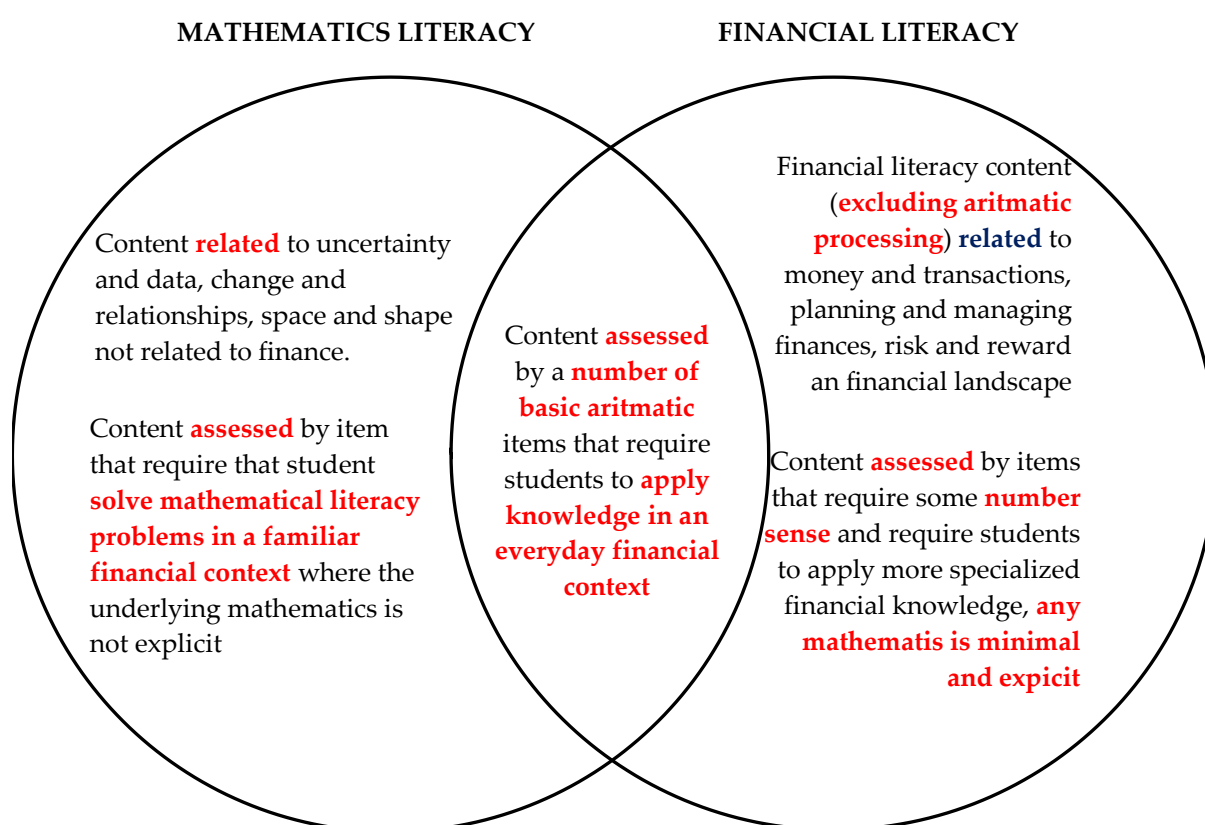


Figure 6. Relationship between the content of financial literacy and mathematical literacy

OECD explained that using formulas to solve financial problems in financial literacy assessment does not require algebraic skills. However, more complex financial problems require other mathematical content, such as quantity, uncertainty, data, change and relationships, and space and shape. Ozkale and Erdogan (2020) found an interaction between financial literacy and mathematical literacy, such as quantity, change and relationship, uncertainty and data, and space and shape. Dituri et al. (2019) combine financial education with mathematics coursework in algebra topic. Savard (2022) taught financial concepts that emerged while learning about probability for grade 4 students. Another aspect from Skagerlund et al. (2018) found numeracy and the emotional attitude toward numbers to be a central point of financial literacy.

Implementation of Financial Literacy in the Mathematics Curriculum

How to implement financial literacy in mathematics? The findings on bibliometrics concluded that financial literacy would be related to mathematics, numeracy, or mathematics literacy. For a while, the OECD stated intersection between mathematics and financial literacy is basic arithmetic for 15 years old. These basic arithmetic operations include addition, subtraction, multiplication, and division of integers, decimals, and percentages (OECD, 2019). OECD emphasized that using formulas to solve financial problems does not require algebraic skills. We stand behind OECD in financial literacy only in primary and secondary schools. However, financial literacy not only requires basic arithmetic skills but also requires broader mathematical concepts. High-level mathematical content is used in completing financial content (Dituri et al., 2019; Ozkale & Erdogan, 2020; Savard, 2022). For example, the idea of exponents calculating compound interest and derivatives to determine the minimum and maximum functions. The second point is applying financial knowledge to solve financial problems. The financial context presented can be everyday problems that have been or will be faced by students. An example is when students are faced with a choice between an educational insurance product that provides some information about its policy and benefits and a traditional savings account. This case fosters critical thinking about the financial situation in terms of choosing the financial product from the various products offered and understanding that certain financial decisions may have different consequences.

OECD uses three content, context, and process domains to assess financial and mathematical literacy. Learning design can use the three domains as a reference. In this discussion, we will divide three domain formulations of content, context, and process in applying financial literacy to learning mathematics.

The content dimensions set by the OECD in the financial literacy framework consist of money and transactions; risks and rewards; planning and managing; and financial landscape (OECD, 2019). More specifically, an institution that provides financial courses for school age (4th grade, 8th grade, and 12th grade) contains six financial contents, namely earning income, spending, saving, investing, managing credit, and managing risk (JumpStart, 2007). A specific and in-depth study conducted by Amagir et al. (2021) found that literacy content at the secondary school level focused on content related to shopping and credit, savings and investment, budgeting, banking services, insurance, income, and careers. Financial literacy content is based on studies measuring high school students financial literacy levels. These include income, programming and money management, credit, debt, saving, and investment (Helen & Ilias, 2019). Different viewpoints in the Interaction Model of Mathematics and Financial Literacy (IMMFL) framework, which combines mathematical content (quantity, change and relationships, space and shape, uncertainty, and data) with financial content financial literacy in the PISA assessment (Ozkale & Erdogan, 2020). However, the IMMFL framework does not explicitly explain the financial literacy content used.

Our article presents content dimensions that can be used in applying financial literacy as part of mathematics material. We have similarities with Ozkale and Erdogan (2020) in the mathematical content, including quantity, change and relationship, space and shape, and change and relationship. Table 3 presents the specific mathematical content we formulate to implement financial literacy.

The difference lies in the financial literacy content used. Financial literacy contains content appropriate to financial activities carried out by high school students (Sole, 2017), including money and transactions, spending, saving, investment, managing credit, and financial awareness. These two contents must be related, for example, when students are faced with buying pizza through a delivery

order or visiting a store in person. Of course, you are not charged shipping costs when you visit the store in person, but you must take the time to visit the store. Delivery order services, of course, will add to shipping costs and possibly other costs. In this case, the students learned to calculate the tax percentage of pizza purchases they made. In addition, students learn to make effective decisions according to their needs, namely choosing to spend less money but extra time or choosing to spend more money but being able to complete other work. This case teaches percentages and introduces students to financial awareness.

Table 3. Mathematics-financial literacy content in the mathematics learning process

| Mathematics Content | Subject |
|----------------------------|--|
| Quantity | Integers, rational and irrational numbers, decimal, arithmetic operations on real numbers, scale, proportion. |
| Change and Relationship | Algebra, commutative, associative, distributive, relation and function, nonlinear functions of graphically linear functions, linear equations and inequalities, rate of change |
| Space and Shape | Prisms, cylinders, pyramids and cones, congruence and similarity in triangles and quadrilaterals, reflection, translation, rotation, and dilation, lines, and plane |
| Change and Relationship | Bar charts, pie charts, sample, population, mean, median, modus, range of the data to solve problems in a simple experiment |

Furthermore, the context dimension describes personal to global situations where knowledge, skills, and understandings from financial literacy are used. OECD (2019) confirms that a decision regarding financial matters often depends on the context or situation in which they are presented. The context used in the PISA assessment serves as a medium for problems that can make it possible to connect different individual roles in real life around them. We present the same context identified for PISA financial literacy, including education and work, home and family, and individual and societal.

Lastly, the process of financial literacy describes students' cognitive abilities to recognize and apply relevant concepts to understand, analyze, evaluate, and choose solutions. Cognitive processes in financial literacy are divided into four activities: identifying financial information, analyzing financial information and situations, evaluating financial problems, and applying financial knowledge and understanding (OECD, 2019; Lusardi, 2019). In contrast, Ozkale and Erdogan (2020) formulated a process dimension in IMMFL based on processes in the mathematical and financial literacy literature, including identifying financial situations, reasoning, problem-solving and modeling, manipulating and estimating, reflecting and transferring, representing, using technology, and communicating.

The verbs used in the financial literacy process are like the cognitive structure of Bloom's Taxonomy, namely remembering, understanding, applying, analyzing, evaluating, and creating. The fundamental difference is that cognition in financial literacy is parallel or does not have a hierarchy. The sequence of processes presented in financial literacy relates to the sequence of thought and action processes, not difficulties or challenges (OECD, 2019). Bloom's taxonomy creates a two-dimensional framework separating cognitive processes and knowledge and can be used flexibly by focusing on one or more pieces of knowledge together (Anderson & Krathwohl, 2001). Adopting the Revised Bloom's Taxonomy makes it easier to formulate skills that will be produced in learning mathematics and finance, which we use in formulating process dimensions presented in Table 4.

The financial literacy process of applying financial knowledge and understanding is adjusted to

Bloom's Cognitive Revision stage into two different processes: applying financial knowledge and understanding financial information and mathematical concepts. In addition, this separation was carried out based on Savard and Cavalcante (2021), stating that knowledge is not enough to apply knowledge in life and requires understanding.

Table 4. The relationship of revised bloom's taxonomy to the dimensions of the financial literacy process

| Process | Competencies |
|------------|---|
| Remember | Recognize information that has been learned or known before, such as definitions, facts, sequential lists related to student financial activities and mathematical concepts |
| Understand | Explaining a financial concept using its own sentence, interpreting, concluding mathematical concepts that are related to a financial problem |
| Apply | Apply mathematical concepts, knowledge, or information to relevant financial situations |
| Analyze | Exploring the relationship/correlation between mathematical concepts, determine the relationship between the concepts in the relevant financial situation |
| Evaluate | Make decisions, systematically evaluate the completion of cases/projects undertaken |
| Create | Assemble a variety of financial knowledge in the search for project ideas and the ability to add value to an existing product. |

(Adaptation: Radmehr & Drake, 2019; Tim, 2022)

Therefore, we use terminology that mathematics literacy becomes more general for all school levels. Figure 7 presents the interrelationships between financial and mathematical literacy domains. Financial and mathematic literacy has three main domains: context, process, and content (OECD, 2019).

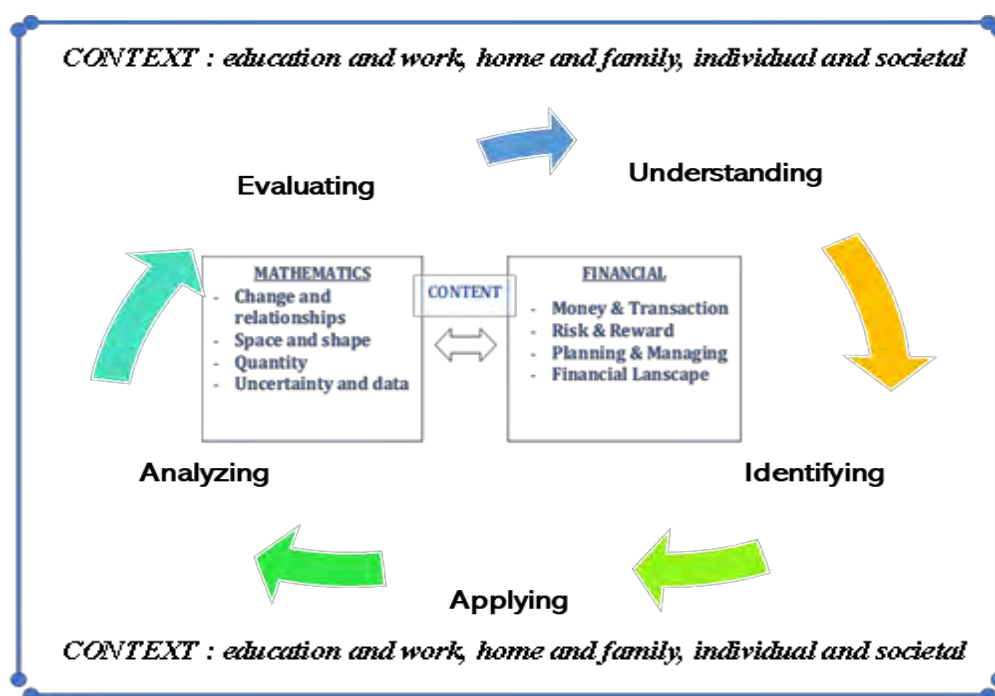


Figure 7. Framework financial literacy in mathematics classes

To complete our conceptual framework, we discuss the implementation of Project-Based Learning (PjBL) as a learning model in the classroom. Eickholt et al. (2019) stated that PjBL is a precise and realistic method for student-centered learning. In mathematics classes, PjBL emphasizes the application

of mathematics in an interdisciplinary, holistic approach, integrated with practice and complex problems in the real world, where students must be able to carry out investigations to understand and product-oriented (Kokotsaki et al., 2016; Rahayu & Putri, 2021). The projects in PjBL are related to student's culture and daily life problems (Markham, 2011; Jalinus et al., 2017; Eickholt et al., 2019; Oguz-Unver & Arabacioglu, 2014), which financial context is an activity that students experience daily.

On the other hand, using PjBL results in a broader and deeper student understanding of a topic and increased motivation to learn (Bell, 2010). In addition, a uniqueness of PBL is the construction of the final product, a 'concrete artifact' that represents students' new understanding, knowledge, and attitudes regarding the problem under investigation (Helle et al., 2006). To present the project using videos, photographs, sketches, model reports, and other collected artifacts (Holubova, 2008). Figure 8 shows the modified PjBL syntax groupings in this study. The three main stages of PjBL in the learning process are initial material, project work, and evaluation.



Figure 8. The PjBL's stage in mathematics classes

Referring to Imafuku et al. (2014) and Jalinus et al. (2017) the following activities are carried out at each stage, presented in Table 5.

Table 5. The PjBL stage activity on the application of financial literacy in mathematics learning

| PjBL Stages | Class Activity |
|------------------|---|
| Initial material | <ol style="list-style-type: none"> 1. Determine the project. In this step students determine the topic of the project based on the assignment given by the teacher. 2. Project step planning. Design a project step plan according to financial literacy content |
| Project Work | <ol style="list-style-type: none"> 3. Arrange the schedule. This step describes how long the project must be completed step by step. 4. Teacher monitoring. Implement projects based on financial literacy content activities in completing project assignments. 5. Preparation and Presentation of Reports. At this stage students compile reports / products that have been made. After that, students appear in front of the class to present their work. |
| Evaluation | <ol style="list-style-type: none"> 6. Project evaluation. Students are allowed to bring their experiences while completing project assignments. At this stage, feedback is also provided on the processes and products that have been produced. At this stage the teacher can give several questions to students to measure student understanding. |

Finally, PjBL's interdisciplinary and holistic learning model is appropriate for implementing financial literacy in the mathematics curriculum. Mathematical material can be applied interdisciplinary with financial literacy. Through PjBL, students carry out complex practice problems in the real world and investigations to understand and be product-oriented (Imafuku et al., 2014; Oguz-Unver & Arabacioglu, 2014).

We have conducted a preliminary survey of mathematics teacher knowledge in implementing

mathematics learning, including financial literacy. The sample survey is a school that implements an independent curriculum in Yogyakarta Province. The results show that 66.67% of mathematics teachers use the financial context in learning, such as in social arithmetic material and exam questions. Moreover, teachers rarely provide knowledge and attitudes about finances in mathematics, such as the purpose and use of money, needs, desires, ways of making payments, consumer awareness, changes in the value of money over time, and investing in the stock market. In line with one of the survey results is the need for teachers' knowledge of financial literacy terms. Previous studies found that most teachers need more knowledge to teach financial topics (Otter, 2010; Henning & Lucey, 2017). It is rare to find a teacher professional development in financial literacy (Compen et al., 2019; Björklund, 2019). Nevertheless, teachers are essential for students' financial literacy (Totenhagen et al., 2015; Sawatzki & Sullivan, 2017).

Of the 17 terms we present, only four are familiar to teachers. Figure 9 summarizes the teacher's answers. Meanwhile, all schools have been equipped with financial books in the library but still need a teacher's book on learning financial literacy in mathematics.

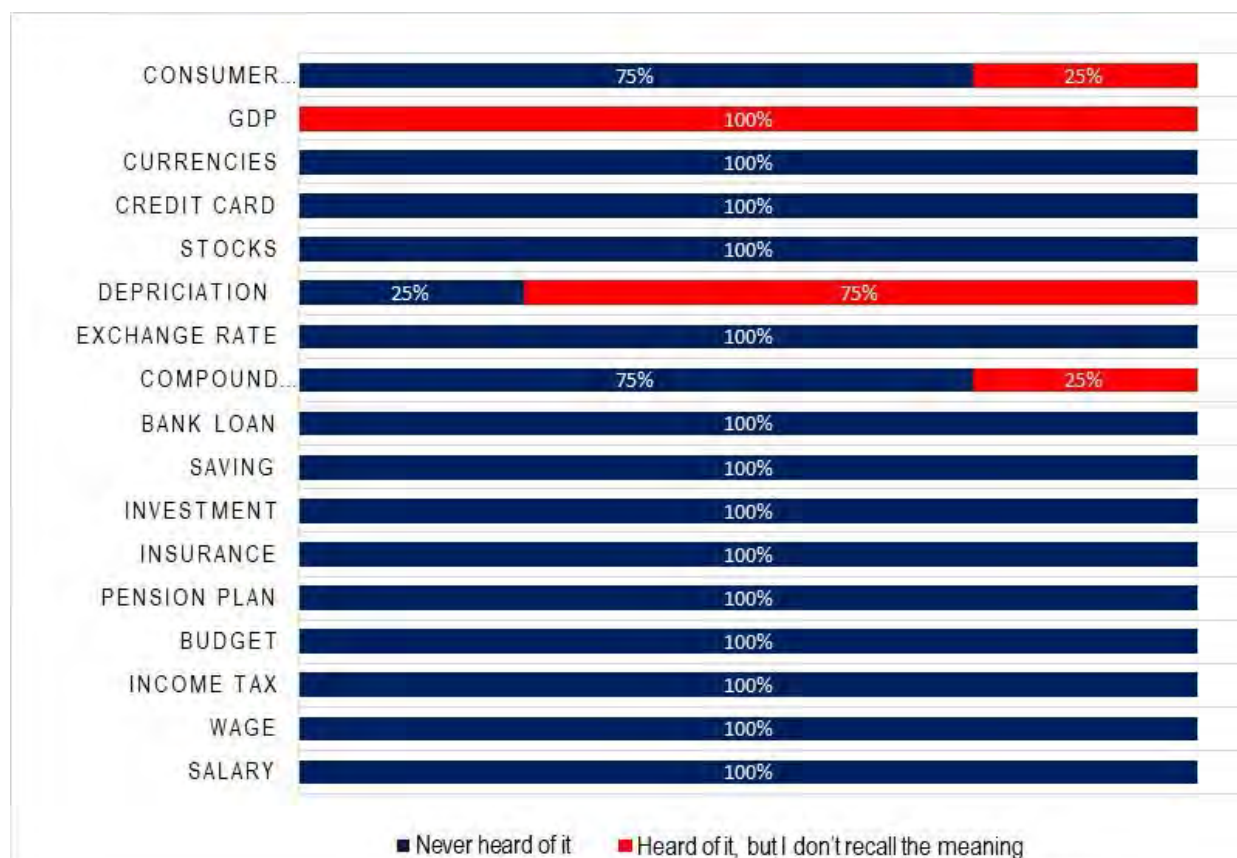


Figure 9. Teachers' initial knowledge of financial terms

Next, we surveyed school readiness in implementing PjBL, specific to a project on financial literacy. Of the 10 question items that contain school characteristics, project-based learning support systems, the application of an independent curriculum, and the application of financial literacy in learning, we grouped two types of schools. First, nine of 15 schools are in the "early stages," meaning that less than 50% of the teachers in these schools have implemented project-based learning. Meanwhile, six out of 15 schools are in the "developing stage," meaning that schools are ready to implement project-based learning.

Schools in our sample's developing stage have implemented entrepreneurial-based learning and implemented project-based learning for more than two years. Based on this survey, we conclude that schools are ready to implement mathematics learning that integrates financial literacy through project-based learning.

The results of this research show clear evidence of the link between mathematics and financial literacy skills, the application of financial literacy to learning outcomes in mathematics, and the readiness of schools to apply financial literacy using projects. However, mathematics teachers' knowledge of financial terms and teacher experience using financial contexts could have been more extensive. As a result, the application of financial literacy to mathematics lessons is limited to financial contexts or knowledge, not students' attitudes toward finances. It implies that a financial literacy learning environment is a clear need for mathematics teachers. So that teachers can use suitable material in teaching mathematics-financial literacy.

CONCLUSION

This research further discovered the intertwined concept between mathematics, financial literacy, and numeracy through the visualization of a thematic map created using the Bibliometrix R-Package. The intertwined concept, in this case, is obtained based on themes that often occur and support and affect each other. The findings offered financial literacy skills through PjBL in the mathematics school curriculum. Three-dimensional formulations need to be considered in the preparation of learning tools. The formulation of this dimension is an intersection of mathematical and financial content. The context uses the formulation in the PISA assessment of financial literacy. The process uses Bloom's cognitive stage. The results of this study can also provide a new interdisciplinary study of mathematics learning in financial investigations. So, problems or math problems that use an economic context, especially in finance, are more than just a camouflage context that seems traditional. For example, when studying percent material, students are not only asked to calculate discounts on an item, but students are also given knowledge about what and how discounts can occur. However, the finding of teachers' need for knowledge of financial terms requires further research in teacher professional development. However, this study has several limitations, including only discussing descriptively the empirical evidence of the link between mathematics and financial literacy found in previous studies. The framework for financial literacy in mathematics through PjBL is not yet at the practical implementation stage, even though the survey shows that it is ready to implement project-based learning. Thus, the potential effect on students' financial literacy skills has yet to be discovered. Therefore, future research needs to study developing the learning environment in mathematics classes along with learning tools, project activities, and assessments.

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Declarations

Author Contribution : All authors contributed to the study conception and design. The idea for the article were performed by LS and RIIP. Furthermore, the first draft was written by LS and RCIP and the critically revised of the manuscript was



written by ZZ and RIIP. Lastly, the literature search and data analysis were performed by LS and RIIP. All authors read and approved the final manuscript.

Conflict of Interest : The authors declare no conflict of interest.

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