The Correlation between Education Level and Understanding of Financial Literacy and its Effect on Investment Decisions in Capital Markets

Mochammad Rizaldy Insan Baihaqqy\textsuperscript{a}\textsuperscript{,b}
Disman\textsuperscript{c}
Nugraha\textsuperscript{d}
Maya Sari\textsuperscript{e}

\textsuperscript{a,b}Universitas Pendidikan Indonesia, Indonesia.
\textsuperscript{e}Email: baihaqqymochammad@gmail.com

Abstract
This study aims to describe how the educational level of investors influences their understanding of financial literacy and its effect on investment decision making in capital markets. The method used in this research is quantitative descriptive. Data collection was conducted from January 7 to February 7, 2020, by distributing questionnaires to investors who were members of PT Bursa Elek Indonesia. The sample in this study amounted to 108 investors. The research findings show that the level of investor knowledge regarding financial literacy is high. There is a significant correlation between the investor education level and their understanding of financial literacy, thus influencing investors in the financial decisions they make. It can be concluded that, for investment decision making in capital markets, knowledge of financial literacy is necessary. Therefore, to increase investor understanding of various levels of education on financial literacy in the capital market, education, and training on financial literacy as sustainable capital is required.

Keywords: Education level, Financial literacy, Investment decisions, Capital market.

Acknowledgement: All authors contributed to the conception and design of the study.
Funding: This study received no specific financial support.
Competing Interests: The authors declare that they have no conflict of interests.
Transparency: The authors confirm that the manuscript is an honest, accurate, and transparent account of the study was reported; that no vital features of the study have been omitted; and that any discrepancies from the study as planned have been explained.
Ethical: This study follows all ethical practices during writing.

History:
Received: 16 June 2020
Revised: 21 July 2020
Accepted: 24 August 2020
Published: 7 September 2020
Licensed: This work is licensed under a Creative Commons Attribution 4.0 License.
Publisher: Asian Online Journal Publishing Group

Contents
1. Introduction .......................................................................................................................... 307
2. Literature Review ............................................................................................................. 307
3. Methods .............................................................................................................................. 308
4. Results ............................................................................................................................... 308
5. Discussion .......................................................................................................................... 310
6. The Effect of Understanding Financial Literacy on Investment Decisions ...................... 311
7. Conclusion ......................................................................................................................... 312
References .............................................................................................................................. 312
Contribution of this paper to the literature

This study established that to improve the level of understanding regarding financial management, there is a need to increase activities regarding financial literacy in capital markets through education and training as sustainable factors needed to strengthen the capital market.

1. Introduction

Based on a report from Kustodian Sentral Efek Indonesia (2018), the number of Indonesian capital market investors as of March 2018 reached a Single Investor Identification (SID) of 1.21 million. This was 36% higher than the 2016 SID of 894,116. Despite the double-digit increase in investors, they account for only around 0.47% of the total Indonesian population of 258 million people. This shows that the Indonesian people's awareness of the importance of investing in capital markets is still very low. This is the result of several factors, including low levels of financial literacy, low levels of population income, and others.

This observation is reinforced by the findings of Otoritas Jasa Keuangan (2016), which state that the knowledge of the Indonesian people about financial products and services related to financial investment instruments is still relatively low. The proportion of Indonesia's population that understands financial products and services in the capital market is only 9.8% for shares, 7.9% for mutual funds, and 4.0% for bonds. The low index of financial inclusion in capital markets is in line with the low level of public knowledge, which stands at 15.7%. This contributes to the low public financial inclusion in capital market financial products and services. Meanwhile, the financial literacy index of the Indonesian people towards gold savings was also still relatively low at 5.4%. Given this scenario, the Indonesian people have not been fully able to optimize the money or income they have received to make long-term investments in the financial services sector. Based on their education level, capital market investors in Indonesia are presented in Table 1:

<table>
<thead>
<tr>
<th>No</th>
<th>Education level</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Senior high school / equivalent</td>
<td>29</td>
</tr>
<tr>
<td>2</td>
<td>Bachelor's Degree</td>
<td>50.8</td>
</tr>
<tr>
<td>3</td>
<td>Master's Degree</td>
<td>6.3</td>
</tr>
<tr>
<td>4</td>
<td>Others</td>
<td>11.9</td>
</tr>
</tbody>
</table>


Referring to Table 1, it can be seen that 52.8% of investors have Bachelor’s degree level education qualifications, 29% of investors have a high school education level, 6.3% of investors have Master’s degree education level, and 11.9% of investors have a diverse level of education. Therefore, it can be concluded that investors with an undergraduate level of education represent the majority of investors in Indonesia. Otoritas Jasa Keuangan (2016) states that Indonesia's financial literacy rate had increased from the previous 21.8% in 2013 to 29.7% in 2016. This growing awareness of financial literacy was accompanied by an increase in investment decisions. Research on the influence of financial literacy on investment decisions has been carried out. Aminatuzzahra (2014) states that financial knowledge significantly influences investment decision making, while financial attitudes have a significant influence on investment decision making. Also, social demography has a significant influence on investment decision making, while investment decision making based on employment status shows no difference. In line with this, Christanti and Mahastanti (2011) suggest that the factors that affect investor decisions are neutral information and accounting information factors. Also, Postmus, Plummer, McMahon, and Zurlo (2013) found that financial literacy has been proven to have a significant impact on financial management, and is more consistent when various policies are used. Therefore, in general, investment decision making will be greatly influenced by financial literacy because high financial literacy will optimize information processing as a consideration in determining investment decisions. This opinion is in line with the research of Chen and Volpe (1998), who found that individuals with poor levels of financial literacy possess mistaken opinions about finance and tend to make poor financial decisions.

This study discusses financial literacy knowledge based on the level of investor education and its influence on investment decisions in the capital market.

2. Literature review

Nelson and Phelps (1966) describe that human resources are a significant factor in a country's economic growth. Ali (2014) explains that the development of human resources implies the existence of various elements of activity during the process of changing behavior, namely, elements of education, learning, and development. Furthermore, Kartadinata (1997) argues that the development of quality human resources through educational efforts is not only limited to preparing people who master knowledge and skills that are suitable for the world of work but also preparing people who have the will, ability, and desire to learn throughout life. In line with this, Suryadi (2012) explains the importance of education in efforts to develop human resources, because the higher the level of education, the higher the level of productivity will be; the more educated, the higher one's understanding and awareness of the importance of tolerance, health, and harmonious life.

Furthermore, Setiana, Rusman, and Ali (2020) state that, in this era of globalization, graduates from a formal educational institution are required to have good quality interdisciplinary skills relevant to the demands and needs of the workforce. In line with this, Machföedz and Suryani (2007) explain that formal education levels in Indonesia are divided into three, including basic education (elementary and junior high), secondary education (high school), and higher education (Diploma, Bachelor’s, Master’s, and doctoral programs). Yuhendri and Idris (2013) explain that the level of education has a significant influence on investment in economic growth. Setiana, Setiawati, and Mustaqim (2019) state that higher education institutions and vocational high schools should be able to strengthen both hard and soft skills in a more balanced manner through job training, student exchanges, and internship programs in capital markets.
various companies at home and abroad. This is intended to improve the quality of graduates so that they can compete in and be absorbed by the global market.

Furthermore, Bushan and Yajulu (2013) suggest that the level of education, gender, income, nature of work or position, and work environment have a significant influence on the understanding of financial literacy. This is reinforced by the opinion of De Bassa Scheresberg (2013), who reveals that the higher the level of education and income of a person, the higher the understanding of financial literacy.

Remund (2010) states that financial literacy is a person’s ability to understand the exchange rate, features of financial services, financial records, and attitudes in issuing finance. The four most common factors in financial literacy are knowledge and abilities regarding budgeting, savings, loans, and investments. Mason and Wilson (2000) explain that financial literacy is the ability of a person to obtain, understand, and evaluate information that is relevant for decision making by understanding the financial consequences it causes. In line with this opinion, Widayat (2010) explains that there are several elements to the measurement of financial literacy, namely, recording the income to be received, preparing a budget for costs to be incurred; compliance with expenditure budget plans, understanding of the real value of money, understanding of the nominal value of money, and understanding of inflation.

Tanusudaja (2010) explains that an investment decision is a commitment to several funds or other resources made at this time to obtain future benefits. This is in line with the opinion of Halim (2005), who explains that the investment decision is the placement of some funds at this time, in the hope that they can generate profits in the future. Therefore, it is very natural for investors to do some research before making an investment decision in the hope of finding a strategy to minimize risk and increase return.

Bappenas (2018) explains that Indonesia’s economic growth in quarter one, 2015, to quarter one, 2018 tended to be stable. This was caused by all national economic activities running in a steady manner and was benefited by the aging population in Indonesia. The United Nations (2015) explains that the aging population is a phenomenon of increased life expectancy. This aging population phenomenon affects not only economic growth rates, but also impacts on the labor market, macro balance (internal), and economic policy settings. Furthermore, Nazara (2010) argues that the aging population can be interpreted as an economic benefit, which means an increase in economic growth marked by the increasing amount of savings and investment growth. Tandellin (2010) mentions investment is a commitment to several funds or other resources made at this time, to obtain some benefits in the future. Bodie (2006) distinguishes the two forms of investment, namely, financial assets (capital markets), and real assets. The two types of investment have different characteristics so investors must have at least some knowledge about investing so that they do not make bad investment decisions. Baihaqi (2016) explains that the fundamentals of investment that must be understood by investors are capital market knowledge, type of investment instrument, profit rate, and the level of risk.

In line with this, Bairagi and Chakraborty (2018) suggest that investment decision making is based on two main factors, namely, 1) socioeconomic factors, income and employment, and 2) demographic factors, environment, gender, and education. This is in line with the opinion of Widayat (2010), who states that investment decisions are influenced by various factors, including financial literacy, demographic aspects, and individual economic conditions.

Each generation has its characteristics. This is generally influenced by the environment experienced during their lives. No doubt, each generation ends up with a different nature that also presents patterns of adaptation and approaches that also vary over time. Generational groups have a close relationship with the financial behavior of individuals, so it is not surprising that, under certain conditions, psychological aspects can influence potential investors to determine investment decisions. Ohlinger and Ohlinger (2005) group generations based on similarity in time of birth and historical traversed by individuals, then the division of groups from that generation can be categorized into five sections namely mature (<1946), baby boomers (1947-1964), generation X (1965-1980), gen-Y / netgen (1981-1995), and post-millenial (1995-present). This division of groups will determine the tendency of the financial behavior of individuals, including understanding investment decisions.

Research on investment decisions was carried out by researchers. Arianti (2018) argues that investment decisions are not influenced by financial literacy, but financial behavior and income have a significant impact on investment decisions. Abdeldayem (2016) states that participants in the low financial literacy group prefer to invest in traditional and safe financial products and do not invest much in complex financial products, which are relatively risky and can provide higher returns. However, this research is only limited to investors in Bahrain. This research will discuss the effects of investment decisions on members of PT Bursa Efek Indonesia of different generations.

3. Methods

This research uses quantitative descriptive methods. Data collection was conducted from 7 January 2020 to 7 February 2020 by distributing questionnaires to 108 investors who were members of PT Bursa Efek Indonesia. The data collected was processed using descriptive analysis, correlation, and ANOVA. This paper discusses the extent of the influence of investor knowledge, in terms of their educational level, on financial literacy about investment decisions in capital markets. The education level of respondents was divided into five groups, including high school or equivalent (30 investors), Diploma (6 investors), Bachelor’s (67 investors), Master’s (27 investors), and Doctor (7 investors).

Nine indicators examined the knowledge of investors' financial literacy, including the understanding of the definition of the capital market, the definition of stocks, where investors share shares, share investors on the term, the benefits of investing in stocks, investment risk in shares, the risks of investing, the terms in investing in shares, and the rights of shareholders if a company goes bankrupt.

4. Results

The education level of investors of members of the Indonesian stock exchange presented in the following Table 2:
From Table 2 above, it can be seen that 38.9% of investors have undergraduate education qualifications, 21.3% of investors have Master’s education qualifications, 20.4% of investors have Diploma education qualifications, 12% of investors have Doctoral education qualifications, and only 7.4% of investors have high school education qualifications. This means that investors with a Bachelor’s level are ranked first in the number of investors, based on their level of education.

Furthermore, knowledge about understanding financial literacy from Indonesian Stock Exchange investors is presented in Table 3:

<table>
<thead>
<tr>
<th>Validity</th>
<th>Knowledge level</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>low level (&lt;60)</td>
<td>49</td>
<td>45.4%</td>
<td>45.4%</td>
</tr>
<tr>
<td></td>
<td>Medium Level (60 - 79)</td>
<td>30</td>
<td>27.8%</td>
<td>73.1%</td>
</tr>
<tr>
<td></td>
<td>High Level (&gt;80)</td>
<td>29</td>
<td>26.9%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>108</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>

From Table 3, it can be seen that 45.4% of investors have little knowledge about financial literacy. However, as many as 27.8% of investors have a medium level of knowledge about financial literacy, and 26.9% of investors have a high level of financial literacy. This means that almost half of investors do not have good financial literacy.

Furthermore, knowledge about understanding financial literacy based on education level is presented in the following Table 4:

<table>
<thead>
<tr>
<th>Education status</th>
<th>Education level</th>
<th>Knowledge of financial literacy</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior high school</td>
<td>Low level (&lt;60)</td>
<td>8 (100%)</td>
<td>0</td>
</tr>
<tr>
<td>Diploma</td>
<td>Medium Level (60 - 79)</td>
<td>15 (68%)</td>
<td>12 (28.5%)</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>High Level (&gt;80)</td>
<td>17 (80.5%)</td>
<td>11 (47.8%)</td>
</tr>
<tr>
<td>Master</td>
<td>Total</td>
<td>49 (55.4%)</td>
<td>30 (27.8%)</td>
</tr>
</tbody>
</table>

From Table 4, it can be seen that the understanding of financial literacy based on the level of education shows that as many as 100% of investors at senior high school level have low levels of understanding of financial literacy, that 68% of investors with diploma education have low levels of understanding of financial literacy, 23% at the medium level, and 9% at the high level, that investors with an undergraduate education showed 40.5% at the low level, 28.5% at the medium level, and 31% at the high level, that at Master’s level 21.7% are at the low level, 47.8% at the medium level, and 30.5% at the high level, and for investors at the Doctoral level, 30.8% are at the low level, 15.6% at the medium level, and 55.8% at the high level.

Furthermore, the correlation between education level and knowledge of financial literacy is presented in the following Table 5:

<table>
<thead>
<tr>
<th>Education status</th>
<th>Correlations</th>
<th>Education level</th>
<th>Knowledge of financial literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education level</td>
<td>Pearson Correlation</td>
<td>1</td>
<td>,400**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>108</td>
<td>.000</td>
<td>108</td>
</tr>
<tr>
<td>Knowledge of financial literacy</td>
<td>Pearson Correlation</td>
<td>,400**</td>
<td>1</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>108</td>
<td>.000</td>
<td>108</td>
</tr>
</tbody>
</table>

Note: **. Correlation is significant at the 0.01 level (2-tailed).

Based on Table 5, the correlation between education level and understanding of financial literacy shows 0.4 with a significance level of 0.00 < 0.05. This means that H0 is rejected, and shows that there is a significant correlation between education level and understanding of financial literacy. Furthermore, understanding financial literacy based on education level is presented in Table 6:
Based on Table 6, it can be seen that the average understanding of financial literacy of investors with senior high school education level is 33.3 with a standard deviation of 11.9, investors with an average understanding of financial literacy at the diploma education level show 51.00 with a standard deviation of 21.8, investors with an average understanding of financial literacy at an undergraduate education level show 69.31 with a standard deviation of 23.25, and at the Master’s level it is 71.98 with a standard deviation of 18.61.

The significance of the difference between the understanding of financial literacy and investment decisions based on education level is presented in Table 7.

In Table 7 above, it appears that the significance value is 0.00 <0.05. This means that H0 is rejected, or there is a strong relationship between understanding financial literacy and education level.

Furthermore, a recapitulation of each domain of understanding financial literacy based on education level is presented in Table 8.

Based on Table 8, it appears that there are significant differences in understanding financial literacy in the understanding of the definition of the capital market, the definition of stocks, the benefits of investing in stocks, the risks of investing, investors' understanding of share on the term, the terms in investing in shares, and the rights of shareholders if the company goes bankrupt.

Furthermore, the impact of understanding financial literacy on investment decisions is explained in Table 9.

From Table 9, it can be seen that the correlation value between understanding financial literacy and investment decisions has a value of 0.507 with a significance level of 0.000. This shows that the understanding of financial literacy has a significant influence on investment decision making.

5. Discussion

a. Profile of Investors

Findings show that the majority of investors in PT Bursa Efek Indonesia have acquired a university or college education with a Degree. This finding was reaffirmed by one of the commissioners of OJK, who stated that 52.8% of investors in the PT Indonesia Stock Exchange have university or college education qualifications, making them the majority of investors in the PT Indonesia Stock Exchange. This is in line with the opinion of McMahon, Bruess, and Lohrmann (1987), who explain that education has a positive and significant influence on economic growth. However,
it is important to understand that education, in general, is divided into two categories, namely, formal and informal. Therefore, the results of the analysis also found empirical facts if the interest in capital market investment at Master’s and Doctoral education is lower. Thus, the results of the study found that there is a relationship between the levels of education with the choice of investment types. And supported by findings from Reilly and Brown (2011), the level of education can also influence someone in choosing the type of investment. In this case, the higher a person’s education, the more the person will understand the investment risks and benefits. The higher the level of education achieved, the more knowledge is obtained, so that in acting, making decisions will be more carefully considered, such as decisions to choose investments and be able to analyze and calculate the risks involved. The higher the level of education, which is a reflection of financial literacy, the more likely investors are to place their funds in capital market instruments that are riskier than in relatively safe banking instruments.

b. Correlation between Investor Education Level and Understanding of Financial Literacy

The research findings show that almost half of investors have a low level of understanding of financial literacy, supported by the opinion of Yuliana (2013). Not everyone, especially in Indonesia, has sufficient financial knowledge or can be said to be strongly literate. Research conducted by Otoritas Jasa Keuangan (2016) concludes that the level of financial literacy in Indonesian society is still in the low category. Several studies have shown that low financial literacy is a result of a lack of financial knowledge (Carpena, 2011; Chen & Volpe, 1998). Therefore, countries in the world usually increase the financial literacy of their people by increasing their knowledge through educational institutions. Lasardi and Mitchell (2014) state that someone with a low level of financial literacy is usually correlated with low income, low education, and low wealth. Therefore, Indonesia needs to provide increasing financial knowledge for households so that they can participate in sustainable financial markets (Ramachandran, 2011). This is in line with the findings of Cude et al. (2006), who state that the required knowledge of how to manage finances and how to invest in techniques cannot be ignored anymore as in previous times, and states that one of the reasons that people lack the desire to start investing is allegedly low financial literacy. This is supported by the opinion of Orton (2007), who makes it clear by stating that financial literacy becomes inseparable in one’s life because financial literacy is a useful tool for making informed financial decisions, but experience from various countries shows that it is relatively low. Byrne (2007) also found that low financial knowledge will lead to erroneous financial planning and could lead to receiving welfare when a productive age is reached. This means that the importance of financial literacy knowledge will be a factor influencing financial behavior in determining investment decisions because the high knowledge of financial literacy will encourage rational behavior towards people from various generations in deciding investment choices; this statement follows (Robb & Woodyard, 2011) who state that sufficient financial literacy will have a positive influence on one’s financial decisions, such as allocating finances appropriately.

Furthermore, the results of the study also found that the higher the level of education, the greater the level of understanding of financial literacy; this is in line with the opinion of Tanusdaja. (2018), who states that investors with higher education have more knowledge about stock movements and are more willing to take risks so that decision-making in investing is more complex when compared with investors whose education is lower. However, this is contrary to the opinion of Fachrudin and Fachrudin (2006), who state that the level of education and investment does not have a significant direct relationship with alpha 5% of investment decisions. Financial literacy was found to strengthen the relationship between education and experience in investment decisions. This can be seen from the increasing value of the critical ratio. Financial literacy is essential for making investment decisions in addition to education and investment experience. The implication is that financial literacy is needed for correct investment decisions.

There is a significant correlation between the level of education and understanding of financial literacy, in line with the opinion of Puby (2015), which explains that education is a very important commodity that someone needs to have. A higher level of education will determine the wisdom of the person making the decision, and the more experience they will have in knowledge about finance. It can be said that the higher education that is pursued, the better financial condition a person will attain. Someone who has taken a higher education course must have a broad financial knowledge, and understand how to act, compared with someone with basic financial knowledge. The high level of education will help a person to accumulate personal wealth and understand how to manage that wealth. If someone is highly educated, that person will be able to manage their wealth as a source of investment. Besides, the investment will help someone in running a business and closing debts. In this case, education is very influential in investment decisions; but not all education has a positive influence on investment decisions. It depends on how well someone can manage their finances to invest.

6. The Effect of Understanding Financial Literacy on Investment Decisions

The research findings show that there is a significant effect between understanding financial literacy and making financial decisions. Financial literacy factors can help an investor predict which investments to take and how to determine investment steps to generate profits in the future. Lack of financial literacy will make it difficult for respondents to decide on investing. The results of this study prove that financial literacy has a significant, positive effect on investment decision making. This is following the research of Al-Tamimi and Kalli (2009), which proves that financial literacy has a significant effect on investment decision making, and many investors do not yet have sufficient financial knowledge to invest properly. It was explained that in this study, there was a significant relationship between financial knowledge and investment decisions. This is in line with the opinion of Postmus et al. (2013), showing that financial knowledge has been proven to have a significant impact on financial management, and is more consistent when various policies are used. Therefore, in general, investment decision making will be greatly influenced by financial knowledge because strong financial knowledge will optimize information processing as a consideration in determining investment choices. Financial literacy as the knowledge and understanding of financial concepts and risks, along with the skills, motivations, and beliefs to apply such knowledge, and understanding to make effective financial decisions, improve the financial well-being of individuals and communities, and create participation in the economic field (OJK, 2017).
This is supported by the opinions of Garman and Forgue (2010), who state that financial literacy is knowledge of the facts, concepts, principles, and technological tools that underlay the smart use of money. According to Kiyosaki and Lechter (2004), financial literacy is the ability to read and understand matters relating to finance and financial problems. This in line with the opinion of Paiella (2016) that financial literacy is the ability to gather important information and to distinguish between diverse financial choices, discuss financial problems, planning, and solutions that can affect financial decision making. From the findings above, it can be interpreted that financial literacy is the knowledge and ability possessed by a person to manage finances to improve the welfare of life, where the decision can have an impact on society, the country, and the global economy. This is in line with the opinion of Graham, Harvey, and Huang (2009), who state that investors with a higher level of education have more knowledge about stock movements and are more willing to take risks so that the decision making in investing is more robust than in investors with lower education.

This is in line with the opinion of Mason and Wilson (2000), who state that understanding financial literacy is positive for investors in making financial decisions where, with an understanding of financial literacy, an investor can understand and evaluate information relevant to decision making by understanding the financial consequences it causes. This explanation shows that knowledge of finance is very important for every individual, because with financial knowledge it is possible for each person to avoid incidents related to financial mismanagement, for example, reports of high credit card debt, low or negative savings rates, and the increase in personal bankruptcy Bernheim, Garrett, and Maki (2001), and this opinion is corroborated by the results of research conducted by Chen and Volpe (1998), who found that individuals with poor levels of financial knowledge tend to have misguided opinions about finances and tend to make mistakes in financial decision making.

7. Conclusion

Based on the research findings, it can be concluded that first, there is a significant correlation between the level of education of investors and an understanding of financial literacy. Different levels of investor education affect the level of understanding of financial literacy, so the higher the level of education, the higher the investor's understanding of financial literacy. Second, there is a significant correlation between the level of understanding of financial literacy with investment decision making. A good understanding of literacy has an impact on investment decision making in the capital market. The better the investor's understanding of financial literacy, the more likely it is that investors will choose the right type of investment in the capital market. Thus, it can also be concluded that the level of education influences investment decision making in the capital market. Therefore, to overcome the gap in understanding of financial literacy in the capital market, and to increase investor understanding of various levels of education on financial literacy in the capital market, education and training on financial literacy should be held by various related agencies that work together with PT Bursa Efek Indonesia.

References
