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Financial Literacy and Fintech Use on Financial Resilience: The Mediating Role of Financial Inclusion

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Financial Literacy and Fintech Use on Financial Resilience: The Mediating Role of Financial Inclusion

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Abstract: Financial resilience is a critical determinant of financial security. Teachers, as important figures in the educational landscape, endure substantial responsibilities in educating the new generation. Unfortunately, precarious socioeconomic conditions of teachers can undermine their professional performance. In turn, suboptimal financial management practices among educators can set a negative precedent, influencing students' financial behaviors and attitudes. Addressing this research gap, the present study investigates the impact of financial literacy and the utilization of financial technology (fintech) on financial resilience, with financial inclusion acting as a mediating factor. This study applies the causality method to measure primary data through questionnaires with data collection techniques using google forms. A total of 116 high school teachers in Buleleng Regency with criteria determined by the researcher participated in this study. Data was analyzed using variant-based analysis of the Structural Equation Model (SEM) with Partial Least Square (PLS) version 3.0. The findings reveal that both financial literacy and fintech usage positively and significantly affect financial inclusion. Moreover, these variables, along with financial inclusion, exert a significant influence on financial resilience. Financial inclusion was also found to mediate the relationship between financial literacy and fintech use with financial resilience. The study highlights the importance of strengthening financial literacy and responsible fintech usage among teachers to enhance their financial resilience and long-term financial wellbeing. Additionally, financial inclusion plays a crucial supporting role in achieving financial resilience. This research enriches the existing literature by elucidating the roles of financial literacy, fintech use, and financial inclusion in shaping teachers' financial resilience.

Keywords: financial literacy; fintech; financial inclusion; financial resilience; teacher

Introduction

Teachers play an important role in providing knowledge and skills for the younger generation to become independent and responsible. However, precarious socioeconomic conditions of teacher can impede teacher performance in teaching. Statistical evidence from No Limit Indonesia, cited by the OJK, identifies the teaching profession as the primary demographic susceptible to illicit digital credit schemes. Survey data reveals that educatots represent the most significant proportion of illegal lending victims at 42%. This demographic is followed by dispaced workers (21%) and housewives (18%), with the remaining percentage distributed across various other professional sectors (Idris, 2022). The OJK identifies three primary drivers of financial vulnerability amog teachers, particularly regarding illicit credit acquisition. First, insufficient income, specifically non-civil servant (non-PNS) who receive wages that falls below the regional minimum wage (UMR). Second, a significant lack of financial inclusion persists, as many lack meaningful access to financial instutions. Third, a deficiency in digital financial literacy leaves teachers susceptible to predatory advertising and social media-driven solicitations (Ika, 2023).

This issue can be attributed to several factors, primarly revolving around financial literacy and the allure of easy acess to online loans. Educators often face difficulties with financial management, budgeting, and investing due to limited understanding of financial concepts and ineffective strategies in utilizing financial skills (Matey et al., 2021; Paneda & Albay, 2025). In the other hand, the rapid rise of the fintech industry has made online loans easily accessible, providing

quick and convenient financial solutions. Thise ease of access is particularly attractive to individuals with limited financial literacy, as they may not fully understand the implications of taking illicit loans (Azima & Kurniawan, 2025). Therefore, addresing these issues through education and support can help improve teacher's financial well-being. Assaf and Antoun (2024) found that teachers with better financial well-being are more dedicated and effective, which in turn benefits student outcomes.

Given these systematic vulnerabilities, it is imperative to waluate the mechanisms through which teachers navigate economic instability. This necessity directs attention toward the construct of financial resilience. Financial resilience, construct that widely studied in the literatures, defined as a financial coping capability that encompasses both static performances and dynamic processes within human agency and environmental structure, enabling people to respond to and recover from adverse situations (Liu et al., 2025). At individual level, financial resilience includes having savings and emergency funds for mitigating adverse effects of financial shock (Kamble et al., 2025). A person who is unable to overcome financial challenges is classified as a financially vulnerable individual (Lusardi et al., 2021). Therefore, financial resilience serves as a vital protection mechanism against the risks of engaging in illegal lending. By enhancing their financial resilience, individuals are better equipped to navigate socioeconomic pressures and mitigate the allure of unauthorized lending platforms.

Based on previous research, it is known that financial resilience can be influenced by financial literacy (Lusardi et al., 2021; Prameswari, 2020; Setyorini et al., 2021). While early conceptualizations of financial literacy were primarily synonymous with financial knowledge, contemporary definitions have expanded. Financial literacy defined as individuals' financial behaviors, including their interactions within diverse social and economic environments and the profound impact of cognitive biases on the financial decision-making of individuals (Kamiya, 2017). Financial literacy enhances financial resilience by improving wealth management and mitigating risks (Liu et al., 2025). Low financial literacy is also linked to higher credit default risk, inefficient asset allocation, and increased vulnerability to economic shocks like inflation and energy price volatility (Gao et al., 2025). Individuals with high financial literacy are more likely to display positive financial behaviors such as managing income effectively, paying bills on time, maintaining savings and investments, and using credit responsibly (Huston, 2010; Lusardi et al., 2010). This study adopts a cognitive view of financial literacy, focusing on an individual's capacity to comprehend and apply financial principles in practical settings (Herawati et al., 2018).

The use of financial technology (Fintech) also influences a person's financial resilience (Ariana et al., 2024a; Hussain & Papastathopoulos, 2022a). Through fintech, access to financial products and services becomes easier. The use of fintech will help increase financial inclusion in the community to access financial products and services quickly and easily. According to OJK, there are several DFL services that can be accessed by the public such as Mobile Banking, Internet Banking, Robo Advisor, Financial Planner, and Wealth Tech. Closely related to the use of Fintech, financial inclusion defined as the availability and effective use of financial services from both banking and non-banking institutions, is widely recognized for its impact on financial resilience (Ariana et al., 2024b; Belayeth Hussain et al., 2019a; Hamid et al., 2023). OJK defines financial inclusion as the community's access to appropriate and affordable financial services that meet their needs. This includes not just physical access, but also the relevance and adequacy of financial products and services (OJK, 2016).

The use of Fintech and financial literacy influences financial resilience through various mechanisms. Fintech promotes financial inclusion by making financial services more accessible, especially to underserved populations. This increased acess helps individuals integrate into the formal system, therby improving financial resilience (Amnas et al., 2024; Del Sarto & Ozili, 2025). This integration provides a critical buffer against economic volatility by providing secure avenues for savings, insurance, and regulated credit. While expanded financial inclusion through fintech can bolster financial resilience, improper engagement with these digital tools often leads to systemic debt, such as mismanaged online loans. Financially literate individuals are more likely

to be financially included, and this inclusion, in turn, enhances their financial resilience. For instance, in Ghana, financial inclusion was found to mediate the relationship between financial literacy and financial well-being, indicating that financial inclusion is a critical pathway through which financial literacy translates into financial resilience (Nutassey et al., 2024). Therefore, it is hypothesized that financial inclusion serves as a mediating variable in the relationship between financial literacy, the utilization of financial technology (fintech), and financial resilience.

Despite the documented financial vulnerabilities within the education sector, empirical research concerning the financial resilience of teachers remains notably sparse, especially in Buleleng regency. Several studies on financial resilience have focused more on the resilience of micro, small, and medium enterprises (Ariana et al., 2024b; Hussain & Papastathopoulos, 2022b). To fill in this theoretical gap, this study examines high school teachers in Buleleng regency. Using a Structural Equation Model (SEM) with Partial Least Square (PLS), we examined the impacts of financial literacy, fintech use, and financial inclusion on the teacher financial resilience. This study contributes to the literature by identifying the impact of financial literacy, fintech use, and financial inclusion on the teacher financial resilience.

Method

Research Design

This study employed a quantitative research paradigm with an ex post facto approach through path analysis. The ex post facto design is characterized by the absence of deliberate manipulation of variables, allowing researchers to observe naturally occurring conditions. The study was conducted in several senior high schools located in Buleleng Regency, encompassing four public high schools, three public vocational high schools, and one private high school. The participating schools included SMAN 1 Singaraja, SMAN 2 Singaraja, SMAN 3 Singaraja, SMAN 2 Tejakula, SMKN 1 Singaraja, SMKN 2 Singaraja, SMKN 3 Singaraja, and SMAS Lab Undiksha.

Population and Sample

The target population consisted of all teachers employed in public senior high schools, vocational high schools, and private senior high schools within Buleleng Regency. A purposive sampling method was utilized, with the following criteria established for participant inclusion:

Teachers with employment status as civil servants (PNS) or government contract employees (PPPK),

Teachers who have experience using financial technology—such as conducting digital payments, loans, or other financial activities, and

Teachers with more than one year of teaching experience.

Sample size estimation was performed using G*Power 3.1.9.7 software with a priori power analysis for linear multiple regression with a fixed model. Input parameters included an effect size of 0.20, power of 0.95, significance level (α) of 0.05, and three predictors (financial literacy, fintech usage, and financial inclusion). The minimum required sample was calculated to be 90 participants. The actual study involved 116 participants, exceeding the minimum threshold.

Operational Definitions

The independet variables in this research consist of financial literacy (X_1) and fintech use (X_2). The dependent variabel is financial resilience (Y). In this research, financial inclusion is treated as a mediator variable (X_3). The operational definition of each variable can be described as follows.

Financial Literacy

Financial literacy is a score of a person's understanding of financial concepts. The understanding of financial concepts consists of several dimensions, including the following. First, understanding basic financial concepts. Second, understanding of savings and investment. Third, understanding credit management (debt management). Fourth, understanding of insurance/protection (insurance). Each dimension is described in several indicators which can be

seen in Table 2 Likewise for the variables of use of financial technology, financial inclusion and financial resilience.

Fintech Use

Defined as the application of digital technologies in financial activities. The understanding of fintech use consists of several dimensions include perceived ease of use, perceived usefulness, user attitudes toward technology, and intention to use digital financial services, aligned with the Technology Acceptance Model (TAM).

Financial Inclusion

Financial inclusion is a condition where the community get safe, comfortable and affordable financial access according to their needs. An inclusive financial system has 3 dimensions, namely (1) access dimension; (2) usage dimension; (3) quality dimension.

Financial Resilience

Financial resilience is an individual's ability to rely on the internal and external resources they have to overcome financial problems. Indicators of financial resilience are, (1) maintaining control over money; (2) controlling spending; (3) having a financial saving; (4) dealing with financial shortages or stress; (5) having financial planning and being alert to fraud. This concept of resilience is closely related to an individual's ability to manage finances and be able to overcome all financial challenges.

Data Collection and Analysis

The data collection method in this study used a questionnaire. The questionnaire was used to collect data on financial literacy, fintech use, financial inclusion, and financial resilience. The questionnaire was compiled using a 5 (five) point Likert scale from 1 to 5 with the following details. The score for each positive statement includes strongly agree (score 5), agree (score 4), less agree (score 3), disagree (score 2) and strongly disagree (score 1). Conversely, for negative statements, a reverse score will be given, including strongly agree (score 1), agree (score 2), less agree (score 3), disagree (score 4) and strongly disagree (score 5).

Data analysis was conducted using descriptive analysis techniques and inferential analysis through path analysis. Path analysis used the Partial Least Square Structural Equation Modeling (PLS-SEM) technique with the SmartPLS Application program version 3.0. PLS is a powerful analysis method and is often referred to as soft modeling because it eliminates assumptions in OLS (ordinary least squares) regression such as data must be normally distributed multivariately and there is no multicollinearity problem between exogenous variables (Latan & Ghozali, 2012).

Hypothesis

H1: There is a positive and significant influence between financial literacy and the use of fintech on financial inclusion

H2: There is a positive and significant influence between financial literacy, the use of fintech, and financial inclusion on financial resilience

H3: There is an indirect influence between financial literacy on financial resilience through financial inclusion

H4: There is an indirect influence between the use of fintech on financial resilience through financial inclusion

Result and Discussion

Respondent Characteristics

There were 116 participants who met the criteria and participated in this study. All participants were then grouped based on employment status, school of origin, length of service, and gender. Based on the table below, it can be seen that the distribution of the questionnaires is uneven. This is because the number of teachers who are respondents in each school is different. The largest number of respondents came from SMAN 2 Singaraja, which was 31 teachers or 27%

of the total respondents. Based on employment status, most respondents were P3K and PNS with the number of respondents respectively 45 and 41 teachers or 35% and 31%. The majority of respondents were teachers who had taught for more than 7 years with a total of 63 teachers or 54%. Based on gender, there are more female respondents than male respondents, there are 76 female teachers or 66% and 40 male teachers or 34%.

Table 1. Respondent Characteristics

School Name	Number of Respondents	Percentage
SMAN 2 Singaraja	31	27%
SMKN 2 Singaraja	22	19%
SMAN 2 Tejakula	18	16%
SMAS Lab Undiksha	16	14%
SMAN 3 Singaraja	11	9%
SMAN 1 Singaraja	10	9%
SMKN 1 Singaraja	6	5%
SMKN 3 Singaraja	2	2%
Employment Status	**Number of Respondents**	**Percentage**
PPPK	45	39%
Civil servants (PNS)	41	35%
Honorary	17	15%
Other	13	11%
Teacher's Working Period	**Number of Respondents**	**Percentage**
1 - 4 years	38	33%
5 -7 years	15	13%
More than 7 years	63	54%
Gender	**Number of Respondents**	**Percentage**
Male	40	34%
Female	76	66%

Validity and Reliability Test

The first test conducted was the Outer Model Measurement Model test. Measurement used validity and reliability testing. Validity testing used 2 criteria, namely convergent validity and discriminant validity. Convergent validity tested whether a set of indicators (items) represents one latent variable (unobserved). If the loading factor of each item is greater than 0.5, then the convergent validity value is said to meet the test criteria. Based on the test results, it can be seen that all variable items are declared valid to measure their respective constructs. Furthermore, discriminant validity is evaluated using a cross loading table. The SEM PLS criteria state that if the correlation of each latent variable with each item (manifest variable) is greater than the correlation with its latent variable, then the latent variable can predict its item well compared to other latent variables. Based on the test results, all items that measure the variables produce greater values compared to the values on other variables. Therefore, each item is considered capable of measuring the latent variable that corresponds to the item.

Measurement of construct reliability in PLS refers to the value of discriminant reliability, cronbach alpha and composite reliability. Experts state that if the value of discriminant reliability (AVE) is greater than 0.5, composite reliability (C.R.) is greater than 0.7, and cronbach alpha (a) is greater than 0.6 then the construct is declared reliable (Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, 2017a). Based on the test results, it can be seen that each value of the construct variable

has met the threshold criteria set, namely AVE > 0.5, CR> 0.7, and a > 0.6, so it can be concluded that all items are stated as reliable in measuring their latent variables.

Table 2. Validity and Reliability Test Results

Variable	Component	Loading	AVE	Compsite Alpha	Cronbach Alpha
Financial Literacy	Understanding of Financial Planning	0,714	0,508	0,902	0,877
	Understanding of Financial Management	0,763			
	Understanding of the concept of deposits	0,631			
	Understanding of the importance of saving	0,729			
	Understanding of interest calculations and credit installments	0,765			
	Understanding of sanctions for delaying loan payments	0,843			
	Understanding of the importance of insurance	0,721			
	Understanding of types of investment products	0,608			
	Understanding of the impact of inflation on investment	0,606			
Fintech Use	Ease of transaction	0,911	0,743	0,945	0,929
	Efficiency in transaction	0,863			
	Easy to operate	0,936			
	Easy to learn how to use	0,907			
	Security in transaction	0,843			
	No risk of being misused by other parties	0,689			
Financial Inclusion	Ease of transactions in various financial institutions	0,741	0,620	0,929	0,912
	Location of financial institutions that are easy to reach	0,836			
	Introduction to financial products in various financial institutions	0,791			
	Intensity in the use of banking financial services	0,817			
	Speed of service provided by financial institutions	0,764			
	Suitability of services provided by financial institutions.	0,841			
	Banking credit services in anticipating financial problems in the community	0,784			
	Banking financial services in improving the welfare of the community	0,718			
Financial Resilience	Personal financial supervision	0,844	0,624	0,937	0,923
	Making financial planning	0,844			
	Preparing a proper spending budget	0,767			

	Understanding expenses that are needs or wants	0,855
	Timeliness in paying financial obligations	0,716
	Emergency fund ownership according to needs	0,808
	Ability to pay financial obligations on time	0,621
	Having short-term and long-term financial goals	0,814
	Ability to anticipate financial transaction fraud	0,810

Threshold; Loading > 0.5; AVE > 0.5; CR 0.7; CA 0.7

Goodness of Fit Model

The Goodness of Fit Model (GFI) test is an evaluation criterion for a structural measurement model that describes how much exogenous variables contribute to endogenous variables. The criterion used in PLS is R-Square (R^2). The measurement results show that the R^2 value of the endogenous variable, namely financial inclusion, is 0.582. This means that the diversity of financial inclusion variables can be explained by the financial literacy variable and the use of financial technology by 58.2%, while the remaining 41.8% is the influence of other variables not raised in this study. Furthermore, the financial resilience variable can be predicted by the financial literacy variable, the use of financial technology and financial inclusion by 68.2%, while the remaining 31.8% is the influence of other variables.

The structural model is evaluated by estimating and testing hypotheses regarding the causal relationships between exogenous and endogenous variables specified in the path diagram. Standard errors and test statistics for relevant parameters are estimated in SmartPLS with the Bootstrapping option (Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, 2017b). Bootstrapping testing uses the help of a computer software program, namely Smart PLS 3.0. In this study, the t-table value at a confidence level of 95% (α <5%) is 1.98. Hypothesis testing for each latent variable relationship is presented in table 3.

Table 3. Hypothesis Test Results (Path Coefficients)

	Coefficient	Sample Mean	t-statistic	p-value	Result
IK (Z) → RK (Y)	0,269	0,269	3,135	0,002	Accepted
LK (X1) → IK (Z)	0,419	0,426	4,449	0,000	Accepted
LK (X1) → RK (Y)	0,291	0,311	2,041	0,042	Accepted
TK (X2) → IK (Z)	0,392	0,390	4,341	0,000	Accepted
TK (X2) → RK (Y)	0,349	0,333	2,581	0,010	Accepted
LK (X1) → IK (Z) → RK (Y)	0,113	0,114	2,401	0,017	Accepted
TK (X2) → IK (Z) → RK (Y)	0,105	0,104	2,573	0,010	Accepted

Source: Output Smart PLS 3.0

Based on the testing of structural model 1, the coefficient values (original sample estimates) of the financial literacy variables and the use of financial technology on financial inclusion show positive numbers of 0.419 and 0.392 respectively, which means that the greater the increase in the financial literacy variables and the use of financial technology, the greater the financial inclusion. The results also show that the t-statistic values (4.449 and 4.341) are greater than the t-table value (1.98) and the p-value is less than 0.05(*), so the financial literacy variables and the use of financial technology have a significant effect on the financial inclusion variable. **Therefore, H1 are accepted.** Furthermore, testing of structural model 2, the coefficient values of the financial literacy variables, the use of financial technology, and financial inclusion on financial resilience

show positive numbers of 0.291; 0.349; and 0.269 respectively, which means that the greater the increase in the financial literacy variables, the use of financial technology, and financial inclusion, the greater the financial resilience. The results also show that the t-statistic value (2.041; 2.581; and 3.135) is greater than the t-table value (1.98) and the p-value is less than 0.05(*), then the variables of financial literacy, use of financial technology, and financial inclusion have a significant effect on the financial resilience variable. **Therefore, H2 are accepted.**

The next hypothesis tests the mediation effect between financial literacy and financial resilience through financial inclusion. The results of the analysis show that the coefficient of the mediation path variable is positive, which is 0.113, meaning that the greater the increase in the financial literacy variable, the greater the increase in financial inclusion and financial resilience. The results of the mediation analysis also show that the t-statistic value (2.401) is greater than the t-table value (1.98) and the p-value is less than 0.05 (*), so the financial inclusion variable can be said to play a role as a perfect mediation (complete mediation) on the indirect relationship between financial literacy and financial resilience. Because the direct influence of financial literacy on financial resilience remained significant after the financial inclusion variable was included in the model as a mediator, it can be concluded that the financial inclusion variable mediated the relationship between financial literacy and financial resilience **partially**. **Therefore, H3 is accepted.**

The results of the analysis show that the coefficient of the mediation path variable is positive, which is 0.105, meaning that the greater the increase in the variable of the use of financial technology, the greater the increase in financial inclusion and financial resilience. The results of the mediation analysis also show that the t-statistic value (2.573) is greater than the t-table value (1.98) and the p-value is less than 0.05 (*), so the financial inclusion variable can be said to play a role as a perfect mediation (complete mediation) on the indirect relationship between the use of financial technology and financial resilience. These findings also show a partial mediation between the use of financial technology on financial resilience through financial inclusion. **Therefore, H4 is accepted.**

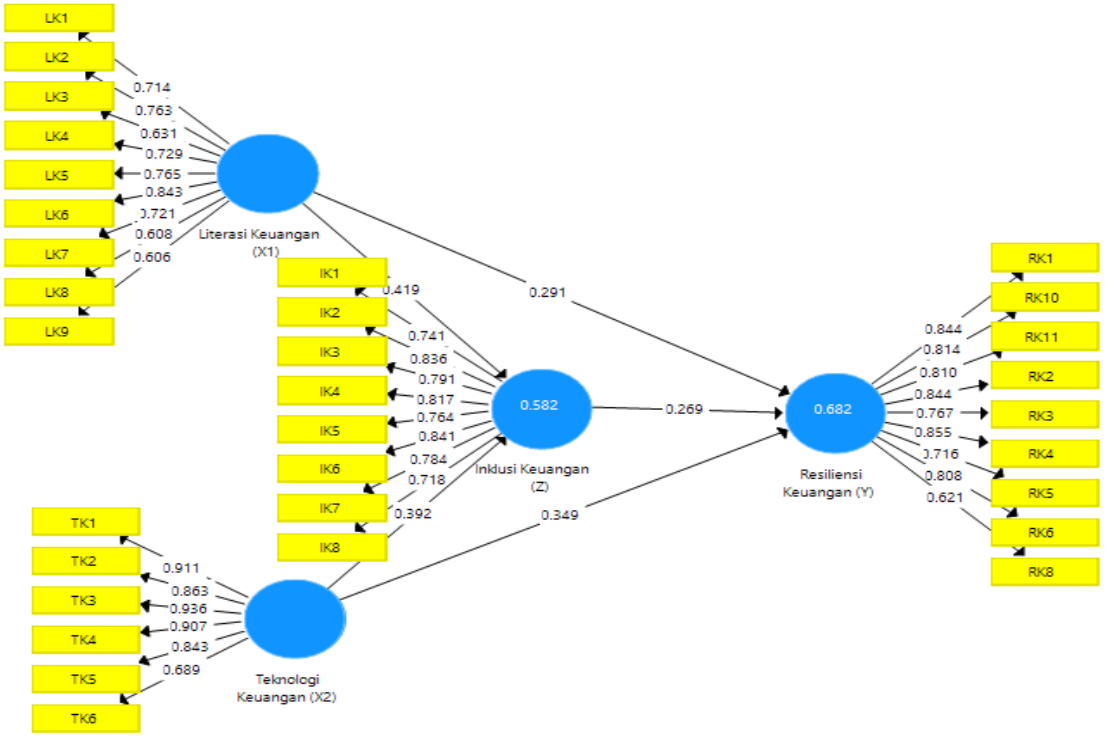

Figure 1. SEM-PLS Model Test Results

Source: Output Smart PLS 3.0

The Direct Impact of Financial Literacy and Digital Financial Literacy on Financial Inclusion

The findings of this study indicate that both financial literacy and the use of financial technology exert a positive influence on financial inclusion, with path coefficients of 0.419 and 0.392, respectively. This suggests that higher levels of financial literacy and greater use of financial technology are associated with increased levels of financial inclusion. It can therefore be concluded that improvements in these two variables lead to enhanced financial inclusion. Furthermore, the t-statistic values of 4.449 and 4.341 exceed the critical value of 1.98, and the p-values are below the 0.05 threshold, signifying that the effects of financial literacy and financial technology usage on financial inclusion are statistically significant.

Financial inclusion refers to individuals' access to and engagement with formal financial systems. Meanwhile, financial literacy is defined as the ability to comprehend and effectively utilize various financial concepts and products. The results of this study reinforce the theoretical perspective that enhanced financial literacy contributes to greater financial inclusion, particularly among teachers. The data show that teachers in the sample have an average financial literacy score of 82% and a financial inclusion score of 79%, indicating relatively high levels in both areas. The study further explains that individuals with strong financial literacy are more likely to understand and utilize financial products and services, such as opening bank accounts, making investments, obtaining insurance, and making informed borrowing decisions.

The results of the study also show a positive and significant influence between the use of fintech and financial inclusion. With the development of fintech access today, it has expanded access to financial services for certain communities who have never accessed formal financial institutions such as banking. With fintech, access to services can be easier and faster without visiting the physical office of a financial institution. Fintech applications such as mobile banking, digital wallets, online loans, and various other types of applications have enabled individuals to make financial transactions using only a smartphone. In addition, there are several fintech services that also provide education in financial management. Such as investment and financial planning applications that often provide information related to wise financial management, including how to make the right investments according to each individual's risk profile. This study supports several studies that show the influence of financial literacy and digital financial literacy on financial inclusion, including research by (Kusumaningtyas et al., 2022), and (Steelyana, 2013).

The Direct Impact of Financial Literacy, Digital Financial Literacy, and Financial Inclusion on Financial Resilience

Based on the structural model 2 test, the coefficient values of the financial literacy variables, use of financial technology, and financial inclusion on financial resilience show positive numbers of 0.291; 0.349; and 0.269, respectively. It can be concluded that the greater the increase in the financial literacy variables, use of financial technology, and financial inclusion, the greater the financial resilience. The results also show that the t-statistic value (2.041; 2.581; and 3.135) is greater than the t-table value (1.98) and the p-value is less than 0.05 (*), then the financial literacy variables, use of financial technology, and financial inclusion have a significant effect on the financial resilience variable.

Financial literacy has a significant impact on financial resilience, indicating that individuals with strong financial knowledge are better equipped to manage future financial risks. This capability stems from their ability to plan for emergencies through savings or investments, as well as securing insurance to mitigate potential financial uncertainties. Moreover, financially literate individuals tend to exercise greater prudence in debt management by aligning borrowing decisions with actual needs and repayment capacity, thereby avoiding excessive debt that could jeopardize their financial stability. Thus, it can be concluded that financial literacy plays a crucial role in enhancing financial resilience, as it empowers individuals or households to better navigate economic challenges, manage risks effectively, and maximize long-term financial opportunities.

Based on the coefficient values in model 2, it can be seen that the use of financial technology has the highest coefficient values (0.349> 0.291 and 0.269). This shows that the use of financial technology is very dominant in influencing a person's financial resilience. In addition, the findings of this study show that teachers who are active in using financial technology have better financial resilience. This shows that teachers have been able to use financial technology wisely so that they are better prepared to deal with emergencies without having to rely on high-risk informal sources and are able to make more rational financial decisions. Digital financial literacy has a considerable influence on financial resilience, particularly in the context of rapid fintech advancement. A person with strong digital financial literacy can effectively utilize financial technology in managing daily financial activities. Fintech enables easier access to a variety of financial services, including bank accounts, investment platforms, loans, and insurance. This accessibility supports quicker and more informed financial decision-making. Furthermore, digital financial literacy allows individuals to manage financial risks through educational content and tools provided by fintech platforms. Consequently, those who are digitally financially literate are more likely to adapt to and withstand shifts in financial conditions.

Furthermore, financial inclusion also plays an important role in increasing a person's financial resilience. Financial inclusion refers to broader and more equal access to various safe and affordable financial services. Increasing financial inclusion can have a significant impact on financial resilience. Financial inclusion provides individuals with the widest possible access to financial services that can help them manage their income, save, invest, or get credit. This is what allows individuals to manage their finances better, have emergency fund savings when facing a crisis or urgent needs. In addition, with financial inclusion, a person avoids illegal informal financial institutions that can be detrimental, such as fraudulent investments, unregistered online loans, and other illegal financial institutions.

The results of this study also show that financial inclusion is able to mediate financial literacy and digital financial literacy towards financial resilience. This shows that strategic efforts are needed to increase financial inclusion in society. This is necessary so that people obtain safe and adequate financial services so that they can use all their financial knowledge and skills in the form of literacy and the use of fintech to increase their financial resilience. The results of this study are in line with several studies including (Belayeth Hussain et al., 2019; Hamid et al., 2023; Hussain & Papastathopoulos, 2022b).

Conclusion

Based on the research results, it can be concluded that there is a positive and significant effect of financial literacy and fintech use on financial inclusion, as well as a positive and significant effect of financial literacy, fintech use, and financial inclusion on financial resilience. Additionally, financial inclusion is able to mediate the effect of both financial literacy and fintech use on financial resilience.

Based on the previous explanations, the author offers several recommendations related to the findings of this study. First, related to increasing the financial literacy index among teachers. Steps that can be taken include conducting training and education about financial management which can be carried out through community service programs by universities and the government. Second, the use of fintech must also receive serious attention from the government. This seeks to prevent teachers from abusing fintech so as not to harm the teachers themselves. Using fintech wisely can affect one's financial resilience. In addition, financial inclusion is a determining factor in increasing teachers' financial resilience. For that reason, schools can function as agents of financial inclusion, for example by presenting outreach activities from banks or the Financial Services Authority (OJK), and integrating financial management practices into teachers' daily activities. Financially literate teachers can be encouraged to become role models and agents of financial literacy for students and the surrounding community. This not only increases teachers' financial inclusion but also broadens their social impact.

This study has limitations in terms of the number of samples that are not too large that describe the financial condition of teachers in general in Buleleng Regency. In addition, a qualitative approach can be used to strengthen the results of the quantitative research produced in this study. This is because there is a tendency for respondents to answer based on their perceptions which sometimes contradict the actual financial conditions experienced by teachers.

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