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## Introduction

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**Biographical notes:** Irwan Trinugroho is an Associate Professor of Finance at the Faculty of Economics and Business, Universitas Sebelas Maret (FEB UNS). He graduated with a PhD in Banking and Finance from the University of Limoges, France. He has published many papers in some journals including *Journal of Financial Stability*, *Global Finance Journal*, *Research in International Business and Finance*, *Borsa Istanbul Review*, *Economics Bulletin*, *Emerging Markets Finance and Trade*, *Singapore Economic Review* and *Journal of Asia Business Studies*. He is the Editor-in-Chief of *International Journal of Governance and Financial Intermediation* and serves as editorial board members in some journals including *Eurasian Economic Review*, *Journal of Asia Business Studies*, *International Journal of Economics and Management*, *International Journal of Monetary Economics and Finance* and *International Journal of Education Economics and Development*. He is currently the Vice President of the Indonesian Finance Association (IFA).

Evan Lau serves as the Associate Professor and Managing Editor for *International Journal of Business and Society (IJBS)* in Faculty of Economics and Business, Universiti Malaysia Sarawak (UNIMAS). His journal article publications stand at 88 and he has 60 post-graduate students under his supervision while examining 44 postgraduate theses. He has been invited to speak at numerous international conferences and also an active workshop instructor. He has been awarded a total of 27 research grants to date. He is listed in the Top 10% economists in Malaysia and the Top 12% in Asia by the Research Papers in Economics (RePEc) database and among the highly cited authors in UNIMAS.

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Economic inclusion has been a global initiative over the last decade which creates opportunity for the society to benefit from the economic development inclusively without leaving anyone behind. However, to support the economic inclusion goal, financial education commitment is strongly needed particularly with regards to recent development in the financial sector as an outcome from technological advancement. Therefore, this

special issue provides an outlet for papers discussing the importance of financial education and economic education especially in emerging countries in helping to reach inclusive economies. Papers for this special issue are selected papers from the 4th Sebelas Maret International Conference on Business, Economics and Social Sciences in 2017 (2017 SMICBES).

In this special issue, two papers empirically study financial literacy in the context of Indonesia. In 'Financial literacy and business performances improvement of micro, small, medium-sized enterprises (MSMEs) in East Java Province, Indonesia', Iramani et al. focus on the importance role of financial literacy for micro, small, medium-sized enterprises (MSMEs) in a province in Indonesia. They find that financial literacy, particularly bookkeeping literacy and budgeting literacy, is positively correlated with sales growth, profit growth and overall business performance. Damayanti and Saraya in 'Financial literacy determinants among West Java athletes' emphasise financial literacy of athletes in Indonesia. They reveal that financial literacy among of athletes is low, both basic and advanced financial literacy.

Two other papers discuss financial inclusion and financial education at the macro level. By using cross-province study, Chandrarin et al. in 'An empirical study on income equality, economic growth and financial inclusion in Indonesia: model development on SMEs financing' provide evidence that financial inclusion significantly contributes to in reducing income inequality. By conducting a cross country study, Saito et al. in 'Consumption and bank credit at the BRICS countries: a new light on the financial education process' provide a new light on the role of financial education.

Two last papers in this special issue are focused on inclusive education in the context of Indonesia. In 'Building students loyalty in private higher education institutions: activities for competitiveness', Gunarto et al., provide evidence that trust and loyalty of students are important for the sustainability of private higher education institutions. In 'Performance of shadow teachers in inclusive schools in Indonesia viewed from working understanding, appreciation of work, and career guidance', Yusuf et al. discuss inclusive schools in Indonesia, with particular emphasis on the role of teachers and organisation behaviour.