Improving the Understanding of Digital Financial Literacy for Pondok Pesantren Anwar Futuhiyyah Students

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Abstract. Islamic Boarding Schools (Pondok Pesantren) have an important role in providing holistic education to students, covering aspects of religion, morals, academics, and daily life. Life balance in Islamic Boarding Schools can support community empowerment. Exploring the potential of the Islamic Boarding Schools community can be a valuable resource in improving literacy, especially in digital finance. The service carried out at the Anwar Futuhiyyah Islamic Boarding School was in the form of providing materials and training on digital financial literacy. This service activity was expected to increase the understanding of digital financial literacy for students as an effort to increase life skills. The implementation of service was carried out in three stages, namely initial planning, implementation of training and then conducting evaluation and feedback. In the end, it was found that more than 90% of students demonstrate a high level of comprehension when actively engaging in digital financial literacy community service programs.

Keywords: accounting study; digital financial literacy

1 Introduction

Indonesia is a country with the largest Muslim population in the world, so it is undeniable that the increasing role of Islamic Boarding Schools and mosque communities is increasing. According to data from Rabithah Ma’ahid Islamiyah, the number reached 13,477 out of 24,000 Islamic Boarding Schools throughout Indonesia [1]. Under the Law No. 18 of 2019, Islamic Boarding Schools play an important role in equipping students with a comprehensive education covering aspects of religion, morals, science, and daily life [2]. In addition to being an Islamic educational institution, Islamic Boarding Schools can also be used as a distribution channel that provides financial access to people who are predominantly Muslim, the balance of life in Islamic Boarding Schools can support community empowerment [3].

The results of SNLIK in 2022 showed that the level of financial literacy of the Indonesian people was 49.68 percent, higher than in 2019 which was only 38.03 percent. To increase the level of financial literacy, the National Council for Economic Inclusion (DNKI) conducted quite intensive training and socialization [4]) [5]. Exploring the potential of the Islamic Boarding Schools community can be a valuable resource in improving literacy, especially in digital finance. Financial literacy is a combination of awareness, knowledge, skills, attitudes, and behaviors necessary to make good financial decisions and achieve good personal financial health [6]. Several factors that cause differences in the financial literacy of
each individual are changes in digital technology, market innovation, and changes in personal finance [7].

In the development of financial literacy, the familiar term, conventional financial literacy is where the literation refers to knowledge and understanding of financial concepts obtained through physical means such as books, magazines, seminars, and classroom training. Through this approach, individuals acquire knowledge of personal financial management, investments, retirement planning, and financial risk management (8). While digital financial literacy is a combination of the concept of digital financial literacy and digital platforms, the application of digital financial literacy refers more to the understanding and skills of individuals to manage their finances digitally, including the use of technology and online financial platforms [9]. Therefore, the difference between digital financial literacy and conventional financial literacy lies in digital aspects and financial technology. While conventional financial literacy focuses on understanding basic financial concepts such as budgeting, saving, investing, and understanding financial instruments such as stocks and bonds, digital financial literacy includes understanding financial technology, the use of digital banking applications, e-wallets, and online investment platforms. Therefore, students must know about digital financial literacy knowledge.

The youth category can be divided into three ranges, namely 12-15 years (early adolescence), 15-18 years (middle adolescence), and 18-21 years (late adolescence). Teenagers are one of the community groups that are potential targets of various business entity products. Teenagers want to keep up with ever-changing fashion trends, they are never satisfied with what they have. Consumptive in the current era where a person is no longer required to buy goods, but only as luxury values attached to them. Unstable emotional states make it difficult for them to consume goods and services rationally.

Consumptive behavior is caused by socioeconomic reality. The growing society and the extraordinary development of information make consumption behavior an uncontrollable acceleration rate. This is evidenced by the existence of shopping malls and online shopping everywhere showing how easy it is to access products. As a result, adolescents tend to behave consumptively and make impulse purchases. A person has more than one smartphone with a well-known brand, but only one unit is used and another as a complement to the appearance [10]. In Anwar Futuhiyyah Islamic Boarding School, Sleman Regency, Special Region of Yogyakarta, most of the students are young students aged around 8-20 years. To hone the life skills of students, it is necessary to train them in developing knowledge on aspects of digital financial literacy by conducting training and workshops. Therefore, students can take part in special training and workshops focused on digital financial literacy. In the process, Islamic values of fairness, prudence, and financial ethics must also be emphasized to form a holistic understanding of digital financial literacy among students. Over time, some Islamic Boarding Schools need to realize the importance of digital financial literacy and have integrated it into the Islamic Boarding Schools curriculum.

Digital financial literacy will help students to organize financial planning, both personal and business. It is hoped that Islamic Boarding Schools can be supported by awareness, understanding, and responsible use of digital financial technology. Thus, it is necessary to take an approach that is following the characteristics of Islamic Boarding Schools and their ecosystem. To overcome the lack of financial literacy in Islamic Boarding Schools, it is important for related parties, teachers, and communities, to work together in developing financial literacy that suits the needs of students. Teacher training, introduction to the digital financial literacy curriculum, and providing sufficient resources are important steps to improve digital financial literacy in Islamic Boarding Schools.
2 Methodology

Participants in this community service activity were 20 students of Anwar Futuhiyyah Islamic Boarding School. The service process was carried out in the multipurpose room of the Anwar Futuhiyyah Islamic Boarding School which is located in Wedomartani Village, Ngemplak, Sleman, Yogyakarta. There were 3 stages of service used, namely the planning, implementation, and evaluation stages.

Figure 1. Stages of Service

In the first stage, the service team conducted a survey first to find out the extent of students' knowledge about digital financial literacy and obtained the following data:

Figure 2. Graph of Students' Understanding of Digital Financial Literacy

Based on the initial survey, it is revealed that the average student does not understand digital financial literacy. Therefore, in the next stage, the service team sought to make suitable training materials for the students of Anwar Futuhiyyah Islamic Boarding School. In addition, the service team also prepared training resource persons including:

<table>
<thead>
<tr>
<th>Material</th>
<th>Sources</th>
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<tbody>
<tr>
<td>Electronic money management</td>
<td>Nurna Pratiwi, SE., M.Si., Ak.</td>
</tr>
<tr>
<td>Digital payments</td>
<td>Gigih Aulia Hilmiawan, SE., M. Ak., Ak.</td>
</tr>
<tr>
<td>Online financial security</td>
<td>Melvin Rahma Sayuga Subroto, S.Pd., M.Acc.</td>
</tr>
<tr>
<td>Investment and personal financial management</td>
<td>Anik Puji Handayani, SE., M.Si.</td>
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</tbody>
</table>

During and after the training, evaluations were conducted to measure students' understanding and level of satisfaction of the training. The service team provided opportunities for them to provide feedback and suggestions for future improvements. In addition, as a form of continued support to students after training, the service team prepared practical guides or reference materials that students can use as a reference in the future.
Furthermore, they remain open to questions or consultations related to digital financial literacy.

3 Results and Discussion

Community service activities carried out on March 19, 2023, by UNU Yogyakarta lecturers and students in collaboration with Anwar Futuhiyyah Islamic Boarding School, Ngemplak, Sleman have been completed. The purpose of this service was to help students at Anwar Futuhiyyah Islamic Boarding School understanding digital financial literacy.

A total of 20 students of Anwar Futuhiyyah Islamic Boarding School participated in community service activities to understand digital financial literacy. Based on the information the researchers got, the age of participating students ranged from 18 to 22 years old. The community service activities consisted of discussions, consultations, and questions and answers related to digital financial literacy. This training activity started at 09:30 - 14:00 WIB. The first event was participant registration, followed by several remarks. Furthermore, the activity began by having question and answer session to find out whether students already know digital financial literacy in their daily activities.

Then, the event continued with materials delivery by UNU Yogyakarta, Accounting Study Program Lecturer, Nurna Pratiwi, SE., M.Si., Ak about the introduction of digital financial literacy in general and electronic money management. The next material was also carried out by UNU Yogyakarta, Accounting Study Program Lecturer, Gigihi Aulia Hilmiawan, S. E., M. Ak., Ak about several types of digital payments, followed by the material presentation by UNU Yogyakarta, Accounting Study Program Lecturer, Melvin Rahma Sayuga Subroto, S.Pd., M.Acc about online financial security and the last material presentation by UNU Yogyakarta, Accounting Study Program Lecturer, Anik Puji Handayani, SE., M.Si. on investment and personal financial management. After the presentation of the materials ended, there was a question and answer session conducted by participants, and they were given a series of tests such as quizzes or questions done by participants to find out whether they already understood the materials that had been delivered.

At the end of the event, the Community Service Team consisting of students of the Accounting Study Program of UNU Yogyakarta evaluated the results of the answers given by the participants. The number of students who understand digital literacy can be seen in the graph below.

![Figure 3. Graph of Santri's Understanding of Digital Financial Literacy After Program](image-url)
4 Conclusions

The implementation of the community service activity went as planned. The following can be concluded from community service activities:

1. The community service team of UNU Yogyakarta Accounting Study Program could improve the understanding of digital financial literacy for students at Anwar Futuhiyyah Islamic Boarding School.
2. A good relationship between UNU Yogyakarta and Anwar Futuhiyyah Islamic Boarding School has been formed.
3. More than 90% of students demonstrated a high level of comprehension when actively engaging in digital financial literacy community service programs.

The community service team of UNU Yogyakarta Accounting Study Program would like to thank the caregivers and administrators of Anwar Futuhiyyah Islamic Boarding School for receiving and facilitating digital financial literacy training so that it could be carried out in accordance with expectations. Hopefully, in the future, UNU Yogyakarta can contribute and provide benefits for the Anwar Futuhiyyah Islamic Boarding School.

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keuangan-dalam-pengembangan-kemandirian-ekonomi-pondok-pesantren


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