



## Digital Financial Literacy Training for Student Koperasi: Creating a Financially Intelligent Young Generation

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### Abstract

Understanding and skills in digital-based financial literacy are essential, this requires the younger generation, especially students, to have these skills. However, based on the National Survey of Financial Literacy and Inclusion in 2022, it showed a low financial literacy index among the 18-25 age group of 39.94%, therefore targeted educational interventions are needed. Community service activities were carried out to improve the digital financial literacy of the management of the Semarang University Student Koperasi (KOPMA) through training and mentoring. The implementation method consists of four stages, namely socialization and pre-test, interactive training, technical assistance, and evaluation and post-test. The results of the activity showed a significant increase in participant understanding, with the average post-test score increasing from 48 to 82. In addition, 92% of participants stated that they were ready to implement a digital financial recording system in management of koperasi. This activity succeeded in equipping participants with skills in using the Google Sheet and BukuKas applications for recording transactions, preparing financial reports, and cooperative cash planning. This program has an impact that effective digital financial literacy training can strengthen the governance of student cooperatives and form a young generation that is financially intelligent and adaptive to technological developments.

## 1. Introduction

Nowadays, Digital Transformation brings significant impacts in various aspects, including in managing finances. Financial literacy is a person's skills to understand and manage money effectively. It is possible that the process of managing money can be done conventionally, but the development of financial technology (fintech) has brought changes in a person's understanding of various digital financial service products, such as fintech lending, QRIS, e-wallet, digital investment and application-based financial management. The number of active fintech users is increasing among the younger generation, especially

students, creating an opportunity as a potential driven of the future economy. Behind the ease of access to digital finance, of course, there are risks that must be faced, such as consumptive behavior, poor financial management and even being trapped in illegal peer to peer lending. Lack of financial planning has an impact on a person's ignorance in managing finances, in the end a person often carries out transaction activities that should not be and are not even urgent basic needs (Wardhani & Iramani, 2019). Through an understanding of good financial planning in individuals, it can consistently provide various conveniences in achieving both short-term and long-term financial goals that have been targeted (Kusumawati et al., 2023).

*The Financial Planning Standards Board* Indonesia states that financial planning is an integrated and planned financial management process for individuals in achieving life goals (Financial Services Authority, 2021). Based on the 2022 National Survey of Financial Literacy and Inclusion (SNLIK), the age group of 18-25 years was recorded to have a financial literacy index of 39.94%. This is a challenge in itself because the financial literacy index is still low, especially among students who can at least be agents of change in healthy and productive finances (Financial Services Authority, 2022).

For everyone, avoiding problems of financing is a very basic need, therefore a good level of financial literacy is needed (Kusumastuti et al., 2021). According to (Sari & Irdhayanti, 2022) financial literacy can be obtained from both formal and informal education. Basically, financial literacy can be explained as a person's knowledge in managing finances to make decisions (Kusdiana & Safrizal, 2022). Whether it is a large activity or a small activity, financial planning still needs to be done without distinguishing one from the other's (Azmi et al., 2018). So that by implementing good and effective planning, it can help someone in managing finances to avoid financial problems. If someone can be wise in using their money, it can be interpreted that their understanding of financial literacy is getting better (Vivi Armadhani & Hwihanus, 2024). This understanding is very much needed by every individual to be able to manage finances effectively, disciplined, consistently and without experiencing complications (Julito et al., 2023).

Unit Kegiatan Mahasiswa, especially Koperasi Mahasiswa (KOPMA) in higher education environments have great potential in developing entrepreneurial skills and collective

financial management among the students. Koperasi Mahasiswa are a strategic forum for training financial responsibility, managerial skills and decision-making based on financial data. However, most of the orderly, transparent and digitalized financial systems have not been fully implemented in student koperasi, one of which is in UKM KOPMA Universitas Semarang.

Digital financial literacy skills are very necessary to gave an knowledge for mahasiswa, especially cooperative administrators, therefore, along with the increasing role of digital technology which is developing rapidly, structured training has become something that needs to be implemented. This is the same with research (Kusumastuti et al., 2021) which states that education can be a way to encourage financial literacy. In addition, there are strong correlation, which better the level of literacy a person has, the stronger they will be and the more able they will be to make more responsible financial plans (Utami & Puspitasari, 2022).

Through this community service activity, we strive to provide digital financial literacy training to the management of the Koperasi Mahasiswa UKM at Semarang University. The training focuses on strengthening the understanding of basic financial concepts, the use of simple digital financial recording applications (such as Google Sheets, BukuKas, or digital Koperasi applications), cash management, and cooperative financial planning strategies. This activity is expected to increase the institutional capacity of koperasi mahasiswa and form a young generation of campus people who are financially intelligent, adaptive to technology, and able to manage economic organizations in a modern and accountable manner.

## **2. Methods of Implementation**

The implementation of this community service program is carried out in the form of intensive offline training and mentoring for the management of the Koperasi Mahasiswa on the Semarang University. This activity was attended by 20 administrators and was held on Tuesday, May 13, 2025. The training model applied was the delivery of material through power point presentation slides by the resource person. During the delivery of the material, KOPMA administrators could directly ask questions and discuss the material that had been

presented by the resource person. Then, the resource person provided case studies and intensive assistance in managing finances digitally using Google Sheets and the BukuKas application. The stages of implementing this activity include:

**Table 1.** Implementation Process

No.	Chapter	Description
1.	Socialization & Pre-Test	This activity was conducted to measure the initial level of understanding of administrators about digital financial literacy through a questionnaire. Then continued with the delivery of material on the introduction of basic concepts of financial literacy and digital financial risks that are often faced by students and cooperatives.
2.	Interactive Training	The material that has been presented will be continued in interactive training and implementing the use of digital financial applications (Google Sheets and BukuKas), cash flow management, and koperasi financial planning. Then, continued with direct practice using a cooperative financial report simulation case.
3.	Technical Assistance	At this point, it is a clinical session to draft the financial recording system of each cooperative. As well as providing guidance in designing a simple digital-based budget and report.
4.	Evaluation & <i>Post-Test</i>	The last is evaluation by measuring the increase in understanding and ability of administrators through a questionnaire after the training is carried out. Then continued with a reflective discussion and strengthening the commitment to implementing the training results.

### 3. Results and Discussion

#### 3.1 Socialization & *Pre-Test*

This activity began with conducting socialization to the management of the Semarang University Koperasi Mahasiswa, which was attended by 20 participants. The participants consisted of the daily management and the financial division of the koperasi. In the initial stage, it begins by providing an explanation regarding the concept of digital financial literacy including the importance of digital-based koperasi financial management, as well as various financial challenges faced by students, such as lack of recording, recording errors, consumptive behavior and the risks of using illegal online peer to peer lending app. The material was delivered using an interactive lecture method using presentation media and short educational videos from OJK and Bank Indonesia. After the socialization took place, it was continued with a pre-test activity, which aimed to measure the initial understanding of participants, using a Google Form questionnaire with 15 questions. The results of *Pre-Test* showed:

- 72% of training participants didn't understand the concept of digital financial literacy in detail.
- The number of training participants who have used personal financial recording applications is 28%.
- Participants didn't know the basic principles of systematic koperasi cash management, amounting to 84%.

It can be interpreted that these results are an important basis for determining a more practical training approach that is appropriate to the literacy level of the participants.

#### 3.2 Interactive Training

The next stage is interactive training which is divided into two main sessions.:

##### a. Introducing Digital Financing Application

The platforms introduced by participants are *Google Sheets* as a structured record keeping, and *BukuKas* as a mobile-based record keeping application. Both are used for

reasons of ease of use and relevance. Each participant performs a direct simulation by installing and recording cooperative transactions such as sales, savings and loans, and cash in and out directly using a simple case study. Furthermore, participants are directed to create a report format including: daily cash records, monthly income and expenditure reports, and finally koperasi budget planning (budgeting).

b. Koperasi Financing Management Simulation

In the next activity, participants were given an assignment to simulate making a cash flow report and koperasi financial planning based on a simple case with operational data provided by the resource person. Participants will be asked to conduct a financial condition analysis, determine budget allocations and prepare digital-based monthly reports. The results of the simulation showed that participants were able to compile simple reports with good structures by 80%. In fact, some participants have succeeded in adding simple dashboard features in Google Sheets using graphs and pivot tables.

### 3.3 Technically Assistance

The clinical session was conducted based on previously divided groups, each group consisting of 4 participants. The community service team participated in assisting the participants in drafting the actual koperasi financial recording system that had been adjusted to the conditions of KOPMA Universitas Semarang. This session has carried out the following:

- Identifying koperasi recording needs, such as savings and loan transactions, product sales and activity financing.
- Create a digital report template based on Google Sheet
- Create a short-term implementation plan, namely implementing digital recording starting from the current month and creating simple SOPs.

In this session, participants were seen actively discussing and asking many questions about the integration of digital recording with the koperasi financial process. The community service team hopes that this assistance will be a direct practice space for koperasi mahasiswa administrators and ensure that it has a significant impact, not just theoretical.



**Figure 1.** Giving The Sozialization

### **3.4 Evaluation & Post-Test**

The training and mentoring stages that have been implemented in a structured manner, then at the end of the session a post-test will be conducted to measure the extent to which participants have understood the training material that has been delivered and to assess whether there is any improvement after the training. The post-test questionnaire consists of 20 questions covering the following:

- Understanding the concept of digital financial literacy
- Ability to use financial applications
- A simple analysis of the financial condition of the cooperative

The evaluation results showed significant improvements for training participants:

- The average score of the training participants increased, from an initial score of 48 to 82.
- As many as 92% of participants stated that they were ready to implement digital financial recording in their koperasi.
- Participants also filled out a satisfaction survey with a satisfaction level of 4.6 out of 5, indicating a positive response to the training method.

#### 4. Conclusion

Community service activities that have been carried out through training and mentoring of digital financial literacy for the management of the Semarang University Koperasi Mahasiswa have been carried out well, structured and have provided significant results. This can be seen from the results of the pre-test and post-test that have been given to training participants that there is an increase in understanding and analytical skills regarding the concept of digital financial literacy, the ability to prepare koperasi financial reports digitally along with the implementation of application-based financial recording.

In each training session, participants followed each activity carefully, starting from socialization, interactive training, to technical assistance actively and showed a high level of curiosity. The post-test results showed an increase in the average score from 48 to 82, and 92% of participants stated that they were ready to implement digital recording in their respective koperasi. In addition, participants were able to compile financial reports based on Google Sheets in a structured and functional format, and some of them had utilized the data visualization feature independently.

The increasing understanding and skills of digital financial literacy in managing koperasi finances, it is hoped that this activity can support the strengthening of the institutional capacity of KOPMA Universitas Semarang and become an example of good practice in technology-based student cooperative financial management. Furthermore, training like this needs to be carried out continuously, so that the younger generation of the campus can become pioneers in realizing adaptive, accountable, and financially intelligent student organizations in the digital economy era.

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