BUILDING A SUSTAINABLE BUSINESS ECOSYSTEM IN VILLAGES: THE ROLE OF FINANCIAL LITERACY AND ACCOUNTABILITY IN ENCOURAGING STUDENT INTENTIONS

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ABSTRACT

In the era of rapid digital transformation, technology-based financial management has become a crucial aspect in the development of Micro, Small, and Medium Enterprises (MSMEs), especially in tourist villages that rely on innovation and digital competitiveness. However, along with the development of digital technology, many MSME actors in tourist villages face challenges in managing finances effectively. Limitations in financial literacy and understanding of accountability are major obstacles in adapting to the digital financial system. The main objective of this study is to analyze the influence of financial literacy and perceptions of accountability on students' intentions in managing digital-based MSME finances in tourist villages. The novelty of this study lies in the relationship between financial literacy and perceptions of accountability in relation to digital-based MSME financial management in tourist villages which has not been widely studied. The primary data for this study was obtained through questionnaires that were distributed directly to the selected respondents. Based on the calculation of the Slovin formula, 91 samples were obtained. Data analysis used SPSS version 25 to test the relationship between variables, including: reliability tests, validity tests, and multiple linear regression analysis. The findings in this study conclude that financial literacy and perception of accountability and the relationship between the two have a positive and significant influence on students' intentions in managing digital-based MSME finances in tourist villages. This study is expected to contribute to the development of strategies to improve financial literacy and accountability among students, so that they can play an active role in supporting digital-based MSME financial management in tourist villages. In addition, this study provides a real contribution in encouraging collaboration between the younger generation and MSME actors through strengthening the capacity of literacy and responsible digital financial governance, which ultimately supports the sustainability of the tourist village economy in a sustainable manner.

Keywords: financial literacy, perception of accountability, student's intention, sustainability of MSMEs

INTRODUCTION

Bali Province is known as a leading tourism destination in Indonesia, with significant growth in the development of tourist villages (Widiastini et al., 2020). According to data from the Ministry of Tourism and Creative Economy, as of November 2024, there are 6,042 tourist villages in Indonesia, an increase of 28.14% compared to the previous year. In Bali, tourist villages such as Penglipuran have become successful examples of integrating local culture with sustainable tourism. However, behind this success, many Micro, Small, and Medium Enterprises (MSMEs) in tourist villages face challenges in financial management (Widiastini et al., 2021), especially in adapting to the digital financial system.

One of the main factors that influences the effectiveness of MSME financial management is financial literacy. A study by Mangawing et al. (2023) shows that financial literacy has a positive and significant influence on MSME performance. However, in Bali, the level of financial literacy in rural areas is still relatively low, with a financial literacy index of 59.25% and financial inclusion of 70.13%. This condition indicates the need for intervention to improve financial literacy among MSME actors in tourist villages.

Students, as agents of change and future leaders, have great potential to help MSMEs overcome these challenges. With their educational background and access to technology, students can become companions or strategic partners for MSMEs in managing digital-based finances. However, students' intention to be involved in MSME financial management is influenced by their level of financial literacy and their perception of accountability. A study by Mangawing et al. (2023) emphasized the importance of digital financial literacy in improving MSME performance, indicating that understanding and skills in using digital financial technology are key factors in effective financial management.

Although there have been many studies discussing financial literacy and financial management of MSMEs, there is still a gap in understanding how financial literacy and perceptions of accountability influence students' intentions in managing digital-based MSME finances in tourist villages. Another gap lies in the lack of research examining the influence of perceptions of accountability on individuals' intentions in managing MSME finances. Most studies emphasize aspects of financial literacy and financial attitudes, without considering how perceptions of accountability can motivate individuals, especially students, to be involved in MSME financial management. Therefore, research is needed that specifically examines the influence of financial literacy and perceptions of accountability on students' intentions in managing digital-based MSME finances in tourist villages. Problem identification researched in this study is: (1) How does financial literacy influencing student's intention in controlling digital-based MSME finances in tourist villages? (2) How does accountability influencing student's intention in controlling digital-based MSME finances in tourist villages? (3) How does accountability interact with financial literacy influencing student's intention in controlling digital-based MSME finances in tourist villages?.The following are the research objectives to be achieved, including: (1) Knowing the influence of financial literacy on student's intentions in managing digital-based MSME finances in tourist villages? (2) Knowing the influence of accountability on student's intentions to manage digital-based MSME finances in tourist villages? (3) Knowing the interaction between financial literacy and accountability influences student's intentions in managing digital-based MSME finances in tourist villages?

LITERATURE REVIEW

The Theory of Planned Behavior was first developed by Ajzen (1991) and states that entrepreneurial intention is influenced by three main factors: attitude towards behavior, subjective norms, and perceived behavioral control (PBC). Ajzen developed the theory of planned behavior (TPB) from the theory of reasoned action (TRA) (Islam et al., 2022). In TPB, intention is considered an intermediate determinant of relevant explicit actions (N. Ali et al., 2023). In this context, students' intention to manage digital-based tourism MSME finances is influenced by their attitudes towards financial management (positive or negative), their views on how others (especially family and friends) support them in managing their business, and how confident they are in their ability to manage business finances. Financial literacy is the ability to understand and use a variety of financial information and skills in everyday life (Lusardi & Mitchell, 2014). Financial literacy includes an understanding of basic concepts such as budget management, savings, investments, and retirement planning. Financial literacy is the ability, desire, and confidence to apply knowledge of financial concepts and risks to make appropriate financial decisions, improve individual and collective financial well-being, and participate in the economy (OECD, 2006). Financial literacy consists of three components: (1) numeracy, (2) understanding the basics of finance, and (3) one's attitude in making decisions about finance (Carpena & Zia, 2011). Perception of accountability refers to the extent to which a person believes that financial actions or decisions should be accounted for transparently. According to Romzek and Dubnick (1987), accountability includes aspects of answerability, responsibility, transparency, and liability. In the context of students, this perception reflects awareness of the importance of acting honestly, openly, and responsibly in terms of managing funds or financial reporting.

METHOD, DATA, AND ANALYSIS

This study adopts a quantitative approach. Kuncoro (2017), the quantitative method is a method where numbers are allocated to observed facts that can be identified directly. The data used in this research are primary data, collected firsthand from the research site and subject without any intermediaries. Data collection was carried out using a questionnaire distributed to respondents, along with supporting literature relevant to the study. The total population consisted of 960 individuals, and using the Slovin formula, a sample size of 91 respondents was determined. The sampling technique employed was purposive sampling. The collected data were then analyzed using research tools and quantitative statistical methods to test the predetermined hypotheses. The purpose of this study was to determine whether the variables tested had an effect on the observed results. Respondents in this study were undergraduate students majoring in Accounting at Ganesha University of Education. Furthermore, the collected data was tested through several tests. The data was analyzed using SPSS version 25 for a). Data Quality Test (Validity Test, Reliability Test), b). Descriptive Statistical Analysis, c). Classical Assumption Test (Normality Test, Multicollinearity Test, Heteroscedasticity Test), d). Hypothesis Test (Multiple Linear Regression Analysis, t or Partial Test, Determination Coefficient Test or R2).

RESULT AND DISCUSSION

A questionnaire is considered valid when its items effectively measure the intended constructs (Ghozali, 2017). The validity test in this study was carried out using the SPSS software by calculating the

Pearson correlation coefficient. An item is deemed valid if its Pearson correlation value exceeds 0.30. The results of the validity test in this research are presented in Table 1 below.

Table. 1 Validity Test Results

Variable	Indicator	Correlation Coefficient	Sig. (2-tailed)	Description
Financial literacy (X_1)	$X_{1.1}$	0,961	< 0,001	Valid
	$X_{1.2}$	0,881	< 0,001	Valid
	$X_{1.3}$	0,916	< 0,001	Valid
Accountability (X_2)	$X_{2.1}$	0,938	< 0,001	Valid
	$X_{2.2}$	0,948	< 0,001	Valid
	$X_{2.3}$	0,941	< 0,001	Valid
	$X_{2.4}$	0,956	< 0,001	Valid
Intention (Y)	Y_1	0,975	< 0,001	Valid
	Y_2	0,969	< 0,001	Valid
	Y_3	0,896	< 0,001	Valid
	Y_4	0,934	< 0,001	Valid

The validity test results shown in Table 1 indicate that each variable has a correlation coefficient with the total score of all statement items exceeding 0.30. This confirms that all items in the research instrument are valid and accurately measure the intended constructs.

Reliability testing was conducted using the Cronbach's Alpha coefficient. A questionnaire is considered reliable if its Cronbach's Alpha value exceeds 0.60, which signifies that the instrument consistently measures the intended variables (Ghozali, 2017: 34). The results of the reliability analysis are presented in Table 2 below.

Table 2. Reliability Test Result

No	Variable	Cronbach's Alpha	Description
1	Financial literacy (X_1)	0,909	Reliable
2	Accountability (X_2)	0,960	Reliable
3	Intention (Y)	0,959	Reliable

As shown in Table 2, the reliability test results indicate that all research instruments have a Cronbach's Alpha value greater than 0.60. This suggests that the instruments are reliable and therefore appropriate for use in this study.

The estimation of multiple linear regression coefficients was performed through regression analysis using SPSS 25 for Windows. The results of this analysis are presented in Table 3.

Table. 3 Multiple Linear Regression Test Result

Model	Unstandardized Coefficientes		Standardized Coefficientes	t	Sig.
	B	Std. Error	Beta		
1 (Costant)	-.206	1.156		-.178	.860
Financial Litercary	.830	.208	.577	4.001	<.001
Accountability	.385	.142	.391	2.711	.012

Based on table 3, this study produces a regression equation model as follows:

$$Y = -0.206 + 0.577\ X1 + 0.391\ X2$$

The regression equation indicates that both financial literacy and accountability variables positively affect entrepreneurial intention. Among these, financial literacy exerts the strongest effect, with a coefficient of 0.577. These findings are consistent with the study by Santiara and Sinarwati (2023), which found that financial literacy positively impacts the financial management of MSMEs in Tejakula District, Bali. Research by Putra et al. (2023) in Taman Kalong, Soppeng, found that financial literacy and digital literacy play an important role in the sustainability of MSMEs in tourist villages

The coefficient of determination (R^2) is utilized to assess the extent to which the model can explain the variance in the dependent variable based on the independent variables. The results of the determination coefficient test are presented in Table 4 below.

Table 4. Coefficient of Determinatiin Test Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.944	.891	.883	1.24958

a. Predictors: (Constant), Accountability, Financial Literacy

b. Dependent Variable: Intention

Results in Table 4 indicate that the adjusted R^2 (adjusted coefficient of determination) is 0.883. These results show that 88.3% of students' intentions are significantly influenced by financial literacy and perceptions of accountability, while the remaining 11.7% are influenced by other factors that are not included in the research variables.

CONCLUSION

This research determines that both financial literacy and students' sense of accountability meaningfully and positively shape their intentions to engage in managing the financial aspects of digital-based MSMEs in tourist village settings. This finding answers the three formulations of the problems proposed. First, financial literacy is proven to significantly increase students' intention to be involved in managing MSME digital finances, which shows that understanding financial concepts can strengthen students' self-confidence and participation in the local business ecosystem. Second, perception of accountability also plays a significant role, where students who are aware of responsibility and transparency are more motivated to take part in good financial governance. Third, the interaction between financial literacy and perception of accountability strengthens the intention synergistically, reflecting that a high understanding of finance becomes more effective when accompanied by a commitment to accountability. These findings support the Planned Behavior Theory (Ajzen, 1991) which states that intention is the main predictor of behavior, where intention is formed by factors of belief, knowledge, and social norms such as accountability. Practically, the results of this study can be the basis for developing financial literacy and governance training programs aimed at students as strategic partners in strengthening MSMEs in digital-based tourism villages. Higher education institutions and local governments can use these results as the basis for collaborative policies in mentoring MSMEs by students.

IMPLICATION/LIMITATION AND SUGGESTIONS

This study did not examine other variables outside of financial literacy and perceptions of accountability, such as government policies, village digital infrastructure, or economic conditions. In addition, this study did not examine the actual performance of students in assisting MSMEs, but only focused on intentions or intentions measured through structured questionnaires. The quantitative approach used has not explored in depth the dynamics of students' motivations or personal barriers in being actively involved in MSME management. For further research, it is necessary to examine the effectiveness of experiential learning training programs in improving financial literacy and student accountability directly through their involvement in MSMEs in tourist villages.

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