

# **Digital Accounting Literacy and Sustainable Financial Behavior in MSMEs in Jakarta: Conceptual Perspective**

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## **Abstract**

Micro, Small, and Medium Enterprises (MSMEs), which contribute significantly to economic inclusiveness in Indonesia, especially in Jakarta, still have limited accounting literacy and low access to digital technology. Digital accounting literacy is not only seen as a technical skill, but also as a strategic weapon that empowers decision-making and reduces vulnerability to crises to develop resilience as part of digital capabilities. The resulting model is based on a combination of the Theory of Planned Behavior (TPB), Social Cognitive Theory (SCT), and habituation and provides the mediating role of intention, self-efficacy, and habit strength. The effectiveness of this pathway is enhanced by enabling factors such as platform usability, content relevance, and institutional support, but has barriers such as the digital divide, learning engagement, and cost considerations. This study seeks to develop a research framework that links digital accounting literacy to MSME financial resilience with a systematic literature review to identify key themes, such as adaptive financial planning, digital risk management, and data-driven decision-making. These factors shape how digital literacy practices empower MSMEs to manage uncertainty. Key themes are identified and analyzed descriptively to summarize how financial inclusion insights, resilience theory concepts, and digital literacy interact conceptually in shaping the various pathways through which MSMEs achieve adaptive financial behavior. The findings from the proposed conceptual model have important practical implications for policymakers and educators in designing interventions that enhance digital capabilities to achieve financial resilience.

**Keywords:** digital accounting literacy, sustainable financial behavior, financial resilience, MSMEs

## **1. Introduction**

The Jakarta Provincial Government introduced the Jakpreneur program as an effort to support and develop MSMEs in the Jakarta area. This program serves as a forum to create, facilitate, and foster collaboration within the entrepreneurial ecosystem, involving various parties such as start-up companies, educational institutions, and financial institutions (Jakarta Provincial Government, 2023). In 2023, there were 104,417 MSMEs in Jakarta, contributing approximately 32.10 percent of the Gross Regional Domestic Product and employing a large portion of the workforce (BPS, 2024). By equipping MSMEs to be better prepared for change and have strong resilience, this program aims to help them capitalize on emerging opportunities and overcome various challenges. (Aulia, 2023) Despite their strategic role, MSMEs still face limited financial and accounting literacy. Financial Services Authority data shows that only 65.4 percent of the Indonesian population has adequate financial literacy (Ahamed, 2024). This limited literacy capacity hampers MSMEs' ability to manage resources, increases financial risks, and weakens sustainability-oriented business practices.

Technological developments have accelerated the integration of digital accounting literacy, particularly since the COVID-19 pandemic, which has accelerated the adoption of digital platforms (Chatterjee et al., 2024; Nambisan et al., 2017). Empirical evidence supports the importance of digital accounting literacy in strengthening the resilience of small businesses (Yaqin & Safuan, 2023), while digitalization contributes to the creation of more innovative business models (Doktoralina, Al, et al., 2025). Other studies have also shown that digital literacy significantly contributes to increasing financial inclusion in developing countries (Artana et al., 2025; Mareta et al., 2025).

However, the relationship between digital accounting literacy and sustainable financial behavior in MSMEs remains rarely explored. Previous research has focused primarily on challenges in technology adoption or limitations in financial inclusion, without providing a systematic explanation of the mechanisms linking digital accounting literacy to adaptive financial practices (Junaidi et al., 2025). In a global situation characterized by market fluctuations, inflationary pressures, and geopolitical instability, weak digital literacy actually increases MSMEs' vulnerability to crises (Doktoralina, Igorevna, et al., 2025).

Therefore, a research framework is needed to explain how digital accounting literacy promotes sustainable financial behavior and strengthens the long-term financial resilience of MSMEs. By bridging this gap, this research is expected to not only enrich the academic literature but also provide practical guidance for policymakers and educators in developing more targeted, inclusive, and empowering digital accounting literacy programs for MSMEs.

## **2. Literature Review**

Digital skills, particularly an understanding of accounting software applications, are a crucial aspect that MSMEs need to master. The ability to understand and use information from various digital sources (Gilster, Paul, 1997). Amidst the increasingly rapid flow of technological disruption, this ability not only supports operational efficiency but also strengthens business competitiveness. Therefore, it is important for MSMEs to start equipping themselves with digital accounting literacy, so they can adapt to changes and utilize technology optimally in managing business finances. Digital accounting literacy is a fundamental basis for MSMEs in managing technology-based finances that include technical skills, strategic capabilities that

encourage disciplined, transparent and long-term financial behavior. Adequate understanding of digital accounting systems enables MSMEs to strengthen their financial resilience through accurate and reliable recording and reporting. Several studies confirm that digital literacy and modern accounting practices increase the resilience of MSMEs in facing uncertain business environments (Doktoralina, Igorevna, et al., 2025; Nambisan et al., 2017). Furthermore, digital accounting literacy strengthens managerial capacity and supports a more systematic financial planning process (Ajzen, 1991; Doktoralina, Igorevna, et al., 2025). Therefore, digital accounting literacy is closely linked to sustainable financial behavior through the psychological and operational mechanisms implemented by business owners.

The transformation of digital accounting literacy towards sustainable financial behavior is influenced by mediators such as behavioral intention, self-efficacy, and habit strength. Behavioral intention is a conscious decision by MSMEs to adopt digital accounting systems in their daily financial management. The Theory of Planned Behavior explains that intention serves as an important predictor of actual behavior (Riitsalu & Murakas, 2019; Sugahara & Kano, 2025). Increasing digital accounting literacy strengthens confidence in the relevance and reliability of information, which ultimately drives the decision to adopt digital technology in financial practices. Self-efficacy also plays an important role in improving the ability of MSME owners to utilize digital accounting tools.

Previous research has shown that digital accounting support strengthens digital self-efficacy and encourages the use of sustainable technology (Jose & Ghosh, 2024; Singh et al., 2024). Furthermore, access to financing contributes to increased entrepreneurial self-efficacy, thereby strengthening the integration of MSMEs with digital accounting systems. Financial habits formed through repeated practice and systematic record-keeping help reduce reactive decisions. These routines strengthen discipline and orient financial behavior toward a long-term orientation. Therefore, intention, self-efficacy, and habit strength serve as mechanisms bridging digital accounting literacy with sustainable financial behavior.

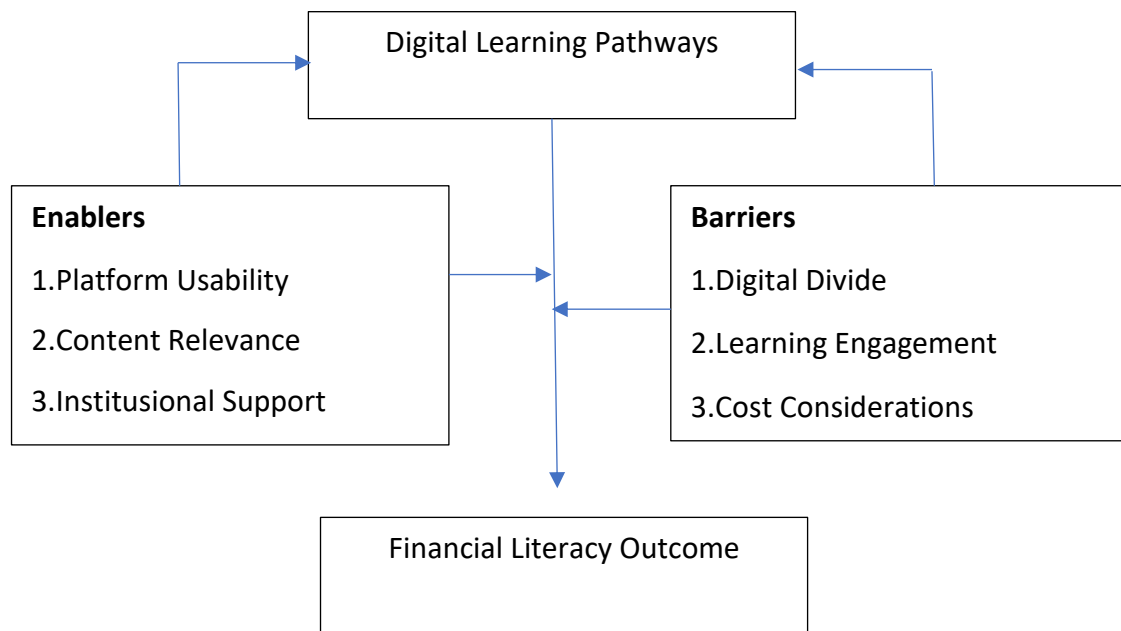
Despite its significant potential, the implementation of digital accounting literacy still faces various obstacles. Limited digital skills, inadequate training, and inconsistent digital literacy are key barriers for MSMEs in optimizing the use of technology-based accounting systems (Gnatiuk et al., 2023). These technical barriers are compounded by psychological barriers, including fear of failure and reliance on ingrained manual methods. This situation slows digital transformation, so digital accounting literacy has not yet fully resulted in significant changes in MSME financial behavior.

Based on this literature review, this study aims to examine how digital accounting literacy improves the ability of MSMEs to face financial risks and uncertainties, and to explain the mechanisms by which digital accounting competencies shape long-term sustainable financial behavior. The research framework designed to answer these questions is shown in Figure 1, which illustrates the relationship between digital accounting literacy, psychological mediators, and the supporting and inhibiting factors that influence sustainable financial behavior.

### **3. Research Framework**

Based on the literature review, this study emphasizes digital accounting literacy as a key variable influencing sustainable financial behavior in MSMEs. Digital learning pathways are

viewed as a mechanism that leads to sustainable financial behavior. However, this relationship is not direct; it is influenced by supporting and inhibiting factors.



*Figure 1. Research Framework Model*

As illustrated in Figure 1 of the research framework model, enabling factors include platform usability, content relevance, and institutional support. These three factors strengthen the effectiveness of digital learning pathways, thereby improving digital accounting literacy and ultimately encouraging more sustainable financial behaviors. Conversely, inhibiting factors such as the digital divide, low learner engagement, and cost considerations hinder the success of digital learning processes. If these barriers are not addressed, financial literacy outcomes may be suboptimal even with the availability of digital learning pathways (Riitsalu & Murakas, 2019).

The research framework developed in this study confirms that digital accounting literacy can lead to sustainable financial behavior if the balance between enablers and barriers is effectively managed. Therefore, this model positions digital accounting literacy not only as a technical skill but also as a strategic capability involving psychological and structural aspects in supporting the financial resilience of MSMEs.

#### **4. Discussion**

The model proposed in this study conceptually depicts digital accounting literacy as more than just a technical competency, but rather as a strategic capability that supports the financial sustainability of MSMEs. This model integrates the Theory of Planned Behavior (TPB), Social Cognitive Theory (SCT), and habit formation by positioning behavioral intention, self-efficacy, and habit strength as key mediators. Its contribution to the financial literacy literature

is reflected in the emphasis that digital learning alone is insufficient if it is not translated into deliberate, confident, and sustained action.

In this conceptual mode, digital learning pathways are positioned as the primary mechanism for generating sustainable financial literacy behaviors, with their effectiveness strengthened by enabling factors (platform usability, content relevance, institutional support) and weakened by barriers (digital divide, learning engagement, cost considerations), as depicted in Figure 1.

Furthermore, this model incorporates supporting factors for digital learning, such as platform usability, content relevance, and institutional support, while also highlighting barriers such as the digital divide, learner engagement, and cost considerations. Through this approach, this conceptual model provides a theoretical framework that emphasizes how supporting and inhibiting factors influence financial literacy outcomes that lead to sustainable financial behavior (Lusardi & Mitchell, 2014).

The implication is that digital accounting literacy programs need to be understood as instruments with the potential to encourage sustainable financial behavior in MSMEs. Policymakers need to design interventions that emphasize not only technical skills development but also strengthening the behavioral dimension of financial management. Training modules should build business actors' confidence in digital tools, motivate behavioral intentions, and reinforce adaptive financial routines through consistent record-keeping practices. Support from industry stakeholders, including financial service providers and developer platforms, is crucial to ensure system usability, tailor content to MSME needs, and provide institutional support. These barriers include limited digital access, low learning participation, and cost constraints, which need to be addressed for literacy programs to be inclusive and scalable. Practical interventions that integrate behavioral training with digital accounting applications are believed to result in sustainable improvements in MSME financial resilience.

## **5. Conclusions, Limitations and Recommendations**

The conceptual model developed in this study positions digital accounting literacy as a dynamic capability that influences the sustainable financial behavior of MSMEs. Digital accounting literacy has been shown to influence financial decision-making, establishing resilience as an attribute of digital competence, and this relationship is mediated by behavioral intention, self-efficacy, and habit strength. These three constructs explain how literacy can be applied in sustainable practices.

This conceptual model also emphasizes that the outcomes of sustainable financial literacy behavior depend on the effectiveness of digital learning pathways, which are strengthened by enabling factors and weakened by barriers. Therefore, the balance between enabling and inhibiting factors determines the extent to which digital accounting literacy can be internalized into sustainable financial behavior.

This study also presents a framework that is more relevant to MSMEs to explain the role of digital literacy in strengthening financial sustainability. Its practical implications emphasize

the importance of designing broad-based interventions that combine technology learning with behavioral change. Policymakers, educators, and industry stakeholders need to collaborate in developing responsive, adaptive, and inclusive digital accounting literacy modules. However, because this model is conceptual, empirical validation is needed to assess its effectiveness and ensure its generalizability across MSMEs.

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