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THE EFFECT OF ISLAMIC FINANCIAL LITERACY, DIGITAL LITERACY, AND PERCEIVED RISK ON *SHARIA MOBILE BANKING* FOR DIGITAL PAYMENTS: A STUDY OF ACCOUNTING STUDENTS IN THE DIY

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Keywords:	ABSTRACTS
Sharia Financial Literacy; Digital Literacy; Risk Perception; Sharia Mobile Banking; Digital Payment	<p>The rapid development of digital technology has encouraged the increasing use of digital financial services, including sharia mobile banking as a digital payment instrument that complies with Islamic principles. Nevertheless, the utilization of these services is influenced by several factors, including sharia financial literacy, digital literacy, and risk perception. This study aims to analyze the influence of sharia financial literacy, digital literacy, and risk perception on the use of sharia mobile banking for digital payments among accounting students in the Special Region of Yogyakarta (DIY). This research employed a quantitative approach using a survey method by distributing online questionnaires to 120 respondents selected through purposive sampling. The data were analyzed using IBM SPSS Statistics 23 through validity and reliability tests, classical assumption tests, multiple linear regression analysis, t-test, F-test, and coefficient of determination (R^2). The findings indicate that sharia financial literacy, digital literacy, and risk perception partially have a positive and significant effect on the use of sharia mobile banking. Sharia financial literacy was found to be the most dominant variable, with a regression coefficient of 0.662 and a significance value of 0.000. Furthermore, the three independent variables simultaneously have a significant effect on the use of sharia mobile banking, as indicated by an F-value of 532.514 and a significance level of 0.000. The Adjusted R Square value of 0.931 shows that 93.1% of the variation in the use of sharia mobile banking can be explained by the research model. This study concludes that improving sharia financial literacy, digital literacy, and strengthening system security are essential to optimize the utilization of sharia-based digital financial services.</p>

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A. INTRODUCTION

The digital transformation has also driven the development of technology-based financial services, or *financial technology (fintech)*, which offer convenience, speed, and efficiency in financial transactions. The emergence of various digital payment instruments, such as *e-wallets*, QRIS, and digital banking services, has made cashless transactions increasingly common, particularly among younger generations, including university students (Usman et al., 2025). In the context of Islamic banking, one of the emerging innovations is *sharia mobile banking*, which enables customers to conduct various transactions through smartphones without having to visit a branch office (Usman et al., 2025). This service not only provides ease of access but also ensures that transactions are conducted in accordance with Islamic principles by avoiding elements of *riba*, *gharar*, and unethical activities (Kroniko & Wardana, 2024). Therefore, *sharia mobile banking* has significant potential as a digital payment instrument that aligns with technological developments while meeting the needs of modern Muslim communities (Azzahra & Rosliana, 2025).

Although the development of digital Islamic financial services continues to increase, public understanding of Islamic financial products and services remains relatively low. The results of the 2025 National Survey of Financial Literacy and Inclusion indicate that the conventional financial literacy index reached 66.45%, while the Islamic financial literacy index stood at only 43.42% Otoritas Jasa Keuangan, (2025). This gap indicates that the public, particularly university students, does not yet fully understand the benefits, characteristics, and principles underlying the use of Islamic financial products (Nurafifah et al., 2025). This condition may lead to errors in financial decision-making, including the selection of financial products that are inconsistent with Islamic values (Nurafifah et al., 2025). Low levels of Islamic financial literacy may also contribute to limited utilization of *sharia mobile banking* services, despite the rapid development of digital infrastructure (Garbo & Ichsan, 2024).

In addition to Islamic financial literacy, digital literacy is also an important factor in determining the successful utilization of digital financial services. Digital literacy is not merely defined as the ability to operate technological devices, but also encompasses the ability to search for, evaluate, utilize, and manage information effectively in a digital environment (Deswita & Hidayat, 2025). Individuals with higher levels of digital literacy tend to be better able to understand the features, benefits, and mechanisms of digital financial services, enabling them to adapt more easily to technological developments (Sari et al., 2025). On the other hand, the use of financial technology is also inseparable from perceived risks related to data security, privacy, and the possibility of financial losses during transactions (Utami et al., 2023). The higher the level of risk perceived by individuals, the lower their tendency to use *sharia mobile banking*, whereas lower perceived risk may increase the intensity of service usage (Rahman et al., 2023).

The urgency of this research is further reinforced by the fact that university students are an active group of digital technology users who are simultaneously entering the early stages of personal financial management. Students are becoming increasingly accustomed to various financial activities, such as saving, conducting digital transactions, and using application-based banking services, thereby requiring adequate Islamic financial literacy and digital literacy (Nurafifah et al., 2025). This study focuses on accounting students in the Special Region of Yogyakarta, as these students possess a basic understanding of financial management and have received Islamic accounting

courses, making them a relevant group for examining *sharia mobile banking* usage behavior (Ferdinand & Ardyansyah, 2023). In addition, DIY is one of the regions with a high level of digital technology utilization and adequate internet infrastructure, making it an appropriate location for examining the usage behavior of Islamic digital financial services (Hussin et al., 2022). These conditions underscore the importance of this research in providing empirical evidence regarding the factors influencing *sharia mobile banking* usage among university students.

Various previous studies have examined the relationships between financial literacy, digital literacy, perceived risk, and the use of digital financial services. Previous research found that financial literacy, digital literacy, and perceived risk had positive and significant effects on mobile banking usage (Sari et al., 2025). Similar findings indicate that financial literacy and digital literacy have significant effects on interest in using digital payment systems (Fatasya et al., 2024). Furthermore, Islamic financial literacy has been shown to improve financial behavior among university students (Rahma & Zulaikha, 2022). Other research indicates that digital literacy has a positive effect on interest in using Islamic mobile banking, while perceived risk influences decisions to use digital banking services (Alam & Witono, 2025). Nevertheless, most previous studies have focused on mobile banking in general and have not specifically examined *sharia mobile banking* usage among accounting students in the DIY region.

Based on these conditions, this study offers novelty by integrating three main variables Islamic financial literacy, digital literacy, and perceived risk to analyze the use of *sharia mobile banking* for digital payments among accounting students in the DIY region. It should be emphasized that the novelty of this study is contextual rather than based on the development of a new theoretical model. Unlike previous studies, which generally examine Islamic financial literacy, digital literacy, and perceived risk separately or focus on conventional mobile banking, this study examines all three variables simultaneously in the context of *sharia mobile banking*, involving accounting students who have received Islamic accounting education. This combination of context and respondent characteristics has received limited attention in previous research. The researchers acknowledge that the novelty of this study could be further strengthened by incorporating mediating or moderating variables, such as trust or religiosity, as well as by operationalizing the Theory of Planned Behavior (TPB) more comprehensively through a Structural Equation Modeling approach. These aspects have not been incorporated into the present study and are therefore recommended as directions for future research.

B. THEORETICAL BASIS

Theory of Planned Behavior (TPB) The Theory of Planned Behavior (TPB) is a theory developed by Ajzen as an extension of the Theory of Reasoned Action (TRA) by incorporating the component of *perceived behavioral control*. This addition explains that individual behavior is influenced not only by attitudes and subjective norms but also by perceptions of one's ability and opportunities to perform a particular action (Usman et al., 2025). In TPB, behavioral intention is shaped by three main factors: *attitude toward the behavior*, *subjective norms*, and *perceived behavioral control*, which collectively determine an individual's actual behavior (Ajzen, 1991). This theory is widely used to explain technology usage behavior, consumer behavior, and financial behavior

because it can predict individual decisions influenced by both internal and external factors (Sjahrudin et al., 2023).

Sharia mobile banking is a sharia-compliant digital banking service that enables users to conduct various transactions, such as fund transfers, bill payments, and product purchases, in accordance with Islamic principles and without elements of *riba*, *gharar*, or *maisir* (Garbo & Ichsan, 2024). The use of this service provides convenience and efficiency while assisting the public in conducting transactions in accordance with Islamic principles. However, its adoption still faces challenges related to Islamic financial literacy, data security, and unequal access to technology (Kroniko & Wardana, 2024). Factors influencing mobile banking usage include service speed, security, information accuracy, and users' trust in the service provider. In this study, the indicators used are frequency of use and user satisfaction.

Islamic financial literacy refers to an individual's ability to understand, select, and manage financial products and services based on sharia principles, thereby enabling appropriate financial decision-making (Adiyanto, 2021). Meanwhile, digital literacy refers to the ability to access, understand, evaluate, and effectively utilize digital technology to obtain information and interact within digital environments (Puteri et al., 2024). In addition, perceived risk refers to an individual's assessment of the possibility of loss, security, privacy, and system reliability when using digital financial services (Rahman et al., 2023). Various previous studies have shown that these three variables have positive and significant effects on mobile banking usage and digital payments (Sari et al., 2025). Other findings indicate that Islamic financial literacy improves financial behavior, and digital literacy increases interest in using mobile banking, and favorable perceptions of risk-related factors strengthen trust in using mobile banking services (Rahma & Zulaikha, 2022)

Based on the TPB, Islamic financial literacy, digital literacy, and perceived risk play roles in shaping positive attitudes, enhancing perceived behavioral control, and encouraging individuals' intentions to use *sharia mobile banking* for digital payments (Ajzen, 1991). Individuals with a high level of Islamic financial literacy are more likely to understand the benefits of these services and their compatibility with Islamic principles, thereby increasing their motivation to use *sharia mobile banking* (Foziana & Apriadi, 2025). Furthermore, high digital literacy enhances users' ability to operate applications, understand features, and protect data security, thereby encouraging optimal utilization of the service (Rahayu & Fitriani, 2023). In addition, favorable perceptions of risk-related aspects increase confidence in system security and reliability, thereby strengthening trust in conducting digital transactions (Finannafi'ah & Witono, 2022). Based on the theoretical framework and findings of previous studies, this research proposes three hypotheses, **H1:** Islamic financial literacy has a positive and significant effect on the use of *sharia mobile banking* for digital payments, **H2:** Digital literacy has a positive and significant effect on the use of *sharia mobile banking* for digital payment, and **H3:** Perceived risk has a positive and significant effect on the use of *sharia mobile banking* for digital payments.

B. METHOD

The population in this study comprises all accounting students enrolled in higher education institutions located in the Special Region of Yogyakarta. Population refers to a generalization area consisting of objects or subjects with specific characteristics determined by the researcher to be studied and from which conclusions are subsequently drawn (Soegiyono, 2011). A sample is a subset of the population that possesses characteristics similar to those of the population, enabling it to represent the overall population (Soegiyono, 2011). The sample in this study consists of accounting students in the DIY region who have used *sharia mobile banking* to make digital payments. The sampling technique employed is *non-probability sampling* using a *purposive sampling* approach, which is a sampling technique based on specific considerations or criteria established by the researcher to ensure that the data obtained are relevant to the research objectives. The criteria for selecting respondents include active accounting students in the DIY region, users of *sharia mobile banking* services, and students who have completed sharia-related courses.

This study employs quantitative data, namely data expressed in numerical form and analyzed using statistical techniques to test the research hypotheses. The data source is primary data obtained directly from respondents through the online distribution of questionnaires using *Google Forms*. The use of primary data enables researchers to obtain information relevant to the research objectives because the data are collected directly from the original research sources. The research instrument is a questionnaire developed based on the indicators of each variable, namely Islamic financial literacy, digital literacy, perceived risk, and the use of *sharia mobile banking*. Islamic financial literacy is measured using indicators of basic financial management knowledge, financial attitudes, and financial behavior (Khafifa & Aminy, 2025). Digital literacy is measured through the indicators of *browsing*, *hypertext navigation*, content evaluation, and knowledge construction (Sari et al., 2025). Meanwhile, perceived risk is measured using indicators of risk level, transaction security, and system security (Utami et al., 2023). The use of *sharia mobile banking* is measured using indicators of time efficiency, transaction capability, operational convenience, and usage flexibility (Arifin et al., 2024).

All questionnaire items are measured using a five-point Likert scale, ranging from strongly disagree to strongly agree. The collected data are subsequently analyzed using IBM SPSS Statistics 23 through several stages, including data quality testing, consisting of validity and reliability tests; classical assumption testing, including normality, multicollinearity, and heteroscedasticity tests; and multiple linear regression analysis to examine the effects of the independent variables on the dependent variable (Sugeng et al., 2023). In addition, this study employs the coefficient of determination test (R^2), partial significance test (t -test), and simultaneous significance test (F -test) to determine the magnitude of the contribution and the significance of the effects of each variable in the research model (Soegiyono, 2011).

C. RESULT AND DISCUSSION

The statistical results for each variable are presented in Table 1.

Table 1. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Use of <i>Sharia Mobile Banking</i>	120	12,00	45,00	34,8833	8,70157
Islamic Financial Literacy	120	10,00	35,00	27,5250	6,86847
Digital Literacy	120	4,00	20,00	15,9583	4,17555
Perceived Risk	120	4,00	20,00	15,5333	4,05826
Valid N (listwise)	120				

Source: SPSS Data Processing Results, 2026

The variable measuring the use of *sharia mobile banking* for digital payments has a minimum score of 12.00 and a maximum score of 45.00, with a mean of 34.8833 and a standard deviation of 8.70157. The mean score corresponds to an average of 3.88 per item, indicating that respondents' responses generally fell within the "agree" to "strongly agree" range. This finding suggests a relatively high level of *sharia mobile banking* usage among the respondents.

Islamic financial literacy has a minimum score of 10.00 and a maximum score of 35.00, with a mean of 27.5250 and a standard deviation of 6.86847. The mean score is equivalent to 3.93 per item, indicating a relatively high level of Islamic financial literacy among the respondents. This result suggests that respondents generally demonstrated a good understanding of Islamic financial principles, as well as Islamic banking products and services.

The digital literacy variable has a minimum score of 4.00 and a maximum score of 20.00, with a mean of 15.9583 and a standard deviation of 4.17555. The mean score corresponds to 3.99 per item, indicating a relatively high level of digital literacy. This finding suggests that respondents generally possessed adequate capabilities in accessing, understanding, and utilizing digital technologies, including *sharia mobile banking* applications.

The perceived risk variable has a minimum score of 4.00 and a maximum score of 20.00, with a mean of 15.5333 and a standard deviation of 4.05826. The mean score is equivalent to 3.88 per item, indicating that respondents generally agreed with the statements concerning perceived risk. This finding suggests that respondents were aware of potential risks associated with the use of *sharia mobile banking*, particularly those related to security and transaction risks, while still demonstrating a relatively favorable perception toward using the service.

Overall, the descriptive statistics indicate that the respondents exhibited relatively high levels of *sharia mobile banking* usage, Islamic financial literacy, digital literacy, and perceived risk. These results provide an initial overview of the characteristics of the respondents and suggest that accounting students in the DIY region generally possess a relatively strong understanding of Islamic finance and digital technology and actively utilize *sharia mobile banking* to support their digital payment activities.

Data Analysis Test

The reliability test was conducted to assess the extent to which the questionnaire can be considered a reliable and consistent instrument for measuring the elements or factors under investigation. The questionnaire is considered reliable when the Cronbach's Alpha value exceeds 0.60. Conversely, a research instrument is considered unreliable when the Cronbach's Alpha value is below 0.60 (Bahtiar et al., 2025).

Table 2. Validity Test

Variable	Item	R Hitung	R Tabel	Sig	Conclusion
Islamic Financial Literacy	X1	0,869	0.1793	0,000	Valid
	X2	0,878	0.1793	0,000	Valid
	X3	0,676	0.1793	0,000	Valid
	X4	0,856	0.1793	0,000	Valid
	X5	0,876	0.1793	0,000	Valid
	X6	0,881	0.1793	0,000	Valid
	X7	0,782	0.1793	0,000	Valid
Digital Literacy	X1	0,919	0.1793	0,000	Valid
	X2	0,910	0.1793	0,000	Valid
	X3	0,810	0.1793	0,000	Valid
	X4	0,885	0.1793	0,000	Valid
Perceived Risk	X1	0,877	0.1793	0,000	Valid
	X2	0,896	0.1793	0,000	Valid
	X3	0,875	0.1793	0,000	Valid
	X4	0,710	0.1793	0,000	Valid
Use of <i>Sharia Mobile Banking</i>	Y1	0,861	0.1793	0,000	Valid
	Y2	0,886	0.1793	0,000	Valid
	Y3	0,899	0.1793	0,000	Valid
	Y4	0,904	0.1793	0,000	Valid
	Y5	0,739	0.1793	0,000	Valid
	Y6	0,904	0.1793	0,000	Valid
	Y7	0,831	0.1793	0,000	Valid
	Y8	0,890	0.1793	0,000	Valid

Y9	0,684	0.1793	0,000	Valid
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Source: SPSS Data Processing Results, 2026

Table 3. Reliability Test

Variable	Cronbach's Alpha (α)	Conclusion
Islamic Financial Literacy	0,915	Reliabel
Digital Literacy	0,897	Reliabel
Perceived Risk	0,849	Reliabel
Use of <i>Sharia Mobile Banking</i>	0,944	Reliabel

Source: SPSS Data Processing Results, 2026

Based on the overall results of the validity and reliability tests, all statement items for each variable obtained a calculated r value greater than the critical r value in the validity test. Furthermore, all variables demonstrated Cronbach's Alpha values above 0.60 in the reliability test. Therefore, it can be concluded that all research instruments used in this study are valid and reliable for data collection and further analysis.

Classical Assumption Test

Table 4. Normality Test

Conclusion	ResidualAlpha
N	120 0,05
Asymp.Sig. (2-tailed)	0,200

Source: SPSS Data Processing Results, 2026

The results of the normality test presented in Table 4 show an *Asymp. Sig. (2-tailed)* value of 0.200, which is greater than the significance level of 0.05. Based on the decision criterion, the residuals are considered normally distributed because the significance value exceeds 0.05. Thus, the null hypothesis that the residuals are normally distributed cannot be rejected. These results indicate that there is no statistically significant evidence of a deviation from normality in the regression residuals. Therefore, the regression model satisfies the normality assumption and is suitable for further analysis.

Table 5. Multicollinearity Test

Variable	Tolerance	VIF	Conclusion
Islamic Financial Literacy	0,129	7,751	No multicollinearity
Digital Literacy	0,172	5,808	No multicollinearity
Perceived Risk	0,118	8,445	No multicollinearity

Source: SPSS Data Processing Results, 2026

The results of the multicollinearity test presented in Table 5 show that the tolerance values for all independent variables are greater than 0.10, while the Variance Inflation Factor (VIF) values are below 10. Therefore, it can be concluded that no multicollinearity is present among the independent variables. Thus, the regression model in this study satisfies the multicollinearity assumption.

Tabel 6. Heteroscedasticity Test

Variable	Sig.	Alpha	Conclusion
Islamic Financial Literacy	0,154	0,05	No heteroscedasticity
Digital Literacy	0,882	0,05	No heteroscedasticity
Perceived Risk	0,331	0,05	No heteroscedasticity

Source: SPSS Data Processing Results, 2026

The results of the heteroscedasticity test presented in Table 6 show that the significance value for Islamic financial literacy is 0.154, digital literacy is 0.882, and perceived risk is 0.331. All significance values are greater than 0.05, indicating that the regression model does not exhibit heteroscedasticity. Thus, the residual variance can be considered homogeneous, and the regression model satisfies the heteroscedasticity assumption and is suitable for further analysis.

F-Test

Tabel 7. F Test

ANOVA ^a						
1	Model	Sum of Squares	Df	Mean Square	F	Sig.
	Regression	8400,401	3	2800,134	532,514	.000 ^b
	Residual	609,966	116	5,258		
	Total	9010,367	119			

Source: SPSS Data Processing Results, 2026

The results of the F-test presented in Table 7 show an F-statistic of 532.514 with a significance value of 0.000, which is lower than the 0.05 significance level. This result indicates that the regression model is statistically significant, meaning that Islamic financial literacy, digital literacy, and perceived risk jointly have a significant effect on the use of *sharia mobile banking* for digital payments. Therefore, the proposed regression model is considered appropriate for explaining the dependent variable, namely the use of *sharia mobile banking* among accounting students in the DIY region.

Multiple Linear Regression Test

Tabel 8. Multiple Linear Regression Test

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Constant	0,927	0,877		1,058	0,292
Islamic Financial Literacy	0,662	0,085	0,523	7,774	0,000
Digital Literacy	0,499	0,121	0,240	4,114	0,000

Perceived Risk	0,499	0,151	0,233	3,318	0,001
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Source: SPSS Data Processing Results, 2026

Based on Table 8, the constant is 0.927, while the regression coefficients for Islamic Financial Literacy (X₁), Digital Literacy (X₂), and Perceived Risk (X₃) are 0.662, 0.499, and 0.499, respectively. Accordingly, the multiple linear regression equation is expressed as follows:

$$Y = \alpha + b_1 X_1 + b_2 X_2 + b_3 X_3 + e$$

$$Y = 0,927 + 0,662X_1 + 0,499X_2 + 0,499X_3 + e$$

The constant of 0.927 indicates that when all independent variables are zero, the predicted level of *sharia mobile banking* use is 0.927 units. The regression coefficient for Islamic Financial Literacy (X₁) of 0.662 indicates that a one-unit increase in Islamic Financial Literacy is associated with a 0.662-unit increase in the use of *sharia mobile banking*, assuming the other variables remain constant. Similarly, the regression coefficients for Digital Literacy (X₂) and Perceived Risk (X₃), both equal to 0.499, indicate that a one-unit increase in each variable is associated with a 0.499-unit increase in the use of *sharia mobile banking*, *ceteris paribus*. The error term (e) represents other factors outside the model that may influence the use of *sharia mobile banking*.

T-Test

Based on Table 8, Islamic Financial Literacy has a regression coefficient of 0.662, with a *t*-value of 7.774 and a significance value of 0.000 (< 0.05), indicating a positive and significant effect on the use of *sharia mobile banking* for digital payments. Digital Literacy has a regression coefficient of 0.499, with a *t*-value of 4.114 and a significance value of 0.000 (< 0.05), indicating a positive and significant effect as well. Meanwhile, Perceived Risk has a regression coefficient of 0.499, with a *t*-value of 3.318 and a significance value of 0.001 (< 0.05), indicating a positive and significant effect on the use of *sharia mobile banking* for digital payments.

Coefficient of Determination R²

Tabel 9. Coefficient of Determination (R²)

No.	R	R Square	Adjusted R Square	Std. Error of the Estimate
1.	0,966	0,932	0,931	2,293

Source: SPSS Data Processing Results, 2026

The results of the coefficient of determination test presented in Table 9 show that the Adjusted R Square value is 0.931. This value indicates that the explanatory power of the model, after adjustment, is 93.1% in explaining the dependent variable, namely the use of *sharia mobile banking* for digital payments. This means that 93.1% of the variation in the use of *sharia mobile banking* can be explained by Islamic Financial Literacy, Digital Literacy, and Perceived Risk included in the model. Meanwhile, the remaining 6.9% is explained by other factors outside the research model that were not included in this study.

The Adjusted R Square value of 93.1% is relatively high for behavioral research using a cross-sectional design and should therefore be interpreted with caution rather than being regarded as evidence of a perfectly strong model. One possible explanation is common method bias, which may arise because both the independent and dependent variables were measured using self-reported instruments at a single point in time.

Consequently, the observed relationships among variables may be influenced, to some extent, by the measurement method itself rather than solely by substantive relationships among the constructs. Another possible explanation is construct overlap among Islamic Financial Literacy, Digital Literacy, and Perceived Risk. These constructs may share certain conceptual dimensions related to respondents' cognitive readiness and ability to use digital financial services, potentially resulting in some degree of conceptual overlap. Nevertheless, the multicollinearity test presented in Table 5 shows that the tolerance and VIF values remain within the commonly accepted thresholds, indicating no serious multicollinearity among the independent variables. Therefore, the high Adjusted R Square value should still be interpreted cautiously. Future research is encouraged to consider measurement designs that separate the sources or timing of data collection for independent and dependent variables, as well as approaches such as Partial Least Squares Structural Equation Modeling (PLS-SEM), which allow for more rigorous assessment of discriminant validity among constructs.

Discussion

The Effect of Islamic Financial Literacy on the Use of *Sharia Mobile Banking* for Digital Payments

The results of the multiple linear regression analysis show that Islamic Financial Literacy has a positive and significant effect on the use of *sharia mobile banking* for digital payments among accounting students in the Special Region of Yogyakarta (DIY). This finding is indicated by a regression coefficient of 0.662 and a significance value of 0.000 (< 0.05), indicating that the higher the level of Islamic Financial Literacy possessed by students, the higher their level of *sharia mobile banking* usage. This finding is consistent with the *Theory of Planned Behavior* (TPB) proposed by Ajzen, (1991), particularly the component of *attitude toward behavior*. Individuals with a good understanding of Islamic financial principles tend to develop more positive attitudes toward using Sharia-compliant financial services because they understand their benefits, mechanisms, and alignment with Islamic principles. This finding supports Rahma & Zulaikha, (2022) who found that Islamic Financial Literacy has a positive effect on students' financial behavior. Similarly, Sari et al., (2025) found that financial literacy has a positive and significant effect on *mobile banking* usage. Therefore, a good understanding of Islamic finance is an important factor in encouraging students to utilize *sharia mobile banking* as a means of digital payment.

The Effect of Digital Literacy on the Use of *Sharia Mobile Banking* for Digital Payments

The results show that Digital Literacy has a positive and significant effect on the use of *sharia mobile banking* for digital payments, as indicated by a regression coefficient of 0.499 and a significance value of 0.000 (< 0.05). This finding indicates that the better students' ability to access, understand, evaluate, and utilize digital technology, the higher their level of *sharia mobile banking* usage. This finding is consistent with the perspective of the *Theory of Planned Behavior* (TPB), in which Digital Literacy can strengthen *perceived behavioral control*, namely an individual's belief in their ability to use technology effectively. This finding is in line with (Alam & Witono, 2025) who found that Digital Literacy has a positive effect on the intention to use *mobile banking*. Similarly, Rahayu & Fitriani, (2023) found that Digital Literacy has a significant effect

on the intention to use *Bank Muamalat DIN*. Therefore, improving students' digital capabilities is an important strategy for increasing the adoption of *sharia mobile banking* services in the era of digital transformation.

The Effect of Perceived Risk on the Use of Sharia Mobile Banking for Digital Payments

The results show that Perceived Risk has a positive and significant effect on the use of *sharia mobile banking* for digital payments, as indicated by a regression coefficient of 0.499 and a significance value of 0.001 (< 0.05). This finding indicates that the more positively students perceive the security and reliability of the system, the greater their tendency to use *sharia mobile banking*. In this study, a higher level of perceived risk reflects respondents' awareness of the security aspects of digital transactions, which encourages them to be more selective and more confident in using services that are considered secure. This finding can be explained through the TPB, particularly the component of *perceived behavioral control*, in which individuals who feel capable of understanding and managing risks tend to have greater confidence in using technology. This finding supports (Utami et al., 2023) who found that Perceived Risk has a positive and significant effect on the use of *mobile banking* among customers of Bank Syariah Indonesia. Similarly, Finannafi'ah & Witono, (2022) and Sari et al., (2025) found that Perceived Risk influences the use of *mobile banking*. Therefore, system security, data protection, and transaction assurance are important aspects that Islamic banks need to continuously improve.

D. CONCLUSION

Based on the research findings, it can be concluded that Islamic Financial Literacy, Digital Literacy, and Perceived Risk have positive and significant effects on the use of *sharia mobile banking* for digital payments among accounting students in the Special Region of Yogyakarta (DIY), both partially and simultaneously. Islamic Financial Literacy is the most dominant factor influencing the use of *sharia mobile banking*, followed by Digital Literacy and Perceived Risk. The findings indicate that the higher students' understanding of Islamic financial principles, their ability to utilize digital technology, and their confidence in system security, the higher their level of *sharia mobile banking* usage. These findings suggest that improving Islamic Financial Literacy and Digital Literacy, along with strengthening the security of Islamic banking systems, is important for optimizing the use of Sharia-compliant digital financial services and promoting Islamic financial inclusion in Indonesia. Future research is recommended to incorporate other relevant variables, such as trust, perceived ease of use, and social influence, and to expand the respondent coverage to obtain more comprehensive findings.

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