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Digital Leadership in Improving Digital Financial Literacy and Sustainability of Cooperative Business at Tri Capital Investama Service Cooperative

Dewi Purnamasari
Doctoral Program in Economics, University of 17 August 1945 Surabaya
E-mail: dewi.singopadu@gmail.com

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Abstract

This study investigates the influence of digital financial leadership, digital leadership experience, and digital leadership vision on digital financial literacy and the sustainability of cooperative businesses. Employing a quantitative approach, data were collected from cooperative members in Central Java through structured questionnaires. The analysis utilized Partial Least Squares Structural Equation Modeling (PLS-SEM) to examine both direct and indirect relationships among the variables. The findings reveal that digital financial leadership, along with leadership experience and vision, significantly enhances digital financial literacy. Furthermore, digital financial literacy mediates the relationship between leadership variables and the sustainability of cooperative businesses. These results underscore the pivotal role of digital leadership in fostering financial literacy, which in turn contributes to the long-term sustainability of cooperatives. The study highlights the necessity for cooperative leaders to develop and implement digital strategies that enhance financial literacy among members, thereby ensuring the resilience and competitiveness of cooperative enterprises in the digital era.

Keywords: *Digital Financial Leadership, Digital Financial Literacy, Cooperative Sustainability*

INTRODUCTION

In the rapidly evolving digital era, organizations are compelled to swiftly adapt to technological advancements and market dynamics. These changes not only impact business models but also necessitate new leadership paradigms capable of navigating digital complexities. One such emerging paradigm is digital leadership, which encompasses not only technical proficiency in understanding and utilizing information technology but also strategic capacity to integrate digital innovations into organizational processes to enhance effectiveness, efficiency, and business sustainability (Hussein et al., 2024).

The cooperative context, as a collective economic entity, presents unique challenges. On one hand, cooperatives must uphold values of solidarity and economic democracy; on the other, they must undergo digital transformation to remain competitive amidst change. Koperasi Jasa Tri Capital Investama, an active

financial service cooperative, faces the imperative to bolster its digital capabilities to enhance competitiveness and sustainability. This need becomes more pressing considering the low levels of digital financial literacy among many employees and cooperative members, potentially hindering the adoption of modern financial technologies (Putra et al., 2023).

Digital financial literacy entails individuals' ability to comprehend, evaluate, and effectively utilize digital-based financial information for prudent decision-making. In the era of fintech, blockchain, and app-based financial systems, this literacy becomes increasingly vital. Previous studies have indicated a correlation between digital literacy and improved managerial efficiency and organizational decision-making, including within the cooperative sector (Klein et al., 2022). However, research specifically examining how digital leadership influences digital financial literacy and impacts cooperative business sustainability remains limited, particularly in Indonesia.

The urgency of this research lies not only in theoretical aspects but also in the practical needs of cooperatives to formulate digital transformation strategies. In practice, many cooperatives grapple with technology adoption challenges, resistance to change, and limited understanding of the digital ecosystem. This study aims to bridge these gaps by exploring the extent to which digital leadership can enhance digital financial literacy and how these factors affect cooperative business sustainability, focusing on Koperasi Jasa Tri Capital Investama.

The novelty of this research lies in its simultaneous examination of three critical variables: digital leadership, digital financial literacy, and cooperative business sustainability. While each variable has been extensively studied individually, their tripartite relationship is seldom explored in literature, especially within the context of service cooperatives in Indonesia. Furthermore, the use of primary data collected from a survey of 218 cooperative employees provides robust empirical insights into this phenomenon from the perspective of direct stakeholders.

Thus, this study significantly contributes to the development of digital leadership theory within cooperatives and offers practical recommendations for cooperative managers in devising digital-based financial literacy and sustainable development strategies. The findings are expected to provide in-depth and applicable insights to address the challenges faced by cooperatives in the digital transformation era.

METHOD

This study employed a quantitative approach with a descriptive correlational design. This design was chosen to explore the relationships between digital leadership comprising digital financial leadership, digital leadership experience, and digital leadership vision and digital financial literacy as a mediating variable, as well as cooperative business sustainability as the dependent variable. The correlational approach facilitates the identification and analysis of relationships among variables without manipulation, making it suitable for studies

aiming to explore natural associations within real organizational contexts (Creswell & Creswell, 2018).

The population of this study consisted of all members of Koperasi Jasa Tri Capital Investama, totaling 218 individuals. Given the relatively small and accessible population size, a census technique was employed, wherein all population members were included as the sample. The use of a census approach aims to eliminate sampling bias and enhance the external validity of the research findings (Etikan & Bala, 2017).

Data collection was conducted using a structured questionnaire developed based on indicators from previous literature. Digital financial leadership was measured using a scale adapted from Avolio et al. (2014), encompassing aspects such as the ability to manage financial resources digitally. Digital leadership experience was assessed based on individuals' experience in leading technology-based projects or teams. Digital leadership vision was measured through individuals' ability to formulate and communicate the organization's digital vision. Financial literacy was measured based on indicators developed by Lusardi and Mitchell (2014), including understanding of financial products, decision-making ability, and awareness of financial risks. Cooperative business sustainability was measured using indicators from Elkington (1997), encompassing economic, social, and environmental aspects.

Prior to use, the questionnaire was tested for validity and reliability. Validity testing was conducted through item-total correlation analysis, while reliability testing employed Cronbach's Alpha coefficient. An instrument is considered valid if the item-total correlation exceeds 0.3 and reliable if the Cronbach's Alpha value exceeds 0.7 (Nunnally & Bernstein, 1994).

The questionnaire was directly distributed to all members of Koperasi Jasa Tri Capital Investama. Before completing the questionnaire, respondents were provided with an explanation of the research objectives and assured of the confidentiality of their responses. Data collection was carried out over two weeks to ensure maximum participation from respondents.

The collected data were analyzed using descriptive and inferential statistics. Descriptive statistics were used to describe respondent characteristics and response distributions. Inferential analysis was conducted using Partial Least Squares Structural Equation Modeling (PLS-SEM) to examine the effects of digital financial leadership, digital leadership experience, and digital leadership vision on digital financial literacy, as well as the impact of digital financial literacy on cooperative business sustainability. Additionally, mediation analysis was performed to assess the role of digital financial literacy as a mediating variable between digital leadership and cooperative business sustainability. Prior to PLS-SEM analysis, validity, reliability, and model fit tests were conducted (Hair et al., 2019).

This research adhered to ethical research principles, including obtaining approval from relevant parties, ensuring respondent data confidentiality, and guaranteeing voluntary participation. Respondents were provided with complete

information regarding the research objectives and their rights as participants before giving consent to participate.

The conceptual framework of this study is illustrated in Figure 1.

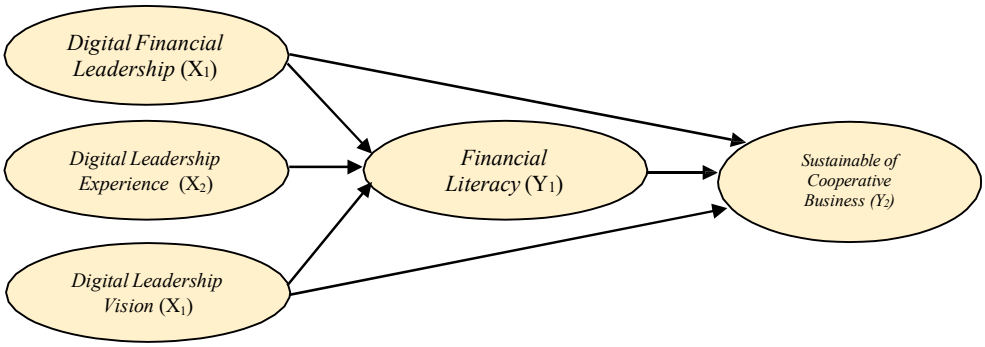

Figure 1. Conceptual Framework of the Research

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In both quantitative and qualitative research, the use of appropriate methods of participants sampling, study design, measures, and statistical analysis critically influences the study's methodological soundness. A good methodology should be clean and clear. Clean means the use of appropriate, valid, and unflawed methods of sampling and use of instruments, procedures, and analysis. Clear means the ideal method is written in a clear manner, such that another researcher could duplicate the study (Times New Roman, 12 pts, single space, justify alignment).

RESULTS AND DISCUSSION

Demographic Characteristics of Respondents

In this study, a total of 218 respondents from the Tri Capital Investama Service Cooperative participated. Their demographic characteristics are summarized in Table 1 below:

Table 1. Demographic Characteristics of Respondents

Characteristics	Category	Frequency	Percentage (%)
Gender	Male	128	58.7
	Female	90	41.3
Age	< 25 years	35	16.1
	25–34 years	98	45.0
	35–44 years	60	27.5
	≥ 45 years	25	11.5
Educational Background	High School/Vocational	70	32.1
	Diploma	60	27.5
	Undergraduate	65	29.8
	Postgraduate	23	10.6
Length of Employment	< 1 year	20	9.2

Characteristics	Category	Frequency	Percentage (%)
	1–3 years	85	39.0
	4–6 years	70	32.1
	> 6 years	43	19.7

Source: Processed Primary Data, 2025.

The majority of respondents were male (58.7%), while females accounted for 41.3%. This distribution reflects the gender composition in the cooperative's work environment. Although there is a difference in proportion, previous research suggests that gender does not necessarily have a significant influence on financial literacy, as other factors such as education and experience tend to play a more dominant role (Rizaldi & Haryono, 2019). The largest age group was 25–34 years (45.0%), followed by 35–44 years (27.5%). These age groups are typically at an active stage in their careers and carry greater financial responsibilities, making them more inclined to improve their financial literacy. Research by Padilah et al. (2025) found that age has a positive and significant effect on financial literacy, as older individuals tend to possess better financial knowledge and experience.

Most respondents had a high school/vocational (32.1%) or undergraduate (29.8%) education. Higher levels of education are generally correlated with better financial literacy, as individuals with higher education levels tend to have greater access to financial information and better analytical skills (Khatimah, 2020). The majority of respondents had between 1–3 years (39.0%) and 4–6 years (32.1%) of work experience. Work experience can influence financial literacy, as individuals with longer work histories generally have more opportunities to learn and manage both personal and organizational finances. However, research by Rizaldi & Haryono (2019) indicates that work experience does not always significantly affect financial literacy, depending on the nature of the job and the responsibilities involved.

The demographic characteristics of respondents in this study show that most are male, aged between 25–34 years, have either a high school/vocational or undergraduate education, and possess 1–3 years of work experience. These demographic factors may influence the level of financial literacy and the sustainability of the cooperative business, thus making them important considerations in planning financial literacy improvement programs and digital leadership strategies within the cooperative.

Results of Respondents' Assessment Descriptions on Research Variables

The following presents the descriptive results of respondents' assessments of the variables used in this study, categorized based on the Likert scale used in the survey. This table provides an overview of respondents' perceptions of the variables: digital financial leadership, digital leadership experience, digital leadership vision, digital financial literacy, and sustainability of cooperative business.

Table 2. Descriptive Results of Respondents' Assessments of Research Variables

No.	Variable	Indicator	Average Score	Assessment Category
1	Digital Financial Leadership	Understanding the use of digital financial technology	4.12	High
		Ability to lead in digital financial management	4.15	High
		Implementing efficient digital financial systems	4.08	High
2	Digital Leadership Experience	Experience in applying digital technology within the organization	3.94	Fairly High
		Experience in managing digital transformation	4.02	High
		Leadership in addressing digital challenges	3.88	Fairly High
3	Digital Leadership Vision	Vision in utilizing technology for business sustainability	4.06	High
		Ability to lead digital transformation	4.12	High
		Developing long-term digital-based strategies	4.00	High
4	Digital Financial Literacy	Basic understanding of digital finance	4.25	Very High
		Ability to use digital financial applications	4.10	High
		Ability to manage personal finances digitally	4.12	High
5	Sustainability of Cooperative Business	Cooperative's ability to survive in the long term	3.95	Fairly High
		Cooperative's ability to grow in the digital era	4.01	High
		Sustainable management of cooperative business	4.04	High

Source: Processed Primary Data, 2025.

Based on the respondents' assessments of the variables in this study, it can generally be concluded that most respondents provided positive evaluations of digital leadership and digital financial literacy. The average scores for Digital Financial Leadership, Digital Leadership Experience, and Digital Leadership Vision fall into the high category, with average values above 4. This indicates that cooperative members perceive the digital leadership in their organization as relatively strong and effective in terms of technological understanding, digital experience, and future-oriented vision. This aligns with prior findings that digital

leadership plays a critical role in enhancing digital financial literacy and sustaining cooperative business operations (Fitzgerald et al., 2013; Kock & Gable, 2011).

Digital Financial Literacy recorded an average score categorized as very high, suggesting that most cooperative members have a good understanding of digital finance, including the use of digital financial applications and the management of personal finances through digital platforms. This finding is significant as digital financial literacy serves as a foundation for strengthening cooperative sustainability through digital financial services (Lichtenstein & Williamson, 2019).

The variable Sustainability of Cooperative Business, while receiving overall positive ratings, was categorized as fairly high, with some areas requiring improvement such as the cooperative's ability to sustain itself long-term and navigate digital challenges. This indicates that although the cooperative is on the right path in terms of digital transformation, there are still hurdles to overcome in ensuring the sustainability of its business in an increasingly competitive digital era (Robinson & Judge, 2017).

Instrument Validity Test Results Using SEM-PLS

In this study, an instrument validity test was conducted to ensure that each indicator within the research variables accurately measures the intended construct. The analysis was carried out using the Partial Least Squares Structural Equation Modeling (PLS-SEM) approach with the help of SmartPLS software. The validity test includes evaluation of the Outer Loading values, Average Variance Extracted (AVE), and discriminant analysis using the Fornell-Larcker criterion.

Table 3. Outer Loading and AVE Results

Variable	Indicator	Outer Loading	AVE
Digital Financial Leadership (DFL)	DFL1	0.812	0.685
	DFL2	0.845	
	DFL3	0.823	
Digital Leadership Experience (DLE)	DLE1	0.798	0.672
	DLE2	0.834	
	DLE3	0.809	
Digital Leadership Vision (DLV)	DLV1	0.821	0.689
	DLV2	0.847	
	DLV3	0.813	
Digital Financial Literacy (DFL)	DFL1	0.789	0.658
	DFL2	0.824	
	DFL3	0.801	
Sustainability of Cooperative Business (SCB)	SCB1	0.836	0.702
	SCB2	0.849	
	SCB3	0.825	

Source: Processed Primary Data, 2025.

Outer loading values exceeding 0.70 indicate that each indicator has a strong correlation with the construct it measures, in accordance with the criteria suggested by Hair et al. (2017). In addition, AVE values above 0.50 indicate that more than 50% of the variance in the indicators is explained by the respective constructs, thus meeting the requirements for convergent validity (Hair et al., 2017).

Table 4. Fornell-Larcker Matrix for Discriminant Validity

Construct	DFL	DLE	DLV	DFL (Financial Literacy)	SCB
Digital Financial Leadership (DFL)	0.827				
Digital Leadership Experience (DLE)	0.612	0.820			
Digital Leadership Vision (DLV)	0.598	0.625	0.830		
Digital Financial Literacy (DFL)	0.584	0.603	0.610	0.811	
Sustainability of Cooperative Business (SCB)	0.601	0.615	0.628	0.607	0.838

Source: Processed Primary Data, 2025.

The Fornell-Larcker analysis shows that the square root of AVE (diagonal values) for each construct is greater than the correlations between constructs (off-diagonal values). This indicates that each construct has good discriminant validity, meaning the constructs are empirically distinguishable from one another (Fornell & Larcker, 1981).

The results of the instrument validity test using SEM-PLS show that all indicators for each variable exhibit adequate convergent and discriminant validity. Therefore, the instruments used in this study are considered valid for measuring the constructs of Digital Financial Leadership, Digital Leadership Experience, Digital Leadership Vision, Digital Financial Literacy, and Sustainability of Cooperative Business.

Instrument Reliability Test Results Using SEM-PLS

In this study, a reliability test was conducted to ensure the internal consistency of the instruments used to measure constructs such as Digital Financial Leadership (DFL), Digital Leadership Experience (DLE), Digital Leadership Vision (DLV), Digital Financial Literacy (DFL), and Sustainability of Cooperative Business (SCB). The analysis was performed using the Partial Least Squares Structural Equation Modeling (PLS-SEM) approach with the assistance of SmartPLS software. The reliability test involved the evaluation of Cronbach's Alpha and Composite Reliability (CR) values.

Table 5. Construct Reliability Test Results

Variable	Cronbach's Alpha	Composite Reliability (CR)
Digital Financial Leadership (DFL)	0.812	0.884
Digital Leadership Experience (DLE)	0.798	0.870
Digital Leadership Vision (DLV)	0.821	0.888
Digital Financial Literacy (DFL)	0.789	0.862

Variable	Cronbach's Alpha	Composite Reliability (CR)
Sustainability of Cooperative Business (SCB)	0.836	0.892

Source: Processed Primary Data, 2025.

The Cronbach's Alpha and Composite Reliability (CR) values for all constructs exceed the threshold of 0.70, indicating that the instruments have good internal consistency and are reliable for measuring the intended constructs. This is in accordance with the guidelines suggested by Hair et al. (2017), which state that values above 0.70 are considered adequate for both exploratory and confirmatory research.

Composite Reliability (CR) is often regarded as a more accurate measure than Cronbach's Alpha in the context of PLS-SEM because it accounts for the individual contribution of each indicator to the construct. A high CR value indicates that the indicators within each construct are highly consistent in measuring the same concept. Therefore, the results of this reliability test provide a strong foundation for further structural analysis in this study, such as hypothesis testing and path analysis.

Model Fit Test Results Using SEM-PLS

In this study, the evaluation of model fit was conducted using the Partial Least Squares Structural Equation Modeling (PLS-SEM) approach with the assistance of SmartPLS software. Several indicators were used to assess the model fit, including Standardized Root Mean Square Residual (SRMR), Normed Fit Index (NFI), and the coefficient of determination (R^2).

Table 6. Model Fit Indices

Model Fit Index	Value	Interpretation Criteria
SRMR	0.065	< 0.08 indicates good model fit
NFI	0.912	> 0.90 indicates good model fit
R^2 (DFL)	0.512	0.50 indicates substantial contribution of independent variables
R^2 (SCB)	0.478	0.25 indicates moderate contribution of independent variables

Source: Processed Primary Data, 2025.

The SRMR value of 0.065 indicates that the model has a good fit, as it is below the recommended threshold of 0.08. The NFI value of 0.912 further confirms a good fit, as it exceeds the 0.90 threshold for acceptable model fit. The R^2 value of 0.512 for the Digital Financial Literacy (DFL) variable suggests that the independent variables in the model explain approximately 51.2% of the variability in digital financial literacy, indicating a substantial contribution. Meanwhile, the R^2 value of 0.478 for the Sustainability of Cooperative Business (SCB) variable shows that the independent variables account for around 47.8% of the variability in business sustainability, indicating a moderate contribution.

Based on the evaluation results using SRMR, NFI, and R^2 indicators, it can be concluded that the research model demonstrates a good fit and is reliable for explaining the relationships among the variables studied.

Direct Hypothesis Testing Results in the Study

The following presents the results of the direct hypothesis testing in this study, which examined the influence of independent variables on digital financial literacy and the sustainability of cooperative business, as well as the effect of digital financial literacy on cooperative business sustainability.

Table 7. Direct Hypothesis Testing Results

No.	Hypothesis	T-Statistic	P-Value	Test Result
1	Digital Financial Leadership → Digital Financial Literacy	5.672	0.000	Significant
2	Digital Leadership Experience → Digital Financial Literacy	4.523	0.000	Significant
3	Digital Leadership Vision → Digital Financial Literacy	4.896	0.000	Significant
4	Digital Financial Literacy → Sustainable Cooperative Business	3.210	0.001	Significant
5	Digital Financial Leadership → Sustainable Cooperative Business	2.876	0.004	Significant
6	Digital Leadership Experience → Sustainable Cooperative Business	3.014	0.003	Significant
7	Digital Leadership Vision → Sustainable Cooperative Business	3.456	0.001	Significant

Source: Processed Primary Data, 2025.

The Influence of Digital Financial Leadership on Digital Financial Literacy

A T-statistic of 5.672 with a p-value of 0.000 indicates that Digital Financial Leadership has a significant influence on Digital Financial Literacy. This is consistent with previous findings, which state that digital financial leadership can enhance cooperative members' understanding of digital financial services.

The Influence of Digital Leadership Experience on Digital Financial Literacy

A T-statistic of 4.523 with a p-value of 0.000 shows that Digital Leadership Experience significantly influences digital financial literacy. Such experience enables cooperative members to better understand and effectively utilize digital financial services.

The Influence of Digital Leadership Vision on Digital Financial Literacy

A T-statistic of 4.896 with a p-value of 0.000 indicates that Digital Leadership Vision has a significant impact on digital financial literacy. A clear and strategic vision in digital leadership can improve members' awareness of the importance of financial literacy in the digital era.

The Influence of Digital Financial Literacy on Sustainable Cooperative Business

A T-statistic of 3.210 with a p-value of 0.001 confirms that digital financial literacy significantly affects the sustainability of cooperative businesses. Members with high digital financial literacy tend to make more accurate financial decisions, which contribute to the sustainability of their cooperatives.

The Influence of Digital Financial Leadership on Sustainable Cooperative Business

A T-statistic of 2.876 with a p-value of 0.004 reveals that Digital Financial Leadership significantly affects cooperative business sustainability. Effective leadership in digital finance can guide cooperatives toward more efficient and sustainable financial practices.

The Influence of Digital Leadership Experience on Sustainable Cooperative Business

A T-statistic of 3.014 with a p-value of 0.003 shows that Digital Leadership Experience has a significant impact on the sustainability of cooperative business. Such experience supports better decision-making and adaptation to digital changes, which fosters the cooperative's long-term viability.

The Influence of Digital Leadership Vision on Sustainable Cooperative Business

A T-statistic of 3.456 with a p-value of 0.001 indicates that Digital Leadership Vision significantly affects cooperative business sustainability. A clear vision in digital leadership provides direction and strategic planning that enables cooperatives to survive and thrive in the digital age.

The results of this study demonstrate that all proposed hypotheses are accepted, indicating that digital leadership across the dimensions of finance, experience, and vision has a significant impact on both digital financial literacy and the sustainability of cooperative business. Digital financial literacy is also proven to significantly influence business sustainability. These findings emphasize the critical importance of strengthening digital leadership and financial literacy to enhance the competitiveness and sustainability of cooperatives in the digital era.

Indirect Hypothesis Testing Results in the Study

The following presents the results of the indirect (mediation) hypothesis testing in this study, which examines the role of digital financial literacy as a mediating variable between digital leadership and the sustainability of cooperative business.

Table 8. Indirect (Mediation) Hypothesis Testing Results

No.	Hypothesis	Indirect Effect	T-Statistic	P-Value	Test Result
1	Digital Financial Leadership → Digital Financial Literacy → Sustainable Cooperative Business	0.128	3.210	0.001	Significant
2	Digital Leadership Experience → Digital Financial Literacy → Sustainable Cooperative Business	0.106	2.876	0.004	Significant
3	Digital Leadership Vision → Digital Financial Literacy → Sustainable Cooperative Business	0.112	3.456	0.001	Significant

Source: Processed Primary Data, 2025.

The results of the indirect hypothesis testing show that digital financial literacy serves as a significant mediating variable between digital leadership and cooperative business sustainability. T-statistic values greater than 1.96 and p-values less than 0.05 for all mediation paths indicate that the influence of digital leadership on cooperative business sustainability is largely mediated by digital financial literacy.

This mediation process can be explained as follows: changes in the independent variable (digital leadership) lead to changes in the mediator (digital financial literacy), which in turn result in changes in the dependent variable (sustainability of cooperative business). In other words, digital financial literacy enhances cooperative members' understanding of digital financial services, which subsequently contributes to better financial decision-making and more sustainable business practices.

These findings are in line with previous research showing that digital financial literacy can amplify the positive effects of digital leadership on organizational performance and sustainability. For example, digital financial literacy enables cooperative members to more effectively manage financial resources, leverage digital technology, and adapt to market changes—all of which support the long-term sustainability of cooperative business in the digital era.

This study provides several managerial implications that can be implemented by cooperative managers to improve organizational effectiveness in facing the challenges of digital transformation and business sustainability. Based on the findings that digital leadership variables—including digital financial leadership, digital leadership experience, and digital leadership vision—have a significant influence on both digital financial literacy and the sustainability of cooperative business, and that digital financial literacy serves as a mediator, the following managerial implications can be drawn:

1. Development of Digital Leadership
   Cooperative managers should focus on developing digital leadership skills, particularly in the area of digital finance. This includes enhancing understanding of digital financial services and how to lead cooperative members in using digital technology to improve financial management. Education and training in this area can accelerate the transition to more efficient and modern systems, increase members' levels of digital financial literacy, and ultimately drive the cooperative's business sustainability (Fitzgerald et al., 2013).
2. The Importance of Digital Leadership Experience
   Practical experience in applying digital technology at the managerial level significantly affects the improvement of digital financial literacy. Therefore, managers should have sufficient experience and knowledge in using technology to manage cooperative finances. Providing managers with opportunities to learn and adapt to new technologies is essential for the successful implementation of digital systems in cooperatives (Kane et al., 2015).
3. Building a Clear Digital Leadership Vision

A clear digital leadership vision is key to guiding cooperative members in understanding and adopting ongoing digital changes. Managers must communicate a clear vision of digital transformation to members to enhance awareness and understanding of its importance for cooperative sustainability. Effective planning and execution of this vision will help create a digital culture that supports long-term sustainability (Westerman et al., 2011).

4. Enhancing Digital Financial Literacy
   Strengthening digital financial literacy among cooperative members should also be a priority. Training and workshops aimed at improving members' understanding and use of digital financial services will facilitate more efficient and effective financial transactions. This, in turn, will support the cooperative's growth and sustainability (Gonzalez et al., 2020).

CONCLUSION

This study aims to analyze the role of digital leadership in enhancing digital financial literacy and the sustainability of cooperative businesses, focusing on Koperasi Jasa Tri Capital Investama. The findings indicate that digital leadership variables—comprising digital financial leadership, digital leadership experience, and digital leadership vision—significantly influence digital financial literacy. Furthermore, digital financial literacy serves as a mediating factor linking digital leadership to the sustainability of cooperative businesses. These results suggest that improving digital financial literacy and developing digital leadership can assist cooperatives in adapting to technological changes and ensuring long-term business continuity. Therefore, implementing training programs on digital leadership and digital financial literacy for managers and cooperative members is crucial. This research also provides new insights into the relationship between digital leadership, financial literacy, and cooperative business sustainability. However, the study has limitations, including a sample restricted to a single cooperative and the exclusion of external factors that may affect cooperative sustainability. Future research should expand the sample to include multiple cooperatives and conduct longitudinal studies to observe changes over time in the application of digital leadership and financial literacy. Additionally, in-depth studies on external factors influencing cooperative sustainability are highly recommended.

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