

**THE INFLUENCE OF FINANCIAL LITERACY, ABILITY TO COMPILE  
FINANCIAL REPORTS, AND USE OF E-COMMERCE ON MSME  
PERFORMANCE**

**A THESIS**

**Presented as Partial Fulfillment of the Requirements  
to obtain the Bachelor Degree in Accounting Department**



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2023**

## DECLARATION OF AUTHENTICITY

Herein I declare the originality of the thesis; I have not presented anyone else's work to obtain my university degree, nor have I presented anyone else's words, ideas or expression without acknowledgment. All quotations are cited and listed in the bibliography of the thesis.

If this statement is proven to be false in the future, I am willing to accept any sanction complying with the determined regulation or its consequence.

Yogyakarta, June 22<sup>nd</sup>, 2023



Eigha Aprilia Sugiarto

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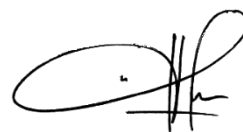
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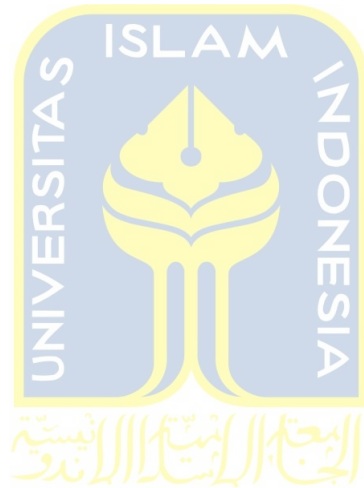
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## ABSTRACT

This research aims to analyze (1) the influence of financial literacy on the performance of SMEs, (2) the influence of financial statement preparation skills on the performance of SMEs, and (3) the influence of e-commerce usage on the performance of SMEs.

The study adopted quantitative research with a correlational approach. The research sample consisted of 137 SME entrepreneurs from Cangkringan District, Sleman Regency. The Researcher collected data using a questionnaire as the instrument for data collection. The collected data were analyzed using multiple linear regression analysis.

The findings of this research revealed that (1) financial literacy had a positive and significant influence on the performance of SMEs, (2) financial statement preparation skills did not have a positive and significant influence on the performance of SMEs, and (3) e-commerce usage had a positive and significant influence on the performance of SMEs.

**Keywords:** financial literacy on e-commerce usage, financial statement preparation skills, MSME performance



## ABSTRAK

Penelitian ini bertujuan untuk menganalisa (1) pengaruh literasi keuangan terhadap kinerja UMKM, (2) pengaruh kemampuan menyusun laporan keuangan terhadap kinerja UMKM, (3) pengaruh penggunaan e-commerce terhadap kinerja UMKM.

Jenis penelitian ini menggunakan penelitian kuantitatif dengan pendekatan korelasional. Sampel penelitian adalah 137 pelaku UMKM Kecamatan Cangkringan, Kabupaten Sleman. Teknik dan instrument pengumpulan data menggunakan kuesioner. Teknik analisis data menggunakan analisa regresi linear berganda.

Hasil penelitian ini menunjukkan bahwa (1) literasi keuangan literasi keuangan berpengaruh positif dan signifikan terhadap kinerja UMKM, (2) kemampuan menyusun laporan keuangan tidak berpengaruh positif dan signifikan terhadap kinerja UMKM, (3) penggunaan e-commerce berpengaruh positif dan signifikan terhadap kinerja UMKM

**Kata Kunci:** kemampuan menyusun laporan keuangan, kinerja umkm, literasi keuangan penggunaan e-commerce



## CHAPTER I INTRODUCTION

### 1.1 Background

Micro, Small, and Medium Enterprises (MSMEs) are forms of small-scale businesses consistent in the national economy. MSMEs are included in the sector that continues to develop and play a major role in the sustainability of the Indonesian economy. The main role of MSMEs in the sustainability of the Indonesian economy is directly proportional to the number that continues to increase, which means that if the number of MSMEs continues to grow, the country's economy will also increase. According to the Ministry of Cooperatives and Small and Medium Enterprises data in March 2021, the number of MSMEs reached 64.2 million, contributing to the Gross Domestic Product of 61.07% or Rp. 8,573.89 trillion.

MSME actors have full responsibility for the companies they operate. Therefore, they need to have the knowledge, experience, and ability to overcome various obstacles that may occur in their business. One obstacle in the MSME industry is the limitation in managing finances (Prakoso, 2020). Most MSME actors do not pay attention to long-term financial management, such as investing, saving, or insuring their place of business. Many Micro, Small, and Medium Enterprises (MSMEs) commonly merge their personal and business funds, hindering business progress and growth. Findings from the research of Mashizha et al. (2019) showed that the financial literacy of most MSME actors in Zimbabwe is low, especially in knowledge about interest rates

and inflation. The financial literacy of MSME actors is related to age, marital status, business sector, and experience. The research conducted by Ripinet al. (2017) showed that the financial literacy level of MSME entrepreneurs in Malaysia has an average of 8.87, smaller than the minimum financial literacy score of 12. Gender, marital status, education level, and annual income relate to entrepreneurial financial literacy.

The National Financial Literacy and Inclusion Survey (SNLIK) 2019 conducted by the Financial Services Authority (O.J.K.) showed a financial literacy index of 38.03%. It can be concluded that the Indonesian people generally do not understand the characteristics of various financial products and services offered by financial service institutions. Indonesia's low financial literacy index will impact the public's use of financial services. According to Dermawan et al. (2021), the way to increase knowledge in managing finances is through financial literacy.

Financial literacy is knowledge, skills, and beliefs that influence attitudes and behavior to improve the quality of decision-making and financial management to achieve prosperity (O.J.K., 2021). MSME actors need to acquire financial literacy knowledge to evaluate different financial products and services, enabling them to make informed and prudent financial choices. According to Hakim et al. (2018), having a good understanding of financial aspects improves the profitability of MSMEs and helps owners access credit more easily. The ability of MSME owners to manage financial information is one of the indicators that can affect MSME business performance.

The research results by Wahyuni et al. (2021) showed that financial literacy influences the performance of S.M.E.s in Magelang City. Research conducted by Dermawan et al. (2021) found that financial literacy has a positive and significant effect on the performance of MSMEs. These results align with the research of Hilmawati & Kusumaningtias (2021), which stated that financial literacy affects the performance of MSMEs.

In addition to possessing financial literacy knowledge, MSME actors must be able to prepare financial statements. Frequently, MSME actors prioritize their focus on business operations, leading them to overlook the importance of recording transactions and generating financial statements. The absence of financial statements poses challenges for MSME actors in evaluating their operational performance, as financial statements serve as valuable tools for assessing the company's current and future financial condition and performance (Trianto, 2017).

The ability to prepare financial statements refers to the intellectual abilities of individuals (Ilarrahmah & Susanti, 2021). Each individual has a different level of intelligence, how to solve problems, the ability to develop their potential, and be able to complete work well can be seen from their intellectual abilities. Therefore, MSME actors who can prepare financial statements correctly will improve their financial performance. Research by Ilarrahmah & Susanti (2021) showed that the ability to prepare financial statements can improve the performance of MSMEs in the Babat District. These results align with research conducted by Rostikawati & Pirmaningsih

(2019), which showed the influence of the ability to prepare financial statements on the performance of MSMEs in Surabaya.

In the current era of rapid technological advancements, MSME actors must recognize the significance of electronic markets or e-commerce. E-commerce is a platform for engaging with business partners, thereby contributing to company performance (Hussain et al., 2020). Using e-commerce enables MSME actors to conveniently sell their merchandise without needing a physical storefront. According to Hussain et al. (2020), e-commerce offers additional value to companies by facilitating new services, expanding market shares, introducing innovative business models, and enhancing global market competitiveness. The adoption of e-commerce by MSMEs not only improves performance but also stimulates revenue growth.

The S.E.A. Insight survey conducted in June 2020 revealed that 45% of MSME actors engage in selling activities through e-commerce, increasing the average income of MSMEs. The findings of a study conducted by Wahyuni et al. (2021) supported the notion that e-commerce significantly impacts the performance of MSMEs. However, contrasting results are presented in the research conducted by Hariandi et al. (2019), which suggested that using e-commerce has no discernible influence on business performance.

Deliana et al. (2020) defined company performance as overall work performance. It represents the growth of the company's activities measured against specific standards. Effective management and decision-making based

on knowledge are pivotal in enhancing company performance. Organizations and MSME actors can strengthen their capacity to navigate challenges and increase the likelihood of sustained success by developing their competencies and capabilities in business management. Therefore, it is crucial for business actors, particularly MSMEs, to possess financial literacy knowledge and the ability to prepare financial statements as foundational elements for conducting business and guiding decision-making processes. Additionally, adopting e-commerce as a business strategy for product marketing is essential to enhance business performance.

Based on the background described, the researchers are interested in researching the influence of financial literacy, the ability to prepare financial statements, and the use of e-commerce on the performance of Micro, Small, and Medium Enterprises (MSMEs). This research will be conducted on MSMEs in Sleman, Yogyakarta. According to Kustini Sri Purnomo as Sleman Regent, she said that MSMEs are the leading sector in Sleman Regency (Umah, 2022). This statement is also supported by data from the Dataku Application managed by the Bappeda of the Special Region of Yogyakarta (D.I.Y), which explained that the area in D.I.Y that has the highest number of MSMEs in 2022 is Sleman Regency with 113,467 people and followed by Bantul Regency (86,579), Gunung Kidul Regency (53,869), Kulon Progo Regency (36,017), Yogyakarta City 32,513, and others, namely I.D. cards outside D.I.Y businesses in D.I.Y (18,430) (Bappeda, 2022). Meanwhile, the list of MSMEs in Sleman Regency that have been registered on the website portal one data for Sleman

Regency is 90,477, with details of 90,455 micro-enterprises, 19 small-scale businesses, and three medium-sized businesses (Dinkop, 2022).

Based on the news reported by Radar Jogja and R.R.I. Yogyakarta, it was observed that the number of MSMEs in the Sleman Regency experienced a significant increase during the COVID-19 pandemic. Before the pandemic, the total MSMEs in Sleman was approximately 60,000. However, it has reached 90,000, representing a growth rate of 100-150% in the fashion sector and an outstanding 300% in the culinary field (Lantiva, 2022; Suryo, 2022). These findings suggested that the COVID-19 pandemic has not impeded the expansion of MSMEs in the Sleman Regency. This indicates a favorable business and investment climate and positive collaboration between the Sleman Regency government and MSME actors. Given these circumstances, it is essential to conduct comprehensive research to identify the factors influencing the performance of MSMEs in the Sleman Regency, with particular emphasis on the culinary sector, which stands out as the most prominent segment among MSMEs. Hence, the researchers are interested in conducting a study titled "The Influence of Financial Literacy, Ability to Compile Financial Statements, and Use of E-Commerce on MSME Performance".

## **1.2 Research Problems**

Based on the background described above, the formulation of the problem in this research is as follows:



1. How to simultaneously influence financial literacy, ability to prepare financial statements, and use of e-commerce on the MSME's performance?
2. How does financial literacy influence the MSME's performance?
3. How does ability to prepare financial statements influence the MSME's performance?
4. How does the use of e-commerce influence the MSME's performance?

### **1.3 Research Objectives**

Based on the background and problem formulation above, the research objectives are as follows:

1. To explain the influence of financial literacy, ability to prepare financial statements, and use of e-commerce on MSME's performance simultaneously.
2. To explain the influence of financial literacy on the MSME's performance.
3. To explain the influence of the ability to prepare financial statements on the MSME's performance.
4. To explain the influence of using e-commerce on the MSME's performance.

### **1.4 Research Contributions**

Based on the background, problem formulation, and research objectives, the benefits of this research are as follows:

#### **1.4.1 Theoretical Benefits**

- a. This research is expected to add insight and knowledge about

financial literacy, ability to prepare financial statements, and use of e-commerce on the MSME's performance.

- b. This research can be used as a reference and information for further research on the influence on the MSME's performance.

#### **1.4.2 Practical Benefits**

This research can be used as input for MSMEs in improving business performance through financial literacy, the ability to prepare financial statements, and the use of e-commerce.

#### **1.5 Systematic of Writing**

This research follows a systematic structure, comprising several chapters: Chapter I: Introduction, Chapter II: Literature Review, Chapter III: Research Method, Chapter IV: Findings and Discussion, and Chapter V: Conclusions and Recommendations. Furthermore, the description of each chapter is explained as follows:

##### **CHAPTER I: INTRODUCTION**

This chapter describes the background, problem formulation, research objectives, research benefits, and research preparation systematics.

##### **CHAPTER II: LITERATURE REVIEW**

This chapter contains the theoretical basis in the form of an explanation of the theories that support the formulation of the hypothesis, the results of previous research related to this research, the research framework to

be studied, and the hypotheses that arise from the framework.

### **CHAPTER III: RESEARCH METHOD**

This chapter provides a detailed description of various aspects related to the research study, including the population and research sample, the sources of data utilized, the data collection methods employed, the operational definitions of research variables, the analytical methods utilized for data processing, and a comprehensive explanation of hypothesis testing. The chapter offers a comprehensive understanding of the key components of the research process, ensuring clarity and transparency in the research methodology.

### **CHAPTER IV: DATA ANALYSIS AND DISCUSSION**

This chapter describes data analysis, hypothesis testing, and research discussion.

### **CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS**

This chapter presents the study's conclusions and provides recommendations for future research. The conclusions are based on the findings and analysis of the research, summarizing the main outcomes and their implications. The recommendations aim to guide future researchers by identifying areas for improvement, addressing knowledge gaps, and suggesting avenues for further investigation. The chapter aims to summarize the study's main findings comprehensively and offer valuable insights for future research.

## CHAPTER II

### LITERATURE REVIEW

#### 2.1 Theoretical Review

##### 2.1.1 Theory of Planned Behavior

Theory of Planned Behavior (TPB) is an extension of the Theory of Reason Action (T.R.A.) formulated by Ajzen and Fishbein in 1980, wherein the TPB model there is an addition of one, namely the perceived behavior factor (Seni and Ratnadi, 2017; Shih et al., 2022). TPB shows that intentions directly influence the determinants of a person's behavior in action (Gahagho et al., 2021; Tani' & Dethan, 2022). A person's intention to take action depends on several factors, such as attitudes toward behavior, subjective norms, and perceived behavioral control (Darsono et al., 2020). According to Khanifah et al. (2017), it is explained that 1) attitude toward a behavior is a positive or negative evaluation of behavior, 2) subjective norms are factors outside the individual that show one's view of the behavior being carried out, 3) perceived behavior control is the individual's self-ability related to individual control of behavior.

When running an MSME business, behavioral intention is a measure of the willingness of MSME actors to make decisions, especially in financial management, financial reporting, and e-commerce adoption. This behavioral intention encourages MSME actors to make decisions by applying their financial literacy skills thus that MSME financial management can run well. It has an impact on improving MSME

performance. In this regard, MSME actors need to be encouraged to have the intention of preparing financial statements to be accountable to those who need them (Wibowo, 2022). It is because financial statements are a component owned by MSMEs if they want to develop their business and evaluate business performance. In addition, to improve business performance in sales and marketing, MSMEs need to have the intention to take advantage of e-commerce services. The adoption of e-commerce provides benefits and convenience for MSME players to carry out sales and marketing of products digitally to improve MSME performance.

## **2.1.2 MSME Performance**

### **2.1.2.1 Understanding MSME performance**

Performance is defined as the embodiment of the results of work achieved by a person in an organizational unit where they work both in the form of goods and services where the higher the quality and quantity of his work result means higher the performance (Fauzi and A. Nugroho, 2020). On the other hand, Duha (2020) said that performance is often related to the result, achievements, and achievements that a person has achieved in the organization. On the other hand, Sahir et al. (2022) also stated that performance is related to work results with a person's behavior during a specific period in carrying out his duties in an organization, especially an MSME organization, for a certain period.

In this regard, MSMEs are defined as a business owned by a particular party, but the benefits can be enjoyed by many parties, especially for parties involved in running MSMEs (Simanjutak et al., 2021). In addition, according to Tambunan (2021), the definition of MSMEs can vary according to several criteria, including the amount of capital and sales results owned by businesspeople. Referring to the Government Regulation of the Republic of Indonesia Number 7 of 2021 concerning the ease, protection, and empowerment of Cooperatives and Micro, Small, and Medium Enterprises, it is stated that the criteria for business capital are used for the establishment or registration of business activities while the requirements for sales proceeds are used to provide convenience, protection, and empowerment of MSMEs which are specifically summarized in article 1 paragraph 2,3,4 and chapters 35 sections 2,3,4,5 as follows.

*"(1) Micro-enterprises are productive businesses owned by individuals or individual business entities that meet the criteria for micro-enterprises as stipulated in this government regulation. The criteria for micro business capital have business capital up to a maximum of IDR 1,000,000,000.00 (one billion rupiahs), excluding land and buildings for business premises, while the criteria for annual sales results are up to a maximum of IDR 2,000,000,000.00 (two billion rupiahs). 2) Small business is a productive economic business that stands alone and is carried out by an individual or business entity that is not a subsidiary or not a branch of a company that is owned, controlled, or is part either directly or indirectly of a medium-sized business or large business that meets the criteria for small business as referred to in this government regulation. The criteria for small business capital have a business capital of more than IDR 1,000,000,000.00 (one billion rupiahs) up to a maximum of IDR 5,000,000,000.00 (five billion rupiahs), excluding land and buildings for business premises while the criteria for annual sales proceeds of*

*more than IDR 2,000,000,000.00 (two billion rupiahs) up to a maximum of IDR 15,000,000,000.00 (five billion rupiahs). (3) Medium enterprises are productive economic businesses that stand alone and are carried out by individuals or business entities that are not subsidiaries or not branches of companies that are owned, controlled, or become part either directly or indirectly of medium-sized businesses or large businesses that meet the criteria for small businesses as referred to in this government regulation. The criteria for medium-sized business capital have a business capital of more than IDR 5,000,000,000.00 (five billion rupiahs) up to a maximum of IDR 10,000,000.00 (ten billion rupiahs), excluding land and buildings of business premises while the criteria for annual sales proceeds of more than IDR 15,000,000,000.00 (five billion rupiahs) up to a maximum of IDR 50,000,000.00 (fifty billion rupiahs)" (Regulation of the Government of the Republic of Indonesia, 2021).*

Thus, MSMEs can be interpreted as productive economic businesses established by individuals and business entities that meet the criteria for micro, small, and medium enterprises under government regulation number 7 of 2021. Furthermore, based on the above exposure, it can be concluded that the performance of MSMEs is defined as the results of work achieved by a person or business entity that meets the criteria for micro, small, and medium enterprises for a particular time.

#### **2.1.2.2 Factors Affecting MSME Performance**

Several factors, including financial literacy, the ability to prepare financial statements, and the use of e-commerce, have been identified as potential influences on the performance of MSMEs (Septiani and Wuryani, 2020). Financial literacy plays a significant role in shaping the performance of MSMEs, as it is crucial for effective business management and sound financial practices. Thus,

adequate financial literacy skills are critical for successfully implementing and operating MSMEs. Hilmawati and Kusumaningtias (2021) further highlight that MSME actors with strong financial literacy tend to exhibit greater caution in their business operations, enabling them to effectively manage their finances and optimize the performance of their enterprises. Developing financial literacy skills empowers MSME actors with the knowledge and expertise necessary for creating robust business plans, initiating financial programs, and making strategic investment decisions to foster the growth and development of their MSMEs (Idawati and Pratama, 2020)

The ability to prepare financial statements can significantly impact the performance of MSMEs, as it enables MSME actors to design comprehensive financial statements under established financial accounting standards. By doing so, they better understand their financial position and become more adept at allocating funds effectively in their business operations, thereby improving overall MSME performance (Rostikawati and Pirmaningsih, 2019). Rinofah et al. (2022) further emphasize that MSME actors who can prepare accurate and well-structured financial statements are better equipped to assess their business conditions and evaluate the performance of their MSMEs. Conversely, Zarefar et al. (2021) argue that MSME actors lacking the necessary skills to adequately prepare and compile financial statements face challenges in evaluating the operational performance of



their enterprises. Therefore, the proficiency of MSME actors in preparing financial statements directly impacts the performance of MSMEs, with stronger abilities in collecting and analyzing financial data leading to improved MSME performance.

The utilization of e-commerce significantly impacts the performance of MSMEs as it provides opportunities for actors within this sector to expand their businesses. By embracing e-commerce services, companies can enhance their marketing efforts and improve overall operational efficiency, thereby enhancing MSME performance (Karyati, 2019). Farida et al. (2019) state that without adopting e-commerce, MSMEs may face marketing challenges, resulting in limited potential for performance improvement. Furthermore, e-commerce presents MSME actors with opportunities to enhance business performance without incurring additional expenses by leveraging labor and time efficiency (Triandra et al., 2019).

Based on the explanation above, it can be concluded that the factors that influence the performance of MSMEs are financial literacy, the ability to prepare financial statements, and the use of e-commerce.

### **2.1.2.3 MSME Performance**

According to Siswanti (2020), MSME performance can be measured using three indicators: sales growth, consumer growth, and profit growth. In addition, Wahyudiati (2017) also said that the

performance of MSMEs could be seen in the indicators of sales growth, capital growth, labor growth, market and marketing growth, and business profit growth. Meanwhile, Hendratmoko (2021) stated that assessing MSMEs' performance can be seen in business income or sales, business profits, and an increase in new consumers. Another opinion was also conveyed by Prasetyo and Farida (2022) that the performance of MSMEs can be seen from business growth, the amount of operating income, the number of orders, and the position of business cash.

Based on the statement above, it can be concluded that the performance of MSMEs can be measured through several indicators, such as business growth, consumer growth, and business profits.

### **2.1.3 Financial Literacy**

#### **2.1.3.1 Definition of Financial Literacy**

According to Kadoya & Khan (2020), financial literacy is a person's ability to understand the value of money and how to maximize its use of funds. In addition, financial literacy also means that a person has knowledge, skills, and self-confidence and is responsible for making financial decisions in his life (Rabbior, 2018). Financial literacy can help a person improve one's level of understanding in overcoming financial problems that make it possible to process financial information to make the right decisions (Aprila et al., 2020).

Based on the explanation above, it can be concluded that financial literacy refers to a person's ability to use knowledge and skills confidently in overcoming financial problems and making financial decisions appropriately and responsibly.

### **2.1.3.2 Financial Literacy Indicators**

Panggabean et al. (2018) said that the financial literacy ability possessed by MSME actors could be seen from their attitudes and behaviors in planning investments, savings, and consumption in managing their finances. In addition, Utomo and Santoso (2022) also mentioned that financial literacy could be seen from financial knowledge, savings, loans, insurance, and investment. On the one hand, Wulandari (2019), Sine et al. (2020), and Widyaningsih et al. (2021) also argue that financial literacy can be measured through several indicators such as financial knowledge, financial behavior and self-protection, financial attitudes, and banking technology responses.

Based on the above statement, it can be concluded that financial literacy can be measured through several indicators, such as financial knowledge, financial behavior, and financial attitudes.

## **2.1.4 Ability to Prepare Financial Statements**

### **2.1.4.1 Definition of Ability to Prepare Financial Statements**

Financial statements are one of the sources of information related to economic realities (profit/loss, financial position, changes in equity, and cash flow) of a business activity, where this information is essential for users to make decisions (Prihadi, 2019). According to Komaludin and Wahid (2017), the ability to compile financial statements is defined by the intellectual capacity of MSME actors in preparing financial statements. In addition, Ilarrahmah and Susanti (2021) also stated that the ability to compile financial statements is interpreted to mean that MSME actors can make financial statements correctly.

Based on the above presentation, it can be concluded that the ability to compile financial statements is an intellectual ability possessed by MSME actors in preparing financial information correctly.

### **2.1.4.2 The Indicators of the Ability to Compile Financial Statements**

The ability of MSME actors to prepare financial statements is based on their intellectual capabilities. This academic ability is related to mental activities, reasoning, thinking, and solving problems associated with financial information (Rostikawati and Pirmaningsih,

2019). Therefore, according to Komaludin and Wahid (2017), indicators are needed to measure intellectual abilities to assess the ability to compile financial statements. Dayusi (2021) and Ilarrahmah and Susanti (2021) stated that academic knowledge could be measured through several indicators, such as verbal understanding, numerical intelligence, inductive reasoning, perceptual speed, deductive reasoning, visualization, and memory.

Thus, the ability to compile financial statements can be measured through several indicators such as verbal comprehension, numerical intelligence, inductive reasoning, deductive reasoning, perceptual speed, visualization, and memory.

## **2.1.5 The use of E-Commerce**

### **2.1.5.1 Understanding the Use of E-Commerce**

E-Commerce is a digital business service to introduce, offers, buys, sells, and markets goods or services through electronic means such as the Internet, television, smartphones, or other computer networks (Harmayani et al., 2020). In this regard, e-commerce is the application of technology in business to market goods or services to all places and consumer segments, both in physical and digital forms, in national and international terms (Triandra et al., 2019). On the one hand, Hidayat et al. (2020) also said that e-commerce is the actual frequency of business actors using e-commerce. E-commerce can

increase business actors' ability to get reciprocity from consumers quickly and save marketing costs (Ikhsan and Hasan, 2020).

Based on the explanation above, it can be concluded that e-commerce is the actual frequency of business actors using e-commerce to market their products and make buying and selling transactions with consumers.

#### **2.1.5.2 Indicators of E-Commerce Usage**

According to Giandi et al. (2020), the use of e-commerce by MSME players can be seen from the frequency of its use. In addition, Khasanah et al. (2021) also mentioned that the measurement of the use of e-commerce could be seen from several indicators, such as the ease of use of e-commerce, the complexity of transactions, and the number of purchases completed. Meanwhile, Setiyani and Rostiani (2021) also conveyed that indicators of compatibility, perception of usability, relative profit, complexity, and security issues can also measure the use of e-commerce. Another opinion was also presented by Ashari (2018) and Aprilyan et al. (2022), which stated that e-commerce could be measured from several indicators such as perception of usability, perception of ease of use, attitude towards service, subjective norms, and behavioral control.

Based on the above statement, it can be concluded that e-commerce can be measured through several indicators such as

frequency of use, perception of usability, perception of convenience, and relative profit.

## 2.2 Review of Previous Research

Relevant research studies are used to see the differences between this and other studies. The following are previous studies that are relevant and related to MSME performance. Research conducted by Farida et al. (2019) titled "Factors Influencing MSME Performance in Tegal City" states that the ability to prepare financial statements partially has no positive or significant influence on MSME performance. The similarities between the studies conducted by Farida et al. (2019), with this research both measure the influence of the ability to prepare reports on the performance of MSMEs. In addition, the difference between the studies conducted by Farida et al. (2019), with this research is the research population. In research conducted by Farida et al., the research population is MSME actors in the City of Tegal assisted by the BNI creative house. Meanwhile, the research population in this study was MSME actors in Sleman Regency.

Research conducted by Agyapong and Attram (2019), "Effect of Owner-managers Financial Literacy on the Performance of S.M.E.s in the Cape Coast Metropolis in Ghana." states that financial literacy has a positive and significant on the performance of S.M.E.s. The similarity between the research conducted by Agyapong and Attram (2019) and this research is that they both measure financial literacy's influence on business actors' performance. In

addition, the difference between the research conducted by Agyapong and Attram (2019) and this study is the type of research, the population of the study, and the data analysis technique. Agyapong and Attram's (2019) research type is survey research, and the research population is S.M.E.s in Cape Coast Metropolitan City, Ghana, and data analysis techniques using S.E.M. Meanwhile, in this research, the type of research is quantitative research with a correlational approach, the research population is MSMEs in Sleman, Indonesia, and data analysis techniques use multiple regression analyses.

Research conducted by Kulathunga et al. (2020) titled "How Does Technological and Financial Literacy Influence S.M.E. Performance: Mediating Role of ERM Practices." states that financial literacy has a positive and significant influence on the performance of S.M.E.s. The similarity between the research conducted by Kulathunga et al. (2020) and this study is that they both measure the impact of financial literacy on the performance of business actors. In addition, the difference between the research conducted by Kulathunga et al. (2020) and this study is the population of the study and the data analysis techniques. The research conducted by Kulathunga et al. (2020) is conducted on S.M.E.s in Sri Lanka and data analysis techniques using PLS-SEM. While the research population in this study is MSMEs in Sleman, Indonesia, and the data analysis technique used is multiple linear regression analysis.



Research conducted by Fitria et al. (2020) titled "Financial literacy, Financial attitudes and Financial behavior and MSME Performance." states that financial literacy has a negative and insignificant influence on the performance of MSMEs. The similarity between the research conducted by Fitria et al. (2020) and this study is that they both measure financial literacy's impact on business actors' performance and use multiple linear regression analysis as a data technique analysis. In addition, the difference between the research conducted by Fitria et al. (2020) and this study is the study's population and the research types. The research conducted by Fitria et al. (2020) uses explanatory research and is conducted on MSMEs in Palembang. In contrast, this study uses quantitative research with a correlation approach, and the population in this study is MSMEs in Sleman, Indonesia.

Research conducted by Subagyo and Saraswati (2020) titled "The Effect of E-Commerce and The Use of Accounting Information on The Performance of SMEs in Purbalingga." states that the use of e-commerce has a negative and insignificant influence on the performance of MSMEs. The similarity between the research conducted by Subagyo and Saraswati (2020) and this research is that they both measure e-commerce impact on business actors' performance and use multiple linear regression analysis as a data technique analysis. In addition, the difference between the research conducted by Subagyo and Saraswati (2020) and this research is the research's population, the instrument, data collection techniques, and instruments. The research conducted by Subagyo and Saraswati (2020) uses questionnaire data collection

and interviews conducted on MSMEs in Purbalingga. In contrast, this research only collects questionnaire data on MSMEs in Sleman, Indonesia.

Research conducted by Illarrahmah and Susanti (2021) with the title "The Influence of the Ability to Prepare Financial Statements, Financial Literacy and Use of Information Technology on MSME Performance" states that literacy skills, the ability to prepare financial statements, and the use of information technology have a positive and significant influence on the performance of SMSE simultaneously. Based on the research analysis, it can be concluded that the ability to prepare financial statements, financial literacy, and information technology simultaneously positively and significantly influence the performance of MSMEs. The similarity between the research conducted by Illarrahmah and Susanti (2021) is that they both measure the impact of the ability to prepare financial statements, financial literacy, and the use of information technology, primarily e-commerce, on the performance of MSMEs. In addition, the difference between the research conducted by Illarrahmah and Susanti (2021) and this study is the population of the research data and the data collection techniques and instruments. In the research conducted by Illarrahmah and Susanti (2021), the research population is MSME actors in Babat District, Lamongan Regency, and the data collection instruments use questionnaires and tests. Meanwhile, in this research, the research population is MSME actors in the Cangkringan sub-district, Sleman Regency; the techniques and instruments for collecting data are questionnaires.

The research conducted by (Wulandari et al. (2021) with the title "The Influence of Education Level, Credit Accessibility, Ability to Compile Financial Statements and Present Financial Statements, and Interest in the Use of E-Commerce on MSME Performance (Study on MSMEs in Malang City)." states that the ability to compile financial statements has a positive and significant influence on the performance of MSMEs. The similarity between this research and those conducted by (Wulandari et al. (2021) is that they both measure the impact of the ability to compile financial statements on the performance of MSMEs. In addition, the difference between the research conducted by (Wulandari et al. (2021) with this study is the population of data research and sampling techniques. According to (Wulandari et al. (2021), the research population is MSMEs in Malang City, and sampling techniques use purposive sampling. Meanwhile, in this research, the research population is MSMEs in Sleman Regency, and sampling techniques use a simple random sample.

The research conducted by Khasanah et al. (2021) titled "The Influence of the Application of E-Commerce and Financial Literacy on the Performance of Creative Economy Actors in the Fashion and Craft Subsector in Bojonegoro." Based on the research analysis, it can be concluded that the application of e-commerce and financial literacy has a positive and significant influence on the performance of creative economy actors. The similarity between the research conducted by this study, Khasanah et al. (2021), is that they both measure the influence of e-commerce and financial literacy on the

performance of business actors. In addition, the difference between the research conducted by Khasanah et al. (2021) with this study is the type of research, the population of data research, and data analysis techniques. The research type of Khasanah et al. (2021) is explanatory research with a quantitative approach, the research population is creative economy actors in the field of fashion and crafts in Bojonegara City, and data analysis techniques use multiple linear regression analysis. Meanwhile, in this research, the type of research is quantitative research with a correlational approach. The research population is MSMEs in the culinary field in Sleman Regency, and data analysis techniques use multiple linear regression analysis.

Research conducted by Astriani (2021) with the title "Ability to Prepare Financial Statements and Motivation as Factors Influencing the Performance of Islamic MSMEs in Tegal City" states that the ability to prepare financial statements partially has no positive and significant influence on MSME performance. The similarity between the research conducted by Astriani (2021) and this research is that they both measure the influence of the ability to prepare reports on the performance of MSMEs. In addition, the difference between the research conducted by Astriani and this research is the data research population and data analysis techniques. In research conducted by Astriani (2021), the research population is MSME players in Tegal City, and the data analysis technique uses PLS-SEM. Meanwhile, for this researcher, the research population is MSME actors in Sleman Regency, and the data analysis technique uses multiple linear regression.

Research conducted by Kamilan and Nurcholisah (2022) with the title "The Influence of the Ability to Compile Financial Statements and entrepreneurial spirit on the Operational Performance of MSMEs." states that the ability to compile financial statements has a positive and significant influence on the performance of MSMEs. The similarity between the research conducted by Kamilan and Nurcholisah (2022) is that they both measure the influence of the ability to compile financial statements on the performance of MSMEs. In addition, the difference between the research conducted by Kamilan and Nurcholisah (2022) and this research is the type of research, research population, data collection techniques, and instruments. Kamilan and Nurcholisah's (2022) research type is quantitative research, the research population is MSMEs in the field of craftsmen in Tasikmalaya, and data collection techniques and instruments using questionnaires, interviews, and documentation. Meanwhile, this research is quantitative with a correlational approach; the research population is MSMEs in the culinary field in Sleman, and data collection techniques and instruments using questionnaires.

The research conducted by Hussain et al. (2022) titled "E-Commerce and S.M.E. Performance: The Moderating Influence of Entrepreneurial Competencies." Based on the research analysis, it can be concluded that e-commerce has a positive and significant influence on the performance of MSMEs. The similarity between the research conducted by this study Hussain et al. (2022) is that they both measure the influence of e-commerce on the performance of MSMEs. In addition, the difference between the research

conducted by Hussain et al. (2022) with this study is the population of data research and data analysis techniques. Research conducted by Hussain et al. (2022) determined that the research population was MSMEs in Pakistan, and the data analysis technique used was PSL-SEM. Meanwhile, in this research, the research population is MSMEs in Sleman, Indonesia, and data analysis techniques using multiple linear regression analysis.

## **2.3 Research Hypothesis**

### **2.3.1 Financial Literacy on MSME Performance**

Financial literacy is a person's ability to use the knowledge and skills he must make decisions to overcome his financial problems. Financial literacy can help MSME actors to acquire the knowledge and skills they need to make business plans, start financial goals, and make investment decisions that are considered strategic (Idawati and Pratama, 2020). In addition, MSME actors with excellent financial literacy will be more careful in carrying out business operational activities and easier to manage finances to optimize business performance (Hilmawati and Kusumaningtias, 2021). Thus, financial literacy is critical to support the performance of MSMEs because good financial management is also needed to support good business management (Septiani and Wuryani, 2020).

According to Gahagho et al. (2021) and Tani' & Dethan (2022), the theory of Planned Behavior suggests that behavioral intention directly impacts the factors influencing an individual's behavior. This intention is

crucial in motivating MSME actors to make decisions by applying their financial literacy skills, facilitating effective MSME financial management, and improving overall MSME performance. Supporting this notion, Agyapong and Attram (2019), Kulathunga et al. (2020), and Khasanah et al. (2021) have conducted studies indicating that financial literacy exerts a positive and significant influence on the performance of MSMEs.

However, this is inversely proportional to the research conducted by Fitria et al. (2020), which says that financial literacy has a negative and insignificant effect on the performance of MSMEs. Fitria et al. (2020) said that MSME owners must develop a good financial attitude in managing their business to optimize performance. Based on these findings, the following research hypothesis can be formulated.

H1: Financial literacy has a positive influence on the performance of MSMEs.

### **2.3.2 Ability to Prepare Financial Statements on MSME Performance**

Financial statements are one of the sources of information that are related to the financial condition of a business/business. Users can use the information in these financial statements to make decisions about their business activities. Therefore, it is essential for business actors, especially MSME actors, to be able to compile financial statements. In addition, the ability to compile reports is one of the performance measuring tools for implementing MSME business activities. MSME actors who cannot make

and compile financial statements correctly will find it difficult to assess the operational performance of MSMEs, hence the better the ability of MSME actors to collect financial statements, the better the performance of MSMEs (Zarefar et al., 2021). Agreeing with Zarefar et al., Rinofah et al. (2022) also said that MSME actors, who can compile good financial statements, can find out their business conditions (progress or decline), therefore they can evaluate performance to improve the operational performance of MSMEs.

However, Farida et al. (2019) and Astriani (2021). state that the ability to prepare financial statements has no significant positive influence on financial performance. The intention is one factor that does not affect the ability to prepare financial statements on MSME performance. That is because intention determines whether MSME actors do or do not take action to improve MSME performance based on the Theory of Planned Behavior shows that intention directly influences the determinants of a person's behavior in action (Gahagho et al., 2021; Tani' & Dethan, 2022). Thus, the cause of unaffected the performance of MSMEs by the ability to prepare financial statements due to the absence of intention on the part of MSME actors to implement financial statements in their business.

Wahid (2017) said that difficulty in measuring performance is one of the obstacles for entrepreneurs in evaluating their performance. MSME entrepreneurs focus greatly on their operational activities, so accounting records and financial reporting are often neglected. Operational



performance evaluation is not easy to do without good accounting and financial reporting. In addition, according to Hani and Fauzi (2017), the cause of the ability to compile financial statements does not affect the performance of MSMEs for several reasons such as: 1) SMEs also think financial statements are too complicated to apply to their small businesses, 2) SMEs also find it difficult to set aside time to study financial statements because they think more about increasing sales turnover, 3) SMEs prioritize hereditary experience to run their business. In addition, Wibowo (2022) and Zerlina et al. (2023) also stated that the reason for the large number of MSME actors who do not prepare financial statements is because of the lack of knowledge and skills in preparing financial statements, according to SAK EMKM and the lack of socialization of the application of SAK EMKM, MSME actors are less familiar with it and only use simple accounting in preparing financial statements. This statement aligns with research conducted by Astriani (2019), which states that the ability to compile financial statements does not positively and significantly influence the performance of MSMEs.

However, several research results conducted by Wulandari et al. (2021) and Kamilan and Nurcholisah (2022) stated that the ability to compile financial statements has a positive and significant influence on the performance of MSMEs. Thus, the following research hypothesis can be formulated as follows.

H2: The ability to compile financial statements positively affects the performance of MSMEs.

### **2.3.3 Use of E-Commerce on MSME Performance**

E-Commerce is a digital business service users use to make buying and selling transactions. E-commerce is beneficial, especially for MSME players, in marketing their products. It is because e-commerce can allow MSME players to develop their businesses. After all, e-commerce services can make company operations more efficient in marketing because they are carried out digitally to improve the performance of MSMEs (Karyati, 2019). In addition, e-commerce also offers a variety of opportunities for MSME players without spending more to improve work efficiency, both labor efficiency and time efficiency (Triandra et al., 2019). Therefore, e-commerce has a vital role in supporting the performance of MSMEs. Farida et al. (2019) state that the lack of e-commerce utilization in MSMEs is associated with limited marketing capabilities hindering overall MSME performance improvement.

On the other hand, based on Theory of Planned Behavior shows that intention directly influences the determinants of a person's behavior in action (Gahagho et al., 2021; Tani' & Dethan, 2022). To improve business performance in sales and marketing, MSME actors need to have the intention to take advantage of e-commerce services. The adoption of e-commerce provides benefits and convenience for MSME players to carry out sales and marketing of products digitally to improve MSME

performance. In this regard, several research results conducted by Khasanah et al. (2021) and Hussain et al. (2022) stated that e-commerce positively and significantly influences the performance of MSMEs.

In contrast to the statement above, a study conducted by Subagyo and Saraswati (2020) asserted that the use of e-commerce has a negative and insignificant impact on the performance of SMEs (Small and Medium-sized Enterprises). The research carried out by Subagyo and Saraswati (2020) posited that the reason for the lack of influence of e-commerce on SME performance lies in the slow and inconsistent adoption of e-commerce practices. Furthermore, there are limitations in terms of resources and a lack of training and consistency in utilizing e-commerce platforms, which hampers the optimal role of e-commerce in enhancing SME performance. Thus, it can be formulated research hypothesis as follows.

H<sub>3</sub>: The use of e-commerce positively affects the performance of MSMEs.

## **2.4 Conceptual Framework**

This study uses a conceptual framework as follows:

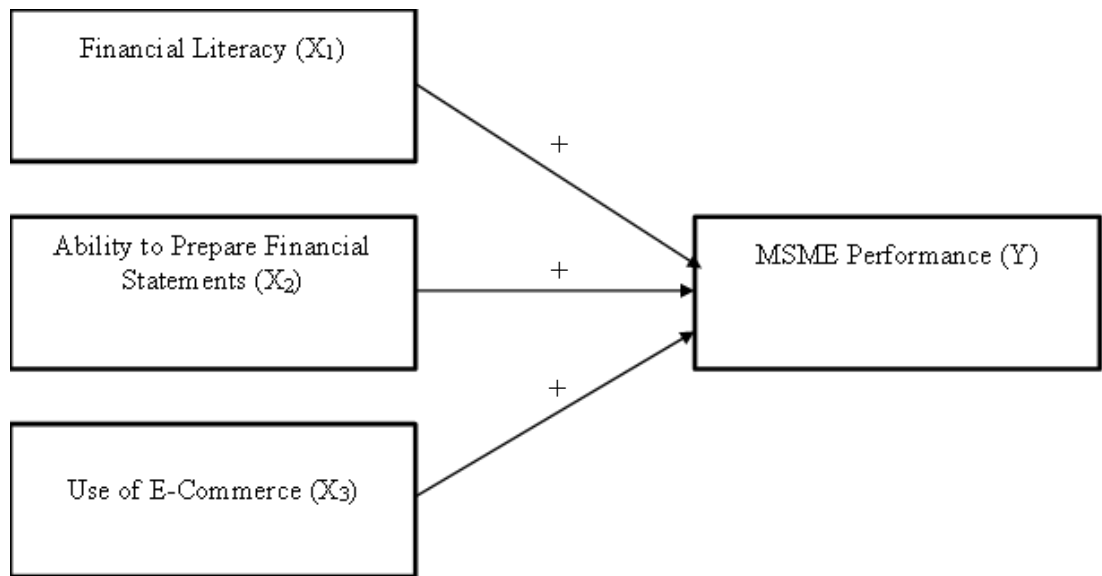


Figure 2.1 Conceptual Framework

Information:

$\xrightarrow{+}$  : the independent variable positively influences the dependent variable.

These research frameworks consist of three independent variables: financial literacy, the ability to compile financial statements, and the use of e-commerce. Meanwhile, there is one dependent variable, namely the performance of MSMEs.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **3.1 Type of Research**

This type of research is quantitative research with a correlational approach. The quantitative analysis explains the data and information obtained from research results embodied in numbers. The correlational research aims to determine the relationship among financial literacy variables, the ability to compile financial statements, and the use of e-commerce to MSME performance variables in the Sleman Regency.

#### **3.2 Population and Research Samples**

The population of this research is MSMEs in the field of food and beverages in Sleman Regency, especially Cangkringan District, with a total population of 452 MSME actors. It is because MSMEs in the food and beverages sector are the leading sector in Sleman Regency compared to other districts in Yogyakarta. In this regard, MSMEs' food and beverage sector is among the leading MSMEs in the Cangkringan District. The selection of Small and Medium Enterprises (SMEs) in the Cangkringan District as the research subject is determined based on the feasibility of time and cost, making it more easily accessible within the Cangkringan District. Meanwhile, regarding MSME data in Sleman Regency, Cangkringan District, the number of MSMEs in the food and beverage sector is relatively low compared to other sub-districts. The research data collection focused on the MSME's performance in

Cangkringan District, aiming to identify areas for improvement and enhance its performance to align with other sub-districts within Sleman Regency. The population for this research comprised MSME actors operating in the food and beverages sector in the Cangkringan District, with a total population size of 452 MSME actors. Determination of research samples used simple random sampling techniques. According to Firdaus (2021), the calculation and determination of the number of models using the Slovin formula with a significance level of 0.05 are presented in Table 3.1.

Table 3.1 Number of Samples

| Formulas and Calculations  | Information |                        |
|--|-------------|------------------------|
| $n = \frac{N}{1 + Ne^2} = \frac{452}{1 + 452 \times 0.05^2} = 212$ | n           | Number of Samples      |
|  | N           | Total Population       |
|  | e           | Degree of significance |

By using the Slovin formula above, it can be seen that the minimum number of samples required was 212.

### 3.3 Data Collection Methods

The type of data used in this research was quantitative data, with the data source of primary data. It is because researchers take data directly from MSME actors. In this regard, this research used data collection techniques and instruments with questionnaires in Google Forms. Furthermore, for the measurement of the questionnaire, the researcher used a Likert scale with five answer choices: Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree.

### 3.4 Research Variables

There are two types of variables used in this research, the MSMEs performance (Y) as the dependent variable, while the financial literacy ( $X_1$ ), the ability to compile financial statements ( $X_2$ ), and the use of e-commerce ( $X_3$ ) as the independent variables.

#### 3.4.1 MSME Performance

MSMEs' performance is the results of work achieved by a person or business entity that meets the criteria for micro, small, and medium enterprises for a certain period. The performance of MSMEs was measured using a questionnaire based on respondents' opinions on the following indicators: 1) Business growth, 2) Consumer growth, and 3) Business profits. Those MSME performance instruments employed in this research are a modification from Wahyudiati (2017). The instrument grids and guidelines for scoring MSME performance instruments are presented in Table 3.2.

Table 3.2 Instrument Grids and MSME Performance Scoring Guidelines

| Variable         | Indicator        | Item Number | Scoring        |   |   |
|------------------|------------------|-------------|----------------|---|---|
|                  |                  |             | Answer Choice  | + | - |
| MSME Performance | Business Growth  | 1,2,3,4     | Very Agreeable | 5 | 1 |
|                  |                  |             | Agree          | 4 | 2 |
|                  |                  |             | Neutral        | 3 | 3 |
|                  | Consumer Growth  | 5,6*,7      | Disagree       | 2 | 4 |
|                  | Business Profits | 8,9,10      | Very Disagree  | 1 | 5 |

\*) negative statement

### 3.4.2 Financial Literacy

Financial literacy is a person's ability to use knowledge and skills to overcome financial problems and make financial decisions appropriately and responsibly. Financial literacy was measured using questionnaires based on respondents' opinions of the following indicators: 1) Financial knowledge, 2) Financial behavior, and 3) Financial attitudes. Those financial literacy instruments are a modification from Wulandari (2019). The instrument grid and guidelines for scoring financial literacy instruments are presented in Table 3.3.

Table 3.3 Instrument Grids and Financial Literacy Scoring Guidelines

| Variable           | Indicator           | Item Number | Scoring        |   |
|--------------------|---------------------|-------------|----------------|---|
|                    |                     |             | Answer Choice  | + |
| Financial Literacy | Financial Knowledge | 11,12,13,14 | Very Agreeable | 5 |
|                    |                     |             | Agree          | 4 |
|                    |                     |             | Neutral        | 3 |
|                    |                     |             | Disagree       | 2 |
|                    |                     |             | Very Disagree  | 1 |

### 3.4.3 Ability to Prepare Financial Statements

The ability to compile financial statements is an intellectual ability possessed by MSME actors in preparing financial statements correctly. The ability to collect financial statements was measured using questionnaires based on respondents' opinions of the following indicators: 1) verbal understanding, 2) numerical intelligence, 3) inductive reasoning, 4) deductive reasoning, 5) perceptual speed, 6) visualization, and 7) memory. The use of e-commerce can be measured through several indicators, such as



frequency of use, perception of usability, perception of ease, and relative profit. The instrument of ability to compile financial statements used in this research is an adaptation of Dayusi (2021). The instrument grid and instrument scoring guidelines for collecting financial statements are presented in Table 3.4.

Table 3.4 Instrument Grids and Guidelines for Scoring the Ability to Prepare Financial Statements

| Variable                                | Indicator              | Item Number | Scoring        |   |
|---|------------------------|-------------|----------------|---|
|   |                        |             | Answer Choice  | + |
| Ability to Prepare Financial Statements | Verbal Comprehension   | 21,22       | Very Agreeable | 5 |
|   | Numerical Intelligence | 23,24,25    |                |   |
|   | Inductive Reasoning    | 26,27,28    | Agree          | 4 |
|   | Deductive Reasoning    | 29,30       | Neutral        | 3 |
|   | Perceptual Speed       | 31,32       | Disagree       | 2 |
|   | Visualization          | 33,34       | Very Disagree  | 1 |
|   | Memory                 | 35,36       |                |   |

#### 3.4.4 Use of E-Commerce

The use of e-commerce is the frequency of business actors using e-commerce to market their products and transact with consumers. E-commerce usage was measured using questionnaires based on respondents' opinions of the following indicators: 1) Frequency of use; 2) Perception of usability; 3) Perception of ease; and 4) Relative profit. The e-commerce usage instrument used in this research was modified by Ashari (2018) and

Setiyani and Rostian (2021). The grid instrument and scoring instrument guidelines for using e-commerce are presented in Table 3.5.

Table 3.5 Instrument Grids and Guidelines for Scoring the Use of E-Commerce

| Variable          | Indicator               | Item Number  | Scoring        |     |
|-------------------|-------------------------|--------------|----------------|-----|
|                   |                         |              | Answer Choice  | + - |
| Use of E-Commerce | Frequency of Use        | 37,38*,39    | Very Agreeable | 5 1 |
|                   |                         |              | Agree          | 4 2 |
|                   | Perception of Usability | 40,41,42,43* | Neutral        | 3 3 |
|                   | Convenience Perception  | 44,45,46,47  | Disagree       | 2 4 |
|                   | Relative Advantages     | 48,49,50     | Very Disagree  | 1 5 |

\*) negative statements

### 3.5 Validity and Reliability

#### 3.5.1 Validity

Validity estimates are used to measure the accuracy of research instruments. Estimating the validity of the instruments in this research used the calculation technique of Product Moment Correlation, namely comparing the validity coefficient values tested ( $r_{\text{count}}$ ) with Pearson table ( $r_{\text{table}}$ ) at a significance of 0.05. If  $r_{\text{count}} > r_{\text{table}}$ , the instrument or statement items are considered to correlate significantly with the total score, indicating their validity (Yusrizal & Rahmiati, 2022).

### 3.5.2 Reliability

Reliable estimation determines how much the instrument can be trusted for research. The estimation of instrument reliability in this research used the Cronbach Alpha technique. According to Irawan (2021), the reliability coefficient category can be seen in Table 3.6.

Table 3.6 Reliability Coefficient Category

| Reliability Coefficient | Interpretation |
|-------------------------|----------------|
| 0 – 0.2                 | Unreliable     |
| 0.2-0.4                 | Less reliable  |
| 0.4-0.6                 | Quite reliable |
| 0.6-0.8                 | Reliable       |
| 0.8-1.0                 | Very reliable  |

## 3.6 Data Analysis Methods

### 3.6.1 Descriptive Statistic

Descriptive statistics are used to describe the main variables in this research. The analytical tool uses the average value (mean), maximum value, minimum value, and standard deviation.

### 3.6.2 Classical Assumption Test

#### 3.6.2.1 Normality Test

The normality test determines whether the data is usually distributed. The normality test in this research used Skewness-Kurtosis. Calculating is done to compare the Skewness value divided by the Std. Error Skewness value and the Kurtosis value divided by the Std. Error

Kurtosis value. The data was expected if the value of Z Skewness and Z Kurtosis was stretched from -2 to 2-(Sutopo & Slamet, 2017).

### **3.6.2.2 Linearity Test**

The linearity test determines whether an independent variable has a linear relationship with a dependent variable. The linearity test in this study used deviation from linearity. The data is said to be linear if the value of Sig. At the deviation from linearity  $> 0.05$  (Nugraha, 2022).

### **3.6.2.3 Heteroskedasticity Test**

The heteroskedasticity test was used to determine whether, in the regression model, there was an inequality of residual variants from one observation to another. The regression model was said to be good if heteroskedasticity did not occur. The heteroskedasticity test in this research used the Glejser test. The data were said to have no heteroskedasticity if the value of Sig.  $> 0.05$  (Priyatna, 2020).

### **3.6.2.4 Multicollinearity Test**

The multicollinearity test is used to determine whether, in a regression model, there is a strong correlation among independent variables. The regression model is good if there is no multicollinearity between independent variables. The multicollinearity test in this study was seen in the tolerance value and V.I.F. (Varian Inflation Factor)

value. The data is said to have no multicollinearity if the tolerance value  $> 0.1$  and the V.I.F. value  $< 10$  (Rinaldi & Gustina, 2022)-

### 3.6.3 Multiple Regression Analysis

Multiple regression analysis was used to determine the influence of more than one independent variable on the dependent variable. According to Sugiarto and Setio (2021) and Ramadhani and Bina (2021), the equation for the multiple linear regression lines is as follows.

Multiple linear regression population model:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon_i$$

Information:

$Y$  = MSME Performance

$X_1$  = Financial Literacy

$X_2$  = The Ability to Prepare Financial Statements

$X_3$  = Use of E-Commerce

$\alpha$  dan  $\beta_i$  = A parameter whose value is unknown, therefore it is suspected using sample statistics

$\varepsilon_i$  = Error terms

Multiple linear regression sample model:

$$Y = a + b_1 X_1 + b_2 X_2 + b_3 X_3 + e$$

## Information:

$Y$  = MSME Performance

$X_1$  = Financial Literacy

$X_2$  = The Ability to Prepare Financial Statements

$X_3$  = Use of E-Commerce

$a$  = Constant

$b$  = Regression coefficient

$e$  = Residual value

Furthermore, to answer the research hypothesis and determine the independent variable's influence on the dependent variable, the t value or Sig value can be seen in multiple linear regression analysis. Usman et al. (2022) also stated that to determine the influence of the independent variable on the dependent variable partially, the t value or value of Sig. can be used if  $t_{count} > t_{table}(n-k-1)$  or the value of Sig.  $< 0.05$  indicated that the data support the hypothesis, demonstrating a significant influence between the independent and dependent variables.

## CHAPTER IV

### DATA ANALYSIS AND DISCUSSION

#### 4.1 Description of Research Results

##### 4.1.1 Description of Respondents

Respondents used as samples in this study were MSME actors in the food and beverage sector who were in the Cangkringan District, Sleman Regency, Special Region of Yogyakarta. The results of research data collection were 137 respondents who were used for data analysis. The description of the gender of the respondents who filled out the research instrument is shown in Figure 4.1.

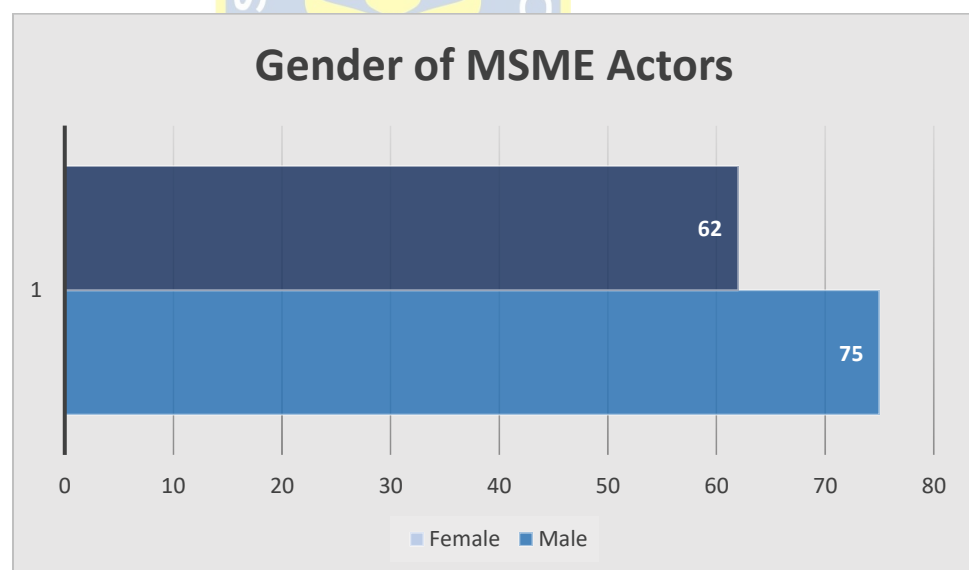


Figure 4.1 Gender of MSME Actors

Based on Figure 4.1, it can be seen that the description of the gender of MSME actors who filled out the research instrument was filled by 75 male respondents and 62 female respondents.

## 4.1.2 Description of Validity and Reliability Estimation Results

### 4.1.2.1 Validity

Calculation of the validity of the MSME Performance, Financial Literacy, Ability to Prepare Financial Statements, and Use of E-Commerce instruments using the analysis technique of Product Moment Correlation, which compares the value of the tested validity coefficient ( $r_{\text{count}}$ ) with the Pearson table ( $r_{\text{table}}$ ) at a significance of 0.05, if  $r_{\text{count}} > r_{\text{table}}$  then the instrument or statement items correlate significantly with the total score, hence that it is declared valid. After being analyzed, it was found that out of 50 items, there was one invalid item, namely VC22, because the value of  $r_{\text{count}} < r_{\text{table}}$ . The results of the validity test can be seen in Table 4.1.

Table 4.1 Validity Test Results

| Variable           | Item | $r_{\text{count}}$ | $r_{\text{table}}$ | Information |
|--------------------|------|--------------------|--------------------|-------------|
| MSME Performance   | BG1  | .471**             | 0.141              | Valid       |
|                    | BG2  | .514**             | 0.141              | Valid       |
|                    | BG3  | .537**             | 0.141              | Valid       |
|                    | BG4  | .642**             | 0.141              | Valid       |
|                    | CG5  | .640**             | 0.141              | Valid       |
|                    | CG6* | .644**             | 0.141              | Valid       |
|                    | CG7  | .352**             | 0.141              | Valid       |
|                    | BP8  | .569**             | 0.141              | Valid       |
|                    | BP9  | .559**             | 0.141              | Valid       |
|                    | BP10 | .601**             | 0.141              | Valid       |
| Financial Literacy | FK11 | .582**             | 0.141              | Valid       |
|                    | FK12 | .532**             | 0.141              | Valid       |
|                    | FK13 | .544**             | 0.141              | Valid       |
|                    | FK14 | .545**             | 0.141              | Valid       |
|                    | FC15 | .633**             | 0.141              | Valid       |
|                    | FC16 | 0.438**            | 0.141              | Valid       |
|                    | FC17 | 0.580**            | 0.141              | Valid       |
|                    | FS18 | 0.561**            | 0.141              | Valid       |



| Variable                                   | Item              | r <sub>count</sub> | r <sub>table</sub> | Information |
|--|-------------------|--------------------|--------------------|-------------|
|  | FS19              | 0.607**            | 0.141              | Valid       |
|  | FS20              | 0.538**            | 0.141              | Valid       |
| Ability to Prepare<br>Financial Statements | VC21              | 0.302**            | 0.141              | Valid       |
|  | VC22              | -0.051             | 0.141              | Invalid     |
|  | NI23              | 0.385**            | 0.141              | Valid       |
|  | NI24              | 0.326**            | 0.141              | Valid       |
|  | NI25              | 0.245**            | 0.141              | Valid       |
|  | IR26              | 0.262**            | 0.141              | Valid       |
|  | IR27              | 0.301**            | 0.141              | Valid       |
|  | IR28              | 0.371**            | 0.141              | Valid       |
|  | DR29              | 0.390**            | 0.141              | Valid       |
|  | DR30              | 0.317**            | 0.141              | Valid       |
|  | PS31              | 0.243**            | 0.141              | Valid       |
|  | PS32              | 0.326**            | 0.141              | Valid       |
|  | VIS33             | 0.251**            | 0.141              | Valid       |
|  | VIS34             | 0.323**            | 0.141              | Valid       |
|  | MEM35             | 0.415**            | 0.141              | Valid       |
|  | MEM36             | 0.454**            | 0.141              | Valid       |
|  | Use of E-Commerce | FU37               | 0.606**            | 0.141       |
| FU38*                                      |                   | 0.611**            | 0.141              | Valid       |
| FU39                                       |                   | 0.439**            | 0.141              | Valid       |
| PU40                                       |                   | 0.480**            | 0.141              | Valid       |
| PU41                                       |                   | 0.642**            | 0.141              | Valid       |
| PU42                                       |                   | 0.640**            | 0.141              | Valid       |
| PU43*                                      |                   | 0.644**            | 0.141              | Valid       |
| CP44                                       |                   | 0.352**            | 0.141              | Valid       |
| CP45                                       |                   | 0.569**            | 0.141              | Valid       |
| CP46                                       |                   | 0.559**            | 0.141              | Valid       |
| CP47                                       |                   | 0.601**            | 0.141              | Valid       |
| RA48                                       |                   | 0.569**            | 0.141              | Valid       |
| RA49                                       |                   | 0.559**            | 0.141              | Valid       |
| RA50                                       | 0.601**           | 0.141              | Valid              |             |

Thus, 49 declared valid items could then be used for reliability testing.

#### 4.1.2.2 Reliability

In this study, the calculation of the reliability of the MSME Performance instrument, Financial Literacy, Ability to Prepare

Financial Statements, and Use of E-Commerce variables used Cronbach's Alpha analysis technique. The results of the reliability test are presented in Table 4.2.

Table 4.2 Reliability Test Results

| Variable                                | Cronbach's Alpha | N of Items | Information   |
|---|------------------|------------|---------------|
| MSME Performance                        | 0.838            | 10         | Very Reliable |
| Financial Literacy                      | 0.878            | 10         | Very Reliable |
| Ability to Prepare Financial Statements | 0.839            | 15         | Very Reliable |
| Use of E-Commerce                       | 0.889            | 14         | Very Reliable |

The reliability analysis of the 49 analyzed items, as presented in Table 4.2, demonstrates that the instrument items utilized in this study exhibit a reliability coefficient exceeding 0.8. Hence, the instrument items are deemed to possess a commendable reliability coefficient, indicating a high level of reliability.

#### 4.1.3 Descriptive Statistic

Descriptive statistics are employed in this study to provide an overview of the main variables. The analytical approach includes calculating the mean (average), maximum value, minimum value, and standard deviation. The outcomes of the reliability test are presented in Table 4.3.

Table 4.3 Descriptive Statistics

| Variable                                | N   | Minimum | Maximum | Mean    | Std. Deviation |
|---|-----|---------|---------|---------|----------------|
| MSME Performance                        | 137 | 31.00   | 50.00   | 42.8248 | 4.57438        |
| Financial Literacy                      | 137 | 29.00   | 50.00   | 41.9489 | 4.96506        |
| Ability to Prepare Financial Statements | 137 | 33.00   | 75.00   | 54.3358 | 9.93751        |
| Use of E-Commerce                       | 137 | 34.00   | 70.00   | 58.3942 | 7.37380        |
| Valid N (listwise)                      | 137 |         |         |         |                |

Based on Table 4.3 can be explained several things as follows:

1. The minimum and maximum values of MSME Performance are 31.00 and 50.00, which means that the lowest evaluation of the data MSME performance is 31.00 and the highest is 50.00. The average value is 42.8248, which means that of all respondents who answered MSME performance, the average respondent assessed was 42.8248. The standard deviation of 4.57438 means that the size of the distribution of knowledge variable data is 4.57438 from 137 respondents.
2. Financial literacy has a minimum value of 29.00 and a maximum value of 50.00, which means that the lowest score for financial literacy is 29.00 and the highest is 50.00. The average value is 41.9489, which means that of all respondents who gave answers to financial literacy, the average respondent assessed 41.9489. The standard deviation of 4.96506 means that the size of the data distribution and financial literacy variables is 4.96506 from 137 respondents.

3. Ability to Prepare Financial Statements has a minimum value of 33.00 and a maximum value of 75.00, which means that the lowest score for Ability to Prepare Financial Statements is 33.00 and a maximum value of 75.00. The average value is 54.3358, which means that of all respondents who answered Ability to Prepare Financial Statements, the average respondent assessed 54.3358. The standard deviation of 9.93751 means that the size of the data distribution and financial literacy variables is 9.93751 from 137 respondents.
4. Use of E-Commerce has a minimum value of 34.00 and a maximum value of 70.00, which means that the lowest score for the use of E-Commerce is 34.00 and a maximum value of 70.00. The average value is 58.3942, which means that of all respondents who answered Use of E-Commerce, the average respondent assessed 58.3942. The standard deviation of 7.37380 means that the size of the data distribution and financial literacy variables is 7.37380 from 137 respondents.

#### **4.1.4 Description of the Results of the Classical Assumption**

##### **4.1.4.1 Normality Test**

The Skewness-Kurtosis technique uses the normality test on the MSME Performance, Financial Literacy, Ability to Prepare

Financial Statements, and Use of E-Commerce variables. The results of the skewness-kurtosis normality test can be seen in Table 4.4.

Table 4.4 Normality Skewness-Kurtosis Test

| Variable               | MSME Performance | Financial Literacy | Ability to Prepare Financial Statements | Use of E-Commerce |
|------------------------|------------------|--------------------|---|-------------------|
| Skewness               | -0.149           | -0.142             | -0.053                                  | -0.369            |
| Std. Error of Skewness | 0.207            | 0.207              | 0.207                                   | 0.207             |
| Z-Score Skewness       | -0.722           | -0.688             | -0.255                                  | -1.784            |
| Information            | (-0.0149/0.207)  | (-0.142/0.207)     | (-0.053/0.207)                          | (-0.369/0.207)    |
| Kurtosis               | Normal           | Normal             | Normal                                  | Normal            |
| Kurtosis               | -0.637           | -0.425             | -0.646                                  | -0.023            |
| Std. Error of Kurtosis | 0.411            | 0.411              | 0.411                                   | 0.411             |
| Z-Score Kurtosis       | -1.549           | -1.034             | -1.571                                  | -0.056            |
| Information            | (-0.637/0.411)   | (-0.425/0.411)     | (-0.646/0.411)                          | (-0.023/0.411)    |
| Information            | Normal           | Normal             | Normal                                  | Normal            |

In Table 4.4, the data is usually distributed. It is shown from the Z-Score Skewness and Z-Score Kurtosis of each variable, namely MSME Performance, Financial Literacy, Ability to Prepare Financial Statements, and Use of E-Commerce which range in value from -2 to 2.

#### 4.1.4.2 Linearity Test

The linearity test on the MSME Performance, Financial Literacy, Ability to Prepare Financial Statements, and Use of E-Commerce variables is based on the value of Sig. on the line Deviation

from Linearity. The results of the linearity test with deviation from linearity can be seen in Table 4.5.

Table 4.5 Linearity Deviation from Linearity Test

| Variable  | Deviation from Linearity | Information |
|---|--------------------------|-------------|
|   | Sig.                     |             |
| Financial literacy* MSME Performance                      | 0.727                    | Linear      |
| Ability to Prepare Financial Statements* MSME Performance | 0.834                    | Linear      |
| Use of E-Commerce* MSME Performance                       | 0.116                    | Linear      |

Table 4.5 shows that the data variables MSME Performance, Financial Literacy, Ability to Prepare Financial Statements, and Use of E-Commerce have a linear relationship because the value of Sig. on the line Deviation from Linearity  $> 0.05$ .

#### 4.1.4.3 Heteroscedasticity Test

The Park test uses the heteroscedasticity test on the MSME Performance, Financial Literacy, Ability to Prepare Financial Statements, and Use of E-Commerce variables. The results of the heteroscedasticity test with the Glejser test can be seen in Table 4.6.

Table 4.6 Heteroscedasticity Test Glejser Test

| Variable  | Sig.  | Information                     |
|---|-------|---------------------------------|
| Financial literacy* MSME Performance                      | 0.335 | There is no Heteroscedasticity. |
| Ability to Prepare Financial Statements* MSME Performance |       |                                 |
| Use of E-Commerce* MSME Performance                       |       |                                 |

Based on Table 4.6, it can be seen that the data variables MSME Performance, Financial Literacy, Ability to Prepare Financial Statements, and Use of E-Commerce do not occur heteroscedasticity because the value of Sig. > 0.05.

#### 4.1.4.4 Multicollinearity Test

The multicollinearity test on the MSME Performance, Financial Literacy, Ability to Prepare Financial Statements, and Use of E-Commerce variables use the V.I.F. (Variance Inflation Factor) technique. The results of the multicollinearity test with V.I.F. can be seen in Table 4.7.

Table 4.7 Multicollinearity VIF Test

| Variable  | Collinearity Statistics |        | Information                   |
|---|-------------------------|--------|-------------------------------|
|   | Tolerance               | V.I.F. |                               |
| Financial literacy* MSME Performance                      | 0.354                   | 2.824  | There is no Multicollinearity |
| Ability to Prepare Financial Statements* MSME Performance | 0.982                   | 1.019  |                               |
| Use of E-Commerce* MSME Performance                       | 0.355                   | 2.820  |                               |

Table 4.7 shows that the data variables Financial Literacy, Ability to Prepare Financial Statements, and Use of E-Commerce do not occur multicollinearity between independent variables because the Tolerance value is > 0.1 and the V.I.F. value is < 10.

#### 4.1.5 Research Hypothesis Test Results

The data analysis technique used to test the research hypothesis is multiple linear regression analysis. It is necessary to look at the F and Sig values to answer the research hypothesis. In the ANOVA table, determine the independent variable's influence on the dependent variable simultaneously. Meanwhile, the t value and Sig. in the Coefficients table partially determine the independent variable's influence on the dependent variable. The results of the research hypothesis test are shown in Table 4.8.

Table 4.8 Research Hypothesis Test Results

| Hypothesis     |   | Unstandardized Coefficients |            | Standardized Coefficients | t      | Sig.  | Result                    |
|----------------|---|-----------------------------|------------|---------------------------|--------|-------|---------------------------|
|                |   | B                           | Std. Error | Beta                      |        |       |                           |
| H <sub>1</sub> | Financial Literacy on MSME Performance                      | 0.132                       | 0.052      | 0.143                     | 2.217  | 0.013 | Supported by the data     |
| H <sub>2</sub> | Ability to Prepare Financial Statements on MSME Performance | -0.003                      | 0.016      | -0.007                    | -0.217 | 0.829 | Not supported by the data |
| H <sub>3</sub> | Use of E-Commerce on MSME Performance                       | 0.498                       | 0.035      | 0.803                     | 14.149 | 0.000 | Supported by the data     |

Next, the results of hypothesis testing in this study will be explained.



#### 4.1.5.1 Hypothesis 1

Based on the hypothesis testing results, it is known that the influence financial literacy variable on MSME performance has a regression coefficient value of 0.132 with a t value = 2,217 > 1,978 and a Sig. = 0.013 < 0.05. As a result, it can be concluded that the financial literacy variable positively and significantly influences MSME performance. Thus, the data support Hypothesis 1, which states that financial literacy positively influences MSME Performance.

#### 4.1.5.2 Hypothesis 2

The results of hypothesis testing show that the influence of the ability to prepare financial statements on MSME Performance has a regression coefficient value of -0.003 with a t value = -0.217 > 1.978 and a value of Sig. = 0.829 > 0.05. Therefore, the ability to prepare financial statements does not influence MSME Performance, and the data cannot support Hypothesis 2, which states that the ability to prepare financial statements positively influences MSME performance.

#### 4.1.5.3 Hypothesis 3

Based on the results of hypothesis testing, it is known that the influence of the use of e-commerce on MSME performance has a regression coefficient value of 0.498 with a t value = 14,149 > 1,978 and a Sig. = 0.000 < 0.05. Thus, the data support the use of e-commerce

positively and significantly influences MSME performance, and Hypothesis 3 states that e-commerce positively influences MSME performance.

## **4.2 Discussion**

### **4.2.1 The Influence of Financial Literacy on MSME Performance**

The results showed that financial literacy had a positive and significant influence on the performance of MSMEs. Financial literacy affects MSME performance because of the application of significant financial literacy in supporting MSME performance (Septiani & Wuryani, 2020). Financial literacy can help MSMEs acquire the knowledge and skills to make strategic business plans, financial goals, and investment decisions (Idawati & Pratama, 2020). The theory of planned behavior also suggests that intention directly influences the determinants of one's behavior in acting (Gahagho et al., 2021; Tani' & Dethan, 2022). Behavioral intentions to apply financial literacy skills motivate MSME actors to make the right decisions and manage the financial aspects of their business effectively, thus positively impacting MSME performance. Although this is contrary to research conducted by Fitria et al. (2020) which states that financial literacy has a negative and insignificant influence on the performance of MSMEs.

According to Hilmawati and Kusumaningtias (2021), MSME players with good financial literacy will be more careful in business

operations and more efficiently manage finances to optimize business performance. In this regard, the results of this study are also in line with research conducted by Agyapong and Attram (2019), Kulathunga et al. (2020), and Khasanah et al. (2021), which stated that financial literacy has a positive and significant influence on the performance of MSMEs.

#### **4.2.2 The Influence of the Ability to Prepare Financial Statements on MSME Performance**

Regarding hypothesis 2, the empirical evidence suggests that the data does not support the hypothesis. The ability to prepare financial statements does not influence MSME performance. The possible explanation for this result is the insufficient dissemination and familiarization of the guidelines provided by the Indonesian Institute of Accountants regarding the implementation of SAK EMKM (Accounting Standards for Micro, Small, and Medium Enterprises) in preparing financial statements for MSMEs. As a result, the knowledge and skills necessary to prepare financial statements under SAK EMKM are deficient, with MSMEs primarily relying on simplified accounting practices (Wibowo, 2022; Zerlina et al., 2023). In addition, the theory of planned behavior shows that intention directly influences the determinants of a person's behavior in action (Gahagho et al., 2021; Tani' & Dethan, 2022). Thus, the reason the ability to prepare financial statements does not affect the performance of MSMEs is due to the absence of the intention of MSME actors to apply financial statements in their business.

Wahid (2017) said that difficulty in measuring performance is one of the obstacles for entrepreneurs in evaluating their performance. MSME entrepreneurs focus greatly on their operational activities, so accounting records and financial reporting are often neglected. Operational performance evaluation is difficult without good accounting and financial reporting. In addition, according to Hani and Fauzi (2017), the cause of the ability to compile financial statements does not affect the performance of MSMEs for several reasons such as: 1) SMEs also think financial statements are too complicated to apply to their small businesses, 2) SMEs also find it difficult to set aside time to study financial statements because they think more about increasing sales turnover, 3) SMEs prioritize hereditary experience to run their business. In addition, Wibowo (2022) and Zerlina et al. (2023) also stated that the reason for the large number of MSME actors who do not prepare financial statements is because of the lack of knowledge and skills in preparing financial statements, according to SAK EMKM and the lack of socialization of the application of SAK EMKM, MSME actors are less familiar with it and only use simple accounting in preparing financial statements. This statement aligns with research conducted by Astriani (2019), which states that the ability to compile financial statements does not positively and significantly influence the performance of MSMEs.

On the other hand, several research results conducted by Wulandari et al. (2021) and Kamilan and Nurcholisah (2022) stated that the ability to compile financial statements has a positive and significant influence on the

performance of MSMEs. Nevertheless, in this study, the results showed that the variable of Ability to prepare financial reporting had no significant influence on the performance of SMEs. Thus, the variable Ability to Prepare Financial Statements does not influence MSME performance. o

#### **4.2.3 The Influence of the Use of E-Commerce on MSME Performance**

Based on the analysis conducted, it is evident that the empirical evidence substantiates hypothesis 3. That is, the use of e-commerce positively and significantly influences MSME performance. The use of e-commerce influences MSME performance because e-commerce services can make MSME business operations more efficient in marketing and daily activities. After all, it is done digitally, thereby increasing MSME performance (Karyati, 2019). They stated that without using e-commerce, it is believed that the MSME performance cannot increase due to weak marketing (Farida et al., 2019).

The theory of planned behavior also shows that intention directly influences the determinants of a person's behavior in action (Gahagho et al., 2021; Tani' & Dethan, 2022). To improve business performance in sales and marketing, MSME actors need to have the intention to take advantage of e-commerce services. The adoption of e-commerce provides benefits and convenience for MSME players to carry out sales and marketing of products digitally to improve MSME performance. On the other hand, using e-

commerce also offers various opportunities for MSME actors without spending more to improve work efficiency, both labor and time efficiency. Thus, MSME performance improvement can be achieved (Triandra et al., 2019).

In contrast to the statement above, Subagyo and Saraswati (2020) asserted that the use of e-commerce has a negative and insignificant impact on the performance of SMEs (Small and Medium-sized Enterprises). Subagyo and Saraswati (2020) also state that it was found that e-commerce did not influence the performance of MSME activists in Purbalingga. Thus, it can happen because there is still a lack of understanding and use that is not maximized, so it has not positively impacted the sales turnover obtained by MSME activists in Purbalingga. In this regard, the results of this study are also in line with research conducted by Khasanah et al. (2021) and Hussain et al. (2022), which stated that e-commerce usage had a positive and significant influence on MSME Performance.

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Conclusions

The following conclusions can be drawn from the data analysis and discussion.

1. Financial Literacy has a positive and significant influence on MSME Performance. Financial literacy can help MSME actors acquire the knowledge and skills they need to make strategic business plans, financial goals, and investment decisions to run business operations and manage finances more efficiently to optimize MSME performance.
2. The ability to prepare financial statements does not influence MSME's Performance. The ability to prepare financial statements does not influence the MSME's performance due to the absence of the intention of MSMEs actors to implement financial statements in their business. MSMEs actors who cannot prepare and compile good financial statements will experience difficulties in assessing the operational performance of MSMEs.
3. E-Commerce has a positive and significant influence on MSME's Performance. The utilization of e-commerce enhanced the MSME's Performance by enabling digital marketing, which in turn allowed MSMEs actors to reduce costs, improve work efficiency, and enhance overall performance.

#### 5.2 Implications

This study has the following research implications:

1. The study finding shows that financial literacy positively and significantly influences MSME performance and highlights the importance for MSME actors to enhance their performance by focusing on financial behavior indicators and offering guidance to employees to manage the financial aspects of their MSMEs effectively.
2. The study finding indicates that the ability to prepare financial statements does not influence MSME performance. Thus, can be attributed to the unawareness among MSMEs regarding the significance of creating financial statements. To enhance the performance of MSMEs, MSME actors need to prioritize numerical intelligence indicators and guide employees in generating accurate financial statements tailored to their individual numerical intelligence levels.
3. The study finding demonstrates that e-commerce significantly and positively influences MSME performance. Therefore, MSME actors must enhance their performance by focusing on indicators of convenience perception and providing guidance to employees on effectively utilizing e-commerce platforms for various business activities.

### **5.3 Limitations**

This research has several limitations that may affect the research results. These limitations are as follows:



1. The research instruments were distributed through a WhatsApp Group, which prevented researchers from directly supervising respondents while completing questionnaires via Google Forms. Consequently, the findings of this research may be susceptible to response bias, as researchers were unable to monitor the process and ensure accurate and unbiased answers from participants.
2. The intended research sample size was initially planned to include 212 respondents; however, only 137 respondents were successfully collected and included in the analysis for this research.

#### 5.4 Suggestions

The researcher provided the following suggestions regarding the above conclusions, implications, and limitations.

1. For the World of Education

This research can add insight and knowledge to accounting courses. Especially in explaining the influence of Financial Literacy, the Ability to Prepare Financial Statements, and the Use of E-Commerce on MSME Performance simultaneously and partially using the grounded theory "Theory of Planned Behavior."

2. For Future Research

This research provides a valuable scientific reference for future researchers seeking to examine the collective and individual influences of

Financial Literacy, the Ability to Prepare Financial Statements, and the Use of E-Commerce on MSME Performance. Moreover, any shortcomings identified in the research instruments can serve as valuable insights for improving and developing future research tools. Furthermore, during the data collection process, it is recommended to employ persuasive techniques to encourage respondents to willingly complete the distributed instruments, ensuring an adequate sample size for comprehensive data analysis.

### 3. For MSMEs

In the food and beverages sector, MSMEs must assess their performance by acquiring knowledge and implementing effective practices in preparing comprehensive financial statements and particularly essential as the ability to Prepare Financial Statements has been found to lack a positive and significant impact on MSME Performance. By utilizing and applying financial statements, MSME actors can leverage the information provided to make informed decisions regarding their business activities, expecting to enhance overall MSME Performance.

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## **APPENDICES**

## APPENDIX 1: Research Permit Letter



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Perihal : Permohonan untuk mengambil data penelitian

Kepada Yth.  
Pimpinan  
Dinas Koperasi, Usaha Kecil dan Menengah Kabupaten Sleman  
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Dengan hormat,  
Dengan ini kami sampaikan bahwa mahasiswa berikut ini:

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Alamat : Perum Cipta Griya Bersinar A4, Kalikotes, Klaten  
Program studi : Akuntansi Program Internasional

sedang menempuh skripsi dan perlu mengambil data pada institusi yang Bapak/Ibu pimpin. Penelitian mahasiswa tersebut berjudul **“THE INFLUENCE OF FINANCIAL LITERACY, ABILITY TO COMPILE FINANCIAL REPORTS, AND USE OF E-COMMERCE ON MSME PERFORMANCE”** di bawah bimbingan **Ibu Ayu Chairina Laksmi, SE., M.AppCom., M.Res., Ak., CA., Ph.D.** sebagai salah satu dosen pada Program Internasional, Fakultas Ekonomi, Universitas Islam Indonesia. Untuk itu, mohon bantuan Bapak untuk mempermudah mahasiswa tersebut dalam memperoleh data.

Kami bisa menjamin bahwa perolehan data hanya untuk keperluan menambah wawasan di bidang bisnis dan ekonomi sebagai syarat untuk menyelesaikan studi pada Program Internasional, Fakultas Bisnis dan Ekonomika, Universitas Islam Indonesia.

Demikian permohonan kami, atas bantuan dan kerja samanya kami mengucapkan terima kasih.

Hormat kami,



**Rifur Muhammad, S.E., M.Sc., Ph.D.**  
Ketua Program Studi Akuntansi Program Sarjana

## APPENDIX 2: Processing Data with SPSS Software

### Validity

| Correlations |                     |          |
|--------------|---------------------|----------|
|              |                     | SubTotal |
| BG1          | Pearson Correlation | .471**   |
|              | Sig. (2-tailed)     | 0,000    |
|              | N                   | 137      |
| BG2          | Pearson Correlation | .514**   |
|              | Sig. (2-tailed)     | 0,000    |
|              | N                   | 137      |
| BG3          | Pearson Correlation | .537**   |
|              | Sig. (2-tailed)     | 0,000    |
|              | N                   | 137      |
| BG4          | Pearson Correlation | .642**   |
|              | Sig. (2-tailed)     | 0,000    |
|              | N                   | 137      |
| CG5          | Pearson Correlation | .640**   |
|              | Sig. (2-tailed)     | 0,000    |
|              | N                   | 137      |
| CG6          | Pearson Correlation | .644**   |
|              | Sig. (2-tailed)     | 0,000    |
|              | N                   | 137      |
| CG7          | Pearson Correlation | .352**   |
|              | Sig. (2-tailed)     | 0,000    |
|              | N                   | 137      |
| BP8          | Pearson Correlation | .569**   |
|              | Sig. (2-tailed)     | 0,000    |
|              | N                   | 137      |
| BP9          | Pearson Correlation | .559**   |
|              | Sig. (2-tailed)     | 0,000    |
|              | N                   | 137      |
| BP10         | Pearson Correlation | .601**   |
|              | Sig. (2-tailed)     | 0,000    |
|              | N                   | 137      |
| FK11         | Pearson Correlation | .582**   |

|      |                     |        |
|------|---------------------|--------|
|      | Sig. (2-tailed)     | 0,000  |
|      | N                   | 137    |
| FK12 | Pearson Correlation | .532** |
|      | Sig. (2-tailed)     | 0,000  |
|      | N                   | 137    |
| FK13 | Pearson Correlation | .544** |
|      | Sig. (2-tailed)     | 0,000  |
|      | N                   | 137    |
| FK14 | Pearson Correlation | .545** |
|      | Sig. (2-tailed)     | 0,000  |
|      | N                   | 137    |
| FC15 | Pearson Correlation | .633** |
|      | Sig. (2-tailed)     | 0,000  |
|      | N                   | 137    |
| FC16 | Pearson Correlation | .438** |
|      | Sig. (2-tailed)     | 0,000  |
|      | N                   | 137    |
| FC17 | Pearson Correlation | .580** |
|      | Sig. (2-tailed)     | 0,000  |
|      | N                   | 137    |
| FS18 | Pearson Correlation | .561** |
|      | Sig. (2-tailed)     | 0,000  |
|      | N                   | 137    |
| FS19 | Pearson Correlation | .607** |
|      | Sig. (2-tailed)     | 0,000  |
|      | N                   | 137    |
| FS20 | Pearson Correlation | .538** |
|      | Sig. (2-tailed)     | 0,000  |
|      | N                   | 137    |
| VC21 | Pearson Correlation | .302** |
|      | Sig. (2-tailed)     | 0,000  |
|      | N                   | 137    |
| VC22 | Pearson Correlation | -0,051 |
|      | Sig. (2-tailed)     | 0,552  |
|      | N                   | 137    |
| NI23 | Pearson Correlation | .385** |
|      | Sig. (2-tailed)     | 0,000  |

|       |                     |        |
|-------|---------------------|--------|
|       | N                   | 137    |
| NI24  | Pearson Correlation | .326** |
|       | Sig. (2-tailed)     | 0,000  |
|       | N                   | 137    |
| NI25  | Pearson Correlation | .245** |
|       | Sig. (2-tailed)     | 0,004  |
|       | N                   | 137    |
| IR26  | Pearson Correlation | .262** |
|       | Sig. (2-tailed)     | 0,002  |
|       | N                   | 137    |
| IR27  | Pearson Correlation | .301** |
|       | Sig. (2-tailed)     | 0,000  |
|       | N                   | 137    |
| IR28  | Pearson Correlation | .371** |
|       | Sig. (2-tailed)     | 0,000  |
|       | N                   | 137    |
| DR29  | Pearson Correlation | .390** |
|       | Sig. (2-tailed)     | 0,000  |
|       | N                   | 137    |
| DR30  | Pearson Correlation | .317** |
|       | Sig. (2-tailed)     | 0,000  |
|       | N                   | 137    |
| PS31  | Pearson Correlation | .243** |
|       | Sig. (2-tailed)     | 0,004  |
|       | N                   | 137    |
| PS32  | Pearson Correlation | .326** |
|       | Sig. (2-tailed)     | 0,000  |
|       | N                   | 137    |
| VIS33 | Pearson Correlation | .251** |
|       | Sig. (2-tailed)     | 0,003  |
|       | N                   | 137    |
| VIS34 | Pearson Correlation | .323** |
|       | Sig. (2-tailed)     | 0,000  |
|       | N                   | 137    |
| MEM35 | Pearson Correlation | .415** |
|       | Sig. (2-tailed)     | 0,000  |
|       | N                   | 137    |

|       |                     |        |
|-------|---------------------|--------|
| MEM36 | Pearson Correlation | .454** |
|       | Sig. (2-tailed)     | 0,000  |
|       | N                   | 137    |
| FU37  | Pearson Correlation | .606** |
|       | Sig. (2-tailed)     | 0,000  |
|       | N                   | 137    |
| FU38  | Pearson Correlation | .611** |
|       | Sig. (2-tailed)     | 0,000  |
|       | N                   | 137    |
| FU39  | Pearson Correlation | .439** |
|       | Sig. (2-tailed)     | 0,000  |
|       | N                   | 137    |
| PU40  | Pearson Correlation | .480** |
|       | Sig. (2-tailed)     | 0,000  |
|       | N                   | 137    |
| PU41  | Pearson Correlation | .642** |
|       | Sig. (2-tailed)     | 0,000  |
|       | N                   | 137    |
| PU42  | Pearson Correlation | .640** |
|       | Sig. (2-tailed)     | 0,000  |
|       | N                   | 137    |
| PU43  | Pearson Correlation | .644** |
|       | Sig. (2-tailed)     | 0,000  |
|       | N                   | 137    |
| CP44  | Pearson Correlation | .352** |
|       | Sig. (2-tailed)     | 0,000  |
|       | N                   | 137    |
| CP45  | Pearson Correlation | .569** |
|       | Sig. (2-tailed)     | 0,000  |
|       | N                   | 137    |
| CP46  | Pearson Correlation | .559** |
|       | Sig. (2-tailed)     | 0,000  |
|       | N                   | 137    |
| CP47  | Pearson Correlation | .601** |
|       | Sig. (2-tailed)     | 0,000  |
|       | N                   | 137    |

|   |                     |        |
|---|---------------------|--------|
| RA48  | Pearson Correlation | .569** |
|   | Sig. (2-tailed)     | 0,000  |
|   | N                   | 137    |
| RA49  | Pearson Correlation | .559** |
|   | Sig. (2-tailed)     | 0,000  |
|   | N                   | 137    |
| RA50  | Pearson Correlation | .601** |
|   | Sig. (2-tailed)     | 0,000  |
|   | N                   | 137    |
| SubTotal  | Pearson Correlation | 1      |
|   | Sig. (2-tailed)     |        |
|   | N                   | 137    |
| ** . Correlation is significant at the 0.01 level (2-tailed). |                     |        |
| * . Correlation is significant at the 0.05 level (2-tailed).  |                     |        |

## Reliability

### *MSME Performance*

| Reliability Statistics |            |
|------------------------|------------|
| Cronbach's Alpha       | N of Items |
| .838                   | 10         |

### *Financial Literacy*

| Reliability Statistics |            |
|------------------------|------------|
| Cronbach's Alpha       | N of Items |
| .878                   | 10         |

### *Ability to Prepare Financial Statements*

| Reliability Statistics |            |
|------------------------|------------|
| Cronbach's Alpha       | N of Items |
| .839                   | 15         |

### *Use of E-Commerce*

| Reliability Statistics |            |
|------------------------|------------|
| Cronbach's Alpha       | N of Items |
| .889                   | 14         |

**Normality Test:***Skewness-Kurtosis*

|                           |         | <b>Statistics</b>   |                       |   |                       |
|---------------------------|---------|---------------------|-----------------------|---|-----------------------|
|                           |         | MSME<br>Performance | Financial<br>Literacy | Ability to Prepare<br>Financial<br>Statements | Use of E-<br>Commerce |
| N                         | Valid   | 137                 | 137                   | 137   | 137                   |
|                           | Missing | 0                   | 0                     | 0   | 0                     |
| Skewness                  |         | -.149               | -.142                 | -.053   | -.369                 |
| Std. Error of<br>Skewness |         | .207                | .207                  | .207  | .207                  |
| Kurtosis                  |         | -.637               | -.425                 | -.646   | -.023                 |
| Std. Error of<br>Kurtosis |         | .411                | .411                  | .411  | .411                  |





**Linearity Test***Deviation from Linearity*

| ANOVA Table                              |                |                          |                |     |             |         |      |
|--|----------------|--------------------------|----------------|-----|-------------|---------|------|
|  |                |                          | Sum of Squares | df  | Mean Square | F       | Sig. |
| MSME Performance *<br>Financial Literacy | Between Groups | (Combined)               | 1884.961       | 20  | 94.248      | 11.378  | .000 |
|  |                | Linearity                | 1762.389       | 1   | 1762.389    | 212.770 | .000 |
|  |                | Deviation from Linearity | 122.572        | 19  | 6.451       | .779    | .727 |
|  | Within Groups  |                          | 960.835        | 116 | 8.283       |         |      |
|  | Total          |                          | 2845.796       | 136 |             |         |      |

| ANOVA Table  |                |                          |                |     |             |       |      |
|--|----------------|--------------------------|----------------|-----|-------------|-------|------|
|  |                |                          | Sum of Squares | df  | Mean Square | F     | Sig. |
| MSME Performance *<br>Ability to Prepare<br>Financial Statements | Between Groups | (Combined)               | 561.320        | 33  | 17.010      | .767  | .806 |
|  |                | Linearity                | 36.282         | 1   | 36.282      | 1.636 | .204 |
|  |                | Deviation from Linearity | 525.038        | 32  | 16.407      | .740  | .834 |
|  | Within Groups  |                          | 2284.476       | 103 | 22.179      |       |      |
|  | Total          |                          | 2845.796       | 136 |             |       |      |

| ANOVA Table                             |                |                          |                |     |             |         |      |
|---|----------------|--------------------------|----------------|-----|-------------|---------|------|
|   |                |                          | Sum of Squares | df  | Mean Square | F       | Sig. |
| MSME Performance *<br>Use of E-Commerce | Between Groups | (Combined)               | 2502.743       | 26  | 96.259      | 30.866  | .000 |
|   |                | Linearity                | 2392.831       | 1   | 2392.831    | 767.263 | .000 |
|   |                | Deviation from Linearity | 109.912        | 25  | 4.396       | 1.410   | .116 |
|   | Within Groups  |                          | 343.052        | 110 | 3.119       |         |      |
|   | Total          |                          | 2845.796       | 136 |             |         |      |

### Multicollinearity Test

#### Glejser Test

| ANOVA <sup>a</sup>  |            |                |     |             |       |                   |
|---|------------|----------------|-----|-------------|-------|-------------------|
| Model   |            | Sum of Squares | df  | Mean Square | F     | Sig.              |
| 1   | Regression | 4.434          | 3   | 1.478       | 1.141 | .335 <sup>b</sup> |
|   | Residual   | 172.256        | 133 | 1.295       |       |                   |
|   | Total      | 176.690        | 136 |             |       |                   |
| a. Dependent Variable: Absolut Residue  |            |                |     |             |       |                   |
| b. Predictors: (Constant), Use of E-Commerce, Ability to Prepare Financial Statements, Financial Literacy |            |                |     |             |       |                   |

### Heteroscedasticity Test

VIF

| Coefficients <sup>a</sup> |   |                             |            |                           |        |      |                         |       |
|---------------------------|---|-----------------------------|------------|---------------------------|--------|------|-------------------------|-------|
| Model                     |   | Unstandardized Coefficients |            | Standardized Coefficients | t      | Sig. | Collinearity Statistics |       |
|                           |   | B                           | Std. Error | Beta                      |        |      | Tolerance               | VIF   |
| 1                         | (Constant)                              | 8.392                       | 1.505      |                           | 5.577  | .000 |                         |       |
|                           | Financial Literacy                      | .132                        | .052       | .143                      | 2.517  | .013 | .354                    | 2.824 |
|                           | Ability to Prepare Financial Statements | -.003                       | .016       | -.007                     | -.217  | .829 | .982                    | 1.019 |
|                           | Use of E-Commerce                       | .498                        | .035       | .803                      | 14.149 | .000 | .355                    | 2.820 |

a. Dependent Variable: MSME Performance

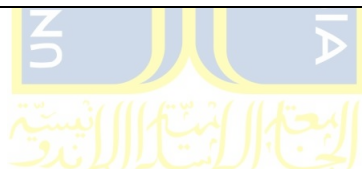
### Multiple Linear Regression

| Model Summary |                   |          |                   |                            |
|---------------|-------------------|----------|-------------------|----------------------------|
| Model         | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1             | .921 <sup>a</sup> | .848     | .845              | 1.80297                    |

a. Predictors: (Constant), Use of E-Commerce, Ability to Prepare Financial Statements, Financial Literacy

| ANOVA <sup>a</sup>  |            |                |     |             |         |                   |
|---|------------|----------------|-----|-------------|---------|-------------------|
| Model   |            | Sum of Squares | df  | Mean Square | F       | Sig.              |
| 1   | Regression | 2413.454       | 3   | 804.485     | 247.481 | .000 <sup>b</sup> |
|   | Residual   | 432.342        | 133 | 3.251       |         |                   |
|   | Total      | 2845.796       | 136 |             |         |                   |
| a. Dependent Variable: MSME Performance   |            |                |     |             |         |                   |
| b. Predictors: (Constant), Use of E-Commerce, Ability to Prepare Financial Statements, Financial Literacy |            |                |     |             |         |                   |

| Coefficients <sup>a</sup>               |   |                             |            |                           |        |      |
|---|---|-----------------------------|------------|---------------------------|--------|------|
| Model                                   |   | Unstandardized Coefficients |            | Standardized Coefficients | t      | Sig. |
|   |   | B                           | Std. Error | Beta                      |        |      |
| 1                                       | (Constant)                              | 8.392                       | 1.505      |                           | 5.577  | .000 |
|   | Financial Literacy                      | .132                        | .052       | .143                      | 2.517  | .013 |
|   | Ability to Prepare Financial Statements | -.003                       | .016       | -.007                     | -.217  | .829 |
|   | Use of E-Commerce                       | .498                        | .035       | .803                      | 14.149 | .000 |
| a. Dependent Variable: MSME Performance |   |                             |            |                           |        |      |



## APPENDIX 3: Google Form Questionnaire

19/07/23, 16.44

KUESIONER PENELITIAN Pengaruh Literasi Keuangan, Kemampuan Menyusun Laporan Keuangan, dan Penggunaan E-Co...

### **KUESIONER PENELITIAN Pengaruh Literasi Keuangan, Kemampuan Menyusun Laporan Keuangan, dan Penggunaan E-Commerce Terhadap Kinerja UMKM**

Assalamualaikum warahmatullahi wabarokatuhu.

Perkenalkan nama saya Eigha Aprilia S, mahasiswa S1 Akuntansi Universitas Islam Indonesia. Saya memohon bantuan bapak/ibu selaku Pelaku UMKM di bidang kuliner untuk mengisi kuisisioner ini. Penyebaran kuisisioner ini bertujuan untuk pelaksanaan penelitian untuk Mengetahui Pengaruh Literasi Keuangan, Kemampuan Menyusun Laporan Keuangan, dan Penggunaan E-Commerce Terhadap Kinerja UMKM. Data tersebut nantinya digunakan untuk bahan penulisan Skripsi. Oleh sebab itu, saya memohon kesediaan bapak/ibu untuk memberikan jawaban sesuai dengan kondisi yang Anda rasakan, bukan kondisi yang Anda harapkan. Sebagai peneliti, saya akan menjaga kerahasiaan tentang identitas bapak/ibu. Atas perhatian dan kesediaan bapak/ibu dalam pengisian kuisisioner ini, saya ucapkan terima kasih.

NB:

1. Dapatkan uang sejumlah Rp 50.000 bagi 10 responden yang beruntung.
2. Pengundian hadiah: Sabtu, 8 April 2023 Pukul 10.00 WIB.

\* Indicates required question

#### **IDENTITAS RESPONDEN**

1. **Nama \***

---

2. **Jenis Kelamin \***

*Mark only one oval.*

Laki-Laki

Perempuan

3. **Nama Usaha \***

---

4. **Alamat Usaha \***

---

---

---

---

---

5. **Nomor Whatsapp \***

---

**KINERJA UMKM**6. **UMKM saya mengalami peningkatan usaha setiap bulannya \***

*Mark only one oval.*

Sangat Setuju

Setuju

Kurang Setuju

Tidak Setuju

Sangat Tidak Setuju

19/07/23, 16.44

KUESIONER PENELITIAN Pengaruh Literasi Keuangan, Kemampuan Menyusun Laporan Keuangan, dan Penggunaan E-Co...

## 7. UMKM saya mengalami peningkatan penjualan setiap bulannya \*

*Mark only one oval.*

- Sangat Setuju
- Setuju
- Kurang Setuju
- Tidak Setuju
- Sangat Tidak Setuju

## 8. Jumlah karyawan yang saya miliki setiap tahunnya mengalami peningkatan karena pekerjaan semakin banyak \*

*Mark only one oval.*

- Sangat Setuju
- Setuju
- Kurang Setuju
- Tidak Setuju
- Sangat Tidak Setuju

## 9. Modal usaha yang saya miliki mengalami peningkatan setiap bulannya \*

*Mark only one oval.*

- Sangat Setuju
- Setuju
- Kurang Setuju
- Tidak Setuju
- Sangat Tidak Setuju

19/07/23, 16.44 KUESIONER PENELITIAN Pengaruh Literasi Keuangan, Kemampuan Menyusun Laporan Keuangan, dan Penggunaan E-Co...

10. UMKM saya mengalami peningkatan jumlah konsumen setiap bulannya \*

*Mark only one oval.*

- Sangat Setuju  
 Setuju  
 Kurang Setuju  
 Tidak Setuju  
 Sangat Tidak Setuju

11. UMKM saya mengalami penurunan jumlah konsumen setiap bulannya \*

*Mark only one oval.*

- Sangat Setuju  
 Setuju  
 Kurang Setuju  
 Tidak Setuju  
 Sangat Tidak Setuju

12. Permintaan akan produk terus mengalami peningkatan baik dari konsumen yang berasal dari dalam daerah tetapi juga luar daerah \*

*Mark only one oval.*

- Sangat Setuju  
 Setuju  
 Kurang Setuju  
 Tidak Setuju  
 Sangat Tidak Setuju



19/07/23, 16.44 KUESIONER PENELITIAN Pengaruh Literasi Keuangan, Kemampuan Menyusun Laporan Keuangan, dan Penggunaan E-Co...

13. Saya mampu memperoleh kenaikan laba usaha \*

*Mark only one oval.*

- Sangat Setuju  
 Setuju  
 Kurang Setuju  
 Tidak Setuju  
 Sangat Tidak Setuju

14. Keuntungan laba usaha dari kegiatan UMKM mengalami peningkatan setiap bulan \*

*Mark only one oval.*

- Sangat Setuju  
 Setuju  
 Kurang Setuju  
 Tidak Setuju  
 Sangat Tidak Setuju

15. Keuntungan laba usaha dari kegiatan UMKM mengalami fluakuatif setiap bulan \*

*Mark only one oval.*

- Sangat Setuju  
 Setuju  
 Kurang Setuju  
 Tidak Setuju  
 Sangat Tidak Setuju

19/07/23, 16.44 KUESIONER PENELITIAN Pengaruh Literasi Keuangan, Kemampuan Menyusun Laporan Keuangan, dan Penggunaan E-Co...

16. Saya memiliki pengetahuan terkait cara mengelola keuangan yang efektif \*

*Mark only one oval.*

- Sangat Setuju  
 Setuju  
 Kurang Setuju  
 Tidak Setuju  
 Sangat Tidak Setuju

17. Saya memiliki pengetahuan tentang asuransi, tabungan, pinjaman, dan investasi usaha \*

*Mark only one oval.*

- Sangat Setuju  
 Setuju  
 Kurang Setuju  
 Tidak Setuju  
 Sangat Tidak Setuju

18. Saya memiliki pengetahuan yang diperlukan untuk dapat menganalisis kinerja keuangan UMKM secara berkala \*

*Mark only one oval.*

- Sangat Setuju  
 Setuju  
 Kurang Setuju  
 Tidak Setuju  
 Sangat Tidak Setuju

19/07/23, 16.44 KUESIONER PENELITIAN Pengaruh Literasi Keuangan, Kemampuan Menyusun Laporan Keuangan, dan Penggunaan E-Co...

19. Saya memiliki pengetahuan untuk mengatasi kendala yang saya \*  
hadapi ketika melakukan transaksi keuangan

*Mark only one oval.*

- Sangat Setuju  
 Setuju  
 Kurang Setuju  
 Tidak Setuju  
 Sangat Tidak Setuju

20. Saya melakukan pencatatan transaksi keuangan UMKM \*

*Mark only one oval.*

- Sangat Setuju  
 Setuju  
 Kurang Setuju  
 Tidak Setuju  
 Sangat Tidak Setuju

21. Saya melakukan bimbingan kepada karyawan agar dapat \*  
mengelola keuangan UMKM dengan baik

*Mark only one oval.*

- Sangat Setuju  
 Setuju  
 Kurang Setuju  
 Tidak Setuju  
 Sangat Tidak Setuju

19/07/23, 16.44 KUESIONER PENELITIAN Pengaruh Literasi Keuangan, Kemampuan Menyusun Laporan Keuangan, dan Penggunaan E-Co...

22. Saya membuat anggaran keuangan untuk kegiatan bisnis UMKM \*

*Mark only one oval.*

- Sangat Setuju  
 Setuju  
 Kurang Setuju  
 Tidak Setuju  
 Sangat Tidak Setuju

23. Saya melakukan target perencanaan kegiatan bisnis UMKM ke depan \*

*Mark only one oval.*

- Sangat Setuju  
 Setuju  
 Kurang Setuju  
 Tidak Setuju  
 Sangat Tidak Setuju

24. Saya dapat mengatur strategi agar dapat meminimalisir risiko keuangan dalam menjalankan kegiatan bisnis UMKM \*

*Mark only one oval.*

- Sangat Setuju  
 Setuju  
 Kurang Setuju  
 Tidak Setuju  
 Sangat Tidak Setuju

19/07/23, 16.44

KUESIONER PENELITIAN Pengaruh Literasi Keuangan, Kemampuan Menyusun Laporan Keuangan, dan Penggunaan E-Co...

25. Saya berani mengambil risiko dalam pengambilan keputusan keuangan bisnis UMKM \*

*Mark only one oval.*

- Sangat Setuju
- Setuju
- Kurang Setuju
- Tidak Setuju
- Sangat Tidak Setuju

### KEMAMPUAN MENYUSUN LAPORAN KEUANGAN

26. Pemahaman yang baik dapat menyelesaikan tugas sesuai target yang ditentukan \*

*Mark only one oval.*

- Sangat Setuju
- Setuju
- Kurang Setuju
- Tidak Setuju
- Sangat Tidak Setuju

19/07/23, 16.44

KUESIONER PENELITIAN Pengaruh Literasi Keuangan, Kemampuan Menyusun Laporan Keuangan, dan Penggunaan E-Co...

27. Pekerjaan dapat diselesaikan hanya dengan membaca dan mendengarkan \*

*Mark only one oval.*

- Sangat Setuju  
 Setuju  
 Kurang Setuju  
 Tidak Setuju  
 Sangat Tidak Setuju

28. Kecerdasan numerik karyawan dapat memberikan hasil pekerjaan yang berkualitas dan berkuantitas \*

*Mark only one oval.*

- Sangat Setuju  
 Setuju  
 Kurang Setuju  
 Tidak Setuju  
 Sangat Tidak Setuju

29. Tingkat kecerdasan numerik dapat mempengaruhi seseorang bekerja secara efektif dan efisien dalam menyusun laporan keuangan \*

*Mark only one oval.*

- Sangat Setuju  
 Setuju  
 Kurang Setuju  
 Tidak Setuju  
 Sangat Tidak Setuju

19/07/23, 16.44 KUESIONER PENELITIAN Pengaruh Literasi Keuangan, Kemampuan Menyusun Laporan Keuangan, dan Penggunaan E-Co...

30. Setiap orang memiliki tingkat kecerdasan numerik yang berbeda-beda \*

*Mark only one oval.*

- Sangat Setuju  
 Setuju  
 Kurang Setuju  
 Tidak Setuju  
 Sangat Tidak Setuju

31. Seseorang mampu menyelesaikan masalah secara logis \*

*Mark only one oval.*

- Sangat Setuju  
 Setuju  
 Kurang Setuju  
 Tidak Setuju  
 Sangat Tidak Setuju

32. Mengurutkan masalah dapat menyelesaikan pekerjaan dengan cepat \*

*Mark only one oval.*

- Sangat Setuju  
 Setuju  
 Kurang Setuju  
 Tidak Setuju  
 Sangat Tidak Setuju

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KUESIONER PENELITIAN Pengaruh Literasi Keuangan, Kemampuan Menyusun Laporan Keuangan, dan Penggunaan E-Co...

33. Kesalahan menyusun laporan keuangan mempengaruhi suatu hasil usaha \*

*Mark only one oval.*

- Sangat Setuju  
 Setuju  
 Kurang Setuju  
 Tidak Setuju  
 Sangat Tidak Setuju

34. Menggunakan logika dapat menilai mana yang salah dan benar \*

*Mark only one oval.*

- Sangat Setuju  
 Setuju  
 Kurang Setuju  
 Tidak Setuju  
 Sangat Tidak Setuju

35. Argumentasi yang logis dapat memberikan komunikasi yang baik \* dengan atasan

*Mark only one oval.*

- Sangat Setuju  
 Setuju  
 Kurang Setuju  
 Tidak Setuju  
 Sangat Tidak Setuju



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KUESIONER PENELITIAN Pengaruh Literasi Keuangan, Kemampuan Menyusun Laporan Keuangan, dan Penggunaan E-Co...

36. Kecepatan untuk mengenali persamaan secara cepat dan tepat memberikan nilai tambah untuk dirinya \*

*Mark only one oval.*

- Sangat Setuju  
 Setuju  
 Kurang Setuju  
 Tidak Setuju  
 Sangat Tidak Setuju

37. Pekerjaan dapat diselesaikan dengan baik apabila memiliki keahlian \*

*Mark only one oval.*

- Sangat Setuju  
 Setuju  
 Kurang Setuju  
 Tidak Setuju  
 Sangat Tidak Setuju

38. Kemampuan dalam membayangkan suatu objek dapat memudahkan seseorang dalam menyusun laporan keuangan \*

*Mark only one oval.*

- Sangat Setuju  
 Setuju  
 Kurang Setuju  
 Tidak Setuju  
 Sangat Tidak Setuju

## 39. Laporan keuangan disusun sesuai dengan letak posisi keuangan \*

*Mark only one oval.*

- Sangat Setuju  
 Setuju  
 Kurang Setuju  
 Tidak Setuju  
 Sangat Tidak Setuju

## 40. Daya ingat yang baik dapat menyelesaikan tugas dengan cepat dan tepat \*

*Mark only one oval.*

- Sangat Setuju  
 Setuju  
 Kurang Setuju  
 Tidak Setuju  
 Sangat Tidak Setuju

## 41. Kejadian dimasa lalu dapat menjadi pelajaran bagi karyawan untuk melakukan pekerjaan dengan baik \*

*Mark only one oval.*

- Sangat Setuju  
 Setuju  
 Kurang Setuju  
 Tidak Setuju  
 Sangat Tidak Setuju

**PENGUNAAN E-COMMERCE**

Contoh e-commerce: Shopee, Tokopedia, Lazada, Bukalapak, dll

42. Menggunakan e-commerce sudah menjadi bagian dari keseharian saya. \*

Contoh e-commerce: Shopee, Tokopedia, Lazada, Bukalapak, dll

*Mark only one oval.*

- Sangat Setuju  
 Setuju  
 Kurang Setuju  
 Tidak Setuju  
 Sangat Tidak Setuju

43. Saya terbiasa berjualan secara konvensional dibandingkan menggunakan e-commerce \*

*Mark only one oval.*

- Sangat Setuju  
 Setuju  
 Kurang Setuju  
 Tidak Setuju  
 Sangat Tidak Setuju

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KUESIONER PENELITIAN Pengaruh Literasi Keuangan, Kemampuan Menyusun Laporan Keuangan, dan Penggunaan E-Co...

44. Saya rutin menggunakan e-commerce karena transaksi perdagangan dengan konsumen dapat dilakukan dimana saja dan kapan saja \*

*Mark only one oval.*

- Sangat Setuju  
 Setuju  
 Kurang Setuju  
 Tidak Setuju  
 Sangat Tidak Setuju

45. Penggunaan e-commerce meningkatkan performa dalam mengatur transaksi jual beli dengan konsumen \*

*Mark only one oval.*

- Sangat Setuju  
 Setuju  
 Kurang Setuju  
 Tidak Setuju  
 Sangat Tidak Setuju

46. Penggunaan e-commerce meningkatkan produktivitas dalam transaksi jual beli dengan konsumen \*

*Mark only one oval.*

- Sangat Setuju  
 Setuju  
 Kurang Setuju  
 Tidak Setuju  
 Sangat Tidak Setuju

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KUESIONER PENELITIAN Pengaruh Literasi Keuangan, Kemampuan Menyusun Laporan Keuangan, dan Penggunaan E-Co...

47. Penggunaan e-commerce meningkatkan efektivitas dalam mengatur transaksi jual beli \*

*Mark only one oval.*

- Sangat Setuju  
 Setuju  
 Kurang Setuju  
 Tidak Setuju  
 Sangat Tidak Setuju

48. Saya tidak merasakan dampak penggunaan e-commerce terhadap UMKM yang saya miliki \*

*Mark only one oval.*

- Sangat Setuju  
 Setuju  
 Kurang Setuju  
 Tidak Setuju  
 Sangat Tidak Setuju

49. Menurut saya penggunaan e-commerce mudah dipelajari \*

*Mark only one oval.*

- Sangat Setuju  
 Setuju  
 Kurang Setuju  
 Tidak Setuju  
 Sangat Tidak Setuju

19/07/23, 16.44 KUESIONER PENELITIAN Pengaruh Literasi Keuangan, Kemampuan Menyusun Laporan Keuangan, dan Penggunaan E-Co...

50. Saya merasa e-commerce mudah digunakan \*

*Mark only one oval.*

- Sangat Setuju  
 Setuju  
 Kurang Setuju  
 Tidak Setuju  
 Sangat Tidak Setuju

51. Saya mahir dalam menggunakan e-commerce \*

*Mark only one oval.*

- Sangat Setuju  
 Setuju  
 Kurang Setuju  
 Tidak Setuju  
 Sangat Tidak Setuju

52. Saya merasakan kemudahan dalam mengatur kegiatan bisnis UMKM dengan e-commerce \*

*Mark only one oval.*

- Sangat Setuju  
 Setuju  
 Kurang Setuju  
 Tidak Setuju  
 Sangat Tidak Setuju

19/07/23, 16.44

KUESIONER PENELITIAN Pengaruh Literasi Keuangan, Kemampuan Menyusun Laporan Keuangan, dan Penggunaan E-Co...

53. Penggunaan e-commerce meningkatkan perdagangan karena menawarkan efisiensi waktu dalam melayani konsumen \*

*Mark only one oval.*

- Sangat Setuju  
 Setuju  
 Kurang Setuju  
 Tidak Setuju  
 Sangat Tidak Setuju

54. Penggunaan e-commerce meningkatkan efisiensi biaya operasional pada UMKM milik saya \*

*Mark only one oval.*

- Sangat Setuju  
 Setuju  
 Kurang Setuju  
 Tidak Setuju  
 Sangat Tidak Setuju

55. Penggunaan e-commerce meningkatkan efisiensi sumber daya manusia di UMKM yang saya miliki \*

*Mark only one oval.*

- Sangat Setuju  
 Setuju  
 Kurang Setuju  
 Tidak Setuju  
 Sangat Tidak Setuju