



The Role of the Financial Services Authority of East and North Kalimantan in Improving Islamic Financial Literacy in East Kalimantan

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Article Info

Article history:

Received Jul 3, 2026

Revised Sep 14, 2026

Accepted Sep 22, 2026

Published Oct 1, 2026

Keywords:

East Kalimantan;
Financial Services
Authority;
Islamic Finance;
Islamic Financial Literacy;
Kaltimtara.

Abstract

Purpose: This study aims to analyze the role of the Financial Services Authority (OJK) of East and North Kalimantan (Kaltimtara) in improving Islamic financial literacy in East Kalimantan, identify its strategies, and examine the challenges encountered. Although previous studies have examined the role of OJK in promoting Islamic financial literacy, studies specifically examining the role, strategies, and challenges of OJK Kaltimtara in the regional context of East Kalimantan remain limited. **Methodology:** This study employed a qualitative descriptive approach. Data were collected through observation, semi-structured interviews, documentation, and literature review. Informants included OJK Kaltimtara officials, participants of Islamic financial literacy programs, and members of the public. Data were analyzed using the Miles and Huberman interactive model, including data reduction, data display, and conclusion drawing. **Findings:** OJK Kaltimtara performs three strategic roles: regulator, facilitator, and coordinator. It promotes Islamic financial literacy through educational programs, digital literacy campaigns, and collaboration with local governments, educational institutions, Islamic boarding schools, Islamic financial institutions, and MSMEs. The novelty of this study lies in its regional analysis of OJK Kaltimtara by examining its roles, strategies, and challenges simultaneously in the context of Islamic financial literacy in East Kalimantan. These findings indicate the need for adaptive, sustainable, and locally oriented strategies to optimize the improvement of Islamic financial literacy in East Kalimantan.

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A. Introduction

The rapid development of Indonesia's financial sector, driven by digital transformation and increasing public participation in formal financial services, has created both opportunities and challenges (Otoritas Jasa Keuangan, 2025). Alongside the expansion of financial technology and financial products, the need for adequate financial literacy has become increasingly important (Fitria et al., 2025). Financial literacy enables individuals to understand financial products, evaluate potential risks, and make informed financial decisions that contribute to both individual welfare and national economic stability. Therefore, improving financial literacy has become one of the strategic priorities in Indonesia's financial development agenda.

Islamic financial literacy constitutes a specific dimension of financial literacy that emphasizes the understanding of Islamic financial principles, products, and services (Khairunnisa, 2020). Beyond knowledge of Islamic contracts and financial instruments, Islamic financial literacy also encompasses attitudes and financial behavior that align with Islamic values (Firdausi & Kasri, 2022). Although Indonesia has experienced remarkable growth in the Islamic financial industry, public understanding of Islamic financial products remains relatively limited compared to conventional financial products (Hayati & Pertiwi, 2025). This imbalance indicates that the expansion of Islamic financial institutions has not yet been accompanied by an equivalent increase in public literacy regarding Islamic finance.

According to the National Survey of Financial Literacy and Inclusion (SNLIK) 2024, the Islamic financial literacy index remains considerably lower than the overall financial literacy index (Otoritas Jasa Keuangan, 2025). Likewise, the Islamic financial inclusion rate is still relatively low despite continuous growth in Islamic banking, Islamic capital markets, and other Islamic financial services (Harahap et al., 2025). These findings demonstrate that improving literacy is essential to encourage broader utilization of Islamic financial products and strengthen the development of the Islamic financial ecosystem.

East Kalimantan represents a strategic region for the development of Islamic finance, particularly following its designation as the supporting area for Indonesia's new capital city (IKN). Rapid economic growth, increasing investment, and expanding business activities have generated greater demand for financial services. Nevertheless, despite the province's high level of financial inclusion, the market share of Islamic financial institutions remains relatively limited. This condition suggests that public understanding of Islamic financial products has not developed proportionally with regional economic growth (Otoritas Jasa Keuangan, 2021).

As the authority responsible for regulating, supervising, educating, and protecting consumers in the financial services sector, the Financial Services Authority (OJK) plays a strategic role in strengthening financial literacy throughout Indonesia. Through the implementation of the National Strategy for Indonesian Financial Literacy (SNLKI), the Islamic Finance Development Roadmap, and various regional educational programs, OJK seeks to improve public awareness of financial products, including those based on Islamic principles. At the regional level, OJK Kaltimara implements these national policies through seminars, workshops, digital literacy campaigns, and collaborative programs involving local governments, educational institutions, Islamic boarding schools, Islamic financial institutions, and community organizations (Otoritas Jasa Keuangan, 2021, 2023).

Several previous studies have reported that OJK's financial literacy programs contribute positively to increasing public knowledge of Islamic finance (Anita et al., 2024). However, previous studies have generally examined OJK's role through educational activities and literacy outcomes, while the relationship between institutional roles, strategy implementation, and challenges in delivering Islamic financial literacy programs

has received less attention (Harahap et al., 2025). In addition, studies focusing specifically on OJK Kaltimara and the regional context of East Kalimantan remain limited, particularly in relation to the province's wide geographical area and ongoing economic transformation associated with the development of the new capital city (IKN).

This study addresses this research gap by analyzing the role of OJK Kaltimara in improving Islamic financial literacy from three institutional perspectives: regulator, facilitator, and coordinator (Firdausi & Kasri, 2022). Furthermore, the study explores the strategies implemented by OJK Kaltimara and identifies the challenges encountered in delivering Islamic financial literacy programs across East Kalimantan (Hayati & Pertiwi, 2025). The novelty of this study lies in examining these three dimensions simultaneously within the regional context of East Kalimantan, thereby providing a more comprehensive understanding of how OJK Kaltimara carries out its institutional role, implements literacy strategies, and responds to challenges in improving Islamic financial literacy. The findings are expected to contribute both theoretically to the literature on Islamic financial literacy and institutionally by providing recommendations for strengthening financial literacy policies in regional contexts.

B. Method

This study employed a qualitative research method using a descriptive approach to obtain an in-depth understanding of the role of the Financial Services Authority (OJK) Kaltimara in improving Islamic financial literacy in East Kalimantan. A qualitative approach was selected because it enables researchers to explore social phenomena comprehensively and interpret participants' experiences and perspectives within their natural settings (Creswell & Creswell, 2023). The research was conducted at the Regional Office of the Financial Services Authority (OJK) of East and North Kalimantan (Kaltimara). Informants were selected purposively based on their involvement in the implementation of Islamic financial literacy programs. The participants consisted of OJK Kaltimara officials responsible for financial education activities, participants who attended Islamic financial literacy programs, and members of the community who became the target of these educational activities. In total, eight informants participated in this study, consisting of one OJK Kaltimara official involved in financial literacy activities, five participants who had attended OJK-related Islamic financial literacy programs, and two members of the general public in East Kalimantan. The OJK official was selected to provide institutional information regarding OJK Kaltimara's roles, strategies, and challenges, while the program participants and members of the general public were selected to provide perspectives on the implementation and understanding of Islamic financial literacy activities.

Data were collected through four techniques: observation, semi-structured interviews, documentation, and literature review. Observation was conducted to understand the implementation of literacy programs directly. Semi-structured interviews were carried out to obtain comprehensive information regarding OJK's institutional role, strategies, and challenges in improving Islamic financial literacy. Documentation included institutional reports, official publications, educational materials, photographs, and other relevant documents, while literature review was used to strengthen the theoretical foundation and support data interpretation (Creswell & Creswell, 2023).

The credibility of the research findings was ensured through source triangulation and technique triangulation by comparing information obtained from different informants and various methods of data collection. This process enhanced the validity and reliability of the research findings (Creswell & Creswell, 2023). Data analysis followed the interactive model developed by Miles and Huberman, consisting of three stages: data reduction, data display, and conclusion drawing or verification. During data reduction, interview transcripts and field notes were organized according to the research objectives.

Subsequently, the data were systematically presented to facilitate interpretation. Finally, conclusions were drawn continuously throughout the analysis process and verified using supporting evidence obtained from interviews, observations, and documentation to ensure the consistency and trustworthiness of the findings (Miles et al., 2020).

C. Results and Discussion

1. Results

The Role of OJK Kaltimara in Strengthening Islamic Financial Literacy

The findings indicate that OJK Kaltimara plays a strategic role in improving Islamic financial literacy in East Kalimantan through three institutional functions, namely as a regulator, facilitator, and coordinator. These roles are implemented in accordance with the institutional mandate of the Financial Services Authority to regulate, supervise, educate, and protect consumers in the financial services sector. The implementation of these functions demonstrates that improving Islamic financial literacy requires not only regulatory instruments but also continuous educational activities and collaboration among various stakeholders (Otoritas Jasa Keuangan, 2021).

As a regulator, OJK Kaltimara implements national policies formulated by the Financial Services Authority through various regional literacy programs. The implementation of these programs refers to the National Strategy for Indonesian Financial Literacy (SNLKI) 2021–2025, the Islamic Finance Development Roadmap, and other regulations governing consumer education and financial inclusion. This finding is in line with OJK's policy framework, which positions financial literacy as an important component of consumer protection and financial inclusion (Otoritas Jasa Keuangan, 2021). These policy instruments provide guidance for regional offices in designing educational programs tailored to local characteristics. The research findings show that OJK Kaltimara does not formulate independent regional regulations but translates national policies into various educational activities adapted to the characteristics of East Kalimantan. Considering the province's vast geographical area and diverse demographic conditions, literacy programs are designed to reach different segments of society, including students, university students, MSMEs, religious communities, and the general public (Otoritas Jasa Keuangan, 2021, 2023).

In carrying out its regulatory function, OJK Kaltimara also ensures that Islamic financial literacy programs are aligned with broader objectives of consumer protection and financial inclusion (Otoritas Jasa Keuangan, 2021). Educational materials are not limited to introducing Islamic financial products but also emphasize the principles of Islamic finance, consumer rights and obligations, financial risk awareness, and the importance of making informed financial decisions (S & Lestari, 2022). These findings indicate that the regulatory role of OJK Kaltimara extends beyond the issuance and implementation of policies. The institution also functions as a policy implementer capable of adapting national programs to regional conditions, thereby improving the effectiveness of Islamic financial literacy initiatives in East Kalimantan.

As a Facilitator, OJK Kaltimara performs an important facilitating role by providing various educational programs designed to improve public understanding of Islamic financial products and services. Unlike its regulatory function, which focuses on policy implementation, the facilitating role emphasizes direct interaction with the community through financial education and capacity-building activities. This finding is consistent with Soekanto's view that a role is realized through the implementation of rights and obligations associated with a particular social position (Soekanto, 2017). Based on the interviews and documentation, OJK Kaltimara regularly organizes seminars, public lectures, workshops, Financial Literacy Month (Bulan Literasi Keuangan), Financial Inclusion Month (Bulan Inklusi Keuangan), school and campus visits, as well as

educational activities targeting Islamic boarding schools, MSMEs, women communities, and other community organizations. These programs are intended not only to introduce Islamic financial products but also to enhance public awareness of financial planning, consumer protection, and responsible financial behavior. The importance of such educational activities is also supported by research showing that Islamic financial literacy is multidimensional and involves not only knowledge but also attitudes and financial behavior (Firdausi & Kasri, 2022; Khairunnisa, 2020).

The study also found that OJK Kaltimtara actively utilizes digital platforms to expand the reach of financial education. Social media, webinars, online campaigns, and digital educational materials have become important instruments for disseminating information, particularly among younger generations and communities with adequate internet access. This digital approach enables educational programs to reach wider audiences while improving efficiency in delivering financial literacy campaigns. This finding is relevant to the development of Islamic financial literacy in the digital era, where digital access increasingly influences the dissemination and utilization of Islamic financial services (Fitria et al., 2025; Hayati & Pertiwi, 2025).

Another important aspect of OJK Kaltimtara's facilitating role is the provision of educational materials that are adapted to the characteristics of different target groups. Educational content for students differs from that provided to MSMEs or community leaders, allowing participants to better understand Islamic financial concepts according to their respective needs and socio-economic backgrounds. These findings demonstrate that OJK Kaltimtara's facilitating role extends beyond conducting educational events. The institution also creates learning opportunities, provides access to reliable financial information, and encourages greater public engagement in the utilization of Islamic financial services.

As a Coordinator, OJK Kaltimtara also performs a coordinating role by establishing cooperation with various stakeholders to strengthen Islamic financial literacy programs (S & Lestari, 2022). Since financial literacy involves multiple dimensions of society, OJK Kaltimtara recognizes that educational activities cannot be implemented effectively without collaboration among government institutions, educational institutions, financial service providers, community organizations, and the private sector (Otoritas Jasa Keuangan, 2021).

The coordination carried out by OJK Kaltimtara includes collaboration with local governments, universities, schools, Islamic boarding schools (*pesantren*), Islamic financial institutions, Bank Indonesia, the Deposit Insurance Corporation (LPS), business associations, and MSME communities (S & Lestari, 2022). Through these partnerships, literacy programs are integrated into seminars, financial education campaigns, entrepreneurship training, community empowerment activities, and public service programs. The findings further indicate that institutional collaboration contributes significantly to expanding the geographical coverage of literacy programs (Otoritas Jasa Keuangan, 2021). Considering the wide territorial area of East Kalimantan and the uneven distribution of the population, partnerships with regional stakeholders enable educational activities to reach communities that would otherwise be difficult to access solely through OJK's institutional resources. This collaborative approach is consistent with the implementation principles of financial literacy, which emphasize the involvement of various stakeholders in expanding public access to financial education.

Another important aspect identified in this study is the coordination mechanism adopted during the planning and implementation of literacy activities. OJK Kaltimtara routinely communicates with partner institutions to identify target groups, determine educational priorities, prepare learning materials, and evaluate program implementation. Such coordination ensures that literacy programs are delivered according to local community needs while remaining aligned with national financial literacy policies. These

findings demonstrate that the coordinating role strengthens institutional effectiveness by creating an integrated network of stakeholders that share responsibility for improving Islamic financial literacy. Rather than acting independently, OJK Kaltimara functions as the central coordinator that aligns the objectives and contributions of various institutions toward a common educational mission.

Strategies Implemented by OJK Kaltimara in Strengthening Islamic Financial Literacy

The study found that OJK Kaltimara has implemented a comprehensive strategy to improve Islamic financial literacy through three interconnected stages: strategy formulation, strategy implementation, and strategy evaluation (Otoritas Jasa Keuangan, 2021). This finding reflects the strategic management framework of David and David, which emphasizes strategy formulation, implementation, and evaluation as interconnected processes in achieving organizational objectives (David et al., 2019).

The formulation of Islamic financial literacy strategies begins with the identification of community needs and national policy priorities established by the Financial Services Authority (David et al., 2019). OJK Kaltimara considers several factors when designing literacy programs, including the level of public understanding of Islamic finance, regional economic potential, demographic characteristics, and accessibility of financial services (Otoritas Jasa Keuangan, 2021). Another important consideration is the strategic position of East Kalimantan as the supporting region for Indonesia's new capital city (IKN).

The increasing economic activities associated with the IKN development require stronger public financial capability to ensure that communities can participate safely and productively in the expanding financial ecosystem. The findings indicate that literacy strategies are therefore formulated not only to increase public knowledge but also to strengthen financial resilience, promote responsible financial behaviour, and encourage the utilization of Islamic financial products that comply with Sharia principles. This approach is consistent with the SNLKI framework, which emphasizes the importance of developing financial literacy according to the needs and characteristics of target communities (Otoritas Jasa Keuangan, 2021).

The implementation stage consists of various educational activities delivered through both conventional and digital approaches (Otoritas Jasa Keuangan, 2021). OJK Kaltimara conducts seminars, workshops, public lectures, educational campaigns, Financial Literacy Month, Financial Inclusion Month, school outreach programs, university collaborations, and community-based financial education (Hayati & Pertiwi, 2025). Digital communication has become an increasingly important component of implementation. Social media platforms, webinars, digital publications, and online educational campaigns enable OJK Kaltimara to reach younger generations and communities located outside major urban areas. The integration of digital platforms has significantly improved the efficiency and accessibility of literacy programs. The use of digital platforms is increasingly relevant because the development of digital financial services requires the public to possess adequate financial and digital literacy to make informed decisions (Rohmah & Habibi, 2026). In addition, OJK Kaltimara collaborates with Islamic financial institutions, local governments, educational institutions, Islamic boarding schools, MSME associations, and community organizations to broaden the scope of educational activities (Otoritas Jasa Keuangan, 2021). Such collaboration enables literacy programs to reach diverse target groups while adapting educational content to local community needs (Hayati & Pertiwi, 2025).

Evaluation is conducted continuously to assess whether literacy programs have achieved their intended objectives. OJK Kaltimara evaluates participant engagement, implementation quality, institutional collaboration, and community responses obtained through direct observation, participant feedback, and coordination meetings with partner

institutions (David et al., 2019). The evaluation process also serves as a basis for improving future literacy programs. Information obtained from previous educational activities is utilized to refine educational materials, identify underserved communities, and develop more effective communication strategies. This adaptive evaluation process enables OJK Kaltimara to continuously improve the quality and relevance of its Islamic financial literacy initiatives. This process is consistent with the evaluation stage in strategic management, in which organizational strategies are reviewed to ensure their continued relevance to organizational objectives.

Challenges Faced by OJK Kaltimara in Strengthening Islamic Financial Literacy

The findings indicate that although OJK Kaltimara has implemented various programs to improve Islamic financial literacy, several challenges continue to affect the effectiveness and sustainability of these initiatives. These challenges originate from geographical, socio-economic, institutional, and technological factors that characterize East Kalimantan (Fitria et al., 2025; Rohmah & Habibi, 2026). One of the primary challenges identified in this study is the vast geographical area of East Kalimantan. The province consists of districts and municipalities separated by considerable distances, with several remote areas having limited transportation infrastructure. These geographical conditions make it difficult for OJK Kaltimara to conduct educational activities evenly across all regions. This finding demonstrates the importance of adapting literacy strategies to regional conditions rather than relying solely on uniform educational approaches (Otoritas Jasa Keuangan, 2021).

The findings also reveal that public understanding of Islamic financial products remains relatively limited (Firdausi & Kasri, 2022). Many community members still perceive Islamic financial institutions merely as conventional financial institutions with different terminology, while others possess only basic knowledge of Sharia principles without understanding available financial products and services (Khairunnisa, 2020). This finding is consistent with previous studies emphasizing that Islamic financial literacy remains an important issue because knowledge of Islamic financial principles does not necessarily translate into an adequate understanding or utilization of Islamic financial products.

Although digital platforms have expanded the reach of financial education, unequal internet access remains a challenge in several regions of East Kalimantan. Communities located in remote areas often experience unstable internet connectivity, limiting their participation in webinars, online campaigns, and digital literacy activities (Fitria et al., 2025; Hayati & Pertiwi, 2025). Moreover, differences in digital literacy among age groups influence the effectiveness of online educational programs. Younger participants generally adapt more easily to digital learning platforms, whereas older community members continue to rely on conventional face-to-face educational approaches (Fitria et al., 2025; Hayati & Pertiwi, 2025). This condition indicates that digital education should complement rather than completely replace direct educational approaches, particularly in regions where digital access and capabilities are uneven.

Another challenge concerns institutional capacity. The implementation of Islamic financial literacy programs requires adequate human resources, financial support, coordination mechanisms, and collaboration with multiple stakeholders. As literacy activities continue to expand, maintaining program quality while reaching broader communities becomes increasingly demanding (Otoritas Jasa Keuangan, 2021). These findings suggest that strengthening partnerships with educational institutions, local governments, Islamic financial institutions, and community organizations remains essential for improving program sustainability.

2. Discussion

The Role of OJK Kaltimtara in Strengthening Islamic Financial Literacy

The findings demonstrate that the regulatory role performed by OJK Kaltimtara reflects the concept of institutional role proposed by Soerjono Soekanto, which defines a role as the dynamic aspect of a social position expressed through the execution of rights and responsibilities. This theoretical perspective provides a basis for understanding that the role of OJK Kaltimtara is not limited to its formal position but is reflected in concrete activities carried out to fulfill its institutional responsibilities (Soekanto, 2017). Within this perspective, OJK Kaltimtara has fulfilled its institutional responsibility by implementing national literacy policies through concrete educational programs that address local needs (Otoritas Jasa Keuangan, 2021).

This finding is also consistent with the institutional perspective developed by Scott, which emphasizes that organizational effectiveness depends on the institution's ability to transform formal regulations into practical actions (Scott, 2013). The implementation of literacy programs by OJK Kaltimtara illustrates that regulatory authority alone is insufficient unless accompanied by active dissemination of knowledge and continuous public engagement (Otoritas Jasa Keuangan, 2021). This is consistent with OJK's financial literacy policy, which places education and consumer protection as important components of efforts to strengthen financial literacy. The results also strengthen previous research concerning the role of OJK in Islamic financial literacy. Previous studies have similarly shown that financial education and literacy programs conducted by OJK and related institutions can contribute to increasing public understanding of Islamic financial products (Anita et al., 2024; Rachman et al., 2023). However, the present study extends previous research by demonstrating that the effectiveness of literacy programs depends not only on educational content but also on the institution's ability to adapt implementation strategies to regional characteristics, particularly in geographically extensive provinces such as East Kalimantan.

The results also strengthen the findings of Syafrida and Mustafa, who argued that collaboration among regulators, educational institutions, and local stakeholders is essential for improving Islamic financial literacy (S & Lestari, 2022). In the context of East Kalimantan, the regulatory role is integrated with educational and coordination functions, enabling OJK Kaltimtara to expand the reach of literacy programs while maintaining consistency with national financial literacy policies (Hayati & Pertiwi, 2025). Overall, the findings indicate that the regulatory role of OJK Kaltimtara has contributed positively to strengthening Islamic financial literacy in East Kalimantan. Nevertheless, continuous innovation and policy adaptation remain necessary to ensure that literacy programs remain responsive to the rapid development of Islamic financial services and the socio-economic transformation associated with the development of Indonesia's new capital city. (Wahyuni & Lestari, 2022; Hayati & Pertiwi, 2025).

The facilitating role performed by OJK Kaltimtara reflects the concept of role theory proposed by Soerjono Soekanto, which emphasizes that an institution realizes its role through the implementation of rights and responsibilities expected by society (Soekanto, 2017). In this context, OJK Kaltimtara fulfills its institutional responsibility by providing continuous financial education that enables communities to understand Islamic financial concepts and apply them in daily financial decision-making (Firdausi & Kasri, 2022). The findings are consistent with recent studies indicating that financial education significantly contributes to improving Islamic financial literacy and encouraging the utilization of Islamic financial services. Research on Islamic financial literacy has demonstrated that literacy involves multiple dimensions, including knowledge, attitudes, and financial behavior. This suggests that educational activities should be viewed as a long-term investment in strengthening the Islamic financial ecosystem rather than merely as

information dissemination (Khairunnisa, 2020).

Furthermore, the results support recent studies emphasizing that collaboration between regulators and educational institutions enhances the effectiveness of financial literacy programs (S & Lestari, 2022). Educational activities implemented through universities, schools, Islamic boarding schools, and community organizations provide broader opportunities to reach different segments of society. Such collaborative approaches are particularly relevant in regions with diverse demographic and geographical characteristics such as East Kalimantan (Fitria et al., 2025). Another important finding concerns the utilization of digital platforms. The increasing use of social media, webinars, and online educational campaigns reflects the digital transformation of financial education in Indonesia. Recent research also highlights the increasing relationship between digital development, internet penetration, and Islamic financial inclusion, indicating the importance of strengthening digital financial literacy alongside Islamic financial literacy.

The coordinating role identified in this study supports institutional governance theory, which emphasizes that public policy implementation requires collaboration among multiple organizations rather than relying on a single institution (Otoritas Jasa Keuangan, 2021). In the context of Islamic financial literacy, effective coordination enables the integration of institutional resources, expertise, and communication channels to achieve broader educational outcomes (S & Lestari, 2022). The findings are also consistent with Soerjono Soekanto's role theory, which argues that institutional roles are dynamic and continuously shaped through interaction with other social actors (Soekanto, 2017). OJK Kaltimara demonstrates this dynamic role by facilitating cooperation among government agencies, financial institutions, educational organizations, and community groups to strengthen the implementation of financial literacy programs.

Recent studies have similarly emphasized that cross-sector collaboration significantly improves the sustainability and effectiveness of financial literacy initiatives (S & Lestari, 2022). Partnerships with educational institutions increase access to young generations, while collaboration with MSME associations and community organizations enables literacy programs to address the financial needs of productive economic groups (Sukoco et al., 2026). Consequently, institutional coordination becomes an essential strategy for enhancing both financial literacy and financial inclusion. The findings further reveal that collaboration is particularly important in geographically extensive regions such as East Kalimantan. Limited institutional resources can be complemented through partnerships with local stakeholders who possess stronger community networks and better understanding of local socio-cultural conditions. Therefore, the coordinating role performed by OJK Kaltimara contributes not only to program implementation but also to improving the long-term sustainability of Islamic financial literacy initiatives.

Strategies Implemented by OJK Kaltimara in Strengthening Islamic Financial Literacy

The findings demonstrate that the strategic management adopted by OJK Kaltimara reflects the strategic management framework proposed by Fred R. David, which emphasizes that organizational success depends upon three continuous processes: strategy formulation, strategy implementation, and strategy evaluation (David et al., 2019). The three stages identified in this study therefore provide a theoretical basis for understanding the systematic nature of OJK Kaltimara's literacy strategy. The implementation of literacy strategies also illustrates the transition from conventional educational approaches toward more adaptive and collaborative governance (Hayati & Pertiwi, 2025). Instead of relying solely on face-to-face seminars, OJK Kaltimara has integrated digital communication, stakeholder collaboration, and community participation into its literacy programs. This transformation reflects current developments

in public sector management, where institutional effectiveness increasingly depends upon innovation and cross-sector collaboration (Otoritas Jasa Keuangan, 2021).

Another significant finding concerns the contextual adaptation of literacy strategies. Unlike standardized national educational programs, OJK Kaltimara adjusts its literacy activities according to regional socio-economic characteristics, geographical conditions, and target audiences (Otoritas Jasa Keuangan, 2021). This adaptive strategy is particularly relevant in East Kalimantan, where geographical diversity creates different levels of accessibility and financial service utilization across districts and municipalities (Fitria et al., 2025).

Furthermore, the evaluation mechanism implemented by OJK Kaltimara demonstrates that financial literacy should be viewed as a continuous learning process rather than a one-time educational intervention. Continuous evaluation enables the institution to improve program quality, identify emerging community needs, and maintain the sustainability of financial literacy initiatives. This finding corresponds with the evaluation stage of strategic management, which requires organizations to assess and refine strategies according to changing conditions (David et al., 2019).

Overall, the findings indicate that the effectiveness of OJK Kaltimara's strategy lies not only in the variety of educational activities conducted but also in the institution's ability to integrate planning, implementation, collaboration, and evaluation into a sustainable financial literacy system. This integrated strategic approach represents one of the main contributions of the present study to the literature on Islamic financial literacy and public financial governance.

Challenges Faced by OJK Kaltimara in Strengthening Islamic Financial Literacy

The findings demonstrate that the challenges encountered by OJK Kaltimara are multidimensional and cannot be addressed solely through regulatory intervention (Fitria et al., 2025). Instead, improving Islamic financial literacy requires an integrated approach involving institutional collaboration, technological innovation, and community participation (Rohmah & Habibi, 2026). The geographical characteristics of East Kalimantan illustrate how regional context influences public policy implementation. Unlike densely populated urban provinces, financial education programs in East Kalimantan must consider transportation constraints, population distribution, and differences in local socio-economic conditions. Therefore, institutional flexibility becomes essential in designing literacy strategies that are responsive to regional diversity.

The findings further indicate that limited public understanding of Islamic finance remains one of the most significant barriers to expanding Islamic financial inclusion (Firdausi & Kasri, 2022). This condition is consistent with studies showing that the development of Islamic financial inclusion is closely related to the level of public knowledge and understanding of Islamic financial products and services (Fitria et al., 2025). Financial literacy should therefore focus not only on increasing knowledge but also on correcting misconceptions regarding Islamic financial products and strengthening public confidence in Islamic financial institutions (Hayati & Pertiwi, 2025).

Another important implication concerns digital transformation (Rohmah & Habibi, 2026). Although digital technology offers considerable opportunities for expanding educational outreach, unequal digital infrastructure and varying levels of digital capability continue to create disparities in access to financial education (Khairunnisa, 2020). Research on Islamic finance in the digital era likewise indicates that technological development creates opportunities for broader financial access while simultaneously requiring adequate digital literacy among users. Consequently, hybrid educational approaches that combine face-to-face activities with digital platforms appear to be more appropriate for regions characterized by geographical diversity.

From an institutional perspective, the study demonstrates that collaboration among regulators, financial institutions, educational organizations, and local governments significantly enhances the effectiveness of literacy programs (S & Lestari, 2022). Rather than relying exclusively on institutional resources, collaborative governance enables OJK Kaltimara to optimize available expertise, communication networks, and community engagement (Otoritas Jasa Keuangan, 2021). Overall, the findings suggest that addressing these challenges requires continuous policy innovation, adaptive educational strategies, and stronger institutional partnerships. Such efforts are essential for ensuring that Islamic financial literacy programs remain inclusive, sustainable, and capable of supporting the long-term development of the Islamic financial sector in East Kalimantan.

D. Conclusion

This study concludes that OJK Kaltimara performs a strategic role in improving Islamic financial literacy in East Kalimantan through its institutional functions as a regulator, facilitator, and coordinator. As a regulator, OJK Kaltimara translates national financial literacy policies into regional programs that accommodate local socio-economic characteristics. As a facilitator, the institution provides various educational activities through conventional and digital approaches to improve public understanding of Islamic financial principles and products. Meanwhile, as a coordinator, OJK Kaltimara strengthens collaboration with local governments, educational institutions, Islamic financial institutions, Islamic boarding schools, business associations, and community organizations to expand the coverage and effectiveness of financial literacy programs.

The study further reveals that OJK Kaltimara adopts an integrated strategic management approach consisting of strategy formulation, implementation, and evaluation. This systematic approach enables financial literacy programs to respond to regional needs while maintaining alignment with national financial literacy policies. The integration of institutional collaboration and digital innovation also contributes to improving the accessibility and sustainability of Islamic financial education throughout East Kalimantan.

Despite these achievements, several challenges continue to influence program effectiveness, including geographical barriers, limited public understanding of Islamic financial products, unequal digital infrastructure, and institutional resource constraints. These findings indicate that improving Islamic financial literacy requires continuous innovation, stronger stakeholder collaboration, adaptive educational strategies, and the optimization of digital communication technologies.

This study contributes to the existing literature by providing empirical evidence regarding the institutional role and strategic implementation of OJK at the regional level. Unlike previous studies that mainly focus on measuring financial literacy levels, this research explains how institutional roles, strategic management, and stakeholder collaboration interact in strengthening Islamic financial literacy within the socio-economic context of East Kalimantan. The findings are expected to serve as a reference for policymakers, financial regulators, and future researchers seeking to develop more inclusive and sustainable Islamic financial literacy programs.

E. Acknowledgements

The authors would like to express their sincere gratitude to the Regional Office of the Financial Services Authority (OJK) of East and North Kalimantan (Kaltimara) for granting permission and providing valuable information throughout this research. The authors also extend their appreciation to all research informants for their willingness to participate and share their experiences.

F. Author Contributions Statement

Elza Rachmasary Insani contributed to the conceptualization of the research, data collection, field observation, interviews, data analysis, manuscript drafting, and manuscript revision. Darmawati contributed to methodological guidance, validation of research findings, and critical review of the manuscript. Irma Yuliani contributed theoretical development, interpretation of findings, and final manuscript review.

G. Conflict of Interest

The authors declare that there are no financial, institutional, professional, or personal conflicts of interest that could have influenced the research process, interpretation of findings, or publication of this article.

H. AI Usage Statement

The authors used Artificial Intelligence (AI) solely to assist with language editing, grammar improvement, and manuscript organization during the preparation of this article. AI was not used to generate research data, conduct data analysis, interpret findings, or formulate research conclusions. The authors remain fully responsible for the originality, accuracy, integrity, and scientific quality of the manuscript.

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