

Analysis of Factors Influencing Anti-Money Laundering Practices from a Sharia Banking Perspective among FEBI UIN SU Students

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Abstract: The rapid development of digital financial technology in Indonesia has expanded access to financial services while simultaneously creating new opportunities for money laundering, including the misuse of student bank accounts as money mules. This study examines the influence of Sharia banking literacy and Anti-Money Laundering (AML) knowledge on students' understanding of money laundering practices from a Sharia banking perspective. Drawing on Financial Literacy Theory, Soerjono Soekanto's Theory of Legal Awareness, and Bloom's Taxonomy, this study contributes to the existing literature by integrating Sharia financial literacy and AML knowledge as complementary factors in explaining students' understanding of digital financial crime. An associative quantitative approach with a causal design was employed. Data were collected through a five-point Likert-scale questionnaire from 101 students of the Faculty of Islamic Economics and Business (FEBI), selected using purposive sampling. Data were analyzed using descriptive statistics and multiple linear regression with IBM SPSS Statistics 25. The findings demonstrate that Sharia banking literacy has a positive and significant partial effect on students' understanding of money laundering ($t = 4.123$, $p < 0.001$), while AML knowledge also has a positive and significant effect ($t = 5.994$, $p < 0.001$). Simultaneously, both variables significantly affect students' understanding ($F = 71.999$, $p < 0.001$), explaining 58.7% of the variance based on the Adjusted R-Square. These findings indicate that students' capacity to recognize and understand money laundering risks is strengthened when Sharia-based financial values are combined with technical and regulatory AML knowledge. The study therefore contributes theoretically by connecting financial literacy, legal awareness, and cognitive learning perspectives, and practically by highlighting the importance of integrating Sharia financial literacy and AML education into higher education curricula as a preventive strategy against digital financial crime.

Keywords: *Sharia Banking Literacy, Anti-Money Laundering (AML) Knowledge, Understanding Money Laundering from a Sharia Banking Perspective, FEBI Students, Digital Finance.*

A. Introduction

The evolution of financial crime, particularly money laundering, shows increasingly complex trends alongside the digitalization of financial systems. In Indonesia, efforts to

prevent and combat money laundering are governed by Law Number 8 of 2010, which serves as the primary legal framework for identifying, addressing, and preventing illicit financial flows. However, the development of financial technologies—such as fintech, digital assets, and electronic transactions has created new patterns of money laundering that are increasingly difficult to detect. Research indicates that digitalization amplifies the complexity of money laundering methods and opens up new vulnerabilities within the global financial system (Putri & Fauzy, 2022). This situation demonstrates that the issue of money laundering is no longer confined to the activities of financial institutions or large-scale criminal actors; it can also involve users of financial services as part of financial transaction chains that are difficult to trace. Consequently, the evolution of digital financial systems necessitates a prevention approach that focuses not only on strengthening institutional oversight mechanisms but also on enhancing the knowledge and understanding of the public as users of financial services.

In response to these dynamics, Financial Services Authority Regulation (POJK) Number 8 of 2023 was introduced to strengthen the implementation of Anti-Money Laundering and Countering the Financing of Terrorism (AML/CFT) programs. It mandates that Financial Services Institutions identify, verify, monitor, and report suspicious transactions using Know Your Customer (KYC), Customer Due Diligence (CDD), and Enhanced Due Diligence (EDD) instruments (Kusnadi & Salimin Afamery, 2023). This strengthening is further reinforced by Government Regulation Number 61 of 2021, which mandates the reporting of suspicious financial transactions to the Financial Transaction Reports and Analysis Center (PPATK). However, various studies indicate that the effectiveness of formal regulations and structural oversight faces significant challenges unless accompanied by awareness and understanding among individual users of the financial system (Supu et al., 2025). In other words, the existence of regulations and supervisory mechanisms does not fully guarantee that financial service users can recognize the characteristics of suspicious transactions, understand the risks of account misuse, or make appropriate decisions when encountering financial activities potentially linked to money laundering. This issue is particularly critical regarding the younger generation, who utilize digital financial services with relatively high intensity.

From the perspective of fundamental Sharia banking concepts, money laundering is viewed not merely as a statutory criminal offense but as an act that is absolutely forbidden (haram). This is because it involves the concealment of illicit assets and violates principles such as honesty (ʿiḍq), trustworthiness (amanah), and justice, as well as the legal maxim of sadd adz-dzarī'ah (blocking the means to evil) (Ghifary & TBawono, 2025). Consequently, Sharia banking operations which are oriented toward principles of halal (permissibility) and public interest (maslahah) necessitate a strengthening of Sharia banking literacy among the public. (Susanti, 2023) Based on Financial Literacy Theory, a solid level of Sharia banking literacy serves as a fundamental basis for individuals to recognize that money laundering is an activity contrary to the principles of the lawfulness of wealth (halal) and Islamic values. (Aldiansyah et al., 2023) This perspective indicates that an understanding of money laundering within Sharia banking cannot be built solely through knowledge of legal regulations; it also requires the individual's ability to comprehend the values, principles, and ethical consequences associated with the use of wealth and financial transactions. Thus, Sharia banking literacy can be viewed as a factor that potentially shapes an individual's understanding of money laundering practices.

In this context, students from the Faculty of Islamic Economics and Business (FEBI) constitute a highly strategic research cohort due to their direct connection to the fields of finance, banking, and Islamic economics, including an understanding of money laundering practices. On one hand, as a generation actively utilizing cashless transactions, e-wallets, and mobile payments, FEBI students exhibit high levels of digital financial activity (Agustin et al., 2023). On the other hand, the high intensity of digital transactions if not matched by an adequate understanding of risks could potentially implicate students in modern money laundering schemes, such as account misuse or acting as "money mules" (Rachmahdani, 2023). Theoretically, drawing upon Soerjono Soekanto's Theory of Legal Consciousness and Bloom's Taxonomy, foundational knowledge regarding Anti-Money Laundering and Countering the Financing of Terrorism (AML/CFT) indicators and Sharia principles is a prerequisite for developing the comprehensive legal understanding needed to detect and guard against money laundering risks (Pratami, 2025). Consequently, FEBI students are a relevant group not only because they possess academic knowledge of Islamic economics and finance but also because they are users of digital financial services who directly encounter the risks associated with modern financial transactions.

This makes FEBI students a pertinent group for assessing the extent to which money laundering practices are understood both theoretically and contextually. Furthermore, as active users of digital financial services like mobile banking and e-wallets, FEBI students may face various risks related to suspicious financial transactions in the digital era. Thus, research involving FEBI students is crucial to determine whether their acquired academic knowledge fosters an understanding of and awareness regarding money laundering practices within the perspective of Islamic banking. The issue at hand goes beyond whether students recognize money laundering as a criminal offense; it concerns the extent to which Islamic banking literacy and knowledge of AML/CFT regulations can shape a more concrete understanding of the characteristics, risks, and forms of money laundering within the context of digital financial transactions. This issue is significant due to the potential gap between academically acquired knowledge and an individual's ability to recognize and respond to money laundering risks in real-world situations.

While extensive research has been conducted on money laundering, most prior studies have focused on institutional aspects such as the effectiveness of Anti-Money Laundering (AML) supervision and compliance with institutional regulations. Research specifically examining the level of individual understanding particularly among students of the Faculty of Economics and Business in Islamic Studies (FEBI), who are active users of digital finance regarding Sharia banking literacy and the latest AML/CFT regulations (POJK No. 8 of 2023) remains very limited. This situation reveals a gap between structural approaches and the empirical reality of individual understanding. In other words, previous research has tended to position financial institutions as the primary actors in money laundering prevention, whereas the role of financial service users who also require AML literacy and knowledge has not received commensurate attention. Furthermore, few studies have empirically examined the simultaneous relationship of Sharia banking literacy and AML knowledge with students' understanding of money laundering practices, particularly within the context of Islamic economics and business higher education. This gap has become increasingly relevant following the introduction of POJK No. 8 of 2023, which strengthens the AML/CFT framework within the financial services sector.

Given this context, the central issue addressed in this study is whether Sharia banking literacy and Anti-Money Laundering (AML) knowledge influence students' understanding of money laundering practices from a Sharia banking perspective, both partially and simultaneously. Answering this question is crucial because the understanding of students as users of digital financial services relates not only to the ability to recognize money laundering as a criminal offense but also to the capacity to connect Sharia banking principles, AML/CFT regulations, and the risks associated with account protection in daily financial activities.

The novelty of this research lies in its attempt to integrate two dimensions of knowledge that have historically been studied separately: Sharia banking literacy representing the dimension of Islamic financial values and principles and Anti-Money Laundering (AML) knowledge representing the legal and technical dimension of money laundering prevention. This integration serves to explain the understanding held by students of the Faculty of Islamic Economics and Business (FEBI) regarding money laundering practices within the context of digital financial transformation. Furthermore, the study extends the application of Financial Literacy Theory, Soerjono Soekanto's Legal Awareness Theory, and Bloom's Taxonomy by positioning Sharia financial literacy and AML knowledge as factors that collectively shape an individual's understanding of financial crime risks. Consequently, this research views money laundering not merely as a matter of financial institution compliance, but also as an issue concerning individual literacy, knowledge, and capacity to utilize financial services safely and in accordance with Sharia principles.

Based on this research gap and novelty, the study aims to analyze the influence of Sharia banking literacy and AML knowledge on students' understanding of money laundering practices from a Sharia banking perspective, examining these effects both individually and simultaneously. Theoretically, the research is expected to enrich the literature on Sharia financial literacy and legal awareness by linking them to the issue of financial crime prevention in the digital era. Practically, the findings are intended to provide a foundation for higher education institutions specifically the Faculty of Islamic Economics and Business to strengthen education regarding Sharia banking literacy and AML/CFT (Anti-Money Laundering and Countering the Financing of Terrorism) measures. This serves as a preventive effort to enhance students' ability to recognize and avoid money laundering risks, including the potential for involvement as "money mules."

A. LITERATURE REVIEW

Basic Concepts of Sharia Banking

In accordance with Regulation No. 21 of 2008 concerning Sharia Banking, a Sharia bank is a bank that conducts business activities in adherence to Sharia guidelines or Islamic administrative principles. The Islamic legal norms involved encompass guidelines regarding fairness and balance ('adl wa tawazun'), public interest or general welfare (maslahah), and universalism (alamiyah). Furthermore, operations must be free from elements classified as haram (forbidden), gharar (uncertainty/ambiguity), maysir (gambling/speculation), riba (usury/interest), or harmful practices, as stipulated in the fatwas issued by the Indonesian Ulema Council (MUI) regarding Islamic Sharia. (Sirait et

al., 2023) Sharia banking operations are based on Sharia-compliant contracts such as *mudharabah*, *musyarakah*, *murabahah*, *ijarah*, and *wadiah* with the aim of creating a financial system that is fair, transparent, and beneficial to all parties. Unlike conventional banking, which is oriented toward an interest-based system, Sharia banking emphasizes profit-and-loss sharing mechanisms and the principle of justice in every transaction. Consequently, Sharia banking functions not merely as a financial intermediary institution but also as an instrument for realizing economic activities that align with Islamic values. (Suib & Amelia, 2024)

In line with these characteristics, understanding the concepts and principles of Sharia banking is a crucial aspect for individuals to possess—particularly for university students, who represent the future workforce in the fields of Islamic economics and finance. This understanding is reflected in Sharia banking literacy, defined as an individual's ability to know, comprehend, and apply knowledge regarding the principles, products, services, and operational mechanisms of Sharia banking when making financial decisions. Sharia banking literacy encompasses not only knowledge of the differences between Sharia banks and conventional banks but also an understanding of contracts, profit-sharing systems, fund management, and the Sharia values that serve as the operational foundation of Sharia banking. With a good level of literacy, an individual is expected to be able to comprehend the functions of Sharia banking more comprehensively while also recognizing the importance of applying Sharia principles in financial activities. (Susanti, 2023)

Based on the preceding explanation, Sharia banking literacy can be a factor influencing students' understanding of money laundering practices. The higher the level of Sharia banking literacy students possess, the better their ability to grasp that money laundering not only violates positive law but also conflicts with the Sharia principles that serve as the operational foundation of Sharia banking. Thus, Sharia banking literacy is considered to play a crucial role in shaping students' understanding of money laundering practices from a Sharia banking perspective (Aldiansyah et al., 2023).

The relationship between Sharia banking literacy and the understanding of money laundering can be explained through Financial Literacy Theory. Financial literacy refers to an individual's ability to comprehend financial information, thereby enabling them to recognize risks and make appropriate decisions. In this study, Sharia banking literacy provides the basis for students to understand Sharia principles within financial activities; consequently, a higher level of literacy leads to a better understanding of money laundering as a practice that contravenes Sharia banking principles. (Lusardi & Mitchell, 2023)

Basic Concepts of Money Laundering

Money laundering is a relatively new type of criminal offense in both international and Indonesian criminal law. Despite its status as a new offense, the enforcement process regarding money laundering is directly linked to national economic policy and can have far-reaching impacts on a country's financial balance and national banking system. Experts define money laundering as a process involving a series of activities carried out by an individual or organization on illicit funds derived from criminal acts; the origins of these funds are concealed or disguised through the financial system so that, upon re-emerging, the proceeds of crime appear legitimate and are recorded as lawful assets (Putri & Fauzy,

2022). From a Sharia perspective, money laundering is defined as the attempt to disguise or legitimize illicit wealth (*al-māl al-ḥarām*) to make it appear legally valid; this practice is strictly prohibited as it violates principles of honesty (*ṣidq*), trustworthiness (*amānah*), and justice, as well as the legal maxim of preventing harm (*sad al-ẓari'ah*). Consequently, the implementation of Anti-Money Laundering and Countering the Financing of Terrorism (APU PPT) measures in Islamic banking is not merely a matter of compliance with positive law, but a religious obligation to preserve the purity of the financial system from the proceeds of crime; furthermore, the practice of disguising illicit wealth runs counter to the public interest (*maslahah*) and warrants the imposition of discretionary sanctions (*ta'zir*) (Ghifary & TBawono, 2025).

Money laundering practices significantly impact the stability of the financial sector and the effectiveness of a country's economic policy. Such activities often utilize shell companies to commingle criminal proceeds with legitimate assets. This situation can undermine the integrity of financial markets, weaken the government's ability to manage economic policy, and generate social and economic consequences, such as an increase in criminal activities exploiting the financial services sector. Money laundering generally involves three stages: placement (depositing funds), layering (layering transactions), and integration (reintegrating funds into the financial system). With the advancement of digital technology, money laundering is no longer confined to conventional banking but also exploits digital financial services such as mobile banking, e-wallets, and crypto assets. Beyond impacting financial system stability, this practice also risks involving ordinary individuals including university students as transaction intermediaries or holders of accounts that are misused (money mules). (Rachmahdani, 2023)

The Relationship Between Knowledge and Understanding of Money Laundering Practices

The implementation of Anti-Money Laundering and Countering the Financing of Terrorism (AML/CFT) programs constitutes a strategic measure for maintaining the stability and integrity of the national financial system. In Indonesia, the legal basis for this program is reinforced by Financial Services Authority Regulation (POJK) Number 8 of 2023, which mandates that Financial Services Institutions (FSIs) implement Know Your Customer (KYC), Customer Due Diligence (CDD), and Enhanced Due Diligence (EDD) principles to detect suspicious financial activities (Kusnadi & Salimin Afamery, 2023). Within the Sharia banking sector, this regulation also strengthens moral and ethical dimensions by ensuring the *halal* (permissible) nature of wealth sources in accordance with values of honesty, trustworthiness, and justice. However, relying solely on technical oversight and formal regulations is insufficient amidst the rapid modernization of digital financial services (Ginanjar Hasanudin et al., 2025).

The evolution of financial technology (fintech), e-wallets, and mobile banking presents new challenges that necessitate awareness among users particularly university students, who constitute an active consumer group. Limited understanding of digital transaction risks renders students highly vulnerable to exploitation in financial crimes, such as the "money mule" phenomenon or the unwitting lending of bank accounts for the flow of illicit funds. Consequently, the effective enforcement of AML/CFT regulations must be aligned with enhancing students' understanding of suspicious transaction identification, reporting

mechanisms, and associated legal implications, thereby enabling them to safeguard themselves against the risk of involvement in money laundering offenses (Supu et al., 2025).

Theoretically, the relationship between students' knowledge and understanding regarding money laundering prevention can be explained through Soerjono Soekanto's theory of legal awareness and the cognitive hierarchy of Bloom's Taxonomy. According to Soekanto, legal knowledge serves as the foundational basis for the development of legal understanding. One cannot grasp the dangers and *modus operandi or patterns of criminal activity without a fundamental understanding of applicable financial regulations and principles. For university students, possessing cognitive knowledge regarding Anti-Money Laundering and Countering the Financing of Terrorism (AML/CFT) indicators and digital finance regulations is essential; such knowledge enables them to interpret risks, detect suspicious transaction schemes, and avoid involvement in money laundering practices. A lack of adequate foundational knowledge hinders the development of a comprehensive understanding, thereby creating vulnerabilities that could lead to unlawful behavior. (Pratami, 2025)

B. Methods

This study employs a quantitative associative approach with a causal design to examine and analyze the influence of Islamic banking literacy and Anti-Money Laundering (AML) knowledge on students' understanding of money laundering (Shabir & Damopolii, 2026; Urbaningrum et al., 2022). The study population consists of active students from the Faculty of Islamic Economics and Business (FEBI), with a sample of 101 students selected using purposive sampling. Inclusion criteria include: (1) active students who have completed courses in Islamic banking or finance, and (2) active users of digital financial transaction services (mobile banking or e-wallets).

Data collection was conducted via an online questionnaire using a 5-point Likert scale (ranging from 1 = Strongly Disagree to 5 = Strongly Agree). The instrument covers three main areas: (1) understanding of Sharia principles and the concept of illicit wealth (al-mal al-haram); (2) understanding of money laundering modus operandi and the risks associated with "money mules"; and (3) understanding of AML/CFT regulations based on POJK No. 8/2023. Research procedures involved instrument development, respondent selection based on criteria, questionnaire distribution, data completeness checks, and data processing.

Data quality was assessed through validity testing (Pearson Correlation) and reliability testing (Cronbach's Alpha ≥ 0.60). Data credibility was ensured through respondent selection based on established criteria, independent questionnaire completion, verification of response completeness, and validation of the instrument's validity and reliability. Data analysis was conducted using Multiple Linear Regression via IBM SPSS Statistics 25. Hypothesis testing included a partial test (t-test) to analyze the influence of Sharia Banking Literacy (X1) and Anti-Money Laundering Knowledge (X2) on the Understanding of Money Laundering (Y), a simultaneous test (F-test) to examine the combined effect of both variables, and the Coefficient of Determination (R^2) to assess the magnitude of the independent variables' contribution to the dependent variable. This quantitative causal

methodological approach follows the regression analysis and hypothesis testing framework formulated by Damopolii et al. (2025).

C. Results and Discussion

Results

Descriptive Statistical Test Results

Descriptive statistical analysis is a technique used to collect, organize, process, and present research data to provide an overview of sample characteristics, without the aim of conducting hypothesis testing for generalization or drawing conclusions applicable to a broader population. Calculations in descriptive statistics generally focus on two primary measures: measures of central tendency and measures of dispersion. Central tendency is represented by the mean, calculated by summing all observed data values and dividing the total by the number of respondents or the sample size (N). Meanwhile, measures of dispersion are represented by the range (the distance between the minimum and maximum values) and the standard deviation. The standard deviation is calculated as the square root of the variance and reflects the average deviation of individual scores from the group mean; a smaller standard deviation relative to the mean indicates a more homogeneous and stable distribution of data around the average value. (Martias, 2021)

Table 1. Descriptive Statistical Test Results
Descriptive Statistics

		N	Minimum	Maximum	Mean	Std. Devlation
Sharia Banking Literacy (X1)		101	20,00	30,00	26,8416	2,70086
Anti-Money Laundering Knowledge (X2)		101	16,00	30,00	25,6337	3,13280
Understanding of Money Laundering from a Sharia Banking Perspective (Y)		101	21,00	35,00	30,2277	3,46087
Valid N (listwise)		101				

Source: Results of processing using IBM SPSS Statistics 25

Based on Table 1, the Sharia banking literacy variable shows a minimum value of 20.00, a maximum value of 30.00, a mean of 26.84, and a standard deviation of 2.701. These results indicate that the respondents' level of Sharia banking literacy falls into the "good" category and is considered high. Regarding the anti-money laundering (AML) knowledge variable, the data show a minimum value of 16.00, a maximum value of 30.00, a mean of 25.63, and a standard deviation of 3.133; these results suggest that the respondents' knowledge of AML is good. Finally, for the variable concerning the understanding of money laundering from a Sharia banking perspective, the values are a minimum of 21.00, a maximum of 35.00, a mean of 30.23, and a standard deviation of 3.461. These results lead to the conclusion that the respondents' understanding of money laundering within the context of Sharia banking is excellent and considered high.

Multiple Linear Regression Analysis Results

Multiple linear regression analysis is a linear regression model commonly used to assess the validity of a research hypothesis. Prior to conducting the analysis, validity and reliability tests are performed to ensure the data is valid and reliable. Subsequently, classical assumption tests are applied to prevent bias and ensure data consistency (Batubara & Anggraini, 2022). The multiple linear regression equation model can be formulated as follows:

$$Y = a + b_1X_1 + b_2X_2 + e$$

Dimana:

Y = Understanding Money Laundering from a Sharia Banking Perspective

a = Constant

b₁, b₂ = Regression Coefficient

X₁ = Sharia Banking Literacy

X₂ = Anti-Money Laundering Knowledge

e = error

Table 2. Multiple Linear Regression Analysis
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	4,108	2,283		1,799	,075
Sharia Banking Literacy	,443	,107	,346	4,123	,000
Anti-Money Laundering Knowledge	,555	,093	,503	5,994	,000

a. Dependent Variabel: Understanding Money Laundering from a Sharia Banking Perspective

Source: Results of processing using IBM SPSS Statistics 25

Based on Table 2, the multiple linear regression equation can be obtained as follows:

$$Y = 4,108 + 0,443X_1 + 0,555X_2 + e$$

1. The constant value of 4.108 indicates that if the variables for Sharia banking literacy (X1) and anti-money laundering knowledge (X2) are zero (0), the estimated level of understanding regarding money laundering from a Sharia banking perspective (Y) is 4.108.
2. The regression coefficient for the Sharia banking literacy variable is 0.443, with a significance value of 0.000 ($p < 0.05$) and a t-statistic of 4.123. This indicates that a one-unit increase in Sharia banking literacy leads to a 0.443 increase in the understanding of money laundering from a Sharia banking perspective, assuming other independent variables remain constant. These analysis results demonstrate that Sharia banking literacy has a positive and significant effect on students' understanding of money laundering within the context of Sharia banking. In other words, the better the students' understanding and literacy regarding Sharia banking principles and operations, the greater their capacity to recognize and mitigate money laundering practices.
3. The regression coefficient for the anti-money laundering knowledge variable is 0.555, with a significance value of 0.000 ($p < 0.05$) and a t-statistic of 5.994. This indicates that a one-unit increase in anti-money laundering (AML) knowledge leads to a 0.555 increase in the understanding of money laundering from a Sharia banking perspective, assuming other independent variables remain constant. These analysis results demonstrate that anti-money laundering knowledge has a positive and significant effect on students' understanding of money laundering within the context of Sharia banking. This implies that the more extensive the students' theoretical and regulatory knowledge regarding money laundering offenses, the deeper their understanding of the implementation of preventive measures within the Sharia banking industry.

Based on the multiple linear regression analysis results above, it can be concluded that the variables of Sharia banking literacy (X1) and anti-money laundering knowledge (X2) both jointly and individually have a positive and significant influence on the understanding of money laundering from a Sharia banking perspective (Y). This indicates that the higher the level of Sharia banking literacy and anti-money laundering knowledge possessed by students, the better their understanding of preventing money laundering practices in Sharia banking.

Partial Test Results (t-test)

A partial test is used to determine the individual effect of each independent variable on the dependent variable. This test is conducted by comparing the calculated t-value with the t-table value, as well as comparing the significance value against a significance level of 0.05. If the calculated t-value exceeds the t-table value and the significance value is less than 0.05, the independent variable is considered to have a significant effect on the dependent variable. (Syahidah Nasution et al., 2026)

**Table 3. Partial Test (t-statistic test)
Coefficients^a**

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4,108	2,283		1,799	,075
	Sharia Banking Literacy	,443	,107	,346	4,123	,000
	Anti-Money Laundering Knowledge	,555	,093	,503	5,994	,000

a. Dependent Variabel: Understanding Money Laundering from a Sharia Banking Perspective

Source: Results of processing using IBM SPSS Statistics 25

Based on Table 3, the Sharia banking literacy variable has a significant influence on the understanding of money laundering from a Sharia banking perspective, as indicated by a t-value of 4.123 (> 1.984) and a significance level of 0.000 (< 0.05); therefore, the first hypothesis (H1) is accepted. The anti-money laundering knowledge variable also demonstrates a significant influence on the understanding of money laundering from a Sharia banking perspective, with a t-value of 5.994 (> 1.984) and a significance level of 0.000 (< 0.05); thus, the second hypothesis (H2) is accepted.

Simultaneous Test Results (F-Test)

The F-test is used to determine whether the independent variables simultaneously influence the dependent variable. This test is conducted by comparing the calculated F-value with the F-table value, as well as the significance value against a significance level of 0.05. If the calculated F-value exceeds the F-table value and the significance value is less than 0.05, it can be concluded that the independent variables have a significant simultaneous effect on the dependent variable. (Syahidah Nasution et al., 2026)

Table 4. Simultaneous Test (F-statistic Test)

ANNOVA ^a					
Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	712,713	2	356,356	71,999	,000 ^b
Residual	485,050	98	4,949		
Total	1197,762	100			

a. Dependent variable: Understanding Money Laundering from a Sharia Banking Perspective
b. Predictors: (Conastant), Anti-Money Laundering (AML) Knowledge, Sharia Banking Literacy

Source: Results of processing using IBM SPSS Statistics 25

Based on Table 4, the calculated F-value is 71.999 (> 3.09) and the significance value is 0.000 (< 0.05). This indicates that the independent variables namely Sharia banking literacy and knowledge of money laundering collectively have a significant effect on the dependent variable, which is the understanding of anti-money laundering from a Sharia banking perspective.

Coefficient of Determination (R^2) Results

The Coefficient of Determination (R^2) is a statistical measure used to assess the percentage of variation in the dependent variable (Y) that can be explained by the independent variables (X) in a regression model. R^2 values range from 0 to 1 (0%–100%). The closer the value is to 1, the stronger the independent variables' ability to explain the dependent variable. In multiple regression, the Adjusted R^2 value is generally used because it accounts for the number of variables and sample size to avoid bias. (Ritonga et al., 2026)

Tabel 5. Koefesien Determinasi (R^2)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,771 ^a	,595	,587	2,22474

a. Predictors: (Constant), Anti-Money Laundering (AML) Knowledge, Sharia Banking Literacy

Source: Results of processing using IBM SPSS Statistics 25

Based on Table 5, the R-squared (R^2) value is 0.595, or 59.5%. This indicates that Sharia banking literacy and anti-money laundering knowledge collectively exert a 59.5% influence on the understanding of money laundering from a Sharia banking perspective. Meanwhile, the remaining 40.5% (100% – 59.5%) is influenced by other variables not examined in this study.

DISCUSSION

The Influence of Sharia Banking Literacy on the Understanding of Money Laundering from a Sharia Banking Perspective

Based on the multiple linear regression analysis results in Table 2 and the partial test (t-test) in Table 3, Sharia banking literacy (X1) was found to have a positive and significant effect on the understanding of money laundering from a Sharia banking perspective (Y) among FEBI students. This is evidenced by a regression coefficient of 0.443, a calculated t-value of 4.123 (exceeding the t-table value of 1.984), and a significance value of 0.000 (< 0.05). Consequently, the null hypothesis (H0) is rejected, and the alternative hypothesis (H1) is accepted. These results indicate that the higher the students' Sharia banking literacy, the better their understanding of money laundering practices within the context of Sharia banking.

The positive regression coefficient of 0.443 indicates that an increase in Sharia banking literacy is accompanied by an increase in students' understanding of money laundering. These findings demonstrate not only a statistical relationship but also illustrate that students' mastery of Sharia banking principles and operations serves as a foundation for recognizing the characteristics and risks associated with money laundering. In other words, students who possess a better understanding of the lawfulness of wealth (halal status), as well as the principles of honesty (sidq), trustworthiness (amanah), justice, and public interest (maslahah), possess a stronger conceptual framework for evaluating whether a financial activity aligns with Sharia principles or involves elements of deviation.

These findings support Financial Literacy Theory, which positions financial literacy as the foundation for individuals to understand financial information, recognize risks, and make sound financial decisions (Lusardi & Mitchell, 2023). In the context of Islamic banking, such literacy relates not only to the ability to understand products and transaction mechanisms but also encompasses an understanding of the principles of halal status, public interest (maslahah), and justice within financial activities (Susanti, 2023). Consequently, the stronger the students' Islamic banking literacy, the better they can grasp that money laundering is not merely a violation of positive law but also conflicts with principles of honesty, trustworthiness (amanah), and the prohibition against using assets obtained through illegitimate means (Ghifary & TBawono, 2025).

This interpretation demonstrates that Islamic banking literacy serves as both an ethical and cognitive framework in shaping students' understanding of money laundering. Students do not merely recognize money laundering based on legal definitions; they are also able to evaluate it through the lens of the sanctity and halal nature of wealth. This perspective is crucial because preventing money laundering among financial service users requires more than just knowledge of legal prohibitions; it also demands awareness of the moral and Sharia-related consequences of a transaction.

These research results align with the findings of Aldiansyah et al. (2023), which indicate that Islamic banking literacy plays a role in shaping individuals' understanding of money laundering as an activity contrary to Islamic banking principles. This consistency reinforces the argument that Islamic economic and financial education serves a preventive function

not only by enhancing understanding of financial products and services but also by building students' capacity to recognize the risks of financial misconduct. Thus, this study broadens the definition of Islamic banking literacy, shifting it from a mere ability to understand banking activities to an instrument for fostering ethical awareness and preventive capabilities against financial crime in the digital era.

The Influence of Anti-Money Laundering Knowledge on the Understanding of Money Laundering from a Sharia Banking Perspective

Based on the partial test results (t-test) in Table 3, Anti-Money Laundering Knowledge (X2) has a positive and significant influence on the Understanding of Money Laundering from a Sharia Banking Perspective (Y) among FEBI students. This is evidenced by a calculated t-value of 5.994, which exceeds the critical t-value of 1.984, with a significance level of 0.000 (< 0.05). Consequently, the null hypothesis (H0) is rejected, and the research hypothesis (H2) is accepted. These results indicate that the better the students' knowledge regarding AML, the better their ability to understand money laundering practices and risks within the context of Sharia banking.

The regression coefficient of 0.555 indicates a positive relationship between AML knowledge and the understanding of money laundering. This means that an increase in students' knowledge regarding AML concepts, regulations, and prevention mechanisms is accompanied by an improvement in their ability to comprehend these practices. This coefficient value is also higher than that of Sharia Banking Literacy (0.443), suggesting that AML knowledge makes a relatively stronger contribution within this research model. These findings indicate that technical and regulatory understanding plays a crucial role in helping students concretely recognize the characteristics, risks, and forms of money laundering.

Theoretically, these findings support Soerjono Soekanto's Theory of Legal Awareness and the cognitive hierarchy within Bloom's Taxonomy. Legal knowledge serves as the foundation for developing legal understanding, as an individual must first know the rules and characteristics of a violation before they can comprehend the associated risks and form an attitude toward it (Pratami, 2025). In the context of this study, students' knowledge regarding AML/CFT (APU PPT) measures, the stages of placement, layering, and integration, and the provisions of POJK No. 8 of 2023 provides the cognitive basis for recognizing how money laundering can be perpetrated through various financial transaction channels.

Such knowledge is increasingly vital in addressing the evolution of digital financial crimes. Understanding *money mule* schemes, suspicious transactions, and fund-masking patterns enables students not only to recognize that money laundering is illegal but also to grasp how such risks can arise in everyday financial activities. Without foundational knowledge regarding money laundering methods and indicators, students would struggle to identify high-risk transactions and take appropriate preventive measures (Supu et al., 2025). Thus, AML knowledge serves as a cognitive foundation linking legal provisions with the practical ability to recognize and avoid money laundering risks.

These findings are also relevant to the expanding landscape of digital financial services, including fintech, e-wallets, and mobile banking. This context demonstrates that preventing

money laundering cannot rely solely on institutional oversight and formal regulations; it also requires understanding at the user level (Ginanjar Hasanudin et al., 2025). Enhancing individual understanding is crucial because students—as active users of digital financial services—may directly encounter various types of transactions susceptible to misuse. Consequently, AML knowledge acts as a preventive tool, helping students identify risks before engaging in problematic transactions (Supu et al., 2025).

In summary, this study indicates that AML knowledge complements Sharia banking literacy in shaping students' understanding of money laundering. While Sharia banking literacy provides a foundation of values, ethics, and principles regarding the lawfulness (halal status) of wealth, AML knowledge offers the technical and regulatory basis for recognizing and preventing money laundering practices. Integrating these two aspects is essential for fostering an understanding among FEBI students that is oriented not only toward legal compliance but also toward Sharia compliance and the ability to navigate financial crime risks in the digital era.

The Simultaneous Influence of Sharia Banking Literacy and Anti-Money Laundering Knowledge on the Understanding of Money Laundering from a Sharia Banking Perspective

Based on the simultaneous test results (F-test) in Table 4, Sharia Banking Literacy (X1) and Anti-Money Laundering Knowledge (X2) collectively exert a positive and significant influence on the Understanding of Money Laundering from a Sharia Banking Perspective (Y) among FEBI students. This is evidenced by an F-calculated value of 71.999 exceeding the F-table value of 3.09 and a significance value of 0.000 (< 0.05). Consequently, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. These results indicate that students' understanding of money laundering is stronger when both Sharia literacy and AML knowledge are present concurrently.

The Adjusted R-Square value of 0.587 indicates that 58.7% of the variation in the understanding of money laundering can be collectively explained by Sharia Banking Literacy and AML Knowledge, while the remaining 41.3% is influenced by factors outside the research model. Such factors may include the duration of study, educational background, curriculum effectiveness, exposure to information via media, or student organizational experience. The magnitude of this contribution demonstrates that both variables possess a strong capacity to explain variations in student understanding, while also highlighting that the understanding of money laundering is a phenomenon that can be influenced by other, unexamined factors.

Theoretically, these simultaneous findings reinforce the relevance of integrating Financial Literacy Theory, Soerjono Soekanto's Theory of Legal Awareness, and Bloom's Taxonomy (Minando et al., 2023). Financial Literacy Theory elucidates the importance of an individual's ability to comprehend financial information and risks, whereas legal awareness positions knowledge of regulations as the foundation for forming legal understanding and attitudes. The synergy between these perspectives demonstrates that understanding financial crime cannot be built solely through financial or legal knowledge in isolation; rather, it requires a combination of cognitive ability, regulatory understanding, and ethical awareness (Subhi Aprianoro et al., 2023).

In the context of Islamic banking, Shariah literacy provides a value-based foundation regarding the lawfulness of assets (halal status), trustworthiness (amanah), honesty, and responsibility, whereas AML knowledge offers the technical capability to recognize money laundering modus operandi and mechanisms. Without adequate Shariah literacy, AML knowledge risks being perceived merely as an administrative obligation. Conversely, understanding that money laundering is prohibited under Shariah law is insufficient if students do not grasp mechanisms such as placement, layering, and integration, as well as the risks associated with "money mules" in digital transactions. This situation highlights the importance of integrating both dimensions to foster a more comprehensive understanding. (Utami & Septivani, 2022; Sinurat et al., 2023)

These findings also reinforce the view that Shariah compliance is not solely about adhering to formal regulations but also requires internalizing ethical values and the principles of Maqashid Shariah (the objectives of Shariah). Combining compliance with Anti-Money Laundering (AML) laws and Financial Services Authority Regulations (POJK) with Shariah values can cultivate a more substantive understanding of money laundering prevention. (Wahyuni & Lestari, 2022) Therefore, the research results carry practical implications for higher education specifically within Faculties of Islamic Economics and Business (FEBI) to integrate subject matter such as Fiqh Muamalah (Islamic commercial jurisprudence), Islamic business ethics, and Maqashid Shariah with practical knowledge regarding AML/CFT (Anti-Money Laundering and Countering the Financing of Terrorism) frameworks and POJK No. 8 of 2023. (Kusnadi & Salimin Afamery, 2023)

D. Conclusions

Based on the results of research on factors that influence students' understanding of money laundering practices from the perspective of Islamic banking, it can be concluded that:

- a. Sharia banking literacy has a significant influence on the understanding of money laundering. The better students' literacy regarding Sharia banking principles, the values of asset lawfulness (halal status), and operational practices, the better their ability to grasp that money laundering conflicts with Islamic principles.
- b. Anti-Money Laundering (AML) knowledge significantly influences the understanding of money laundering. Mastery of AML/CFT regulations and modern money laundering modus operandi such as the "money mule" phenomenon heightens students' awareness of financial crime risks.
- c. Sharia banking literacy and AML knowledge simultaneously influence the understanding of money laundering. Sharia banking literacy provides an ethical and moral foundation, while AML knowledge reinforces the technical and regulatory understanding required to identify money laundering practices.
- d. This research demonstrates that students' understanding of money laundering is shaped not only by knowledge of formal law but also by values regarding Sharia compliance, the principle of asset purity, and knowledge of money laundering prevention. These findings underscore the importance of integrating Sharia financial literacy, legal awareness, and AML knowledge when examining individual behavior

regarding financial crime risks.

- e. High levels of digital financial activity among students make Sharia banking literacy and AML knowledge crucial tools for preventing involvement in modern financial crime schemes. Higher education institutions particularly the Faculty of Islamic Economics and Business (FEBI) need to strengthen education regarding AML/CFT, money mules, digital transaction security, and Sharia financial principles in an integrated manner.

This study is limited by the number and characteristics of its respondents comprising only 101 FEBI students and by its reliance on an online questionnaire, which hinges on the respondents' subjective perceptions and understanding. Therefore, future research should involve a broader range of respondents from various higher education institutions and educational backgrounds, and employ mixed-methods or qualitative approaches to gain a deeper understanding of student behavior regarding money laundering risks. Overall, this study underscores that reinforcing Sharia values combined with AML knowledge serves as a strategic approach to enhancing students' resilience against financial crime risks in the digital era.

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