Enhancing Financial Literacy Among Non-Financial Employees in The Parenting Tech Industry: A Case Study of PT.Tentang Anak

Suryanto[1], Kartina Natalilova[2], Annisa Kanti[3], Nila Pusvikasari[4*]

[1,2,3,4] Trisakti School of Management, Jakarta, Indonesia.
[*]Corresponding Author:
Email: nila@stietrisakti.ac.id

Abstract.

A lack of understanding regarding the impact of operational activities on financial statements often hinders cash flow efficiency, particularly in fast-paced startup environments. This Community Service (Pengabdian Kepada Masyarakat) activity aimed to enhance the financial literacy of non-financial employees at PT. Tentang Anak through the "Finance 101: Understanding Business Finance" training program. The training was conducted on January 23, 2026, utilizing lecture methods, case study discussions, and measurable evaluations. The material covered basic accounting concepts, the Cash Conversion Cycle (CCC), and company-specific terminology such as Total Product Value (TPV). Evaluation results demonstrated a significant improvement in participant understanding, with the majority of participants achieving post-test scores above 70, compared to varying lower scores in the pre-test. Participants also responded positively regarding the relevance of the material to their daily work, specifically in understanding the urgency of timely financial administration processes.

Keywords: *Cash Conversion Cycle; Community Service; Financial Literacy; Non-Finance and Working Capital Management.*

I. INTRODUCTION

Financial literacy has traditionally been associated with personal financial management or specialized professional roles such as accountants and financial managers. However, in contemporary business environments characterized by rapid technological advancement, cross-functional integration, and data-driven decision-making, financial literacy has increasingly been recognized as a critical organizational capability rather than an individual skill alone [1]; [2]. Organizations today require employees across all functional areas to possess a basic understanding of financial concepts in order to make informed operational decisions that support organizational sustainability and performance.This shift is particularly evident in technology-based and digital-oriented companies, where operational activities are closely intertwined with financial outcomes and cash flow dynamics. In sectors such as edutech and parenting technology, firms commonly operate under conditions of tight margins, rapid scaling pressures, and highly dynamic market environments. As a result, decisions made by non-financial units, including marketing campaigns, inventory planning, supplier coordination, and customer engagement can have immediate and substantial implications for revenue realization, cost efficiency, and working capital management [3], [4]PT. Tentang Anak, a leading parenting ecosystem company in Indonesia, represents a relevant case within this context. The company integrates digital educational content, e-commerce operations, and community-based engagement within a single business model.

This integrated structure requires strong coordination among diverse functional units such as marketing, operations, logistics, content development, and business development. In such an environment, the absence of a shared financial understanding across departments can create misalignment between operational activities and financial objectives, ultimately affecting organizational efficiency and cash flow sustainability.Financial literacy, in an organizational context, refers to the ability of employees to understand, interpret, and apply basic financial concepts, including financial statements, cash flow management, budgeting, and key performance indicators, in relation to their job responsibilities [1]. While earlier studies emphasized financial literacy at the household level, more recent research highlights its growing importance within organizations, particularly for non-financial employees whose routine decisions directly or indirectly influence financial performance [5];[2] Empirical studies indicate that non-financial employees frequently engage in decisions that affect cost structures, revenue timing, and working capital without fully understanding their financial consequences [4];[6]. For example, administrative delays in invoicing, procurement documentation, or inventory reporting are often perceived as minor procedural issues, despite their significant impact on liquidity, the Cash Conversion Cycle (CCC), and the accuracy of the monthly financial closing process.

Additionally, limited understanding of internal financial metrics, such as the distinction between Total Product Value (TPV) and Net Sales can result in inconsistent performance targets and misaligned expectations between commercial and finance teams.Such gaps in financial understanding contribute to the absence of a shared financial language within organizations, potentially leading to inefficiencies in working capital management and reduced cross-functional collaboration. Prior research suggests that improving financial literacy among non-financial staff enhances accountability, decision quality, and strategic alignment across departments [7];[8]. Despite this evidence, structured financial literacy programs targeting non-financial employees remain relatively limited, particularly within rapidly growing technology-based companies in emerging markets.In response to this challenge, the Community Service team from Trisakti School of Management collaborated with PT. Tentang Anak to design and implement a tailored financial literacy intervention program titled “Finance 101: Understanding Business Finance.” The program was designed not merely to introduce basic accounting concepts, but to cultivate a shared financial mindset across the organization. The primary objective was to demonstrate how individual operational roles contribute to the company’s overall financial health, thereby transforming non-financial employees from passive executors of tasks into financially aware contributors who actively support sustainable organizational growth.

II. METHODS

This community service activity employed a Participatory Action Research (PAR) approach, which emphasizes collaborative inquiry, active participation, and reflective learning between researchers and participants to address practical organizational challenges [9]; [10]. The PAR approach is particularly appropriate for organizational capacity-building initiatives, as it enables participants to act as co-creators of knowledge rather than passive recipients, thereby increasing the contextual relevance and practical applicability of the intervention.The activity was conducted on January 23, 2026, at the headquarters of PT. Tentang Anak, a parenting technology company operating as an integrated ecosystem that combines educational content, digital platforms, and product distribution. The company’s organizational structure emphasizes cross-functional collaboration among finance, marketing, business development, operations, logistics, and content development teams. Such cross-functional integration is widely recognized as essential for operational scalability, service quality, and financial sustainability in technology-driven organizations [5]; [1] The program involved approximately 23 employees from various non-financial divisions, including marketing, business development, operations, and logistics. Participants were selected in coordination with company management, focusing on employees whose routine responsibilities, such as procurement decisions, campaign budgeting, inventory planning, and revenue monitoring, have direct or indirect financial implications.

Prior studies suggest that non-financial employees often have limited formal training in accounting and finance, making them an appropriate target group for foundational financial literacy interventions [2]; [1] The primary intervention consisted of a structured training session titled “Finance 101: Understanding Business Finance.” The session was delivered by academic experts with extensive experience in financial management education and applied business finance. The training curriculum was developed based on a preliminary needs assessment conducted through informal interviews and discussions with the finance team and selected non-financial employees. This needs-based design aligns with best practices in professional training and adult learning, which emphasize relevance to participants’ actual work contexts [7]; [8].The training content was organized into three main modules. The first module introduced fundamental accounting concepts, including the basic accounting equation, the structure of financial statements, and core financial reporting principles, with the aim of enabling participants to interpret income statements, balance sheets, and cash flow statements relevant to their operational roles [5]. The second module focused on Working Capital Management, particularly the Cash Conversion Cycle (CCC) and its components Days Sales Outstanding (DSO), Days Payable Outstanding (DPO), and Inventory Days, highlighting their role in maintaining liquidity and operational efficiency [3];[4].

Practical examples drawn from PT. Tentang Anak's internal processes were used to illustrate how delays in invoicing, purchase orders, or inventory reporting can adversely affect cash flow and the monthly financial closing process.The third module emphasized operational–financial linkages, demonstrating how routine non-financial decisions related to marketing activities, supplier payments, and inventory turnover influence financial performance indicators. This integrative perspective supports the development of financial awareness among non-financial employees and enhances cross-departmental alignment [2];[1].The training adopted an interactive and participatory learning approach, combining slide presentations, guided discussions, real-case illustrations, and question-and-answer sessions. Such interactive methods have been shown to improve engagement and learning outcomes in adult and professional education settings [7];[8].To evaluate the effectiveness of the intervention, a quantitative pre-test and post-test design was employed to measure cognitive improvement in financial literacy. This evaluation approach is widely used to assess learning outcomes in training programs and financial education initiatives [8]. The assessment consisted of ten structured technical questions covering basic accounting concepts, financial statement interpretation, and working capital management. The pre-test was administered immediately prior to the training to establish a baseline level of financial knowledge, while the post-test was conducted at the end of the session using the same instrument to ensure measurement consistency.

The difference between pre-test and post-test scores was calculated to determine the knowledge delta, reflecting the extent of learning achieved through the intervention.In addition to the quantitative assessment, a qualitative survey questionnaire was distributed to participants after the training session. The survey employed Likert-scale items and open-ended questions to capture participants' perceptions regarding (1) the relevance of the training material to their job roles, (2) the clarity and accessibility of the financial concepts presented, (3) the practical applicability of the knowledge gained, and (4) overall satisfaction with the training delivery and content. The use of both quantitative and qualitative data follows mixed-methods research principles, enabling a more comprehensive evaluation of the program's effectiveness [11] Quantitative data from the pre-test and post-test were analyzed descriptively by comparing average scores to identify improvements in financial knowledge. Qualitative responses were analyzed thematically to identify recurring patterns related to perceived usefulness, relevance, and participant engagement. The integration of quantitative and qualitative findings ensured that the evaluation captured not only theoretical learning outcomes but also the practical relevance of the intervention in participants' daily operational roles.

Fig 1. Slide presentation documentation of the Finance 101 program at PT. Tentang Anak

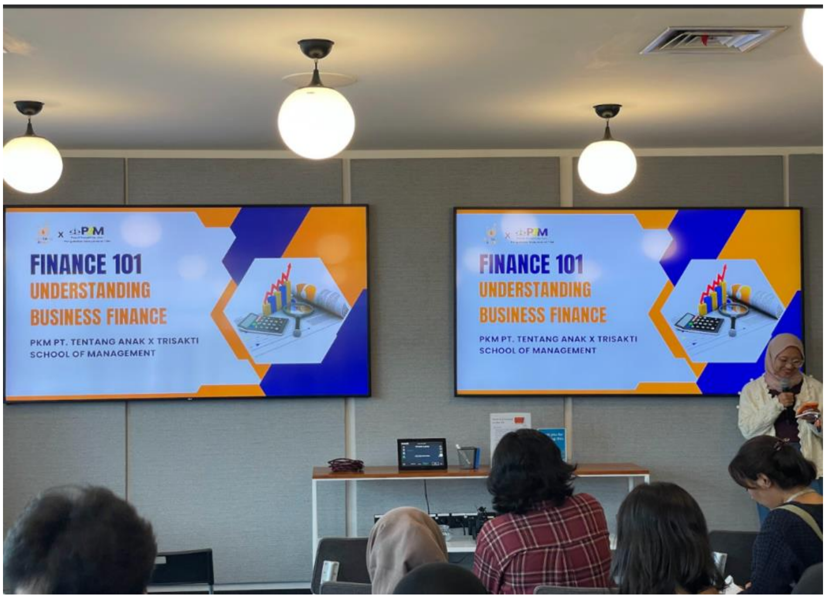

Fig 2. Photo session with participants and speakers

Fig 3. Pre-test session conducted by participants

III. RESULT AND DISCUSSION

The effectiveness of the financial literacy training program was primarily assessed through a comparative analysis of pre-test and post-test scores, which is widely recognized as a valid proxy for measuring cognitive improvement in professional training and financial education programs [8]; [1]. The baseline data obtained from the pre-test revealed a substantial disparity in financial knowledge among non-financial employees, with scores distributed unevenly and a significant concentration in the lower performance quartile. This finding confirms previous research indicating that employees outside finance-related functions often possess limited formal exposure to accounting and financial management concepts [5].

Fig 4. Comparison of Pre-Test and Post-Test Scores

More specifically, the pre-test results indicated pronounced deficiencies in technical areas such as basic accounting equations, financial statement interpretation, and working capital components. Several participants recorded scores as low as 30 to 40 out of 100, reflecting a limited understanding of foundational financial principles. These findings align with recent empirical studies suggesting that non-financial professionals frequently underestimate the financial implications of operational decisions due to insufficient financial literacy [1]; [2].Following the intervention, the post-test results demonstrated a statistically meaningful improvement in overall financial literacy. The majority of participants achieved scores within the upper performance range of 70 to 100, indicating a substantial shift in cognitive understanding. Individual-level comparisons further reinforced this improvement; for example, one participant increased their score from 30 in the pre-test to 70 in the post-test, while another improved from 60 to 90. Such learning gains provide empirical support for the effectiveness of contextualized and role-based financial training in enhancing comprehension among non-financial employees ([8]; [1]Beyond numerical improvement, the results validate the pedagogical value of embedding accounting fundamentals within an operational context. Participants demonstrated improved comprehension of core concepts such as revenue recognition, cost behavior, and cash flow logic—elements identified as critical for managerial decision-making in contemporary organizations ([3]; [4]).

A critical component of the training program was the clarification of company-specific financial metrics that had previously generated cross-divisional misalignment, particularly the distinction between Total Product Value (TPV) and Net Sales. Prior to the intervention, qualitative feedback and pre-test responses indicated widespread confusion regarding these concepts, often resulting in inconsistent performance targets between commercial and finance teams. Through guided explanation and real-case illustrations, the program defined TPV as (Revenue – Discounts/Vouchers) × (1 + VAT rate), while emphasizing that Net Sales excludes discounts, vouchers, and tax components.This clarification proved instrumental in aligning employees' understanding of revenue metrics and performance indicators. Recent studies highlight that misinterpretation of financial metrics in digital and platform-based businesses can lead to distorted decision-making and ineffective performance evaluation [12]; [13]. By establishing a shared financial language, the training reduced informational asymmetry and supported more coherent cross-functional collaboration.Furthermore, participants demonstrated a strengthened understanding of Working Capital Management, particularly the mechanics and strategic relevance of the Cash Conversion Cycle (CCC).Employees gained clearer insight into how Days Sales Outstanding (DSO), Days Payable Outstanding (DPO), and Inventory Days interact to influence liquidity and operational flexibility. The training emphasized that extending inventory holding periods, while sometimes operationally convenient, ties up cash resources and can constrain organizational agility.

This conceptual shift is significant, as recent financial management literature emphasizes that profitability does not automatically translate into liquidity, especially in growth-oriented firms [4]; [3]. By understanding the temporal dimension of cash flows, participants are now better equipped to make operational decisions that align with the company's long-term financial sustainability objectives.Beyond quantitative outcomes, qualitative feedback further underscores the practical relevance and organizational impact of the program. Participants consistently highlighted that the use of internal case studies and real company reports, rather than generic textbook examples, made the material highly relatable and immediately applicable. Several respondents noted that reviewing actual financial documents helped them appreciate the complexity of the finance team's responsibilities, particularly during the monthly closing process.Participants also emphasized that delays in submitting invoices or purchase orders, previously perceived as minor administrative issues, were now understood as factors that could materially affect cash flow accuracy and reporting reliability. This shift in perception supports recent findings that financial literacy initiatives are most effective when they directly connect learning content to the learner's institutional environment and daily work practices ([1]; [2].Moreover, feedback described the training as simple, practical, and effective in bridging communication gaps between departments, reinforcing the idea that financial management is a shared organizational responsibility rather than an isolated finance function.

This outcome aligns with contemporary research suggesting that financial literacy contributes not only to individual competence but also to the development of a collaborative organizational culture that supports efficient financial operations ([8]; [5].The community service initiative titled "Finance 101: Understanding Business Finance" successfully achieved its primary objective of enhancing financial literacy among non-financial employees at PT. Tentang Anak. The quantitative findings, evidenced by a substantial increase in post-test scores compared to pre-test results, provide strong empirical support that the intervention effectively addressed existing knowledge gaps related to fundamental accounting principles, working capital management, and internal business metrics. The improvement in participants' understanding of critical concepts such as the Cash Conversion Cycle (CCC) and the accurate calculation of Total Product Value (TPV) demonstrates that context-specific financial education can significantly elevate financial awareness among employees outside the finance function.Beyond cognitive gains, the program generated meaningful organizational value by fostering a cultural shift toward greater cross-functional collaboration and financial accountability.

Qualitative feedback revealed a heightened appreciation among participants for the interdependence between operational activities and financial processes, particularly regarding the impact of administrative timeliness on cash flow accuracy and the monthly closing process. This enhanced mutual understanding is expected to reduce inter-departmental friction and contribute to more efficient execution of key business cycles, including Order-to-Cash and Procure-to-Pay.Overall, this initiative illustrates that improving financial literacy among non-financial staff is not merely an instructional effort but a strategic organizational investment. By cultivating a shared financial mindset, organizations can strengthen working capital management, improve decision quality at the operational level, and support sustainable growth. For companies operating in the highly competitive and rapidly evolving edutech and parenting technology sector, such initiatives play a critical role in ensuring operational resilience and long-term financial sustainability.Future community service programs and organizational development initiatives are encouraged to adopt a similar contextualized and participatory approach, potentially extending the intervention through follow-up sessions, advanced modules, or longitudinal assessments to evaluate long-term behavioral and financial impacts.

IV. ACKNOWLEDGMENTS

The authors would like to thank PT. Tentang Anak for the collaboration and permission to conduct this community service activity. We also extend our gratitude to P3M Trisakti School of Management for facilitating this program.

REFERENCES

[1] *OECD/INFE 2020 International Survey of Adult Financial Literacy*. OECD Publishing,2020.doi: 10.1787/145f5607-en.

[2] Lusardi, "Financial literacy and the need for financial education: evidence and implications," ***Swiss J. Econ. Stat***., vol. 155, no. 1, Dec. 2019, doi: 10.1186/s41937-019-0027-5.

[3] E. F. . Brigham and M. C. . Ehrhardt, *Financial management : theory & practice*. Cengage Learning, 2017.

[4] S. A. Ross, Randolph. Westerfield, and B. D. . Jordan, *Fundamentals of corporate finance*. McGraw Hill, 2022.

[5] Peter. Atrill and E. J. . McLaney, *Management accounting for decision makers*. Pearson Education, 2018.

[6] Colin. Drury, *Management and cost accounting*. Cengage Learning, 2018.

[7] E. Salas, S. I. Tannenbaum, K. Kraiger, and K. A. Smith-Jentsch, "The Science of Training and Development in Organizations: What Matters in Practice," *Psychological Science in the Public Interest, Supplement*, vol. 13, no. 2, pp. 74–101, Jun. 2012, doi: 10.1177/1529100612436661.

[8] D.L.Kirkpatrick and J.D. . Kirkpatrick, *Evaluating training programs : the four levels*. ReadHowYouWant.com ; Berrett-Koehler Publishers, 2010.

[9] Hilary. Bradbury and Peter. Reason, *The Sage handbook of action research : participative inquiry and practice*. Credo Reference, SAGE Publications, 2014.

[10] J. M. . Chevalier and Daniel. Buckles, *Participatory action research : theory and methods for engaged inquiry*. Routledge, 2019.

[11] J. W. . Creswell and V. L. . Plano Clark, *Designing and conducting mixed methods research*. SAGE, 2018.

[12] Aswath. Damodaran, *Narrative and numbers : the value of stories in business*. Columbia Business School Publishing, Columbia University Press, 2017

[13] J. M. . Wahlen, S. P. . Baginski, and M. T. . Bradshaw, *Financial reporting, financial statement analysis, and valuation : a strategic perspective*. Cengage, 2023.