

THE MODERATING ROLE OF RELIGIOSITY ON GREEN FINANCE, TRUST, AND INTEREST IN GREEN FINANCIAL PRODUCTS

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Abstract:

Background: The increasing urgency of environmental issues has encouraged the expansion of sustainable financial practices, including the development of green finance. Despite this progress, public familiarity with green financial products and confidence in related institutions remain relatively limited. In the Indonesian context, especially among religious-based educators such as Muhammadiyah teachers, financial decisions may also be influenced by spiritual and ethical considerations. Therefore, this study investigates the roles of green finance literacy and institutional trust in shaping interest in green financial products, with religiosity examined as a moderating variable

Purpose: This research aims to evaluate the influence of green finance literacy and trust on teachers' intention to use green financial products and to assess whether religiosity strengthens these relationships.

Design/methodology/approach: A quantitative survey design was applied in this study. Respondents were selected using proportionate stratified random sampling from Muhammadiyah senior high school and vocational school teachers in Palembang. Data were collected through structured questionnaires with a five-point Likert scale and analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM).

Findings/Results: The findings demonstrate that green finance literacy and trust significantly affect interest in green financial products. Religiosity does not strengthen the relationship between literacy and intention, but it significantly reinforces the effect of trust on intention.

Conclusion: The adoption of green financial products among Muhammadiyah teachers is primarily influenced by knowledge and institutional trust. Religiosity contributes indirectly by amplifying the role of trust rather than literacy.

Originality/value (State of the art): This study contributes to sustainable finance literature by integrating religiosity into the green finance behavioral model and focusing on religious educators as a specific social group in Indonesia

Keywords: green finance literacy, trust, interest in green financial products, religiosity, SEM

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INTRODUCTION

Climate change and environmental degradation have increasingly placed sustainability at the center of global economic and financial agendas. The financial sector plays a strategic role in this transition through the development of green finance, which channels funds toward environmentally responsible activities such as renewable energy, sustainable infrastructure, and climate-resilient projects (Prasetyo & Adinugraha, 2023; Wang et al. 2025). Through this mechanism, financial institutions are expected not only to generate economic value but also to contribute to long-term environmental preservation. This dual role reflects a paradigm shift in which financial performance is increasingly aligned with sustainability goals. As a result, green finance has become an important instrument in bridging economic development with environmental responsibility in the modern financial system.

Despite growing policy support and the introduction of instruments such as green bonds and green sukuk in Indonesia, public adoption of green financial products remains limited. One of the main challenges lies in insufficient literacy and weak trust in green financial institutions, particularly at the community level (Agustina, 2024; Wati & Fasa, 2025). This condition indicates that regulatory frameworks and product availability alone are not sufficient to stimulate meaningful public participation in green finance initiatives. The concept of green finance itself emerged in the late 1980s, when the term “green economy” was introduced in the report *Blueprint for a Green Economy* (Fu et al. 2025), showing that the idea has a long conceptual foundation. Today, various green financial products, such as green bonds, environmentally friendly financing, and investments based on ESG (Environmental, Social, and Governance) principles, have been utilized to channel funds into sectors that support sustainability (Aulia et al. 2024). Therefore, strengthening public literacy and trust becomes a critical prerequisite for ensuring that the long-standing concept of green finance can be effectively implemented in contemporary financial practices.

In Indonesia, the commitment to climate action is reflected in its active participation in the Paris Agreement. With its vast tropical forests, Indonesia plays a strategic role in absorbing carbon emissions and maintaining global climate balance (Karunia et al.

2023). This strategic position places Indonesia at the center of regional and global efforts to mitigate climate change. Consequently, national development policies are increasingly expected to align economic growth with environmental sustainability. These conditions underline the importance of integrating climate considerations into the financial and institutional framework that supports long-term sustainable development.

Previous studies consistently show that financial literacy and trust are key determinants of individuals’ willingness to adopt sustainable financial products. Financial literacy enhances understanding of environmental and long-term economic benefits (Lanciano et al. 2025; Salahodjaev & Sadikov, 2025), while trust reduces perceived risks and uncertainty associated with new financial innovations (Devlin et al. 2025; Dewi & Indudewi, 2024). These two factors, therefore, play a complementary role in shaping positive attitudes toward sustainability-oriented financial behavior. However, most empirical evidence in this area has focused on conventional banking, Islamic finance products in general, or investment behavior, with relatively little attention given to green financial products as a distinct category. As a result, the specific drivers of public interest in environmentally oriented financial instruments remain underexplored.

In societies where religion plays a central role in shaping social and economic behavior, religiosity may further influence how individuals perceive and respond to green finance initiatives. Religious values function as moral guidelines that shape ethical considerations, social responsibility, and environmental awareness. Through these values, individuals often evaluate financial choices not only based on economic benefits but also on their moral and social implications. This moral dimension becomes increasingly relevant when financial decisions are linked to environmental sustainability. Therefore, religiosity can be seen as an important socio-cultural factor that shapes attitudes toward sustainability-oriented financial behavior.

Several studies have documented the influence of religiosity on financial decision-making, particularly in the context of Islamic banking and Sharia-compliant investments (Muslichah & Sanusi, 2019; Wijaya et al. 2024). These findings suggest that religious commitment often guides individuals in selecting financial products that are consistent with their

ethical and spiritual values. Nevertheless, empirical findings remain mixed regarding whether religiosity strengthens the effects of financial literacy and trust, especially when the object of analysis is green financial products rather than Islamic finance in general (Fauzi & Rafik, 2024; Wulandari & Andraeny, 2024). This inconsistency indicates that the role of religiosity may differ depending on the financial context and the type of products being examined. Consequently, further investigation is needed to determine how religiosity interacts with literacy and trust in shaping behavior toward green financial products.

A critical gap in the existing literature lies in the limited integration of green finance literacy, trust, and religiosity within a single analytical framework that focuses on environmentally oriented financial products and religious educators as a distinct social group. Although previous studies have examined similar variables, they have largely treated religiosity as a direct predictor or have focused on consumer groups such as students, general banking customers, or investors (Setiawan et al. 2021) (Hasibuan & Nurbaiti, 2023). Very few studies have explored how religiosity functions specifically as a mechanism that strengthens trust in the adoption of green financial products, particularly among teachers who serve as both economic actors and moral role models in society. This study, therefore, offers a clear novelty by positioning religiosity not merely as an additional explanatory variable, but as a trust-enhancing mechanism within the context of green finance adoption. By emphasizing this mechanism-based and context-specific approach, the research provides a distinctive contribution to the literature on sustainable finance behavior in religious communities.

This study addresses this gap by examining Muhammadiyah senior and vocational school teachers in Palembang, a group characterized by strong religious commitment and strategic influence in promoting social values. This group is particularly relevant because teachers not only function as economic actors but also serve as moral references within their communities. Their dual role allows them to shape both financial behavior and ethical awareness among students and society. Rather than claiming novelty in the research model itself, this study offers a contextual and mechanism-based contribution by highlighting the role of religiosity in reinforcing trust as a pathway to increasing interest in green financial products. Through

this approach, the study emphasizes the importance of understanding financial behavior within its specific social and cultural setting.

By positioning religiosity not merely as an additional variable but as a trust-enhancing factor within the green finance context, this research provides a more nuanced understanding of how ethical and spiritual values interact with financial behavior in sustainability-oriented decisions. This perspective helps explain why individuals in religious communities may respond differently to green finance initiatives compared to the general population. It also strengthens the argument that behavioral change in sustainable finance cannot rely solely on economic incentives. Muhammadiyah has demonstrated a commitment to environmental issues through a series of fatwas and advocacy movements, including Fikih Air (Water Jurisprudence) and Fikih Kebencanaan (Disaster Jurisprudence), in response to increasingly evident ecological problems (Ikhwanuddin, 2020). These institutional efforts provide a strong contextual foundation for examining how religious values can support the adoption of environmentally responsible financial practices.

Accordingly, this study aims to analyze the effects of green finance literacy and trust on teachers' interest in using green financial products and to examine the moderating role of religiosity in these relationships. This objective reflects the need to better understand how cognitive, institutional, and spiritual factors interact in shaping sustainability-oriented financial behavior. By focusing on teachers, the study targets a social group that plays a dual role as both economic actors and moral influencers by refining the behavioral framework of green finance adoption in religious communities and practically by offering insight for financial institutions, educators, and policymakers in designing sustainability-based financial literacy and outreach programs that align with local religious values. In this way, the study seeks to bridge academic inquiry with practical efforts to promote environmentally responsible financial practices.

METHODS

This study employs a quantitative approach using explanatory research methods. This approach was chosen because it aligns with the research objective, which is to explain the cause-and-effect relationships between several predetermined variables. Specifically, this study

will investigate the impact of green finance literacy and trust in green financial institutions (independent variables) on teachers' interest in utilizing green financial products (dependent variable). Additionally, Religiosity is analyzed as a moderating variable to assess the extent to which it strengthens or weakens the relationships between these variables. The use of a quantitative approach allows the researcher to measure the relationships between variables objectively and systematically, providing a clearer understanding of the factors that influence interest in environmentally friendly financial products within the context of religious education.

The population of this study includes all teachers at Muhammadiyah senior high schools (SMA) and vocational schools (SMK) in Palembang City. According to the latest data, there are 12 Muhammadiyah SMA/SMK schools in the city, with a total of 285 teachers. This population was selected due to its institutional relevance and strong religious values, which are expected to provide an appropriate context for testing the variables in this study. The sampling technique used is proportional random sampling to ensure representation from each school. The sample size was determined using Slovin's formula with a 5% margin of error, resulting in a total of 167 respondents. Data collection was conducted in September 2025. This study used primary quantitative data obtained directly

from Muhammadiyah teachers through structured questionnaires.

The questionnaires were designed using a 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The operationalization of research variables is the process of translating the concepts or variables under study into concrete and systematic indicators that can be measured. The purpose is to ensure that each variable can be calculated using the appropriate instrument, such as questionnaires, observations, or interviews.

Table 1 presents the conceptual definitions and measurement indicators for each variable in the study. The dependent variable, Interest in Using Green Financial Products, is measured through indicators of interest in trying, intention to use, and tendency to choose green financial products. The independent variables consist of Green Finance Literacy, measured by understanding of concepts, knowledge of benefits, and awareness of risks, and Trust in Green financial institutions, assessed through credibility, security, and compliance with green principles. Meanwhile, Religiosity Value as the moderating variable is operationalized through religious beliefs, worship practices, and financial decision-making in accordance with religious teachings. These indicators form the basis for the questionnaire design to ensure systematic and valid measurement of each construct.

Table 1. Operationalization of variables in the study of green finance literacy, trust, religiosity, and interest in green financial products

Variable	Variable Concept	Indicator
Interest in Using Green Financial Products (Y)	Teachers' tendency or intention to try, use, and recommend green financial products.	Interest in Trying Intention to Try Tendency to Choose
Green Finance Literacy (X1)	The level of teachers' understanding of the concepts, benefits, and risks of environmentally friendly financial products (green finance).	Understanding of Green Finance Concepts Knowledge of Benefits Knowledge of Risks
Trust in Green financial institutions (X2)	Teachers' confidence in the integrity, transparency, and commitment of financial institutions in managing green financial products.	Credibility Security Compliance with Green Principles
Religiosity Value (Z)	The extent to which religious values influence teachers' decisions in selecting financial products that align with sustainability principles and environmental well-being.	Religious Belief Worship Practices Financial Decisions According to Religious Teachings

The data analysis in this study employs the Partial Least Squares Structural Equation Modeling (PLS-SEM) approach, utilizing SmartPLS software for assistance. The first stage involves evaluating the measurement model (Outer Model) to assess the validity and reliability of the indicators for each construct (latent variable). The tests conducted include convergent validity, where the loading factor is greater than 0.7, the average variance extracted (AVE) is greater than 0.5, and the composite reliability is greater than 0.7; these criteria are considered valid. The second stage involves evaluating the structural model (Inner Model) to assess the relationships between latent variables in accordance with the conceptual framework. The tests conducted include the coefficient of determination (R^2) and predictive relevance (Q^2). If R^2 is high and Q^2 is greater than 0, the model is considered strong. The third stage involves hypothesis testing. If $t > 1.96$ and $p < 0.05$, the relationship is considered significant. The final step consists of analyzing the moderating effect. If $p < 0.05$, the moderation is considered important.

Financial literacy plays a critical role in shaping individuals' financial attitudes and behaviors by enhancing their understanding of the benefits, risks, and long-term implications of financial products. In the context of green finance, higher literacy not only improves financial knowledge but also increases awareness of environmental sustainability, which in turn fosters positive attitudes toward green financial products. Based on the Theory of Planned Behavior, individuals with greater green finance literacy are more likely to develop stronger intentions to adopt environmentally responsible financial practices. Therefore, this study proposes the following hypothesis: H_1 : Green finance literacy has a positive effect on interest in green financial products.

Trust is widely recognized as a key determinant in the adoption of financial innovations, particularly those involving higher levels of uncertainty, such as green financial products. When individuals trust financial institutions, perceived risks related to greenwashing

and moral hazard are reduced, thereby increasing confidence in sustainability-oriented financial offerings. Consequently, higher trust in green financial institutions is expected to enhance individuals' interest in using green financial products. Accordingly, this study proposes: H_2 : Trust has a positive effect on interest in green financial products.

Religiosity serves as an important value framework that shapes how individuals interpret information and make financial decisions. When green finance literacy is internalized within a religious value system emphasizing stewardship, social responsibility, and environmental care, its influence on behavioral intention becomes stronger. Drawing on the Value Belief Norm Theory, religiosity is expected to reinforce the relationship between knowledge and pro-environmental behavior. Thus, this study hypothesizes: H_3 : Religiosity strengthens the relationship between green finance literacy and interest in green financial products.

In addition, religiosity is expected to enhance the role of trust in shaping interest in green financial products. In religious communities, trust extends beyond technical reliability to include moral and ethical legitimacy. When green financial institutions are perceived as operating in accordance with religious and ethical values, trust becomes a more powerful driver of behavioral intention. Therefore, this study proposes the following hypothesis: H_4 : Religiosity strengthens the relationship between trust and interest in green financial products.

The framework in Figure 1 is based on the understanding that an individual's interest in green financial products is influenced not only by their level of knowledge or literacy and Trust, but also by the religiosity values they hold. The higher a person's literacy, the more likely they are to be interested in using green financial products, as they understand the long-term benefits for the environment and sustainable economy.

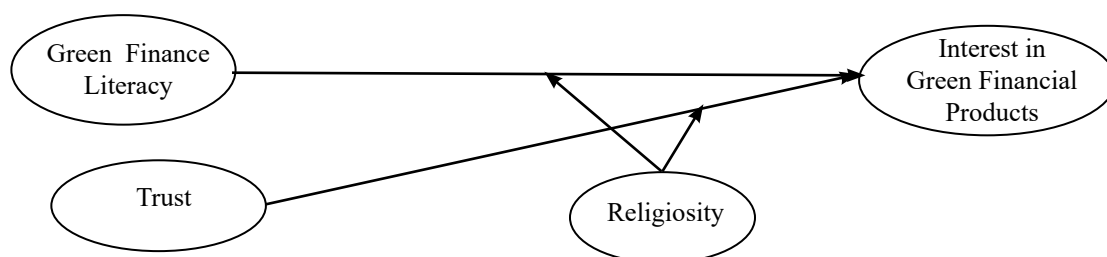


Figure 1. Conceptual framework of green finance literacy, trust, and religiosity in shaping teachers' interest in green financial products

RESULTS

Respondents Characteristics

This study involved 167 respondents who are teachers at Muhammadiyah senior high schools (SMA) and vocational schools (SMK) in Palembang City. Data were collected through online questionnaires using a 1–5 Likert scale. The respondents' characteristics are presented in Table 2. The purpose of analyzing respondent characteristics is to provide a general overview of the demographic profile of the respondents, which serves as a basis for understanding their behavioral tendencies toward green financial products.

The study's results indicate that the majority of respondents were female, comprising 70.1%. This suggests that the teaching profession in Muhammadiyah schools remains predominantly female-dominated. This condition aligns with general trends in the education sector, where female educators have a larger proportion, especially at the primary and secondary education levels. The predominance of female teachers may influence perspectives on green financial products, as previous studies have shown that women tend to have higher environmental awareness and are more cautious

in financial decision-making compared to men. The age distribution shows that the 20–30 age group represents the largest portion of respondents at 39.5%, followed by the 31–40 age group at 34.7%. These two age groups represent a productive young generation, which is generally more open to digital financial innovations, including green financial products. This tendency suggests a significant potential for developing green finance education and literacy among young teachers, as they play a crucial role in imparting environmental awareness and sustainable financial behaviors to their students.

Based on education level, the majority of respondents hold a bachelor's degree (S1) at 77.9%, while those with a postgraduate degree (S2) account for 20.9%. The predominance of respondents with a bachelor's degree suggests that most Muhammadiyah teachers already possess an adequate level of formal education and strong analytical skills to understand new concepts, including green finance. Respondents with a postgraduate education have the potential to act as change agents in promoting the implementation of green finance principles within schools and the broader community, as they possess a broader conceptual perspective.

Table 2. Demographic characteristics and green finance awareness of muhammadiyah teachers as research respondents

Characteristics	Total	Percentage (%)
Gender:		
Male	50	29.9
Female	117	70.1
Age:		
20-30 years	66	39.5
31-40 years	58	34.7
41-50 years	25	14.9
51-60 years	18	10.9
Education:		
SMA/SMK/Equivalent	2	1.2
Bachelor's Degree	130	77.9
Postgraduate	35	20.9
Marital Status:		
Married	105	62.9
Single	54	32.3
Widowed	8	4.8
Awareness of Green Finance:		
Yes	59	35.3
No	84	50.3
Maybe	24	14.4

The majority of respondents are married, accounting for 62.9%. This indicates that most respondents are in a stage of life with family and economic responsibilities. In the context of this study, marital status may influence financial thinking and decision-making, where married teachers tend to consider aspects of security, Sustainability, and social responsibility in managing their finances.

Interestingly, the study's results indicate that 50.3% of respondents are unfamiliar with the concept of green finance, while only 35.3% are familiar with it. This suggests that the level of green finance literacy among Muhammadiyah teachers remains relatively low. This situation presents both a challenge and an opportunity for educational institutions and financial institutions to enhance education and outreach programs on green finance. As an educated and influential group in society, improving teachers' understanding of green finance is crucial for shaping environmentally friendly and sustainable financial behaviors.

Outer Model Test

The adequacy of measurement indicators was examined using validity and reliability criteria. Indicator validity was evaluated through factor loading values, where

higher coefficients reflect stronger relationships between observed indicators and their corresponding constructs. In this study, indicators were considered acceptable when they met the recommended threshold for confirmatory analysis. Convergent validity was further assessed using average variance extracted (AVE), with acceptable constructs demonstrating sufficient explained variance. Reliability was then confirmed through internal consistency measures, including Cronbach's alpha and composite reliability, both of which indicated that the measurement instrument was dependable for analysis.

Indicator adequacy was evaluated by examining the strength of the relationship between each item and its corresponding construct. Stronger loading coefficients indicate better representation of latent variables in the measurement model. In addition, convergent validity was confirmed by assessing the proportion of variance captured by each construct through AVE values, which met recommended criteria for measurement quality. Figure 2 presents the measurement model estimation obtained from the PLS analysis. The output reflects how each indicator is associated with its respective construct, with a more detailed summary of these values provided in Table 3.

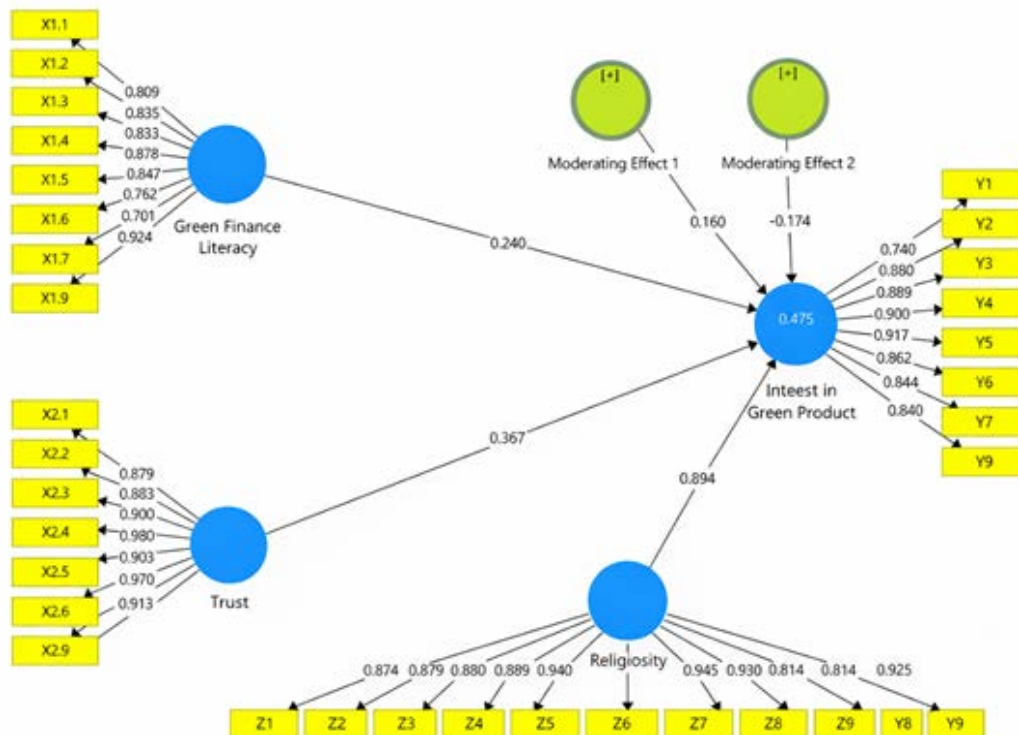


Figure 2. Relationships between green finance literacy, trust, religiosity, and teachers' interest in green financial products

Table 3. Validity and reliability of the measurement model

Variabels	Indicator	Outer Loading	AVE	Cronch's Alpha	Composite Reliability
GF Literacy	X1.1	0.809	0.655	0.934	0.945
	X1.2	0.835			
	X1.3	0.833			
	X1.4	0.878			
	X1.5	0.854			
	X1.6	0.847			
	X1.7	0.751			
	X1.8	0.762			
	X1.9	0.700			
Trust	X2.1	0.879	0.826	0.974	0.977
	X2.2	0.928			
	X2.3	0.908			
	X2.4	0.903			
	X2.5	0.890			
	X2.6	0.895			
	X2.7	0.938			
	X2.8	0.924			
	X2.9	0.913			
Interest in GP	Y1	0.740	0.757	0.959	0.965
	Y2	0.889			
	Y3	0.886			
	Y4	0.860			
	Y5	0.900			
	Y6	0.917			
	Y7	0.904			
Religiosity	Y8	0.882	0.809	0.970	0.974
	Y9	0.840			
	Z1	0.874			
	Z2	0.879			
	Z3	0.880			
	Z4	0.899			
	Z5	0.940			
	Z6	0.945			
	Z7	0.930			
	Z8	0.814			
	Z9	0.925			

The measurement model assessment confirmed that all indicators were statistically acceptable for construct evaluation. Indicator loadings showed satisfactory associations with their respective latent variables, indicating adequate item representation. Convergent validity was also supported, as each construct demonstrated sufficient variance extraction based on recommended standards. Reliability testing

further showed strong internal consistency across all constructs included in the model. Both Cronbach's alpha and composite reliability values reflected dependable measurement performance, confirming that the research instrument was consistent and appropriate for structural model analysis. Based on these results, all variables were retained for subsequent hypothesis testing.

Inner Model Test

The structural model was evaluated using R-squared for the dependent variables and the path coefficient values for the independent variables, which were then assessed for significance based on the t-statistic of each path, as presented in Table 4. The results show that the R-Square value for the Interest in Green Financial Products construct is 0.458, meaning that the independent variables green finance literacy and trust, along with the moderating variable (Religiosity) and their interaction, can explain 45.8% of the variance in the dependent variable (Interest in Green Financial Products), with the remaining variance explained by variables outside the model. A good fit (NFI = 0.805) indicates that the model is sufficiently appropriate for understanding and making strategic decisions regarding the use of green financial products.

Hypothesis Testing

In this study, Religiosity serves as a moderating variable between green finance literacy and Trust in green financial products. The results of the hypothesis testing are presented in Table 5. The analysis shows that green finance literacy has a significant positive effect on Interest in Green Financial Products (H1: $t = 2.580$, $p = 0.010$), as does Trust (H2: $t = 3.479$, $p = 0.000$). Religiosity does not moderate the relationship between green finance literacy and Interest in Green Financial Products (H3: $t = 1.299$, $p = 0.195$), but it significantly moderates the relationship between Trust and Interest in Green Financial Products (H4: $t = 2.019$, $p = 0.044$). These findings indicate that while both green finance literacy and trust directly influence Interest in Green Financial Products, only Trust's effect is strengthened by Religiosity.

The Effect of Green Finance Literacy on Interest in Green Financial Products

The finding that green finance literacy significantly influences interest in green financial products is consistent with previous studies that emphasize the importance of financial knowledge in shaping sustainable financial behavior. Several studies indicate that individuals with higher levels of financial literacy tend to demonstrate stronger intentions to adopt environmentally responsible financial products. This result supports the assumption that knowledge about sustainable finance helps individuals understand the environmental and social benefits associated with green financial products. In the context of Muhammadiyah teachers in Palembang, adequate literacy regarding green finance encourages them to view environmentally friendly financial decisions not only as economic choices but also as part of their social and moral responsibilities. Although 50.3% of respondents reported being unfamiliar with green finance, the outer loading values for the literacy indicators ranged from 0.700 to 0.878, indicating that all indicators adequately represent the literacy construct. It is important to note that outer loading reflects the strength of the relationship between indicators and the latent construct rather than the absolute level of respondents' knowledge. Therefore, even though a considerable proportion of respondents have limited familiarity with green finance, the responses across the indicators remain statistically consistent in measuring the literacy construct. This aligns with the Theory of Planned Behavior, which posits that intentions, shaped by attitudes, subjective norms, and perceived behavioral control, guide behavior. Green finance literacy cultivates positive attitudes toward sustainable financial products by enhancing awareness of their social and environmental benefits. These findings support prior studies (Lanciano et al. 2025b; Özbek et al. 2025) and underscore the importance of enhancing green finance literacy, particularly among teachers as social change agents, in effectively promoting the adoption of sustainable finance in Indonesia.

Table 4. Structural model evaluation: R-Square and NFI

	R Square	R Square Adjusted
Interest in Green Product	0.475	0.458
NFI	Saturated Model 0.809	Estimated Model 0.805

Table 5. Structural path coefficients and hypothesis testing

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	t-statistic (O/STDEV)	P Values	Description
GF Literacy → Interest in GF	0.240	0.267	0.093	2.580	0.010	Significant
Trust → Interest in GF	0.367	0.366	0.098	3.749	0.000	Significant
GF Literacy x Religiosity → Interest in GF	0.160	0.139	0.123	1.299	0.195	Not Significant
Trust x Religiosity → Interest in GF	-0.174	-0.179	0.086	2.019	0.044	Significant

The Effect of Trust on Interest in Green Financial Products

The results also show that trust in green financial institutions significantly affects interest in green financial products. This finding aligns with previous research highlighting that trust plays a crucial role in financial decision-making, particularly when individuals evaluate relatively new financial products such as green finance. When financial institutions demonstrate transparency, credibility, and a commitment to sustainability, individuals are more likely to perceive these institutions as reliable and worthy of their participation. Therefore, building public trust becomes an essential factor for financial institutions in promoting the adoption of green financial products. This aligns with the Trust-Based Model of Consumer Behavior, which emphasizes Trust as a key factor in consumer decision-making for new or value-based products. These findings are consistent with previous studies (Mawardi et al. 2024; Nguyen et al. 2025), highlighting that promoting green financial products requires not only financial literacy education but also the cultivation of public Trust through transparency, sustainability reporting, and regulatory support.

The Moderating Role of Religiosity on the Relationship between Green Finance Literacy and Interest in Green Financial Products

Interestingly, religiosity does not moderate the relationship between green finance literacy and interest in green financial products. This finding suggests that knowledge about green finance independently influences individuals' interest regardless of their level of religiosity. In other words, individuals who possess sufficient understanding of green financial concepts may already recognize the environmental and social benefits of such products, making their interest less dependent on religious considerations. This result indicates that financial literacy remains a fundamental

factor in shaping sustainable financial behavior. This study is consistent with Wulandari & Andraeny (2024), who found that Islamic Religiosity does not strengthen the effect of financial literacy on Sharia investment decisions, and Hidayat et al. (2023), who reported that Religiosity does not enhance the influence of financial literacy on consumer behavior. Thus, the findings emphasize that to increase public interest in green financial products, financial institutions should focus on education and enhancing green finance literacy rather than relying solely on Religiosity.

The Moderating Role of Religiosity on the Relationship between Trust and Interest in Green Financial Products

However, religiosity was found to moderate the relationship between trust and interest in green financial products. Individuals with higher levels of religiosity tend to place greater importance on ethical values, social responsibility, and environmental stewardship, which are consistent with the principles underlying green finance. As a result, religiosity strengthens the influence of trust in financial institutions on individuals' interest in adopting green financial products. This finding highlights that religious values may reinforce positive perceptions of financial institutions that demonstrate ethical commitments and sustainability-oriented practices. These findings align with the Value-Belief-Norm Theory, which posits that personal moral and religious values can strengthen the link between beliefs and actions. In this context, highly religious individuals are more likely to trust institutions that demonstrate environmental concern and adhere to ethical principles in managing public funds. This study is consistent with the findings of Agustin & Hakim (2022), who reported that Religiosity can moderate the relationship between product perception and investment interest in Sharia products. It also supports the results of Hasibuan & Nurbaiti (2023), which indicate that highly religious individuals are more sensitive to the ethical values,

transparency, and social responsibility of financial institutions. Thus, the findings provide empirical evidence that religious values can strengthen public Trust in green financial institutions, thereby enhancing interest in using sustainable financial products.

Managerial Implications

The findings of this study highlight several practical implications for green financial institutions, educational organizations, and policymakers in promoting the adoption of green financial products among educators. First, the significant role of green finance literacy indicates the need for more targeted and practice-oriented financial education programs. Financial institutions should design outreach initiatives that emphasize the practical benefits and real-life applications of green financial products, while educational institutions can incorporate sustainability-oriented financial topics into teachers' professional development activities. Second, the strong influence of trust, particularly when reinforced by religiosity, suggests that strategies to promote green finance should prioritize institutional credibility and value-based communication. Financial institutions are encouraged to strengthen transparency, accountability, and ethical branding to build confidence among religious communities. Aligning green finance practices with widely shared moral values can enhance acceptance without relying solely on technical financial explanations. Third, the differential role of religiosity, strengthening trust rather than literacy, implies that effective promotion of green finance requires a dual approach: combining cognitive education with efforts to build moral and institutional trust. This finding underscores the importance of collaboration between financial institutions and faith-based organizations to deliver sustainability messages that resonate with the social and cultural context of the target group. Overall, these implications suggest that expanding green finance adoption among educators is best achieved through an integrated strategy that balances education, trust building, and value alignment, providing practical guidance for stakeholders without duplicating the broader conclusions and policy recommendations discussed elsewhere in the paper.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

This research analyzes the influence of green finance literacy and trust on interest in green financial products, while also examining the moderating effect of religiosity. The empirical results reveal that both literacy and trust positively contribute to individuals' intention to engage with green financial products. This indicates that stronger knowledge of sustainable finance, combined with greater confidence in financial institutions, encourages more favorable behavioral intentions toward environmentally responsible financial decisions. The study also finds that religiosity strengthens the effect of trust on Interest in Green Financial Products, suggesting that ethical and spiritual values can reinforce confidence in sustainability-oriented financial institutions. However, religiosity does not significantly alter the relationship between literacy and interest, implying that knowledge-based decision making operates relatively independently from religious considerations in this context. Overall, this study extends behavioral finance and sustainable finance discussions by demonstrating that green financial adoption in religious communities is influenced not only by cognitive and institutional factors, but also by value-based considerations.

Recommendations

Several practical implications emerge from these findings. First, policymakers should intensify educational initiatives aimed at improving public understanding of green finance through structured literacy campaigns and sustainability-focused training. Second, financial institutions need to strengthen transparency, accountability, and credibility to enhance trust in green financial services. Clear communication regarding the benefits and operational mechanisms of green financial products is essential to increase public confidence. In addition, educational institutions are encouraged to incorporate sustainability and green finance topics into learning activities to cultivate awareness from an early stage. Future studies may broaden this research by including additional determinants such as environmental concern, perceived risk, and social influence to provide a more comprehensive explanation of green financial adoption behavior.

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