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Analysis and Evaluation of Financial Technology Literacy Training Case Study: INFINITY Goes to Campus 2024 at IPB University

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ABSTRACT

Purpose – This paper aims to evaluate a financial literacy seminar program through reactions, learning, behavior, outcomes, returns, and managerial implications.
Methodology/approach – A study that included information on reactions, learning, behavior, outcomes, returns, and managerial implications was used to collect data from 207 seminar participants.
Findings – It was found that. In the evaluation with the Kirkpatrick Evaluation Model, the reaction level participants were very satisfied with the implementation of the program, the learning level participants experienced increased knowledge and skills, the behavior level participants had the confidence to recommend fintech services, and the result level the majority of participants were willing to recommend the program to colleagues.
Novelty/value – Since students are the next generation of the nation, it is important to facilitate and evaluate their understanding of financial technology in order to minimize the risk of fraud in the use of fintech.

INTRODUCTION

Financial technology (fintech) is a key aspect of change in the global financial sector, including Indonesia (Aswirah et al., 2024). The increased use of this technology has been accompanied by a rise in digital financial services (fintech) that conventional financial institutions did not previously serve. Financial technology is a combination of technology and financial services. This has transformed business models from traditional to modern, where transactions that once required face-to-face interaction and the exchange of cash can now be conducted remotely and completed in seconds through the fintech ecosystem (Central Bank of Indonesia 2018). The fintech ecosystem consists of financial technology, financial institutions, regulators, investors, and consumers who interact with each other in the provision of technology-based financial services (Arner et al., 2015). Financial technology is at the core of fintech innovation. Digital platforms are one example, such as electronic wallets, investment applications, artificial intelligence (AI), and blockchain, which serve as supporting technologies (Nofer et al., 2017).

In Indonesia, the fintech ecosystem has experienced rapid growth in recent years, along with increased internet and smartphone usage, supported by regulations from the Financial Services Authority (OJK) and Central Bank of Indonesia (BI). However, technological advancements in the financial industry must be balanced with improved financial literacy among the public as a mitigation measure against the risks associated with using such services. Various fintech services have emerged, both licensed and unlicensed or illegal. Unlicensed fintech services tend to operate without

transparency, lack consumer protection standards, and often exploit digital loopholes to offer high-risk financial services. The OJK, as the regulator, has appointed the Indonesian Fintech Funding Association (AFPI) as a strategic partner to regulate and supervise peer-to-peer lending fintech services or fintech funding in Indonesia, as officially stated in OJK Appointment No. S-5/D.05/IKNB/2019. AFPI was established on October 5, 2018, and to this day serves as the regulator overseeing the practices of peer-to-peer lending service providers in Indonesia. According to OJK Regulation No. 77/POJK.01/2016, Chapter XIII, Article 48, all peer-to-peer lending services in Indonesia are required to register as members of AFPI. In addition to AFPI, online peer-to-peer lending service providers must also be registered as members of the Indonesian Fintech Association (AFTECH). AFTECH was established in 2016 and became a strategic partner of OJK in 2018 as an association of digital financial innovation providers to build an effective digital financial innovation supervision system. Regulatory-wise, if a fintech funding service provider or peer-to-peer lending fintech is registered with the OJK and is a member of both AFPI and AFTECH, then such fintech services are categorized as legal and safe. The following is a graph showing the growth of licensed fintech funding companies in Indonesia over the past five years, according to the Financial Services Authority (OJK).

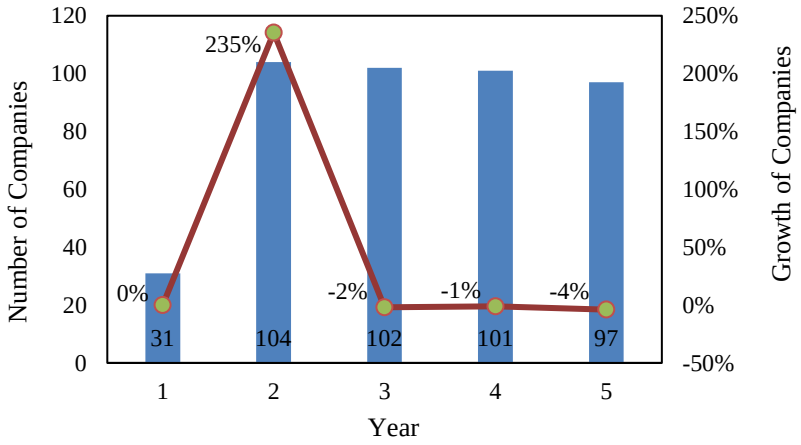

Figure 1. Growth data for licensed fintech funding companies in Indonesia for the period 2020–2024
Source: OJK 2024

Figure 1 above shows the growth trend of fintech funding companies in Indonesia from 2020 to 2024. Based on the data obtained, growth continues to increase from year to year. In 2020, there were 31 licensed fintech funding companies. Then, in 2021, there was a significant jump of 235%, with the number of companies increasing to 104. This surge indicates a major expansion in the fintech industry, possibly driven by the increasing need for digital financial services. However, in the following years, the number of companies began to decline. The gradual decline since 2022 indicates that some fintech funding companies may not be able to survive due to operational challenges, stricter regulations, or market consolidation. Increasingly stringent regulations from the OJK could be one of the main factors in filtering out companies that do not meet compliance standards.

The digital economy in Indonesia continues to grow in line with the development of fintech. Indonesia's digital economy reached USD 28.93 billion in 2022 and is projected to increase to USD 130 billion by 2025 (OJK 2022). The growth of fintech is supported by the volume of transactions from the general public nationwide. The following is a graph showing the growth in the volume of fintech funding transactions in Indonesia from 2020 to 2024.

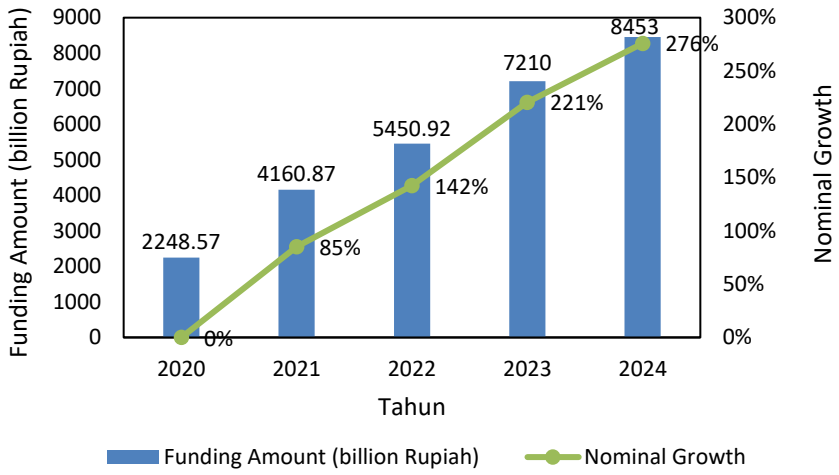

Figure 2. Growth in the volume of fintech funding transactions in Indonesia for the period 2020-2024
Source: OJK 2024

Based on Figure 2, the growth in the volume of fintech funding transactions in Indonesia in 2020 was recorded at Rp2,248.57 billion. Then, in 2021, the nominal funding increased significantly to Rp4,160.87 billion, with a growth of 85% compared to the previous year. This positive trend continued until 2024, with funding reaching IDR 8,453 billion, reflecting a cumulative growth of 276% from 2020. This graph shows the rapid expansion of the fintech funding industry over the past five years. However, with this rapid growth, challenges in terms of risk management, data security, and regulatory compliance also need to be addressed by fintech funding industry players in Indonesia. The high number of consumer complaints filed with LBH Jakarta, totaling 2,500 complaints throughout 2023, raises serious concerns. Among the issues reported, 64% were related to intimidating debt collection practices from illegal online lending apps. According to (Suleiman et al., 2022), 64% of victims of illegal online lending have low financial literacy. In addition, Hidayat & Pertiwi, (2025) revealed that 72% of online lending users do not fully understand the consequences and risks that can arise from online loans.

Several cases of online lending affecting students in Indonesia. In 2023, 58 students from Muhammadiyah University of Yogyakarta (UMY) were trapped in online lending (Idealisa & Yusuf, 2023), and a number of students at other campuses, such as the Institute of Madani Nusantara (IMN), the State Islamic University (UIN) Solo, and the University of Indonesia, also experienced cases related to online lending. In 2023, the OJK recorded that the age group of 19-34 years old, which includes students and young workers, had an accumulated online loan debt of 27.1 trillion rupiah, equivalent to 54.06% of the total national online loan debt. This phenomenon highlights the urgency of improving financial literacy among students as a foundation for addressing the development of fintech.

As a concrete step to address the issue of low financial literacy among the public, AFTECH launched the INFINITY Goes to Campus program. The INFINITY Goes to Campus program aims to introduce a variety of legitimate and secure fintech services, provide a deep understanding of the risks of using digital financial platforms, and improve fintech literacy and prevent illegal financial transactions, such as online gambling, among students. The INFINITY Goes to Campus program is conducted in the form of seminars and workshops at various universities across Indonesia. IPB University served as the venue for the 8th INFINITY Goes to Campus program, held on November 28, 2024. This initiative collaborated with the Risk Management Office and the Institute for Leadership and Executive Education (iLEAD) IPB. The effectiveness of the INFINITY Goes to Campus 2024 program at IPB University will be evaluated in this study using the Kirkpatrick model, enabling the benefits and level of enthusiasm among IPB University students to be quantified.

LITERATURE REVIEW

Training is a systematic process used to improve a person's knowledge, skills, and attitudes so that they are able to work or contribute effectively (Dessler, 2020). Training is necessary to improve an individual's performance in the future so that they can achieve both personal and company goals (Rahmi & Suryalena, 2017). Training implementation is divided into two methods: on-the-job training and off-the-job training (Swasto, 2011). On-the-job training is a training activity conducted at the workplace, where an individual learns the job by actually performing it under the supervision of a mentor. On-the-job training is typically obtained when someone becomes a new employee of a company. Meanwhile, off-the-job training is a training activity conducted at a location separate from the workplace or training that takes place outside of an employee's regular working hours (Simamora, 2004). In general, the difference between on-the-job training and off-the-job training is that on-the-job training is conducted at the actual workplace with materials consisting of actual job tasks to be performed, while off-the-job training is conducted outside the workplace with specific materials tailored to the needs of the trainees. According to Swasto, (2011), several types of training that are included in the on-the-job training method include coaching, job rotation, temporary assignments, work instructions, and internships. Meanwhile, several types of training that are included in the off-the-job training method include case study simulations, role playing, business games, vestibule training, laboratory training, and information presentations. The wide range of training options available must be carefully considered in accordance with the needs of the company and the characteristics of the participants. According to Swasto, (2011), information presentation methods consist of several types, including lectures, programmed instruction, self-study, transactional analysis, conferences, and seminar presentations. Within the scope of lectures, seminar presentations are the most effective training method to apply to students. Seminars provide participants with the opportunity to discuss, gain new insights from experts, and broaden their perspective on a topic.

A seminar is an academic meeting designed to discuss scientific issues (Abbas, 2019). Seminars are held to develop participants' critical thinking skills through interactive discussions with speakers (Yuningsih & Devi, 2024). Seminars are held to facilitate collaboration between researchers or practitioners relevant to the topic being discussed.

Evaluation is a systematic process carried out to assess an object and determine the benefits and value it produces based on specific criteria (Stufflebeam & Coryn, 2014). Meanwhile, according to (Fitzpatrick et al., 2012), evaluation is the process of determining the value of something based on predetermined criteria. Evaluation is a way to understand the effectiveness of a program and its activities. The characteristics of evaluation include being a systematic and ongoing process, goal- and criteria-oriented, and capable of functioning as a decision-making tool (Widoyoko & Fadhiliya, 2022).

Financial technology (fintech) is an innovative service in the financial system that combines financial services with technology (Rahman & Bustomi, 2024). Fintech has become one of the fastest growing economic sectors in line with the development of wider internet access and increasingly affordable smartphones. The development of fintech has affected all sectors of the financial services industry, such as banking, capital markets, insurance, and so on (Fahlefi, 2019).

The Kirkpatrick evaluation model is one of the evaluation models used to evaluate both training and development programs. The Kirkpatrick model consists of four levels of evaluation, namely the reaction level, the learning level, the behavior level, and the result level (Kirkpatrick & Kirkpatrick, 2016).

METHOD

The sampling method used in this study was non-probability sampling. Non-probability sampling is a sampling technique in which not all elements in the population have an equal chance of being selected as research subjects (Kumar et al., 2019). The approach used was saturation sampling. The population in this study consisted of 207 participants in the INFINITY Goes to Campus 2024 Seminar program, who are members of the IPB University community. Data analysis was performed using descriptive statistical analysis, gap analysis, net promoter score, return on training investment, and force field analysis. The instrument testing was conducted in the following stages:

According to Privitera, (2017), descriptive statistics serve to organize, summarize, and make data easier to understand. In this study, descriptive statistical analysis was used to describe the characteristics

of respondents and analyze effectiveness using the Kirkpatrick Evaluation Model. At the reaction, learning, behavior, and results levels, the researcher used a measure of central tendency, namely the mode (most frequent occurrence) using a Likert scale. Gap Analysis is used to improve program effectiveness through evaluation of programs that have already been implemented (Kim & Ji, 2018). This analysis was used at the learning level before and after the program. The Net Promoter Score (NPS) is a method used to measure satisfaction levels and the likelihood of participants recommending a particular product to others (Raassens & Haans, 2017). The analysis is applied at the outcome level. ROTI is used to calculate the financial benefits of a training program (Nazira & Kartika, 2022). A positive ROTI indicates that the investment is worthwhile, while a negative ROTI indicates the opposite. Managerial implications are decisions made by a manager to improve performance and increase the resilience of a company or organization (Aula et al. 2022). Managerial implications cannot be directly applied to a company or organization; instead, consideration must be given to the issues or challenges faced and the potential solutions that can be implemented. Therefore, an analytical method is required to address this, and one effective analytical method is Force Field Analysis (FFA). FFA is a method used to analyze factors that can influence a situation, namely driving forces and resisting forces (Lewin, 1951). After calculating and formulating the FFA, visualization was carried out using a SIPOC diagram. The SIPOC Diagram is used as a tool to illustrate managerial implications by mapping the process flow of the INFINITY Goes to Campus 2024 Seminar program and generating improvement suggestions for future programs. SIPOC stands for Supplier, Input, Process, Output, and Customer. This diagram is used as a tool to illustrate a process and quality improvement (Gaspersz 2007).

RESULT AND DISCUSSION

Identification of Characteristics of Participants in Program

The respondents in this study were participants of the INFINITY Goes to Campus 2024 Seminar Program, totaling 207 participants. Respondents were categorized based on gender and age. The majority of respondents were female (130 participants), while males numbered 77 participants. In terms of age, the respondents were predominantly from the 20-24 age group, totaling 139 participants. In terms of educational level, most respondents were undergraduate students (205 participants). Respondents came from various faculties, with the majority from the Faculty of Economics and Management (FEM) at 166 participants. In terms of monthly income, the largest group was in the range of IDR 1,000,001 - IDR 1,500,000 (67 participants). In terms of fintech service usage characteristics, the majority of participants used mobile banking services, with a user percentage of 31.3%. From this data, it can be concluded that the majority of respondents were students from the Faculty of Economics and Management, who are in their productive years for pursuing a bachelor's degree, and have varying income levels, with most still falling into the lower-middle category. The majority of participants were users of mobile banking fintech services.

The majority of women (62.8%) with a dominant age range of 21-25 years (67.1%) and a bachelor's degree reflect a population that is digitally productive and has high access to technology. The fact that they come from the Faculty of Economics and Management (80.2%) further reinforces the assumption that participants have a good level of digital financial literacy, which can encourage the use of fintech services, especially mobile banking. Most participants have limited income in the range of IDR 1,000,000-IDR 1,499,999 per month (32.4%). This does not hinder participants from accessing technology-based financial services. From a gender perspective, the dominance of women may influence preferences for fintech services that offer convenience in daily transactions, such as online shopping. Meanwhile, from the perspective of age and education, younger age groups and those with higher education, such as undergraduate students, tend to have better digital and financial literacy, making them more open to using technology-based financial services. Therefore, it can be assumed that young age, adequate education levels, and the practical needs of low-income women are important factors driving good literacy in the use of fintech services.

Evaluation of the INFINITY Goes to Campus 2024 Seminar Program using Kirkpatrick Evaluation Model

The evaluation at the reaction level aims to assess participants' reactions to several indicators, including the content, teaching methods, host, moderator, talk show organization, and facilities and infrastructure. The material and speakers received the highest ratings, with 85% classified as very good. 83% of participants stated that the MC and moderator performed their duties very well. 82% of participants stated that the facilities and infrastructure were very good. 81% of participants stated that the learning methods were very good. 79% of participants stated that the talk show organizers were good.

Overall, the INIFINITY Goes to Campus 2024 Seminar at IPB University received a very positive response from participants. The material presented was beneficial, the learning methods were engaging, and the MC and moderators performed their duties well. The material presented enhanced knowledge and skills, was easy to understand, and aligned with participants' expectations. The topics covered included the development of the fintech industry, the use of fintech services, an introduction to online lending platforms, and an overview of the various benefits and risks associated with fintech usage. The high scores on communication and interaction variables indicate that the approach used successfully created an educational and participatory atmosphere. Both the MC and moderator conducted the event interactively and effectively explained the discussion points. The organization and facilities also supported the smooth running of the event. The organizers were able to adjust the schedule and were quick to assist participants. The facilities provided were adequate for implementing the program. However, there is still room for improvement, particularly in terms of event time management by the organizers to ensure more optimal implementation in the future. With these results, the seminar can be considered successful in achieving its objectives, and future recommendations include strengthening interactive aspects, improving facilities, and refining the schedule to better align with participants' expectations.

The evaluation at the learning level aims to assess participants' knowledge before and after the seminar regarding several indicators, including product, the impact of financial technology, protection against digital crime, technology-based lending services, customer support channels, and data and access. A gap analysis was then conducted to identify improvements in participants' knowledge from the INFINITY Goes to Campus 2024 Seminar program. All variables showed an increase in percentage after the seminar. The average increase at the learning level was 7.99%. The highest increase was in the learning variable related to technology-based lending services, with a GAP of 11.59%. Based on the researcher's observations during the event, participants were highly enthusiastic when the speakers explained fintech lending services and trusted platforms supervised by authorized institutions. This enthusiasm was evident in the high level of participant interest during the question-and-answer session about lending services. The lowest improvement was observed in the data and access variable, with a GAP of 1.77%. This was because most participants already understood how to protect their personal data. Overall, there was an increase in every session.

According to the OJK (2024), learning related to financial technology can be prioritized as follows: product, self-protection from digital crime, technology-based lending services, customer support channels, and data and access. This sequence represents the priority learning areas that the public must know. Learning related to products is the top priority. This learning involves understanding the basic concepts, history, legal/regulatory foundations, roles, and impacts of financial technology. The evaluation results of the seminar learning obtained the second-largest gap, at 10.24%. This indicates that learning about fintech products has significantly increased participants' knowledge, although the learning materials provided were most beneficial in terms of information technology-based money lending services. This shows that most participants understood fintech products better than fintech lending-related money lending services.

Evaluation at the behavioral level (behavior) aims to evaluate participants' knowledge of several indicators, including the use offintech, technology adoption, security awareness, dependency, and trust. Most participants indicated an increased understanding and acceptance of fintechafter the seminar. The highest percentage is in the trust variable, namely 90% of participants have trust in the service fintech. However, only 43% of participants had a dependency on services fintech. This is caused by device or network constraints that hinder the use of the service fintech. On usage variables fintech, as many as 81% of participants frequently use the servicefintechcompared to conventional methods (cash or

transfer via ATM machine). This is due to the use of servicesfintechwhich is considered practical and effective.

In addition, 73% of participants also started to utilize fintech to save or invest, although there are still those who use it to a limited extent. In the technology adoption variable, as many as 82% of participants started trying new features in the application fintech. This indicates that participants have curiosity. high in optimizing the use of services fintech. However, some participants still face difficulties in using the service fintech certain, namely 69.1%.

In the security awareness variable, as many as 84% of participants believed in the security of personal data when using services fintech. This is due to the existence of transparent regulations from the regulator and the terms and conditions displayed infintech platforms. In addition, as many as 80% of participants check transaction history to ensure there is no suspicious activity. This indicates that participants are aware of the importance of transaction security in online services fintech. In the dependency variable, as many as 82% of participants thought that the technology or devices they had were adequate to support use. fintech optimally. As many as 76.8% of participants still experience problems with internet networks or access to technology that hinder the use of services. fintech. Meanwhile, in terms of trust infintech,90% of participants stated they were willing to recommend the servicefintechto others based on their experiences, reflecting a high level of satisfaction and confidence in the service.

Overall, the INFINITY Goes to Campus 2024 Seminar at IPB University successfully increased participants' understanding of fintech and fostered a positive attitude toward its use. However, there are still several challenges that need to be addressed, such as increasing user loyalty to a single service, strengthening awareness of digital security, and ensuring more equitable access to technology. With these results, the seminar can be considered successful in achieving its educational objectives, although further strategies are needed to deepen participants' understanding and application of fintech. The behavioral level conclusions indicate that usage rates, trust, and security awareness regarding fintech are in the high category, reflecting the growing adoption of financial technology among users.

Evaluation at the results level (result) aims to evaluate doubts about using the service fintech, advantages, disadvantages, and suggestions from participants regarding the program using mode analysis. On the variable of participant satisfaction level which indicates the willingness of participants to recommend the program, analysis was carried out usingnet promoter score (NPS). Participants' doubts about using the servicefintechin the programTalkshow INFINITY Goes to Campusis that the majority of participants (78%) have no doubts about using the servicefintech, while only 9% of participants stated that they had doubts, and 14% of participants did not respond to the question. Participants who had doubts aboutfintech, which is 9%, is generally caused by several factors. The main reason that arises is doubt due to negative information related to misuse of services. fintechand the risk of fraud (3%). In addition, there were participants who thought that the process of accessing servicesfintechstill difficult or complicated (1%), and feel that personal data security is not well guaranteed (1%). Lack of knowledge or lack of familiarity with the servicefintechis also a factor causing doubt in its use (1%).

In addition to the doubts of the participants, this program has had a positive impact on participants which is marked by the excellence of the program. The variable with the highest percentage is the resource person, with 24% of respondents assessing that the resource person is in the very good category. As many as 7% of participants stated that the facilities were one of the advantages. In addition to the advantages and disadvantages, there are suggestions given by the participants. The highest percentage of shortcomings of the INFINITY Goes to Campus 2024 Seminar program is the unresponsive category, which is 26%, indicating that some participants did not provide responses regarding the program's shortcomings. This could be due to a lack of participant involvement or participants being satisfied with the overall event so they did not identify significant shortcomings. Meanwhile, the categories of events, facilities, and learning methods each received 20% of respondents. On the other hand, the categories of materials and speakers each received 7% of respondents. In addition to the advantages and disadvantages, there are suggestions given by the participants.

This study also measured how far participants would recommend the program by analyzing usingNet Promoter Score (NPS). NPS is measured by subtracting percentpromoterwith percentdetractors. A total of 151 participants or around 73% of participants were included in the categorypromoter, namely participants who responded enthusiastically and felt satisfied and were willing to recommend the program to others, which was indicated by giving a value range of 9-10. A total of 56 participants or around 27% of participants were included in the category passive, namely participants who are satisfied with the program, but may switch to another program at any time if they find something better, which is indicated by a value range of 7-8.Detractorsinterpreted as participants who have had a bad experience with the product and have the potential to spread negative news about the program, which is marked with a value range of 0-6. No participants gave a value in the range of 0-6. Overall, the NPS results of the INFINITY Goes to Campus 2024 Seminar program were positive, with an NPS of 73%. This shows that participants are enthusiastic about the sustainability of the program.

Return on Training Investment (ROTI) is used to assess the effectiveness of seminar programs. Another function of ROTI is that it can be used to calculate the financial benefits obtained from a program. The following is the calculation of ROTI.

Tabel 1. Evaluation result with *Return on Training Investment* (ROTI)

Indicator	Cost	Average Intangible Benefit
Level 1 Reaction	100%	83,02%
Level 2 Learning		75,90%
Level 3 Behavior		68,15%
Level 4 Result		72,95%
Total Benefit		**300,02%**
***Return on Training Invenstment* (ROTI)**		**200,02%**

Source: processed data 2025

Based on Table 1, the total benefits obtained reached 300.02% which was obtained through the accumulation of benefit calculations from the levels of reaction, learning, behavior, and results. ROTI at the INFINITY Goes to Campus 2024 Seminar is worth 200.02%. ROTI at the INFINITY Goes to Campus 2024 Seminar is positive which means that the cost investment in the program can be said to be effective and get positive feedback from the participants. This is based on calculations reflecting that participants' perceptions and satisfaction also determine the ROTI value. A positive ROTI value also reflects the success of the program's implementation, along with validation from participants that the program is worthy of continuation or expansion. Therefore, it is important to maintain the quality of the program to continue providing benefits. Some ways to achieve this include actively involving participants, developing a community, and conducting branding and outreach to reach participants so they can participate in the INFINITY Goes to Campus Seminar at each campus.

The results of the effectiveness evaluation of the INFINITY Goes to Campus 2024 Seminar program have provided strategic recommendations to support the sustainability of the program. The strategy was obtained throughForce Field Analysisby analyzing the existing factors. The following are managerial implications withForce Field Analysis (FFA).

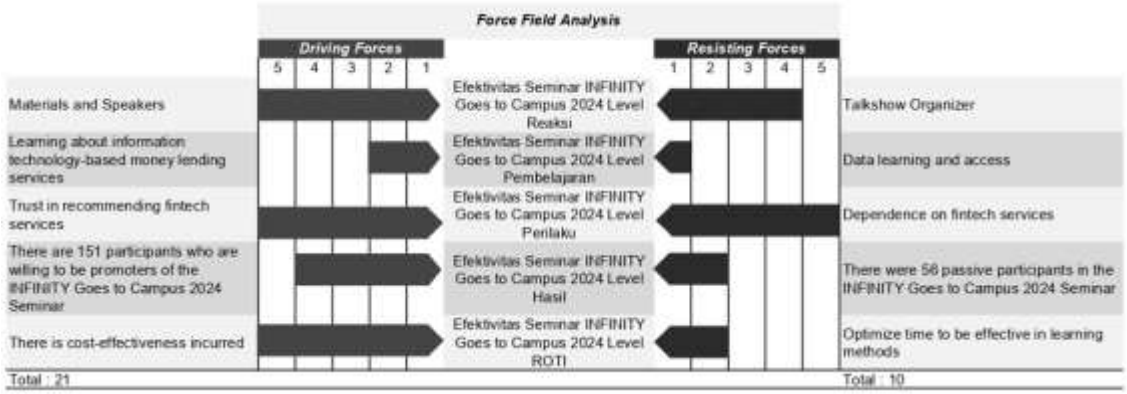

Figure 3. Force Field Analysis Strategy
Source: processed data 2025

Based on Figure 3, from the resultant calculation, a value of 11 is obtained through the calculation of the total value of the driving factors minus the total value of the inhibiting factors. This shows that the value of the driving factors is greater than the value of the inhibiting factors. Thus, it can be concluded that the results of this study with all the processing that has been done produce the following image of managerial implications with SIPOC Diagram.

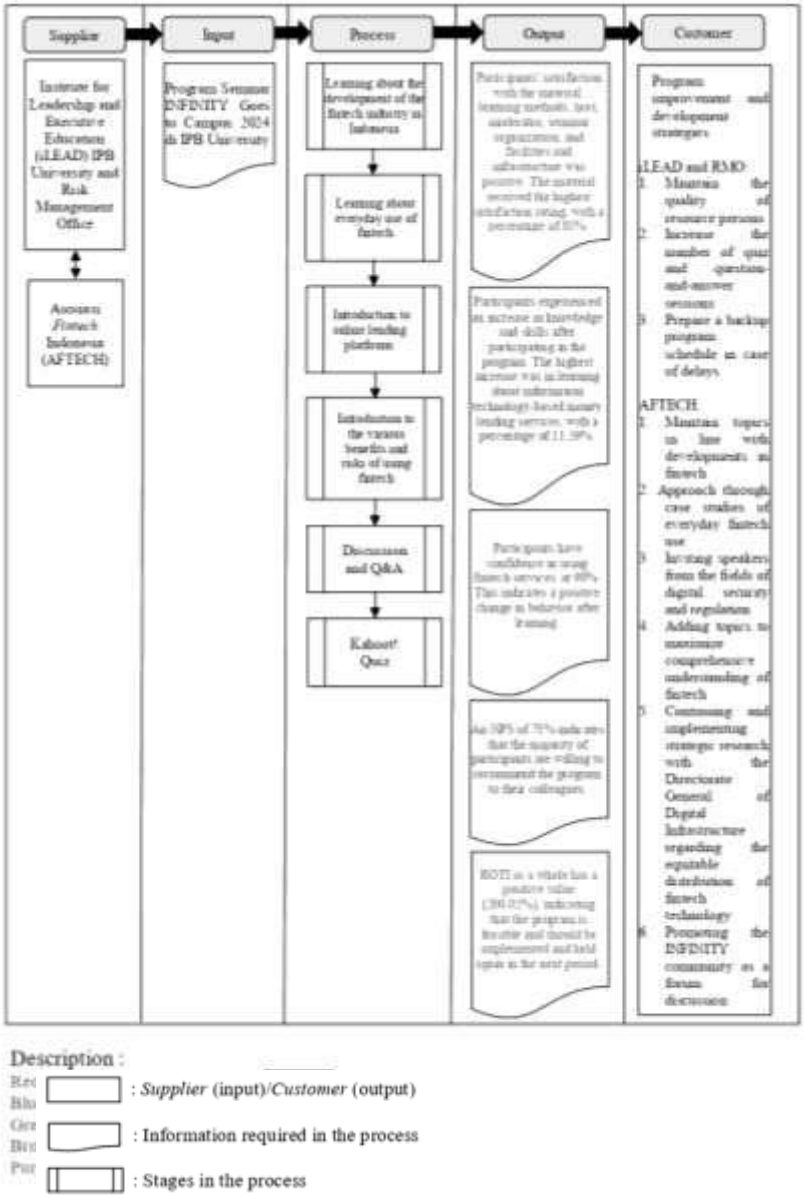

Figure 4. Managerial implications
Source: processed data 2025

Figure 4 shows the managerial implications of the INFINITY Goes to Campus 2024 Seminar program at IPB University using the SIPOC Diagram. Suppliers are input providers that have an influence and impact on the output, namely the Institute for Leadership and Executive Education (iLEAD) at IPB University and the Risk Management Office, which collaborate with the Indonesian

Fintech Association (AFTECH) to organize a financial literacy enhancement program. Input is something provided by suppliers and required in the process. The input for this program is the INFINITY Goes to Campus 2024 Seminar program.

In the process section, a series of procedures are used to transform or add value from input to output. In this study, the process in the INFINITY Goes to Campus 2024 Seminar program consists of a series of program activities, including learning sessions, question-and-answer sessions, and quizzes. The learning topics covered include the development of the fintech industry in Indonesia, the daily use of fintech, an introduction to online lending platforms, and an overview of the benefits and risks of using fintech. This is followed by question-and-answer sessions and quizzes to test and maximize participants' understanding.

In the output section, the results were obtained after going through various processes. The results in question are the increase in participants' knowledge and skills after participating in the program. To determine this, the program's effectiveness was evaluated using Kirkpatrick's four-level evaluation model and Return on Training Investment (ROTI). The evaluation at the reaction level showed positive responses from participants. The variable with the highest percentage was participants stating that the materials and presenters were very good, with 176 participants (85%). At the learning level, the highest improvement was in learning related to technology-based money lending services (11.59%). It can be concluded that learning related to technology-based money lending services from fintech services has significantly increased participants' knowledge. At the behavioral level, the variable with the highest percentage was participants' confidence in recommending fintech services to others, at 90% (186 participants). The lowest percentage was in participants' dependence on fintech services. This is based on the technology access available to participants. The evaluation at the result level shows that the Net Promoter Score (NPS) of the program is 73%, meaning that 151 participants acted as promoters who were willing to recommend the program to relatives or other people. At the ROTI level, the investment in the program can be considered positive, at 200%. The seminar program was carried out effectively from a financial perspective through the intangible benefits obtained by the participants.

In the customer section, or what is referred to as the results used for the continuity of the next process. After evaluating the program, there are several aspects that can be improved and developed. Strategies to improve seminar activities can be done as follows. For AFTECH, it can present speakers from the field of digital security and regulators, such as OJK. This is based on findings at the learning level, specifically data and access (1.77%), which has the lowest gap. This is because most participants already understand how to maintain personal data security. Therefore, as a strategic partner of the OJK, AFTECH is expected to invite speakers from the field of digital security or regulators to deepen learning related to data and access. Additionally, AFTECH can incorporate topics recommended by the OJK and SKKNI into the curriculum. While most topics are already included in the program, additional content is necessary to enhance the scope of the material and maximize participants' comprehensive understanding of fintech literacy. The improvement strategy that AFTECH can implement is to continue and implement strategic research conducted by AFTECH in collaboration with the Directorate General of Digital Infrastructure related to the equitable distribution of fintech technology. The equitable distribution is related to infrastructure. This is in line with the findings at the behavioral level, namely the dependence of participants with a percentage of 43% (89 participants). Participants face challenges in accessing technology. Therefore, it can be concluded that the availability of devices can support participant behavior, but access and connectivity remain challenges, especially for participants with limited digital infrastructure in their regions. Another strategy that AFTECH can implement is community outreach, specifically through INFINITY, which can serve as a platform for discussions related to fintech. This aligns with the positive findings at the ROTI level, which stands at 200.02%. AFTECH and IPB can maximize the intangible benefits of ROTI through such outreach. A strategy for improvement that IPB can implement is to prepare a backup event schedule. This strategy is implemented to anticipate any delays in the event. This is in line with the findings at the reaction level, namely seminar organizers with a percentage of 79% (164 participants). The lowest percentage was in the indicator “Punctuality in conducting seminars,” which was 78%. Although this indicator still falls within the “good” category, it indicates that there are aspects that need to be improved to achieve the

"very good" category. Therefore, seminar organizers can prepare an alternative schedule in case of delays. This is done to enhance participant satisfaction and comfort.

Conclusion

Based on the results of the evaluation of the effectiveness of the INFINITY Goes to Campus 2024 program using the Kirkpatrick, ROTI, and FFA evaluation models conducted by iLEAD IPB University, the Risk Management Office, and AFTECH, the following conclusions can be drawn:

In the evaluation using the Kirkpatrick Evaluation Model, participants reported high levels of satisfaction with the program's implementation based on indicators such as content, teaching methods, hosts, moderators, seminar organization, and facilities and infrastructure. Content had the highest average satisfaction rating compared to other indicators. Meanwhile, the seminar organization indicator had the lowest average satisfaction, but received a fairly good response regarding the alignment of material delivery with the schedule and timing. At the learning level, participants experienced an increase in knowledge and skills after participating in the program. The highest increase in knowledge and skills was observed in the learning of technology-based money lending services. The lowest indicator was found in data and access. At the behavioral level, participants have confidence in using fintech services. At the result level, the majority of participants are willing to recommend the program to their peers. In terms of Return on Training Investment (ROTI), the seminar program was implemented effectively from a financial perspective through the intangible benefits obtained by participants. The managerial implications of the seminar program have greater driving forces than resisting forces.

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