

Motivation And Product Knowledge In Islamic Banking: A Literature Review On Student Saving Interest

¹Khusnul Khatimah, ²Yancis Yancis, ³Syaripuddin Syaripuddin, ⁴Ermiami Ermiami

^{1,2,3}Institut Agama Islam Al-Amanah Jeneponto, Indonesia

Email: 1khusnulkhatimah@gmail.com, 2yancissikki@gmail.com, 3syaripuddinsalama4@gmail.com, 4ermiatiabdullah3@gmail.com

Abstract

This study aims to analyze the influence of motivation and knowledge of Islamic banking product variations on students' interest in saving, through a systematic literature review approach. The phenomenon of low interest in saving among students at Islamic higher education institutions, particularly in the context of Bank Syariah Indonesia (BSI), has become an important concern in efforts to increase financial inclusion and Islamic financial literacy. The method used is a literature review, by collecting, analyzing, and synthesizing relevant academic sources including journals, theses, and books published in the last ten years. The results of the literature review show that: (1) motivation, both intrinsic and extrinsic, has a significant positive effect on students' interest in saving at Islamic banks; (2) knowledge of product variations in Islamic banking, including understanding of contracts, profit-sharing systems, and digital services, is also proven to significantly increase students' interest in saving; (3) simultaneously, motivation and product knowledge together form a strong predictor of students' saving interest. These findings are in line with various previous empirical studies and reinforce the importance of educational strategies and Islamic financial literacy to strengthen students' saving behavior. This article provides theoretical and practical implications for Islamic banking institutions, Islamic higher education, and future researchers.

Keywords: Motivation, Product Knowledge, Islamic Banking, Saving Interest, Literature Review

INTRODUCTION

The development of Islamic banking in Indonesia has shown a significant positive trend over the past two decades. As the country with the world's largest Muslim population, Indonesia has great potential to become a global center for Islamic finance. Bank Syariah Indonesia (BSI), formed through the merger of three state-owned Islamic banks in 2021, has become the largest Islamic bank in Indonesia by assets and represents a strategic milestone in the development of national Islamic banking (Fitri & Ahmadan, 2023). However, the growth of Islamic banking is not only measured by the expansion of assets and networks, but also by the depth of public participation, especially among the young generation, including students.

Students are a highly strategic market segment for Islamic banking. As educated individuals who are at a productive age, students have the potential to become loyal Islamic bank customers in the future. Moreover, Islamic universities in Indonesia generally have cooperative relationships with BSI, making students automatically become BSI customers through account-based tuition payment systems. However, empirical reality shows that simply having an account does not automatically trigger saving behavior or active use of the products offered (Khatimah, 2025). There is a significant gap between account ownership and active engagement with Islamic banking products among students.

Two factors that are consistently identified in the literature as key drivers of students' saving interest are motivation and product knowledge. Motivation, in its intrinsic and extrinsic dimensions, serves as a fundamental psychological driver of financial behavior (Salam et al., 2020). Meanwhile, product knowledge encompasses consumers' understanding of the types, functions, and advantages of available products, which is crucial in shaping purchasing and usage decisions (Fitri & Ahmadan, 2023). In the context of Islamic banking, both of these factors are even more important because

Islamic financial products have unique characteristics that differ from conventional banking, and often unfamiliar to the general public.

Various empirical studies have documented the relationship between motivation and saving interest, as well as between product knowledge and saving interest in Islamic banks. Research by Tiyas (2021), Fujiyanti (2023), Nugroho (2020), and Fitri & Ahmadan (2023) consistently showed that both variables have a significant positive influence on students' saving interest. However, a comprehensive systematic review that synthesizes the findings of various studies on this topic, particularly in the context of Indonesian Islamic higher education, is still very limited. Most available research is localized to specific institutions and specific quantitative approaches, without providing a broader theoretical synthesis.

This article aims to fill that gap through a literature review approach, by systematically collecting, analyzing, and synthesizing existing academic sources related to motivation, Islamic banking product knowledge, and student saving interest. Through this approach, this article is expected to provide a stronger and more comprehensive theoretical foundation regarding the mechanisms of how motivation and product knowledge influence saving interest, as well as practical implications for institutions, policymakers, and future researchers. The main research question addressed is: how does theoretical and empirical literature explain the influence of motivation and knowledge of Islamic banking product variations on students' saving interest?

RESEARCH METHOD

This study uses a literature review (systematic literature review) research method. This approach is selected because the research objective is to synthesize, evaluate, and interpret existing research findings related to the study's central theme, namely the influence of motivation and knowledge of Islamic banking product variations on students' saving interest. According to Darmalaksana (2020), a literature review is a research method that

systematically examines previous literature to answer specific research questions based on available scientific evidence.

The stages of this literature review include: (1) Formulation of research questions based on the PICO framework (Population, Intervention, Comparison, Outcome); (2) Search for relevant literature sources using academic databases including Google Scholar, DOAJ, Garuda, and SINTA, with keywords such as "saving interest", "motivation", "product knowledge", "Islamic banking", and "students"; (3) Inclusion and exclusion criteria, namely: journal articles, theses, or books in Indonesian or English, published in 2015-2025, discussing at least one of the main variables (motivation, product knowledge, or saving interest in Islamic banks), and focusing on student or young generation populations; (4) Critical selection of literature using the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) framework; (5) Data extraction and thematic synthesis from selected sources (Hilalludin et al. 2025).

Through this process, 28 primary sources were identified that meet the inclusion criteria, consisting of 18 journal articles, 7 theses, and 3 books. The analysis was conducted thematically, by grouping findings based on three main sub-themes: (1) motivation and saving interest, (2) product knowledge and saving interest, and (3) the combined influence of both variables. This synthesis aims to produce a more comprehensive and contextually relevant understanding of the phenomenon being studied.

RESULTS AND DISCUSSION

Conceptual Foundation of Islamic Banking and Student Saving Behavior

Islamic banking, as a financial institution operating based on Islamic principles, has a fundamental philosophical difference from conventional banking. The prohibition of *riba* (interest), *gharar* (uncertainty), and *maysir* (speculation) are the main pillars that distinguish the Islamic banking system. As Hasan (2014) in Abrori & Waluyo (2020) explains, Islamic banking is a banking institution whose operations and products are developed based on

the Quran and Hadith. This Islamic legal basis is not only a formal requirement, but also forms the values and norms that should guide customers' financial behavior, including students.

The legal basis for Islamic banking can be found in Surah Al-Imran (3:130), which explicitly prohibits consuming *riba* in doubled amounts. This Islamic normative foundation provides strong religious motivation for Muslims, including students, to prefer Islamic banking over conventional banking. However, research findings consistently show that religious awareness alone is not sufficient to drive active saving behavior; it needs to be accompanied by adequate product knowledge and internal motivation (Murniati, 2021; Ashifa, 2022).

Student saving behavior is a complex phenomenon influenced by various intersecting psychological, sociological, and economic factors. In the context of Islamic higher education, students generally have a basic awareness of Islamic values, but do not necessarily translate that awareness into active financial action. Khatimah (2025) found that although students of IAI Al-Amanah Jenepono had BSI accounts through the campus-bank cooperation system, many of them did not actively use the accounts for saving transactions. This gap between awareness and behavior is the central problem that literature reviews on student saving interest need to address.

Motivation and Its Influence on Students' Saving Interest

Motivation is conceptually defined as the internal force that drives, directs, and sustains human behavior toward certain goals (Salam et al., 2020). In the context of saving, motivation functions as the primary engine that transforms intention into action. The literature consistently distinguishes two main types of motivation: intrinsic motivation (arising from within the individual, such as the desire to live frugally, prepare for the future, and fulfill religious obligations) and extrinsic motivation (arising from external stimuli, such as social influence, promotional incentives, and environmental pressure).

Tiyas (2021), in a study of BSI KCP MT. Haryono Magetan customers, found that motivation has a significant positive effect on saving interest, with a Cronbach Alpha value of 0.922 which indicates high instrument reliability. Motivation, according to this study, plays a central role in converting the awareness of the benefits of Islamic banking into real saving actions. Furthermore, Fujiyanti (2023) in research on students of the Islamic Banking Study Program at UIN Walisongo Semarang showed that motivation is the dominant variable influencing saving interest in Islamic banks, exceeding the effect of product knowledge in terms of direct influence.

Salam et al. (2020) in a theoretical study mapped the types and functions of motivation in the context of institutional behavior, and concluded that intrinsic motivation tends to be more sustainable because it is based on internal values rather than external stimuli that are volatile. In the Islamic context, intrinsic motivation to save is often associated with awareness of the religious prohibition of *riba*, the desire for halal financial management, and the desire to contribute to the development of the Islamic economy. This form of motivation, when internalized deeply, tends to be more resistant to external changes such as promotions from conventional banks (Sugari et al. 2025).

The results of the literature review also show that motivation significantly mediates the relationship between Islamic knowledge and saving behavior. Students who have a strong religious foundation tend to have higher motivation to use Islamic banking, which in turn increases their saving interest (Murniati, 2021). This points to the importance of integration between religious education and Islamic financial literacy in Islamic higher education institutions as a strategy to strengthen students' motivation to save.

Islamic Banking Product Knowledge and Saving Interest

Product knowledge is defined as all information a consumer has about various types of products and their functions, which influences consumer decision making (Yuniarti, 2015 in Tiyas, 2021). In the context of Islamic banking, product knowledge encompasses understanding of: (1) types of

Islamic savings products and their contracts, such as wadiah yad dhamanah and mudharabah; (2) profit-sharing systems and their mechanisms; (3) digital features such as mobile banking and internet banking; (4) procedures and requirements for product use; and (5) the advantages of Islamic banking products compared to conventional banking.

Nugroho (2020), in research on lecturers at FIAI Kopertais III D.I. Yogyakarta, found that Islamic banking product knowledge has a significant positive effect on saving interest. This study also reveals that the level of product knowledge is directly proportional to the level of consumer confidence in Islamic bank products. Consumers who understand how a product works, including its mechanisms, risks, and benefits, tend to have a more positive attitude toward the product, which ultimately motivates them to use it.

Abrori & Waluyo (2020), in a study on millennial generation saving interest, found that knowledge, along with facilities and religiosity, are the main predictors of saving interest in Islamic banks. This study emphasizes that knowledge is not just factual understanding of products, but includes procedural knowledge (how to use the product) and evaluative knowledge (assessing the benefits and risks of the product). This combination of knowledge forms a comprehensive cognitive foundation that supports well-informed and sustainable saving decisions (Hilalludin 2026).

The literature also notes that the source and mode of obtaining product knowledge influence its effectiveness in driving behavior change. Fitri & Ahmadan (2023) found that students who obtained product information through active campus socialization had higher saving interest than those who obtained information only through social media or word of mouth. This implies that the role of formal institutions, both Islamic banks and Islamic universities, is crucial in building comprehensive and accurate product knowledge among students.

Simultaneous Influence of Motivation and Product Knowledge on Saving Interest

The literature review shows that motivation and product knowledge do not work in isolation in influencing students' saving interest. Rather, the two variables have a complementary and mutually reinforcing relationship. High motivation without adequate product knowledge tends to result in saving interest that is not directed, or even misguided, because students do not know which products are suitable for their needs. Conversely, comprehensive product knowledge without strong motivation will only create cognitive awareness without being translated into actual saving action (Fujiyanti, 2023).

Fitri & Ahmadan (2023), in research on students of FEBI IAIQI, found that motivation and product knowledge of Islamic banking simultaneously have a significant influence on students' saving interest, with a coefficient of determination (R^2) of 0.78, meaning that 78% of the variation in saving interest can be explained by the two variables together. This finding is in line with research by Khatimah (2025) at IAI Al-Amanah Jenepono which produced an adjusted R^2 of 0.830, indicating that simultaneously the two variables explain 83% of the variation in student saving interest.

Theoretically, the simultaneous influence of motivation and product knowledge can be explained through the Theory of Planned Behavior (TPB) proposed by Ajzen (1991). According to TPB, behavioral intention (which is analogous to saving interest) is determined by three factors: attitude toward behavior (formed by product knowledge), subjective norms (social influence that reinforces motivation), and perceived behavioral control (sense of ability to act, reinforced by both motivation and knowledge). Thus, the simultaneous influence of motivation and product knowledge on saving interest has a strong theoretical foundation in behavioral science.

The results of the literature synthesis also highlight that the simultaneous interaction between motivation and product knowledge can create a virtuous cycle: students who are highly motivated to learn about

Islamic banking products will have deeper product knowledge, and that knowledge will in turn strengthen their motivation through increased awareness of the benefits and appropriateness of Islamic banking products with their religious values. This positive feedback mechanism is an important asset in designing Islamic financial literacy programs for students.

Practical Implications for Islamic Banking Institutions and Higher Education

Based on the results of the literature review, several important practical implications can be drawn for relevant stakeholders. For Islamic banking institutions such as BSI, the findings of this review suggest the need for more proactive and targeted product education strategies for students. Promotional approaches that are merely commercial (focusing only on attractive features) need to be complemented with educational approaches that build deep product understanding. Intensive campus socialization programs, workshops on Islamic financial literacy, and mobile banking product demonstrations are some concrete strategies that can be implemented.

For Islamic higher education institutions, the integration of Islamic financial literacy material into the academic curriculum is a strategic recommendation from this review. Not only in study programs directly related to Islamic economics, but also in general courses or student orientation programs. Research by Ashifa (2022) shows that students who received Islamic financial literacy education in formal learning contexts had significantly higher Islamic banking product knowledge and saving interest. This confirms that educational institutions have a crucial role in forming the financial behavior of the young generation.

For policymakers, the findings of this review reinforce the importance of national programs for Islamic financial literacy, such as those coordinated by the Financial Services Authority (OJK) and the Indonesian Sharia Economic Community (MES). Special programs targeting the student population in

Islamic universities, which combine religious motivation building with practical product knowledge delivery, are expected to be more effective in increasing Islamic banking inclusion rates among the young generation. This is particularly relevant in regions with significant Islamic university populations, such as South Sulawesi.

CONCLUSION

This literature review has systematically analyzed the influence of motivation and knowledge of Islamic banking product variations on students' saving interest. Based on the synthesis of 28 relevant academic sources, three main conclusions can be drawn. First, motivation, both intrinsic and extrinsic, has a consistently significant positive influence on students' saving interest in Islamic banks. Intrinsic motivation rooted in religious awareness and the desire for halal financial management tends to be more sustainable than extrinsic motivation based on external incentives.

Second, knowledge of Islamic banking product variations is a crucial determinant of students' saving interest. Students who have a comprehensive understanding of the types of products, contract mechanisms, profit-sharing systems, and digital services are more likely to have a positive attitude and high interest in saving at Islamic banks. The source and mode of acquiring product knowledge, particularly through institutional socialization, plays an important role in determining the quality and depth of understanding.

Third, motivation and product knowledge simultaneously form a strong and complementary predictor of students' saving interest. Both variables do not work independently, but create a mutually reinforcing dynamic, where high motivation drives deeper product learning, while comprehensive product knowledge further strengthens existing motivation. This simultaneous interaction is in line with the theoretical framework of the Theory of Planned Behavior. Practically, this review implies the urgency of integrated educational strategies that simultaneously build religious motivation and Islamic banking product knowledge among students, involving

the roles of Islamic banking institutions, Islamic higher education, and relevant policymakers.

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