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The Influence of Demographic Factors and Financial Literature on Students' Investment Perceptions

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ABSTRACT

Several factors influence how these decisions are made in making investment decisions, such as demographic and financial literacy. Financial literacy can provide insight into managing personal finances and give the public about formal financial institutions and financial services. Demographic factors such as age, gender, and education can also influence investment decisions. The purpose of this study was to analyze the influence of demographic characteristics, namely gender, faculty and cumulative achievement index (GPA), and financial literacy, on student investment decisions in the city of Jakarta, Bogor, Depok Tangerang, and Bekasi. We conducted this research by distributing questionnaires through Google forms and social media to active students from all universities in Jakarta, Bogor, Depok, Tangerang, and Bekasi. The number of samples in this study amounted to 130 respondents. The research method uses descriptive statistics, validity, and reliability tests. Then proceed with the classical assumption, normality, heteroscedasticity, and multiple regression analysis tests, namely T-test and F test. The data processing results indicate that gender does not affect student investment decisions while faculty, cumulative achievement index (GPA), and financial literacy significantly influence student investment decisions.

Keywords: Faculty; Financial Literacy; Gender; Grade Point Average (GPA); Investment perception

INTRODUCTION

One aspect of human life that we must master is financial management in everyday life. Someone who can manage between income and expenses can avoid financial problems. Therefore, financial literacy is necessary for the community to manage their financial resources. Financial literacy can be interpreted as knowledge to analyze and manage personal finances. Financial literacy can also provide awareness to the public about formal financial institutions and financial services. Various studies explain that financial literacy is very influential on a country's economy. By understanding financial literacy, people can make appropriate decisions related to economic issues.

According to the Financial Ministry Report (Otoritas Jasa Keuangan, 2013), financial literacy is branched into four types: well-literate, sufficient literate, less literate, and not literate. Well-literate is someone who already has an understanding of financial service systems and financial commodities and services. Sufficient Literate is someone who has awareness and beliefs about the financial service system and financial commodities and services, including features, benefits and risks, rights, and obligations related to financial commodities and services. Less literate is someone who has started understanding financial service systems and financial commodities and services. Not literate does not understand the financial service system and financial commodities and services.

Lack of financial literacy in the community will also have unfavorable consequences, such as poor financial planning. Not having financial goals means that people are confused about managing money, placing investment instruments that are not appropriate, and being trapped in fraudulent investments, which will significantly harm the community due to a lack of financial literacy. Based on sources from the Financial Ministry Report (Otoritas Jasa Keuangan, 2019) National Financial Literacy Survey (SNLIK) showed that the financial literacy index was 38.03%, an increase compared to the financial literacy index in 2016 of 29.7%. Hence, in the last three years, there has been an increase in national financial literacy of 8.33% and a rise in approach to financial commodities and services (financial inclusion) of 8.39%.

According to Tandelilin (2010), investment is a commitment to several funds that are currently owned and aim to make profits in the future. Several investment instruments, such as deposits, gold, mutual funds, and stocks, are standard. The higher the level of risk on the selected tool, the higher the rate of return that it will obtain. Therefore, before choosing the type of investment, it is better to analyze the investment instrument to be selected and prepare an emergency fund. According to Putri and Hamidi (2019), financial literacy positively and significantly affects investment decision-making. It is also supported by research by Aren and Zengin (2016), which states that financial literacy affects investment decisions.

Meanwhile, according to Pradikasari and Isbanah (2018), it is said that there is no influence between financial literacy on investment decisions. Demographic factors used in this study were gender, faculty, and cumulative achievement index (GPA). Lan, Xiong, He, and Ma (2018) stated that gender is significantly related to investment decisions, the same as previous research that men tend to adjust investment instruments more than women. The study results are also supported by the analysis of Chavali and Rosario (2019), which states that there are significant differences between male and female respondents in making investment decisions. In this study, men only focused on profits while women looked at the growth and reputation of the company. Meanwhile, according to Putri and Hamidi (2019), gender does not affect investment decision-making because both men and women already have good financial literacy, so they can determine when making investment decisions.

The second demographic factor is the faculty. Rafinda and Gal (2020) stated that students from the economics faculty have higher financial literacy than non-economic students. Although students do not get special lessons on personal finance, students get a sufficient foundation in financial knowledge in three areas: investment, credit, and personal budgeting. It is supported by the research of Kusumawardhani, Cahyani, and Ningrum (2020) shows that faculty differences affect financial literacy in making investment decisions. The last demographic factor is the cumulative achievement index (GPA). According to Margaretha and Pambudhi (2015), it shows that student GPA influences investment decisions. The higher the student's GPA, the better at managing their finances. Faidah's research (2019) supports it, which shows that the cumulative achievement index (GPA) also increases student investment decisions because the more brilliant a person is in understanding financial literacy will affect investment decisions. Meanwhile, Nidar and Bestari (2012) stated that the cumulative achievement index (GPA) does not significantly affect student financial literacy.

The investment perception variable can represent the dependent variable by using risk tolerance and risk perception indicators. The first indicator in measuring the investment perception variable is risk tolerance. According to Nguyen, Gallery, and Newton (2016), there is a positive relationship between risk tolerance and investment decisions. It is also supported by research by Ainia and Lutfi (2019), which shows that risk tolerance positively and significantly affects investment decisions. The second indicator in measuring the investment perception variable is risk perception. According to Aren and Zengin (2016), risk perception affects individual investment decisions. The results of this study are also supported by the research of Sindhu and Kumar (2014), which says that there is a positive influence between risk perception and investment decisions.

LITERATURE REVIEW

Putri and Hamidi (2019) conducted a study to determine the effect of financial literacy, financial efficacy, and demographic factors on investment decisions made by MM Unand Padang students. The number of samples is 200 respondents and analyzed using Smart PLS. The results showed that financial literacy positively and significantly affected investment decision-making. Jonathan and Sumani (2021) stated that financial literacy, perceptions of risk and return, financial technology, family background, and income influence millennial investor investment decisions.

Research conducted by Aren and Zengin (2016) contains variables that influence investors' investment decisions. The results show that the level of financial literacy and financial risk is essential in making investment decisions. In the research of Astiti, Warmana, and Hidayah (2019), only financial attitude has a positive impact on the behavior of investment decisions, while financial knowledge and financial behavior have no significant effect. Pradikasari and Isbanah (2018) researched the influence of financial literacy, the illusion of control, overconfidence, risk tolerance, and risk perception on students in Surabaya. This study uses multiple linear regression techniques by taking 220 samples of students in the city of Surabaya. The results showed that overconfidence and risk tolerance variables affected investment decisions, while financial literacy did not.

Margaretha and Pambudhi's (2015) research subjects were undergraduate students of the Faculty of Economics, Trisakti University. This research uses descriptive statistical data analysis method and ANOVA test. The independent variables in this study were gender, age, study program, class, GPA, place of residence, parents' education level, and parents' income. The dependent variable in this study is financial literacy. This study indicates that gender, age, GPA, and parental income influence financial literacy, while the place of residence and parents' education does not affect economic literacy. Faidah

(2019) researched students of the Faculty of Economics and Business at Muria Kudus University. This study uses multiple regression analysis methods and uses a questionnaire. The study results indicate a significant influence of financial literacy and demographic factors on student investment interest. It can conclude that the higher the level of financial literacy owned by students can increase student interest in investing. For demographic characteristics, student achievement index and income can also increase student interest in investing.

Nidar and Bestari (2012) researched students at Padjadjaran University. This study uses the logistic regression analysis method using a questionnaire. This study indicates that the cumulative achievement index (GPA) has no effect on the financial literacy of students at Padjadjaran University. Research conducted by Nguyen et al. (2016) examines the effect of risk tolerance, financial literacy, trust in the financial advice service, and relationship length with the service. This study uses survey data from clients in Australia. The results of this study indicate that there is a positive relationship between risk tolerance and investment decisions. In the research of Irawati (2020), knowledge, risk, income, capital market training, and motivation have a significant positive effect on investment decisions.

Ainia and Lutfi (2019) aim to see the effect of risk perception, risk tolerance, overconfidence, and loss aversion on investment decision-making. This study used a questionnaire and used PLS-SEM as a data analysis technique. The results showed that risk perception had a negative and significant effect on investment decision-making, risk tolerance and overconfidence had a positive and significant impact on investment decision-making, and loss aversion had no impact on investment decision-making. Rafinda and Gal (2020) aims to determine students' financial literacy level from the economics faculty with non-economic faculties conducted at various universities in Indonesia. The survey uses a financial literacy measurement and the T-test to determine the difference between students from the economics faculty and non-economics faculty. The results showed that there were differences in financial literacy scores between economic and non-economic students. It is also supported by the research conducted by Putri, Christiana, Pulungan, and Ardila (2019), which stated that capital market literacy, type of investment instrument literacy, profit level literacy, investment literacy and financial literacy influence the ability to manage finances and the ability of students to manage assets for investment.

The research of Kusumawardhani, Cahyani, and Ningrum (2020) aims to examine student financial literacy and influence demographic characteristics. The analytical method used is descriptive statistics, difference test, probit, and Tobit regression. The results showed that students' financial literacy level was relatively low. There were differences in the level of financial literacy between students of the economics faculty and non-economics faculty.

Based on the formulation of the problem above, the hypotheses in this study are:
Lan, Xiong, He, and Ma (2018) stated that gender is significantly related to investment decisions, the same as previous research that men tend to adjust investment instruments more than women. The study results are also supported by the analysis of Chavali and Rosario (2019), which states that there are significant differences between male and female respondents in making investment decisions. In this study, men only focused on profit, while women looked at the company's growth and reputation.
H1: Gender affects the perception of student investment in Jakarta, Bogor, Depok Tangerang, and Bekasi.

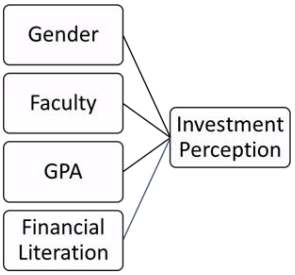
Rafinda and Gal (2020) stated that students from the economics faculty have higher financial literacy than non-economic students. Although students do not get special

lessons on personal finance, students get a sufficient foundation in financial knowledge in three areas: investment, credit, and personal budgeting. It Is supported by Kusumawardhani et al.'s (2020) research that faculty differences affect financial literacy in making investment decisions.
H2: Faculties affect the perception of student investment in Jakarta, Bogor, Depok Tangerang, and Bekasi.

According to Margaretha and Pambudhi (2015), it shows that student GPA influences investment decisions. The higher the student's GPA, the better at managing their finances. Faidah's research (2019) supports it, which shows that the cumulative achievement index (GPA) also increases student investment decisions because the more brilliant a person is in understanding financial literacy will affect investment decisions.
H3: The cumulative achievement index (GPA) affects the perception of student investment in Jakarta, Bogor, Depok Tangerang, and Bekasi.

According to Putri and Hamidi (2019), financial literacy positively and significantly affects investment decision-making. It is also supported by research by Aren and Zengin (2016), which states that financial literacy affects investment decisions.
H4: Financial Literacy affects the perception of student investment in Jakarta, Bogor, Depok Tangerang, and Bekasi.
The following is the research model in this study:

Figure 1. Research Model



RESEARCH METHOD

We conducted this research by distributing questionnaires via a google form. We will spread the google form link through social media such as Line, Facebook, and Instagram. We will distribute it to active students in 2020/2021 from all universities in Jakarta, Bogor, Depok Tangerang, and Bekasi who have made investments. This study was distributed using a questionnaire in February 2021. The data collection technique used the technique Hair, Black, Babin, and Anderson proposed (2010) to obtain a minimum sample of 90 and a maximum sample of 180.

The analytical methods used in this study are descriptive analysis, which provides an overview or description of the data source as seen from the mean (average), standard deviation, variance, maximum, minimum, sum, range, kurtosis, and skewness of the distribution (skewness). Skewness is used to measure the skewness of the data, and kurtosis can be used to measure the peak of the data distribution (Ghozali, 2018). In this study, researchers used the mean score to measure the independent variables, namely financial literacy and demographic factors (gender, faculty, and GPA), and the dependent variable, namely investment perception; Pretest: including validity test and reliability test; Classical Assumption Test which includes Normality test, Multicollinearity Test, and Heteroscedasticity Test.

RESULTS

Of the 130 respondents, the authors tested the mean score and overall mean score obtained through the respondents' answers to the questionnaires that had been distributed. The following are the results of the analysis of the mean score and overall mean score of each research variable indicator:

Descriptive Analysis

Table 1. Overall Mean Score of Financial Literacy and Investment Perception

Variable	Code	*Mean Score*	Interval	Notes
Financial Literation	FL1	3,82	3.43 – 4.23	High
	FL2	3,67	3.43 – 4.23	High
	FL3	3,42	2.62 – 3.42	Moderate
	FL4	3,39	2.62 – 3.42	Moderate
	FL5	3,78	3.43 – 4.23	High
	FL6	4,08	3.43 – 4.23	High
	FL7	4,32	4.24 – 5.04	Very High
	FL8	4,54	4.24 – 5.04	Very High
	FL9	4,26	4.24 – 5.04	Very High
	Overall Mean Score	3,92	3.43 – 4.23	High
Investment Perception	ID1	3,49	3.43 – 4.23	High
	ID2	3,65	3.43 – 4.23	High
	ID3	3,66	3.43 – 4.23	High
	ID4	2,90	2.62 – 3.42	Moderate
	ID5	3,34	2.62 – 3.42	Moderate
	ID6	3,79	3.43 – 4.23	High
	ID7	3,69	3.43 – 4.23	High
	ID8	3,79	3.43 – 4.23	High
	ID9	4,19	3.43 – 4.23	High
	Overall Mean Score	3,61	3.43 – 4.23	High

Source: Processed Data

Based on table 1, the overall mean score on the financial literacy variable has a high level, and the overall mean score on the investment perception variable also has a high level.

Code FL1 “I feel comfortable because I already understand various financial terms”. The overall mean score is high, meaning the respondent understands multiple financial terms. Code FL2 “I am confident in my ability to write a monthly budget”. The overall mean score value is high. They are saying that respondents feel confident in their ability to do financial planning for their families. Code FL3 “I understand what personal net worth means”. The overall mean score value is moderate, meaning respondents feel their understanding of personal net worth is average. Code FL4 “I can decide on savings instruments based on fixed and compound interest rates”. The overall mean score value is moderate, meaning respondents feel their ability to make savings decisions based on interest rates is only average. Code FL5 “I understand the relationship between the level of risk and return on investing”. The overall mean score value is high, meaning respondents feel confident that they know the relationship between risk and return on investment. Code FL6 “When I get money, I use it to buy goods that have been strictly determined and planned”. The overall mean score value is high, meaning the respondent will use the funds according to strict planning. Code FL7 “Before I buy something, I consider whether I need it”. The overall mean score score is very high, meaning the

respondent thinks planning before buying is very important. Code FL8 “I know that saving and investing money is beneficial for me”. The overall mean score is very high, meaning the respondent feels that saving and investing are essential. Code FL9 “I will make a personal budget and prioritize my needs when I receive a fund”. The overall mean score score is very high, meaning that the respondent will immediately make a budget and spend money according to requirements.

Code ID1 “Investing is easy to understand”, and the overall Mean Score is high, meaning respondents feel that investing is easy to understand. Code ID2 “I prefer investing my money in the stock market rather than a bank account”. The overall mean score is high, meaning the respondent prefers investing in the stock market. Code ID3 “When I think of "risk," the term "profit" comes to my mind”. The overall mean score is high, meaning respondents believe the risk is closely related to profit. Code ID4 “In investing; profit is more important than security”. The overall mean score is moderate, meaning respondents feel that profit is more important than security. Code ID5 “I prefer investments with high risks because they get high returns”. The overall mean score is moderate, meaning respondents have a reasonable opinion of high-risk investment choices. Code ID6 “Money market mutual funds have medium and long-term advantages”. The overall mean score is high, meaning that the respondent believes in the performance of money market mutual funds. Code ID7 stock investment works well. The overall mean score is high, meaning the respondent believes in stock performance. Code ID8 Most likely to experience losses by playing stocks, the overall mean score is high, meaning that the respondent is very sure that if he invests in stocks, it is very likely that he will lose. Code ID9 The stock return rate is very volatile, and the overall mean score is high, meaning that the respondent is sure that the stock return value is volatile.

Pretest

Validity test

Table 2. Indicator Validity Test Results

Variable	Code	*Pearson Correlation*	*Sig.*	Notes
Financial Literation	FL1	0,921	0,000	Valid
	FL2	0,844	0,000	Valid
	FL3	0,822	0,000	Valid
	FL4	0,822	0,000	Valid
	FL5	0,852	0,000	Valid
	FL6	0,889	0,000	Valid
	FL7	0,855	0,000	Valid
	FL8	0,924	0,000	Valid
	FL9	0,844	0,000	Valid
Investment Perception	ID1	0,674	0,000	Valid
	ID2	0,905	0,000	Valid
	ID3	0,768	0,000	Valid
	ID4	0,865	0,000	Valid
	ID5	0,923	0,000	Valid
	ID6	0,792	0,000	Valid
	ID7	0,914	0,000	Valid
	ID8	0,815	0,000	Valid
	ID9	0,841	0,000	Valid

Source: Processed Data

Researchers used the Bivariate Pearson method to calculate the validity test by comparing rcount with rtable. This study uses a significance level (a) of 5% or 0.05 with the degree of freedom (df) = n-2. if rcount > rtable, then the questions in the questionnaire

are declared valid, and if rcount < rtable, then the weight of the questionnaire is declared invalid. The program used in this research is SPSS version 26. Based on table 2, all question indicators have an r table value of 0.361 and have a significant value of less than 5% or 0.05. Therefore, it can conclude that all questions in the study are valid. For testing the validity of questions, for financial literacy questions, for example, FL2, I am confident in my ability to write a monthly budget, FL6 When I get money, I use it to buy items that have been determined and planned strictly, and FL9 When I get a fund, I will create a personal budget and prioritize my needs, everything gets valid results. For investment decision questions, for example, ID1 Investing is easy to understand, ID4 In investing, profit is more important than safety, and ID7 I believe stock investment works well, get valid results.

Reliability Test

Table 3. Indicator Reliability Test Results

Variable	*Cronbach Alpha*	Notes
Financial Literation	0,957	*Reliable*
Investment Perception	0,945	*Reliable*

Source: Processed Data

A reliability test was conducted to determine whether the questionnaire was reliable. A questionnaire can be reliable if one's answers to statements are consistent or stable from time to time so that the measurement results remain stable every time the measurement is carried out on the same thing (Ghozali, 2018). This reliability test uses Cronbach's Alpha contained in the SPSS program. All questions will be considered reliable if the Cronbach Alpha (a) value is > 0.7, and if the Cronbach Alpha (a) value is <0.7, then the question is considered unreliable. Based on table 3, the reliability test results obtained are more than 0.7. Therefore, it can conclude that all questions in this study are reliable.

Classical Assumption Test

Normality test

Table 4. Normality Test Results

One Sample Kolmogorov-Smirnov Test	
Asymp sig. (2 tailed)	0.200

Source: Processed Data

The normality test aims to test whether the data used in the study is normally distributed. A good regression model is a regression that is normally distributed or close to normal (Ghozali, 2018). This study using the One-Sample Kolmogorov-Smirnov Test method using a significance level (a) of 5% or 0.05. The probability value (p-value) is > 5% or 0.05, so the data is normally distributed. From the normality test results that has been carried out, the significance of the normality test is 0.200, which means it is greater than the significance level of 0.05 (5%). Therefore, it can conclude that this study is normally distributed.

Multicollinearity Test

Table 5. Multicollinearity Test Results

Variable	VIF
Gender	1.054
Faculty	1.112
GPA	1.048
Financial Literacy	1.157

Source: Processed Data

The multicollinearity test aims to test whether there is a correlation between the independent variables in the regression model. A good regression model if there is no

correlation between the independent variables (Ghozali, 2018). The method used to test this study's multicollinearity level is the Variance Inflation Factor (VIF) method and the tolerance value (T). The measure used to test the level of multicollinearity is if the Variance Inflation Factor (VIF) value is ≥ 10 or the tolerance level is ≤ 0.10, multicollinearity occurs between the independent variables, and if the Variance Inflation Factor (VIF) value is ≤ 10 or the tolerance level is ≥ 0.10, then there is no multicollinearity between the independent variables. From the results of the multicollinearity test, this study did not occur multicollinearity because the tolerance value > 0.1 and the VIF value < 10

Heteroscedasticity Test

Table 6. Heteroscedasticity Test Results

Variable	t-sig
Gender	0.601
Faculty	0.722
GPA	0.838
Financial Literacy	0.201

Source: Processed Data

In this study, researchers used the Park test to measure the level of heteroscedasticity. The measure used to test the level of heteroscedasticity is if the significance value is <0.05, there is heteroscedasticity, and if the significance value is > 0.05, then there is no heteroscedasticity. From the results of the heteroscedasticity test, This study did not occur heteroscedasticity because the significance value was greater than 5% or 0.05.

Multiple Regression Analysis

Coefficient of Determination Test

Table 7. Coefficient of Determination Test Results

Model	R	R Square	Adjusted R Square	Std Error of the Estimate
1	0.64	0.409	0.391	4.666

Source: Processed Data

The coefficient of determination test measures how far the model can explain the dependent variable. The value of R2, which is close to 0, means that the ability of the independent variable to define the dependent variable is minimal. Vice versa, if the value of R2 is close to 1, then the independent variable can provide a lot of information needed to predict variations in the dependent variable (Ghozali., 2018). From the results of processed data, We can conclude that it means that there is an influence of 39.1% of the variables of gender, faculty, cumulative achievement index (GPA), and financial literacy on student investment perceptions, and the remaining 60.9% is influenced by other variables

F test

Table 8. F Test Results

F-test	Sig
21.664	0.000

Source: Processed Data

According to Ghozali (2018), the F t est is used to find out whether all the independent (independent) variables have a combined effect on the (dependent) variable. The basis for decision-making in testing the F test research is as follows if sig. Fcount <0.05 simultaneously has a significant effect, H1 is accepted, dan if sig. Fcount > 0.05 then simultaneously has no significant impact, and H1 is rejected. We can conclude this study

that the variables of gender, faculty, cumulative achievement index (GPA), and financial literacy together (simultaneously) affect the perception of student investment.

e. T test

Table 9. T Test Results

Variable	t-sig
Gender	0.336
Faculty	0.002
GPA	0.038
Financial Literacy	0.000

Source: Processed Data

According to Ghozali (2018), the T-test has the aim of seeing the effect of the independent (independent) variables individually, which affects the dependent (dependent) variable. The T-test is done by comparing the tcount with the ttable. In testing the T-test research, the basis for decision-making is as follows if the tcount significance level is <0.05, then individually, it has a significant influence, so H1 is accepted; if the tcount significance level is > 0.05, then individually, it does not have a significant effect, so H1 is rejected. Based on the results in Table 9, the significance value for the gender variable is 0.336, which means it is greater than 0.05. It shows that the gender variable does not affect student investment decisions in Jabodetabek. Whereas for faculty variables, it is 0.002, GPA is 0.038, and financial literacy is 0.000, which means it is smaller than 0.05. This shows that faculty variables, GPA, and financial literacy significantly affect student investment decisions.ter Jakarta. Therefore, it can be concluded that gender does not affect student investment decisions in Jabodetabek. At the same time, faculty, cumulative grade point average (GPA), and financial literacy have a significant effect on student investment decisions in Jabodetabek with the following mathematical equation:

$$Y = 16.812 – 0.812X1 – 2.690X2 + 1.266X3 + 0.468X4$$

It can conclude that gender does not affect investment perceptions while faculty, GPA, and financial literacy have a significant effect on investment perceptions.

DISCUSSION

The Effect of Gender on Investment Perception

In the research carried out in table 4.10, the gender variable has a significant value of 0.336 and a constant value of -0.812, which means that the gender variable does not affect investment perceptions because the significance value is greater than 0.05 or = 5%. According to the researcher, the results of this study indicate that gender does not affect student investment perceptions. It can be concluded that students already have the same level of financial literacy because based on the calculation of the level of financial literacy from the questionnaires that have been distributed. Students also have the same level of risk tolerance in making investment perceptions. Due to the rapid development of technology, students can access information regarding investment knowledge and risks in investment instruments to increase perceptions in investing. Students also get seminars from universities on finance to form the right mindset in managing finances, managing finances properly, namely by managing monthly income and expenses and saving an emergency fund.

The results of this study are supported by Putri & Hamidi's research (2019) that gender has no effect. At the same time, the results of this study are not supported by the analysis of Lan, Xiong, He, and Ma (2018) and Chavali and Rosario (2019), which state that

gender has a significant effect on student investment perceptions in Jakarta, Bogor, Depok, Tangerang, and Bekasi.

Influence of Faculty on Investment Perception

Based on the study results in table 4.10, the faculty variable has a significance value of 0.002 and a constant value of -2.690, which means that the faculty variable has a significant negative effect on investment perceptions because the significance value is less than 0.05 or = 5%. According to the researcher, the average level of financial literacy of students from the economics and business faculties is higher than that of non-economics students. While based on a constant value of -2,690, differences in faculty have a significant adverse effect on investment perceptions. Some respondents are non-economic students who have a higher level of financial literacy and better financial management than students of the economics faculty. According to the researcher, investment perception also does not view students as coming from any faculties because those who have gone to college on average already have a good perception of risk and investment. Non-economic students can learn about financial literacy, knowledge, and skills regarding financial management from the internet. Economics and business faculty students have a slightly higher risk tolerance and risk perception than non-economics faculty students. Economics faculty students also have more knowledge and skills regarding financial literacy and risk in investment instruments than non-economics faculty students. It may be because economics faculty students get economics-related lessons and attend seminars held by universities than non-economics faculty students. By using the level of financial literacy according to Chen and Volpe (1998), students who take the Faculty of Economics and Business are included in the high category because the average answer is above 80%, while students who take the Faculty of Non-Economics are in the medium category because the average response is between 60% and 80%. Therefore, students of the economics and business faculties prefer to invest in an investment instrument with high risk to get a high return because they already have better knowledge and perception of investment than non-economics faculty students. The study results are supported by research by Rafinda and Gal (2020) and Kusumawardhani, Cahyani, and Ningrum (2020); the faculty variable significantly affects the perception of student investment in Jakarta, Bogor, Depok, Tangerang, and Bekasi.

Effect of Grade Point Average (GPA) on Investment Perception

Based on the results of the study in table 4.10, the cumulative achievement index (GPA) variable gets a significance value of 0.038 and a constant value of 1.266 which means that the cumulative achievement index (GPA) variable affects investment perceptions because the significance value is smaller than 0.05 or = 5%.

According to researchers, students with a GPA above 3 have a higher level of financial literacy than students with a GPA below three. Before buying an item, students with a GPA above 3 think more about purchasing an item and prioritizing their life needs. Students with a GPA of more than three also understand various financial terms than students with a GPA below three because students with a GPA above 3 have better knowledge and concepts about financial literacy than students with a GPA below 3. By having a high GPA, students have a logical basis in making investment perceptions better in making investment decisions than students with low GPAs. Students who have a high GPA also have better skills than those with a low GPA. Therefore. The higher the GPA owned by students, the higher the level of financial literacy and tolerance for the risks students take in choosing an investment instrument. The results of this study follow research by Margaretha and Pambudhi (2015) and Faidah (2019), namely the cumulative achievement index (GPA) variable has a significant effect on student investment perceptions in Jakarta, Bogor, Depok, Tangerang, and Bekasi.

The Effect of Financial Literacy on Investment Perception

Based on the study results in table 4.10, the financial literacy variable gets a significance value of 0.000 and a constant value of 0.468, which means that the financial literacy variable affects investment perceptions because the significance value is smaller than 0.05 or = 5%. From the research results, the level of financial literacy of respondents in this study was 78%, which We included in the medium category (Chen & Volpe, 1998). Students in this study already have good financial management knowledge, skills, and beliefs about attitudes and behavior in investment perceptions. Students in this study also understand various financial terms (current assets, fixed assets, etc.). They are confident in making monthly budgets and managing finances. They also appreciate the personal net worth (total asset value minus liabilities), fixed and compound interest rates, and the relationship between the level of risk and return. Therefore, the higher the level of student financial literacy, the higher the tolerance for risk and the perception of the risk students have in investing in an investment instrument. Students with a high level of financial literacy can consider the risks in an investment instrument and consider the type of investment that is suitable and following the individual risk level. With the rapid development of technology, it is also easier for students to get information, knowledge, and knowledge from the internet, making it easier to add insight into investing. The university also supports students by conducting seminars and training to increase their knowledge and abilities in the perception of student investment. The results of this study are supported by the research of Putri & Hamidi (2019), Jonathan and Sumani (2021) and Aren and Zengin (2016), namely that financial literacy variables have a significant effect on student investment perceptions.

CONCLUSION

Based on the results of processed data, the conclusions that We can draw from the results of this study are as follows:

Gender does not affect students' perceptions of investment in Jakarta, Bogor, Depok, Tangerang, and Bekasi which means that the gender variable does not affect investment perceptions. According to the researcher, the results of this study indicate that gender does not affect student investment perceptions. It can be concluded that students already have the same level of financial literacy.

Faculties have a significant effect on student investment perceptions in Jakarta, Bogor, Depok, Tangerang, and Bekasi. According to the researcher, the average level of financial literacy of students from the economics and business faculties is higher than that of non-economics students. Economics and business faculty students have a slightly higher risk tolerance and risk perception than non-economics faculty students. Economics faculty students also have more knowledge and skills regarding financial literacy and risk in investment instruments than non-economics faculty students. It may be because economics faculty students get economics-related lessons and attend seminars held by universities than non-economics faculty students

The cumulative achievement index (GPA) significantly affects the perception of student investment Jakarta, Bogor, Depok, Tangerang, and Bekasi. According to researchers, students with a GPA above 3 have a higher level of financial literacy than students with a GPA below three. By having a high GPA, students have a logical basis in making investment perceptions better in making investment decisions than students with low GPAs. Students who have a high GPA also have better skills than those with a low GPA. Therefore. The higher the GPA owned by students, the higher the level of financial literacy and tolerance for the risks students take in choosing an investment instrument. Financial literacy has a significant effect on student investment perceptions in Jakarta, Bogor, Depok, Tangerang, and Bekasi. Students in this study also understand various

financial terms (current assets, fixed assets, etc.). They are confident in making monthly budgets and managing finances. They also appreciate the personal net worth (total asset value minus liabilities), fixed and compound interest rates, and the relationship between the level of risk and return. Therefore, the higher the level of student financial literacy, the higher the tolerance for risk and the perception of the risk students have in investing in an investment instrument. Students with a high level of financial literacy can consider the risks in an investment instrument and consider the type of investment that is suitable and following the individual risk

LIMITATION

Researchers suggest students learn more about financial literacy. Students can avoid financial problems, make a budget, place suitable investments, and not get caught up in fraudulent investments by studying financial literacy. Research suggests educational institutions hold seminars and training for students in collaboration with universities to manage finances better, learn about the process in building investment perceptions and see risks in an investment instrument. The researcher also suggests educational institutions provide more seminars and training to high school students and non-economic faculties to have a much better understanding of managing their finances.

This research is expected to be a reference source for further research. The researcher suggests that further researchers study based on investor behavior such as the illusion of control, overconfidence, loss aversion, and other variables that can affect students' investment perceptions.

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