Current Issues & Research in Social Sciences, Education and Management (CIRSSEM) Vol. 2 No. 2, pp. 322-337, September, 2024, E-ISSN: 3032-324X
https://www.ejournal.aibpmjournals.com/index.php/ssem/index

The Influence of Financial Literacy and Financial Technology*on* Financial Behavior in Management Accounting Concentration Students FEB UMSU

Lufriansyah[1]
Universitas Muhammadiyah Sumatera Utara
Jl. Kapten Mukhtar Basri No.3, Glugur Darat II, Medan , North Sumatra 20238
Correspondence Email:Lufriansyah@umsu.ac.id
ORCID ID: 0009-0007-0387-6509

ARTICLE INFORMATION

Publication information

Research article

HOW TO CITE
Lufriansyah, L,. (2024). The Influence of Financial Literacy and Financial Technology on Financial Behavior in Management Accounting Concentration Students FEB UMSU. *Current Issues & Research in Social Sciences, Education and Management, 2*(2), 322-337.

Received: 3 July 2024
Accepted: 1 August 2024
Published: 2 September 2024

ABSTRACT

This research is research conducted to determine the influence Financial Literacy and *Financial Technology* on Financial Behavior in Management Accounting Concentration Students, FEB UMSU . This research uses an associative approach with a type of quantitative research with primary data sources obtained from distributing questionnaires. The sampling technique in this research was using the *Slovin technique,* with a total of 68 respondents. The analysis carried out in this research used multiple linear regression analysis using the SPSS application.Based on the research results, (1) it was concluded that financial literacy influences the financial behavior of FEB UMSU Management Accounting concentration students. (2) *Financial technology* influences the financial behavior of FEB UMSU Management Accounting concentration students and (3) simultaneously financial literacy and financial technology influence the financial behavior of FEB UMSU Management Accounting concentration students.

Keywords: Financial behavior, financial literacy and financial technology

INTRODUCTION

Human needs and desires continue to develop over time. To fulfill their needs and desires, people must work to earn income for themselves. After earning income, individuals also need to manage their income well so that they can fulfill their needs and desires. Good financial behavior can also helps in making long- term and short-term planning. There are many things that can be done so that a business can survive, such as carrying out financial behavior, carrying out promotions, improving quality, and managing human resources. Financial behavior is a problem in business because they often ignore the importance of financial behavior. Financial behavior is important to implement because as a business its finances are well managed (Ardila & Christiana, 2020) .

Financial behavior is not yet included in formal education, but financial behavior is important so that students can manage their finances well and balance their income and expenses. With good financial balance, students can meet their daily needs, desires or be able to save and invest. Financial behavior regulates that the money spent is really needed and can avoid waste and financial behavioris very important for students.

Knowledge about financial management can be obtained by following several lessons about financial management from an early age or obtaining information from trusted sources regarding financial management in everyday life, one of which is the family (Widyawati, 2012) . Considering the increasingly sophisticated technology nowadays, it is possible that everyone can get information about good financial management very easily, especially the younger generation as the largest technology users in Indonesia. Personal financial behavior is very important in everyday life. especially students, which is the age stage that is required to be able to manage their own finances. Apart from that, students are also a group that has a large contribution to the economy. In general, students begin to undergo a transition period from initially having their financial behavior regulated by their parents to switching to managing their own personal finances. Students must pay more attention to decisions in using their money. (Gunawan et al., 2020).

Based on the results of pre-research conducted by researchers, it shows that the majority of students already have sufficient knowledge, this can be seen from the number of students who have used banking products and know other types of banking products even though they don't use them, apart from that they also know a lot about insurance. and investment even though they do not invest or have insurance. However, there is interest from several students to invest in the future.

Generally, students who do not live with their parents must learn to be financially independent and responsible for their decisions for one month. However, what happened was that their funds ran out before the delivery date for the coming month. This happens due to poor financial management, not making a budget for daily expenses, or wasteful consumption patterns and *financial technology* , resulting in a lack of money, leading to debt.

Good financial literacy also has an impact on making healthy decisions so that you can achieve a prosperous life in the future and present. This awareness ultimately gave rise to good savings activities. (Rikayanti & Listiadi, 2020) . The importance of financial literacy so that each individual is able to make effective considerations and decisions in carrying out financial management. So it will influence a person's way of thinking about financial conditions and influence strategic decision making in terms of finances and better management for businessowners (Dahrani et al., 2022)

Based on pre-research that has been carried out ,. Students generally have greater freedom in making personal decisions regarding their finances. However, this has not been able to make them intelligent economic actors in today's life. *Financial education* is used as a tool to overcome the problem of low level of knowledge of people's financial behavior. However, it is still a big challenge to implement in Indonesia. Financial education is a long process that encourages individuals to have financial plans for the future in order to gain prosperity according to the *financial technology patterns* they live with. (Chen & Volpe, 1998)

Students have complex financial problems, because most students do not have income and limited financial reserves to use each month. Students experience a transition from being directly dependent on their parents' finances, to becoming individuals who are more financially independent. Students will face a new environment without supervision and support from parents. Based on the results of pre-research conducted, researchers saw that it was difficult to do, most students had a bad attitude regarding finances, characterized by low motivation to continue to improve their ability to manage their business finances, even though motivation to continue to improve their abilities in financial management was very important.

The factors that influence financial behavior are *financial technology (fintech)* and the release of many products known as digital wallets which come in many varieties. The use of *financial technology* (*fintech*) can be influenced by several perceptions such as perceived ease, trust and effectiveness of its use. Perceived ease is defined as the extent to which a person believes that using technology will be effortless. Ease can be said to be confidence regarding the decision-making process.

Some Management Accounting concentration students at FEB UMSU (UMSU) prefer to spend their money on shopping and to meet social or social needs and are able to keep up with current developments in fashion and technology rather than saving for the future. Students also like to visit shopping places and entertainment venues that are trending on social media, so students tend to ignore financial managers.

In its development, digital payment systems or also called non-cash payments are influenced by changes in people's lifestyles and technological advances. According to the results of a survey conducted by the Indonesian Internet Service Providers Association (APJII), there are 215,626,156 million internet users in Indonesia or 78.19 % of the total population of Indonesia are internet users.

The ability of Management Accounting concentration students at the Faculty of Economics and Business, Muhammadiyah University of North Sumatra (UMSU) is not optimal in controlling themselves, they are not able to be wise in using money and are unable to control themselves in interacting with other people, the *financial technology habits* of students who always want to live a luxurious life with Buying luxury goods is considered as identity and recognition of social status for someone, especially students, which can clearly be seen from their behavior which always tries to keep up with current developments as a main part of fulfilling their daily living needs. Based on this background, the author is interested in conducting research with the title The Influence of Financial Literacy and Financial Technology on Financial Behavior in Management Accounting Concentration Students, FEB UMSU

.

THEORETICAL BASIS

Behavioral Finance

According to Andrian in (Idris, 2021) Tax is a contribution to the State (whichcan be said by (Silaya & Joseph, 2021) that Financial Behavior is a description ofthe way individuals behave when faced with financial decisions that must be made.According to (Brigham & Daves, 2018) , Behavioral Finance is a field of study that analyzes investor behavior as a result of psychological characteristics.And financial behavior studies how humans actually behave behavior in financialdecisions, specifically studying how psychology influences financial decisions, companies and financial markets (Wicaksono 2015) .

Meanwhile, according to (Humaira & Sagoro, 2018) financial behavior is fundamental for someone to manage their finances. states that financial behavior is related to the effectiveness of fund management, where the flow of funds must be directed in accordance with predetermined plans.

According to Warsono, (2010) the indicators of financial behavior are as follows:

1. Use of funds
2. Determination of funding sources
3. Risk management
4. Future planning.

Financial Literacy

According to (Putri, 2021) Financial literacy has a very important role in a person's financial behavior and investment decisions. High financial literacy will lead to good investment decisions and good financial behavior. According to

(Bhabha et al., 2014) Financial literacy is a combination of awareness, knowledge, skills, attitudes and behavior that a person needs to have to make healthy financial decisions and ultimately achieve individual financial well-being. And financial literacy is a skill that must be mastered by every individual to improve their standard of living by understanding the proper and efficient planning and allocationof financial resources (Lusardi et al., 2014) .
According to (Chen & Volpe, 1998) there are 4 indicators of financial literacy,namely:

1. Basic Knowledge
2. Credit Management
3. Savings and Investment Management
4. Risk Management

Financial technology (Fintech)

According to (Lubis et al., 2023) *Financial technology* is the result of a combination of financial services and technology which ultimately changed the business model from conventional to moderate, where initially you had to meet face to face and bring a certain amount of cash, now you can make money. remote transactions by making simple payments. can be done in seconds

According to (Sari & Siregar, 2022) *Fintech* is one of the innovations in the financial sector which refers to modern technology, the concept of *fintech* which is usually called a payment system or known as *Fintech Payment* has adapted technological developments in the financial sector so that it can facilitate financial transaction processes that are more practical, safe and include financial services based on digital which is currently developing in Indonesia

According to (Hidayat et al., 2023) *Financial technology* has the followingindicators:

1. *Crowdfunding and peer to peer (P2P) lending* .
2. *Market aggregator.*
3. *Risk and investment management.*
4. *Payment, settlement, and clearing*

Data collection technique

The technique and instrument used in the research is a questionnaire (questionnaire/list of questions). This questionnaire was distributed to all those in the research sample, namely students from the Faculty of Economics and Business at UMSU.

Data Analysis Techniques

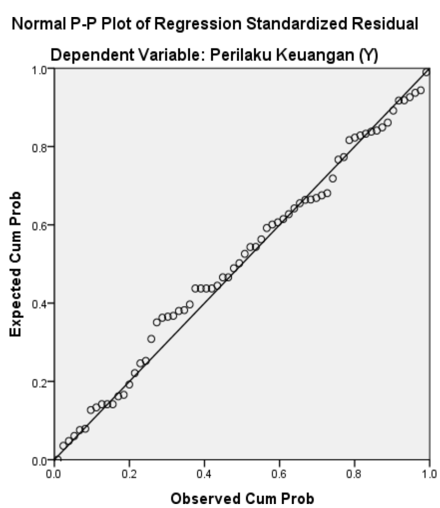
The data analysis technique used in this research is quantitative data analysis, as stated by (Sugiyono, 2019) . Quantitative methods can be interpreted as methods based on the philosophy of positivism, this method is a scientific/scientific method because it meets scientific principles, namely concrete/empirical, objective, measurable, rational and systematic. Test and analyze the data by calculating numbers and then drawing conclusions from the test using product moment correlation and multiple correlation test tools, but in practice the processing of this research data is not processed manually, but using statistical software *Statistical Package for Social Sciences* (SPSS 2 4.0).

RESEARCH RESULTS AND DISCUSSION

Calculation of Take home pay before and after Pph 21 IncentiveNormality Test

The normality test aims to test whether in the regression method, the dependentvariable and the independent variable both have a normal distribution or not. (Juliandi et al., 2018) . The normally distributed data can be seen through the p-plot graph. According to a good regression model, data is normally distributed orclose to normal. The test criteria are:

1. If the data spreads around the diagonal line and follows the direction of the diagonal line then the regression model meets the normality assumption.
2. If the data spreads far from the diagonal line and does not follow the diagonal line then the regression model does not meet the assumption of normality



Picture. P Plot Normality Test
Source: SPSS 24 Data Processing Results

Based on the graph above, it can be seen that the points spread along a diagonal line. This normality test is carried out using the p-plot above, it can bestated that the data is normally distributed and meets the assumptions of normality

Multicollinearity Test

This multicollinearity test is used to test whether the regression model finds a strong correlation between the independent variables. The method used to assess is to look at the variance inflation factor (VIF/variance inflation factor), which does not exceed 4 or 5 (Juliandi et al., 2018) .

The method used to assess this is by looking at the Variant Inflation Factor (VIF) value with the following conditions :

1. If VIF > 10, then there is multicollinearity.
2. If VIF < 10, it means there is no multicollinearity.
3. If Tolerance > 0.1 , then multicollinearity does not occur.
4. If Tolerance < 0.1 , then multicollinearity occurs.

Table 1 Multicollinearity Test Results

Coefficients [a]			
Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Financial Literacy (X1)	,451	2,218
	Financial Technology (X2)	,451	2,218
a. Dependent Variable: Financial Behavior (Y)			

Source: Data processed by SPSS 24

Based on the table above, the results of the multicollinearity test show thatthe VIF value and Tolerance value for each variable are as follows:

1. The Financial Literacy tolerance value is 0.451 > 0.10 and the VIF value is 2.218 < 10, so the Financial Literacy variable is declared free frommulticollinearity.
2. *The Financial Technology* tolerance value is 0.451 > 0.10 and the VIF value is 2.218 < 10, so the *Financial Technology variable* is declared free frommulticollinearity.

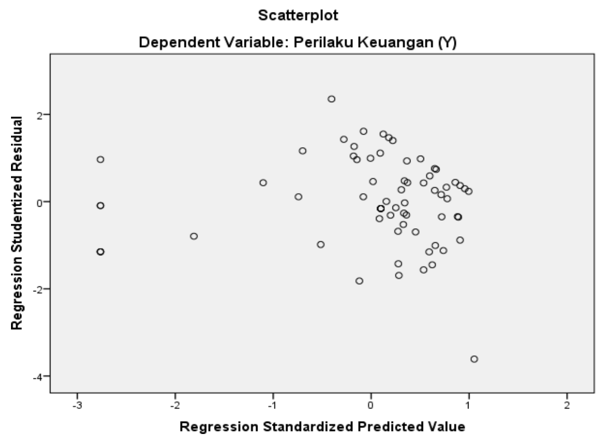
Heteroscedasticity Test

The heteroscedasticity test is used to test whether in the regression model, there is an inequality in the residual variance from one observation to another. If the residual variance from one observation to another is constant, it is called homoscedasticity, and if the variance is different it is called heteroscedasticity. A good model is that heteroscedasticity does not occur. Detection of heteroscedasticity can be done using the scatter plot method using the ZPRED value (predicted value) with SPRESID (residual value) (Juliandi et al., 2018) .

The basic criteria in this heteroscedasticity test are as follows:

1. If there is a certain pattern, points that form a certain regular pattern (wavy, widening, then narrowing), then heteroscedasticity has occurred.

2. If there is no clear pattern, such as dots spread above and below the number 0on the Y axis, then heteroscedasticity does not occur.



Picture. Heteroscedasticity Test

Based on the picture above, it can be seen that the distribution of residuals is irregular and does not form a pattern. This can be seen in the dots or plots that spread out. The conclusion that can be drawn is that heteroscedasticity does not occur.

Autocorrelation Test

The autocorrelation test aims to test whether in a linear regression model there is a correlation between the confounding error in period t and the error in period t-1 (previous). If correlation occurs, it is called an autocorrelation problem. A good regression model is free from autocorrelation.

Table 2 Autokeralization Test Results

Model Summary [b]					
Model	R	R Square	djusted RSquare	Std. Error ofthe Estimate	Durbin-Watson
1	.834 [a]	,696	,687	4.05177	1,697
a. Predictors: (Constant), Financial Technology (X2), Financial Literacy (X1)					
b. Dependent Variable: Financial Behavior (Y)					

Based on the table above, it can be seen that the Durbin Watson (DW) value is 1.697 between -2 to +2 (-2 < 1.697 < + 2). So it can be concluded that from the Durbin Watson (DW) numbers there is no autocorrelation.

Multiple Linear Regression Analysis

Regression analysis aims to predict the value of a dependent variable due to the influence of the independent variable (Juliandi et al., 2014). The following are the results of multiple linear regression data processing :

Table 3
Multiple Linear Regression Results

Coefficients [a]				
Model		Unstandardized Coefficients		Standardized Coefficients
		B	Std. Error	Beta
1	(Constant)	5,583	1,914	
	Financial Literacy (X1)	,343	,065	,538
	Financial Technology (X2)	,292	,084	,354
a. Dependent Variable: Financial Behavior (Y)				

Source: Data processed by SPSS 24

1. A constant of 5,583 with a positive relationship indicates that if the value of the independent variable is considered constant, namely Financial Literacy and *Financial Technology* , the value of Financial Behavior will increase by 5,583
2. Financial Literacy (X1) is 0.343 with a positive influence direction, indicating that if Financial Literacy increases it will be followed by an increase in Financial Behavior of 0.343 with the assumption that other independent variables are considered constant.
3. *Financial Technology* (X2) is 0.292 with a positive influence direction indicating that if *Financial Technology* experiences an increase it will be followed by an increase in Financial Behavior of 0.292 with the assumption that other independent variables are considered constant.

Hypothesis Testing

Partial Significant Test (T-Test)

The t test used in this analysis is used to assess the capacity of each independent variable. (Sugiyono, 2019) Another explanation of the t test is to test whether the independent variable (X) has a significant or insignificant relationship, either partially or independently, with the dependent variable (Y).

The method for determining the t_{table} uses a significance level of 5%

The test results data obtained from SPSS 24 can be seen from the following table :

Table 4 Partial Test (t-test)

Coefficients [a]			
Model		t	Sig.
1	(Constant)	2,917	,005
	Financial Literacy (X1)	5,284	,000
	Financial Technology (X2)	3,473	,001
a. Dependent Variable: Financial Behavior (Y)			

Source: Data processed by SPSS 24.

Simultaneous Significant Test (F Test)

The F test or also called the simultaneous significant test is intended to see the overall ability of the independent variables, namely incentives and motivation, to be able to or explain the behavior or diversity of the dependent variable, namely work productivity. The F test is also intended to find out whether all variables have a regression coefficient equal to zero. (Sugiyono, 2019) .

Table 5 Simultaneous Test (F Test)

ANOVA [a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2445.771	2	1222.885	74,490	,000 [b]
	Residual	1067.097	65	16,417		
	Total	3512.868	67			
a. Dependent Variable: Financial Behavior (Y)						
b. Predictors: (Constant), Financial Technology (X2), Financial Literacy(X1)						

Source: Data processed by SPSS 24

Determination Coefficient (R -Square)

The R-Square value of the coefficient of determination is used to see how variations in the value of a dependent variable are influenced by variations in the value of an independent variable. The value of the coefficient of determination is between 0 and 1. If the correlation value is -1 or 1, it indicates that there is a perfect relationship between the two variables. , while a correlation coefficient value of 0 indicates that the relationship between the two variables is not perfect atall (Sugiyono, 2019) .

Table 6
Coefficient of Determination Test (R)

Model Summary [b]					
Model	R	R Square	djusted RSquare	Std. Error ofthe Estimate	Durbin-Watson
1	.834 [a]	,696	,687	4.05177	1,697
a. Predictors: (Constant), Financial Technology (X2), Financial Literacy (X1)					
b. Dependent Variable: Financial Behavior (Y)					

The higher the R square value, the better the regression model, because it means the ability of the independent variable to explain the dependent variable is also greater. The R-square value of 0.696 shows that 69.6% of the Financial Behavior variable (Y) is influenced by Financial Literacy and *Financial Technology* the remaining 30.4% was influenced by variables not examined in this study.

DISCUSSION

The Influence of Financial Literacy on Financial Behavior

Hypothesis test results have proven this where t_{count} 5.284 > t_{table} 1.99714 and sig value 0.000 < 0.05, so that Ha $_{and}$ H_0 are rejected, Financial Literacy has a significant effect on Financial Behavior in Management Accounting concentration students at FEB UMSU . According to (Wahyuni et al., 2022) Financial literacy is a person's ability (skill) to make effective decisions related to their finances. Financial literacy can help individuals avoid financial problems, especially those that occur due to mistakes. Financial behavior and financial literacy have the ability to understand financial conditions and financial concepts and to convert that knowledge appropriately into behavior. And financial literacy tends to lead to better or more effective financial behavior (*financial literacy*) and financial attitudes in decision making (*financial decisions making*) (Hasanudin et al., 2022)
In research conducted by (Putri & Lestari, 2019) , (Yushita, 2017) , and (Rosa & Listiadi, 2020) it is stated that financial literacy influences financial behavior.

The Influence of *Financial Technology* on Financial Behavior

Hypothesis test results have proven where $t_{is\ calculated}$ 3.473 > t_{table} 1.99714 and sig value 0.001 < 0.05, so that Ha $_{and}$ H_0 are rejected, this *Financial Technology* has a significant effect on Financial Behavior in Management Accounting concentration students at FEB UMSU. The rapid development of technology makes it easier to carry out various activities. For example, when shopping, you no longer need to leave the house to go to the market place, because now you can shop via online shops. Then payment can also be made using *financial technology* applications . *Financial technology* or what is usually called fintech is an innovation resulting from the rapid growth of technology. Fintech is a tool to simplify the transaction process between sellers and buyers and can reduce the level of fraud that can occur in the transaction process (Khofifa et al., 2022) In research conducted by (Haqiqi & Pertiwi, 2022) , (Khofifa et al., 2022) stated that *financial technology* influences financial behavior

The Influence of Financial Literacy and *Financial Technology* on Financial Behavior

The results of hypothesis testing have proven simultaneously where $F_{\text{is calculated}}$ 74,490 > F_{table} 3 .14 and sig value 0.000 < 0.05. This means that Ha_{and} Ho_{are} rejected so that Financial Literacy and *Financial Technology* have a significant effect on Financial Behavior among Management Accounting concentration students at FEB UMSU. *Financial literacy* is knowledge *and* understanding of financial concepts and risks to make effective decisions and participate in economic life to improve the welfare of individuals and society. Financial literacy is knowledge, understanding of how to manage finances well, with education a person has knowledge and understanding of financial literacy. (Gunawan et al., 2020)

Financial technology (FinTech) or technology for finance, creates a new, more efficient model for consumers in accessing financial products and services. The existence of FinTech can create the status quo and revolutionize work techniques for traditional financial institutions (Haqiqi & Pertiwi, 2022) .

CONCLUSION

From the results of this discussion, the researcher drew the following conclusions:

1. Partially, financial literacy influences the financial behavior of FEB UMSU Management Accounting concentration students .
2. Partially *Financial technology* influence on the financial behavior of FEB UMSU Management Accounting concentration students
3. Simultaneously Financial literacy and *financial technology* influence on the financial behavior of FEB UMSU Management Accounting concentration students

SUGGESTION

The suggestions that can be given are as follows:

1. This research only focuses on analyzing financial literacy and *financialtechnology* influence on financial behavior .
2. For further research, other variables can be added.
3. This research can then use samples from the people of Medan City .

REFERENCES

Ageng, R. wuln. (2022). *Risks to Interest in Using Financial Technology (Fintech) among the Millennial Generation in Pasir Putih Subdistrict (Case Study of Dana Application Users)* . Medan Area University.

Ansori, M. (2019). The development and impact of financial technology (fintech) on the sharia financial industry in Central Java. *Journal of Islamic Studies* , *5* (1), 32–45. https://doi.org/https://doi.org/10.5281/wahanaislamika.v5i1.41

Ardila, I., & Christiana, I. (2020). Financial Management of Culinary Sector Micro Enterprises in Medan Denai District. *Liabilities (Journal of Accounting Education)* , *3* (3), 158–167.

Bhabha, J.I., Khan, S., Qureshi, Q.A., Naeem, A., & Khan, I. (2014). Impact of financial literacy on saving-investment behavior of working women in the developing countries. *Research Journal of Finance and Accounting* , *13* (5), 118–122.

Brigham, E.F., & Daves, P.R. (2018). *Intermediate Financial Management* . Cengage Learning.

Chen, H., & Volpe, R. P. (1998). An Analysis Of Personal Financial Literacy Among College Students. *Financial Services Review* , *7* (2), 107–128.

Dahrani, D., Saragih, F., & Ritonga, P. (2022). Financial Management Model Based on Financial Literacy and Financial Inclusion: Study of MSMEs in Binjai City. *Owner: Accounting Research and Journal* , *6* (2), 1509–1518.

Dewi, NLPK, Gama, AWS, & Astiti, NPY (2021). The Influence of Financial Literacy, Hedonistic Lifestyle, and Income on the Financial Management of Unmas Students. *GOLD* , *2* (3), 74–86.

Fajar, M., & Larasati, CW (2021). The Role of Financial Technology (Fintech) in the Development of MSMEs in Indonesia: Opportunities and Challenges. *Humanis (Humanities, Management and Science Proceedings)* , *1* (2), 702– 715.

Fatimah, N. (2018). The Influence of Learning Financial Accounting, Financial Literacy, and Income on the Financial Behavior of Students at the Faculty of Economics, Muhammadiyah University of Gresik. *Journal of Accounting Education (JPAK)* , *6* (1), 48–57.

Gunawan, A. (2023). Financial Literacy and Use of Financial Technology Payment for Consumptive Behavior. *International Journal of Business Economics (IJBE)* , *4* (2), 92–100.

Gunawan, A., Pirari, WS, & Sari, M. (2020). The Influence of Financial Literacy and Lifestyle on Financial Management of Management Study Program Students at Muhammadiyah University, North Sumatra. *Humanities Journal: Journal of Social, Economic and Legal Sciences* , *4* (2), 23–35.

Gunawan, A., Sari, MP, & Jufrizen, J. (2022). The Influence of Financial Knowledge and Personality on Financial Behavior. *ACTUAL Journal* , *20* (1), 1–13.

Gunawan, A., & Syakinah, U. (2022). The Influence of Self-Control and Financial Literacy on the Financial Behavior of Students at the Faculty of Economics and Business, Muhammadiyah University, North Sumatra. *National Seminar on Multidisciplinary Sciences* , *3* (1), 146–170.

Haqiqi, AFZ, & Pertiwi, TK (2022). The Influence of Financial Technology, Financial Literacy and Financial Attitudes on the Financial Behavior of Generation Z in the Covid-19 Pandemic Era among UPN "Veteran" East Java Students. *SEIKO (Journal Of Management & Business* , *5* (2), 355–366.

Hasanudin, H., Nurwulandari, A., & Caesariawan, I. (2022). The Influence of Financial Literacy, Financial Efficacy, and Financial Attitudes on Investment Decisions through Financial Behavior. *Fair Value: Scientific Journal of Accounting and Finance* , *5* (2), 581–597.

Hidayat, A., Liliana, L., Bashir, A., Yunisvita, Y., Andaiyani, S., & Adnan, N. (2023). Fintech 4.0 Training To Increase Capital And Business Income For Sme In Ulak Banding Village, Indralaya. *Abdi Dosen: Journal of Community Service* ,*7* (1), 197–204.

Humaira, I., & Sagoro, E.M. (2018). The Influence of Financial Knowledge, Financial Attitudes, and Personality on Financial Management Behavior in MSMEs in the Batik Craft Center of Bantul Regency. *Nominal: A Barometer of Accounting and Management Research* , *7* (1), 96–110.

Ida, & Dwinta, CY (2010). The Influence of Locus of Control, Financial Knowledge, Income on Financial Management Behavior. *Journal of Business And Accounting* , *12* (3), 131–144.

Iramani, R., & Lutfi, L. (2021). An integrated model of financial well-being: The role of financial behavior. *Accounting* , *7* (3), 691–700.

Juliandi, A., Irfan, I., & Manurung, S. (2018). *Processing Business Research Data with SPSS* . AQLI Scientific Research and Writing Institute.

Khofifa, A., Wahyuni, I., & Subaida, I. (2022). The Influence of Financial Technology on Financial Behavior with Financial Literacy as an Intervening Variable in Students at the Faculty of Economics and Business, Abdurachman Saleh University, Situbondo. *Journal of Student Entrepreneurship (JME)* , *1* (1), 523–537.

Kholilah, N. Al, & Iramani, R. (2013). Study of Financial Management Behavior in Surabaya Society. *Journal of Business and Banking* , *3* (1), 69–80.

Koto, M. (2022). The Influence of Financial Literacy on the Financial Behavior of Students at the Faculty of Economics and Business, Muhammadiyah University, North Sumatra. *SOSEK: Social and Economic Journal* , *3* (1), 21– 29.

Lubis, R., Permesti, RRCM, Leonardo, E., & Sari, EN (2023). The Influence of Financial Technology and E-commerce on the Success of MSMEs Literature Review. *Proceedings of the Medan International Conference Economics and Business* , 1058–1079.

Lusardi, A., Mitchell, O. S., & Curto, V. (2014). Financial literacy and financial sophistication in the older population. *Journal of Pension Economics & Finance* , *13* (4), 347–366.

Margaretha, F. (2011). *Financial Management for non-financial Managers* . PT Gelora Aksara Pratama.

Margaretha, F. (2015). *Investment Financial Management and Long Term Fund Sources* . Gramedia Widasarana Indonesia.

Nababan, D., & Sadalia, I. (2013). Analysis of Personal Financial Literacy and Financial Behavior of Undergraduate Students, Faculty of Economics, University of North Sumatra. *Journal of Management Information Media* , *1*(1), 1–15.

OJK, T. (2017). *Get to know the Financial Services Authority and the Financial Services Industry* . Financial Services Authority.

Pohan, M., Gunawan, A., Arif, M., & Jufrizen, J. (2021). Testing Student Financial Literacy Constructs. *Scientific Journal of Management and Business* , *22* (2), 291–303.

Pulungan, DR, & Febriaty, H. (2018). The Influence of Lifestyle and Financial Literacy on Student Consumptive Behavior. *Journal of Management Science Research* , *2* (3), 103–110.

Purwidianti, W., & Mudjiyanti, R. (2016). Analysis of the Influence of Financial Experience and Income Level on Family Financial Behavior in East Purwokerto District. *Benefits: Journal of Management and Business* , *1* (2), 141–148.

Putri, LP (2021). The Influence of Financial Literacy on Investment Decisions Through Financial Behavior as a Moderating Variable. *National Seminar on Social and Humanities Educational Technology* , *1* (1), 772–778.

Putri, NA, & Lestari, D. (2019). The Influence of Lifestyle and Financial Literacy on the Financial Management of Young Workers in Jakarta. *Accuracy: Journal of Accounting and Finance Research* , *1* (1), 31–42.

Radiman, R., Wahyuni, SF, & Novika, I. ayu. (2022). The Effect Of Financial Literature And Financial Technology on Community Financial Inclusion (Case Study On Adolescence In City Of Tebing Tinggi, North Sumatra). *Journal of International Conference Proceedings* , *5* (5), 222–237. https://doi.org/10.32535/jicp.v5i5.2089

Rikayanti, VR, & Listiadi, A. (2020). The influence of financial literacy, financial management learning, and pocket money on saving behavior. *Journal of Accounting Education (JPAK)* , *8* (3), 29–36.

Rosa, I., & Listiadi, A. (2020). The influence of financial literacy, financial education in the family, peers, and self-control on personal financial management. *Journal of Management* , *12* (2), 244–252.

Sari, DA (2015). Finalcial Literacy and Student Financial Behavior (Case Study of STIE YPPI Rembang Students). *BBM (Business & Management Bulletin)* , *1* (2), 173–189.

Sari, DP, & Siregar, QR (2022). The Influence of Online Payment Systems, Lifestyle Patterns and Financial Knowledge on Financial Behavior among Final Students of the Faculty of Economics and Business, Muhammadiyah University, North Sumatra. *SOSEK: Social and Economic Journal* , *3* (2), 99– 109.

Sari, M., Lubis, NAB, & Jufrizen, J. (2021). The Effect Of Financial Literature And Self Control On Consumption Behavior (Study On Students Of The Faculty Of Economics And Business Muhammadiyah University, North Sumatra). *International Journal of Economic, Business, Accounting, Agriculture Management and Sharia Administration (IJEBAS)* , *1* (2), 135–144.

Silaya, M.A., & Joseph, C.N. (2021). *Illusion of Control Investor Financial Behavior* . Nilachakra.

Sugiyono, S. (2019). *Quantitative, Qualitative and R&D Research Methods* . Alphabet.

Suryani, S., & Hendryadi, H. (2015). *Quantitative Research Methods: Theory and Applications* . Prenadamedia Group.

Wahyuni, SF, Radiman, R., Jufrizen, J., Hafiz, MS, & Gunawan, A. (2022). Model of Personal Financial Management Practices Based on Financial Literacy, Future Orientation and Spiritual Intelligence in Generation "Y" in Medan City. *Owner: Accounting Research and Journal* , *6* (2), 1529–1539.

Warsono. (2010). Personal finance Principles and Practices. *Greetings Journal* , *13* (2), 137–151.

Wicaksono, ED (2015). The Influence of Financial Literacy on Credit Card Payment Behavior of Employees in Surabaya. *Finesta* , *3* (1), 85–90.

Widyawati, I. (2012). Factors that influence the financial literacy of students at the Faculty of Economics and Business, Brawijaya University. *Assets: Journal of Accounting and Education* , *1* (1), 89–99.

Yushita, AN (2017). The Importance of Financial Literacy for Personal Financial Management. *Nominal: A Barometer of Accounting and ManagementResearch* , *6* (1), 11–26.