THE INFLUENCE OF FINANCIAL LITERACY AND LIFESTYLE ON FINANCIAL MANAGEMENT BEHAVIOR IN STUDENTS (CASE STUDY OF STUDENTS IN LAHAT DISTRICT)

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Abstract: Financial literacy and lifestyle have an important role in determining wise financial management behavior in students. Through good knowledge can encourage students to make the right and efficient decisions in the use or allocation of funds owned so as to achieve individual financial welfare. This study aims to determine how financial literacy and lifestyle influence the financial management behavior of students in Lahat district. Data collection was carried out by distributing questionnaires to 66 students in Lahat Regency. Based on the analysis, it shows that financial literacy is not proven to affect student financial management behavior, but lifestyle is proven to significantly affect student financial management behavior. Students with a consumptive lifestyle will find it more difficult to manage finances that can lead to financial problems in the future.

Keywords: Financial literacy, Financial management behavior, lifestyle

INTRODUCTION

In the current global economic era, money is a medium of exchange that cannot be separated from life. It can be said that money is a medium of exchange that is needed in modern life, from children to adults, money is needed to fulfill their needs and desires. Therefore, financial intelligence is something that needs to be considered in modern life like today (Noviani, 2021). Individuals must be able to manage their finances carefully. Because financial management will result in decisions regarding the use or allocation of funds owned (Erika, 2019).

Apart from that, (Rokhayati, 2022) stated that the current benchmark for the progress of a country's civilization is students, so that students are also called the barometer of the success of social, economic and cultural change in society at large. One of the things that is currently a problem in society is a person's low ability to plan, manage and control their daily finances.

Students are given greater freedom from their parents to make decisions such as their own shopping and consumption. Based on research results from the Markplus Insight Netizen (Survey, 2019), it shows that teenagers aged 16-25 years, including students with monthly income of under IDR 2 million, mostly live with expenses greater than their income. This inequality in young people's spending behavior shows that the routine spending of young Indonesians is mostly used for a hedonistic lifestyle, such as: shopping for branded clothes, hit entertainment, the latest gadgets, traveling, transportation costs and daily meals (Dewi et al, 2021) .

Supported by increasingly sophisticated technological developments, the millennial generation of this century, one of which is students, is increasingly competing to demonstrate the existence of their well-being. To maintain a balance between social and financial existence, humans are expected to learn and understand the concept of proper financial management. Understanding the concept of financial management is considered one of the first steps that must be learned. Managing finances is generally concluded as a reality that must be faced by every human individual who aims to achieve the desired welfare in life (Alimin, 2019). With this understanding, a person is expected to be able to behave wisely in managing finances so as not to get trapped in financial difficulties due to failure to manage finances. Based on the results of the DataIndonesia.id survey (2023), the millennial generation spends the most money on online shopping. It was recorded that 30.9% of millennial respondents spent more than IDR 500,000 per

month on online shopping. This phenomenon shows that it is important for students to know how to manage their finances appropriately according to their needs.

There are many factors that can influence a person's behavior in managing their finances. Yushita (2019) revealed that good financial management skills are also supported by the ability to understand good financial literacy. The importance of financial literacy for individuals is not just science or theory, but is expected to make individuals wiser and smarter in managing the assets they own so that it can provide useful feedback in supporting individual finances both in the short and long term.

long. Sucihati (2021) stated the same thing, apart from financial literacy, lifestyle also influences financial management. The habit of hanging out with friends to just hang out or go for a walk, culinary activities, watching movies, etc. without realizing it, this has become a bad habit and is one of the factors in increasing students' monthly spending. Bachdar (2019) even revealed that out of a total of 64.3 million people in the 16-30 year age group, in fact not all Indonesian young men and women are financially literate.

Considering the importance of financial management behavior among students, we have conducted a pre-research survey to map the extent of student financial behavior patterns in Lahat Regency. Of the 53 students, only 37.7% of students were not involved in installments during their youth. Only 41.5% of students make a monthly budget plan. There are 17% of students who keep records of shopping expenditure reports. The results of this survey show that there are problems with student financial management behavior in Lahat district, where students tend to have debt, do not make financial plans and do not record expenses.

Financial literacy

Financial literacy is a concept related to how someone manages their finances. Financial literacy is closely related to financial management, where the higher a person's level of financial literacy, the better the person's financial management. Financial literacy affects almost all aspects related to planning and spending money such as income, credit card use, savings, investment, financial management and financial decision making (Suzanna, 2021). The financial literacy indicators according to Anggraeni (2021) are as follows:
1. General knowledge of finance
2. Savings and loans
3. Insurance
4. Investment

Lifestyle

Aulianingrum & Rochmawati (2021) reveal that lifestyle is often interpreted through a person's activities, a person's interests, and personal opinions. And it can be described more by a person's treatment of the environment and each other, namely the way they live, allocate their money, and spend their time. Meanwhile, Hardiyanti (2021) explains that lifestyle is something that describes a person's behavior, how a person uses their time and money, and how a person lives. The lifestyle indicators according to Hardiyanti (2021) are as follows:
1. Activity
2. Interest
3. A person's view of themselves and others
4. Basic characters

Financial Management Behavior

Muntahanah (2021) is an individual's ability to manage planning, budgeting, auditing, managing, controlling, searching for and storing daily financial funds. A person's financial management behavior can be seen from the form of goods purchased and the reasons for buying them. This is greatly influenced by the interaction of various factors such as important and relevant

information, financial knowledge, and financial sources. The indicators for financial management behavior according to Muntanganah (2021) are as follows:

1. Pay bills on time
2. Make a spending and spending budget
3. Record expenses and shopping (daily, monthly, etc.)
4. Provide funds for unexpected expenses.
5. Save periodically.
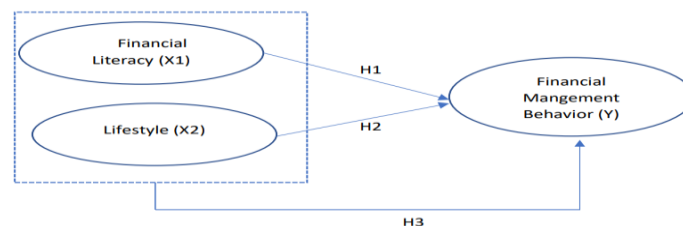
Figure 1. Conceptual Framework

H1: It is suspected that financial literacy has a significant effect on the financial management behavior of students in Lahat Regency.
H2: It is suspected that lifestyle has a significant influence on the financial management behavior of students in Lahat Regency.
H3: It is suspected that financial literacy and lifestyle have a significant influence on the financial management behavior of students in Lahat Regency.

RESEARCH METHODS

This research is associative research which aims to determine the influence of financial literacy and lifestyle variables on financial management behavior in Lahat Regency. This research uses primary data obtained directly from respondents through questionnaires which are rated on a scale of 1-5. Then secondary data in the form of data on the number of students obtained from STIE Serelo Lahat and STIT YPI Lahat universities. The population in this study was the total number of students at private universities in Lahat Regency, namely 655 students. From this population, a sample of 10% of the total population was drawn, namely 66 respondents. The analytical method used in this research is multiple regression analysis using two hypothesis tests, namely the F test and the T test.

RESEARCH RESULTS AND DISCUSSION

Instrument Test
1. Validity test
   Validity testing is carried out to ensure that a scale is able to measure the concept in question (Sugiyono, 2022). Validity testing is carried out by comparing the Corrected Item-Total Correlation value with the r table value. The Corrected Item-Total Correlation value was obtained from analysis via SPSS software, while the r-table value was obtained by calculating the value df= n-2 (66-2=64) with a confidence level of 95%. The criteria used are as follows (Sugiyono, 2022): If r calculated > r 0.2423, then the data is valid. If the calculated r < r 0.2423, then the data is invalid. The validity test results for the three variables of financial literacy, lifestyle and financial management behavior are as follows:

Table 1. Validity Test Results

Financial Literacy Variable		Lifestyle Variables		Financial Management Behavior Variables	
Corrected Item-total correlation	R-table	Corrected Item-total correlation	R-table	Corrected Item-total correlation	R-table
,695	0.2423	,613	0.2423	,552	0.2423
,718	0.2423	,584	0.2423	,620	0.2423
,673	0.2423	,696	0.2423	,734	0.2423
,639	0.2423	,572	0.2423	,575	0.2423
,543	0.2423	,519	0.2423	,555	0.2423
,664	0.2423	,550	0.2423	,579	0.2423
,564	0.2423	,554	0.2423	,682	0.2423
,655	0.2423	,516	0.2423	,537	0.2423
,503	0.2423	,452	0.2423	,620	0.2423
,592	0.2423	,528	0.2423	,452	0.2423

Source: Data processed from Appendix 1

2.   Reliability Test

   Reliability testing is carried out with the aim of seeing to what extent the measuring instrument is said to be consistent if measurements are made twice or more on the same symptom (Sugiyono, 2022). Reliability test uses the Cronbach Alpha technique. The reliability test criteria are as follows: If the Cronbach Alpha value is > 0.60, then the data is said to be reliable. If the Cronbach Alpha value is <0.60, then the data is said to be unreliable. From the results of this test it is known that all the questions asked were proven to be reliable.

Table 1.Reliability Test Results

Variable	Cronbach's Alpha	Reliable Standards	Reliable Results
Financial Literacy (X1)	,825	,600	Reliable
Lifestyle (X2)	,753	,600	Reliable
Financial Management Behavior (Y)	,782	,600	Reliable

Source: Data processed from Appendix 1

Best Linear Unbiased Estimator (BLUE) Test
1. Normality test
   The normality test is carried out to determine whether the variables being analyzed meet the criteria for normal distribution (normal distribution). The data normality test can be carried out using the Kolmogrov-Smirnov Test. If the test results show a sig value ≥ 0.05, then the data is normally distributed. From the test results (see Table.6, Appendix.1) it is known that the sig value is 0.058 > 0.05 so it can be concluded that the data is normally distributed

 2. Multicollinearity Test
   The multicollinearity test was carried out to test whether the regression model found a correlation between independent variables (Ghozali, 2018). To determine whether there is a multicollinearity problem, you can compare the VIF values. If the VIF value < 10 then it can be

concluded that there is no multicollierity problem. If the VIF value>10 then it can be concluded that there is a multicollinearity problem. From the test results, it is known that the VIF value for each financial literacy, lifestyle and financial management behavior variable is 1.004; and 1.004 is smaller than 10 so it can be concluded that the research model does not have multicollinearity problems.

3. Heteroscedasticity Test

Heterodasticity is a condition where the variance of the confounding variable (e) is not constant throughout the observation. If the heteroscedasticity residual variance from one observation analysis to another observation remains in a constant condition, it is called homoscedasticity. If the variances are different it is called heteroscedasticity. To determine whether there is heteroscedasticity or not, researchers have carried out an analysis using the Glejser test. If based on the results of the heteroscedasticity test the p-value is > 0.05, it can be concluded that there is no heteroscedasticity problem. The test results show that the p-value for each financial literacy and lifestyle variable is 0.343 and 0.635, which is greater than 0.05, so it can be concluded that all independent variables have a constant (same) variance.

Multiple Linear Regression Analysis

This analysis is used to determine the influence of two or more independent variables on the dependent variable. In this thesis research, the independent variables are: the Financial Literacy variable (X1) and the Lifestyle variable (X2) which are tested for their influence on the dependent variable, namely the Financial Management Behavior variable (Y). Therefore, the researcher has obtained the variable regression equation with the help of the SPSS program tool which can be seen in tabular form, as follows:

Table 2. Results of Multiple Linear Regression Analysis

Coefficientsa						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	25,719	6,805		3,779	,000
	Financial Literacy (X1)	,097	.107	.109	,914	,364
	Lifestyle (X2)	,314	,115	,323	2,718	,008
a. Dependent Variable: Financial Management Behavior (Y)						

Source: SPSS 25 Windows data processing results, 2024

Based on Table 3, it can be seen that the constant value (α value) is 25.719 and temporarily the financial literacy value (b1) is 0.097 while the lifestyle value (b2) is 0.314. So the multiple linear regression equation can be obtained as follows:

$$Y = \alpha + b_1X_1 + b_2X_2 + e$$
$$Y = 25{,}719 + 0{,}097 + 0{,}314 + e$$

Which means that the dependent variable constant value of 25.719 is a constant/state of Financial Management Behavior (Y) which has not been influenced by other variables, namely:

financial literacy variables (X1) and lifestyle (X2). Thus, if there is no financial literacy and lifestyle, the value of the financial management behavior variable is 25.719.

The b1 value of 0.097 shows that the relationship between Financial Literacy and Financial Management Behavior is positive, or if the financial literacy variable is increased by one unit it will increase the financial literacy variable by 9.7%. The b2 value is 0.314, this result shows that the relationship between Lifestyle and Financial Management Behavior is positive, or if the lifestyle variable is increased by one unit it will increase the financial literacy variable by 31.4%.

Hypothesis testing
 1. T test
The t test was carried out to determine the effect of each independent variable on the dependent variable partially. In this research, there are two hypothesis tests carried out partially, namely H1: it is suspected that financial literacy has a significant effect on the financial management behavior of students in Lahat Regency. H2: It is suspected that lifestyle has a significant influence on the financial management behavior of students in Lahat district. If the p-value of the test results is <0.05, it can be concluded that H1 and H2 are acceptable, in other words financial literacy has a significant effect on financial management behavior and lifestyle has a significant effect on financial management behavior. From the results of hypothesis testing (see Table 4), it is known that the p-value of the financial literacy variable is .483 > 0.05, so it can be concluded that financial literacy is not proven to influence the financial management behavior of students in Lahat Regency. The p-value for the lifestyle variable is .010 < 0.05. These results indicate that lifestyle is proven to significantly influence the financial management behavior of students in Lahat Regency.

Table 3. T Test Results

Hypothesis	*P-value*	Alpha value	Conclusion
H1	0.483	0.05	Financial literacy has no effect on students' financial management behavior in Lahat Regency
H2	0.010	0.05	Lifestyle influences the financial management behavior of students in Lahat Regency

Source: Data processed from Appendix 1

 2. F test
F Test analysis was carried out to test the suitability of the multiple linear regression model. This analysis is used to find out the influence between the independent variables: Financial Literacy (X1) and Lifestyle (X2) which together influence the dependent variable, namely Financial Management Behavior (Y). In this research, there is one hypothesis testing which is carried out by the F test, namely: H3: it is suspected that financial literacy and lifestyle together influence the financial management behavior of students in Lahat Regency. If the p-value of the test results is <0.05, it can be concluded that H3 is acceptable, in other words financial literacy and lifestyle together can influence the financial management behavior of students in Lahat Regency. From the test results, it can be seen that the p-value is 0.024 <0.05, so it can be concluded that financial literacy and lifestyle have proven to have a significant influence on the financial management behavior of students in Lahat Regency.

Table. 5 F Test Results

ANOVAa						
	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	109,444	2	54,722	3,969	.024b
	Residual	868,556	63	13,787		
	Total	978,000	65			
a. Dependent Variable: Financial Management Behavior (Y)						
b. Predictors: (Constant), Lifestyle (X2), Financial Literacy (X1)						

Source: SPSS 25 Windows data processing results, 2024

CONCLUSION

FromThe results and discussion can be concluded in the following points:

1. Financial literacy has not been proven to influence student financial management behavior in Lahat Regency
2. Lifestyle has been proven to significantly influence the financial management behavior of students in Lahat Regency.
3. Financial literacy and lifestyle have been proven to jointly influence the financial management behavior of students in Lahat Regency.

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Attachment:

Table. 6 Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		66
Normal Parameters, b	Mean	.0000000
	Std. Deviation	3.65546253
Most Extreme Differences	Absolute	.107
	Positive	.107
	Negative	-.072
Statistical Tests		.107
Asymp. Sig. (2-tailed)		.058c
a. Test distribution is Normal.		

b. Calculated from data.
c. Lilliefors Significance Correction.

Table.7 Reliability Test Results

Reliability Statistics	
Cronbach's Alpha	N of Items
,782	10

Reliability Statistics	
Cronbach's Alpha	N of Items
,782	10

Table 8. Multicollinearity Test Results

Coefficientsa							
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	25,719	6,805		3,779	,000		
	Financial Literacy (X1)	,097	.107	.109	,914	,364	,996	1,004
	Lifestyle (X2)	,314	,115	,323	2,718	,008	,996	1,004
a. Dependent Variable: Financial Management Behavior (Y)								