The Effect of Financial Literacy and Self-Control on the Financial Behavior of Economic Education Students of FKIP Universitas Riau

Yulia Nanda Vika[1] Gusnardi[2] M. Yogi Riyantama Isjoni[3]
Economic Education Study Program, Faculty of Teacher Training and Education, Universitas Riau, Pekanbaru City, Riau Province, Indonesia[1,2,3]
Email: yulia.nanda2536@studen.unri.ac.id[1] gusnardi@lecturer.unri.ac.id[2] m.yogi@lecturer.unri.ac.id[3]

Abstract
This study aims to determine the effect of financial literacy and self-control on the financial behavior of Economics Education FKIP University of Riau students. The population in this study were active students of the Bachelor of Economics Study Program, Faculty of Teacher Training and Education, University of Riau who lived in boarding houses. The sample in this study amounted to 123 students with a sampling technique using saturated sampling technique. The data collection method used questionnaires which were distributed directly and the data collected was then tabulated and analyzed using multiple linear regression. Hypothesis testing is done by F test and t test. Based on the results of the study stated that financial literacy and self-control have a positive and significant effect on financial behavior both simultaneously and partially. Therefore, if students have good financial literacy and controlled self-control, the financial behavior of students who live in boarding houses will also improve.
Keywords: Financial Behavior, Financial Literacy, Self Control

INTRODUCTION

Behavioral finance is considered as one of the important concepts in finance. The emergence of financial behavior is the impact of a person's great desire to fulfill his life needs in accordance with the level of income earned. The financial behavior of a person who tends to be consumptive gives rise to various irresponsible financial behaviors such as a lack of saving, investing, emergency fund planning and budgeting for the future (Herdjiono & Damanik, 2016). This irresponsible financial behavior tends to encourage short-sighted thinking and is synonymous with impulsive shopping so that individuals with sufficient income often experience financial problems (Waty et al., 2021). Therefore, the ability to manage finances is very important because every individual must plan the costs of long-term needs and investments for future financial well-being. So that in the right way each individual will not be trapped in the fulfillment of desires that are out of control.

At this time students have entered the condition to be able to face financial independence and make decisions appropriately. As a student, of course there are many needs that must be met starting from needs related to lectures and daily needs. These needs should be a top priority for students during college. But in reality most students still consume beyond their needs. The temptation to live consumptively is very strong, especially in the era of globalization where all needs can be quickly and easily reached. This will make students unable to address which needs are to be prioritized and which are desires that can be controlled so that it will affect their financial behavior. This is in line with the opinion of Erna and Rahma (2015) that a person's behavior is usually related to the attitude to buy spontaneously or the desire to buy something based on previous thoughts, suggestions of owning goods, and even planning to buy beforehand.

Based on a pre-survey conducted on 36 active undergraduate students of the Economics Education Study Program, FKIP, University of Riau, class of 2020 and 2021 who live in boarding houses, it is known that students cannot manage the pocket money they have. As a result, it encourages students to ask their parents for pocket money again before the time is due or to make loans to friends because they do not have savings to fulfill their wants and needs. It can be seen that 22 (61.1%) of the 36 students felt that the pocket money given was not sufficient for their needs for a month because as many as 26 (72.2%) students did not make a priority scale of needs / expenditure records, 24 (66.7%) students did not Perform the preparation of financial planning required in managing finances, and 19 (52.8%) students did not set aside pocket money for unexpected expenses. Based on the pre-survey, it was concluded that some of the 2020 and 2021 Bachelor of Economics students are already able to manage the pocket money they have. It's just that most of these students do not make a priority scale of needs/expenses records, prepare financial planning, and set aside pocket money for unexpected needs which are urgently needed at any time so that financial problems do not occur.

Efforts that can be made to overcome this problem are by providing financial literacy and self-control over finances. Cheung et al. in Faidah (2019) explains that the cause of financial problems is low financial literacy. Students as educated and educated resources should have literacy in using funds. As described by Gusnardi et al. (2019) that knowledge and understanding of finance is needed by every individual to be able to make the right decisions in the financial sector. The better financial knowledge a person has, the better financial management and resolution in decision making will be.

In addition to financial literacy, financial behavior is also influenced by self-control. Self-control is an individual's way of controlling behavior, controlling cognition and controlling decisions. Individuals who have a high level of self-control will first consider whether the purchase to be made is a purchase that is really needed or not (Irianti, 2020). In line with what was stated by Mowen in Irianti (2020) states that self-control is a person's action to automatically control habits, drives, emotions, and desires with the aim of directing his behavior.

The results of previous studies indicate that there is a research gap. Destyan (2017) suggests that the financial literacy variable has a significant relationship to student personal financial behavior in line with Napitupulu et al. (2021) which states that financial literacy has a significant effect on financial management behavior. However, it is different from the research conducted by Hidayat & Nurdin (2020) which states that financial literacy has no significant effect on financial management behavior. Research conducted by Husnawati (2017) shows self-control has a positive and significant effect on personal financial management. However, the research conducted by Aliffarizani (2015) shows that there is a negative and insignificant effect of self-control on financial behavior. Based on this description, researchers were encouraged to conduct research that aimed to describe the effect of financial literacy and self-control on the financial behavior of Economics Education students, FKIP, University of Riau. The title of this research is "The Influence of Financial Literacy and Self-Control on the Financial Behavior of FKIP University of Riau Economics Students."

RESEARCH METHODS

This research was conducted in Pekanbaru, precisely in the Economics Education study program at the University of Riau. This research will be conducted from February 2022 to April 2022. The population for this research is Riau University Economics Education students Class of 2020 and 2021 who live in boarding houses. To determine the size or number of samples from the population using saturated sampling technique. The data collection method uses a questionnaire which is distributed directly to the respondents. The data collected is in the form of quantitative data. The data analysis technique used in this study was multiple linear regression analysis which previously carried out the classic assumption test consisting of normality, linearity, heteroscedasticity, multicollinearity and autocorrelation tests. The results of the analysis are used to determine the effect of financial literacy and self-control on the financial behavior of Economics Education students at the University of Riau.

RESEARCH RESULTS AND DISCUSSION

Financial Literacy Descriptive Analysis

Financial literacy is knowledge about financial management that is owned in order to develop for a more prosperous life in the future. This knowledge can be obtained from learning and experience that individuals have experienced. The results of the descriptive analysis of the financial literacy variable obtained an ideal mean of 18 and a standard deviation of 6. The size of the ideal mean value compared to the standard deviation indicates that financial literacy is generally above average. Furthermore, the financial literacy variable is categorized using the ideal average score (Mi) and ideal standard deviation (SD). Data regarding financial literacy was obtained through a research questionnaire with a total of 6 item statements.

Table 1. Frequency Distribution of Financial Literacy Variables

No	Category	Score Interval	Frequency	Percentage (%)
1	High	$X \geq 24$	27	21,95
2	Currently	$12 \leq X < 24$	96	78,05
3	Low	$X < 12$	0	-
	Total		123	100

Source: Primary Processed Data, 2023

Based on Table 1, it can be seen that the level of financial literacy of students living in boarding houses in the Economics Education Study Program, FKIP, University of Riau, class of 2020 and 2021 is in the medium category (78.05%). This means that some students have financial literacy that is quite good in applying their knowledge to make effective financial decisions in managing financial resources in order to achieve prosperity. The higher financial literacy, the more impact on welfare.

Self-Control Descriptive Analysis

Self-control is an individual's ability to regulate behavior, make decisions, and take effective actions that can lead to a positive direction. The results of the descriptive analysis of the mean ideal self-control variable are 15 and the standard deviation is 5. Furthermore, self-control variables are categorized using the ideal average score (Mi) and ideal standard deviation (SD). Data regarding self-control was obtained through a research questionnaire with a total of 5 item statements.

Table 2. Frequency Distribution of Self-Control Variables

No	Category	Score Interval	Frequency	Percentage (%)
1	High	$X \geq 20$	10	8,13
2	Currently	$10 \leq X < 20$	113	91,86
3	Low	$X < 10$	0	-
	Total		123	100

Source: Primary Processed Data, 2023

Based on Table 2, it can be seen that the level of self-control of students living in boarding houses in the Economics Education Study Program, FKIP, University of Riau, class of 2020 and 2021 is in the moderate category (91.86%). This means that almost all students who live in boarding houses in the Economics Education Study Program, FKIP, University of Riau, class of 2020 and 2021 have fairly good self-control, so they are able to control themselves in their financial behavior.

Descriptive Analysis of Financial Behavior

Financial behavior is a person's ability to manage daily finances which includes planning, budgeting, checking, managing, controlling and storing for the future. The results of the descriptive analysis of financial behavior variables obtained an ideal mean value of 24 and a standard deviation of 8. Furthermore, financial behavior variables were categorized using the ideal average score (Mi) and ideal standard deviation (SD). Data regarding financial behavior were obtained through a research questionnaire with a total of 8 item statements.

Table 3. Frequency Distribution of Financial Behavior Variables

No	Category	Score Interval	Frequency	Percentage (%)
1	High	$X \geq 24$	7	5,69
2	Currently	$8 \leq X < 24$	116	94,31
3	Low	$X < 8$	0	-
	Total		123	100

Source: Primary Processed Data, 2023

Based on Table 3, it can be seen that the level of financial behavior of students living in boarding houses in the Economics Education Study Program, FKIP, University of Riau, class of 2020 and 2021 is in the moderate category (94.31%). This means that students who live in boarding houses in the Economics Education Study Program, FKIP, University of Riau, class of 2020 and 2021 have financial behavior that is quite good so that they are quite able to avoid financial problems.

Normality Test

The Normality Test aims to test whether the independent variables of financial literacy and self-control and the dependent variable of financial behavior have a normal distribution or not. This test is done by looking at the value of Asymp. Sig on the normality test results using the One sample Kolmogorov-Smirnov Test. The provisions of a regression model are normally distributed if the significance value is > 0.05, then the data is normally distributed. The normality test results can be seen in Table 4.

Table 4. Data Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		123
Normal Parameters[a,b]	Mean	0,0000000
	Std. Deviation	2,00258572
Most Extreme Differences	Absolute	0,071
	Positive	0,067
	Negative	-0,071
Test Statistic		0,071
Asymp. Sig. (2-tailed)		0,199[c,d]

Source: SPSS Processed Data 22

Based on table 4, it can be seen that the significance level is 0.199 > 0.05, so it can be concluded that the residual research data is normally distributed.

Linearity Test

The linearity test aims to determine whether the independent variable and the dependent variable have a linear relationship or not significantly. Linearity test using SPSS for windows can be done with Deviation From Linearity. If the significance of the deviation from linearity is > 0.05, the relationship between variables is linear. The results of the linearity test of financial literacy and self-control of financial behavior can be seen in Table 5.

Table 5. Recapitulation of Linearity Test Results of Financial Literacy and Self-Control of Financial Behavior

Linearity Test	Nilai Sig. Deviation from Linearity
Financial Literacy on Financial Behavior	0,797
Self-Control of Financial Behavior	0,644

Source: SPSS Processed Data 22

Based on Table 5 it can be seen that sig. from the Deviation from Linearity of financial literacy to financial behavior is 0.797 > 0.05, and the value is sig. from the Deviation from Linearity controlling financial behavior is 0.644 > 0.05, it can be concluded that the effect of financial literacy and controlling variables on financial behavior is linearly significant.

Heteroscedasticity Test

Heteroscedasticity testing was carried out to test whether in a regression model, there is an unequal variance of the residuals from one observation to another. The heteroscedasticity test uses the glejser method, which compares the sig results from the regression of the independent variables to ABS (Absolute Value). ABS (Absolute Value) is obtained from the results of unstandardized regression of the independent variables on the dependent variable. The results of the heteroscedasticity test can be seen in Table 6.

Table 6. Results of the Glejser Method Heteroscedasticity Test

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	0,981	0,896		1,095	0,276
	Financial Literacy	0,068	0,042	0,160	1,605	0,111
	Self-control	-0,044	0,045	-0,097	-0,972	0,333

Source: SPSS Processed Data 22

Based on Table 6 it can be seen that the sig. The financial literacy variable is greater than 0.05, namely 0.111 and self-control is greater than 0.05, namely 0.333. Thus, it can be concluded that there are no symptoms of heteroscedasticity in this regression model.

Multicollinearity Test

The multicollinearity test aims to test whether the regression model found a correlation between the independent variables. In this test, one way to determine whether there is multicollinearity in a regression model is to look at the tolerance value and VIF (Variant Inflation Factor). If the tolerance value is > 0.1 and VIF < 10, then multicollinearity does not occur and can be continued. The results of the multicollinearity test can be seen from Table 7.

Table 7. Multicollinearity Test Results

Coefficients[a]								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	8,470	1,779		4,761	0,000		
	Financial Literacy	0,320	0,084	0,268	3,812	0,000	0,822	1,216
	Self-control	0,717	0,090	0,559	7,945	0,000	0,822	1,216

Source: SPSS Processed Data 22

From Table 7 it can be seen that the value of the variance inflation factor (VIF) from the analysis model in this study is less than 10, namely financial literacy has a VIF of 1.216, and self-control has a VIF of 1.216. Meanwhile, the tolerance value of financial literacy and self-control variables is greater than 0.1, namely 0.822. From the provisions that have been mentioned, it is known that the VIF and tolerance values for each variable in this study do not occur multicollinearity.

Multiple Linear Regression Test

The regression equation of this study is to measure the influence of two or more independent variables on one dependent variable and predict the dependent variable using the independent variables. Therefore, the equation of the multiple linear regression model in this study can be seen in Table 8.

Table 8. Recapitulation of Multiple Linear Regression Calculation Results

Variable	Coefficient (B)	Significant (F)	Significant (t)	R-square
Constanta	8,470	0,000	0,000	0,511
Financial Literacy	0,320		0,000	
Self-control	0,717		0,000	

Source: SPSS Processed Data 22

By looking at Table 8, a multiple linear regression equation can be made as follows: Y = 8.470 + 0.320X1 + 0.717X2 + 0.489 The regression equation has the following meanings:

1. A constant value (a) of 8.470 means that if financial literacy and self-control are assumed to be zero (0), financial behavior is 8.470.
2. The regression coefficient value of the financial literacy variable is 0.320, meaning that every increase in financial literacy by 1 unit will increase the value of financial behavior by 0.320 and vice versa assuming other variables remain the same.
3. The value of the regression coefficient of the self-control variable is 0.717. This means that every 1 unit increase in self-control will increase the value of financial behavior by 0.717 and vice versa assuming other variables are constant.
4. The standard error value (e) of 0.489 is a random variable and has a probability distribution that represents all factors that influence financial behavior but is not included in the equation.

T Test

The t test was conducted to see whether the independent variable has an effect on the dependent variable. The condition for accepting or rejecting the hypothesis is a significance value of <0.05, so the independent variable has a significant influence on the dependent variable individually. But if the significance value is > 0.05, then the independent variable does not have a significant effect on the dependent variable individually. Based on Table 8 financial literacy shows a significant value of 0.000 <0.05 and self-control shows a significant value of

0.000 <0.05. Based on these values, the conclusion is that financial literacy and self-control partially affect the financial behavior of Economics Education students at the University of Riau.

F Test

The F statistical test is used to show whether all the independent variables included in the model have a joint effect on the dependent variable (Ghozali, 2018). A significance level of 0.05 is used for this test, with the following criteria: if the significance value is <0.05 it means that all the independent variables jointly affect the dependent variable. But if the significance value is > 0.05, it means that all the independent variables together have no effect on the dependent variable. Based on Table 8 the probability results of the F-statistic are 0.000 which is lower than 0.05. It can be concluded that financial literacy and self-control variables have a joint effect on financial behavior variables.

Coefficient of Determination (R^2)

The coefficient of determination (R2) is used to measure how far the model's ability to explain the variation in the dependent variable. If the value is close to number one, it means that the independent variables provide almost all the information needed to predict the variation of the dependent variable so that the relationship between the variables is getting closer and better. Based on the test results of the coefficient of determination in Table 8, the R square value in the regression model is 0.511. This shows that financial literacy (X1) and self-control (X2) have a contribution of 51.1%, which means the ability of the independent variable to explain the dependent variable. While the remaining 48.9% is the contribution of other variables that are not included in this regression model such as Knowledge of Finance, Socio-Economic Parents, Learning Financial Management, Financial Attitudes and Lifestyle.

Discussion

The Influence of Financial Literacy on the Financial Behavior of Economics Education Students, FKIP, University of Riau

Based on the results of the research that has been done, the researchers show that financial literacy has a positive and significant effect on financial behavior. This can be seen from the results of multiple regression which shows a positive influence between financial literacy on financial behavior with a coefficient value of 0.320. The partial test results show a significant value of 0.000 which is lower than 0.05. So it can be concluded that financial literacy has a positive and significant effect on the financial behavior of Economics Education FKIP University of Riau students. These results explain that financial literacy influences the financial behavior of students of the Economics Education Study Program, FKIP, University of Riau to be able to increase knowledge and understanding of financial concepts used to make more effective financial choices. The results of this study are in line with the research of Destyan (2017) and Napitupulu et al. (2021) which suggests that the financial literacy variable has a significant relationship to student personal financial behavior. This indicates that the higher the financial literacy and ability of students to manage finances, the wiser they will be in making decisions related to their financial behavior.

The Effect of Self-Control on the Financial Behavior of FKIP University of Riau Economics Students

Based on the results of the research that has been done, the researchers show that self-control has a positive and significant effect on financial behavior. This can be seen from the results of multiple regression showing a positive influence between self-control on financial behavior with a coefficient value of 0.717. The partial test results show a significant value of

0.000 which is lower than 0.05. So it can be concluded that self-control has a positive and significant effect on the financial behavior of Economics Education FKIP Riau University students. These results explain that self-control influences the financial behavior of students of the Economics Education Study Program, FKIP, University of Riau to be able to increase self-control in managing finances. The level of self-control will affect individuals in controlling their finances so that uncontrolled expenses do not occur. If the better self-control students have in managing finances, the wiser they will be in making decisions related to their financial behavior. The results of this study are in line with the research by Husnawati (2017) and Lestari (2020) which state that self-control has a positive and significant effect on personal financial management.

The Influence of Financial Literacy and Self-Control on the Financial Behavior of Economics Education Students at the University of Riau

Based on the results of the research that has been done, the researchers show that financial literacy and self-control have a positive and significant effect on financial behavior. This is indicated by the results of the F test which obtained the sig. F 0.000 <0.05 means that financial literacy and self-control simultaneously have a positive and significant effect on the financial behavior of students of the Economics Education Study Program, FKIP, University of Riau. According to Amanah et al. (2016) financial behavior is a science that explains the behavior of a person in managing finances in terms of psychology and habits, as well as making rational decisions about their finances. Good financial behavior is obtained by having financial literacy and self-control that affect one's financial condition. By having financial literacy and self-control a person will succeed in obtaining financial well-being. This study is in line with the results of Munir et al. (2020) shows that financial literacy and self-control simultaneously have a significant positive effect on financial management behavior.

CONCLUSION

Based on the results of an analysis of the effect of financial literacy and self-control on the financial behavior of Economics Education FKIP University of Riau students, it can be concluded that financial literacy has a positive and significant effect on student financial behavior. Self-control has a positive and significant effect on student financial behavior. Financial literacy and self-control simultaneously have a positive and significant effect on student financial behavior. The contribution of financial literacy and lifestyle variables to student financial management is 51.1%. Meanwhile, 48.9% is the contribution of other variables that are not included in this regression model, such as Socio-Economic Parents, Financial Management Learning, Financial Attitudes and Lifestyle. Furthermore, the authors provide recommendations that are expected to provide benefits from this research, namely for students, so that they are wiser in their behavior to manage and manage the financial resources obtained so as not to experience financial problems and should be smart students who can pay attention to priority needs that must be met compared to desire, as well as further research is expected to develop this research by adding variables outside the variables in this study.

Acknowledge

The researcher expresses his deepest gratitude to Prof. Dr. Gusnardi, M.Si., AK., CA. and Mr. M. Yogi Riyantama Isjoni, MM who has provided guidance throughout this research activity. Next is for students of Economics Education FKIP, University of Riau who have assisted researchers during research activities. And for the research family, parents and research sisters who have provided support and prayer throughout the writing of this article.

BIBLIOGRAPHY

Aliffarizani, M. (2015). Pengaruh Kontrol Diri, Pengetahuan Keuangan dan Nilai Materialisme Terhadap Perilaku Pengelolaan Keuangan Guru Sekolah Menengah Umum di Gresik. *Journal of Business and Banking*, 1, 1–13.

Amanah, E., Iradianty, A., & Rahardian, D.(2016). Pengaruh Financial Knowledge, Financial Attitude Dan External Locus of Control Terhadap Personal Financial Management Behavior Pada Mahasiswa S1 Universitas Telkom. *E-Proceeding of Management*, 3(2), 1228–1235.

Destyan, Nurul Fatimah. (2017). Pengaruh Literasi Keuangan Terhadap Perilaku Keuangan Mahasiswa (Perbandingan Mahasiswa Ekonomi dan Non Ekonomi). *Jurnal Universitas Islam Negeri Sunan Kalijaga*.

Erna Susilawaty & Rahma Wahdiniwaty. (2015). Pengaruh Kepribadian Dan Harga Terhadap Impulse Buying Pada Produk Novel Di Toko Buku Bandung Book Center Wilayah Bandung, 1(1).

Faidah, Faridatun. (2019). Pengaruh Literasi Keuangan dan Faktor Demografi Terhadap Minat Investasi Mahasiswa. *Journal of Applied Business and Economic*, 5(3), 251-263.

Gusnardi, Suarman, & Huda, A. (2019). Financial Management Literation in Education Instituons. *Proceeding of the SS9 & 3rd URICES*, 302-310.

Herdjiono, I, & Damanik, L. A. (2016). Pengaruh Financial Attitude, Financial Knowledge, Parental Income Terhadap Financial Management. *Jurnal Manajemen Teori Dan Terapan*, 9(3), 226–241.

Hidayat, Zulfikri Mochamad Saepulloh, dan Nurdin. (2020). "Pengaruh Literasi Keuangan dan Sikap Keuangan Terhadap Perilaku Manajemen Keuangan." *Prosiding Manajemen* 6(2): 943–49.

Husnawati. (2017). Pengaruh Sosial Ekonomi Orang Tua, Perilaku Keuangan Dikeluarga Dan Kontrol Diri Terhadap Manajemen Keuangan Pribadi Mahasiswa Jurusan Ekonomi Syariah Di Iaim Kabupaten Sinjai. (Skripsi Jurusan Manajemen, FEB Islam, UIN Alauddin Makassar).

Irianti Asisi. (2020). Pengaruh Literasi Keuangan dan Pengendalian Diri Terhadap Perilaku Konsumtif Mahasiswa Prodi Manajemen Fakultas Ekonomi Universitas Pengaraian. *Jurnal Ilmiah Manajemen Dan Bisnis*. Hal 107-118.

Lestari, M. A. (2020). Faktor- faktor yang mempengaruhi perilaku pengelolaan keuangan keluarga. *Artikel Ilmiah,* 1-42.

Munir*, et al*. (2020). "Pengaruh Literasi Keuangan dan Pengendalian Diri Terhadap Perilaku Pengelolaan Keuangan (Survei Pada Tenaga Pendidik SD Se-Kecamatan Kuningan". *Jurnal Keuangan dan Bisnis*. Vol. 18, No. 1.

Napitupulu, Jeremia Hasiholan, Noor Ellyawati, dan Ratna Fitri Astuti. (2021). "Pengaruh Literasi Keuangan dan Sikap Keuangan terhadap Perilaku Pengelolaan Keuangan Mahasiswa Kota Samarinda." *Jurnal Pendidikan Ekonomi* 9(3): 138–44.

Waty, N. Q., Triwahyuningtyas, N., & Warman, E. (2021). Analisis Perilaku Manajemen Keuangan Mahasiswa Dimasa Pandemi Covid-19. *Konferensi Riset Nasional Ekonomi Manajemen Dan Akuntansi*, 2(1), 477–495. https://conference.upnvj.ac.i. (diakses pada 2 November 2022).