

The Influence Of Financial Literacy, Socioeconomic Status Of Parents And Lifestyle On Student Financial Behavior

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Abstract

Financial behavior is an important skill that needs to be mastered by every individual, including university students. Financial behavior is influenced by various factors, including financial literacy, parents' socioeconomic status, and lifestyle. This study aims to analyze whether financial literacy, socioeconomic status of parents and lifestyle significantly affect the financial behavior of students of the Faculty of Economics and Business, Bandar Lampung University. The data used in this study are quantitative data obtained directly from the respondent's source. The primary data used was collected using a questionnaire, the population in this study amounted to 269 students but the researchers did not conduct research with the entire population so the researchers used the Solvin formula, based on the calculation results, the number of samples used amounted to 72 students. All data were analyzed using multiple linear regression analysis techniques partial hypothesis test (t test), simultaneous hypothesis test (F test), and determination coefficient test (R²) using the help of the spss application. The findings of this study that financial literacy and lifestyle have a significant effect on student financial behavior while the socioeconomic status of parents has no significant effect on student financial behavior. Taken together, financial literacy, socioeconomic status of parents, and lifestyle have a significant effect on student financial behavior.

Keywords: Financial Literacy, Socioeconomic Status of Parents, Lifestyle, Financial Behavior.



INTRODUCTION

Currently, financial behavior continues to change. This has a big impact on the millennial generation, especially students. The nature of the millennial generation, especially students, who are easily tempted by something new or trendy is a potential market. This is because students tend to be easily carried away by globalization. In addition, students who are very trend-following and supported by consumptive attitudes and technological advances feel the impact of this more. not only to buy their basic needs, but also happy and free to buy goods to meet social or social needs in order to appear fashionable and follow current trends. Due to the lack of financial knowledge in today's students, many experience adverse effects on financial behavior. According to Putri (2021) and Hadiatullah et al., (2023), having financial knowledge and understanding will help someone make their personal financial planning so that they can maximize their time and money, get more increased benefits, and then improve their quality of life. Many people do not understand financial knowledge, for example financial science, so many people experience financial problems.

In addition to financial literacy, there are several factors that can influence financial behavior, especially in college students, namely the socioeconomic status of parents and lifestyle. Sugihartono et al. (2015) assessed that parents' socioeconomic status has an impact on their level of education, employment, and income. A person's position in a community is shaped by their socioeconomic status, which is influenced by various factors, such as education, economic involvement, and income. Socioeconomic status largely determines the level of one's neighborhood. Where the activities of families with low and high socioeconomic status are different. Students' financial behavior is influenced by the socioeconomic status of their parents. Someone born into a family with an upper-middle economic status tends to spend more than someone born into a family with a lower-middle economic status, they generally tend to behave worse with their finances. Hawkins, (2020) points out that a person's needs, desires, and behavior will be influenced by their lifestyle, including the way they buy. Zahra & Anoraga, (2021) stated that this can be seen from the excessive way students dress and always change their style of dress according to current trends. In addition, it can also be seen from the lifestyle of students who like to spend their free time gathering at cafes, shopping at shopping centers or other shopping centers, including frequent online shopping.

Previous research by Danisa Cornelia Arifin and Jusuf Bachtiar in 2022 with the title "The influence of lifestyle, financial literacy, and parents' socioeconomic status on the



personal financial management of 2018 Islamic financial management students" concluded that Lifestyle, Financial Literacy, and Parents' Socioeconomics have a significant effect on Student Personal Financial Management. Similar findings were revealed in a study conducted by Jodi Inzaghi and Elvi Rahmi entitled "The Effect of Lifestyle and Family Socioeconomic Status on the Financial Behavior of Students of the Faculty of Economics, State University of Padang during the Covid 19 Pandemic" concluded that lifestyle and family socioeconomic status have a significant effect on the financial behavior of students of the Faculty of Economics, State University of Padang during the covid-19 pandemic. In addition, other research from Hadiatullah, Nining Sudiyatri and Kurniawansyah in 2023 with the title "Analysis of the Effect of Financial Literacy and Socioeconomic Status of Parents on Student Consumptive Behavior" states that financial literacy and socioeconomic status of parents have a positive and significant effect on the consumptive behavior of students of the Faculty of Economics and Management of Samawa University, other findings state that "The Level of Digital Literacy, Quality of Information Technology, as well as the Level of Digital Literacy and Quality of Information Technology simultaneously have a positive and significant influence on the Interest in Visiting Decisions on Maritime Tourism in Lampung during the Covid-19 pandemic". Rahmat, Tina M. B, Andala R. P. B, (2014). In reality, many students experience financial problems caused by a lack of financial literacy, problems that are often experienced by students include difficulty saving, wasteful spending, getting into debt and not having a good financial plan, this problem has a negative impact on academic achievement and student quality of life. Based on data from the Financial Services Authority (OJK), the level of financial literacy of Indonesian students in 2019 only reached 38.03%, which means it is still low when compared to the national target of 75% by 2023 which currently reaches 49.68%. This shows that there are still many students who do not have sufficient knowledge and adequate financial skills. Therefore, it is necessary to make efforts to improve student financial literacy, both formally and informally.

This is quite reflective of the general condition of students in the Management and Accounting study programs at Bandar Lampung University, especially the class of 2020, where this phenomenon is commonplace because the socio-economic status of parents and lifestyle determine financial behavior.



Table 1. Number of Active Students of FEB UBL in the Class of 2020

Study Program	Regular Class
Management	198 Students
Accounting	71 Students
Total	269 Students

Source: UBL Academic Administration Bureau

Based on the phenomena regarding the problems in this study, the problems that can be formulated are, how financial literacy affects student financial behavior, how parents' socioeconomic status affects student financial behavior, how lifestyle affects student financial behavior and how financial literacy, parents' socioeconomic status and lifestyle affect student financial behavior at the Faculty of Economics and Business, Bandar Lampung University.

Objectives

Based on the above, this study has objectives including:

1. To determine the impact of financial literacy on financial behavior
2. To determine the impact of parents' socioeconomic status on students' financial behavior.
3. To determine the impact of lifestyle on student financial behavior
4. To analyze how the influence of student financial behavior is influenced by a combination of financial literacy, socioeconomic status of parents and lifestyle.

LITERATURE REVIEW

Financial literacy

Financial literacy according to PISA in Kusumaningtyas & Sakti, (2017) states that financial literacy is knowledge and understanding of financial concepts and risks, skills, motivation, and confidence to apply some knowledge and understanding to make effective decisions about financial matters. Being a financially open person does not mean that someone knows everything about money but rather equips themselves to find the answers needed to make good financial decisions. Financial literacy is the ability to understand and use various financial skills effectively, such as personal financial management, budgeting and investing. Financial literacy is fundamental to one's relationship with money and will continue to be learned throughout life. According to Putri,

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IJEBIR, Volume 03 Issue 02, 2024



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(2021) good financial planning with financial knowledge will help people maximize their time and money. This will help them earn bigger and better profits, as well as higher rates of living.

The classification of financial literacy levels is divided into four groups, namely OJK, (2016):

1. *Well Literate*: Have an understanding and confidence about financial organizations and products and services, including their features, benefits, and risks, rights and obligations, and the skills to use them.
2. *Sufficient Literate*: Have an understanding and confidence about financial institutions and products, including features, benefits, and risks, as well as rights and obligations towards financial products and services.
3. *Less Literate*: Only understand financial services institutions and financial products and services.
4. *Not Literate*: Not understanding and trusting financial organizations and products and services, including features, benefits, and risks, rights and obligations, and not knowing how to use financial products and services.

Socioeconomic Status of Parents

According to Y. Wulandari & Yanuari, (2022) and Hadiatullah et al., (2023) socioeconomic status affects usage behavior, the level of the environment is influenced by socioeconomic status. The socioeconomic status of parents refers to the position and prestige of families in society, as well as their ability to make ends meet. Socioeconomic status as a grouping of people based on similar characteristics of work and economic education. Socio-economic status shows certain inequalities. In general, members of society have: 1). Occupations vary in prestige, and some individuals have greater access to higher status jobs than others, 2). Different levels of education, with some individuals having greater access to better education than others, 3). Different economic resources, 4). Level of power to influence societal institutions Santrock, (2007).

Abdulsyani, (2012) states that there are three indicators that are often used to measure socioeconomic status which are often used in measuring socioeconomic status, namely as follows:

1. Education level, namely the stage of education taken by each student
2. Income level is the income earned by each human being.
3. The level of work is the type of work undertaken by every human being. Work not



only has economic value but as a human endeavor to get satisfaction and get rewards, in the form of goods or services to meet their needs.

Lifestyle

Lifestyle is an activity of spending money and dividing time owned by a person. Azizah, (2020) and Arifin & Bachtiar, (2023). According to Chinen & Endo, (2018) Financial behavior, such as a person's attitude when faced with a situation in making financial decisions, is influenced by a good lifestyle. To avoid problems in the future, people can choose how they manage their own finances and behave healthily. A person's opinions, activities and interests usually determine their lifestyle. Factors such as lifestyle, money allocation, and time use can provide further explanation of how a person sees their environment and others. According to Utami & Marpaung, (2022) the two main components of lifestyle are demographic and psychological. The demographic component is based on education, age, income, and gender, while the psychographic component is more complex because the indicators come from individual characteristics. This problem can cause students to imitate what the people around them are doing. This is especially the case with university students. College students often spend time with their friends. College students often talk about lifestyle during meetings. There students usually use what is used in the majority of their friends.

According to Despita, (2022) there are three indicators of a person's lifestyle, among others:

1. *Activity*. Activity is someone doing something, what items are bought or worn and what activities to utilize the time available.
2. *Interest*. Interests are customer options and priorities. Therefore, interest or desire is something that consumers find interesting to spend money on. time and money. A unique factor that influences consumers in the decision-making process is their interests.
3. *Opinion*. Opinions are consumers' perspectives and feelings about worldwide and local economic and social issues. Opinions are used to describe interpretations, expectations, and evaluations, such as beliefs about the intentions of others, anticipation of future events, and considering the favorable or punitive consequences of alternative actions.



Behavior Finance

Behavior finance is said to be a financial science that includes psychology and sociology in its fundamental science. Behavior finance is a science that combines economic theory with psychology and sociology theories in finance that are used in decision making. The existence of psychology and sociology in finance shows a shift from fundamental or traditional theory to behavioral finance theory. There is a shift in conditions from certainty to uncertainty, a shift from rational to irrational tendencies. One of the reasons for the involvement of psychology and sociology is because humans as social creatures relate to their surrounding environment, which also influences how a person will behave Yuningsih, (2020).

According to Arwildayanto *et al.*, (2017) financial behavior consists of four indicators, namely:

1. *Consumption*

Consumption leads to the total amount of expenditure undertaken by a household to obtain various goods and services.

2. *Cashflow management*

Cash flow is a significant parameter of the financial situation, reflecting the individual's capability to bear all its costs.

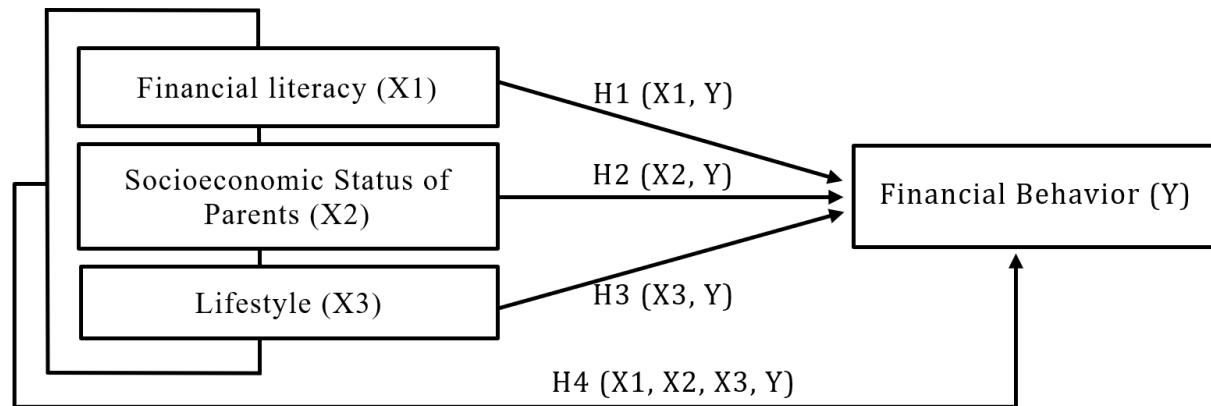
3. *Saving and investment*

Saving is the act of separating an amount of money that will not be used within a certain period of time.

4. *Debt management (Credit management).*

Credit management is the final element in financial management practices.



Conceptual Framework

Conceptual Framework of Research (2024)

Research Hypothesis:

- H1 : Financial literacy has a positive and significant effect on financial behavior.
- H2 : Parents' socioeconomic status has a positive and significant effect on financial behavior.
- H3 : Lifestyle has a positive and significant effect on financial behavior.
- H4 : Financial literacy, socio-economic status of parents and lifestyle together have a positive and significant effect on financial behavior in students of the Faculty of Economics and Business, Bandar Lampung University.

METHODS**Research Type and Data Source**

This research uses a quantitative approach, where this research is included in the experimental category, as explained by Adji & Barusman, (2023) which aims to see the effect of certain variables on other variables. The primary data used in this study were obtained directly from the original source, by distributing questionnaires to students of the Faculty of Economics and Business, Bandar Lampung University, while secondary data were obtained from various information in the form of journals, articles, books, websites and other sources. Respondents' answers to questionnaire questions are the source of quantitative data in this study.

Population and Sample

According to Arikunto, (2019). This research focuses on the population, this research involves all students of the Faculty of Economics and Business, University of Bandar Lampung, Class of 2020 as the population. In addition, the sample is used as a component of the population. Therefore, the sample can be described as a portion of the population taken. and the results can be used to generalize the population. Because this population is quite large, researchers do not investigate the entire existing population because the sampling technique used is probability sampling with a random sampling approach where the sample is selected randomly. Based on calculations with the Slovin formula with an error rate of 10%, it produces a result of 72.89 which is rounded up to 72 students who are taken as samples.

Data Collection Technique

In this study, data collection was carried out through a structured questionnaire distributed via Google Forms. The opinions, attitudes, and perspectives of individuals related to research phenomena can be measured using the Likert Scale. This scale is used as an indicator variable and then used as a benchmark to create question items Sujarweni, (2020). Each answer is scored, with a score of 1 indicating strongly disagree, 2 indicating disagree, 3 indicating neutral, 4 indicating agree, and 5 indicating strongly agree. This study involves two types of variables, namely the independent variable (X) and the dependent variable (Y). Financial Literacy, Socioeconomic Status of Parents and Lifestyle are independent variables that function as triggers for the dependent variable, namely Financial Behavior.

Data Analysis Technique

This study aims to determine how financial literacy, parents' socioeconomic status and lifestyle affect financial behavior. Partial (t), simultaneous (F), and coefficient of determination (R²) hypothesis tests will be used to analyze all data collected subsequently using the SPSS program Ghazali, (2021).



RESULTS AND DISCUSSION

The following are the results of a study entitled "The Effect of Financial Literacy, SocioEconomic Status of Parents and Lifestyle on Student Financial Behavior" as follows:

Multiple Linear Regression Analysis

The use of multiple linear regression analysis includes analyzing the relationship between two or more independent variables on the dependent variable in the study. (Hadiatullah et al., 2023). In this study, the independent variables studied were financial literacy (X1), parents' socioeconomic status (X2), and lifestyle (X3). The dependent variable is financial behavior (Y). Based on multiple linear regression tests conducted through the SPSS program, the results are presented in the following table.

Table 2. Multiple Linear Regression Analysis Test Result

Model		<u>Unstandardized Coefficients</u>		<u>Standardized Coefficients</u>		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	.365	.826		.442	.660
	Finance Literacy	.555	.066	.548	8.424	.000
	Socioeconomic Status of Parents	-.024	.049	-.024	-.498	.620
	Lifestyle	.456	.063	.472	7.191	.000
a. Dependent Variable: Financial Behavior						

Source: SPSS Output Data processed in 2024.

The table above can be used to formulate multiple linear regression equations as follows:

$$I. Y = a + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + e$$

$$PK = 0.365 + (0.555) (X_1) + (-0.024) (X_2) + (0.456) (X_3) + e$$

The following is the interpretation of multiple linear regression equations whose results are as follows:

- a. The constant in this model is 0.365, which means that there is no influence from



the independent variables, namely financial literacy (X1), socioeconomic status of parents (X2) and lifestyle (X3), or if the three independent variables are zero (0), then the value of the dependent variable financial behavior (Y) is 0.365.

- b. The regression coefficient on Financial Literacy (X1) is 0.555. This shows that assuming other independent variables are constant, a one unit increase in Financial Literacy will increase the value of Financial Behavior by 0.555 or 55.5 units.
- c. The regression coefficient on Parents' Socio-Economic Status (X2) is -0.024. This shows that assuming other independent variables are constant, a one unit increase in the Socio-Economic Status of Parents will increase the value of Financial Behavior by 0.024 or 0.24 units.
- d. The regression coefficient on Lifestyle (X3) is 0.456. This shows that assuming other independent variables are constant, a one unit increase in Lifestyle will increase the value of Financial Behavior by 0.456 or 45.6 units.
- e. It can be concluded from the results of the multiple linear regression analysis above that the Financial Literacy variable (X1) has a greater influence on Financial Behavior (Y) when compared to the variables of Parents' Socio-Economic Status (X2) and Lifestyle (X3).

Partial Hypothesis Test (t Test)

In order to analyze how influential the independent variable is on the dependent variable in this study. If the tcount value is greater than the ttable value and the resulting probability value is less than 0.05, the independent variable has a partial influence on the dependent variable. The effect of financial literacy (X1), parents' socioeconomic status (X2) and lifestyle (X3) on financial behavior (Y) are variables studied in this study partially. The results of the hypothesis test conducted with the SPSS program are shown in the following table:

Table 3. Partial Parameter Hypothesis Testing Results (t test)

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
1 (Constant)	.365	.826		.442	.660



	Financial Liiteracy	.555	.066	.548	8.424	.000
	Socioeconomic Status of Parents	-.024	.049	-.024	-.498	.620
	Lifestyle	.456	.063	.472	7.191	.000
a. Dependent Variable: Financial Behavior						

Source: SPSS Output Data processed in 2024

Based on the results in the table above, the results that can be taken are as follows:

Financial Literacy Variable (X1).

It is obtained that the significance value for Financial Literacy (X1), namely 0.000, is smaller than 0.05, it is concluded that H_0 is rejected H_a is accepted. This means that there is a significant effect in pasrial between Financial Literacy X1 on Financial Behavior Y, if using the second criterion with the tcount value (8.424) greater than thetable value (1.668). It can be concluded that Financial Literacy X1 has a significant effect on Financial Behavior Y. The conclusion that hypothesis one (H_1) is accepted.

Variable Socio-Economic Status of Parents (X2).

Obtained a significance value for the Socio-Economic Status of Parents (X2) which is 0.620 greater than 0.05, it is concluded that H_0 is accepted H_a is rejected. This means that there is no significant effect in pasrial between the Socio-Economic Status of Parents X1 on Financial Behavior Y, If using the second criterion with the tcount value(- 0.498) is smaller than the ttable value (1.668). It can be concluded that the Socio- Economic Status of Parents X2 has no significant effect on Financial Behavior Y. Theconclusion that hypothesis two (H_2) is rejected.

Lifestyle Variable (X3).

Obtained a significance value for Lifestyle (X3) which is 0.000 smaller than 0.05, it is concluded that H_0 is rejected H_a is accepted. This means that there is a significant effect in pasrial between Lifestyle X3 on Financial Behavior Y, if using the second criterion with the tcount value (7.191) greater than the ttable value (1.668). It can be concluded that Lifestyle X3 has a significant effect on Financial Behavior Y. The conclusion that hypothesis three (H_3) is accepted.



Simultaneous Hypothesis Test (F-test)

The purpose of the hypothesis test together, also known as the F test, is to determinewhether there is a joint influence of the independent variables on the dependent variable in this study, the variables to be examined together are the effect of financial literacy (X1), parents' socioeconomic status (X2) and lifestyle (X3) on financial behavior (Y). It is said to have a simultaneous influence on the dependent variable if the Fcount value is greater than the Ftable value and the resulting probability value is less than 0.05. The results of the simultaneous hypothesis test (F test), conducted through the SPSS program, are shown in the table below:

Table 4. Simultaneous Parameter Hypothesis Testing Results (F-test)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2359.984	3	786.661	421.568	.000 ^b
	Residual	126.891	68	1.866		
	Total	2486.875	71			
a. Dependent Variable: Financial Behavior						
b. Predictors: (Constant), Lifestyle, Family Socioeconomic Status, Financial Literacy						

Source: Data processed for 2024.

In the results of the table above, the Fcount value of 421.568 is greater than Ftable ($421.568 > 2.740$) and the significant value obtained is 0.000 less than 0.05 ($0.000 < 0.05$). So it is concluded that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. This shows that Financial Literacy (X1), Socioeconomic Status of Parents (X2) and Lifestyle (X3) simultaneously have a significant influence on Financial Behavior (Y). Then the fourth hypothesis (H_3) is accepted.

Test Coefficient of Determination (R^2)

The coefficient of determination (R^2) value is calculated to analyze how much influence the independent variable has on the dependent variable. The coefficient of determination is determined by calculating the R-Square value, whose value is close to one, indicating that the independent variable provides almost all the information needed to predict the dependent variable. The effect of financial literacy (X1), parents'



socioeconomic status (X2) and lifestyle (X3) on financial behavior (Y) will be examined in this study. The results of testing the coefficient of determination (R²) carried out with assistance through the SPSS program are shown in the following table:

Table 5. Test Results of the Coefficient of Determination (R²)

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.974 ^a	.949	.947	1.366
a. Predictors: (Constant), Lifestyle, Family Socioeconomic Status, Financial Literacy				
b. Dependent Variable: Financial Literacy				

Source: Data processed for 2024.

The results of the coefficient of determination (R²) test displayed in the table above, that in the Adjusted R Square column for the independent variable reached 0.947. Which means that the independent variable (X) contributes 94.7% to the dependent variable (Y). So it can be concluded that the variables of Financial Literacy, Socio-Economic Status of Parents and Lifestyle on Student Financial Behavior have sufficient significance. It is known that the R obtained is 0.974 and the R-Square value reaches 0.949 or in a percentage of 94.9%. With the acquisition of a high coefficient of determination, it indicates that about 94.9% of the variation in Financial Behavior can be explained on Financial Literacy, Socioeconomic Status of Parents and Lifestyle, while the remaining 5.1% is influenced by other variables not examined in this study.

DISCUSSION

The Effect of Financial Literacy on Student Financial Behavior.

Data analysis shows that the financial literacy of students at the Faculty of Economics and Business, Bandar Lampung University has a positive and significant effect on their financial behavior. The results show a unidirectional relationship, which means that students who have higher financial knowledge will have better financial behavior, while students who have lower financial knowledge will have worse financial behavior. The results of the study are in line with the results of Badrus Sholeh's research, which states that there is a significant relationship between financial literacy and financial behavior Sholeh, (2019). Kirgiz's previous study, (2014) found that lifestyle affects



financial behavior. The more knowledge students have about finance, the less they act as consumers, and vice versa. With this, it is hoped that students will be able to use the financial experience they learn in class to reduce losses caused by poor financial behavior.

The Effect of Lifestyle on Student Financial Behavior.

The results of data analysis show that lifestyle has a positive and significant effect on financial behavior. The results show that there is a unidirectional relationship. In other words, if students' lifestyles are better, their financial behavior will be better. Conversely, if students' lifestyles are worse, their financial behavior will also be worse. This research is in line with the results of research conducted by Kirgiz, (2014) that lifestyle has a positive effect on financial behavior. Furthermore, it is supported by the results of Rohmanto & Susanti's research, (2021) which states that the influence of financial literacy, hedonic lifestyle and personal financial attitudes has a significant effect on financial behavior.

The Effect of Financial Literacy, Socioeconomic Status of Parents and Lifestyle on Student Financial Behavior.

Referring to the data analysis conducted, it can be concluded that the three factors that influence students' financial behavior are financial literacy, parents' socioeconomic status and lifestyle. Factors such as financial literacy, parents' socioeconomic status, and lifestyle can influence their financial behavior. Conversely, if financial experience, socioeconomic status of parents, and lifestyle are better, so student financial behavior will also be better. Monks et al., (2019), are of the view that adolescents are eager for their behavior, style, appearance, and behavior to be able to attract the attention of others, especially their peers. Teenagers try to keep up with developments such as appearance and want to be recognized by their social environment.

Therefore, good financial literacy is necessary. Financial literacy is the ability to understand financial situations and concepts and apply this knowledge to behavior. An example is shown by Kumanireng & Setyorini, (2022), people who have wise financial experience will be able to see money from a broad perspective and take control of their financial situation. And know what to make with their money and how to use it properly. Thus, a person who has a good understanding of finance, he is able to control expenses and income appropriately and behave properly to ensure his survival in the future.

In accordance with the answers of respondents who show unstable financial behavior and excessive lifestyle demands which are currently very high. by buying



products because of the attractiveness of the prize, products are bought because of attractive packaging, maintaining their appearance and prestige, price, or status symbols. They also buy because of the element of conformity to the advertised model. They begin to believe that buying high-priced goods will foster a high sense of confidence. They also experience similar products with different brands. These results are consistent with previous findings, namely Aulianingrum and Rochmawati who stated that financial literacy, socioeconomic status and lifestyle have a significant influence on financial management.

CONCLUSIONS AND SUGGESTIONS

CONCLUSION

In connection with the results of the research and discussion that has been presented previously, the following conclusions can be drawn:

1. Financial literacy in students of the Faculty of Economics and Business, Bandar Lampung University has a positive and significant influence on student financial behavior.
2. Parents' Socio-Economic Status in students of the Faculty of Economics and Business, Bandar Lampung University has a negative and insignificant influence on student financial behavior.
3. Lifestyle in students of the Faculty of Economics and Business, Bandar Lampung University has a positive and significant influence on student financial behavior.
4. Financial literacy, parents' socioeconomic status and lifestyle have a positive and significant influence on financial behavior in students of the Faculty of Economics and Business, Bandar Lampung University.

Advice

1. After conducting research and finding a finding, the suggestions that the author can give include.
2. To prevent harmful financial behavior, students are expected to understand finance better. Spend money on needs that are really necessary, not momentary desires, so as not to have to sacrifice important things just to shop, learn how to manage finances consciously and also adjust the financial situation of parents. If you don't have enough money to buy something, start living frugally by avoiding buying luxury items.
3. Academics are expected to teach children to use money wisely. Understand the



importance of financial awareness to control consumption patterns so that their education is not just learning without knowing what they are doing.

4. For future researchers, it is hoped that they can expand the research object not only at the Faculty of Economics and Business, Bandar Lampung University and add other variables that might show more influence on financial behavior that is not examined in this study.

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