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Uncovering The Determinants Of Financial Literacy Among University Students: Empirical Evidence From Students At Gorontalo State University

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Abstract

This study aims to examine the influence of financial attitude, self-control, and financial behavior on the financial literacy of students from the 2023 cohort at Universitas Negeri Gorontalo. This study employed a quantitative research approach. The sample was selected using a purposive sampling technique and comprised 100 respondents. Data were collected through primary data in the form of questionnaires distributed to students from the 2023 cohort at Universitas Negeri Gorontalo. The data were then analyzed using multiple linear regression in SPSS. The findings showed that, partially, financial attitude had no significant influence on financial literacy. However, self-control and financial behavior had a significant influence on financial literacy. Simultaneously, financial attitude, self-control, and financial behavior significantly influenced financial literacy.

Keywords: Financial Attitude, Self-Control, Financial Behavior, Financial Literacy.

INTRODUCTION

Finance is an important part of every individual's life because it relates to how a person manages their economic resources. Financial management involves the process of planning, organizing, using, saving, and evaluating one's financial situation to achieve both short term and long-term life goals. Mastering basic financial concepts such as income, expenses, savings, and investments is the cornerstone of making sound financial decisions.

Current technological advancements have brought about significant changes in people's financial activities. Access to digital financial services has become easier through digital wallets, mobile banking, "pay later" services, and other cashless payment

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systems. While these advancements offer many conveniences, they also require strong financial literacy to prevent individuals from falling into compulsive spending or mismanaging their finances. These changing conditions also have a major impact on young people, including college students, who are now increasingly exposed to various digital financial services and modern consumption patterns.

Students at Gorontalo State University (UNG) are part of a younger generation currently in the process of developing independence, both academically and in their daily lives. They come from various regions with diverse socioeconomic backgrounds, bringing with them a variety of experiences, needs, and approaches to managing their college life. As college students, they are expected to adapt to a campus environment that is more complex than what they experienced in previous levels of education. This includes the ability to manage time, meet academic demands, and independently manage financial needs.

This phenomenon is evident from various internal academic findings and institutional observations, which indicate that some students still struggle to manage their expenses, distinguish between needs and wants, and make rational financial decisions. This situation aligns with the results of the 2024 National Survey on Financial Literacy and Inclusion (SNLIK) conducted by the Financial Services Authority, as shown in the graph below.

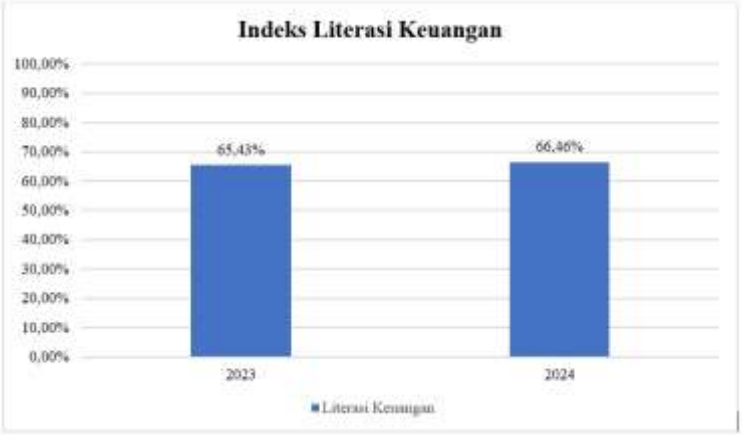


Figure 1: Financial Literacy Index

Based on Figure 1, which shows the results of the 2024 National Survey on Financial Literacy and Financial Inclusion (SNLIK) conducted by the Financial Services Authority, the national financial literacy rate stood at 65.43% in 2023 and increased to 66.46% in 2024. However, this increase has not been accompanied by equitable financial literacy across all segments of society, including students and college students. This situation indicates that although access to digital financial services is becoming more widespread, the ability to understand, manage, and make sound financial decisions remains a significant challenge for college students (OJK & BPS, 2024).

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Financial literacy is the awareness, skills, and confidence that shape an individual's decision-making and promote sound financial management (Asari et al., 2023). Based on initial observations, the researchers conducted interviews with students from the Class of 2023 at Gorontalo State University, where some students did not yet fully understand the basic concepts of financial literacy, such as the importance of budget planning, expense management, as well as the prudent use of financial instruments. Some students also mentioned that they often struggle to exercise self-control when shopping, especially when influenced by their peer group and trends on social media. This situation indicates their limited ability to distinguish between needs and wants.

This phenomenon reflects the generally limited level of financial literacy among college students. This lack of financial literacy makes students more vulnerable to consumerist behavior, the use of financial services without careful consideration, and an inability to plan their finances for both the short and long term.

Financial attitudes are a key component in shaping an individual's financial intelligence. Financial attitudes refer to an individual's beliefs regarding the management of finances (Basrowi & Utami, 2024). Self-control is the ability to organize, guide, regulate, and direct behaviors that lead an individual toward positive outcomes (Ghufron & Risnawita, 2010). Financial behavior is shaped by beliefs, risk perceptions, life experiences, values, and social norms that influence an individual's financial decisions, including saving, investing, managing debt, and selecting financial instruments (Baker et al., 2017).

It is concluded that financial attitudes, self-control, and financial behavior play an important role in students' financial literacy. Financial attitudes shape an individual's perspective on financial management; thus, more positive attitudes foster the understanding and application of financial knowledge. Self-control helps individuals manage and limit their spending, make rational financial decisions, and apply financial knowledge consistently. Meanwhile, financial behavior is reflected in concrete actions related to financial management that can shape the level of financial literacy. In the Theory of Planned Behavior (TPB), these three variables are interrelated in shaping financial literacy, where attitudes, self-control, and financial behavior serve as factors that encourage individuals to better understand and apply financial concepts, thereby improving their financial literacy.

Based on the above discussion, it is evident that a deeper understanding of the factors that can improve students' financial literacy is still needed, particularly among the 2023 cohort at Gorontalo State University, who are currently on the path to financial independence.

RESEARCH METHODS

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This study uses a quantitative approach to examine the influence of financial attitudes, self-control, and financial behavior on financial literacy. The study focuses on students in the 2023 cohort at Gorontalo State University. Sampling was conducted using purposive sampling, with a sample size of 100 respondents. Data were collected through a closed-ended questionnaire using a 7-point semantic differential scale. Data analysis was performed using multiple linear regression analysis with the aid of SPSS software.

RESEARCH FINDINGS

Validity Test Results

Validity testing in this study is a measurement tool that can be used to determine the degree of validity or lack thereof of each indicator.

Table 1: Validity Test Results

Variable	Statement	r calculate	r table	Description
Financial Attitude (X1)	1	0.690	0.367	Valid
	2	0.412	0.367	Valid
	3	0.472	0.367	Valid
	4	0.463	0.367	Valid
	5	0.373	0.367	Valid
	6	0.780	0.367	Valid
	7	0.558	0.367	Valid
	8	0.618	0.367	Valid
	9	0.831	0.367	Valid
Self-Control (X2)	1	0.399	0.367	Valid
	2	0.475	0.367	Valid
	3	0.752	0.367	Valid
	4	0.560	0.367	Valid
	5	0.580	0.367	Valid
	6	0.713	0.367	Valid
	7	0.748	0.367	Valid
	8	0.754	0.367	Valid
	9	0.751	0.367	Valid
Financial Behavior (X3)	1	0.370	0.367	Valid
	2	0.729	0.367	Valid
	3	0.679	0.367	Valid
	4	0.646	0.367	Valid
	5	0.644	0.367	Valid

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Variable	Statement	r calculate	r table	Description
	6	0.725	0.367	Valid
	7	0.649	0.367	Valid
	8	0.596	0.367	Valid
	9	0.506	0.367	Valid
Financial Literacy (Y)	1	0.379	0.367	Valid
	2	0.485	0.367	Valid
	3	0.396	0.367	Valid
	4	0.587	0.367	Valid
	5	0.598	0.367	Valid
	6	0.492	0.367	Valid
	7	0.727	0.367	Valid
	8	0.703	0.367	Valid
	9	0.695	0.367	Valid

Based on Table 1 above, it is evident that all 9 items for each variable Financial Attitude, Self-Control, Financial Behavior, and Financial Literacy included in the questionnaire are valid. With a significance level of 0.05 and the calculated r values for all tested statement items being greater than the table r values, it can be concluded that all statement items for the variables Financial Attitude, Self-Control, Financial Behavior, and Financial Literacy used in this study are valid.

Reliability Test Results

Reliability tests are used to determine the level of consistency of the measurement instruments or questionnaires used in the study.

Table 2: Reliability Test Results

Variable	*Cronbach Alpha*	Reliability Standards	Description
Financial Attitude (X1)	0.768	0.6	Reliable
Self-Control (X2)	0.825	0.6	Reliable
Financial Behavior (X3)	0.792	0.6	Reliable
Financial Literacy (Y)	0.740	0.6	Reliable

From Table 2, which presents the reliability test results, it can be concluded that each variable has a Cronbach's alpha > 0.6. Therefore, the variables Financial Attitude

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(X1), Self-Control (X2), Financial Behavior (X3), and Financial Literacy (Y) can be considered reliable.

Descriptive Statistics Results

Descriptive statistics are used to analyze data by describing or portraying the collected data as it is, without intending to draw conclusions that apply universally or to make generalizations.

Table 3: Descriptive Analysis of Financial Attitudes (X1)

FINANCIAL ATTITUDE (X1)											
Item	SCALE							SUM	MEAN	TCR (%)	DESCRIPTION
	1	2	3	4	5	6	7				
Statement 1	0	4	4	12	27	31	22	543	5.43	77.5714	Good
Statement 2	0	1	2	1	23	40	33	598	5.98	85.4286	Very Good
Statement 3	0	2	3	7	19	32	37	587	5.87	83.8571	Good
Attitude Toward Financial Risk									5.76	82.2857	Good
Statement 4	0	0	2	12	33	36	17	554	5.54	79.1429	Good
Statement 5	0	0	2	9	20	32	37	593	5.93	84.7143	Good
Statement 6	0	3	2	14	29	32	20	545	5.45	77.8571	Good
Financial Decision Making									5.64	80.5714	Good
Statement 7	0	1	4	11	25	29	30	567	5.67	81	Good
Statement 8	1	0	2	18	27	33	19	545	5.45	77.8571	Good
Statement 9	0	2	4	14	24	27	29	557	5.57	79.5714	Good
Confidence in managing finances									5.56	79.4285	Good

Based on Table 3, the results of the descriptive analysis for the Financial Attitude variable (X1) are shown in the table above. The highest score was found in Statement 2 at 85.42%, which falls into the “very good” category for the indicator of attitude toward financial risk. Meanwhile, the lowest score was found in Statement 1 at 77.57%, which falls into the “good” category for the indicator of attitude toward financial risk.

Table 4: Descriptive Analysis of Self-Control (X2)

SELF-CONTROL (X2)											
Item	SCALE							SUM	MEAN	TCR (%)	DESCRIPTION
	1	2	3	4	5	6	7				
Statement 1	0	1	3	11	24	39	22	563	5.63	80.4286	Good
Statement 2	1	0	3	10	26	39	21	561	5.61	80.1429	Good
Statement 3	1	1	4	13	17	33	31	567	5.67	81	Good
Behavioral control									5.64	80.5238	Good
Statement 4	1	0	6	11	23	36	23	555	5.55	79.2857	Good

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SELF-CONTROL (X2)											
Item	SCALE							SUM	MEAN	TCR (%)	DESCRIPTION
	1	2	3	4	5	6	7				
Statement 5	0	1	1	6	20	38	34	595	5.95	85	Very Good
Statement 6	0	0	1	11	21	34	33	587	5.87	83.8571	Good
Cognitive control									5.79	82.7143	Good
Statement 7	0	1	4	14	19	35	27	564	5.64	80.5714	Good
Statement 8	0	1	1	12	22	38	26	573	5.73	81.8671	Good
Statement 9	0	1	2	10	23	40	24	571	5.71	81.5714	Good
Controlling decisions									5.70	81.3843	Good

Based on Table 4, the results of the descriptive analysis for the Self-Control variable (X2) are shown in the table above. The highest value was found in statement 5 at 85%, which falls into the “very good” category for the cognitive control indicator. Meanwhile, the lowest value was found in statement 4 at 79.28%, which falls into the “good” category for the cognitive control indicator.

Table 5: Descriptive Analysis of Financial Behavior (X3)

FINANCIAL BEHAVIOR (X3)											
Item	SCALE							SUM	MEAN	TCR (%)	DESCRIPTION
	1	2	3	4	5	6	7				
Statement 1	0	1	0	4	13	28	54	629	6.29	89.8571	Very Good
Statement 2	0	1	0	4	14	41	40	614	6.14	87.7142	Very Good
Statement 3	0	0	2	7	9	28	54	625	6.25	89.2857	Very Good
Timely debt repayment									6.23	88.9523	Very Good
Statement 4	1	2	5	16	24	26	26	542	5.42	77.4286	Good
Statement 5	0	0	2	9	28	35	26	574	5.74	82	Good
Statement 6	0	0	2	13	17	31	37	588	5.88	84	Good
Budgeting and Budget Compliance									5.68	81.1429	Good
Statement 7	1	3	2	11	32	28	23	546	5.46	78	Good
Statement 8	0	2	3	10	27	40	18	554	5.54	79.1429	Good
Statement 9	1	2	4	13	22	26	32	559	5.59	79.8571	Good
Long-term saving behavior									5.53	79	Good

Based on Table 5, which presents the results of the descriptive analysis for the Financial Behavior variable (X3), the results shown in the table above indicate that the highest value was found in Statement 1 at 89.85%, which falls into the “very good” category for the indicator of timely debt repayment. Meanwhile, the lowest value was

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found in Statement 4 at 77.42%, which falls into the “good” category for the indicator of budgeting and adherence to the budget.

Table 6: Descriptive Analysis of Financial Literacy (Y)

FINANCIAL LITERACY (Y)											
Item	SCALE							SUM	MEAN	TCR (%)	DESCRIPTION
	1	2	3	4	5	6	7				
Statement 1	0	1	3	4	17	41	34	596	5.96	85.1429	Very Good
Statement 2	0	0	3	5	25	25	42	598	5.98	85.4285	Good
Statement 3	0	1	2	6	24	30	37	591	5.91	84.4286	Good
Understanding the value of an item and its priority in life									5.93	84.6667	Good
Statement 4	1	4	10	10	23	33	19	525	5.25	75	Good
Statement 5	2	3	7	16	19	32	21	527	5.27	75.2857	Good
Statement 6	0	0	1	5	11	23	60	636	6.36	90.8571	Very Good
Managing money and saving money									5.63	80.3809	Good
Statement 7	0	8	7	15	22	28	20	515	5.15	73.5714	Good
Statement 8	1	6	6	15	21	30	21	523	5.23	74.7143	Good
Statement 9	1	5	6	17	28	24	19	514	5.14	73.4286	Good
Knowledge of Investing									5.17	73.9048	Good

Based on Table 6, the results of the descriptive analysis for the Financial Literacy (Y) variable are shown in the table above. The highest score was found in statement 6 at 90.85%, which falls into the “very good” category for managing and saving money. Meanwhile, the lowest score was found in statement 9 at 73.42%, which falls into the “good” category for the indicator of investment knowledge.

Results of the Classical Assumptions Test

Normality Test

A normality test is a test conducted to determine whether the data in a study are normally distributed or not.

Table 7: Results of the Normality Test

		Unstandardized Residual
N		100
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	5.55133656

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		Unstandardized Residual
Most Extreme Differences	Absolute	.076
	Positive	.042
	Negative	-.076
Test Statistic		.076
Asymp. Sig. (2-tailed)		.171[c]

Based on the normality test above, the Kolmogorov-Smirnov test yielded an Asymp.Sig (2-tailed) value of 0.171, which is greater than 0.05; therefore, it is concluded that the data are normally distributed.

Multicollinearity Test Results

The purpose of the multicollinearity test is to determine whether there is intercorrelation (a strong relationship) among the independent variables.

Table 8: Results of the Multicollinearity Test

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Financial Attitude	.960	1.042
	Self-Control	.580	1.723
	Financial Behavior	.590	1.694

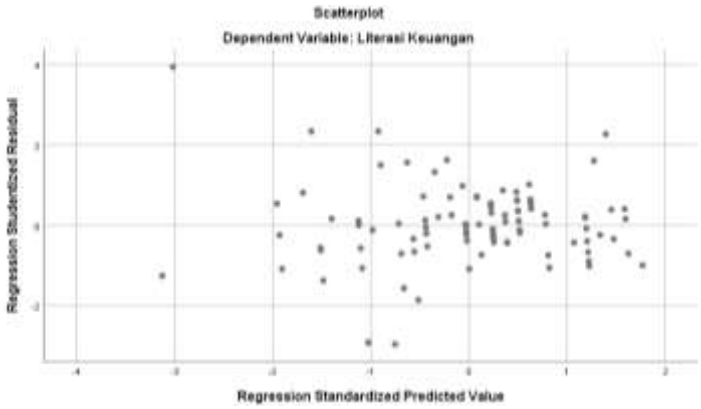
The results of the multicollinearity test show that Financial Attitude has a VIF value of 1.042 and a tolerance of 0.960. This means that the VIF value of 1.042 is less than 10.00 and the tolerance value of 0.960 is greater than 0.1; therefore, there is no multicollinearity. Self-Control has a VIF value of 1.723 and a tolerance of 0.580. This means that the VIF value of 1.723 is less than 10.00 and the tolerance value of 0.580 is greater than 0.1; therefore, there is no multicollinearity. Financial Behavior has a VIF value of 1.694 and a tolerance value of 0.590. This means that the VIF value of 1.694 is less than 10.00 and the tolerance value of 0.590 is greater than 0.1; therefore, there is no multicollinearity. Thus, it can be concluded that there is no multicollinearity among the independent variables in the regression model.

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Results of the Heteroscedasticity Test

According to Ghozali (2018), the heteroscedasticity test aims to determine whether there is unequal variance in the residuals from one observation to another within a regression model.



Test

Based on Figure 2, which shows data points scattered above and below the value of 0 on the Y-axis, it can be concluded that there is no heteroscedasticity in the regression model.

Results of the Multiple Linear Regression Analysis

Multiple linear regression analysis the regression model used to determine the effect of independent variables on the dependent variable.

Table 9: Multiple Linear Regression Analysis

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	17.036	5.404		3.153	.002
	Financial Attitude	-.119	.075	-.124	-1.591	.115
	Self-Control	.330	.093	.356	3.551	.001
	Financial Behavior	.427	.108	.394	3.957	.000

$$Y = 17{,}036 - 0,\ 119 + 0{,}330 + 0{,}427 + e$$

Based on Table 9, the following multiple linear regression equation was obtained:

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1. The constant term of 17.036 indicates that, if the variables of financial attitude, self-control, and financial behavior are held constant, the value of financial literacy is 17.036.
2. The regression coefficient for the financial attitude variable, which is -0.119, indicates that a one-unit increase in financial attitude will reduce financial literacy by 0.119, assuming all other variables remain constant.
3. The regression coefficient for the self-control variable, which is 0.330, indicates that a one-unit increase in self-control will increase financial literacy by 0.330, assuming all other variables remain constant.
4. The regression coefficient for the financial behavior variable, which is 0.427, indicates that a one-unit increase in financial behavior will increase financial literacy by 0.427, assuming all other variables remain constant.

Statistical Hypothesis Testing
t-Test (Partial Test)

Table 10: Partial t-Test

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	17.036	5.404		3.153	.002
	Financial Attitude	-.119	.075	-.124	-1.591	.115
	Self-Control	.330	.093	.356	3.551	.001
	Financial Behavior	.427	.108	.394	3.957	.000

1. The results of the t-test examining the effect of the Financial Attitude variable on the Financial Literacy variable, presented in Table 10, show that the calculated t-value of -1.591 is smaller than the critical t-value (-1.591 < -1.984) and the significance level is greater than 0.05 (0.115 > α = 0.05). Therefore, it can be concluded that H_0 is accepted and H_1 is rejected, meaning that Financial Attitude has no effect on Financial Literacy among the 2023 cohort of students at Gorontalo State University.
2. The results of the t-test examining the effect of the Self-Control variable on the Financial Literacy variable, presented in Table 10, show that the calculated t-value is greater than the critical t-value (3.551 > 1.984) and the significance

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value is less than 0.05 (0.001 < α = 0.05). Therefore, it can be concluded that H_0 is rejected and H_1 is accepted, meaning that Self-Control has a positive and significant effect on Financial Literacy among the 2023 cohort of students at Gorontalo State University.

3. The results of the t-test examining the effect of the Financial Behavior variable on the Financial Literacy variable, presented in Table 10, show that the calculated t-value is greater than the critical t-value (3.957 > 1.984) and the significance value is less than 0.05 (0.000 < α = 0.05). Therefore, it can be concluded that H_0 is rejected and H_1 is accepted, meaning that Financial Behavior has a positive and significant effect on Financial Literacy among the 2023 cohort of students at Gorontalo State University.

F-Test (Simultaneous)

Table 11: Simultaneous F-Test

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2370.200	3	790.067	25.354	.000[b]
	Residual	2960.305	95	31.161		
	Total	5330.505	98			

Based on the results of the F-test (ANOVA), the calculated F-value was 25.354 with a significance level (Sig.) of 0.000. Meanwhile, the table F-value at a significance level of α = 0.05, with degrees of freedom $df_1 = 3$ (k) and $df_2 = 97$ (n − k), was 2.70. The test results show that the calculated F-value of 25.354 is greater than the table F-value of 2.70, and the significance value of 0.000 is less than 0.05. Therefore, H_0 is rejected and H_1 is accepted. This means that, collectively (simultaneously), the variables of Financial Attitude, Self-Control, and Financial Behavior have a significant effect on the financial literacy of the 2023 cohort of students at Gorontalo State University.

Test of the Coefficient of Determination

Table 12: R Square

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.667[a]	.445	.427	5.582

Based on the test results, the adjusted coefficient of determination (R-squared) was found to be 0.445, or 44.5%. This value indicates that the larger the R-squared, the

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stronger the influence of the variables in the regression model. Thus, 44.5% of the variation in firm value can be explained by the variables Financial Attitude, Self-Control, and Financial Behavior, while the remaining 55.5% is influenced by other variables outside the research model.

DISCUSSION

The Influence of Financial Attitudes on Financial Literacy

Based on the results of the study, it was found that financial attitudes do not influence the financial literacy of the 2023 cohort of students at Gorontalo State University. This indicates that students still lack the financial perspectives and considerations necessary to improve their understanding of financial management. This is because students are not yet accustomed to dealing with financial risks rationally, do not adequately develop and consistently follow financial plans, and are unable to allocate funds to clearly defined expenditure categories.

This is consistent with previous research by Darmawan & Pratiwi (2020) and Nusa & Martfiyanto (2021), which showed that financial attitudes do not influence financial literacy. This means that students with poor financial attitudes also have low financial literacy.

The Influence of Self-Control on Financial Literacy

Based on the results of the research conducted, it was found that self-control influences the financial literacy of the 2023 cohort of students at Gorontalo State University. This influence indicates that students already possess strong abilities to control their spending, which helps improve their understanding of financial management. This may be because students have been able to prioritize needs over wants when making purchases, allowing them to manage their spending in accordance with their financial circumstances. This ability makes students more cautious when making financial decisions, leading them to better understand how to manage their finances effectively and responsibly.

This is consistent with previous research by Ta'dung et al. (2023), which showed that self-control influences financial literacy. This means that students understand how to manage their finances effectively, enabling them to manage their finances carefully and avoid financial problems.

The Influence of Financial Behavior on Financial Literacy

Based on the results of the research conducted, it was found that financial behavior influences the financial literacy of the 2023 cohort of students at Gorontalo State University. This influence indicates that students' habits in using and managing their daily finances can help improve their understanding of better financial management. This may be because students have adopted more disciplined financial habits, such as meeting

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financial obligations on time, prioritizing needs when allocating their budget, and setting spending limits in line with their financial capacity. These habits make students more adept at managing, controlling, and making wise financial decisions, thereby improving their understanding of financial management.

This is consistent with previous research by Lauriady & Wiyanto;Ta'dung et al. (2023) state that financial behavior influences financial literacy. This indicates that financial behaviors such as saving, sound financial planning, managing expenses, and maintaining financial stability can improve financial literacy.

The Influence of Financial Attitudes, Self-Control, and Financial Behavior on Financial Literacy

Based on the results of the simultaneous test, it was found that financial attitudes, self-control, and financial behavior collectively have a significant effect on the financial literacy of the 2023 cohort of students at Gorontalo State University. This indicates that students' level of financial literacy is influenced not only by their financial knowledge but also by how they view finances, their ability to control their spending, and the habits they employ in managing their daily finances. This is because students exhibit positive financial attitudes in understanding the importance of financial planning and management. Furthermore, in terms of self-control, students demonstrate the ability to prioritize needs, assess needs before making purchases, and spend money more wisely in accordance with their financial circumstances. Students also have the habit of meeting financial obligations on time, prioritizing needs within their budget, and setting spending limits based on their financial capacity. These habits provide students with hands-on experience in managing their finances, enabling them to better understand how to manage income, control spending, and maintain financial stability.

The results of this study are consistent with Ta'dung et al. (2023), who state that financial attitudes, self-control, and financial behavior influence financial literacy. Having positive financial attitudes, self-control, and financial behavior will have a positive impact on a person's life. This leads to sound financial literacy behaviors in managing that person's expenses and income.

CONCLUSION

Based on the results of a study on the influence of financial attitudes, self-control, and financial behavior among the 2023 freshman class at Gorontalo State University, the following conclusions can be drawn:

1. Financial attitudes do not influence the financial literacy of the 2023 cohort of students at Gorontalo State University. This is because the students are not yet accustomed to dealing with financial risks rationally, do not adequately develop

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financial plans and implement them consistently, and are not yet able to allocate their finances to clearly defined expense categories.

2. Self-control influences the financial literacy of the 2023 cohort of students at Gorontalo State University. This may be because students have been able to prioritize needs over wants when making purchases, thereby enabling them to manage their spending in accordance with their financial circumstances.
3. Financial behavior influences the financial literacy of the 2023 freshman class at Gorontalo State University. This may be because students have adopted more disciplined financial habits, such as meeting financial obligations on time, prioritizing needs when managing their budgets, and setting spending limits in line with their financial capabilities.
4. Financial Attitudes, Self-Control, and Financial Behavior collectively influence the financial literacy of the 2023 cohort of students at Gorontalo State University. This indicates that students' level of financial literacy is influenced not only by their financial knowledge but also by how they view finances, their ability to control their spending, and the habits they employ in managing their daily finances. .

SUGGESTIONS

Based on the conclusions above, the author offers the following recommendations:

1 Students are advised to further improve their financial attitudes, particularly regarding financial risk, financial decision-making, and self-confidence in managing their finances. In terms of self-control, students should further strengthen their cognitive control and decision-making; they must understand these concepts not only formally but also informally. Regarding financial behavior, they should further strengthen their ability to pay financial obligations on time, as well as their budgeting skills and adherence to a budget.

2 Higher education institutions are encouraged to enhance financial education through seminars and workshops and to consistently invite practitioners, particularly in the field of financial literacy. These activities should not be limited to students in the Faculty of Economics and Business but should also extend to all faculties so that every student gains an adequate understanding of finance. It is hoped that this financial education will raise awareness about issues such as online loans, fraudulent investments, digital scams, and other financial practices that could harm students' financial well-being both now and in the future.

3 Future researchers are encouraged to include other variables that are thought to influence financial literacy such as lifestyle, income, family environment, financial education, or the use of financial technology in order to obtain more comprehensive and in depth research findings.

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