JIPE **Jurnal Inovasi Pendidikan Ekonomi**
Available at http://:ejournal.unp.ac.id/index.php/jipe
Published by *Economics Education Study Program*
FE Universitas Negeri Padang, Indonesia
ISSN 2302-898X (Print)
ISSN 2621-5624 (Electronic)

Jurnal Inovasi Pendidikan Ekonomi, Vol. 14 No.2 hlm 175-183

Effects of Lifestyle and Financial Literacy on the Financial Management Skill of Teenage Scouts

Dewi Agustin[1*], Maretha Ika Prajawati[2]
[1, 2] Faculty of Economics, Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia
*Corresponding author, e-mail: 210501110167@student.uin-malang.ac.id

DOI: https://doi.org/10.24036/011315270

Accepted:16-12-2024
Revision: 15-12-2024
Available Online: 28-12-2024

KEYWORD

Financial literacy, Lifestyle, Financial Management, Scouting Education.

A B S T R A C T

This study investigates the impact of lifestyle and financial literacy on the financial management practices of teenage scouts in Malang City. Using a quantitative approach with a descriptive-correlational design, data were gathered from 135 teenage scout respondents through questionnaires and analyzed using multiple linear regression. The findings reveal that lifestyle and financial literacy significantly influence financial management behavior. An excessive lifestyle negatively affects financial management outcomes, whereas strong financial literacy greatly enhances financial management practices. These results highlight the critical role of early financial education, particularly within scouting, in promoting responsible financial behavior among teenagers.

INTRODUCTION

Human welfare is intrinsically linked to financial well-being, as a person's financial skills significantly impact their ability to manage daily expenses effectively. The ability, especially among the younger generation, to understand financial concepts offers substantial benefits, enabling them to navigate daily life more efficiently, practice economic habits, and manage their finances responsibly (Afandy & Niangsih, 2020). Non-formal educational institutions, such as scouting organizations, play a vital role in developing financial management skills. Scouting activities, both within and outside school settings, provide young people with valuable opportunities to acquire essential financial competencies (Fakhruzzaini et al., 2022). In many schools, scout extracurricular activities is mandatory, and some young individuals even pursue active roles within scouting organizations.

Scouting goes beyond traditional activities like rigging and clapping; it encompasses a broad spectrum of knowledge and skill development. These activities are guided by the principles of Trisatya and Dasadharma, which instill core values for everyday life. To enhance financial literacy among its members, scouting also incorporates the Special Proficiency Mark or known as *Tanda Kecakapan Khusus (TKK)* program, emphasizing the importance of saving and responsible financial management (Esensi, 2020). Teenagers often follow the ever-changing trends and advances in technology that make them more consumptive. The theory of financial management taught by Scouts is certainly different from the reality of teenagers' finances. Besides, the excessive lifestyle of teenagers will make them more consumptive, which is also influenced by the environment both in the family and peers (Nikita & Hadi, 2018). Literacy also needs to be considered by adolescents because the level of literacy, especially related to economics, is still lacking and needs more attention (Stevani & Gumanti, 2019).

This research takes the viewpoint of financial behavior theory. According to Lintner (1998), behavioral theory is a theory that studies how humans behave and decision making efforts that are seen from how to respond to problems with regard to the risks involved in these decisions. This theory explains why youth scouts and some other individuals make decisions that are influenced by emotions, social factors, and the individuals themselves.

Financial management is influenced by several interrelated factors. The first is the individual's financial literacy, which encompasses knowledge about finances, including savings, debts, investments, as well as their attitudes toward income and expenditure of money. In addition, the socio-cultural environment plays a significant role and cannot be ignored (Lusardi & Mitchell, 2011). An understanding of financial management functions can certainly minimize losses and increase profits both for yourself, and also for others. Furthermore, financial management is affected by specific variable, such as lifestyle and financial literacy (Nurdiansyah et al., 2019). Having a supportive motivation can significantly increase an individual's ability to manage their financial effectively (Vhalery, 2018).

The life and activities of an individual will be seen from how that person lives their lifestyle to fill their time. As noted by (Kotler et al., 2016), “A person's lifestyle is also interpreted as a lifestyle and this can be seen from their daily life, desires, and suggestions. It reflects how an individual interacts with their environment.” It can also encompass social habits, including interactions with friends and family, as well as participation in community and social events, which often entail additional spending (Zakia et al., 2022). Moreover, shopping behaviors and the use of technology, such as online shopping and financial apps, illustrate a modern lifestyle shaped by technological advancements. Several factors related to health and fitness—such as gym memberships and healthy eating—demonstrate a commitment to physical well-being, which can impact budgeting decisions.

Making a decision in finance requires a mature understanding and decision, especially regarding financial literacy. As emphasized by the Financial Services Authority or known as Otoritas Jasa Keuangan (Otoritas Jasa Keuangan, 2017) , financial literacy encompasses science, creativity or belief that influence of individual financial decision making for financial well being. A strong financial literacy is vital for both individual and anothe person as it can prevent future financial. Ensuring financial management is not only adults, but also for children and teenager like, that must know and develop about financial literacy. *Otoritas Jasa Keuangan* (2017) emphasizes that financial literacy aims to enchance financial quality of the individual choices and become positive shift in attitude and behavior towards financial management. Individual must select and utilize financial productand also service that align with specific need and capability leading to prosperity.

According to Sina & Noya (2012), who manages his finances well will certainly be able to help in fulfilling his daily needs. Therefore, it is necessary to have real management of the individual's finances. Financial management is important for the oversight of assets that contribute positively to an organization's financial health (Putri & Lestari, 2019) . Purba *et al*., (2021) further elaborates that financial management encompasses a comprehensive framework involving the planning, organizing, directing, and controlling of both the procurement and utilization of funds within a business context. This multifaceted approach underscores the essential role of financial management in ensuring optimal resource allocation and operational efficiency. According to (Pratiwi & Prajawati, 2024) good financial management is by having a mature financial plan.

According to (Nurdiansyah et al., 2019) there are several functions of financial management, with careful planning and consideration of financial management, it will optimize profits and minimize losses for a company. Good financial management will provide financial evaluation for reference to further company activities, as an internal check of the company so that no deviations occur. Effective financial management enables the preparation of annual financial reports that accurately reflect a company’s profit and loss ratios. This suggests that sound of financial management can guide individuals towards a more stable and secure future. Although future outcomes cannot be guaranteed individuals who excel in analyzing financial reports are more likely to make well-informed decisions, allowing them to focus on allocating their finances effectively for the long term.

Financial management is greatly influenced by an individual’s lifestyle and financial literacy. Daily life in activities, goals, desires, and suggestions can show what an individual's lifestyle is like (Kotler et al., 2016). A lifestyle that reflects an individual’s consumption patterns, shopping habits, and preferences significantly influences how they manage their finances. A person's lifestyle in following trends or peer influence can also influence their financial decisions. The concept of follow-the-flow behavior in the judgement theory of Financial Behavior (Lintner, 1998) stated that an individual is easy to imitate the behavior of people around them.

An individual’s ability to effectively and efficiently organize and manage financial parts demonstrates a strong understanding of financial concepts and literacy. This capability contributes significantly to the individual's overall well-being, both in present and in the future (Santini et al., 2019). This concept implies that financial literacy enables individuals to apply sound financial management practices, allowing them to handle their finances properly and obtain long-term benefits (Sandi et al., 2020). The main dimensions in understanding financial literacy are three basics, including knowledge about finance, individual attitudes towards finance, and financial behavior. These can define how individuals’ abilities and knowledge are so that they can properly understand and manage personal finances efficiently and carefully, including fundamental concepts, such as saving, investing, credit, and debt management (Remund, 2010). Through a solid grasp of financial literacy, individuals are better equipped to plan for the future, avoid falling into debt traps, and manage financial risks effectively. Instead, to form a good financial attitude, it can be obtained from the individual's past experiences, the extent of their education, and their surrounding environment. All of that cannot be simply released in order to be able to carry out their financial management well (Furnham & Michael, 1998).

Examined the effect of providing financial education on students' financial behavior, the end result of which is a positive correlation, which was also significant between financial education and the implementation of economics to deliberate finance. In addition, lifestyle research conducted by (Rozaini & Purwita, 2021) revealed that the lifestyle choices have several effects that are considered positive on financial management. Supporting this, (Ida & Dwinta, 2010) who conducted research on civil servants, where the existence of financial knowledge and also the daily lifestyle of individuals, significantly influenced the financial behavior of the civil servants themselves. Furthermore, good financial literacy is also associated with an individual’s independence, as discussed by (Anggresta et al., 2019).

Financial literacy is crucial like decision maker both for daily life and for investing. Good financial literacy will not only give benefit for personal, of course it also gives to the country's economy. Good financial management cannot be separated from the existence of a person's financial behavior or lifestyle, the higher the lifestyle, the greater the expenditure. However, if a person is good at managing finances and does not follow lifestyle, thus it will definitely not have difficulty in choosing between what is needed or just a desire.

Research that has been conducted by previous researchers regarding financial management, lifestyle, and financial literacy is a benchmark in every study. Yet this study examines more specifically on members of the scout movement, especially teenagers in Malang City. This is important to do because the scouts are taught economics and money management well. This study wants to further examine and assess how the impact of lifestyle, literacy, and also financial management among scout youth in Malang City. Therefore, the researchers want to provide further contributions to educators and parents as well as the wider community to provide more efficient and effective literacy especially for teenagers in the scout realm. Given the unique context of this study involving scout members, the researchers are motivated to explore this issue further. The primary goal is to assess the financial management knowledge of scout youth, particularly in relation to their daily lifestyle and the financial literacy skills they have acquired.

RESEARCH METHODS

This study adopts a quantitative research approach, specifically a descriptive-correlational design, to explore the correlation between lifestyle and financial literacy among youth scout in Malang City. Quantitative approach is suitable methodology for this study as it allows for the collection and analysis of numerical data, enabling the identification of pattern and relationship between variables. The target population for this study consists of 19,793 youth scout aged 15-19 years attending senior high school/vocational high school in Malang City.

Table 1. Youth Enrollment: 2023–2024 Academic Year

Sub-districts	Number of Student
Klojen	2.821
Blimbing	851
Kedungkandang	9.874
Lowokwaru	357
Sukun	5.890
Malang City	19.793

Source: BPS- Malang City Education Office

The group of individuals targeted for this study is referred to as the sample. To ensure the findings are representative, it is crucial that the sample accurately reflects the larger population. When studying the entire population is not feasible, the sample must effectively represent a segment of that population. In this study, the sample was determined using the Slovin formula, with a margin of error set at 10%, requiring a minimum of 135 respondents. Participants were selected based on predetermined criteria before being invited to complete the distributed questionnaire. Teen scout were chosen as the sample for this study because the Scout Movement incorporates a curriculum addressing various life aspects, including civic education, environmental awareness, and life skills. Scouts instill core values such as thrift, discipline, and responsibility. However, the financial literacy levels among scout members can vary due to factors such as family environment, formal education, and personal experiences.

This research aims to assess how financial theories taught within the Scout Movement have been internalized and practiced by its members, as well as the resulting impact on their financial behavior. Lifestyle and financial literacy were analyzed as independent variables (X), while financial management served as the dependent variable (Y). Data analysis was conducted using SPSS, involving steps such as data quality assessments, classical assumption tests, multiple linear regression analysis, t-tests, and F-tests, enabling a comprehensive understanding of the relationships between variables. The following hypotheses were formulated to guide the study:

H1 : Lifestyle is considered to have a positive influence on financial management.

This hypothesis assumes that the lifestyle of scout teenagers in Malang City will provide a positive contribution to their activities in managing finances freely. This means that the healthier the lifestyle of the teenagers, the better their financial management will be.

H2 : : Financial literacy is considered to have a positive influence on financial management.

This hypothesis assumes that there is a positive influence that will be produced from the financial literacy variable with the financial management variable, especially for teenage scouts in Malang City. Financial literacy affects their ability to manage finances, well here if an individual's financial literacy is good and high, it can be assumed that the individual's financial management will also improve.

H3: It is suspected that lifestyle and financial literacy simultaneously have a positive impact on financial management.

This hypothesis suspects a simultaneous positive influence between lifestyle and financial literacy on financial management, especially for teenage scouts in Malang City. This hypothesis combines both factors of lifestyle and financial literacy, and argues that both factors simultaneously contribute positively to the ability of teenage scouts in Malang City in their financial management.

RESULTS AND DISCUSSION

Results

Validity and Reliability Tests

The validity test was conducted to evaluate and measure the extent to which the statements used in the research accurately assess the intended variables. This test ensures that the questions are appropriately designed and sufficiently implemented to measure the targeted constructs effectively. Out of 23 question items tested, all were declared valid. Additionally, the reliability of the statements was assessed using the Cronbach's Alpha test. A Cronbach's Alpha value of 0.859 indicates a high level of reliability, confirming that the 26 statements related to lifestyle, financial literacy, and financial management variables are consistent and dependable for the research.

Classical Assumption Test

Normality Test

The results of the one-sample Kolmogorov-Smirnov test show an Asymp.Sig. value (two-sided) of 0.200, which exceeds the standard significance threshold of 0.05. This indicates that the preliminary test questionnaire for lifestyle variables, financial literacy, and financial management follows a normal distribution. Consequently, the data is evenly distributed and highly favorable for analysis.

Multicollinearity Test

Based on the output from the multicollinearity test, both the tolerance value and the variance inflation factor (VIF) for the regression model indicate that there is no multicollinearity among the independent variables. Specifically, the tolerance value is 0.773, which is above the threshold of 0.10, and the VIF value is 1.293, well below the limit of 10. This suggests that multicollinearity does not exist between the independent variables in this test.

Heteroscedasticity Test

The significance values from the heteroscedasticity test for both independent variables are greater than 0.05: the lifestyle variable has a significance value of 0.399, and the financial literacy variable has a value of 0.306. As these values exceed the 0.05 threshold, there is no evidence of heteroscedasticity in the regression model, allowing for valid conclusions to be drawn.

R- square of Determination Coefficient Test

Table 2. R-Squared (Determination Coefficient) Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.602[a]	.363	.353	4.219

Source: Data Processed using SPSS, 2024

From the test carried out using the R-square determination coefficient test, it is known that the R-square value is 0.363. It can be concluded that the influence of lifestyle and financial literacy variables on financial management variables is 36.3%.

Multiple Linear Regression Test

Table 3. Multiple Linear Regression Analysis

	Unstandardized_Coefficients	
	B	Std. Error
(Constant)	-7.397	3.341
Life_Style	.315	.085
Financial_Literacy	.607	.119

Source: Data Processed using SPSS, 2024

PK = -7,397 + 0,315 (GH) + 0,607 (LK) + e

The constant value obtained is -7.397, indicating that the level of financial management stands at -7.397 when both lifestyle and financial literacy values are set to zero (0 Regression coefficients for lifestyle variables, and 0.315, or 31.5%. This suggests that an increase of one (1) unit in the lifestyle variable results in an improvement of financial management is 0.315, or 31.5%, assuming the financial literacy variable remains unchanged. Thus, lifestyle positively influences financial management.

Similarly, the regression coefficient generated from the financial literacy variable, 0.607, or 60.7%. This means that a one (1) unit increase in financial literacy leads to a 0.607, or 60.7%, improvement in financial management, assuming lifestyle variables remain constant. From this test, it can be formulated and explained that lifestyle and financial literacy have a positive influence on existing financial management, of course, financial literacy has a more significant impact.

T-Test

Table 4. T-Test

	T	Sig
(Constant)	-2.214	.029
Life_Style	3.732	.000
Financial_Literacy	5.109	.000

Source: Data Processed using SPSS, 2024

According to the table presented, the t-value for the lifestyle variable is 3.732, which is much larger than the t-table value. The t-table value is calculated as follows: t (a; n - k), where a = 0.05/2 and n – k = 135 – 3, resulting in t = (0.025; 132) = 1.97810. It can be concluded that the lifestyle variables have a significant influence on financial management. From the test output results, these explain that the lifestyle variable has the significance level of 0.000, and the value is certainly far below the threshold of 0.05. It is undeniable that lifestyle has a significant effect on financial management practices. In addition, the level of significance of the financial literacy variable which is also 0.000, will further strengthen the fairly basic theory that lifestyle has a significant effect in the financial management. When the lifestyle variable is included, t reinforces the positive influence on financial management. Lifestyle and financial literacy are essential components, highlighting their critical roles in effective financial management.

F-Test

Table 5. F-Test

ANOVA[a]		
	F	Sig.
Regression	37.610	.000[b]

Source: Data Processed using SPSS, 2024

A significant value of 0.000 indicates that simultaneously or as a whole is significant. As for the F-table, where the value (3-1; 135-3) (2; 132) is 3.06, which means that the f-able value is smaller than F-count (37,610> 3.06). The model used in this regression that lifestyle, financial literacy, and also financial management is appropriate to explain more clearly the significant relationship between the three variables.

Discussion

The Influence of Lifestyle on Financial Management

Based on the tables presented, the analysis indicates that changes in adolescents' standard of living influence their saving behaviors. Empirical analysis reveals that various lifestyle factors positively affect the saving habits of adolescent students in Malang City. Specifically, a lower life expectancy among adolescents correlates with improved savings, while higher life expectancy, coupled with a tendency to follow trends, is associated with elevated of saving rates. Then, the social implications of these findings suggest that adolescents often prioritize their personal preferences over their immediate needs. This finding is in line with the life cycle theory of consumption, which states that individuals tend to adjust their consumption patterns based on the stage of life they are in. At the adolescent stage, when life expectancy is lower, individuals may be more inclined to save in preparation for an uncertain future. In contrast, teenagers with higher life expectancy and following trends may focus more on current consumption as they feel they have more time in the future. This perspective aligns with a study by (Afandy & Niangsih, 2020), which examined the underscoring the significant impact of lifestyle on financial behavior. However, these findings stand in contrast to the work of (Syaliha et al., 2022) which reported that behavior does not significantly impact the economy and does not serve as a catalyst for change.

The Influence of Financial Literacy on Financial Management

Low levels of financial literacy will be able to have a positive influence on the behavior of managing finances among students in Malang City. This is obtained from the results of the financial literacy test if the individual will be healthy and tends to be mature if he has a broad level of knowledge and literacy. Conversely, adolescents with lower educational attainment tend to have less organized financial plans, which often leads to negative outcomes. This finding indicates the need for increased financial literacy programs in schools to equip students with the knowledge and skills needed to manage their finances early on, thus encouraging better savings behavior in the future. The survey and the findings of the research conducted are also in line with the research results described by (Sugiharti & Maula, 2019), which demonstrated that financial knowledge, savings, debt, and investment significantly affect financial behavior, while insurance does not appear to have any impact. The output of the output of this study shows that financial literacy capable have different effects on students' financial behavior, depending on the concrete evidence. Similarly, in line with that (Sri Ratna Sari et al., 2020) mentioned the output results in his test that there was a positive influence between financial literacy and the financial behavior of the students. In addition, (Rahman et al., 2021) also argued where financial literacy has an influence and there is a positive impact on the financial management carried out.

The Influence of Lifestyle and Financial Literacy Simultaneously on Financial Management

Likewise, different cultural backgrounds and financial knowledge simultaneously affect financial management, especially for adolescent students in Malang City. The survey results show that successful adolescents have better financial planning, and do not follow the latest trends. This is in line with and the same as research conducted by (Gunawan et al., 2020) and (Siruang & Kaiyeli, 2024), which highlight that financial behavior and financial knowledge significantly affect savings. This means that adolescent students in Malang City who realize that their lifestyle and understanding of financial matters will affect how they manage their money will make it easier for them to manage their money. Adolescents who have a high level of confidence in managing their finances tend to be more proactive in budgeting and achieving their financial goals. In contrast, teenagers who feel unsure of their financial capabilities may tend to avoid planning and be more impulsive in spending. In addition, a strong understanding of financial concepts, such as inflation and risk can help teens develop a more rational attitude towards money. They can learn to delay gratification and make wise investment decisions. Moreover, their overhead will be reduced and they will be able to manage their budgets more efficiently.

CONCLUSION

The findings suggest that both lifestyle and financial literacy exert a partially positive influence on financial management. Furthermore, these factors collectively demonstrate a substantial and positive effect on financial management. Building upon existing theories, the study's outcomes may prompt a reevaluation of the correlation among lifestyle, financial literacy, and financial management. Practically, these results could provide a foundation for developing financial education programs within scouting, aimed at enhancing financial management skills not only for children, but also for communities and families. This study has some limitations in that the study population was limited to 15 to 19 years old scout members in Malang City. Generalization of the research results needs to be done with caution. However, the variables used in this study have not covered all relevant aspects of lifestyle and financial literacy. The results of this study have broad implications, especially in the context of financial education. Consequently, the study's findings also provide a foundation for future research that explores a broader range of variables and diverse populations.

REFERENCE

Afandy, C., & Niangsih, F. F. (2020). LITERASI KEUANGAN DAN MANAJEMEN KEUANGAN PRIBADI MAHASISWA DI PROVINSI BENGKULU. *The Manager Review*, *2*(2), 68–98. https://doi.org/10.33369/tmr.v2i2.16329

Anggresta, V., Stevani, H., Vhalery, R., & Oktasari, M. (2019). Pengaruh Self-Reliance dan Self-Efficacy terhadap Pendidikan Keuangan Mahasiswa. *Jurnal Inovasi Pendidikan Ekonomi (JIPE)*, *9*(1).

Budiarti, A. (2020). Sekolah Tinggi Ilmu Ekonomi Indonesia (STIESIA) Surabaya. *Jurnal Ilmu dan Riset Manajemen (JIRM)*, *9*(5).

Esensi, T. (2020). *Mengenal Gerakan Pramuka*. Esensi.

Fakhruzzaini, M., Reza Pradhana, F., & Virgantara Putra, O. (2022). Media Pembelajaran Aba-Aba Baris Berbaris Tiga Bahasa (Arab, Inggris, Indonesia) Menggunakan Media Audio Visual Berbasis Android. *Diklus: Jurnal Pendidikan Luar Sekolah*, *6*(1), 1–14. https://doi.org/10.21831/diklus.v6i1.35205

Furnham, A., & Michael, A. (1998). *The Psychology of money*. Psychology Press.

Gunawan, A., Pirari, W. S., & Sari, M. (2020). Pengaruh Literasi Keuangan dan Gaya Hidup Terhadap Pengelolaan Keuangan Mahasiswa Prodi Manajemen Universitas Muhammadiyah Sumatera Utara. *Jurnal Humaniora : Jurnal Ilmu Sosial, Ekonomi dan Hukum*, *4*(2), 23–35. https://doi.org/10.30601/humaniora.v4i2.1196

Ida, & Dwinta. (2010). Pengaruh Locus Of Control, Financial Knowledge, Income terhadap Financial Management Behavior. *Jurnal Bisnis Akuntansi*, *12*(3).

Kotler, Philip, & Kevin Lane Keller. (2016). *Manajemen Pemasaran edisi 12 Jilid. 1 & 2*. PT. Indeks.

Lintner, A. G. (1998). *Behavioral Finance: Why Investors Make Bad Decisions. Yanni-Bilkey Investment Consulting.*

Lusardi, A., & Mitchell, O. S. (2011). Financial literacy and planning: Implications for retirement wellbeing. *Journal of Pension Economics and Finance*, *10*(4).

Nikita, D. A., & Hadi, N. U. (2018). PENGARUH STATUS SOSIAL EKONOMI RUMAH TANGGA DAN LINGKUNGAN KELUARGA TERHADAP PERILAKU KONSUMTIF SISWA KELAS VIII SMP NEGERI 1 KARANGREJO TAHUN AJARAN 2017/2018. *Jurnal Inovasi Pendidikan Ekonomi (JIPE)*, *8*(1), 15. https://doi.org/10.24036/01104480

Nurdiansyah, Haris, & Robbi Saepul, R. (2019). *Pengantar Manajemen*. Diandra Kreatif.

Otoritas Jasa Keuangan. (2017). Pengelolaan Investasi. *Pengelolaan Investasi*. http://www.ojk.go.id/id/kanal/pasar-modal/Pages/Pengelolaan-Investasi.aspx

Pratiwi, S. E., & Prajawati, M. I. (2024). Financial Behavior in Yasinan Consumption. *Jurnal Riset Akutansi Dan Keuangan*, *12*(1), 819–830.

Purba, R., Mawati, Ardiana, & Pramusita. (2021). *Media Dan Teknologi Pembelajaran*. Yayasan Kita Menulis.

Putri, N. A., & Lestari, D. (2019). Pengaruh Gaya Hidup dan Literasi Keuangan Terhadap Pengelolaan Keuangan Tenaga Kerja Muda di Jakarta. *AKURASI: Jurnal Riset Akuntansi dan Keuangan*, *1*(1), 31–42. https://doi.org/10.36407/akurasi.v1i1.61

Rahman, M., Isa, C. R., Masud, M. M., Sarker, M., & Chowdhury, N. T. (2021). The role of financial behaviour, financial literacy, and financial stress in explaining the financial well-being of B40 group in Malaysia. *Future Business Journal*, *7*(1), 52. https://doi.org/10.1186/s43093-021-00099-0

Remund, D. L. (2010). Financial Literacy Explicated: The Case for a Clearer Definition in an Increasingly Complex Economy. *Journal of Consumer Affairs*, *44*(2), 276–295. https://doi.org/10.1111/j.1745-6606.2010.01169.x

Rozaini, N., & Purwita, S. (2021). GAYA HIDUP DAN HASIL BELAJAR MANAJEMEN KEUANGAN TERHADAP PERILAKU PENGELOLAAN KEUANGAN MAHASISWA. *Niagawan*, *10*(2), 198. https://doi.org/10.24114/niaga.v10i2.25540

Sandi, K., Worokinasih, S., & Darmawan, A. (2020). PENGARUH FINANCIAL KNOWLEDGE DAN FINANCIAL ATTITUDE TERHADAP FINANCIAL BEHAVIOR PADA YOUTH ENTREPRENEUR KOTA MALANG. *Jurnal Administrasi Bisnis*, *1*(1), 1–10.

Santini, F. D. O., Ladeira, W. J., Mette, F. M. B., & Ponchio, M. C. (2019). The antecedents and consequences of financial literacy: A meta-analysis. *International Journal of Bank Marketing*, *37*(6), 1462–1479. https://doi.org/10.1108/IJBM-10-2018-0281

Sina, P. G., & Noya, A. (2012). PENGARUH KECERDASAN SPIRITUAL TERHADAP PENGELOLAAN KEUANGAN PRIBADI. *Jurnal Manajemen*, 171–187.

Siruang, K., & Kaiyeli. (2024). Pengaruh Literasi Keuangan dan Gaya Hidup Terhadap Perilaku Pengelolaan Keuangan. *JEMeS-Jurnal Ekonomi Manajemen dan Sosial*, *7*(2), 1–9.

Sri Ratna Sari, Sri Andriani, & Putri Reno Kemala Sari. (2020). Pengaruh Literasi Keuangan Dan Gaya Hidup Terhadap Perilaku Keuangan Aparatur Sipil Negara (ASN) Wanita Di Sumbawa Besar. *Jurnal Ekonomi dan Bisnis Indonesia*, *5*(2), 33–37. https://doi.org/10.37673/jebi.v5i02.852

Stevani, S., & Gumanti, D. (2019). Analisis Tingkat Literasi Ekonomi Mahasiswa STKIP PGRI Sumatera Barat. *Jurnal Inovasi Pendidikan Ekonomi (JIPE)*, *9*(1), 11. https://doi.org/10.24036/011041170

Sugiharti, H., & Maula, K. A. (2019). Pengaruh Literasi Keuangan Terhadap Perilaku Pengelolaan Keuangan Mahasiswa. *Accounthink : Journal of Accounting and Finance*, *4*(2). https://doi.org/10.35706/acc.v4i2.2208

Syaliha, A., Sutieman, E., Pasolo, M. R., & Pattiasina, V. (2022). The Effect of Financial Literacy, Life Style, Financial Attitude and Locus of Control to Financial Management Behavior. *PUBLIC POLICY (Jurnal Aplikasi Kebijakan Publik & Bisnis)*, *3*(1), 52–71. https://doi.org/10.51135/PublicPolicy.v3.i1.p52-71

Vhalery, R. (2018). Pengaruh Lingkungan Kampus Dan Motivasi Keuangan Pada Pengelolaan Uang Saku Mahasiswa Universitas Indraprasta. *Jurnal Inovasi Pendidikan Ekonomi (JIPE)*, *10*, 64–70.

Zakia, A., Adisti, A. A., & Asmarani, A. (2022). FAKTOR-FAKTOR YANG MEMPENGARUHI KELAS SOSIAL: GAYA HIDUP, DAYA BELI DAN TINGKAT KONSUMSI. *Jurnal Ilmu Manajemen Terapan*, *3*(5), 449–457.