

The Effect Of Financial Literacy And Financial Technology Payment On Financial Management Of Students Using Paylater

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ABSTRACT

Introduction: Students often experience financial problems, one of which is caused by consumptive behavior. Most of the students make online transactions or online loans through fintech payments (Paylater), and they think that using Paylater can help solve their financial problems and needs. Given this, financial management requires an understanding of and knowledge of financial literacy and fintech payments (PayLater). **Purpose:** This study aims to determine whether there is an effect of financial literacy and fintech payments (PayLater) on student financial management. **Methodology/Approach:** This research is a type of quantitative research with an associative strategy. The sample used is active students at Aisiyiah Yogyakarta University who use one of the paylater types (Shopee Paylater, GoPayLater, Kredivo, Akulaku, and Traveloka Later). The data collection method in this study used primary data collected by distributing questionnaires online to all students at Aisiyiah University, Yogyakarta. **Findings:** The results obtained after data analysis are that partially financial literacy (X1) has a significant effect on the financial management of students using paylater (Y), while financial technology payments (X2) have no effect on the financial management of students using paylater (Y). Simultaneously, financial literacy (X1) and financial technology payments (X2) affect the financial management of pay-later-using students at 'Aisiyiah University, Yogyakarta. **Originality/ Value/ Implication:** The results of this study can be concluded as follows: 1) There is a significant simultaneous effect on financial literacy (X1) and financial technology payments (X2) on the financial management of students who use paylater. 2) There is a significant partial effect of financial literacy (X1) on the financial management of students who use paylater. and 3) There is no effect of financial technology payments (X2) on the financial management of students using paylater.

Keywords: financial literacy, financial technology payment, Paylater, and financial management.

INTRODUCTION

Industrial growth in Indonesia is growing rapidly (Safitri, 2018). In the current era of globalization and free trade, it requires every company to always develop a corporate strategy to survive in the business world (Saputri, 2022). Globalization can no longer be avoided (Nugroho, 2019). Many industries and companies use market institutions (Nugroho, 2020). Globalization has become a topic of discussion in international economics (Hasibuan, 2019). Even though there are many challenges, the global market must be faced by Indonesian entrepreneurs (Wulandari, 2021). These basic living essentials are imperative to success-fully (Boro, 2023). Demands activitya business run with modern management principles (Hafni, 2020). Efforts to increase competitiveness need to be made through strengthening an integrated institutional system (Retnaningdiah, 2023). The tragic methods used by enterprises to obtain a competitive (Pahlevi 2022). The ability to adapt the need of uncomfortable changes and uncertain condition (Diharto, 2018).

With the right and correct strategy, Indonesia can compete with other developing countries, especially in Southeast Asia, to enter and be accepted in the global market (Wulandari, 2019). Implementation of good management can be achieved from the implementation of management functions (Rahmawati, 2022). With appropriate and directed management, it is hoped that the goals will be achieved (Safitri, 2023). For this reason, training is needed to improve service quality and competency related to the service sector and provision of soft skills (Suyatno, 2022). Leadership style is a pattern of behavior shown by a leader

to influence Another (Retnaningdiah, 2023). For individuals, good performance will provide many things (Samsudin, 2020). To enhance optimal performance in the organization (Suyatno, 2022). So that they get a wide opportunity, right for development in accordance with expectations (Safitri, et.al, 2021). The systems in organizational design include financial systems, information management systems and Information Technology (Suyatno, 2019). There are many natural resources around that can easily be utilized (Rohmah, 2022). In the Industrial Revolution Era 4.0 at this time, technology has become very important where technology is a tool to facilitate people in optimizing their resources efficiently and effectively (Safitri, 2020). So the industrial revolution 4.0 has an impact too the change in humans becoming more consumerist (Sufyati, 2022). Society is increasingly intelligent and the flow of information is increasing torrential (Mahanani, 2022).

The more advanced technology and competition, the better it is to search for need (Hidayat et al., 2023) and easy to implement a business plan (Rahmawati 2020). The development of increasingly advanced technology, in the form of the internet, makes it possible for information to be accessed from various places (Anita et al., (2019). That Facilitated access to finance should be combined with measures for the implementation of best practices, stimulation innovation (Retnaningdiah, 2020). With the increasingly rapid development of the internet, innovation is growing in various technology-based industries, one of which is in the financial sector, namely fintech (Financial

Technology) which is technology to support financial services (Safitri, 2021). Providing literacy and direction is useful for improving the quality of effective and efficient human resources through non-formal education (Aji et al., 2022). Financial literacy is closely related to financial management, where the higher a person's level of financial literacy, the better the person's financial management (Laily et al., 2013). Individual needs and financial products which is increasingly complex requires society to have adequate financial literacy (Sadalia, 2013). Management is also necessary for maintain a balance between goals (Safitri, 2020). Fintech helps make business transactions and payment systems more efficient and economical but still effective (Safitri, 2023). Apart from that, you can know your financial condition at any time (Diyah et al., 2020). The trend of using Fintech continues to have the potential to increase and affect a person's ability to manage finances (Yuniarti, 2022).

Work attachment is important (Samsudin, 2020). In the midst of difficult and uncertain economic conditions (Safitri, 2023). Communication has an important role in creating or realizing the duality of structuration (Rasyid, 2022). Utilize information technology and communication to support effectiveness and administrative efficiency (Aji et al., 2022). Social networks should provide important support and coordination between sectors (Sugiyo et al., 2022). According to the this mentoring activity is important to see the benefits (Syagata, 2023).

Literature reviews : (1) Research conducted by Rahma and Susanti (2022) concerning the effect of financial literacy, *financial self-efficacy* and *fintech payments* on student personal financial management using a sample of 117 students. The results of the study show a) financial literacy, *financial self-efficacy*, and *fintech payments* have a simultaneous effect on student personal financial management, b) Financial literacy has a positive effect on student personal financial management, c) *Financial self-efficacy* has a positive effect on student personal financial management and significant, d) *Fintech payments* have a positive and significant effect on student personal financial management. (2) Research conducted by Laily (2013) on the effect of financial literacy on student behavior in managing finances used a sample of 75 students. The results of the study found that only financial literacy variables had a direct influence on students' financial behavior. This indicates that the higher the knowledge and ability of students in managing finances, the wiser they will be in making financial decisions.

(3) Research conducted by Brigitta Azalea et al (2020) concerning Analysis of the Influence of Financial Literacy, *Financial Technology*, and Income on Lecturers' Financial Behavior using a sample size of 80 respondents who are Lecturers at the Jakarta Veterans National Development University. The results of this study are a) Financial literacy has a significant positive effect on financial behavior. b) *financial technology* has no significant influence on financial behavior. c) income has a significant positive effect on financial behavior.

METHODS

(1) Data Collection Tools and Methods

The research uses quantitative research methods (Al Idrus et al., 2021).

The data collection method in this study used primary data through distributing online questionnaires to all students at 'Aisyiyah University, Yogyakarta. Through primary data collection with the process of distributing questionnaires is carried out by distributing questionnaires during meetings and completing the process directly (Retnaningdiah, 2020) & (Safitri, 2018). Data collection was carried out by distributing questionnaires via google form (Mufdlilah, 2023). Primary data conclusions were collected from sources (Juhari et al., 2022).

(2) Data Processing and Analysis Methods

This study uses multiple linear regression analysis in which multiple linear regression is used as a technique for testing hypotheses to find out whether or not there is an effect between the *independent variables*, namely financial literacy (X1), *fintech payments* (X2) and financial literacy and *fintech payments* (X3) on the *dependent variable*, namely the financial management of students who use *paylater* (Y) by conducting the T test (partially) and the F test (simultaneously). Independent variables are variables that can influence changes in the dependent variable, both positive and negative changes. The dependent variable is the variable that is the main concern in an observation (Fitri et al., 2022).

RESULTS AND DISCUSSION

The validity test in this study used 101 respondents and used IBM SPSS Statistics 25 with a significance level of 0.05. By using the total value of each question and item questions from each question and item statement which is said to be valid if $r_{\text{count}} > r_{\text{table}}$. Therefore, the number of $N = 101$, with the *degree of freedom (df)* is $N - 2 = 101 - 2 = 99$. So, the two-sided table r value at $df = 99$ and a significant 0.05 is 0.1956. The results obtained are based on SPSS 25 data processing regarding the validity test as follows:

Table 4. 1 Validity Test Results for Student Financial Management Paylater User Variables

No Question Items	Count	Rtable (5%) $N - 2 = 99$	Sig	Valid or Invalid
1	0.734	0.1956	0.000	Valid
2	0.788	0.1956	0.000	Valid
3	0.746	0.1956	0.000	Valid
4	0.820	0.1956	0.000	Valid
5	0.686	0.1956	0.000	Valid
6	0.602	0.1956	0.000	Valid
7	0.580	0.1956	0.000	Valid

(Source, Attachment 4 results of data processing via SPSS 25)

Based on the results of the data analysis above, it can be seen that each question item can be explained that of the 7 question items the *Paylater User Student Financial Management variable* (Y) is valid because each result is $r_{\text{count}} > r_{\text{table}}$. So it can be concluded that each question item in the variable Student Financial Management *Paylater User* (Y) is appropriate to be used as a research instrument.

Table 4. 2Validity Test Results of Financial Literacy Variables

No Question Items	Count	Rtable (5%) N – 2 = 99	Sig	Valid or Invalid
1	0.641	0.1956	0.000	Valid
2	0.743	0.1956	0.000	Valid
3	0.639	0.1956	0.000	Valid
4	0.758	0.1956	0.000	Valid
5	0.737	0.1956	0.000	Valid
6	0.624	0.1956	0.000	Valid
7	0.676	0.1956	0.000	Valid

(Source, Attachment 4 results of data processing via SPSS 25)

Based on the results of the data analysis above, it can be seen that each question item can be explained that of the 7 question items the Financial Literacy variable (X1) is valid because each result is $r_{\text{count}} > r_{\text{table}}$. So it can be concluded that each question in the Financial Literacy variable (X1) is appropriate to use as a research instrument.

Table 4. 3Financial Technology Payment Validity Test Results

No Questi on Items	Count	Rtab le (5%) N – 2 = 99	Sig	Valid or Inval id
1	0.804	0.1956	0.000	Valid
2	0.820	0.1956	0.000	Valid
3	0.805	0.1956	0.000	Valid
4	0.798	0.1956	0.000	Valid
5	0.863	0.1956	0.000	Valid
6	0.699	0.1956	0.000	Valid
7	0.617	0.1956	0.000	Valid

(Source, Attachment 4 results of data processing via SPSS 25)

Based on the results of the data analysis above, it can be seen that each question item can be explained that of the 7 question items the *Financial Technology Payment* (X2) variable is valid because each result is $r_{\text{count}} > r_{\text{table}}$. So it can be concluded that each question in the *Financial*

Technology Payment variable (X2) is appropriate to use as a research instrument.

a. Reliability Test

Reliability tests are carried out to measure quality (reliability and accuracy) of instruments in data collection (Retnaningdiah, 2017). Reliability test is used to determine the consistency of the tools used in the questionnaire. Which in this test aims to find out whether the measurements made remain consistent when the measurements are repeated. Reliable measuring instruments have a high level of reliability which can be determined by a reliability coefficient number that ranges from 0 – 1. So, the higher the reliability coefficient that is closer to number 1, the more reliable the measuring instrument used is. In this study using *Cronbach's Alpha formula*.

Table 4. 4Reliability Test Results

Items	Cronbach's Alpha	Information
X1	0.814	Reliable
X2	0.886	Reliable
Y	0.836	Reliable

(Source, Attachment 4 results of data processing via SPSS 25)

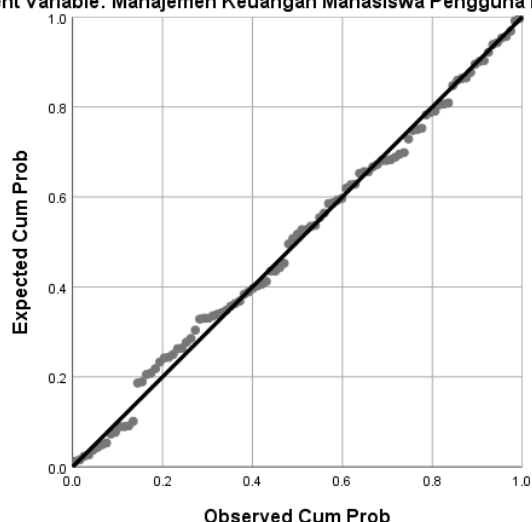
Based on the output results in SPSS 25 on **Reliability Statistics** obtained from reliability analysis with the *Cronbach's Alpha* Technique on variable X1 of 0.814 variable X2 of 0.886 and variable Y of 0.836 with the number of respondents N = 101 and df = N-2 = 101-2 = 99 is 0.1956, with a *Cronbach's Alpha value* of more than 0.700 so that it is declared reliable, which means that every question which is a variable dimension is reliable.

a. Classical Assumption Test Results (1) Normality test

The normality test is one part of the data analysis requirements test or can be called the classical assumption (Muhlis, 2022).

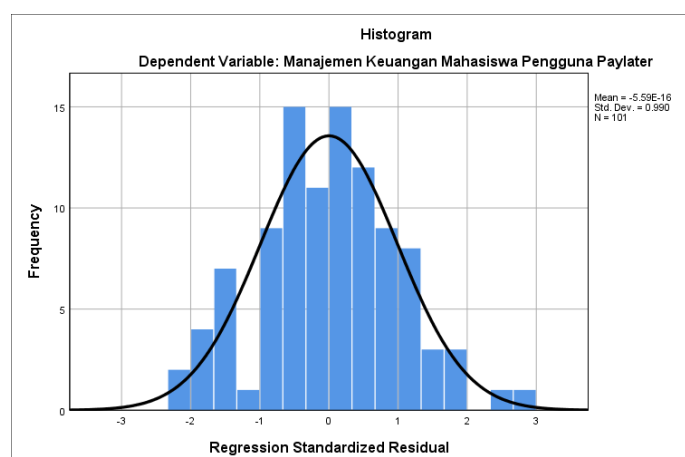
Figure 4. 1Normality Test Results

Normal P-P Plot of Regression Standardized Residual
Dependent Variable: Manajemen Keuangan Mahasiswa Pengguna Paylater



(Source, results of data processing with SPSS 25)

Normal PP Plot of Regression Standardized Residual



(Source, results of data processing with SPSS 25)

Bell Histogram

Based on the results of the data processing above, it can be seen that the plotting points contained in the graphic image "Normal PP Plot of Regression Standardized Residual" follow the direction of the line that is near the diagonal line and or not away from the line. Thus, it can be stated that the residual values are normally distributed, and can be seen in the histogram image which looks like a bell shape so that it can be said that the data is normally distributed. So it can be concluded on the normality assumption that this test meets the normal distribution requirements.

(2) Multicollinearity Test

If the VIF (*variance inflation factor*) is below or < 10 and the *tolerance value* is above > 0.1 then multicollinearity does not occur.

Table 4. 5Multicollinearity Test Results

Variable	tolerance	VIF	Conclusion
(Constant)			
Financial Literacy(X1)	0.626	1,597	Freedom from Multicollinearity
Fintech Payments (X2)	0.626	1,597	Freedom from Multicollinearity

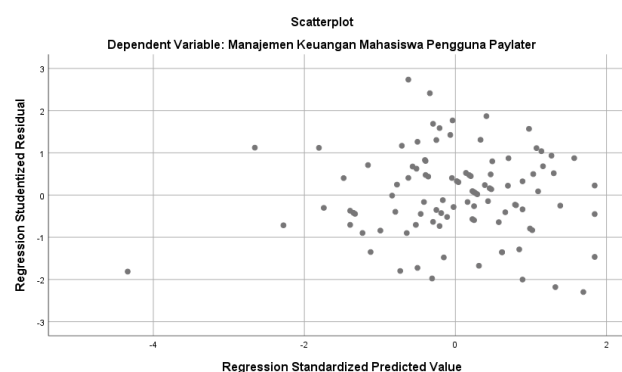
(Source, attachment 4 results of data processing with SPSS 25)

Based on the table above, it can be seen that the VIF value of the financial literacy variable (X1) and the *fintech payment variable* (X2) is 1.597. < 10 . So it can be concluded that there is no multicollinearity between the independent variables in the regression model used. And the *tolerance value* is $0.626 > 0.1$, so the data does not indicate symptoms of multicollinearity.

(3) Heteroscedasticity Test

Heteroscedasticity is a residual variance that is not the same for all observations in the regression model. Good regression should not occur Heteroscedasticity. In this study using the *Scatter Plott graphic method* , if there is no heteroscedasticity, the dots spread above and below the number 0 on the Y axis.

Figure 4. 2Heteroscedasticity Test Results



(Source, results of data processing with SPSS 25)

Scatter plots

The results of the data analysis carried out are by looking at the spread of the points on the *scatterplot graph* in the test results on the image that the points do not form a clear pattern, and the points spread above and below the number 0 on the Y axis. So, it can be concluded that Heteroscedasticity does not occur in the regression model.

(4) Autocorrelation Test

The autocorrelation test is part of the classic assumption test (normality, multicollinearity, and

heteroscedasticity) in simple and multiple linear regression analysis. . This autocorrelation test is carried out if the data uses time series data (Fatma et al., 2021).

A good regression model is free from autocorrelation. In this study, to test whether the data is free from autocorrelation using the Durbin Watson Test (DW) with research $\alpha = 0.05$ with $n = 101$ and $K = 3$ which is the number of research variables in which there are 2 Independent Variables and 1 Dependent Variable. The results of testing autocorrelation in research using SPSS 25 are as follows:

Table 4. 6Autocorrelation test results

Du<DW<4-du	Information
1.7163<2.058<2.2837	Autocorrelation does not occur

(Source, results of data processing with SPSS 25)

Based on the autocorrelation test results in the table above, the Durbin Watson values were obtained with $n = 101$, and $k = 2$, $DL = 1.6357$ and $DU = 1.7163$. So, $4-DU=2.2837$ and $4-DL=2.3643$. From the above results it can be seen that the Durbin Watson value is 2.058. Because DW lies between DU and 4-DU ($du < DW < 4-du$) ($1.7163 < 2.058 < 2.2837$) there is no autocorrelation in the multiple linear regression test.

b. Data Analysis Test

(1) Descriptive statistics

This descriptive analysis is used to describe the research variables (Safitri, 2013). From the results of data processing which can be seen in Appendix 4, from the average *standard deviation*, it can be concluded that the descriptive statistics for each variable are as follows:

- **Financial Literacy (X1)**

The results of the descriptive analysis on the financial literacy variable can be obtained with a minimum value of 8, a maximum value of 35, an average value of 27.0792 and a *standard deviation value* of 4.49374. With a total of 7 questions that have a score of 1 to 5.

- **Financial Technology Payments (X2)**

The results of the descriptive analysis on the financial literacy variable can be obtained with a minimum value of 7, a maximum value of 35, an average value of 25.3861 and a *standard deviation value* of 5.11267. With a total of 7 questions that have a score of 1 to 5.

- **Paylater User (Y)**

The results of the descriptive analysis on the financial literacy variable can be obtained with a minimum value of 7, a maximum value of 35, an average value of 26.9406 and a *standard deviation value* of 4.58655. With a total of 7 questions that have a score of 1 to 5.

(2) Multiple Linear Analysis

Multiple regression analysis can measure the strength of the relationship between two or more variables (Nur Laili, 2023). Multiple regression analysis aims to determine whether or not there is influence of two or more independent variables or *independent variables* (X) on the dependent variable or *dependent variable* (Y).

Based on the results in the *coefficients table*, ANOVA and *Model Summary* on the results of data processing in Appendix 4 shows the coefficient value of the regression direction seen from the *constant value* (constant) is 5.648. Meanwhile, the regression direction coefficient for X1 is 0.716 and the regression direction coefficient for X2 is 0.075 so that, based on the output, the regression equation can be written as follows:

$$Y = a + b X_1 + b X_2$$

$$Y = 5.648 + 0.716 X_1 + 0.075 X_2$$

$$\text{Sig.t} = (0.004) + (0.000) + (0.323)$$

$$\text{Sig.f} = 0.000$$

$$\text{Frat} = 65.206$$

$$\text{Adjst } R^2 = 0.562$$

$$R^2 = 0.571$$

Information :

MKMPP: Student Financial Management Paylater Users

a = constant

LK (X_1) = Financial Literacy Variable

FTP (X_2) = Financial Technology Payment Variable

(3) Partial Test (T Test)

The t test is used to test the effect of each *independent variable* on the *dependent variable*. The t statistical test basically shows how far the influence of an individual independent variable is in explaining the dependent variable (Sari, 2022). The results of the regression of the two variables partially based on the two-sided test with an α value of 0.05 with degrees of freedom (df) = $n-2$. In testing this research carried out with two sides, the value is 0.025.

Therefore, the significance value in this study is $\alpha = 0.025$. The hypothesis can be accepted if the $t \text{ test} < \alpha$ (0.025). The basis for decision making on the t test is as follows:

- 1) If the *P value* $< \alpha$ (0.025) means that there is influence between the independent variable and the dependent variable or rejects H_0 and accepts H_a .
- 2) If the *P value* $> \alpha$ (0.025) means that it has no influence between the independent variable and the dependent variable or accepts H_0 and rejects H_a .

Based on the results of calculations using the formula $r_{table} = t(\alpha/2; nk-1) = t(0.025/2; 101-2-1 = 98)$. In the t_{table}

value, the t table value is 1.984. Then based on the calculated t value in the table above, it can be concluded that:

- It is known that the Sig value for the effect of the financial literacy variable (X1) on the financial management variable of students using *Paylater* (Y) is $0.000 < 0.025$ and the t -count value is $8.394 > t$ -table 1.984, so it can be concluded that H1 is accepted which means that there is an influence of the financial literacy variable (X1) on the financial management of students using *Paylater* (Y).
- It is known that the Sig value for the effect of the *fintech payment variable* (X2) on the financial management variable of students using *Paylater* (Y) is $0.323 > 0.025$ and the t -count value is $0.993 < t$ -table 1.984, so it can be concluded that H2 is rejected which means there is no effect of the *fintech payment variable* (X2) on the financial management of students using *Paylater* (Y).

(4) Simultaneous Test (Test F)

The F test aims to determine whether or not there is a simultaneous effect (together) given the independent variable or *independent variable* (X) on the dependent variable or *dependent variable* (Y).

The significance value in this study is 5% ($\alpha=0.05$). The basis for decision making on the f test is as follows:

- 1) If the sig value < 0.05 or $F_{count} > F_{table}$, it means that there is an influence of the independent variable simultaneously on the dependent variable .
- 2) If the sig value > 0.05 or $F_{count} < F_{table}$, it means that there is no effect of all the independent variables simultaneously on the dependent variable .

Based on the results of the data processing above, it can be seen that the significance value for the effect of the financial literacy variable (X1) and the *fintech payment variable* (X2) simultaneously on the financial management variable of students using *paylater* (Y) is $0.000 < 0.05$ and the calculated F value is $65.206 > F_{table} 3.09$, so it can be concluded that H3 is accepted, which means that there is an influence of the financial literacy variable (X1) and the *fintech payment variable* (X2) simultaneously on the financial management of student *paylater users* (Y).

(5) Coefficient of Determination (R^2)

The coefficient of determination serves to find out what percentage of the influence that variable X simultaneously has on variable Y. With a maximum R^2 value of 1 and a minimum of 0 ($0 < R^2 < 1$). So the results of

this test show that *R Square* and *adjusted R Square* obtained in research using IBM SPSS Statistics 25 are $R = 0.756$, $R^2 = 0.571$, and *adjusted r square* = 0.562.

This means that it is known that the coefficient value of *R square* (R^2) is 0.571 or 57.1%. So, it can be concluded that the magnitude of the influence of financial literacy and *financial technology payment variables* on the financial management of students using *paylater* is 0.571 (57.1%). So that the remaining 42.9% is explained or influenced by other variables or other factors.

B. DISCUSSION

In this study, research was conducted to determine the effect of financial literacy and *financial technology payments* on the financial management of students using *paylater* . The following is a discussion of the research conducted:

Ha1 : The Effect of Financial Literacy on the Financial Management of Paylater User Students

The Financial Literacy variable has a positive and significant effect on the financial management of *paylater-using students* . This shows that the financial literacy variable (X1) has a coefficient (β_1) = $0.716 > 0$, with t_{count} (8.394) $> t_{table}$ (1.984) and with a significance (0.000) < 0.05 . So it can be concluded that if financial literacy is good, the financial management of students using *paylater* will improve and increase significantly, and vice versa/

The results of this study are in accordance with previous research conducted by Mu'amala and Wahjudi (2021) which stated that financial literacy has a positive and significant influence on consumptive behavior.

Ha2 : Effects of Financial Technology Payment on Student Financial Management Paylater Users

Financial Technology Payment variable has no significant effect on the financial management of *paylater-using students* . This shows that the *financial technology payment variable* (X2) has a coefficient (β_1) = $0.075 < 0$ with t_{count} (0.993) $< t_{table}$ (1.984) and with a significance (0.323) > 0.025 . Thus, *the financial technology payment variable* has no influence on the financial management of *paylater-using students*.

The results of this study are in accordance with research conducted by Brigitta et al (2020) which states that *Financial Technology* has no influence on financial behavior (financial management). However, *Financial Technology* thus provides convenience in transactions. However, *Financial Technology* is also one of the triggers for the emergence of consumptive behavior.

Ha3 : Effects of Financial Literacy and Financial Technology Payment on Paylater User Student Financial Management

The results of this study indicate that the variables Financial Literacy and *Financial Technology Payment* have a significant and simultaneous influence on the financial management of students who use *paylater*. The results of the F test prove that both variables have a ^{calculated} F of 65.206 with a significance level less than $0.000 < 0.05$.

The results of this study are in accordance with research conducted by Rahma and Susanti (2022) which states that financial literacy and *financial technology* simultaneously affect student personal financial management.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion : Based on the results of the data that has been obtained, the researcher concludes that: (a) Financial literacy has a significant effect on the financial management of students using *paylater* at 'Aisiyyah University, Yogyakarta. The lack of financial literacy in students causes the emergence of consumptive behavior. The existence of consumptive behavior requires self-control in financial management. Crashes and high expectations in certain conditions will result in a financial crisis (Sumar'in et al., 2020). In addition, rational attitude is also an influence in making a decision. One of the decision making is caused by financial literacy. Lack of literacy will result in poor and directionless financial decisions and financial management. Vice versa, with an understanding of financial literacy, financial management will be better and more focused. (b) *Financial technology payments* have no effect on the financial management of students who use *paylater* at 'Aisiyyah University, Yogyakarta. This is due to a lack of understanding in the use of *financial technology payments* among students at 'Aisiyyah University, Yogyakarta. Which is where the positive impact of *financial technology payment* itself provides convenience in transactions but it is also known that the existence of *paylater services* on *financial technology payments* turns out to have a negative impact where this triggers students to borrow funds online or commonly referred to as " *buy now, paylater* " so that students find it difficult to control themselves and result in the emergence of consumptive behavior. (c) Financial literacy and *financial technology payments* have an effect simultaneously or simultaneously on the financial management of students using *paylater*. So that these two variables have a significant level of financial management for students using *paylater* at 'Aisiyyah University, Yogyakarta.

Recommendations : Based on the results of research that has been conducted on students at 'Aisiyyah University, Yogyakarta, suggestions that can be proposed by researchers in further research are: **(1) Suggestions for further researchers :** (a) It is expected to be able to expand the study population and the number of samples for students in the Special Region of Yogyakarta so that the results of the study can be assessed from all students using *paylater* in DI Yogyakarta. (b) It is expected to be able to add respondents and other influences that can affect student financial management. Because based on the

results of the determination test or *R Square* obtained for the two *independent variables* in this study, there are approximately 57.1% influencing student financial management so that 42.9% of these *independent variables* can still be influenced by other variables. Thus it can add variables such as financial satisfaction, *paylater financial benefits*, *paylater ease of use*, trust.

(2) For 'Aisiyyah Yogyakarta University Students, It is expected to be able to increase financial knowledge (financial literacy) and financial management in a better and more focused financial management. So don't become a *boomerang* for yourself. And wiser in using *paylater financial service facilities*.

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