

Analysis of Financial Literacy Level (Study on Students of the Faculty of Economics and Business, Khairun University)

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ABSTRACT

Using the measurement characteristics suggested by Chen and Volve, this study attempts to assess and evaluate the degree of financial literacy among students at Khairun University's Faculty of Economics and Business. Descriptive quantitative research using a questionnaire survey method is the methodology employed. 139 respondents were selected for this study using a purposive selection strategy combined with a non-probability sampling technique. By dividing the number of actual scores by the number of ideal scores and multiplying the result by 100 percent, data analysis was done at the percentage level. According to the study's findings, 67.58% of students at Khairun University's Faculty of Economics and Business are financially literate. It is on a medium scale according to the Chen and Volve financial literacy measurement index. The results of the examination of financial literacy levels were then found to be influenced by respondent demographic characteristics, including gender, GPA, and parents' income.

Keywords: Financial Literacy, Students, FEB, Khairun University

JEL Classification: For papers in the economics field only.

INTRODUCTION

Financial intelligence, or the ability to manage one's own financial assets, is one of the intelligences that contemporary humans must possess (Eber et al., 2024). The process of attaining life goals—namely, a rich and contented future through financial management—involves understanding and implementing financial planning. Life, which is already challenging for the majority of society, will become even more so in the absence of financial planning. Additionally, people should be able to maximize the benefits of their money by employing appropriate financial management techniques. For their own well-being, people must so possess the information and abilities necessary to properly manage their personal financial resources.

Knowledge of finance is very important for individuals, especially students, so that they can make the right decisions about their finances (Johan et al., 2021). This includes general knowledge and basic knowledge of financial literacy. General knowledge includes a deeper understanding of various financial concepts and instruments. This involves knowledge of economic principles, investment strategies, risk analysis, and financial instruments such as stocks, bonds, and mutual funds. A person who has general knowledge of financial literacy can understand the dynamics of the global financial market, identify investment opportunities, and make complex financial decisions. On the other hand, basic knowledge of financial literacy is more focused on practical and everyday aspects. This includes a basic understanding of how to budget, manage expenses, understand interest rates, and manage debt. This basic knowledge provides a foundation for managing personal finances well, including the ability to make the right financial decisions in everyday life.

Thus, general knowledge of financial literacy allows one to engage in more complex financial concepts and strategies, while basic knowledge of financial literacy helps individuals manage their personal finances effectively. Both are important to form the basis of a holistic understanding of finance (Adelaide & Siahaan, 2024). According to Financial Wisdom Indonesia, there are four impacts of low financial knowledge or financial literacy, namely low savings ratio, low investment ratio, consumerism culture and the rise of fraudulent investments. One way to define financial literacy is as financial knowledge intended to bring about prosperity. According to Orton (2007), financial literacy is an essential component of a person's life since it helps them make wise financial decisions. However, based on experiences in many nations, financial literacy levels are still very low. One developing nation impacted by the global crisis is Indonesia. The low level of financial literacy among Indonesians has an impact on the country's economy in addition to the country's still-poor financial system (Lusardi et al., 2009).

In Indonesian society, financial literacy is a common occurrence. 12,773 respondents from 67 cities/regencies and 34 provinces participated in the 2019 National Survey of Financial Literacy and Inclusion (SNLIK), which revealed a national financial literacy index of 38.03% and a national financial inclusion index of 76.19% (OJK, 2020). Chen & Volpe (1998) revealed that there are three groups of financial literacy levels, namely first, less than 60% is classified as low, second, 60%-79% is classified as moderate, and finally above 80% is classified as high.

The development of financial literacy is greatly influenced by education, both official education at a university and informal education in the home. The degree of financial literacy in a family setting is based on how parents help their children by educating them about money matters. Children are introduced to a set of values or desired attitudes through family education in straightforward ways, and they are also given parental models that subtly influence their opinions and behaviors. Narimo et al. (2022) stated "Students who reported they learned either some or a lot about managing their money from parents had higher financial knowledge, attitude, and behavior scores than students who reported learning none or not much about managing their money from their parents." The socioeconomic standing of the parents has an impact on the family's

financial management education. Parental socioeconomic situation has a significant impact on how children are raised. Children's behavior and thought processes are influenced by their socioeconomic class and subcultural background.

Higher education instruction is crucial to the development of students' financial literacy. The economic context in which students live is varied and complex, making financial education increasingly important. The necessity of teaching financial literacy in schools has been acknowledged by a number of nations. Students who study effectively and efficiently will be more equipped to comprehend, evaluate, and act in their own financial best interests. According to Johan et al. (2021), financial education significantly improves financial behavior, attitudes, and knowledge. Reinforced by studies showing that financial management education has a major impact on financial literacy (Kumar et al., 2023). Among the faculties at Khairun University (Unkhair), the Faculty of Economics and Business (FEB) has a comparatively high student body. FEB students are given resources on financial management, management control, and other topics to enhance their understanding of economics and finance. This, in turn, increases their financial literacy and knowledge, which they can use to manage and make financial decisions that will impact their future success and well-being. However, because college is the first time students handle their personal finances without parental supervision, not all students are able to do it effectively.

According to Herawati (2017) and Margaretha & Pambudhi (2015), pupils' financial literacy was 48.6% and 48.9%, respectively. According to Adipradana (2021), Brawijaya University accounting students achieved a medium level of financial literacy, or 66%. People with a high level of financial literacy are able to manage and make financial decisions based on their needs, according to Putri et al. (2021). Chen & Volpe (1998) state that there are three categories of financial literacy: those with less than 60% of the population have low financial literacy, those with 60% to 79% have moderate financial literacy, and those with more than 80% have high financial literacy. The respondents' accurate responses to a series of questions designed to gauge their level of financial literacy served as the basis for this classification.

The degree of financial literacy will be tested as part of an investigation into the disparities in previous studies on students' financial literacy levels. Active FEB Unkhair Ternate Students in the Odd Semester of 2023–2024 are the subject of this study. The researcher is interested in carrying out a study named "Analysis of the Level of Financial Literacy of Students of the Faculty of Economics and Business, Khairun University" based on the background information provided above.

LITERATURE REVIEW

Theory of Planned Behavior (TPB)

The Theory of Reasoned Action (TRA), put out by Ajzen (1991), is the foundation of the Theory of Planned Behavior (TPB). Behavioral control, norms, and attitudes are the primary factors that impact decision-making behavior, according to this social theory, which forecasts human behavior. There are several different things or reasons in human behavior. This can happen because of the consequences of behavior or attitudes that someone believes, the expectations of others who are believed, and the obstacles to that behavior from other factors. In this theory, an important thing that can predict an individual's actions is the attitude towards someone's behavior, even so, consideration is needed in terms of whether someone's attitude is also influenced by behavioral control and subjective norms expressed by that person. A person's intention to carry out the behavior will be higher if they have a positive or supportive attitude, support from those around them is crucial, and they also assume that the behavior will be easier because there is nothing to stop it.

TPB is a theory to explain the level of financial literacy and is very suitable for use. Because in accepting or rejecting someone's behavior can be influenced by someone's attitude and beliefs. The theory was expressed by Ajzen (1991). In understanding how someone behaves and how to show a person's reaction, many researchers have used this theory. When doing a certain action directly, a person's intention for their behavior—which is dictated by their attitude and perceived behavioral control at the same time—influences their actual behavior. Behavioral intention is the level of desire of an individual when carrying out a certain behavior to direct their efforts.

A psychological framework for comprehending human conduct is the Theory of Planned conduct (TPB). TPB can be used to explain individual behavior pertaining to money management in the context of financial literacy. According to TPB, behavioral control, attitudes, and subjective norms all have an impact on an individual's behavior.

1. **Attitude:** This includes an individual's evaluation of a particular behavior, such as investing, saving, or spending. If someone has a positive attitude towards financial literacy practices, they are more likely to engage in that behavior.
2. **Subjective Norms:** This is a person's opinion about whether or not significant others agree with or disagree with a certain behavior. For example, if a person perceives that their friends or family consider financial literacy important, they may be more likely to engage in such practices.
3. **Perceived Behavioral Control:** This refers to how someone feels about their capacity to carry out a specific conduct. People may be more inclined to do financial literacy-related actions if they believe they have a great deal of control over them, such as the capacity to choose investments or create a budget.

Definition of Financial Literacy

Knowledge of finances Circular Letter Number 30/SEOJK./07/2017 of the Financial Services Authority states that knowledge, skills, and beliefs impact attitudes and behaviors to enhance the quality of financial management and decision-making for prosperity. Financial literacy can be defined as financial knowledge that strives for prosperity, according to (Lusardi et al., 2009). According to Orton (2007), financial literacy is an essential component of a person's life since it helps them make wise financial decisions. However, based on experiences in many nations, financial literacy levels are still very low.

Financial Literacy Level

OJK (2017) states that there are four categories into which a person's degree of financial literacy can be separated:

1. **Highly literate.** At this point, a person is knowledgeable about financial service organizations, financial products, and financial services, including their features, dangers, and benefits, as well as their rights and responsibilities. They are also proficient in using these goods and services.
2. **Adequately literate.** At this point, a person is knowledgeable about financial service organizations, financial goods, and financial services, including their characteristics, dangers, and benefits, as well as their rights and responsibilities.
3. **Not as literate.** A person's knowledge at this point is limited to financial service organizations, financial products, and financial services.
4. **Illiterate.** A person lacks the abilities necessary to use financial products and services at this point, as well as the information and beliefs regarding financial service organizations, financial products, and financial services.

As stated by Chen & Volpe (1998), there are three categories into which an individual's literacy level can be classified:

1. Less than 60% indicates a lack of financial literacy.

2. The range of 60% to 79% indicates that the person has a moderate level of financial literacy.
3. >80%, indicating a high level of financial literacy.

Aspects of Financial Literacy

In financial literacy, there are several financial aspects that allow an individual to optimize or apply the literacy they have to the maximum. This aspect will help individuals in healthy financial planning in the future, namely:

1. A general understanding of personal finance
Includes a deeper understanding of various financial concepts and instruments. This involves knowledge of economic principles, investment strategies, risk analysis, and financial instruments such as stocks, bonds, and mutual funds. A person who has general knowledge of financial literacy can understand the dynamics of the global financial market, identify investment opportunities, and make complex financial decisions. involves having a basic awareness of a number of topics relating to personal finance.
2. Basic Personal Finance
Basic personal finance includes various basic understandings of a person in a financial system, namely how an individual manages income and expenses and understands basic financial concepts, such as simple calculations, compound interest, liquidity, and others.

RESEARCH METHOD

The location of this study was at FEB Unkhair Ternate City, Jl. Jusuf Abdulrahman Kel. Gambesi, Kec. South Ternate, Ternate City, North Maluku Province. This study was conducted for two months from December 2023 to January 2024. The 1,387 active students in the FEB Unkhair Ternate class of 2020–2022 made up the study's population. Determination of the sample using the sample of this study is $1,387 \times 10\% = 138.7$ so it is rounded up to 139 people. Thus, out of the 1,387 people in the population, 139 respondents made up the sample to be employed in this study. Proportionate stratified random sampling, which was done with proportional allocation, was the sampling method employed in this investigation. Allocation of samples into each stratum proportionally according to the number of population elements in each stratum is most often used (Suharyadi & Purwanto, 2018). This method uses the formula: $n_1 = N_1/N \times n$, where:

n_1 = number of samples per stratum

N_1 = number of elements in each stratum

N = number of populations

n = total number of samples desired by the researcher

Table 1. Proportional Allocation of Samples

Population Strata	Population Per Strata	Proportional Allocation	Number of Samples Per Strata
Class of 2020	335	$(335/1.387) \times 139$	33
Class of 2021	425	$(425/1.387) \times 139$	43
Class of 2022	627	$(627/1.387) \times 139$	63
Total	1.387		

This kind of study uses a descriptive methodology and is quantitative in nature. Primary data that was gathered straight from the source was used in this investigation. A survey method in the form of a questionnaire was used to collect primary data. There were fifteen questions in the questionnaire. This questionnaire was created by the researcher using a Likert scale. The stages of the calculation process carried out to obtain

the percentage value of the financial literacy level refer to the measurement index research established by Chen and Volve so that the number of respondents who have low, medium, and high literacy levels can be classified. This study uses instrument validity testing. If the significance value is less than 0.05, the variable inquiry is considered valid. Additionally, if the instrument's alpha coefficient (α) is ≥ 0.60 , it can be considered dependable (Ghozali, 2021).

RESULTS

Respondent Characteristics

As previously mentioned, a questionnaire was employed as the study's instrument. The participants in this study were FEB Unkhair students, and questionnaires were distributed to them. The samples involved were students from the 2020-2022 intake. Based on the answers from 139 samples that had filled out the research questionnaire, a descriptive analysis was then carried out. Gender, GPA, and parental income were among the general characteristics of the respondents that were ascertained using descriptive analysis. In addition, it also explains the respondents' description of the statements submitted in the questionnaire, where the total number of statements is 15 statements consisting of 3 statements for savings indicators, 3 statements for insurance indicators, 3 statements for investment indicators, 3 statements for budget indicators, and 3 statements for expenditure indicators.

Table 2. Respondent Characteristics

Profile	Description	Percentage	Frequency
Gender	Male	101	72.7
	Female	38	27.3
Grade-Point Average	<3.00	32	23.0
	>3.00	107	77.0
Parental Income	<Rp3.200.000	67	48.2
	>Rp3.200.000	72	51.8

Source: SPSS 26 processed results

The aforementioned percentage table data indicates that, according to the gender data characteristics, the majority of study participants were female (101 individuals, or 72.7%), while the minority were male (38 individuals, or 27.3%). Therefore, it can be said that women made up the majority of study participants.

According to the cumulative achievement index data, the majority of study participants (107 individuals, or 77.0%) had a cumulative achievement index of >3.00, while a minority (32 individuals, or 23.0%) had a cumulative achievement index of <3.00. These characteristics of respondents based on GPA can be explained. Therefore, it can be said that most of the study's respondents had a cumulative achievement index of greater than 3.00.

As can be observed from the above percentage table, the majority of study participants—72 individuals, or 48.2%—had parental incomes of more than Rp3,200,000, while a minority—67 individuals, or 51.8%—had incomes below Rp3,200,000. Therefore, it can be said that parents earning more than Rp3,200,000 accounted for the bulk of study participants.

Validity and Reliability Test Results

There were 139 responders, according to the validity test that was performed. With a significance threshold of 0.5%, this test was able to determine the critical correlation coefficient of the r distribution table. The computed r value and the r table value were compared in order to perform the significance test. The question item is deemed legitimate or correct if the computed r (for each question item's r against the

overall score) is higher than the r table value. Table 2 below displays the findings of the financial literacy validity test:

Table 2. Validity and Reliability Test of Financial Literacy

Variables	Question	r-count	p-value	r table	Croanbach alpha	Information
Financial Literacy	Fcy.1.	0.379	0.000	0.166	0.684	Valid
	Fcy.2.	0.376	0.000	0.166		
	Fcy.3.	0.475	0.000	0.166		
	Fcy.4.	0.420	0.000	0.166		
	Fcy.5.	0.405	0.000	0.166		
	Fcy.6.	0.374	0.000	0.166		
	Fcy.7.	0.409	0.000	0.166		
	Fcy.8.	0.517	0.000	0.166		
	Fcy.9.	0.438	0.000	0.166		
	Fcy.10.	0.371	0.000	0.166		
	Fcy.11.	0.505	0.000	0.166		
	Fcy.12.	0.327	0.000	0.166		
	Fcy.13.	0.506	0.000	0.166		
	Fcy.14.	0.506	0.000	0.166		
	Fcy.15.	0.435	0.000	0.166		

Source: SPSS 26 processed results

By contrasting the computed r value with the table r, a significance test may be performed in this investigation. Since this study has 139 samples (n) and the degree of freedom (df) = n-2, df = 139-2 = 137 with alpha 5%, yielding r table = 0.166. Table 4.6 shows that every statement item has a calculated r > from the table r, indicating that all of the statement items are legitimate. Additionally, it is evident from the table's summary of the reliability test findings that the financial literacy variable's Cronbach Alpha coefficient value is higher than 0.6 (Ghozali, 2021). If we adhere to the theory above, all questions in the research variables are reliable. Therefore, the questions in the research variables can be used in future research.

Distribution of Respondent Questionnaire Answers

In order to obtain data on the financial literacy of FEB Unkhair students through the distribution of Questionnaires or questionnaires of 15 statements for 139 samples. Based on the distribution of the questionnaire that the author has conducted, the distribution of the results of the respondents' answers obtained from the distribution of the questionnaire is as follows:

Table 3. General Knowledge Aspects for Savings Indicators

Question	Answer									
	SS		S		KS		TS		STS	
	F	%	F	%	F	%	F	%	F	%
Fcy.1.	22	15.8	53	38.1	33	23.7	20	14.4	11	7.9
Fcy.2.	23	16.5	51	36.7	33	23.7	27	19.4	5	3.6
Fcy.3.	22	15.8	37	26.6	43	30.9	25	18.0	12	8.6

Source: SPSS 26 processed results

Based on table 3. namely the description of respondents regarding the general knowledge aspect for the Savings indicator, from the first statement, respondents answered agree as much as 38.1%. The second statement, the average respondent answered agree as much as 36.7%. Then for the third statement, the average respondent answered disagree with a value of 30.9%.

Table 4. General Knowledge Aspect for Insurance Indicator

Question	Answer									
	SS		S		KS		TS		STS	
	F	%	F	%	F	%	F	%	F	%
Fcy.4.	24	17.3	50	36.0	33	23.7	21	15.1	11	7.9
Fcy.5.	31	22.3	50	36.0	29	20.7	13	9.4	16	11.5
Fcy.6.	28	20.1	52	37.4	32	23.0	17	12.2	10	7.2

Source: SPSS 26 processed results

As can be seen from table 4, which describes respondents' general awareness of insurance indicators, 36.0% of respondents agreed with the first assertion. The second statement, the average respondent answered agree as much as 36.0%. Then for the third statement, the average respondent answered agree with a value of 37.4%.

Table 5. General Knowledge Aspect for Investment Indicators

Question	Answer									
	SS		S		KS		TS		STS	
	F	%	F	%	F	%	F	%	F	%
Fcy.7.	28	20.1	41	29.5	37	26.6	27	19.4	6	4.3
Fcy.8.	29	20.9	37	26.6	35	25.2	31	22.3	7	5.0
Fcy.9.	27	18.7	35	25.2	39	28.1	28	20.1	11	7.9

Source: SPSS 26 processed results

Based on table 5, namely the description of respondents regarding the general knowledge aspect for investment indicators, from the first statement, respondents answered agree as much as 29.5%. The second statement, the average respondent answered agree as much as 26.6%. Then for the third statement, the average respondent answered disagree with a value of 28.1%.

Table 6. Basic Knowledge Aspect for Budget Indicators

Question	Answer									
	SS		S		KS		TS		STS	
	F	%	F	%	F	%	F	%	F	%
Fcy.10.	26	18.7	35	25.2	39	28.1	28	20.1	11	7.9
Fcy.11.	23	16.5	43	30.9	34	24.5	28	20.1	11	7.9
Fcy.12.	45	32.4	41	29.5	26	18.7	17	12.2	10	7.2

Source: SPSS 26 processed results

Based on table 6. namely the description of respondents regarding the basic knowledge aspect for budget indicators, from the first statement, respondents answered agree as much as 25.2%. The second statement, the average respondent answered agree as much as 30.9%. Then for the third statement, the average respondent answered agree with a value of 29.5%.

Table 7. Basic Knowledge Aspect for Expenditure Indicators

Question	Answer				
	SS	S	SS	TS	SS

	F	%	F	%	F	%	F	%	F	%
Fcy.13.	24	17.3	40	28.8	44	31.7	21	15.1	10	7.2
Fcy.14.	25	18.1	57	41.0	29	20.9	17	12.2	11	7.9
Fcy.15.	21	15.1	47	33.8	28	20.1	32	23.0	11	7.9

Source: SPSS 26 processed results

Based on table 7. namely the description of respondents regarding the basic knowledge aspect for expenditure indicators, from the first statement the average respondent answered disagree as much as 31.7%. The second statement the average respondent answered agree as much as 41.0%. Then for the third statement the average respondent answered agree with a value of 33.8%.

Measurement of Financial Literacy Level

The following table shows the specifics of the financial literacy percentages of FEB Unkhair students in the 2020–2022 class:

Table 8. Financial Literacy Level of FEB Unkhair Students, Class of 2020-2022

Financial Literacy Aspects	Indicator	Ideal Score	Score Total	Percentage	Predicate
General Knowledge	Savings and Loans	2.085	1398	67,05%	Currently
	Insurance	2.085	1420	68,10%	Currently
	Investment	2.085	1406	67,43%	Currently
Basic Knowledge	Budget	2.085	1421	68,15%	Currently
	Expenses	2.085	1401	67,19%	Currently
Total Score Obtained			7.046		
Total Maximum Score			10.425		
Total Percentage			67,58%		

Source: data processed

The financial literacy level of FEB Unkhair students in the 2020–2022 intake is 67.58%, as shown in Table 8. When compared to Chen and Volve's literacy level standards, it falls between 60% to 80%, indicating that FEB Unkhair students possess a moderate level of financial literacy. Students are divided into the following groups according to their degree of financial literacy:

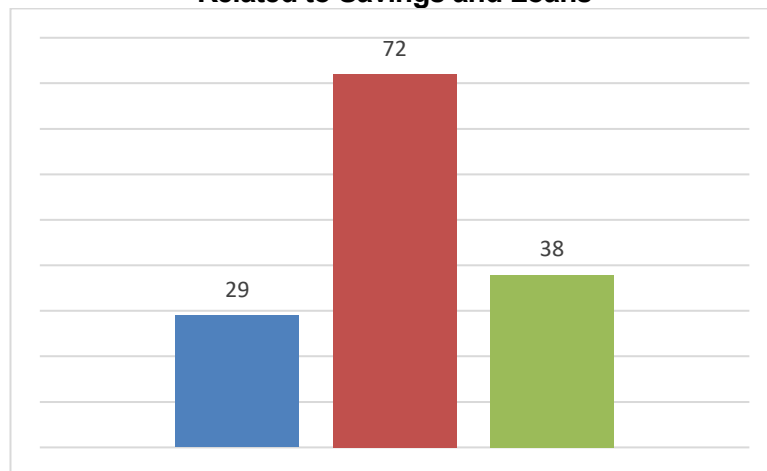
Table 9. Categorization of Students Based on Financial Literacy Level

No.	Literacy Level Scale	Category	Frequency	Percentage (%)
1	<60%	Low	25	18%
2	60-80%	Medium	102	73%
3	>80%	High	12	9%
Total			139	100%

Source: data processed

Based on Table 9, it can be seen that most FEB Unkhair students have a moderate level of financial literacy, which is 102 students. Then in the high financial literacy category there are 12 students. And finally, for the low digital financial literacy category there are 25 students. The results of the research data processing on the level of financial literacy of FEB Unkhair students are grouped into two aspects, namely the first general knowledge with indicators being savings and loans, insurance, investment. The second aspect of basic knowledge with indicators being budget and expenditure. The results of the percentage value of respondents' answers by adopting the financial literacy scale proposed by Chen and Volpe in the two aspects are presented in the following graphs:

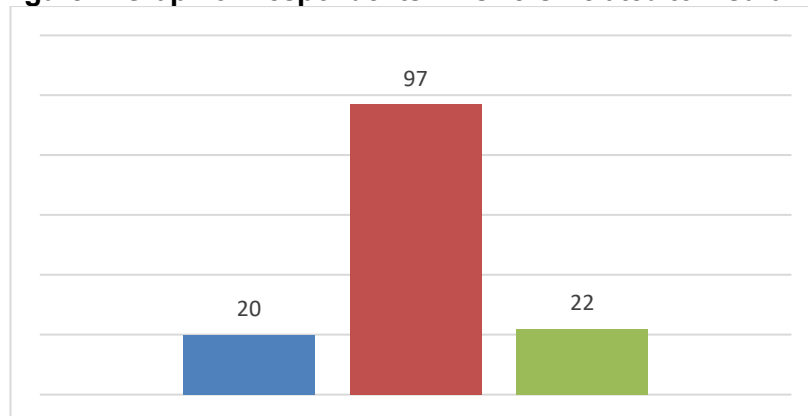
**Figure 1. Respondent Answer Graph
Related to Savings and Loans**



Source: data processed

Based on the calculation of respondents' answers to the statement item about savings, the results obtained where 29 respondents had a percentage answer value below 60% which was included in the low category. Then there were 72 respondents who had a percentage answer value between 60-80% which was included in the medium category. And 38 respondents had a percentage answer value of more than 80% which was included in the high financial literacy category.

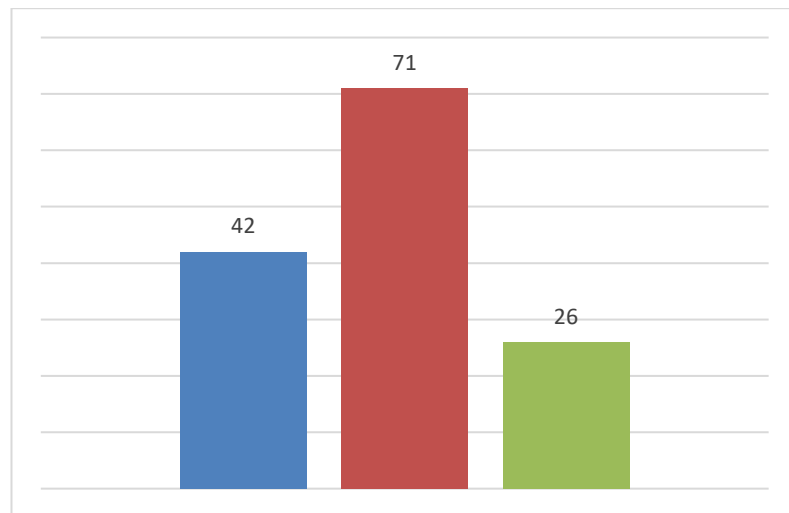
Figure 2. Graph of Respondents' Answers Related to Insurance



Source: data processed

Based on the calculation of the percentage of respondents' answers to the statement item about insurance, the results obtained where 20 respondents had a percentage value of answers below 60% which fell into the low category. Then there were 97 respondents who had a percentage value of answers between 60-80% which fell into the medium category. And 22 respondents had a percentage value of answers more than 80% which fell into the high financial literacy category.

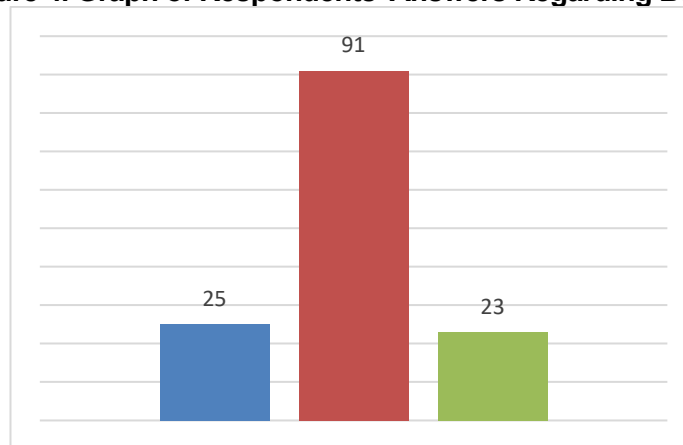
Figure 3. Graph of Respondents' Answers Related to Investment



Source: data processed

Based on the calculation of respondents' answers to the statement items about investment, the results obtained where 42 respondents had a percentage value of answers below 60% which fell into the low category. Then there were 71 respondents who had a percentage value of answers between 60-80% which fell into the medium category. And 26 respondents had a percentage value of answers more than 80% which fell into the high financial literacy category.

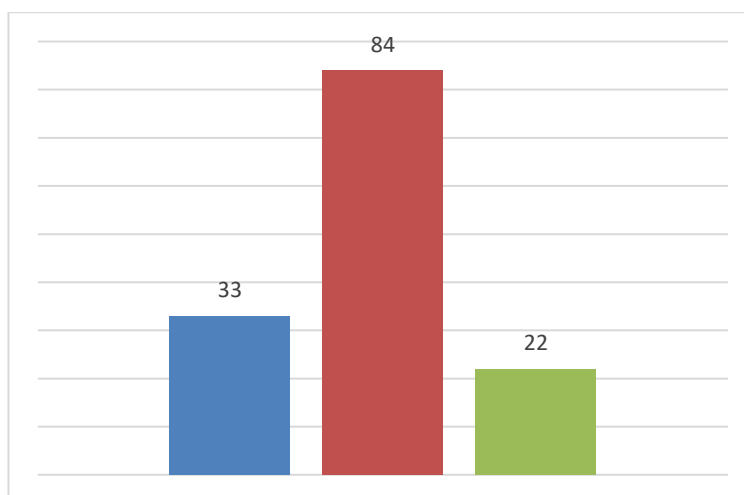
Figure 4. Graph of Respondents' Answers Regarding Budget



Source: data processed

Based on the calculation of the percentage of respondents' answers to the statement item about the budget, the results obtained where 25 respondents had a percentage answer value below 60% which was included in the low category. Then there were 91 respondents who had a percentage answer value between 60-80% which was included in the medium category. And 23 respondents had a percentage answer value of more than 80% which was included in the high financial literacy category.

Figure 5. Graph of Respondents' Answers Related to Expenditure



Source: data processed

Based on the calculation of the percentage of respondents' answers to the statement item about spending, the results obtained where 33 respondents had a percentage value of answers below 60% which fell into the low category. Then there were 84 respondents who had a percentage value of answers between 60-80% which fell into the medium category. And 22 respondents had a percentage value of answers more than 80% which fell into the high financial literacy category.

**Table 10. Measurement of Financial Literacy Levels
Based on Student Characteristics**

Factor	Category	Ideal Score	Score Total	Percentage of Literacy Rate	Information
Gender	Male	2.850	1.937	67,96%	Currently
	Female	7.575	5.096	67,27%	Currently
GPA	<3.00	2.400	1.602	66,75%	Currently
	>3.00	8.025	5.438	67,76%	Currently
Parental Income	<Rp3.200.000	5.025	3.305	65,77%	Currently
	>Rp3.200.000	5.400	3.685	68,27%	Currently

Source: data processed

It is evident from table 10. above that male students have a much greater level of financial literacy than female students. Based on GPA, pupils with a GPA greater than 3.00 have a higher level of financial literacy than those with a GPA below 3.00. Based on the parent's income element, the study's findings then show that parents with incomes over Rp3,200,000 are more financially literate than those with incomes under Rp3,200,000.

Discussion

From the results of data analysis, the overall financial literacy level of FEB Unkhair students was at 67.58%, which means it is on a moderate scale, in accordance with the concept of the financial literacy measurement scale proposed by Chen and Volve. Meanwhile, the level of understanding of respondents from each aspect of financial literacy measurement used in this study is presented as follows:

General Knowledge Aspect for Savings Indicators

In this aspect, the average percentage level of understanding score of FEB Unkhair students was at 67.05%, which in this case is included in the moderate category

scale. Based on the results of this study, most of the students who were respondents in this study were able and understood credit, banking, and the benefits of saving in a bank. FEB students usually get more in-depth knowledge about finance, including savings and loans, in courses such as financial management, banking, and micro and macroeconomics. FEB students often interact with fellow students and lecturers who have extensive knowledge in the field of finance. Class discussions, study groups, or seminars on financial topics can enrich their understanding of savings and loans through the exchange of ideas and experiences. However, some students do not understand savings, perhaps due to a lack of practical experience in managing personal finances. Some students may also be less familiar with the concept of effective financial management due to a lack of understanding of the importance of savings in long-term financial planning.

General Knowledge Aspect for Insurance Indicators

In the general knowledge aspect for this insurance indicator, the average percentage level of understanding score of FEB Unkhair students is at 68.10%, which in this case is included in the medium category scale. Based on the results of this study, most of the students who were respondents in this study have been able to and understand the benefits and uses of insurance, types of insurance and understand insurance premiums, insurance policies, and insurance claims. Students at FEB often study courses related to insurance, such as risk management, finance, or insurance itself. This lesson can provide a strong understanding of the basic concepts of insurance and the importance of financial protection. However, some students do not understand insurance. There are several reasons why some FEB students may not fully understand insurance, namely the lack of practical experience in dealing with situations where insurance is important can make this concept difficult to understand. In addition, the complexity of insurance products and the terminology that is typical in the industry can also be factors.

General Knowledge Aspect for Investment Indicators

In the general knowledge aspect for investment indicators, it shows that the average percentage level of understanding scores of FEB Unkhair students is at 67.43%, which in this case is included in the medium category scale. From the data obtained, most students have known and understood the concept of investment. More and more students are realizing the importance of investment to achieve their long-term financial goals, such as buying a house, preparing for retirement, or creating wealth. This awareness encourages them to learn more about investment and develop investment strategies that suit their goals. There are several reasons why some FEB students may not fully understand investment. One of them is the curriculum which may focus more on economic theory than investment practice. In addition, the lack of direct experience in investing and the complexity of the financial market can also be factors. Some students may also not realize the importance of investment in long-term financial planning or have not learned effective investment strategies.

Basic Knowledge Aspect for Budget Indicators

In the basic knowledge aspect for budget indicators, it shows that the average percentage level of understanding scores of FEB Unkhair students is at 68.15%, which in this case is included in the medium category scale. From the data obtained, most students have known various basic budget concepts and an understanding of the benefits of the budget. Students who study in economics or finance tend to have a better understanding of budget concepts because they are taught about financial management, budget planning, and economic principles from the beginning of their studies. Some

students may have managed their own personal budgets, be it tuition fees, daily living expenses, or sources of income. This experience can help them understand the importance of budget management and the consequences of financial decisions. Some students may not fully understand the budget due to the lack of emphasis on practical training in planning and managing a budget. The curriculum may focus more on economic theory than its practical application. In addition, the lack of direct experience in managing personal or group finances can also be a factor. Awareness of the importance of a budget in managing personal or business finances may also not be optimally formed for some students.

Basic Knowledge Aspect for Expenditure Indicators

In the basic knowledge aspect for expenditure indicators, it shows that the average percentage level of understanding scores of FEB Unkhair students is at 67.19%, which in this case is included in the medium category scale. From the data obtained, most students have known various basic concepts of expenditure and understanding related to expenditure. Most students are faced with their own personal expenditures since the beginning of their college life. This makes them more aware of the importance of managing their personal finances well. Students today have better access to various resources and information on personal financial management through the internet, social media, and financial literature. They can learn from other people's experiences and seek relevant information to help them manage their expenses wisely. Some FEB students may not fully understand expenditure for several reasons. One of them is the curriculum which may focus more on theoretical concepts of economics than on expenditure practices. Lack of practical experience in managing personal or group finances can also be a factor. In addition, a consumer culture and lack of awareness of the importance of managing expenditures effectively in achieving long-term financial goals can also affect their understanding of expenditure.

then according to FEB Unkhair students' attributes, including gender, GPA, and parental wealth. In contrast to female students, who have a financial literacy level of 67.27%, male students have a higher level of 67.96%. Women may have higher levels of anxiety or fear related to finance than men. This can make them tend to avoid financial topics or feel uncomfortable taking financial risks, which in turn can reduce their motivation to improve financial literacy.

Women tend to have lower levels of self-confidence in terms of finance than men. This can hinder women's participation in financial activities that require certain knowledge and skills, such as investment or risk management. Men tend to be more financially literate than women, according to research by Chen & Volpe (1998), Amaliyah & Witiastuti (2015), and Bhushan & Medury (2013). These findings are consistent with the findings of this study. This is a result of men's greater propensity for taking chances while handling their own money.

Students with a GPA >3.00 have a higher level of financial literacy, which is 67.76% compared to students with a financial literacy level <3.00, which is 66.75%. Students with a GPA >3.00 may have better problem-solving skills, including financial problems. They may be better able to analyze their financial situation, plan a budget, and make smart financial decisions. Students with a GPA >3.00 are generally more disciplined in studying and striving for academic success. This discipline can also be reflected in their approach to finance, where they are more likely to do research, study, and invest time in understanding financial topics. They are more aware of the importance of financial literacy in achieving academic goals and a successful career. They may be more motivated to improve their understanding of finance because they recognize that good financial skills can help them manage their personal finances more effectively and achieve financial success in the future.

The findings of this study are consistent with studies Margaretha & Pambudhi (2015) that indicates students will be more adept at handling their personal finances if

their GPA is higher. High academic ability will directly affect financial literacy, as evidenced by the fact that pupils with a high cumulative grade point average (GPA) are likely to comprehend more financial concepts.

Students with parental income >3,200,000 have a higher level of financial literacy, namely 68.27% compared to students with parental income <3,200,000 of 65.77%. Students with high parental income may have greater access to financial resources, such as savings, investments, or retirement plans. This can help them become more familiar with financial concepts and practices. Families with high incomes tend to provide financial education to their children from an early age. They may engage in conversations about investment, money management, and financial planning that allow their children to understand these concepts better.

The same research results were also found by Nidar & Bestari (2012) who stated that parents who have a high income tend to be able to provide sufficient funds and various financial facilities to their children. Children can obtain sufficient funds to be saved, invested or insured themselves. In addition, parents with high incomes may provide credit card facilities to their children. Children who have these facilities tend to have sufficient knowledge about financial products such as savings and credit. This indicates that children have quite high financial literacy.

CONCLUSION

By using the financial literacy measurement aspects proposed by Chen and Volpe, this study was carried out to determine the answer to the problem formulation that was previously explained, specifically to determine and analyze the degree of financial literacy possessed by FEB Unkhair students. Based on the data analysis results, it can be said that FEB Unkhair students have a moderate degree of financial literacy, with a score of 67.58% on the financial literacy measuring index proposed by Chen and Volpe. Furthermore, the results of the analysis of the respondents' degree of financial literacy are known to be influenced by sociodemographic characteristics like gender, GPA, and parental income. In contrast to female students, men students typically possess a greater degree of financial literacy. Then, according to the GPA, pupils who have a Cumulative Achievement Index >3.00 are more financially literate than those who have a level below 3.00. Compared to pupils whose parents earn less than Rp3,200,000, those whose parents earn more than Rp3,200,000 are more financially literate.

The recommendations that can be made in light of the findings of the research and data analysis are that students should take a more active approach to learning about financial matters, particularly those related to investments and savings, as these are the categories of fund allocation that yield the greatest future benefits. Pupils whose parents make a lot of money should not only understand the theory of investing and saving, but also put it into practice. Students' understanding of financial concepts will grow as a result.

LIMITATION (OPTIONAL)

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DECLARATION OF CONFLICTING INTERESTS

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