

---

## INVESTMENT LITERACY IN PERSONAL FINANCIAL MANAGEMENT PLANNING FOR STUDENTS OF BRAWIJAYA UNIVERSITY



**Endang Sri Apriani<sup>1</sup>**

**Balikpapan State Polytechnic, Balikpapan, Indonesia**  
[endang.sri@poltekba.ac.id](mailto:endang.sri@poltekba.ac.id)

**Kety Lulu Agustin<sup>2</sup>**

**Balikpapan State Polytechnic, Balikpapan, Indonesia**  
[Kety.lulu@poltekba.ac.id](mailto:Kety.lulu@poltekba.ac.id)

**Anisya Sukmawati<sup>3</sup>**

**Balikpapan State Polytechnic, Balikpapan, Indonesia**  
[anisyasukmawati@ub.ac.id](mailto:anisyasukmawati@ub.ac.id)

**Dessy Handa Sari<sup>4</sup>**

**Balikpapan State Polytechnic, Balikpapan, Indonesia**  
[Dessy.handa@poltekba.ac.id](mailto:Dessy.handa@poltekba.ac.id)

**Nurul Musfirah Khairiyah<sup>5</sup>**

**Balikpapan State Polytechnic, Balikpapan, Indonesia**  
[Nurul.musfirah@poltekba.ac.id](mailto:Nurul.musfirah@poltekba.ac.id)

---

### Abstract

Control over the consumptive behavior of students in the coffee shop era. This drives students to incur more expenses as a form of existence, but it can also be a positive thing if the gatherings can be measured and discussed financially. This research examines how students who have acquired knowledge about investments manage their consumption levels towards good financial planning. The research findings indicate that students who understand finance are better able to control their consumption desires and tend to invest. Students also plan to be disciplined in investing. Thus, the financial education they receive in their studies has a positive impact on managing their consumption desires and tends to lead to more effective investment in financial planning.

**Keywords:** Investment, Asset Financial, Financial Planning

## INTRODUCTION

Financial Freedom is a term often used by economic actors to describe a person's financial situation that can meet immediate needs without obstacles or requiring significant effort in the future. This state is created over a long period, so it requires careful planning. This is formed by several factors of uncertainty faced by everyone, as well as different conditions (Adil et al., 2022). One of the most inherent factors is the age of the individual, namely living too long or dying too early. A long-life expectancy results in a prolonged retirement period. Where retirement life is not a productive age, but primary needs remain attached. Similarly, passing away early while having dependents such as a spouse, children, and parents can also be a factor. If we are the providers of life but do not pass on a healthy financial pattern, then the risks involved will be difficult to manage (Dr. Ir. Subiako Soekarno, 2021).

These risks are minimized through careful planning, such as knowledge of investments. Investments themselves come in several types, which can be categorized as either real asset investments or financial asset investments. Investment activities involve managing valuable assets. In line with (Adil et al., 2022) statement, investment is an attitude of someone willing to manage money and valuable resources so that they are not immediately consumed in the present, thereby providing future benefits.

In this study, we will investigate students' ability to comprehend financial asset investment and future financial planning. The students are those who are studying Banking and Digital Finance, where they are well-acquainted with and learn about financial assets. However, it cannot be denied that students today are entering a period of searching for their identity and sense of existence amidst the onslaught of online shopping and socializing at coffee shops. The literacy obtained in the classroom may just become a formality of education in the eyes of their existential priorities (Seraj et al., 2022).

Literacy is an individual's ability to read and write. However, as modern humans, individual skills are certainly not as simple as being able to write or read but also involve self-reflection on what has been written and read. In line with this research, the subjects are students who have learned to read and write about finance. For this reason, this research examines the self-reflection of students who have been educated to manage their personal finances. Therefore, this research is conducted under the title "Investment Literacy in Personal Financial Management Planning for Students of Brawijaya University."

## REVIEW OF LITERATURE

### Planned Behavior (TPB)

In this study, the leading theory used is the Theory of Planned Behavior (TPB) developed by Icek Ajzen in 1991. TPB is an extension of the Theory of Reasoned Action (TRA) and is often used to understand and predict individual behavior in various situations, including financial decision-making. Main Components of TPB According to Ajzen (1991), three main factors influence a person's intention in making decisions:

- a. Attitude Toward the Behavior: A person's attitude toward an action depends on their evaluation of the benefits and consequences of that action. If students assess that

investment literacy through education provides greater benefits in financial planning, then their attitude toward this action will be positive.

- b. **Subjective Norms (Norma Subjektif)** Subjective norms refer to the social influence on individual decisions. If active students feel that their environment, such as family, friends, coworkers, or acquaintances, supports their investment or personal financial decisions.
- c. **Perceived Behavioral Control** This factor reflects the extent to which individuals feel they have control over acting. If students feel they can determine their desired financial direction, make their own decisions, and manage their financial assets without pressure from any party.

### **Investment**

Investment is placing funds with the hope of obtaining additional money or profit. Investment essentially involves placing a certain amount of funds now with the expectation of gaining a profit in the future. From this definition, it can be concluded that stock investment involves allocating existing funds with the expectation of future earnings by placing money or funds in the purchase of securities, specifically stocks, to generate additional profits on the invested funds through stock trading on the stock exchange.

### **Investment Form**

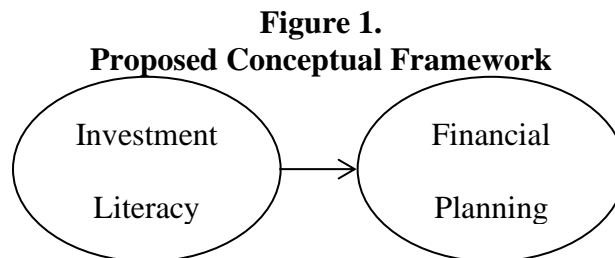
Two types of assets can be used as investment vehicles, namely: a. Real assets, which are investments made in tangible assets, such as gold, real estate, and works of art. b. Financial assets, which are investments made in the financial sector, such as deposits, stocks, bonds, and mutual funds.

### **Investment Literacy and Financial Planning**

As explained in the background, the teenage years of students face a period of self-existence that requires more expenses compared to previous times. The trend of hanging out at coffee shops is very massive among young people. However, this hangout can also bring benefits if it is done while discussing interesting phenomena such as recently completed lessons, current national issues, and finance. This discussion will proceed if the conversation partners are on the same wavelength. One way to engage in conversation is through education. Therefore, the expenses incurred for socializing or maintaining one's existence can be converted into investment capital. According to the research conducted by (Mukhlisiah, 2023), literacy affects an individual's financial management.

H1= Investment Literacy positively affect Student Financial Planning

### **Research Thinking Framework**



## RESEARCH METHOD

### Types and Characteristics of Research

This research was conducted using quantitative methods. As explained by (Sugiyono, 2019), this method is derived from positivism and aims to investigate a specific population or sample. According to the philosophy of positivism, the reality, phenomena, or symptoms being studied can be observed and measured objectively without subjective judgment. According to (Sugiyono, 2019), the quantitative approach focuses more on phenomena that can be measured and classified, referred to as variables. It can be concluded that the quantitative research approach is best suited for analyzing phenomena that humans can directly observe. Thus, this type of research cannot handle subjective phenomena. Quantitative data collection involves the use of statistical tools to conduct hypothesis testing as previously formulated. The survey method is used to collect information and respondents from a group or individuals by creating a list of questions given to the respondents. Data collection is obtained using a questionnaire.

### Population

(Sugiyono, 2019) defines a population as a generalization area consisting of objects or subjects that have specific quantities and characteristics, as determined by the researcher, to be studied and then drawn conclusions from. The population in this study is all students of Banking and Digital Finance.

### Sample and Sampling Technique

According to Sugiyono (Sugiyono, 2019), a sample is a subset of the population's quantity and characteristics. In this study, the author determined the sample using the Non-Probability Sampling technique, specifically Purposive Sampling. With the criteria that students who have taken courses related to student finance have an equal opportunity to represent the population. this technique is believed to reduce bias from the research population.

### Partial Least Square (PLS)

Analysis This study uses the Partial Least Square (PLS) based Structural Equation Modeling (SEM) method to examine the effect of Investment Literacy on Financial Planning. The testing calculations in this study were conducted using SmartPLS version 4.1 software. The analysis process consists of two main stages: evaluation of the measurement model (outer model) and evaluation of the structural model (inner model).

The model evaluation stage comprehensively tests the validity and reliability of the construct. Convergent validity is evaluated by examining loading factors above 0.7. Discriminant validity is assessed using the Fornell-Larcker criterion, cross-loading, Heterotrait-Monotrait (HTMT) ratio, and Average Variance Extracted (AVE) value. The reliability of the construct is tested using Cronbach's Alpha and Composite Reliability, with the test values expected to exceed 0.7. The evaluation includes checking for multicollinearity through the Variance Inflation Factor (VIF), which should be less than 5.

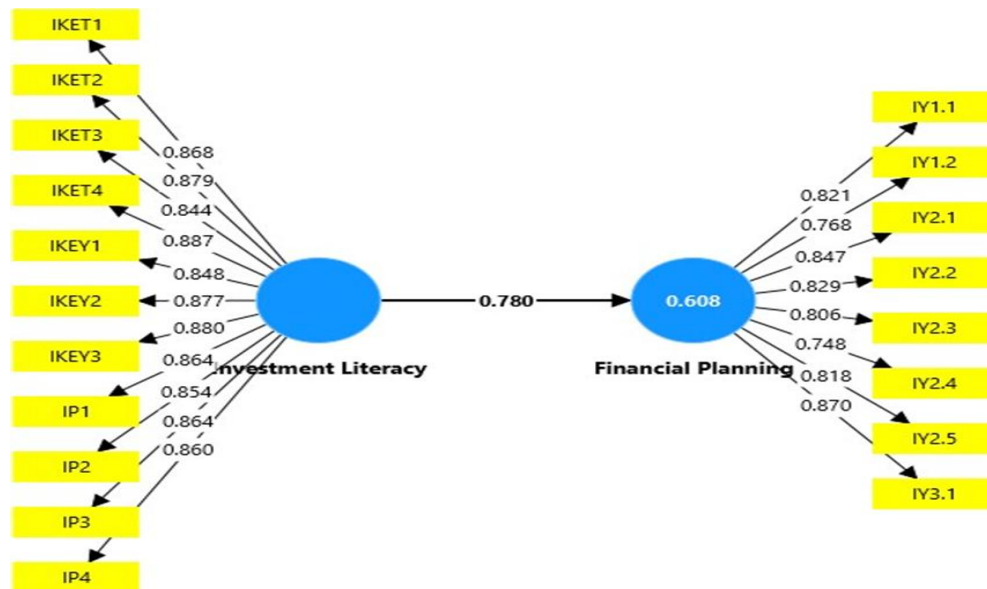
Testing follows the confirmation of validity and reliability, and is then followed by the evaluation of the structural model. This stage involves examining collinearity among predictor variables ( $VIF < 5$ ), evaluating the significance and relevance of structural relationships, and assessing the model's predictive ability through  $R^2$ . Additionally, the effect

size  $f^2$  and predictive relevance  $Q^2$  are also evaluated to provide a deeper understanding of the model's quality.

## RESULTS AND DISCUSSION

### Result

**Figure 2.**  
**Outer Model**



An instrument is declared valid if it has a correlation value above 0.7, adding that the minimum outer loading value is 0.70. The following are the outer loading results for the first stage that are valid because they meet the requirements.

### Coefficient of Determination (R<sup>2</sup>)

Financial Planning: Testing of the structural model is conducted by examining the R-square value, which is a goodness-of-fit test for the model.

**Table 1.**  
**Value R-Square**

	R-square	R-square adjusted
Financial Planning	0.608	0.598

Source: author uses PLS, 2025

In principle, this research uses Financial Planning (Y) influenced by the variable Investment Literacy. Table 4.2 shows the R-square value of Financial Planning at 0.608, indicating that the Financial Planning variable (Y) is influenced by the Investment Literacy variable by 60.8%, while other variables outside the scope of the study influence the remaining 39.2%.

The testing of research hypotheses uses the significance values of the estimated parameters to provide beneficial information regarding the relationships between the research

variables. In PLS, the statistical testing of each hypothesized relationship is conducted using simulation. In this case, the bootstrap method is applied to the sample. Testing with bootstrap is also intended to minimize the issue of data non-normality in the research. The results of the bootstrapping test from the PLS analysis are as follows.

**Table 2.**  
**Hypothesis Testing Results**

	<b>Original sample (O)</b>	<b>Sample mean (M)</b>	<b>Standard deviation (STDEV)</b>	<b>T statistics ( O/STDEV )</b>	<b>P values</b>
<b>Investment Literacy -&gt; Financial Planning</b>	0.780	0.785	0.061	12.747	0.000

Source: author with PLS, 2025

The result of the hypothesis testing used to test the hypothesis is the t-count value. Hypothesis testing can be conducted by comparing the t-statistic with the t-table. The T-table value can be obtained from 40 respondents, resulting in a T-table value of 1.960. However, if using the p-value, the comparison value used is the error rate ( $\alpha$ ) of 5%.

The results of the hypothesis testing of the Investment Literacy variable on Financial Planning yielded a path coefficient of 0.780. The positive direction of the relationship indicates that with more frequent Investment Literacy, Financial Planning will improve, and the calculated t-value is 12.747. Because the t-statistic value is greater than the t-table (1.960) or  $p(0.000) \leq 0.05$ . Thus, the result shows that  $H_0$  is rejected and  $H_1$  is accepted, indicating that Investment Literacy has a direct and significant impact on Financial Planning. This means that the second hypothesis is accepted.

### **Discussion**

From the test results using the PLS analysis tool, it was found that this literacy has a significant influence on the financial planning prepared by the students. The students who have contributed to this research are those who have been introduced to courses related to financial assets. Those students are unlikely to be unaware of financial products that can yield future benefits. The concept of investment with financial assets hopes that money will work for the capital owners. So that graduates from campus are not only motivated to become employees but can also make investing their primary goal or a source of side income after completing their education.

However, this research only depicts the patterns or perspectives of active students during the study year. Therefore, periodic research or monitoring of active students is necessary to ensure that the literacy provided remains up to date. It is well known that the financial sector is one that undergoes rapid changes. At the time of this research, financial assets were still a primary reference for increasing wealth, but this may change in the years to come, in line with the development and evolution of lifestyle patterns.

The research findings that show literacy contributes to financial planning can also serve as a basis for decision-makers to provide financial education by combining theory and practitioners actively working in financial institutions. Thus, the literacy gained by students is strengthened through direct practice. Indeed, with the strengthening of educational literacy, the poverty rate is expected to decrease in the future, as graduates will be better equipped to manage their income and invest wisely.

## CONCLUSION

The literacy acquired by students while pursuing their education at Universitas Brawijaya will influence their financial management. This is a positive outcome that can continue to be improved by the university. The graduates produced will have a greater opportunity to achieve financial freedom, even during the phase of self-existence. With training in financial assets and continuously honed skills, graduates with a background in finance will achieve better economic outcomes, leading to greater success in financial management

The results of this study can provide suggestions for classroom learning related to investment courses. These courses can continue to discuss the relationship between financial planning and current issues. This type of course has been shown to create opportunities for students to engage in sound financial planning. However, lecturers in investment courses should note that they should conduct more in-depth research into the social patterns of each generation. The behavior of each generation is constantly shifting, so this variable requires additional information to confirm that investment knowledge can have a positive impact on finances. This will ensure that the course material discussed in class remains relevant to the students' specific circumstances.

## REFERENCES

- Adil, M., Singh, Y., & Ansari, M. S. (2022). How financial literacy moderate the association between behaviour biases and investment decision? *Asian Journal of Accounting Research*, 7(1). <https://doi.org/10.1108/AJAR-09-2020-0086>
- Brilianti, T. R., & Lutfi, L. (2020). Pengaruh pengetahuan keuangan, pengalaman keuangan, dan pendapatan terhadap perilaku keuangan keluarga. *Journal of Business & Banking*, 9(2), 197–213. <https://doi.org/10.14414/JBB.V9I2.1762>
- Dr. Ir. Subiakto Soekarno, M. C. (2021). *Manajemen Perencanaan Keuangan*. Indonesia: Prenada Media.
- Hidayah, A. P. N., Purbawangsa, I. B. A., & Abundanti, N. (2021). Pengaruh Literasi Keuangan, Perencanaan Keuangan Dan Pendapatan Terhadap Kesejahteraan Keuangan Guru Perempuan Di Kota Denpasar. *E-Jurnal Manajemen Universitas Udayana*, 10(7), 672–680.
- Juliandi, A., Irfan, I., & Manurung, S. (2018). *Mengolah Data Penelitian Bisnis Dengan SPSS*. Lembaga Penelitian dan Penulisan Ilmiah AQLI.
- Mareta, Yuni. 2022. Pengaruh Literasi Keuangan, Pendapatan, Pendidikan dan Gaya Hidup Terhadap perilaku Keuangan. *Skripsi*. Universitas MDP.
- Mukhlisiah, R. (2023). Pengaruh Pendidikan, Gaya Hidup, Literasi Keuangan Terhadap Pengelolaan Keuangan Dosen Muda Di Jabodetabek. *Ijacc*, 4(1). <https://doi.org/10.33050/ijacc.v4i1.2673>
- Otoritas Jasa Keuangan. 2019. *Survei Nasional Literasi dan Inklusi Keuangan*. [Online]. Diakses 28 Maret 2025 <https://sikapiuangmu.ojk.go.id/>
- Salsabila, A., & Hapsari, M. T. (2022). Pengaruh Pendapatan Dan Literasi Keuangan Terhadap Kesejahteraan Keuangan Keluarga Di Desa Kolomayan Kecamatan Wonodadi. *Sains: Jurnal Manajemen Dan Bisnis*, 14(2), 222–240.

- Sholeh, B. (2019). Pengaruh Literasi Keuangan Terhadap Perilaku Keuangan Mahasiswa Program Studi Pendidikan Ekonomi Universitas Pamulang. *Pekobis: Jurnal Pendidikan, Ekonomi, Dan Bisnis*, 4(2), 57.
- Saraswati, A. M., & Nugroho, A. W. (2021a). Perencanaan Keuangan dan Pengelolaan Keuangan Generasi Z di Masa Pandemi Covid 19 melalui Penguatan Literasi Keuangan. *Warta LPM*, 24(2), 309–318. <https://doi.org/10.23917/warta.v24i2.13481>
- Seraj, A. H. A., Alzain, E., & Alshebami, A. S. (2022). The roles of financial literacy and overconfidence in investment decisions in Saudi Arabia. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.1005075>.
- Sugiyono. (2019). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Yushita, A. N. (2017). Pentingnya Literasi Keuangan Bagi Pengelolaan Keuangan Pribadi. *Nominal Barometer Riset Akuntansi Dan Manajemen*, 6(1), 11–26. <https://doi.org/10.21831/NOMINAL.V6I1.14330>