

THE EFFECT OF FINANCIAL LITERACY ON FINANCIAL MANAGEMENT WITH SELF-EFFICACY AS A MEDIATION



Dinar Fahza Arvita¹

Universitas Islam Negeri Maulana Malik Ibrahim, Malang, Indonesia
220501110055@student.uin-malang.ac.id

Mardiana²

Universitas Islam Negeri Maulana Malik Ibrahim, Malang, Indonesia
mardiana@uin-malang.ac.id

Abstract

Students from lower-middle-class economic backgrounds must have greater skills in managing limited finances. This is similar to students receiving scholarships who must manage their own finances. The purpose of this study is to determine the effect of financial literacy on financial management, with self-efficacy as a mediator. This research approach is quantitative descriptive, with the research subjects being students of the Faculty of Economics, UIN Maulana Malik Ibrahim Malang, period 2022. The sample size was 236 respondents, and the population was 576 students. The sampling technique used was simple non-random sampling. The research analysis technique used was SEMPLS. The results of this study indicate that financial literacy has a positive and significant effect on financial management, financial literacy has a positive and significant effect on self-efficacy, self-efficacy has a positive and significant effect on financial management, and financial literacy has a positive and significant effect on financial management through self-efficacy as a mediator.

Keywords: Financial Literacy, Self Efficacy, Financial Management

INTRODUCTION

In modern life, every person is always thinking about the future, hoping to improve their lives. This life is inextricably linked to economic challenges, which will inevitably arise. With increasing needs, individuals must manage and address their personal finances.(Novitasari, et al 2021). Society is a group of individuals who live together, society is called "society" meaning social interaction, social change, and a sense of togetherness, derived from the Latin word *socius* which means (friend). The term society comes from the Arabic word *syaraka* which means (to take part and participate). In other words, the definition of society is a structure that experiences organizational tension and development due to conflicts between groups that are divided economically,(Prasetyo & Irwansyah, 2020).

Online shopping can be the right choice because it is more practical when shopping, so there is no need to jostle or queue just to get the items you want. Transacting via the internet can eliminate various difficulties and obstacles that arise when transacting physically, which clearly benefits human work (in CNN Indonesia.com). Although Although there are many benefits to online shopping, this activity can cause changes in lifestyle, especially among students. Students who need recognition in their social environment tend to imitate their surroundings, especially their peers. This makes them easily influenced by the activities of their peers, such as buying things for daily activities (Thamrin, 2021). One such behavior is consumerism; they shop online not out of necessity but to appear fashionable. Additionally, consumeristic individuals often purchase branded products to gain acceptance within their social group or environment.

Families, in most societies, certainly have financial education within the family. This is a mechanism for parents to provide guidance and model good financial behavior for their children. A parent's success in teaching their children about money can be determined by their attitude when making financial decisions. Furthermore, financial education within the family can influence an individual's financial management because what is taught within the family becomes a routine. Adequate financial education within the family can positively impact financial management.(NR Sari & Listiadi, 2021).

Students generally have greater freedom to make personal decisions regarding finances,(Istia, 2021)Students from lower-middle-class economic backgrounds certainly need to develop greater skills in managing limited finances. This is especially true for students receiving scholarships who must manage their own finances. However, a pre-survey found that 60% of students felt unhappy when their parents controlled their finances, and they also received no punishment for poor financial management. This suggests a lack of financial education within families, which can lead to poor financial management.(NR Sari & Listiadi, 2021).

Islamic financial planning is an approach to managing finances in accordance with the principles of sharia, which are rules established in Islam that govern all aspects of life, including economic aspects. Some of the main principles in Islamic financial planning include the prohibition of *riba* (interest), *maisir* (gambling), and *gharar* (uncertainty). These principles teach that financial transactions must be conducted in a fair, transparent, and exploitation-free manner Saeed in (Septia et al., 2025) . Therefore, Islamic financial planning does not only focus on material aspects, but also considers the moral and social values contained in Islamic teachings.

The research focuses on students of the Faculty of Economics of UIN Maulana Malik Ibrahim Malang class of 2022 as respondents who are at a crucial stage of development in personal financial management, these students have completed their final period of study, so they have sufficient experience in managing daily finances and evaluating their own abilities in making financial decisions. The phenomenon that occurred in students of the Faculty of Economics of UIN Maulana Malik Ibrahim Malang class of 2022, researchers found that most of the final students when asked whether they had financial planning, they answered that they had low levels of good financial planning, due to increasing needs such as buying goods for daily needs through online shops that have made it easier for them to transact through m-banking and others, doing assignments or theses in cafe shops that are increasingly rampant in the city of Malang, printing the results of theses to be consulted with supervisors, so that many students become consumptive because they find it increasingly difficult to distinguish between what is needed and just what is their desire to support their appearance by following the latest trends.

Financial management behavior is a person's ability to organize planning, budgeting, auditing, managing, controlling, searching for, and storing daily financial funds. Individual financial behavior is an attitude formed where a person is able to plan and consider how to obtain a budget so that they are able to accept financial risks, save, and create a balance between needs and the budget required for the sustainability of their business. The magnitude of an individual's desire to meet living needs according to their per capita income level is a trigger for the emergence of financial management behavior.(Kusnandar & Kurniawan, 2018)

Financial management or financial management is the planning, organizing, directing, and controlling of financial activities such as procurement and utilization of business funds,(Natalia et al., 2019). A person who has financial responsibility tends to be able to manage finances well so that they will not be trapped in behavior with unlimited desires. The scope of financial management is related to planning, directing, monitoring, organizing and controlling a company's financial resources.(Yulistia, 2018)

Theory of planned behavior states that self-efficacy facilitates the transformation of knowledge into behavior so that financial literacy not only directly influences a person's financial decision-making, but also indirectly influences a person's behavior through financial self-efficacy,(Liu & Zhang, 2021). According to,(Rosa & Listiadi, 2020) Factors that drive improved financial management are financial literacy and self-efficacy. According to(Putri Yashica Rizkiana & Kartini, 2017)Financial literacy is the ability to read, analyze, manage, and communicate about personal financial conditions that affect economic well-being, including the ability to differentiate financial options, discuss financial issues, plan for the future, and the competence to respond to life events that affect daily financial decisions and events in the economy in general. Furthermore, according to,(Sebayang & Sembiring, 2017)Self-efficacy is an individual's belief in facing and resolving problems they face in various situations and being able to determine actions to complete certain tasks or problems, so that the individual is able to overcome obstacles and achieve the desired goals.

Financial management is influenced by financial literacy according to,(Wahyuningsih et al., 2024)Research shows that financial literacy has a positive and significant impact on

financial management. This is evidenced by the increasing knowledge base of housewives, which in turn improves their financial management.

Self-efficacy influenced by financial literacy according to,(Deviana et al., 2025)Research shows that financial literacy has a positive and significant effect on self-efficacy. This suggests that students' understanding of finance can increase their confidence in financial management. Students with a good understanding of financial products, debt management, and budget planning are better able to assess the risks and benefits of using online loans. However, self-efficacy is not influenced by financial literacy, according to(Wibowo & Syah, 2025)stated that financial literacy has a positive but insignificant effect on self-efficacy

Financial management is influenced by self-efficacy according to, (Yomi, et al, 2023)states that self-efficacy has a positive and significant effect on financial management. Based on the data analysis conducted, it can be seen that students' level of self-confidence regarding their finances is relatively high. This indicates that financial self-efficacy has an influence on student financial management. However, financial management is not affected by self-efficacy according to,(Bele, et al 2024)shows that self-efficacy has a positive and insignificant effect on financial management.

Self-efficacy can mediate the influence of financial literacy on financial management according to, (Wibowo & Syah, 2025),(Deviana et al., 2025),(Lone & Bhat, 2024),(Wahyuningsih et al., 2024), And (Miftahulillah, et al, 2023)This indicates that financial literacy indirectly influences financial management, mediated by self-efficacy. This is evidenced by the high level of financial literacy among FPS UGJ students, with high indicators being knowledge that money is the most efficient means of payment. This study aims to clarify the role of self-efficacy as a mediating mechanism in the relationship between financial literacy and financial management among Islamic economics students

The urgency of this research on financial management is a very important skill for students of the Faculty of Economics of UIN Maulana Malik Ibrahim Malang who have an understanding of finance according to sharia, namely students manage finances by setting aside for charity, especially in facing the demands of modern life that encourages consumptive behavior and demands financial independence. The low level of financial planning and the lack of financial education in families indicate the need to strengthen financial literacy and self-confidence (self-efficacy) in managing finances. Given the inconsistency of previous research results regarding the influence of financial literacy and self-efficacy on financial management, this research is important to fill this research gap and provide a more comprehensive understanding of the role of these two variables in shaping students' financial behavior.

Observing existing phenomena and differences in previous research aims to contribute to the development of strategies and programs that can improve the financial management of students in the Faculty of Economics, UIN Malang, in 2022. By understanding financial literacy and self-efficacy, it is hoped that appropriate interventions can be designed to help students develop healthy financial habits from an early age.

REVIEW OF LITERATURE

Theory of Planned Behavior (TPB)

Within the framework of the Theory of Planned Behavior (TPB), financial literacy can be positioned as a cognitive factor that builds perceived behavioral control through increased declarative knowledge (understanding of concepts such as interest, inflation, and risk), procedural knowledge (the ability to budget, manage debt, and choose investment instruments), and evaluative skills in assessing financial decision alternatives. When individuals understand what to do and how to do it, their perception of barriers decreases and their sense of competence increases, thereby forming perceived behavioral control. This control then reinforces self-efficacy because individuals not only know financial management strategies but are also confident that they can apply them consistently in real situations, including when facing consumptive pressures or income constraints. High self-efficacy further strengthens intention, because intention in TPB is a motivational commitment that arises when a person feels they have the capacity and opportunity to act; individuals who are confident in their abilities will be more determined to set plans for saving, investing, or controlling spending. Ultimately, strong intentions become a proximal determinant of actual financial management behavior, such as routine financial record-keeping, disciplined saving, and debt control, while perceived behavioral control also directly increases the likelihood of intentions being realized as behavior because individuals feel they have real control over their actions. Thus, financial literacy does not stop at increasing knowledge, but serves as a psychological foundation that builds behavioral control, strengthens self-confidence, fosters intentions, and ultimately encourages more responsible and planned financial management behavior.

The Influence of Financial Literacy on Financial Management

Financial literacy theory refers to an individual's insight and ability to manage personal or business finances. Financial literacy is essential for individuals and groups to avoid future financial problems. Financial literacy is a form of planning that ensures investment activities run smoothly and have clear objectives. Currently, individuals are required to develop financial literacy skills as early as possible to be able to plan their finances effectively and in a structured manner to achieve future well-being.(Deby et al., 2025; Desiyanti, 2020; Mardiana et al., 2025).

Financial management is influenced by financial literacy according to,(Wahyuningsih et al., 2024),(Budiman, et al, 2024), .(Rahmatika, et al 2024),(Syahwildan & Hidayah, 2024), And (Wasita et al., 2022). Research shows that financial literacy has a positive and significant impact on financial management. This is evidenced by the increasing knowledge base of housewives, which also improves their financial management. This is because financial knowledge and understanding can serve as a basis for MSMEs to prevent, manage, and make decisions in various financial situations that arise in running a business. However, financial literacy cannot influence management, according to .(Nita & Ari, 2024)stated that financial literacy has a positive and insignificant effect on financial management. This difference indicates that financial knowledge alone is not necessarily sufficient to bring about real changes in management behavior. Argumentatively, this condition can be explained by the existence of other factors such as attitudes, habits, income levels, self-control, or social pressure that are more dominant in determining behavior. This

means that even though individuals have a good understanding of finance, they are not necessarily able to consistently apply it in their daily practices.

H1: Financial literacy has a positive and significant effect on the financial management of students of the Faculty of Economics, UIN Maulana Malik Ibrahim Malang for the 2022 period.

The Influence of Financial Literacy on Self-efficacy

Self-efficacy is important in managing finances. In a financial context, self-efficacy refers to a person's ability to manage their finances,(Rahahleh, 2023). Self-efficacy is also defined as the belief in a person's mind to make choices, take action, and increase the chances of achieving goals in the future,(Bandura, 2008).(Brandon & Smith, 2009)states that financial self-efficacy is an individual's belief that he can manage his finances effectively to meet his future living needs.

Self-efficacy is influenced by financial literacy according to,(Deviana et al., 2025) (Wahyuningsih et al., 2024), And(Lone & Bhat, 2024)Research shows that financial literacy has a positive and significant effect on self-efficacy. This suggests that students' understanding of finance can increase their confidence in financial management. Students with a good understanding of financial products, debt management, and budget planning are better able to assess the risks and benefits of using online loans. However, self-efficacy is not influenced by financial literacy, according to(Wibowo & Syah, 2025)stated that financial literacy has a positive and insignificant influence on self-efficacy. Based on these findings, it can be concluded that financial literacy has the potential to increase self-efficacy because a good understanding of financial concepts, products, and management can strengthen one's ability to make financial decisions. However, this influence is not always empirically consistent, because in some contexts, financial literacy may not be sufficient to significantly build self-confidence without the support of direct experience, psychological factors, or the social environment. Thus, the relationship between financial literacy and self-efficacy is contextual, so the effectiveness of financial literacy in increasing self-confidence is highly dependent on individual circumstances and other supporting factors.

H2: Financial literacy has a positive and significant effect on the self-efficacy of students at the Faculty of Economics, UIN Maulana Malik Ibrahim Malang, 2022 Period.

The Influence of Self-Efficacy on Financial Management

The behavioral theory analyzed is an extension of the theory of rational action. The central idea of this theory is that a person's intentions are a key factor in behavior. Intention is considered a factor that explains a person's motivation to behave. This suggests that the stronger a person's intentions, the more realistic their behavior. However, intention is not the sole factor, as many other factors can influence a person's behavior, such as the availability of opportunities and resources (money, energy, friends, etc.).(Yudha & Pradana, 2022). Financial management behavior is a person's ability to manage finances in everyday life, starting from planning, budgeting, checking, managing, controlling, searching, to saving.(NR Sari & Listiadi, 2021)

Financial management is influenced by self-efficacy according to,(Dwita Oka Futryan & Serli Oktapiani, 2024),(Wahyuningsih et al., 2024),(Nita Aryani & Ari Manganti, 2024),(Pradinaningsih & Wafiroh, 2022), And(Yomi, et al, 2023)states that self-efficacy has

a positive and significant effect on financial management. Based on the data analysis conducted, it can be seen that students' level of self-confidence regarding their finances is relatively high. This indicates that financial self-efficacy has an influence on student financial management. However, financial management is not affected by self-efficacy according to,(Bele, et al 2024)shows that self-efficacy has a positive and insignificant effect on financial management. Research differences show that self-efficacy generally plays an important role in encouraging good financial management because high self-confidence tends to increase discipline in budgeting, controlling expenses, and making rational financial decisions. However, this influence is not always significant in every research context, indicating that self-confidence alone is not necessarily sufficient to shape effective financial management behavior without the support of other factors such as financial literacy, income level, financial experience, and social environment. Thus, the relationship between self-efficacy and financial management is situational and can be strengthened or weakened by other supporting variables.

H3: Self-efficacy has a positive and significant effect on financial management of students of the Faculty of Economics, UIN Maulana Malik Ibrahim Malang for the 2022 period.

The Influence of Financial Literacy on Financial Management through Self-Efficacy as a Mediator

Self-efficacy can mediate the influence of financial literacy on financial management according to,(Wibowo & Syah, 2025),(Deviana et al., 2025),(Lone & Bhat, 2024),(Wahyuningsih et al., 2024), And(Miftahulillah, et al, 2023)shows that financial literacy indirectly influences financial management mediated by self-efficacy. This is proven by the fact that the level of financial literacy of FPS UGJ students can be categorized as high, with a high indicator being knowledge about money as the smoothest means of payment, while the lowest indicator is knowledge about shares in the form of share profits in the form of dividends or capital gains and shares are buying and selling transactions in the capital market. The level of lifestyle of FPS UGJ students is categorized as medium, with the highest indicator being I buy goods based on what I need, not something I want, while the lowest indicator is doing college assignments in cafes, and I always follow the latest trends in student style, the level of self-efficacy of FPS UGJ students can be categorized as high, The differences in findings indicate that self-efficacy acts as a mediator between financial literacy and financial management, whereby high literacy increases self-confidence, which in turn encourages better financial behavior. Among FPS UGJ students, high levels of literacy and self-efficacy strengthen financial management, although there are still weaknesses in understanding stock investments. Meanwhile, a lifestyle in the moderate category shows that consumptive behavior factors can still influence financial management. Thus, the effectiveness of self-efficacy mediation depends on the quality of financial literacy and the consistency of individual behavior.

H4: Self-efficacy as a mediator of the influence of financial literacy on financial management of students of the Faculty of Economics, UIN Maulana Malik Ibrahim Malang, 2022 Period

RESEARCH METHOD

This type of research uses a descriptive quantitative method.(Sugiyono, 2019)The object of this research is students of the Faculty of Economics, UIN Maulana Malik Ibrahim

Malang for the 2022 period. Located at Jl. Gajayana No. 50, Dinoyo Malang, East Java. This place was chosen because it is the location where the problem being studied occurred, which is related to the understanding of financial management of UIN Maulana Malik Ibrahim Malang Faculty of Economics class of 2022 including generation Z which includes the Department of Management concentration in finance, Accounting, and Islamic Banking in order to see how much influence the courses with various financial concepts that have been given during the lectures have on their financial management. The variables studied are three, namely financial literacy (Independent variable), self-efficacy (mediating variable), and financial management (Independent variable). Indicators of financial literacy variables according to (Komari, 2020) namely basic financial knowledge, savings and loans, investment, and insurance. Indicators of self-efficacy variables according to (Lianto, 2019) namely strength, level, and generalization. Financial management variable indicators according to (Anwar, 2019) namely long-term financial planning, paying bills on time, setting aside money for savings, and controlling expenses.

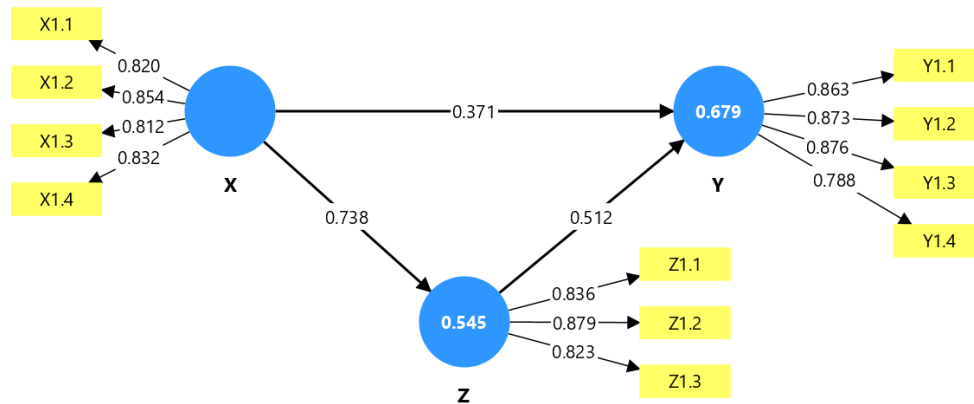
The population in this study consisted of all 576 students of the Faculty of Economics, UIN Maulana Malik Ibrahim Malang, for the 2022 period. The research sample was selected using a non-random sampling method, resulting in 236 students majoring in management, Islamic banking, and accounting as the research sample. The criteria were male and female students, aged 19-23, and students who were already working or had a business. This study used primary data obtained directly through questionnaires distributed to students. As a research instrument, the questionnaire responses needed to be tested for validity and reliability to ensure that the data obtained was valid and consistent. The test results showed that the research variable instruments, namely financial literacy, self-confidence, and financial management, met the validity and reliability test requirements and could be analyzed further. The data were then analyzed using descriptive analysis and SEMPLS techniques, statistical analysis tools smartPLS research using software version 3.0. because this study uses multivariate statistical techniques by using three variables: the independent variables, mediating variables, and the dependent variable (Agustina & Mardiana, 2020), consisting of an R square test to measure the empirical strength of financial management and self-efficacy, an f square test, a Q square test, and SRMR. (Sugiyono, 2019)

RESULTS AND DISCUSSION

PLS (Partial Least Square) Analysis

The questionnaire data, consisting of respondents' answers, will be analyzed using PLS to determine the effect of financial literacy on financial management, with self-efficacy as a mediating variable. The PLS model fit measurement, consisting of the outer model and inner model, is as follows:

Figure 1.
PLS Measurement Model Path Diagram Test Results (Outer Model)



Source: Processed data, 2026

Convergent Validity

Convergent validity testing in PLS is assessed based on loading factors or outer loadings. An indicator is considered to meet the requirements if its loading factor is greater than 0.5 and is considered to be in the good category if its loading factor is greater than 0.7. In this study, convergent validity is determined by the loading factor limit. The following are the loading factor values for each item in the variables used in this study:

Table 1.
Outer Loading

Variables	Indicator	Loading factor	Information
Financial literacy	Basic financial knowledge	0.820	Valid
	Savings and loans	0.854	Valid
	Investment	0.812	Valid
	Insurance	0.832	Valid
Self-efficacy	Strength	0.836	Valid
	Level	0.879	Valid
	Generalization	0.823	Valid
Financial management	Long-Term Financial Planning	0.863	Valid
	Timely bill payments	0.873	Valid
	Putting aside money for savings	0.876	Valid
	Controlling expenditure costs	0.768	Valid

Source: Processed data, 2026

Based on the table data above, it is known that each research variable indicator has an outer loading value of > 0.7. However, there are several indicators that have an outer

loading value > 0.7, namely an outer loading between 0.5 - 0.6. It is considered sufficient to meet the requirements of convergent validity. The data above shows that there are no variable indicators whose outer loading value is below 0.5, so all indicators are declared suitable or valid for use in research and can be used for further analysis.

Discriminant Validity

This section will describe the results of the discriminant validity test. The discriminant validity test uses cross-loading values. An indicator is considered to have discriminant validity if the indicator's cross-loading value on its variable is the lowest compared to other variables. The following are the cross-loading values for each indicator:

Table 2.
Cross Loading

	Financial Literacy	Financial Management	Self-efficacy
X1.1	0.820	0.583	0.584
X1.2	0.854	0.660	0.610
X1.3	0.812	0.592	0.563
X1.4	0.832	0.642	0.684
Y1.1	0.667	0.863	0.670
Y1.2	0.641	0.873	0.690
Y1.3	0.653	0.876	0.676
Y1.4	0.583	0.788	0.636
Z1.1	0.624	0.595	0.836
Z1.2	0.636	0.613	0.879
Z1.3	0.613	0.769	0.823

Source: Processed data, 2026

Based on the data in the table above, it can be seen that each research variable indicator has the largest cross-loading value on the variable it forms compared to the cross-loading values on the other variables. Based on these results, it can be stated that the indicators used in this study have good discriminant validity in compiling their respective variables.

In addition to observing the cross loading value, discriminant validity can also be determined through other methods, namely by looking at the average variant extracted (AVE) value for each indicator. The required value must be > 0.5 for a good model.

Table 3.
AVE Test Results

Variables	AVE
Financial Literacy	0.688
Self-efficacy	0.716
Financial Management	0.724

Source: Processed data, 2026

Based on the data in the table above, it is known that the AVE value for the variables financial literacy, self-efficacy, and financial management is > 0.5 . Thus, it can be stated that each variable has excellent discriminant validity.

Composite Reliability

Composite reliability is the component used to test the reliability of indicators within a variable. A variable is considered to meet composite reliability criteria if its value is greater than 0.6. The following are the composite reliability values for each variable used in this study.

Table 4.
Composite Reliability

Variables	Composite Reliability
Financial Literacy	0.852
Self-efficacy	0.874
Financial Management	0.803

Source: Processed data, 2026

Based on the results, the data in the table above shows that the composite reliability value of all research variables is > 0.6 . This result indicates that each variable has met the composite reliability requirement, so it can be concluded that all variables have a high level of reliability.

Hypothesis Testing

Once the data meets the measurement requirements, the model can be continued by using the bootstrapping method in SmartPLS. The bootstrapping method is a procedure for repeatedly taking new samples of N new samples from the original data, where for each new sample, sample points are taken from the original data one by one up to n times. The following table presents the Bootstrapping calculation in this study:

Table 5.
Bootstrapping Value

Model	Original sample	Sample Mean	Standard Deviation	T Statistics	P-value	
Financial Literacy →	0.371	0.373	0.085	4,367	0.000	Significant
Financial Management						
financial literacy →	0.738	0.740	0.035	21,045	0.000	Significant
self-efficacy						
<i>Self-efficacy</i> →	0.512	0.510	0.069	7,381	0.000	Significant
Financial Management						

Financial Literacy →	0.378	0.377	0.054	7,009	0.000	Parsial
Self Efficacy →						Mediation
financial management						

Source: Processed data, 2026

The Influence of Financial Literacy on Financial Management

Based on the results of bootstrapping analysis, it can be concluded that financial literacy has a significant effect on the financial management of students at the Faculty of Economics, UIN Maulana Malik Ibrahim Malang. This shows that the higher the students' level of understanding of financial concepts and instruments, the better their ability to manage their personal finances. Students with good financial literacy tend to be able to prepare budgets, distinguish between needs and wants, and make rational financial decisions. Understanding investment instruments such as stocks and bonds also strengthens their ability to consider risks and potential returns, which is reflected in their habit of setting aside money for savings, emergency funds, and investments as a form of long-term planning. The practical implications of these findings emphasize the importance of strengthening financial literacy in higher education. Economics faculties need to integrate more applied learning, such as personal financial management simulations and investment practices, so that students not only understand the theory but are also able to apply it in their daily lives. In addition, organizing seminars, training, and collaborations with financial institutions can be supporting strategies to continuously improve students' financial competence. Thus, improving financial literacy not only impacts students' financial behavior during their studies but also prepares them to become financially independent and responsible individuals in the future.

The results of this study are in line with,(Wahyuningsih et al., 2024),(Budiman, et al, 2024), .(Rahmatika, et al 2024),(Syahwildan & Hidayah, 2024), And(Wasita et al., 2022)Research shows that financial literacy has a positive and significant impact on financial management. This is evidenced by the increasing knowledge base of housewives, which in turn improves their financial management. This is because financial knowledge and understanding can serve as a basis for MSMEs to prevent, manage, and make decisions in various financial situations that arise in running a business.

The Influence of Financial Literacy on Self-Efficacy

Based on the results of bootstrapping analysis, it can be concluded that financial literacy has a significant effect on students' financial management. This shows that the better students' understanding of the concepts of budget planning, expenditure management, savings, and financial decision-making, the better their ability to manage their personal finances. Among students at the Faculty of Economics at UIN Maulana Malik Ibrahim Malang, a good level of financial literacy is reflected in their ability to prioritize needs over wants and to be more rational in spending money. This condition also illustrates strong self-efficacy, where students have confidence in managing their finances independently and responsibly. The practical implications of these findings emphasize the important role of higher education institutions in strengthening students' financial literacy, both through curriculum enhancement and supporting programs such as training, seminars, and financial management simulations. Applied financial education can help students internalize

knowledge into real behavior in their daily lives. Thus, improving financial literacy not only impacts academic ability but also shapes students' character to be more disciplined, independent, and prepared to face future financial challenges.

The results of this study are in line with research according to, (Deviana et al., 2025) (Wahyuningsih et al., 2024), And (Lone & Bhat, 2024) The results show that financial literacy has a positive and significant impact on self-efficacy. This suggests that students' understanding of finance can increase their confidence in financial management. Students with a good understanding of financial products, debt management, and budget planning are better able to assess the risks and benefits of using online loans.

The Influence of Self-Efficacy on Financial Management

Research findings indicate that self-efficacy has a significant influence on the financial management of students at the Faculty of Economics, UIN Maulana Malik Ibrahim Malang. This confirms that an individual's belief in their ability to manage finances is an important factor in determining the quality of financial management. Students with high levels of self-efficacy tend to be more confident in budgeting, controlling expenses, and prioritizing needs over wants, even though their income is irregular. This confidence also encourages them to be more disciplined, able to delay gratification, and more resilient in facing financial pressures. Thus, the success of financial management is not only determined by the amount of income, but also by the strength of internal psychological factors, particularly confidence in managing available resources. The practical implications of these findings suggest that efforts to improve students' financial management skills need to be directed not only at technical aspects, but also at strengthening self-efficacy. Universities can develop financial literacy programs accompanied by experience-based training, budget planning simulations, and financial mentoring so that students gain direct experience that boosts their confidence. In addition, integrating character and confidence building into the learning curriculum is also important for shaping healthy and sustainable financial behavior. With this comprehensive approach, students are expected to be able to manage their finances more wisely and independently in the long term.

The results of this study are in line with research according to, (Dwita Oka Futryan & Serli Oktapiani, 2024), (Wahyuningsih et al., 2024), (Nita Aryani & Ari Manganti, 2024), (Pradinaningsih & Wafiroh, 2022), And (Yomi, et al, 2023) stated that self-efficacy has a positive and significant effect on financial management. Based on the data analysis conducted, it can be seen that students' level of financial confidence is relatively high. This indicates that financial self-efficacy has an influence on student financial management. However, financial management is not affected by self-efficacy.

The Influence of Financial Literacy on Financial Management with Self-Efficacy as a Mediating Variable

\ The findings of this study indicate that self-efficacy plays an important role in the relationship between financial literacy and financial management among students of the Faculty of Economics at UIN Maulana Malik Ibrahim Malang. This means that understanding financial concepts such as budget planning, debt management, and investment does not automatically result in good financial management behavior without the self-confidence to apply them. Students with high financial literacy but low self-efficacy tend to hesitate in making financial decisions. Conversely, when financial literacy is supported by strong self-

efficacy, students are more confident in budgeting, controlling expenses, and setting and achieving personal financial goals. This is in line with the characteristics of the 2023 respondents, some of whom already work as entrepreneurs or freelancers, giving them direct practical experience in applying their knowledge and self-confidence in daily financial management. The practical implications of these findings emphasize that improving financial literacy in higher education institutions should not only focus on cognitive aspects but also strengthen students' psychological aspects, particularly self-efficacy. Financial education programs can be designed with an applied approach, such as financial management simulations, entrepreneurship projects, or personal financial planning mentoring, so that students not only understand the theory but are also confident in implementing it. For institutions, this strategy can produce graduates who are not only academically competent but also independent and responsible in financial management. Thus, strengthening self-efficacy is key to ensuring that financial literacy truly impacts healthy and sustainable financial behavior.

The results of this study are in line with research according to, (Wibowo & Syah, 2025), (Deviana et al., 2025), (Lone & Bhat, 2024), (Wahyuningsih et al., 2024), and (Miftahulillah, et al, 2023) shows that financial literacy indirectly influences financial management mediated by self-efficacy. This is proven by the fact that the level of financial literacy of FPS UGJ students can be categorized as high, with a high indicator being knowledge about money as the smoothest means of payment, while the lowest indicator is knowledge about shares in the form of share profits in the form of dividends or capital gains and shares are buying and selling transactions in the capital market. The level of lifestyle of FPS UGJ students is categorized as medium, with the highest indicator being I buy goods based on what I need, not something I want, while the lowest indicator is doing college assignments in cafes, and I always follow the latest trends in student style, the level of self-efficacy of FPS UGJ students can be categorized as high,

CONCLUSION

Based on the results of the quantitative research discussion outlined in the previous chapter, it can be concluded that financial literacy plays a significant role in improving the financial management of students at the Faculty of Economics, UIN Maulana Malik Ibrahim Malang, in the 2022 period. Financial literacy has been shown to have a direct impact on financial management, indicating that the better students' understanding of financial concepts and practices, the better their ability to manage their finances effectively and responsibly. Furthermore, financial literacy also has a direct impact on student self-efficacy. This indicates that a good financial understanding can increase students' confidence in making financial decisions. Self-efficacy itself has been shown to have a direct impact on financial management, so students with high levels of self-confidence tend to be able to manage their finances in a more planned and wise manner. Thus, self-efficacy is an important psychological factor supporting good financial management behavior. Furthermore, the results of the study indicate an indirect effect of financial literacy on financial management through self-efficacy as a mediating variable. This means that self-efficacy can strengthen the influence of financial literacy on student financial management.

The recommendation is for students at UIN Maulana Malik Ibrahim Malang to continue improving their financial literacy through seminars, training, and independent learning, along with strengthening their self-efficacy. Future researchers are expected to examine other mediating variables besides self-efficacy or use different indicators and data to provide new perspectives on the factors influencing financial management.

REFERENCES

- Agustina, N. R., & Mardiana. (2020). *The Effect of Financial Knowledge and Financial Attitude on Financial Management Behavior Mediated with Locus of Control*. 4(3), 273–284.
- Anwar, M. (2019). *Dasar-Dasar Manajemen Keuangan Perusahaan*. Kencana.
- Bandura, B. (2008). *Self Efficacy-The Exercise of Control (Fifth Printing, 2002)*. W.H. Freeman Company.
- Bele, L., Amaral, B., Iramani, R., & Pertiwi, T. D. (2024). Studi P nancial literacy ,financial self-effecacy , financial behavior. *Jbb*, 14(1), 113–132. <https://doi.org/https://doi.org/10.14414/jbb.v14i1.5024>
- Brandon, D. P., & Smith, J. M. (2009). *Prospective Teachers Perspective Knowledge and Teaching Self Efficac*.
- Budiman, J., Cheristina, Ng, M., Serina, & Chang, W. (2024). Pengaruh Financial Literacy Dan Financial Attitude Terhadap Financial Behavior Dimoderasi Oleh Self Control. *MDP Student Conference 2024*, 538–544.
- D.A.T, K. (2020). The Impact of Financial Literacy on Investment Decisions: With Special Reference to Undergraduates in Western Province, Sri Lanka. *Asian Journal of Contemporary Education*, 4(2), 110–126. <https://doi.org/10.18488/journal.137.2020.42.110.126>
- Deby, U., Fitri, T., & Mardiana. (2025). *Ekonomis : Journal of Economics and Business Pengaruh Literasi Keuangan , Pomosi , dan Hedonisme terhadap Penggunaan Paylater pada Ibu Rumah Tangga di Kota Pontianak*. 09(02), 1434–1440. <https://doi.org/10.33087/ekonomis.v9i2.2446>
- Desiyanti, R. (2020). *COVID-19 Merubah Wajah Indonesia, Literasi Dan Inklusi Keuangan UMKM Selama Pandemi*. Malang. CV. Pustaka Learning Center.
- Deviana, D., Malini, H., & Syahputri, A. (2025). Peran Financial Self-Efficacy dalam Hubungan antara Pendapatan, Literasi Keuangan, dan Perilaku Keuangan Mahasiswa di Indonesia. *ECo-Buss*, 8(1), 276–294. <https://doi.org/10.32877/eb.v8i1.2604>
- Dwita Oka Futryan, & Serli Oktapiani. (2024). Pengaruh Financial Self Efficacy, Financial Knowledge, Financial Attitude Terhadap Financial Management Behavior. *Advantage: Journal of Management and Business*, 1(2), 81–88. <https://doi.org/10.61971/advantage.v1i2.8>
- Isbahi, M. B., Zuana, M. M. M., & Toha, M. (2024). The Multi-Social Relation of the Cattle Industry in the Plaosan Subdistrict Animal Market of Magetan Regency. *Malacca: Journal of Management and Business Development*, 1(1), 31–46. <https://doi.org/10.69965/malacca.v1i1.51>
- Istia.M.D. (2021). *Faktor-Faktor Yang Mempengaruhi Literasi Finansial Mahasiswa Fakultas Ekonomi dan Bisnis Universitas Kristen Indonesia Maluku*. 15(2).
- Kusnandar, D. L., & Kurniawan, D. (2018). Literasi Keuangan dan Gaya Hidup Ibu Rumah

- Tangga Dalam Membentuk Perilaku Keuangan Keluarga di Kota Tasikmalaya. *Seminar Nasional Dan Call for Paper Sustainable Competitive Advantage*, 8(1), 1–12.
- Lianto, L. (2019). Self-Efficacy: A Brief Literature Review. *Jurnal Manajemen Motivasi*, 15(2), 55. <https://doi.org/10.29406/jmm.v15i2.1409>
- Liu, L., & Zhang, H. (2021). Financial literacy, self-efficacy and risky credit behavior among college students: Evidence from online consumer credit. *Journal of Behavioral and Experimental Finance*, 32, 100569. <https://doi.org/10.1016/j.jbef.2021.100569>
- Lone, U. M., & Bhat, S. A. (2024). Impact of financial literacy on financial well-being: a mediational role of financial self-efficacy. *Journal of Financial Services Marketing*, 29(1), 122–137. <https://doi.org/10.1057/s41264-022-00183-8>
- Mardiana, Supriyanto, A. S., Diana, I. N., Suprayitno, E., & Ekowati, V. M. (2025). *GROWING THE PERFORMANCE OF SMEs WITH ISLAMIC FINANCIAL LITERACY AND SPIRITUALITY*. 23(1), 63–74.
- Miftahulillah, D., Rahmat, P. S., & Suryani, Y. (2023). Pengaruh Literasi Keuangan dan Gaya Hidup Terhadap Perilaku Keuangan Melalui Self Efficacy Sebagai Variabel Mediasi survey Terhadap mahasiswa Fakultas Pendidikan dan Sains Universitas Swadaya Gunung Jati Cirebon. *Journal of Engineering Research*, 10(1), 35–45.
- Natalia, D. E., Murni, S., & Untu, V. N. (2019). Analisis Tingkat Literasi Dan Pengelolaan Keuangan Pribadi Mahasiswa. *Jurnal EMBA: Jurnal Riset Ekonomi, Manajemen, Bisnis Dan Akuntansi*, 7(2), 2131–2140. <https://doi.org/10.35794/emba.v7i2.24018>
- Nita Aryani, D., & Ari Manganti, W. (2024). The influence of Financial literacy, Financial self-efficacy, and Hedonism lifestyle on Financial Management Behaviour of Generation Z. *Journal of Economics, Business & Management*, 0916, 41–48. <https://doi.org/10.5281/zenodo.13729453>
- Novitasari, D., Juliana, J., Asbari, M., & Purwanto, A. (2021). The Effect of Financial Literacy, Parents' Social Economic and Student Lifestyle on Students Personal Financial Management. *Economic Education Analysis Journal*, 10(3), 522–531. <https://doi.org/10.15294/eeaj.v10i3.50721>
- Pradinaningsih, N. A., & Wafiroh, N. L. (2022). Pengaruh Literasi Keuangan, Sikap Keuangan dan Self-Efficacy terhadap Pengelolaan Keuangan Ibu Rumah Tangga. *E-Jurnal Akuntansi*, 32(6), 1518. <https://doi.org/10.24843/eja.2022.v32.i06.p10>
- Prasetyo, D., & Irwansyah. (2020). Memahami Masyarakat dan Perspektifnya. *Jurnal Manajemen Pendidikan Dan Ilmu Sosial*, 1(1), 506–515. <https://doi.org/10.38035/JMPIS>
- Putri Yashica Rizkiana, & Kartini. (2017). Mahasiswa S-1 Fakultas Ekonomi Universitas Islam Indonesia. *Fakultas Ekonomi Universitas Islam Indonesia*, 7(1), 76–98.
- Rahahleh, N. Al. (2023). Determinants of the Financial Capability : The Mediating role of Financial Self-efficacy and Financial Inclusion. *International Journal of Economics and Financial Issues*, 13(6), 15–29.
- Rahmatika, A. N., Widyaninngsih, B., & Al Qaedah, A. (2024). *Literasi keuangan dan sikap keuangan terhadap pengelolaan keuangan ibu rumah tangga dengan self efficacy sebagai variabel intermediasi*. *Financial*. 6(2).
- Rosa, L., & Listiadi, A. (2020). Pengaruh Literasi Keuangan, Pendidikan Keuangan di Keluarga, Teman Sebaya, dan Kontrol Diri terhadap Manajemen Keuangan Pribadi. *Jurnal Manajemen*, 12(2), 244–252.

- Sari, N. R., & Listiadi, A. (2021). Pengaruh Literasi Keuangan, Pendidikan Keuangan di Keluarga, Uang Saku terhadap Perilaku Pengelolaan Keuangan dengan Financial Self-Efficacy sebagai Variabel Intervening. *Jurnal Pendidikan Akuntansi (JPAK)*, 9(1), 58–70. <https://doi.org/10.26740/jpak.v9n1.p58-70>
- Sari, Y. F., Chandra, N., & Sukartini. (2023). *Pengaruh Financial Knowledge , Financial Anxiety dan Financial Self- Efficacy Terhadap Pengelolaan Keuangan Mahasiswa (Studi Kasus Pada Mahasiswa di Kota Padang)*. 22(2).
- Sebayang, S., & Sembiring, J. (2017). *PENGARUH SELF ESTEEM dan SELF EFFICACY TERHADAP KINERJA KARYAWAN STUDI KASUS DI PT. FINNET INDONESIA*. 10(2), 37–46.
- Septia, R., Hidayat, T., & Widiyanti, W. (2025). *PERENCANAAN KEUANGAN ISLAM : PERSPEKTIF PENDIDIKAN*. 5(2), 1029–1038.
- Sugiyono. (2019). *Metodelogi Penelitian Kuantitatif dan Kualitatif Dan R&D*. Alfabeta.
- Syahwildan, M., & Hidayah, Z. Z. (2024). The Influence of Financial Literacy, Self-Efficacy, and Coping Strategies on Students' Finances. *Ilomata International Journal of Tax and Accounting*, 5(1), 254–265. <https://doi.org/10.52728/ijtc.v5i1.1056>
- Thamrin, H. (2021). *Hubungan Antara Gaya Hidup Hedonis dengan Perilaku Konsumtif pada Mahasiswa*. 11, 1–14. <https://doi.org/10.35905/komunida.v11i01>
- Wahyuningsih, E., Sastraningsih, E., Suryadi, N., Riau, U. I., Islam, U., Sultan, N., & Riau, S. K. (2024). The Effect Of Financial Literacy And Financial Attitude On Financial Management Behaviour Self Efficacy As A Mediating Variable In Pekanbaru City UMKM Pengaruh Financial Literacy dan Financial Attitude terhadap Financial Management Behavior Self efficacy . *Management Studies and Entrepreneurship Journal*, 5(2), 6538–6550. <http://journal.yrpiaku.com/index.php/msej>
- Wasita, P. A. A., Artaningrum, R. G., & Clarissa, S. V. (2022). Pengaruh Literasi Keuangan Dan Sikap Keuangan Terhadap Perilaku Keuangan Dengan Self-Efficacy. *IMAT (Jurnal Ilmiah Mahasiswa Akuntansi)*, 13(1), 310–320.
- Wibowo, H. P. C., & Syah, M. F. J. (2025). Pengaruh Literasi Keuangan dan Teknologi Keuangan, melalui Financial Self-Efficacy terhadap Inklusi Keuangan Mahasiswa. *Jurnal Samudra Ekonomi Dan Bisnis*, 16(3), 538–548. <https://doi.org/10.33059/jseb.v16i3.11291>
- Yudha, A., & Pradana, A. (2022). Combination of Financial Knowledge and Financial Attitude in Establishing Good Financial Management Behaviour for Students After the COVID-19 Pandemic. *Jurnal Manajemen Teori Dan Terapan | Journal of Theory and Applied Management*, 15(2), 224–235. <https://doi.org/10.20473/jmtt.v15i2.37906>
- Yulistia, R. (2018). *Faktor-faktor yang mempengaruhi perilaku pengelolaan keuangan keluarga di kabupaten tuban artikel ilmiah*.