The Urgency of Financial Literacy, Financial Attitude, and Lifestyle on Personal Financial Management of Kartu Indonesia Pintar Scholarship Recipients in the Era of Increasing Digital Fraud

Rosmida[1,a], and Nurhazana[2,b]

[1]*Public Financial Accounting Study Program, Bengkalis State Polytechnic, Bengkalis, Indonesia*
[2]*Public Financial Accounting Study Program, Bengkalis State Polytechnic, Bengkalis, Indonesia*

[a]rosmida@polbeng.ac.id
[b]nurhazana@polbeng.ac.id

Abstract. Kartu Indonesia Pintar Kuliah (Indonesia Smart Card for College), is one of the government programs in the education sector. The purpose of KIP is to provide wider educational opportunities for prospective students from underprivileged families who have academic achievements across Indonesia. To achieve the nation's goals and aspirations, it is expected that KIP recipients can complete their studies on time and acquire competencies to improve their family's economic condition in the future. Therefore, KIP recipients must wisely manage their personal finances, especially in this era where digital crimes are rampant. Students should understand financial literacy, possess good financial attitudes, and maintain a simple lifestyle. The purpose of this research is to determine the effect of financial literacy, financial attitudes, and lifestyle on the personal financial management of KIP recipients. The respondents in this study are 100 KIP students from the Public Financial Accounting study program in semesters 3, 5, and 7. The data were analyzed using multiple linear regression with the statistical SPSS 25. The results of the t-test and F-test show that financial literacy and financial attitudes have a significant influence on the personal financial management of KIP recipients, while lifestyle has no significant influence on personal financial management. Simultaneously, financial literacy, financial attitudes, and lifestyle have a significant effect on the personal financial management of KIP recipients. The coefficient of determination test shows that financial literacy, financial attitudes, and lifestyle variables explain 43.7% of the personal financial management variable, while the remaining 56.3% is explained by other variables.

Keywords: KIP, Financial Literacy, Financial Attitude, Lifestyle, Personal Financial Management

INTRODUCTION

RESEARCH BACKGROUND

KIP Kuliah is an extension of the Bidikmisi program that has been running since 2010. This program was introduced in 2020 and underwent improvements in 2021 with the launch of KIP Kuliah Merdeka. The main goal of this program is to expand access and provide equitable and quality higher education opportunities for economically disadvantaged communities.

The primary benefit of KIP Kuliah is that it guarantees the payment of educational costs directly to higher education institutions, based on the accreditation of the study programs chosen by the students. Additionally, all universities that accept KIP Kuliah students are required to have official accreditation and be registered in the national accreditation system, ensuring the quality of education provided.

Politeknik Negeri Bengkalis (Polbeng) is one of the higher education institutions registered as a recipient of KIP Kuliah students. Below are the details of the number of students receiving KIP Kuliah at Polbeng:

TABLE 1. Number of KIP Kuliah Students at Politeknik Negeri Bengkalis from 2020-2023

No.	Batch	Number of KIP Kuliah Recipients
1	Year 2020	474 Students
2	Year 2021	367 Students
3	Year 2022	402 Students
4	Year 2023	374 Students
Total		**1.617** Students

Based on the available data, the number of KIP Kuliah recipients at Politeknik Negeri Bengkalis accounts for 42% of the total active students. This figure represents a significant proportion, with 1,617 students receiving living assistance of Rp800,000 per month. The large number of recipients makes them vulnerable to digital fraud, as many scammers target such assistance recipients.

Digital fraud refers to crimes committed through digital media and platforms such as the internet, mobile phones, or social media. This type of crime involves the use of technology to manipulate, deceive, or defraud individuals or organizations to obtain personal or financial information or unauthorized access to their accounts and digital assets. Digital fraud can take various forms, including phishing, malware, phone scams, or social media fraud. The impact often results in financial losses for the victims or damage to their online reputation.

Bank Indonesia, in collaboration with the Ministry of Communication and Information (Kominfo), has identified the latest trends in online fraud cases in Indonesia for 2024. Kominfo recorded 1,730 cases of online fraud with losses reaching trillions of rupiah, mainly through the tactics of fake prizes, malicious links, and fraudulent online marketplaces. These crimes typically occur through phone calls, SMS, social media, and messaging applications.

Several preventive measures have been taken by the government, including enhancing public digital literacy and providing services like CekRekening.id to check suspicious bank account numbers. The Ministry of Communication and Information (Kominfo) is also collaborating with higher education institutions to strengthen digital education to minimize the number of victims of digital fraud, considering that even those who are digitally literate can still fall prey. Additionally, the CekRekening.id portal has received over 486,000 reports related to illegal financial fraud, highlighting the scale of this issue. Therefore, scholarship recipients need to manage their finances wisely so that the funds they receive can adequately meet their needs and effectively support their learning process, thus minimizing the risk of financial shortages during their studies.

Based on the background of the issues mentioned above, this study will be further examined under the title: "**The Urgency of Financial Literacy, Financial Attitude, and Lifestyle on Personal Financial Management of Kartu Indonesia Pintar Scholarship Recipients in the Era of Increasing Digital Fraud**."

SCOPE AND LIMITATION

To simplify the issues and clarify the research, the scope of this study is limited to a questionnaire aimed at active students in the Public Financial Accounting Study Program at Politeknik Negeri Bengkalis during the Odd Semester of the 2024/2025 Academic Year.

OBJECTIVE OF THE STUDY

Based on the formulation and limitations of the problems mentioned, the objectives of this study are as follows:

1. To determine the impact of financial literacy on the personal financial management of KIP Kuliah recipients at Polbeng.
2. To determine the impact of financial attitudes on the personal financial management of KIP Kuliah recipients at Polbeng.
3. To determine the impact of lifestyle on the personal financial management of KIP Kuliah recipients at Polbeng.
4. To analyze the simultaneous impact of financial literacy, financial attitudes, and lifestyle on the personal financial management of KIP Kuliah recipients at Polbeng.

METHODS

RESEARCH METHODS

This study is a quantitative research. The data sources used are both primary and secondary data. Data collection techniques involve the use of questionnaires and interviews. The research population consists of all KIP Kuliah recipients at Polbeng. The data is processed using statistical and descriptive analysis techniques with SPSS. The data analysis in this study includes: multiple linear regression, descriptive analysis, quantitative analysis, validity tests, reliability tests, multicollinearity tests, heteroscedasticity tests, normality tests, R^2 tests, F tests, and t tests.

Using the multiple linear regression analysis technique, as described by [19] this analysis is utilized by researchers intending to predict the state (fluctuations) of the dependent variable (criterion) when two or more independent variables are manipulated (their values are increased or decreased) as predictor factors. The general regression equation for testing the hypotheses in this study is as follows:

$$\boxed{Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + e}$$

Description:

Y : Personal Financial Management
α : Constant Coefficient
β : Regression Coefficient
X1 : Financial Literacy
X2 : Financial Attitudes
X3 : Lifestyle
e : Error, disturbance variable

The framework of this research is as follows:

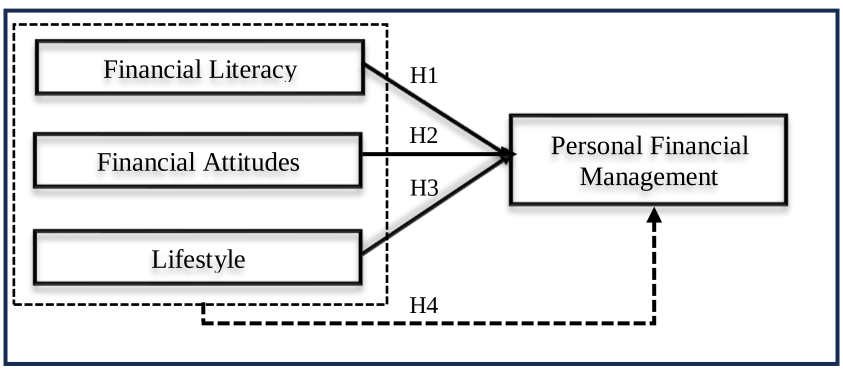

FIGURE 1. The framework of research

Based on the framework of thought above, it can be seen that there are 4 hypotheses to be tested (H1, H2, H3, and H4), with 3 hypotheses to be tested partially (H1, H2, and H3) and 1 hypothesis to be tested simultaneously (H4). Here are the hypotheses for this research:

H1 : Financial literacy has an impact on the personal financial management of students receiving KIP
H2 : Financial attitude has an impact on the personal financial management of students receiving KIP
H3 : Lifestyle has an impact on the personal financial management of students receiving KIP
H4 : Financial literacy, financial attitudes, and lifestyle together influence the personal financial management of students receiving KIP

REVIEW OF LITERATURE

The research conducted by [2], titled “Analysis of Financial Literacy Levels on Financial Management Among Finance Students at Universitas Negeri Makassar”, aims to assess financial literacy levels through indicators such as savings literacy and investment literacy, which impact financial management among 100 finance concentration students in the Management Study Program at Universitas Negeri Makassar. The study found that both savings and investment literacy significantly influence students' financial management and decision-making; the better the financial literacy of the students, the more effective their management and decision-making will be.

Additionally, the research indicated that students with higher financial literacy possess better skills in managing their income compared to those with lower financial literacy. One of the reasons for the low financial literacy among students is the way financial management has been taught since childhood. Furthermore, the lack of financial literacy among students can be attributed to the absence of academic education on personal finance for them. Based on the findings, the researchers highlight the need for improved financial literacy in society, advocating for the inclusion of personal finance education in the academic curriculum from elementary school through university. This is because financial literacy is a fundamental skill that helps individuals avoid financial problems.

Such financial issues are not solely seen in terms of low income but also stem from errors in managing and making financial and investment decisions. Moreover, good financial literacy is considered a hallmark of developed countries, as financial inclusion and literacy are critical prerequisites for Indonesia to progress toward becoming a high-income nation, an industrial country, and becoming stronger.

Furthermore, the research conducted by [1] is titled “The Influence of Financial Literacy, Financial Planning, and Financial Attitudes on Personal Financial Management”. This study aims to examine the partial and simultaneous effects of financial literacy, financial planning, and financial attitudes on personal financial management. The research population consists of regular undergraduate students in Management at Universitas Muhammadiyah Semarang for the academic year 2021/2022. The study employs a stratified sampling method to determine the sample size, which comprises 101 respondents. The results of the multiple linear regression analysis indicate that all independent variables (financial literacy, financial planning, and financial attitudes) have a significant effect on personal financial management, both partially and simultaneously.

Another study was conducted by [13] titled “Financial Management Study on iGeneration”. The iGeneration, commonly known as Generation Z, has begun to understand the importance of managing finances; however, many still struggle to do so effectively. This issue arises from current trends among Generation Z, such as the principles of "You Only Live Once" (YOLO) and "Fear of Missing Out" (FOMO), which can influence their financial management behavior. Effective financial management should be implemented as early as possible, starting with young individuals entering the productive age or Generation Z. Therefore, this study aims to analyze the effects of financial literacy, lifestyle, gender, and education on the financial management of Generation Z. This research employs a quantitative method with primary data obtained through the distribution of questionnaires. The research population consists of Generation Z individuals who have income and reside on the island of Java. A sample of 135 respondents was selected using purposive sampling techniques. The study utilizes statistical and descriptive analysis techniques, employing Partial Least Squares (PLS) and independent sample t-tests. The results indicate that financial literacy and education have a significant positive impact on the financial management of Generation Z, while lifestyle has a significant negative impact. There is no difference in financial management behavior between males and females in Generation Z.

Financial literacy is widely recognized by experts as an essential skill that enables individuals to make informed financial decisions, manage personal finances effectively, and achieve long-term economic stability. [11] emphasize that financial literacy directly impacts individuals' ability to save, budget, and invest wisely. Research by [3] shows that those with higher financial literacy engage in better financial behaviors, while Joo and Grable (2004) highlight how socioeconomic factors contribute to disparities in financial literacy levels, particularly among lower-income groups. Additionally, [12] advocate for integrating financial education into school curricula to equip young people with crucial financial knowledge early on. Cultural attitudes also play a role, as indicated by [15], suggesting that financial practices can vary significantly across different cultures. Overall, enhancing financial literacy is critical for fostering individual and societal economic well-being.

Financial attitude refers to the individual’s mindset and feelings towards money management, influencing their financial behaviors and decisions. According to Prowse [16] positive financial attitudes are associated with better financial practices, such as saving and investing. Research by [14] highlights that individuals with optimistic financial attitudes tend to experience lower levels of financial stress, leading to improved financial well-being. Furthermore, the work of [17] emphasizes that emotional and psychological factors play a significant role in shaping financial attitudes, suggesting that understanding these elements can lead to better financial education and interventions. Additionally, [8] indicates that financial attitudes, along with financial knowledge, significantly impact financial behavior, reinforcing the need for comprehensive financial literacy programs. Collectively, these insights underscore the importance of fostering positive financial attitudes to enhance overall financial management and well-being.

Lifestyle, as defined by economists and social scientists, encompasses the patterns of behavior, habits, and choices that individuals make in their daily lives, influencing their consumption patterns and overall economic well-being. According to [4] lifestyle is a reflection of an individual's social status and is shaped by various factors such as education, income, and social environment. This perspective emphasizes how lifestyle choices are often determined by social structures, which can lead to disparities in consumption and quality of life.

Furthermore, research by [6] highlights the impact of lifestyle on financial decision-making. They argue that individuals with different lifestyles may exhibit varying levels of financial literacy and behaviors, such as saving, spending, and investing. This can create significant differences in financial outcomes over time, particularly among different socioeconomic groups. In addition, [9] discusses the psychological aspects of lifestyle, indicating that a focus on material wealth and consumerism can lead to lower levels of personal well-being and satisfaction.

The interplay between lifestyle and economic behavior is also evident in the work of [18], who points out that lifestyle choices, such as dietary habits or exercise routines, can have significant economic implications. For instance, healthier lifestyle choices can lead to lower healthcare costs, while consumer-oriented lifestyles can drive demand for certain goods and services, shaping market trends. Overall, understanding lifestyle through these lenses provides valuable insights into consumer behavior, economic inequality, and overall societal trends.

Personal financial management refers to the effective management of individual finances, encompassing budgeting, saving, investing, and spending. According to [5] personal financial management is essential for achieving financial stability and meeting long-term financial goals. Effective personal finance practices involve setting financial goals, creating budgets, monitoring spending habits, and making informed investment choices.

Research by [11] emphasizes the importance of financial literacy in personal financial management. Individuals with higher financial literacy are more likely to engage in proactive financial behaviors, such as planning for retirement, maintaining emergency funds, and understanding the implications of debt. They are also better equipped to navigate complex financial products and make informed decisions that positively impact their financial well-being.

Moreover, according to the work of [10] personal financial management is influenced by external factors such as economic conditions, access to financial services, and social influences. For instance, individuals from lower socioeconomic backgrounds may face barriers in accessing financial education and resources, which can hinder their ability to manage their finances effectively. Therefore, promoting financial literacy and providing accessible financial education are critical for improving personal financial management across different demographics. Personal financial management is a crucial aspect of individual financial health, influenced by financial literacy and external socioeconomic factors. Understanding the principles of budgeting, saving, and investing can empower individuals to make informed financial decisions, leading to improved financial stability and long-term success.

RESULTS AND DISCUSSION

DATA QUALITY TEST

The following presents data quality testing, which consists of Data Validity Testing and Data Reliability Testing:

If the calculated r > table r or sig < 0.05, then the statement item is **valid**.
If the calculated r < table r or sig > 0.05, then the statement item is **not valid.**

TABLE 2. Data Validity Testing

Variable	Indicator	r Calculated	r Table	Sig.	α	Description
Financial Literacy (X1)	X1.1	0.723	0.2061	0.001	0.05	Valid
	X1.2	0.691	0.2061	0.001	0.05	Valid
	X1.3	0.640	0.2061	0.001	0.05	Valid
	X1.4	0.699	0.2061	0.001	0.05	Valid
	X1.5	0.621	0.2061	0.001	0.05	Valid
	X1.6	0.628	0.2061	0.001	0.05	Valid
	X1.7	0.689	0.2061	0.001	0.05	Valid
	X1.8	0.732	0.2061	0.001	0.05	Valid
	X1.9	0.748	0.2061	0.001	0.05	Valid
	X1.10	0.654	0.2061	0.001	0.05	Valid
Financial	X2.1	0.540	0.2061	0.001	0.05	Valid

Variable	Indicator	r Calculated	r Table	Sig.	α	Description
Attitude (X2)	X2.2	0.739	0.2061	0.001	0.05	Valid
	X2.3	0.542	0.2061	0.001	0.05	Valid
	X2.4	0.466	0.2061	0.001	0.05	Valid
	X2.5	0.786	0.2061	0.001	0.05	Valid
	X2.6	0.616	0.2061	0.001	0.05	Valid
	X2.7	0.346	0.2061	0.001	0.05	Valid
Lifestyle (X3)	X3.1	0.674	0.2061	0.001	0.05	Valid
	X3.2	0.738	0.2061	0.001	0.05	Valid
	X3.3	0.790	0.2061	0.001	0.05	Valid
	X3.4	0.803	0.2061	0.001	0.05	Valid
	X3.5	0.808	0.2061	0.001	0.05	Valid
	X3.6	0.328	0.2061	0.001	0.05	Valid
	X3.7	0.417	0.2061	0.001	0.05	Valid
	X3.8	0.485	0.2061	0.001	0.05	Valid
	X3.9	0.698	0.2061	0.001	0.05	Valid
	X3.10	0.625	0.2061	0.001	0.05	Valid
	X3.11	0.486	0.2061	0.001	0.05	Valid
Personal Financial Management (Y)	Y1	0.569	0.2061	0.001	0.05	Valid
	Y2	0.605	0.2061	0.001	0.05	Valid
	Y3	0.615	0.2061	0.001	0.05	Valid
	Y4	0.630	0.2061	0.001	0.05	Valid
	Y5	0.608	0.2061	0.001	0.05	Valid
	Y6	0.689	0.2061	0.001	0.05	Valid
	Y7	0.526	0.2061	0.001	0.05	Valid
	Y8	0.383	0.2061	0.001	0.05	Valid
	Y9	0.470	0.2061	0.001	0.05	Valid

Based on the table above, it is known that all indicators in the research variables consisting of Financial Literacy (X1), Financial Attitude (X2), Lifestyle (X3), and Personal Financial Management (Y) are **valid**.

If the Cronbach's alpha value > 0.60, then the variable is **reliable**.
If the Cronbach's alpha value < 0.60, then the variable is **not reliable.**

TABLE 3. Data Reliability Testing

Variable	Cronbach'x Alpha	Standart	Description
Financial Literacy (X1)	0.871	0.60	Reliable
Financial Attitude (X2)	0.664	0.60	Reliable
Lifestyle (X3)	0.850	0.60	Reliable
Personal Financial Management (Y)	0.738	0.60	Reliable

Based on the table above, it is known that all variables consisting of Financial Literacy (X1), Financial Attitude (X2), Lifestyle (X3), and Personal Financial Management (Y) are **reliable**.

CLASSICAL ASSUMPTION TEST

The following presents classical assumption testing data, which consists of Normality Test, Multicollinearity Test, and Heteroscedasticity Test:

If the sig value > 0.05, then the data is **normally distributed**.
If the sig value < 0.05, then the data is **not normally distributed**

TABLE 4. Normality Test
One-Sample Kolmogorov-Smirnov Test

			Unstandardized Residual
N			100
Normal Parameters[a,b]	Mean		.0000000
	Std. Deviation		2.92306011
Most Extreme Differences	Absolute		.053
	Positive		.041
	Negative		-.053
Test Statistic			.053
Asymp. Sig. (2-tailed)[c]			.200[d]
Monte Carlo Sig. (2-tailed)[e]	Sig.		.700
	99% Confidence Interval	Lower Bound	.688
		Upper Bound	.712

a. Test distribution is Normal. b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.
e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

If the tolerance value > 0.10, or the VIF value < 10, then it passes the **Multicollinearity Test**.
If the tolerance value < 0.10, or the VIF value > 10, then it does **not pass the Multicollinearity Test**.

TABLE 5. Multicollinearity Test
Coefficients[a]

Model		Collinearity Statistics Tolerance	VIF
1	X1	.603	1.660
	X2	.599	1.670
	X3	.991	1.009

a. Dependent Variable: Y

If the sig value > 0.05, then it passes the **Heteroscedasticity Test**.
If the sig value < 0.05, then it does **not pass the Heteroscedasticity Test**.

TABLE 6. Heteroscedasticity Test
Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.971	1.725		2.301	.024
	X1	.073	.045	.205	1.625	.107
	X2	-.225	.081	-.351	-2.771	.096
	X3	.018	.030	.060	.611	.543

a. Dependent Variable: ABS_RES

MULTIPLE LINEAR REGRESSION EQUATION

The general regression equation for testing the hypotheses in this study is as follows:

$$\boxed{Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + e}$$

TABLE 7. Multiple Linear Regression Equation

Coefficients[a]		
Model		Unstandardized Coefficients B
1	(Constant)	3.971
	X1	.073
	X2	-.225
	X3	.018

a. Dependent Variable: Y

$Y = 3.971 + 0.073X_1 – 0.225\ X_2 + 0.018\ X_{3\ +}\ e$

The explanations are as follows:

1. The constant coefficient value is 3.971 with a positive value. This means that in the absence of the variables Financial Literacy (X1), Financial Attitude (X2), and Lifestyle (X3), the variable Personal Financial Management (Y) will increase by 39.71%.
2. The beta coefficient value for the Financial Literacy (X1) variable is 0.073. This means that when other variables are held constant, a 1% increase in the Financial Literacy (X1) variable will result in a 7.3% increase in the Personal Financial Management (Y) variable. Conversely, if the Financial Literacy (X1) variable decreases by 1%, it will cause a 7.3% decrease in the Personal Financial Management (Y) variable.
3. The beta coefficient value for the Financial Attitude (X2) variable is -0.225. This means that when other variables are held constant, a 1% increase in the Financial Attitude (X2) variable will lead to a 22.5% decrease in the Personal Financial Management (Y) variable. Conversely, if the Financial Attitude (X2) variable decreases by 1%, it will result in a 22.5% increase in the Personal Financial Management (Y) variable.
4. The beta coefficient value for the Lifestyle (X3) variable is 0.018. This means that when other variables are held constant, a 1% increase in the Lifestyle (X3) variable will result in a 1.8% increase in the Personal Financial Management (Y) variable. Conversely, if the Lifestyle (X3) variable decreases by 1%, it will lead to a 1.8% decrease in the Personal Financial Management (Y) variable.

HYPOTHESIS TESTING RESULTS

This Results of the Coefficient of Determination Test (R^2)

TABLE 8. Results of the Coefficient of Determination Test (R^2)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.661[a]	.437	.419	2.96838

a. Predictors: (Constant), X3, X1, X2

The Adjusted R Square value is 0.437 or 43.7%. This coefficient of determination indicates that the variables Financial Literacy (X1), Financial Attitude (X2), and Lifestyle (X3) can explain 43.7% of the Personal Financial Management (Y) variable of KIP recipient students, while the remaining 56.3% is explained by other variables.

This Results of the F Test:

If the calculated F value > F table value, or Sig < 0.05, then Ho is rejected and **Ha is accepted**.

If the calculated F value < F table value, or Sig > 0.05, then **Ha is rejected** and Ho is accepted.

TABLE 9. Results of the F Test

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig
1	Regression	655.426	3	218.475	24.795	<,001[b]

Residual	845.884	96	8.811	
Total	1501.310	99		

a. Dependent Variable: Y
b. Predictors: (Constant), X3, X1, X2

It is known that the F table value is 2.699. From the ANOVA table above, it can be seen that the calculated F value is 24.795, which means F calculated > F table, 24.795 > 2.699, with a significance value < 0.00. This explains that Ha is accepted, meaning that Financial Literacy, Financial Attitudes, and Lifestyles simultaneously have an influence on the Personal Financial Management of KIP Scholarship Recipients.

This Results of the t Test:
If the calculated T value > T table value, or Sig < 0.05, then Ho is rejected and **Ha is accepted**.
If the calculated T value < T table value, or Sig > 0.05, then **Ha is rejected** and Ho is accepted.

TABLE 10. Results of the t Test

Coefficients[a]

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	17.707	2.851		6.212	<,001
	X1	.366	.075	.484	4.902	<,001
	X2	.326	.134	.240	2.429	.017
	X3	-.044	.050	-.068	-.886	.378

a. Dependent Variable: Y

It is known that the T table value is 1.984. Based on the summary table above, it can be concluded that:

1. The calculated T value for Financial Literacy (X1) is 4.902, which is greater than the T table value of 1.984, with a significance value < 0.001 or 0.001 < 0.05. Therefore, Ho is rejected and **Ha is accepted**, meaning that Financial Literacy has an influence on the Personal Financial Management of KIP Scholarship Recipients.
2. The calculated T value for Financial Attitude (X2) is 2.429, which is greater than the T table value of 1.984, with a significance value of 0.017 < 0.05. Therefore, Ho is rejected and **Ha is accepted**, meaning that Financial Attitude has an influence on the Personal Financial Management of KIP Scholarship Recipients.
3. The calculated T value for Lifestyle (X3) is 0.086, which is less than 1.984, with a significance value of 0.387 > 0.05. Therefore, Ho is accepted and **Ha is rejected**, meaning that Lifestyle does not have an influence on the Personal Financial Management of KIP Scholarship Recipients.

CONCLUSIONS

The purpose of this research is to determine the effect of financial literacy, financial attitudes, and lifestyle on the personal financial management of KIP recipients. The respondents in this study are 100 KIP students from the Public Financial Accounting study program in semesters 3, 5, and 7. The data were analyzed using multiple linear regression with the statistical SPSS 25. The results of the t-test and F-test show that financial literacy and financial attitudes have a significant influence on the personal financial management of KIP recipients, while lifestyle has no significant influence on personal financial management. Simultaneously, financial literacy, financial attitudes, and lifestyle have a significant effect on the personal financial management of KIP recipients. The coefficient of determination test shows that financial literacy, financial attitudes, and lifestyle variables explain 43.7% of the personal financial management variable, while the remaining 56.3% is explained by other variables.

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