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The Influence of Financial Technology Payment, Financial Knowledge, and Income on Financial Management Behavior (Case Study: College Students in Subang)

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Abstract: This study aims to analyze the influence of financial technology payment, financial knowledge, and income on the financial management behavior of college students in Subang. The research employs a quantitative method with a descriptive and verificative approach. Data were collected through questionnaires distributed to 100 active college students studying in Subang who utilize financial technology payment in their financial activities. A purposive sampling technique was used to select respondents from various higher education institutions in Subang. Data analysis was conducted using SPSS software to test the validity and reliability of the research instruments and to analyze the relationships between variables. The results indicate that financial technology payment, financial knowledge, and income have a positive and significant impact on college students' financial management behavior in Subang. However, this study has certain limitations, particularly in the scope of criteria for the financial knowledge variable. Future researchers are encouraged to expand the study beyond college students, incorporate gender diversity, and broaden the scope of variables, especially in terms of financial knowledge aspects.

Keyword: Financial Technology Payment, Financial Knowledge, Income, Financial Management Behavior.

INTRODUCTION

The advancement of technology has facilitated business transactions, particularly in the financial sector. The emergence of financial innovations incorporating modern technological advancements has led to the development of Financial Technology (Fintech) (Mawarni, 2017). According to Bank Indonesia Regulation No. 18/40/PBI/2016, advancements in technology and information systems have given rise to various innovations, particularly those related to Financial Technology (FinTech). These innovations aim to meet public needs, including in the payment system services sector, encompassing instruments, service providers, mechanisms, and the infrastructure for payment transaction processing.

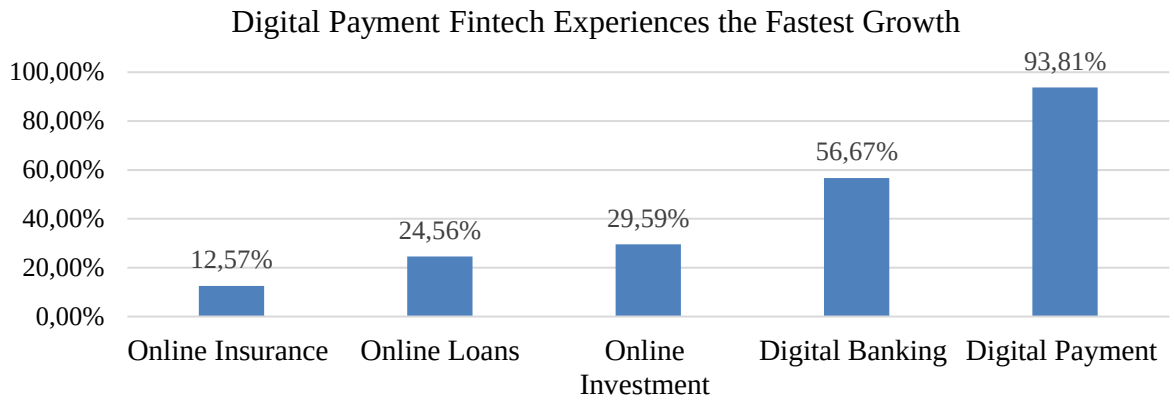

Figure 1. Digital Payment Fintech Experiences the Fastest Growth
Source: dataindonesia.id, 2023

Based on Figure 1, the 2023 Financial Technology Consumer Survey conducted online by dataindonesia.id indicates that fintech payment experienced the fastest growth in 2023, with a 93.81% increase in the digital payment sector. The use of fintech for transactions can influence user behavior in managing their finances. Financial behavior, also known as financial management behavior, refers to an individual's ability to manage their financial resources in daily life. Several factors influence financial management behavior in addition to fintech payment, including financial knowledge and income.

A significant number of people, particularly the younger generation, are interested in using fintech payment services. The college students, as part of the urban middle class millennial demographic, are also likely to be fintech payment users. The college student are typically associated with an up to date lifestyle, making them a consumer group actively engaged in buying and selling activities. Azzahra & Kartini (2022) state that when fintech payment is utilized optimally, it can positively influence financial attitudes and behavior, demonstrating that fintech payment has a positive effect on financial management behavior. However, the findings of Virgiawan & Prawitasari (2024) contrast this conclusion, showing that fintech payment does not have a significant impact on financial behavior.

Financial knowledge and understanding are essential for individuals in making financial decisions to meet their daily needs (Safitri, 2019). A person's financial knowledge may stem from general personal finance knowledge, savings and loan knowledge, insurance literacy, and investment awareness. The broader an individual's financial knowledge, the better their financial behavior, as increased awareness leads to improved financial management skills. Financial knowledge refers to an individual's competence and ability to understand, manage, and respond to financial risks related to decision-making regarding financial resources. This knowledge can be acquired through educational background and environmental influences (Triani & Wahdiniwaty, 2013).

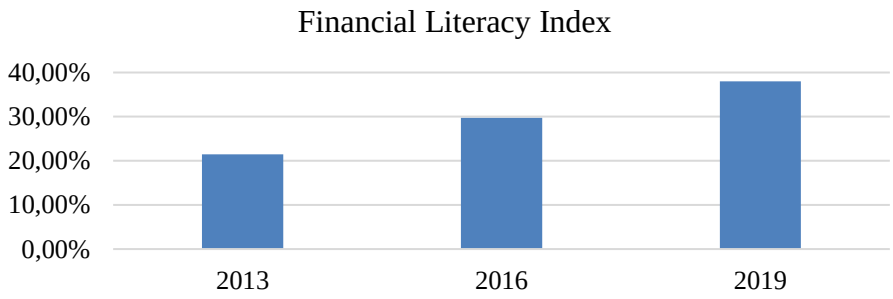

Figure 2. Financial Literacy Index
Source: Otoritas Jasa Keuangan, 2019

According to the financial literacy survey conducted by the Otoritas Jasa Keuangan (OJK) in 2019, only 38.03% of Indonesia's population is considered well-literate in financial matters. This means they possess adequate understanding and confidence regarding financial institutions, financial products and services, as well as the necessary skills, attitudes, and appropriate behaviors in utilizing financial products and services. Strong financial knowledge leads to a greater tendency to make smarter financial behavior decisions (Brilianti & Lutfi, 2020). This finding aligns with the research conducted by Azzahra & Kartini (2022), which concluded that financial knowledge has a positive and significant impact on financial management behavior among college students. However, this contrasts with the findings of Herdjiono & Damanik (2016), who reported that financial knowledge does not have a significant effect on financial management behavior.

Income is another variable that can influence financial management behavior. According to Nisa & Asandimitra (2022), income is one of the key factors affecting financial management behavior. Income refers to the amount of money or earnings received by an individual as compensation for their work. A higher income enables individuals to more easily fulfill their financial needs and fosters a sense of responsibility. Wulandari (2023) found that income positively influences financial management behavior. However, Budiono (2020) arrived at a different conclusion, indicating that income does not significantly impact financial management behavior. Understanding and implementing good financial management behavior is crucial for individuals, particularly college students, as their college years serve as a critical period for shaping financial habits. If college students develop effective financial management practices early on, these habits are more likely to persist as they enter the workforce and face greater financial challenges. Based on this background, this study aims to examine the influence of financial technology payment, financial knowledge, and income on college students' financial management behavior in Subang.

METHOD

The research method used a quantitative method with a descriptive approach. According to Sugiyono (2019), quantitative research is based on positivist philosophy, used to investigate a specific population or sample. Data collection is conducted using research instruments, and data analysis is quantitative/statistical in nature, aimed at testing predetermined hypotheses. Descriptive research as defined by Sugiyono (2020), is conducted to determine the existence of independent variables, either a single variable or multiple independent variables, without comparing them or establishing relationships with other variables.

The object of this study consists of college students studying in Subang. The sampling method used in this research is purposive sampling. According to Sugiyono (2019), purposive sampling is a technique for selecting samples based on specific considerations or predetermined criteria. This means that sample selection is deliberate, based on criteria established by the researcher. The purposive sampling method in this study is applied by selecting samples based on the following criteria:

a. Active college students enrolled in higher education institutions in Subang.
b. College students who have previously used financial technology payment services to obtain a product.

The sample size in this research is determined using Lemeshow's formula, which is commonly applied when the total population size is unknown. The formula is as follows:

$$n = \frac{z^2 \,.\, P\,(1-P)}{d^2} = \frac{1{,}96^2 \,.\, 0{,}5\,(1-0{,}5)}{0{,}1^2} = \frac{3{,}8416 \,.\, 0{,}5 \,.0{,}5}{0{,}1^2} = \frac{0{,}9604}{0{,}1^2} = 96{,}04 \approx 100$$

n = The required sample size
Z = Z-score at 95% confidence level (1.96)
P = Maximum estimated proportion (50% or 0.5)
d = Margin of error (10% or 0.10)

The data sources used in this study refer to the subjects from which the data are obtained. In this research, the author utilizes primary data; collected through questionnaires and secondary data; obtained through literature reviews or existing documents. The data collection techniques employed in this study are as follows:

- Questionnaire with coding and scoring. The questionnaire responses are measured using Likert scale scoring, with the following values: *Score 1 = Strongly Disagree (SD); Score 2 = Disagree (D); Score 3 = Neutral (N); Score 4 = Agree (A); and Score 5 = Strongly Agree (SA).*
- Library Research (Literature Review), Data collection is also conducted through a review of existing literature, journals, and documents related to the research topic.

The analysis and hypothesis testing methods applied in this study include Validity and Reliability Testing to ensure the accuracy and consistency of the research instrument; Classical Assumption Tests, including Normality Test, Heteroscedasticity Test, Multicollinearity Test; and Hypothesis Testing, including:

- T-Test to assess the significance of individual independent variables.
- Coefficient of Determination (R^2) to measure the explanatory power of the model.
- F-Test to evaluate the overall significance of the independent variables on the dependent variable.

RESULTS AND DISCUSSION

Result

Based on the questionnaire responses collected from 100 college students in Subang, the gender distribution of respondents is as follows 23% of male respondents and 27% of female respondents. Respondents were also categorized based on the type of institution they attended 14% of Public Universities and 86% of Private Universities. The only Public University represented in this research is Politeknik Negeri Subang. Meanwhile, the Private Universities included in the research are 42% of STIE Sutaatmadja; 15% of Universitas Mandiri; and 29% of Universitas Subang. Additionally, the income sources of respondents vary, as illustrated in the figure below.

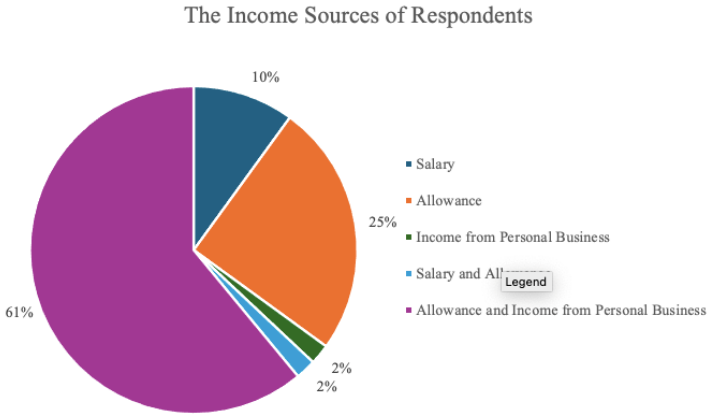

Figure 3. The Income Sources of Respondents
Source: Research Data, 2025

The respondents' monthly income is categorized into five groups, ranging from Rp1,000,000 to more than Rp3,000,000. Based on the questionnaire results, the majority of respondents (41%) reported a monthly income of over Rp3,000,000. The distribution is as follows 41% earn more than Rp3,000,000 per month; 29% earn Rp2,500,000–Rp3,000,000 per month; 16% earn Rp1,500,000–Rp2,000,000 per month; 8% earn Rp2,000,000–Rp2,500,000 per month; 6% earn Rp1,000,000–Rp1,500,000 per month. Meanwhile, the respondents' monthly expenses are categorized into five groups, ranging from less than Rp500,000 to more

than Rp2,000,000. The findings reveal that 60% spend Rp500,000–Rp1,000,000 per month; 29% spend Rp1,000,000–Rp1,500,000 per month; 5% spend less than Rp500,000 per month; 3% spend Rp1,500,000–Rp2,000,000 per month; 3% spend more than Rp2,000,000 per month. Interestingly, only one respondent reported not having a personal savings account, highlighting a strong financial awareness among college students regarding savings habits.

100% of respondents have used fintech payment services, demonstrating the growing reliance on digital financial solutions. The usage distribution across different fintech payment platforms is as follows 44.25% of GoPay; 30.46% of DANA; 18.39% of ShopeePay; 6.9% of OVO. The questionnaire administered to respondents consisted of 34 items, categorized as follows:

a. Financial Technology Payment (X1): 9 questions
b. Financial Knowledge (X2): 7 questions
c. Income (X3): 8 questions
d. Financial Management Behavior (Y): 10 questions

Table 1. Percentage of Respondents' Answers to Financial Technology Payment Variables

Q	SD (1)		D (2)		N (3)		A (4)		SA (5)		TOTAL	
	F	%	F	%	F	%	F	%	F	%	Average	Result
Q1	0	0%	0	0%	2	2%	86	86%	12	12%	4.1	A
Q2	0	0%	0	0%	3	3%	84	84%	13	13%	4.1	A
Q3	0	0%	0	0%	2	2%	82	82%	16	16%	4.14	A
Q4	0	0%	0	0%	1	1%	83	83%	16	16%	4.15	A
Q5	0	0%	0	0%	4	4%	84	84%	12	12%	4.08	A
Q6	0	0%	0	0%	7	7%	83	83%	10	10%	4.03	A
Q7	0	0%	2	2%	6	6%	83	83%	9	9%	3.99	A
Q8	0	0%	0	0%	6	6%	88	88%	6	6%	4	A
Q9	0	0%	0	0%	5	5%	89	89%	6	6%	4.01	A
The Average of Financial Technology Payment Variable (X1)											**4.06**	**A**

Source: Research Data, 2025

The average response score for the Financial Technology Payment (X1) variable is 4.06, which falls under the Agree (A) category. This finding indicates that the majority of college students in Subang, as respondents in this study, strongly support or agree with the statements presented regarding fintech payment. In other words, this result demonstrates that college students in Subang have successfully integrated financial technology payment into their daily lives. The high level of agreement also reflects that fintech payment has become an essential part of their financial activities, from digital transactions and payments to more practical and efficient financial management.

Table 2. Percentage of Respondents' Answers to Financial Knowledge Variables

Q	SD (1)		D (2)		N (3)		A (4)		SA (5)		TOTAL	
	F	%	F	%	F	%	F	%	F	%	Average	Result
Q1	0	0%	1	1%	8	8%	83	83%	8	8%	3.98	A
Q2	0	0%	1	1%	6	6%	82	82%	11	11%	4.03	A
Q3	0	0%	4	4%	11	11%	75	75%	10	10%	3.91	A
Q4	0	0%	6	6%	14	14%	72	72%	8	8%	3.82	A
Q5	0	0%	6	6%	15	15%	72	72%	7	7%	3.8	A
Q6	0	0%	4	4%	6	6%	78	78%	12	12%	3.98	A

Q	SD (1)		D (2)		N (3)		A (4)		SA (5)		TOTAL	
	F	%	F	%	F	%	F	%	F	%	Average	Result
Q7	1	1%	3	3%	15	15%	73	73%	8	8%	3.84	A
The Average of Financial Knowledge Variable (X2)											**3.9**	**A**

Source: Research Data, 2025

The average response score for the Financial Knowledge (X2) variable is 3.90, which falls under the Agree (A) category. This finding indicates that the majority of college students in Subang, as respondents in this study, strongly support or agree with the statements presented regarding financial knowledge. In other words, the results suggest that college students in Subang possess a good level of financial knowledge. Their understanding of financial concepts demonstrates awareness and familiarity with financial management principles, which are essential for making informed financial decisions. This level of financial literacy can contribute to better financial behavior, helping college students effectively manage their income, savings, and expenditures.

Table 3. Percentage of Respondents' Answers to Income Variables

Q	SD (1)		D (2)		N (3)		A (4)		SA (5)		TOTAL	
	F	%	F	%	F	%	F	%	F	%	Average	Result
Q1	0	0%	0	0%	3	3%	91	91%	6	6%	4.03	A
Q2	0	0%	1	1%	2	2%	85	85%	12	12%	4.08	A
Q3	0	0%	0	0%	2	2%	85	85%	13	13%	4.11	A
Q4	0	0%	0	0%	4	4%	85	85%	11	11%	4.07	A
Q5	0	0%	0	0%	3	3%	83	83%	14	14%	4.11	A
Q6	0	0%	1	1%	1	1%	85	85%	13	13%	4.1	A
Q7	0	0%	0	0%	6	6%	80	80%	14	14%	4.08	A
Q8	0	0%	0	0%	3	3%	83	83%	14	14%	4.11	A
The Average of Income Variable (X3)											**4.08**	**A**

Source: Research Data, 2025

The average response score for the Income (X3) variable is 4.08, which falls under the Agree (A) category. This finding indicates that the majority of college students in Subang, as respondents in this study, strongly support or agree with the statements presented regarding income. In other words, the results suggest that college students in Subang have an income level that supports their ability to manage their finances effectively. This implies that their financial resources are sufficiently stable to allow them to make informed financial decisions, balance expenses, and potentially allocate funds for savings or investments. The positive agreement on this variable highlights the importance of income as a key factor influencing financial management behavior among college students.

Table 4. Percentage of Respondents' Answers to Financial Management Behavior Variables

Q	SD (1)		D (2)		N (3)		A (4)		SA (5)		TOTAL	
	F	%	F	%	F	%	F	%	F	%	Average	Result
Q1	0	0%	1	1%	5	5%	86	86%	8	8%	4,01	A
Q2	0	0%	0	0%	4	4%	86	86%	10	10%	4,06	A
Q3	0	0%	0	0%	9	9%	83	83%	8	8%	3,99	A
Q4	0	0%	1	1%	4	4%	78	78%	17	17%	4,11	A
Q5	0	0%	2	2%	1	1%	81	81%	16	16%	4,11	A

Q	SD (1)		D (2)		N (3)		A (4)		SA (5)		TOTAL	
	F	%	F	%	F	%	F	%	F	%	Average	Result
Q6	0	0%	0	0%	0	0%	78	78%	22	22%	4,22	A
Q7	0	0%	0	0%	3	3%	85	85%	12	12%	4,09	A
Q8	0	0%	2	2%	1	1%	86	86%	11	11%	4,06	A
Q9	0	0%	0	0%	3	3%	84	84%	13	13%	4,1	A
Q10	0	0%	2	2%	5	5%	87	87%	6	6%	3,97	A
The Average of Financial Management Behavior Variable (Y)											**4.07**	**A**

Source: Research Data, 2025

Based on the analysis of respondents' answers from the questionnaire, the findings indicate that college students in Subang have effectively utilized financial technology payment as a tool to manage and control their finances. The widespread adoption of fintech payment solutions highlights their role in facilitating more efficient financial transactions and management among college students. Furthermore, the financial knowledge level of college students in Subang is categorized as good, as reflected in the average score of the financial knowledge variable. This suggests that college students possess a solid understanding of financial concepts, enabling them to make informed financial decisions.

In addition, college students in Subang earn income from various sources and have demonstrated the ability to manage their finances effectively and efficiently. This indicates that they are not only aware of financial management principles but also apply them in their daily financial activities. The data analysis further supports that college students in Subang exhibit positive financial management behavior, signifying a proactive approach to budgeting, saving, and spending responsibly. These findings reinforce the importance of financial literacy and fintech adoption in shaping responsible financial habits among college students.

The validity test in this study was conducted using SPSS version 25, applying the Pearson Bivariate Correlation technique with a two-tailed significance test (Sig. 2-tailed). Given the sample size (n) of 100 respondents, the degrees of freedom (df) is calculated as df=n−2=100−2=98. Referring to the r-table (critical r-value) for df = 98 at a 5% significance level (0.05), the threshold r-value is 0.195.

Table 5. The Validity Test Result: Financial Technology Payment (X1)

Questions	r-statistic	r-table	Result
X1.1	0,529	0,195	Valid
X1.2	0,707	0,195	Valid
X1.3	0,484	0,195	Valid
X1.4	0,650	0,195	Valid
X1.5	0,676	0,195	Valid
X1.6	0,514	0,195	Valid
X1.7	0,537	0,195	Valid
X1.8	0,525	0,195	Valid
X1.9	0,626	0,195	Valid

Source: Research Data, 2025

Based on Table 5, the validity test results for the Financial Technology Payment (X1) variable indicate that all questionnaire items are valid, as evidenced by the r-statistic value being greater than the r-table value (0.195).

Table 6. The Validity Test Result: Financial Knowledge (X2)

Questions	r-statistic	r-table	Result
X2.1	0,536	0,195	Valid
X2.2	0,485	0,195	Valid

X2.3	0,595	0,195	Valid
X2.4	0,814	0,195	Valid
X2.5	0,825	0,195	Valid
X2.6	0,740	0,195	Valid
X2.7	0,530	0,195	Valid

Source: Research Data, 2025

Based on Table 6, the validity test results for the Financial Knowledge (X2) variable indicate that all questionnaire items are valid, as evidenced by the r-statistic value being greater than the r-table value (0.195).

Table 7. The Validity Test Result: Income (X3)

Questions	r-statistic	r-table	Result
X3.1	0,598	0,195	Valid
X3.2	0,643	0,195	Valid
X3.3	0,666	0,195	Valid
X3.4	0,673	0,195	Valid
X3.5	0,699	0,195	Valid
X3.6	0,472	0,195	Valid
X3.7	0,656	0,195	Valid
X3.8	0,622	0,195	Valid

Source: Research Data, 2025

Based on Table 7, the validity test results for the Income (X3) variable indicate that all questionnaire items are valid, as evidenced by the r-statistic value being greater than the r-table value (0.195).

Table 8. The Validity Test Result: Financial Management Behavior (Y)

Questions	r-statistic	r-table	Result
Y.1	0,721	0,195	Valid
Y.2	0,621	0,195	Valid
Y.3	0,529	0,195	Valid
Y.4	0,639	0,195	Valid
Y.5	0,631	0,195	Valid
Y.6	0,521	0,195	Valid
Y.7	0,587	0,195	Valid
Y.8	0,674	0,195	Valid
Y.9	0,524	0,195	Valid
Y.10	0,682	0,195	Valid

Source: Research Data, 2025

Based on Table 8, the validity test results for the Finansial Management Behavior (Y) variable indicate that all questionnaire items are valid, as evidenced by the r-statistic value being greater than the r-table value (0.195).

In this research using SPSS version 25 to conduct the reliability test. According to Ghozali (2013:48), SPSS provides a reliability measurement tool using the Cronbach's Alpha (α) statistical test. A construct or variable is considered reliable if the Cronbach's Alpha (α) value is greater than 0.70 (α > 0.70).

Table 8. The Reliability Test Result

The Variables	*Cronbach Alpha*	α	Result
Financial Technology Payment	0,756	0,7	Reliable
Financial Knowledge	0,775	0,7	Reliable
Income	0,778	0,7	Reliable
Financial Management Behavior	0,815	0,7	Reliable

Source: Research Data, 2025

Based on Table 4.16, the reliability test results indicate that all variables in this study have a Cronbach's Alpha value greater than 0.700.

The Classical Assumption Test

a. The Normality Test

In this research, the normality test was conducted using the One-Sample Kolmogorov-Smirnov Test by analyzing the significance value of the research data. Based on the normality test results show that the Asymp. Sig. (2-tailed) value is 0.200. Since: 0.200>0.050.200>0.05. it indicates that the variables used in this study follow a normal distribution.

b. The Heteroscedasticity Test

Based on the test results, it shows that the significance value of the financial technology payment variable (X1) is 0.308 > 0.05, then the significance value of the financial knowledge variable (X2) is 0.135 > 0.05 and the significance value of the income variable (X3) is 0.449 > 0.05. Based on this, it can be explained that in accordance with the decision making of the Glejser test, there is no heteroscedasticity in the regression model data because all independent variables have a significance value of more than 0.05.

c. The Multicollinearity Test

In this research, the multicollinearity test was carried out using the Variance Inflation Factor (VIF) and tolerance to detect whether there is a strong relationship between independent variables that can interfere with the analysis. Based on the test results in table 4.19, it shows that the VIF value on variables X1, X2, and X3 shows results < 10, where X1 is 2.070 < 10 then X2 is 1.442 < 10 and X3 is 2.365 < 10. So, it can be said that the data in this study does not occur multicollinearity. Furthermore, this can also be seen from the tolerance value of X1, X2, and X3 showing results > 0.01 where X1 is 0.483 > 0.01 then X2 is 0.694 > 0.01 and X3 is 0.423 > 0.01. So, it can be said that this research data does not occur multicollinearity or avoid multicollinearity problems.

The Hypothesis Test

The hypothesis test in this research was carried out partially. The hypothesis test is carried out to test the effect of independent variables on the dependent variable. In this research, multiple linear regression test is conducted to measure the influence of independent variables on one dependent variable including financial technology payment (X1), financial knowledge (X2), and income (X3) on the dependent variable, namely financial management behavior (Y). Based on the test results in the Table 9, it shows that the results of the multiple linear regression equation are:

$$Y = 2{,}993 + 0{,}247\ X_1 + 0{,}307\ X_2 + 0{,}621\ X_3 + e$$

Table 9. The Hypothesis Test Result

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	Constant	2.993	2.730		1.096	.276
	Financial Technology Payment	.247	.102	.194	2.411	.018
	Financial Knowledge	.307	.066	.314	4.673	.000
	Income	.621	.114	.468	5.440	.000

a. Dependent Variable: FMB

Source: Research Data, 2025

After obtaining the results of the multiple linear regression above, there are several other hypothesis tests that need to be carried out to test the effect of the independent variables on the dependent variable. These hypothesis tests include the t test, the Coefficient of Determination (R^2) test and the f test which are used to measure the significance and strength of the regression model as a whole. The following are the results of several other hypothesis tests:

a. T-Test

Based on the test results in Table 9, the t test results (Sig.) on the independent variable on the dependent partially with a significance level of 5% or 0.05, as follows:

1) The significance value of financial technology payment (X1) which is 0.018 < 0.05. This shows that the better the use of financial technology payment, the financial management behavior of college s in Subang will increase significantly.
2) The significance value of financial knowledge (X2) which is 0.000 < 0.05. This shows that the better the use of financial knowledge, the financial management behavior of college students in Subang will increase significantly.
3) The significance value of income (X3) which is 0.000 < 0.05. This shows that the better the use of income, the financial management behavior of college students in Subang will increase significantly.

b. The Coefficient of Determination Test

Table 10. The Coefficient of Determination Test Result

Model	R	R Square (R^2)	Adjusted R Square (R^2)	Std. Error of the Estimate
1	.837[a]	.700	.691	1.45386

a. Predictors: (Constant), Income, Financial Knowledge, Financial Technology Payment

Source: Research Data, 2025

The coefficient of determination (R^2) test is carried out to determine and predict how much or important the contribution of the influence given by the independent variables together to the dependent variable (Susanti, 2022). Based on the test results, it shows that the coefficient of determination (R^2) which can be seen in the Adjusted R Square value is 0.691 or 69.1%. This means that the independent variables (X) in this study are able to explain 69.1% of the variation that occurs in the dependent variable (Y), namely financial management behavior. Meanwhile, the remaining 30.9% is influenced by other factors outside the variables used in this study. These factors can come from external or internal aspects of individuals that are not analyzed in this regression model.

c. F-Test

Based on the test results in Table 11, it shows that the significance value obtained is 0.000 < 0.05, indicating that the variables of financial technology payment, financial knowledge, and income together have a significant influence on financial management behavior among college students in Subang. In other words, these three independent variables together contribute to shaping and influencing college students' financial management behavior.

Table 11. F-Test Result

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	473.245	3	157.748	74.631	.000[b]
	Residual	202.915	96	2.114		
	Total	676.160	99			

a. Dependent Variable: FMB

b. Predictors: (Constant), Income, Financial Knowledge, Financial Technology Payment

Source: Research Data, 2025

These results indicate that the better the use of financial technology payments, financial knowledge, and their income level, the better their financial management behavior. Conversely, if these three factors are less than optimal, then college students' financial management behavior will also be negatively affected

DISCUSSION

The Influence of Fintech Payment on Financial Management Behavior of College Students in Subang

Fintech payment in Indonesia has experienced rapid development, providing convenience in financial transactions that are more practical, efficient, and fast. With fintech payment, people can make digital payments without dependence on cash, increasing accessibility and convenience in transactions. Bank Indonesia defines Financial Technology in Bank Indonesia Regulation No.19/12/PBI/2017 as the use of technology in the financial system that produces new services, business models, and technologies that can have an impact on monetary stability, financial systems, and the efficiency and security of payment systems.

In this research, college students in Subang showed a major preference for fintech payments, particularly GoPay, which was used by 44.25% of respondents. GoPay, as a digital wallet developed by Gojek, enables digital transactions such as Gojek service payments, balance transfers, bill payments, and online and offline shopping. The popularity of GoPay among college students is supported by integration with the Gojek ecosystem, easy top-up of balances through various methods, and attractive promos and cashback. In addition, the implementation of Quick Response Code Indonesian Standard (QRIS) further facilitates digital transactions with various digital wallets such as DANA, ShopeePay, and OVO.

Descriptive analysis shows that the majority of respondents feel confident in managing transactions through the fintech payment application, as reflected in 89% of "Agree" answers on the indicator of confidence in using the application. Overall, the level of college student acceptance of fintech payment is high, with an average respondent answer score of 4.06 on a five-point scale. Furthermore, the results of multiple linear regression analysis show that fintech payment (X1) has a positive and significant influence on college student financial management behavior. The regression coefficient of 0.247 with a significance value of 0.018 (<0.05) indicates that the better the utilization of fintech payment, the more college students' ability to manage their finances wisely and responsibly increases. This finding is consistent with previous studies, such as those conducted by Kusumar & Mendari (2021) and Murty et al. (2024), which concluded that fintech payment has a positive impact on college students' financial management behavior.

Thus, this reserach confirms that fintech payment not only provides transaction convenience, but also plays a role in increasing students' financial literacy and awareness. Therefore, more effective utilization of fintech payment can be one of the supporting factors in better financial management for college students in Subang.

The Influence of Financial Knowledge on Financial Management Behavior of College Students in Subang

Financial Knowledge is an individual's understanding of financial concepts and principles as well as skills in managing finances wisely and effectively to achieve financial well-being. In this study, college students in Subang have a good understanding of financial knowledge, as indicated by 83% of respondents who stated "Agree" to the statement regarding the benefits of budgeting and financial planning. In addition, the overall mean value of respondents' answers is 3.90 on a five-point scale, which indicates a high level of understanding of the concept of financial knowledge and its application in daily financial activities.

The results of multiple linear regression analysis show that financial knowledge (X2) has a positive and significant influence on college students' financial management behavior. The regression coefficient of 0.307 with a significance value of 0.000 (<0.05) indicates that the better the financial knowledge, the more college students' financial management behavior will increase. In other words, college students who have a good understanding of finance tend to be wiser in managing their finances, planning future finances more stably, and making more informed financial decisions.

This finding is in line with previous research conducted by Virgiawan & Prawitasari (2024) and Hartono & Armin (2023), which shows that financial knowledge has a positive and significant effect on college students' financial management behavior. The results of this study strengthen the evidence that increasing financial literacy can contribute to better financial management among college students, both in their personal and professional contexts in the future.

Thus, the results of this analysis prove that the research hypothesis which states that there is a positive influence of financial knowledge on financial management behavior among college students in Subang can be accepted. Therefore, increasing financial literacy needs to be a concern in supporting the development of better financial management behavior among college students.

The Influence of Income on Financial Management Behavior of College Students in Subang

Income is the amount of money that individuals get from various sources, such as salaries, business profits, investments, and pocket money from parents or guardians. In this study, the majority of college student respondents in Subang obtained income from pocket money and personal business results, with a total of 61 respondents or 61% of the total research sample. This source of income is an important factor in determining how college students manage their finances, including in terms of spending, savings, and investment.

The results show that college students tend to plan their finances by considering daily expenses and prioritizing primary needs. This is shown by 91% of respondents who stated "Agree" to the statement regarding the importance of financial planning to consider expenses. In addition, the descriptive analysis results show that the average score of respondents' answers to the income indicator is 4.08 on a five-point scale, which indicates that the majority of college students have a good understanding of the importance of income in their financial management.

Income is also proven to have a positive and significant influence on college student financial management behavior. Based on multiple linear regression analysis, the income variable (X3) has a regression coefficient of 0.621 with a significance value of 0.000 (<0.05). These results indicate that the higher the income received and managed properly, the more the financial management behavior of college students in Subang will increase. Conversely, low or poorly managed income can have a negative impact on their financial management.

The findings of this study are in line with research conducted by Wulandari (2023) and Apriyanti & Ramadita (2022), which shows that income has a positive and significant effect on financial management behavior. This confirms that sufficient income and effective management can improve college students' ability to manage finances and make wiser financial decisions. With good income management, college students can build healthy financial management habits, which will have a positive impact in the long run, both in their personal and professional lives.

Thus, the results of this study prove that the hypothesis stating that there is a positive influence of income on financial management behavior among college students in Subang can be accepted. Therefore, it is important for college students to manage their income more wisely in order to achieve financial stability in the future.

CONCLUSION

This research aims to determine the effect between the variables of financial technology payment, financial knowledge and income on financial management behavior of college students in Subang. Based on the results of the research that has been conducted, it can be concluded partially and simultaneously that financial technology payment, financial knowledge, and income have a positive and significant effect on financial management behavior.

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