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Digital Financial Literacy Learning in Shaping Non-Cash Transaction Behavior of Upper Secondary School Students

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ABSTRACT

The development of information and communication technology has encouraged the increasing use of digital money as a means of transaction, especially among the younger generation. This study aims to analyze the behavior of digital money usage among students of SMAN 1 Wangi-Wangi, Wakatobi Regency and identify the factors that influence it and its impact on students' financial behavior. This research method uses a quantitative approach with a survey method of 42 grade XII students as respondents. Data were collected through a Likert-scale questionnaire and analyzed using validity tests, reliability tests, descriptive statistics, normality tests, and simple linear regression analysis. The results showed that 64.3% of students had used digital money, with the Dana application as the most widely used service. Validity and reliability tests showed that the research instrument was valid and reliable with a Cronbach's Alpha value of 0.866. Regression analysis showed that the use of digital money has a positive and significant effect on students' digital money usage behavior (t = 5.418; sig. = 0.000). The use of digital currency has positive impacts such as ease of transactions, increased financial technology literacy, and ease of financial management. However, it also has the potential for negative impacts such as consumer behavior, technological dependency, and reduced spending control. Therefore, improving financial literacy and monitoring the use of digital currency are essential to ensure students utilize this technology wisely and responsibly.

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1. INTRODUCTION

The development of information and communication technology has had a significant impact on various aspects of human life, including the economic sector. One major change is the emergence of digital

currency as an increasingly popular means of transaction. Digital currency, often referred to as e-money, e-wallet, or digital wallet, offers various transaction conveniences not available with conventional cash.

In Indonesia, the use of digital currency is increasing rapidly, especially among the younger generation. Students in Wakatobi Regency, as part of a generation that grew up with technology, are no exception to this. Wakatobi Regency, located in Southeast Sulawesi province, is renowned for its natural beauty and tourism, and has great potential for adopting modern technology, including the use of digital currency.

This behavioral change is interesting to study because it provides insight into how technology influences financial transaction habits and preferences among students. This research will focus on the digital currency usage behavior of students at SMAN 1 Wangi-Wangi in Wakatobi Regency, identifying the factors influencing this usage, and its implications for their financial literacy and personal financial management.

2. METHODS

This research uses a quantitative approach with a survey method. This approach was chosen because it allows the researcher to objectively measure research variables and test the formulated hypotheses. The survey method was used to collect data from respondents, namely 42 12th-grade students of SMAN 1 Wangi-Wangi. The data used in this study were obtained directly from respondents through questionnaires distributed to SMAN 1 Wangi-Wangi students, as well as data obtained from literature, journals, books, and reports related to digital currency use and consumer behavior.

The data obtained from the questionnaire will be analyzed using statistical analysis techniques. The stages of data analysis include: a) Validity testing is used to ensure that the research instrument (questionnaire) accurately measures what it is intended to measure. Reliability testing is used to ensure the consistency of the measurement results; b) Descriptive statistics are used to describe respondent characteristics and data distribution; c. To test the effect of independent variables (ease of use, security, promotion, financial literacy) on the dependent variable (digital currency usage behavior); d) Statistical tests were used to test the hypotheses formulated in this study.

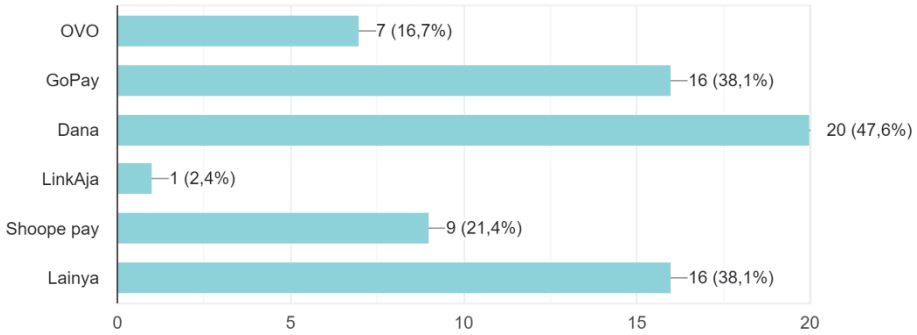
The research instrument used in this study was a questionnaire. The questionnaire consists of several sections designed to measure predetermined variables. Each section used a 5-point Likert scale, where respondents were asked to indicate their agreement with the statements, ranging from "Strongly Disagree" to "Strongly Agree".

3. FINDINGS AND DISCUSSION

SMAN 1 Wangi-Wangi is one of the first senior high schools in Wangi-Wangi sub-district in Wakatobi Regency, Southeast Sulawesi Province. This school was established in 1982. This school is located in the center of Wakatobi city with a land area of 150 X 100 M (15,000 M). There are 24 study rooms, 1 library unit, 1 computer laboratory unit, 1 biology laboratory unit, 1 chemistry laboratory unit, and 1 physics laboratory unit. In addition, there are sports facilities, a BK room, a UrKS room, a ceremony field, and a school canteen. SMAN 1 Wangi-Wangi has an A accreditation status and has 53 teaching staff and educational qualifications: 13 people (S-1) and 2 Diploma (D-4) and 3 high school graduates as other technical staff. This school is led by a principal and assisted by 4 vice principals, namely the vice principal for curriculum, vice principal for student affairs, vice principal for community tourism and vice principal for facilities and infrastructure. In addition, there are 4 staff who assist in the field of school administration. Based on the results of a survey of 42 students regarding the use of digital currency among SMAN 1 Wangi-Wangi students, data showed that 27 students (64.3%) used digital currency, while 15 students (35.7%) did not. The frequency of digital currency use showed that the majority of students at SMAN 1 Wangi-Wangi, Wakatobi Regency, had used digital currency. 11.9% of students used digital currency daily, 11.9% of students used digital currency 3-5 times a week, 14.3% of students used digital currency 1-2 times a week, and 61.9% of students used digital currency less than once a week.

Figure 2. Types of digital money services used by students

The types of digital money services frequently used by students at SMAN 1 Wangi-Wangi are the Dana app (47.6%), GoPay and other apps (38.1%), Shopee Pay (21.4%), OVO (16.7%), and LinkAja (2.4%).



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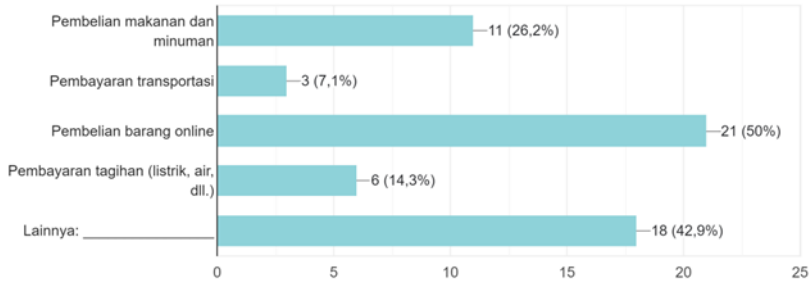

Figure 3. Percentage of Digital Money Use Needs

The most frequently used digital money service by students at SMAN 1 Wangi-Wangi is online purchases (50%), while the least frequently used digital money is transportation payments (1%). Validity tests are used to ensure that the research instrument (questionnaire) accurately measures what it is intended to measure. Reliability tests are used to ensure the consistency of measurement results. Validity tests aim to determine the extent to which the instruments or items used in the research accurately measure the intended variables or constructs. In this validity test, the table r and calculated r values are used to assess item validity. With 42 respondents, the table r value was 0.2973. This value was obtained based on the degrees of freedom and significance level established in the validity test. All items in the research instrument had calculated r values greater than 0.2973. Because the calculated r values for all items are greater than the table r of 0.2973, all items in the instrument are declared valid. This indicates that the items can be trusted to measure the intended variables or constructs with an adequate level of accuracy.

Table 1.Cronbach's Alpha

Reliability Statistics	
Cronbach's Alpha	N of Items
.866	24

The table above displays the reliability statistics for 24 items tested using Cronbach's Alpha. A Cronbach's Alpha of 0.866 indicates excellent reliability, or internal consistency, for these 24 items. This value indicates that the instrument used in the measurement has a high level of reliability.

Table 2: Descriptive statistics

Descriptive Statistics

	N	Minimum	Maximum	Mean	Standard Deviation
Digital currency usage	42	20.00	34.00	27,5000	3.69079
Digital currency usage behavior	42	27.00	67.00	47.14 29	9.07038
Valid N (listwise)	42				

The table above shows descriptive statistics for two variables: digital currency user factors and digital currency user behavior, based on data from 42 respondents.

1. Digital Currency User Factor:
   - The minimum score is 20, while the maximum score is 34.
   - The mean of this factor is 27.5 with a standard deviation of 3.69.
2. Digital Currency User Behavior:
   - The minimum score is 27, and the maximum score is 67.
   - The mean of this impact is 47.14 with a standard deviation of 9.07.

The data used from all 42 respondents is valid.

Table 3. Data Normality Tests

Tests of Normality

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
Digital Currency User Factors	.103	42	.200*	.964	42	.201
Digital Currency Usage Behavior	.076	42	.200*	.991	42	.977

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The table above displays the results of normality tests for two variables: digital currency user factors and digital currency user behavior, using the Kolmogorov-Smirnov and Shapiro-Wilk tests.

Digital Currency User Factors: - The Kolmogorov-Smirnov test yielded a statistical value of 0.103 with a p-value (Sig.) of 0.200, indicating a normally distributed data. The Shapiro-Wilk test yielded a statistical value of 0.964 with a p-value of 0.201, also indicating a normally distributed data.

Digital Currency User Behavior: - The Kolmogorov-Smirnov test yielded a statistical value of 0.076 with a p-value of 0.200, indicating a normally distributed data. The Shapiro-Wilk test yielded a statistical value of 0.991 with a p-value of 0.977, also indicating a normally distributed data.

Overall, these two tests indicate that the data for both variables are normally distributed.

Regression Analysis: Used to test the effect of independent variables (ease of use, security, promotion, financial literacy) on the dependent variable (digital currency usage behavior).

Table 4: Linear Regression test results

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1427,841	1	1427,841	29,360	.000b
	Residual	1945.302	40	48,633		
	Total	3373.143	41			

a. Dependent Variable: digital money usage behavior

b. Predictors: (Constant), use of digital money

This table shows the results of an ANOVA analysis for a regression model that examines the effect of Digital Currency Use on Digital Currency Usage Behavior. The F-value of 29.360 with a p-value (Sig.) of 0.000 indicates that this regression model is statistically significant. These results indicate that Digital Currency Use significantly influences Digital Currency Usage Behavior in this regression model.

Hypothesis Testing:

Table 5 Hypothesis Testing

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	3,172	8,186		.388	.700
	use of digital money	1,599	.295	.651	5,418	.000

a. Dependent Variable: digital money usage behavior

The table above displays the results of the regression coefficient analysis for a model that evaluates the effect of Digital Money Use on Digital Money Use Behavior (dependent variable). The t-value = 5.418 with a p-value (Sig.) of 0.000, indicates that this variable significantly influences Digital Money Use Behavior. Overall, these results indicate that Digital Money Use has a positive and significant influence on Digital Money Use Behavior. Each one-unit increase in Digital Money Use will increase Digital Money Use Behavior by 1.599 units, while the constant in this model is not significant.

The Impact of Using Digital Money on Student Behavior

Theory of Planned Behavior (Ajzen, 1991) states that a person's behavior, including financial management, is influenced by intentions, attitudes, subjective norms, and perceived behavioral control. Students who lack the intention or understanding to manage their finances well will tend to have less effective financial behavior. The positive and negative impacts on financial behavior obtained by students of SMAN 1 Wangi-Wangi, Wakatobi Regency, are that digital money helps them manage their personal finances better (Mean = 2.8).

Social Capital Theory (Putnam, 2000) explains that social interactions that occur through digital platforms can increase social capital, namely social networks, norms, and trust that can facilitate coordination and cooperation. Digital money strengthens this social capital by creating an environment where students can share and collaborate more easily. Nudge Theory (Thaler & Sunstein, 2008) explains how the environment or the way choices are presented can influence consumer decisions. Digital

money, with its various promotions and easy access, can act as a "nudge" that encourages students to spend more, regardless of whether the items are truly needed or not. Positive and negative impacts on social behaviorStudents of SMAN 1 Wangi-Wangi, Wakatobi Regency, feel that digital money has a better social influence on them (Mean = 3.0).

Theory of Planned Behavior (TPB) **(**Ajzen, 1991) stated that a person's behavior, including consumer behavior, is strongly influenced by intentions, attitudes, subjective norms, and perceived behavioral control. Digital money can reduce perceived control over spending due to its fast and easy transaction process, thus increasing the likelihood of impulsive purchases positive and negative impacts on their consumer behavior and it was found that students of SMAN 1 Wangi-Wangi, Wakatobi Regency felt that digital money had a better influence on their consumer behavior (Mean = 3.0).

Satisfaction of Using Digital Money is the level of user satisfaction or happiness after using digital money to meet their transaction needs. This satisfaction is influenced by how well the service meets user expectations, including ease of access, low costs, security, and system reliability.

Customer Satisfaction Theory**:** This theory states that customer satisfaction is the result of comparing customer expectations before using a product or service with their actual experience after using it. If the experience exceeds expectations, the user will be satisfied, and vice versa positive and negative impacts on behaviorexperience and satisfactionthey and it was found that students or pupils of SMAN 1 Wangi-Wangi, Wakatobi Regency felt that digital money had an influenceexperience and satisfactionthem better (Mean = 3.1).

Technology Acceptance Model (TAM) (Davis, 1989) states that technology adoption is strongly influenced by perceived ease of use and perceived benefits. Digital money that facilitates transactions and financial management can make students overly dependent on this technology, which may have a negative impact if they do not have strong basic financial skills. Positive and negative impacts on their financial management behavior and it was found that students or students of SMAN 1 Wangi-Wangi Wakatobi Regency felt that digital money had a good influence on financial management (Mean = 2.7).

While digital currency helps with financial management, there are indications that its use can increase consumption. This needs to be addressed to prevent students from falling into excessive consumerism. The use of digital currency among students, including those at SMAN 1 Wangi-Wangi, Wakatobi Regency, can have both positive and negative impacts on their digital usage behavior. Here are some potential impacts:

Positive Impacts of Digital Money Among Students: 1) Ease of Transactions: The use of digital money allows students to easily make transactions, such as purchasing food, paying for books, or other school needs without having to carry cash. This can increase efficiency and convenience in making payments. 2) Better Financial Management: Some digital money applications provide features that help users track their expenses. This can be a good learning tool for students to manage their personal finances from an early age. 3) Introduction to Financial Technology: By using digital money, students become more familiar with financial technology, which is an important skill in the digital era. It can also encourage their interest in finance and technology. 4) Increasing Social Interaction in the Digital Community: The use of digital money can make it easier for students to participate in digital-based social activities, such as sharing costs for joint activities, online donations, or joint purchases in groups. This can increase a sense of togetherness and solidarity among students.

Negative Impacts of Digital Money Among Students: 1) Consumptive and Wasteful; The ease of access to digital money can make students more likely to make impulsive purchases. Without proper control, this can lead to consumptive and wasteful behavior, where they spend money on less important things. 2) Lack of Understanding of the Value of Money; The use of digital money, which does not involve the physical exchange of money, can make students less able to understand the true value of money. They may be less aware of how quickly money can run out if not managed properly. 3) Security Risks; Although many digital money platforms are secure, there are still risks such as fraud or hacking. Students who lack understanding of digital security can become victims of cybercrime. 4)

Dependence on Technology; Dependence on digital money can reduce direct interaction with physical money, which in turn can reduce their practical understanding of cash transactions and conventional money management. 5) Social Isolation; Although digital money makes transactions easier, its excessive use can reduce face-to-face interactions between students. They may be more focused on their digital devices than interacting directly with friends, which can lead to social isolation.

4. CONCLUSION

This study shows that digital currency use among high school students in Wakatobi Regency is influenced by several factors, including ease and speed of transactions, security, promotions and incentives, and financial literacy. While digital currency helps students manage their finances, there are also indications that its use can increase consumer behavior. Therefore, it is important to continue improving financial literacy among students so they can use digital currency wisely and responsibly.

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