

FINANCE | RESEARCH ARTICLE

The Influence of Fintech Payment Usage, Financial Literacy, and Lifestyle on the Financial Management Behavior

Sabrina Nafishabila¹, Ariati Anomsari²

^{1,2}Department of Management, Faculty of Economics and Business, Universitas Dian Nuswantoro, Semarang, Indonesia. Email: sabrinanafishab@gmail.com¹, ariati.anomsari@dsn.dinus.ac.id²

ARTICLE HISTORY

Received: April 23, 2026

Revised: May 02, 2026

Accepted: May 18, 2026

DOI

<https://doi.org/10.52970/grfm.v6i2.2234>

ABSTRACT

This research looks at how lifestyle, financial literacy, and fintech payments affect university students' financial management practices. It aims to identify the extent to which digital payment usage, financial knowledge, and consumption patterns influence students' ability to manage their finances effectively. A quantitative explanatory technique is used in this research. Purposive sampling was applied to gather data collected from Universitas Dian Nuswantoro Faculty of Economics and Business students. Respondents were given a standardized questionnaire employing a 5-point Likert scale. To assess the correlations between the variables, the data were analyzed through Structural Equation Modeling (SEM) with the Partial Least Squares (PLS) method. The findings show that fintech payment, financial literacy, and lifestyle have significant effects on financial management behavior, both partially and simultaneously. Financial literacy shows the strongest influence, while fintech payment and lifestyle also contribute to shaping financial behavior among students. This study presents empirical data on financial behavior, especially with regard to students' use of digital finance. Practically, the findings highlight the importance of strengthening financial literacy and promoting responsible use of digital payment systems to support better financial decision-making.

Keywords: Financial Literacy, Financial Management Behavior, Fintech Payment, Lifestyle.
JEL Code: D14, G53, O33

I. Introduction

The rapid advancement of digital technology has fundamentally transformed financial transaction systems, shifting from conventional cash-based mechanisms toward integrated and technology-driven digital platforms (Venkatesh et al., 2016). This transformation has significantly accelerated the development of financial technology (fintech), which integrates financial services with modern technological innovations to enhance efficiency, accessibility, and convenience in financial activities (Dahlberg et al., 2015). Fintech has become an essential component of the digital economy, enabling individuals and businesses to conduct financial transactions seamlessly through mobile devices and internet-based applications (Oliveira et al., 2016). Among various fintech services, fintech payment has emerged as one of the most widely adopted innovations, facilitating electronic transactions without physical cash and reducing transaction barriers related to time and location (Jensen & Bettina Cornwell, 2021). The increasing adoption of fintech payment is



particularly evident among university students, who are generally categorized as digital natives with a high level of familiarity and adaptability toward technological advancements (Slade et al., 2015). This group has been exposed to digital technology from an early age, enabling them to adopt and utilize fintech services seamlessly in their daily financial activities. Students frequently use fintech payment platforms for various purposes, including online shopping, transportation services, food delivery, and digital subscriptions (Kim, 2018). The convenience, speed, and promotional incentives offered by fintech applications have further encouraged the widespread use of digital payment systems among this population. Previous studies demonstrate that perceived benefits, perceived ease of use, and trust significantly influence the adoption of digital payment systems, highlighting their role in shaping individual behavior within the framework of technology acceptance (Dinh, 2024). This condition weakens the psychological perception of loss during transactions, which may lead to impulsive spending behavior and reduced financial discipline (Runnemark et al., 2015). Several empirical studies suggest that consumers are more likely to increase their spending when using digital payment methods rather than cash, as the abstraction of money reduces cognitive control over expenditure decisions (Chen & Lien, 2013). Consequently, although fintech payment enhances transaction efficiency, it may simultaneously increase the risk of poor financial management if not supported by adequate financial awareness (Soman, 2001).

Financial literacy is defined as the ability to understand financial concepts and apply such understanding when making effective financial decisions, including budgeting, saving, investing, and managing financial risks (Mitchell, 2017). For university students, financial literacy is particularly important during the transition toward economic independence, as they begin to manage their personal finances more actively. Individuals with higher levels of financial literacy tend to demonstrate more responsible financial behavior, such as maintaining budgets, controlling expenses, and prioritizing long-term financial goals (Xiao & Porto, 2017). Empirical evidence consistently shows that financial knowledge has a significant and positive effect on financial management practices, suggesting that knowledge and understanding are essential determinants of financial well-being (OCDE, 2020). However, the level of financial literacy among students is not uniform. While some students possess sufficient knowledge to manage their finances effectively, others still lack basic financial understanding, leading to suboptimal financial decisions (Huston, 2010). Limited financial literacy is often associated with excessive consumption, inadequate saving behavior, and poor financial planning. In the context of digital financial services, insufficient financial literacy may exacerbate the negative effects of fintech payment usage, as individuals may be unable to control their spending despite having access to advanced financial tools. Therefore, financial literacy is not only a complementary factor but also a critical foundation that determines whether fintech adoption leads to positive or negative financial outcomes (Adele Atkinson, 2012). Among university students, lifestyle is strongly influenced by social interactions, peer groups, and exposure to digital media. Social media platforms continuously promote new consumption trends, encouraging individuals to engage in various forms of spending to maintain their social identity and status (Solomon, 2017). This phenomenon is further reinforced by marketing strategies embedded in fintech applications, such as discounts, cashback offers, and limited-time promotions, which can stimulate consumption behavior. As a result, lifestyle factors often drive individuals to prioritize wants over needs, leading to consumptive tendencies and reduced financial discipline (Kotler & Keller, 2016).

II. Literature Review and Hypothesis Development

The influence of lifestyle on financial behavior is closely related to psychological factors, particularly the fear of missing out (FOMO). FOMO refers to the anxiety individuals experience when they believe that others are engaging in rewarding experiences without them. In the context of digital consumption, FOMO can encourage individuals to make impulsive purchases in order to conform to social expectations or trends (Good & Hyman, 2020). This behavior is amplified in environments where social comparison is easily accessible, such as social media platforms. Research indicates that FOMO significantly influences purchase intentions and spending behavior, suggesting that monetary choices are frequently driven by emotional and social

considerations rather than logical assessment (Przybylski et al., 2013). Financial management behavior can be described as an individual's ability to plan, organize, control, and evaluate financial resources effectively. It encompasses various activities, including budgeting, expense management, saving, and financial decision-making. For university students, developing effective financial management practices is crucial, as it serves as the foundation for long-term financial stability and well-being. Financial habits formed during this stage are likely to persist into adulthood, influencing future financial outcomes such as investment choices, debt management, and wealth accumulation. Therefore, understanding the determinants that influence financial management behavior is essential for both theoretical development and practical applications in financial education (Xiao & Porto, 2017). The relationship among fintech payment, financial literacy, and lifestyle is complex and interconnected. Fintech payment provides convenience and accessibility, which may increase transaction frequency and influence spending behavior (Jensen & Bettina Cornwell, 2021). Financial literacy equips individuals with the knowledge required for effective financial management and helps mitigate the potential risks associated with digital financial services. Meanwhile, lifestyle determines how financial resources are allocated, reflecting individuals' priorities and consumption patterns. The interaction of these factors ultimately shapes financial management behavior, highlighting the importance of examining them simultaneously within a comprehensive research framework (Oliveira et al., 2016).

Individuals who possess strong self-discipline are more likely to evaluate their financial decisions carefully and resist impulsive spending, even when exposed to convenient digital payment systems. On the other hand, individuals with weak self-discipline often find it difficult to control their spending, leading to financial instability. This indicates that financial behavior is shaped not only by external factors such as technology and lifestyle but also by internal psychological mechanisms that determine how individuals respond to financial situations (Baumeister, 2002). The integration of fintech services into daily life has created a dynamic financial environment that requires individuals to continuously adapt their financial behavior. While fintech applications provide features such as transaction history, budgeting tools, and spending analysis, these benefits can only be fully realized if users actively utilize them with sufficient financial awareness. Without proper understanding and discipline, the same technology that offers convenience may also contribute to inefficient financial management practices. Therefore, it is essential to examine how technological, cognitive, and behavioral factors interact in influencing financial management behavior among students. Drawing on the preceding discussion, this research aims to analyze the influence of fintech payment, financial literacy, and lifestyle on financial management behavior among students at Universitas Dian Nuswantoro. This study seeks to examine both the individual and simultaneous effects of these variables and to identify the most dominant factor influencing financial behavior. The uniqueness of this study lies in its integrative approach, which combines technological, cognitive, and lifestyle perspectives within the context of digital financial transformation among university students. From a conceptual perspective, this research contributes to the development of the financial behavior literature by providing empirical evidence regarding the relationship among fintech usage, financial literacy, and lifestyle. From a practical perspective, the findings are expected to increase students' awareness of responsible financial management and assist educational institutions in designing programs that improve financial literacy and encourage better financial decision-making in the digital era.

H1 : The Effect of Fintech Payment on Financial Management Behavior

Fintech payment has a positive and significant effect on financial management behavior, indicating that H1 is accepted. The convenience of digital transactions influences how students manage their finances in daily life (Runnemark et al., 2015). This finding is consistent with previous studies showing that digital payment usage can affect spending behavior due to the reduced perception of cash (Soman, 2001). Therefore, fintech payment can shape financial behavior depending on the level of individual self-control.

H2 : The Effect of Financial Literacy on Financial Management Behavior



Financial literacy has a positive and significant effect on financial management behavior, indicating that H2 is accepted. This suggests that better financial knowledge leads to more responsible financial decisions and improved financial planning (Xiao & Porto, 2017). The findings support previous studies emphasizing that financial literacy plays a significant role in influencing financial behavior and financial well-being (OCDE, 2020). Thus, financial literacy becomes a key factor in determining financial management behavior.

H3: The Effect of Lifestyle on Financial Management Behavior

Lifestyle has a positive and significant effect on financial management behavior, indicating that H3 is accepted. This finding suggests that students' consumption patterns and daily habits influence how they manage their finances. The result is consistent with previous studies stating that lifestyle affects spending behavior and financial decision-making (Riana & Kristianto, 2025). Therefore, lifestyle plays a significant role in shaping financial discipline.

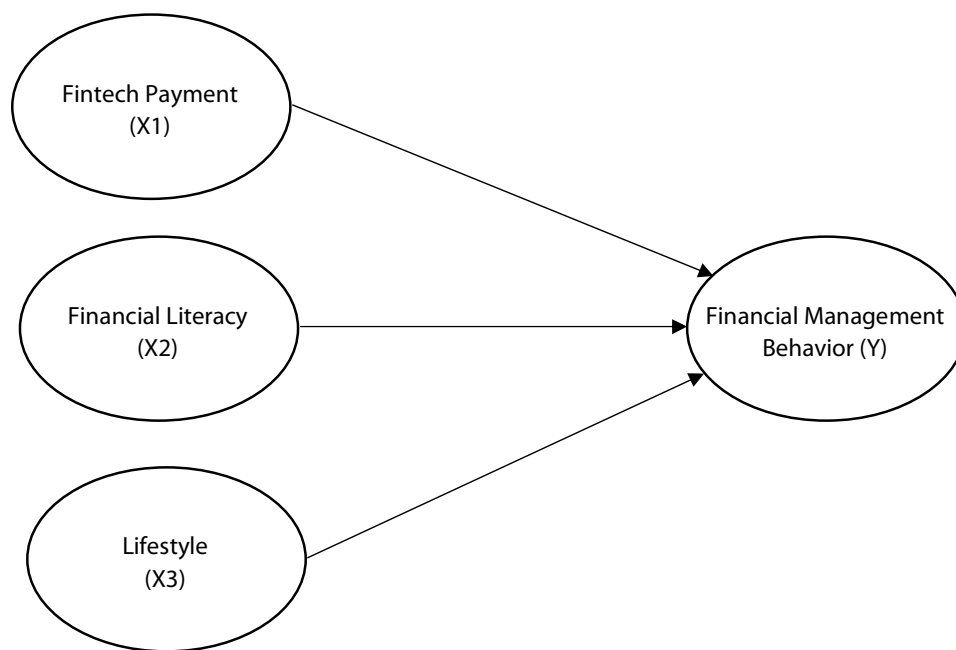


Figure 1. Conceptual Framework

III. Research Method

This research employed a quantitative explanatory approach to analyze the effects of fintech payment, financial literacy, and lifestyle on financial management behavior. The study was conducted at Dian Nuswantoro University, Semarang, involving undergraduate students currently enrolled in the Faculty of Economics and Business. The sample consisted of 120 respondents selected using purposive sampling, specifically students who actively use digital payment platforms such as e-wallets, mobile banking, and QRIS. Data were collected through an online survey and measured using a five-point Likert scale (1 = strongly disagree to 5 = strongly agree) (Kementerian PUPR et al., 2023). The variables examined in this study include fintech payment (Susilowati et al., 2025), financial literacy (Otoritas Jasa Keuangan, 2017), lifestyle (Riana &

Kristianto, 2025), and financial management behavior (Cahyono, 2025). Each variable was measured using five indicators. The operational definitions of the variables are presented in Table 1.

Table 1. Operational Definitions of Variables

Variable	Definition	Variable Indicators
Fintech Payment (X1) (Susilowati et al., 2025)	Fintech payment refers to a technology-driven transaction system that enables users to conduct financial transactions digitally through mobile applications or online platforms. It simplifies the transaction process by providing convenience, speed, accessibility, and payment security, which in turn influence users' financial behavior.	<ol style="list-style-type: none"> 1. Ease of use 2. Transaction speed 3. Security level 4. Frequency of use 5. Trust in payment systems
Financial Literacy (X2) (Otoritas Jasa Keuangan, 2017)	Financial literacy represents an individual's ability to understand financial concepts and apply such knowledge in managing personal finances effectively. It includes the ability to plan, control, and make informed financial decisions for both short-term and long-term purposes.	<ol style="list-style-type: none"> 1. Budgeting ability 2. Saving behavior 3. Investment understanding 4. Debt management 5. Basic financial knowledge
Lifestyle (X3) (Riana & Kristianto, 2025)	Lifestyle refers to an individual's pattern of living, including how they spend their time and money. It plays a significant role in shaping consumption behavior and financial decision-making.	<ol style="list-style-type: none"> 1. Trend-oriented consumption 2. Spending on entertainment 3. Prioritizing consumption over saving 4. Social influence 5. Impulsive buying behavior
Financial Management Behavior (Y) (Cahyono, 2025)	Financial management behavior refers to an individual's ability to plan, organize, control, and evaluate financial resources responsibly in daily life. It reflects how effectively a person manages income, expenses, savings, and financial decisions.	<ol style="list-style-type: none"> 1. Financial planning 2. Expense management 3. Financial control 4. Financial evaluation 5. Saving behavior

The data analysis in this research was conducted using the SEM-PLS method with SmartPLS software. The procedure included assessment of the measurement model through validity and reliability testing, as well as evaluation of the structural model to examine the relationships among variables. Validity was assessed using convergent and discriminant validity, while reliability was evaluated using Cronbach's alpha and composite reliability. Furthermore, the structural model was analyzed using the coefficient of determination (R^2) and hypothesis testing through bootstrapping. A relationship was considered significant when the t-statistic exceeded 1.96 and the p-value was below 0.05 (Purwanto & Sudargini, 2021).

IV. Result and Discussion

4.1. Research Results

This study employed a quantitative explanatory approach to examine the influence of fintech payment, financial literacy, and lifestyle on financial management behavior. The data used in this research were primary data collected through questionnaires employing a five-point Likert scale. The questionnaires

were administered to undergraduate students of the Faculty of Economics and Business at Universitas Dian Nuswantoro who were selected using purposive sampling.

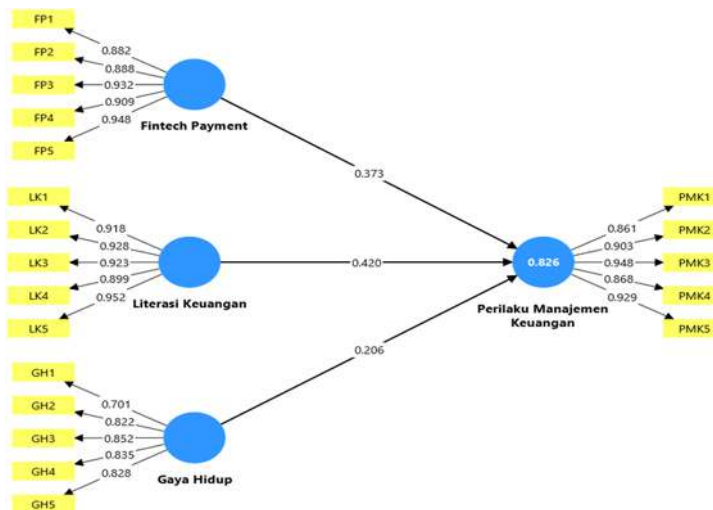


Figure 2. Structural Model Results of the SEM-PLS Analysis

Data analysis was conducted using Structural Equation Modeling (SEM) with the Partial Least Squares (PLS) method. The analysis included the assessment of both the measurement model and the structural model to evaluate the proposed hypotheses. The results are presented systematically and supported by appropriate data processing and visualization.

Table 2. Convergent Validity

Variable	Outer Loading	Criteria	Description
Fintech Payment (X1)	0.882	> 0.6	Reliable
	0.888		
	0.932		
	0.909		
	0.948		
Financial Literacy (X2)	0.918		
	0.928		
	0.923		
	0.899		
	0.952		
Lifestyle (X3)	0.701		
	0.822		
	0.852		
	0.835		
	0.828		
Financial Management Behavior (Y)	0.861		
	0.903		
	0.948		
	0.868		
	0.929		

Convergent validity in this study was assessed to determine the extent to which each indicator reflects its respective construct. This evaluation was based on the outer loading values obtained from the Partial Least Squares (PLS) analysis. An indicator was considered acceptable when its loading value exceeded the minimum threshold of 0.60, indicating that it adequately represented the underlying construct. The results show that all indicators across fintech payment, financial literacy, lifestyle, and financial management behavior met the required criteria. The lowest outer loading value was found in the lifestyle indicator (GH1) at 0.701, while the highest value was observed in the fintech payment indicator (FP5) at 0.948. These findings indicate that all indicators are capable of representing their respective constructs appropriately. Therefore, the convergent validity requirement was fulfilled, and all indicators were considered suitable for further analysis.

Table 3. Average Variance Extracted (AVE)

Variable	AVE	Criteria	Description
Fintech Payment (X1)	0.832	> 0.5	Reliable
Financial Literacy (X2)	0.854		
Lifestyle (X3)	0.655		
Financial Management Behavior (Y)	0.814		

Based on the results of the convergent validity assessment, the evaluation was further strengthened using the Average Variance Extracted (AVE), which reflects the extent to which a construct explains the variance of its indicators. A construct is considered adequate when the AVE value exceeds 0.50, indicating that the indicators effectively represent the underlying construct. The AVE results indicate that all variables satisfied the required threshold. Fintech payment recorded an AVE value of 0.832, financial literacy 0.854, lifestyle 0.655, and financial management behavior 0.814. Although lifestyle had the lowest AVE value, it still remained within the acceptable range.

Table 4. Cross Loadings

Indicator	Fintech Payment (X1)	Financial Literacy (X2)	Lifestyle (X3)	Financial Management Behavior (Y)
FP1	0.882	0.459	0.743	0.749
FP2	0.888	0.477	0.822	0.787
FP3	0.932	0.558	0.825	0.800
FP4	0.909	0.483	0.776	0.777
FP5	0.948	0.515	0.838	0.781
GH1	0.762	0.646	0.918	0.830
GH2	0.803	0.585	0.928	0.810
GH3	0.821	0.539	0.923	0.807
GH4	0.853	0.572	0.899	0.825
GH5	0.820	0.574	0.952	0.780
LK1	0.528	0.701	0.601	0.571
LK2	0.377	0.822	0.470	0.534
LK3	0.401	0.852	0.466	0.505
LK4	0.349	0.835	0.354	0.448
LK5	0.512	0.828	0.604	0.628
PMK1	0.647	0.710	0.678	0.861
PMK2	0.811	0.587	0.805	0.903
PMK3	0.813	0.627	0.851	0.948
PMK4	0.705	0.533	0.736	0.868
PMK5	0.858	0.599	0.870	0.929

Discriminant validity was evaluated to confirm that each construct within the research model could be clearly distinguished from the other constructs. This assessment was conducted using the cross-loading

approach, in which each indicator was expected to demonstrate a stronger correlation with its own construct than with other constructs. The findings show that all indicators exhibited higher loadings on their respective constructs compared to other constructs. This pattern was consistently observed across fintech payment, financial literacy, lifestyle, and financial management behavior. These results confirm that each construct is empirically distinct, and therefore, the discriminant validity requirement in this study was fulfilled.

Table 5. R-Square

Variable	R-Square	Adjusted R-Square
PMK	0.826	0.822

The coefficient of determination (R-square) was used to assess the ability of the independent variables to explain the dependent variable within the research model. A higher R-square value indicates stronger explanatory power of the model. The results show that financial management behavior had an R-square value of 0.826 and an adjusted R-square value of 0.822. This indicates that fintech payment, financial literacy, and lifestyle were able to explain a substantial proportion of the variance in financial management behavior. Therefore, the model demonstrates strong predictive capability in explaining the dependent variable.

Table 6. Direct Effects

Relationship	Original Sample (O)	Sample Mean (M)	STDEV	T-Statistics (O/STDEV)	P-Values	Conclusion
FP → PMK	0.373	0.382	0.100	3.734	0.000	Significant
GH → PMK	0.206	0.212	0.063	3.248	0.001	
LK → PMK	0.420	0.406	0.117	3.599	0.000	

The direct effect analysis was conducted to examine the influence of the independent variables on the dependent variable using the bootstrapping method. The evaluation was based on the Original Sample (O), T-statistic values, and P-values, where a relationship was considered significant when the T-statistic exceeded 1.96 and the P-value was below 0.05. The findings indicate that all independent variables had a positive and significant effect on financial management behavior. Fintech payment recorded a coefficient value of 0.373 with a T-statistic of 3.734 and a P-value of 0.000. Lifestyle had a coefficient value of 0.206 with a T-statistic of 3.248 and a P-value of 0.001, while financial literacy recorded the highest coefficient value of 0.420 with a T-statistic of 3.599 and a P-value of 0.000. These findings confirm that all hypotheses were accepted, indicating that each independent variable significantly influenced financial management behavior.

Table 7. Outer Loading Bootstrapping Results

Indicator	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T-Statistics (O/STDEV)	P-Values
FP1 <- FP	0.882	0.882	0.041	21.254	0.000
FP2 <- FP	0.888	0.886	0.024	37.656	
FP3 <- FP	0.932	0.932	0.012	80.206	
FP4 <- FP	0.909	0.909	0.020	46.021	
FP5 <- FP	0.948	0.948	0.010	97.237	
GH1 <- GH	0.701	0.706	0.049	14.179	
GH2 <- GH	0.822	0.817	0.034	23.959	
GH3 <- GH	0.852	0.846	0.035	24.370	
GH4 <- GH	0.835	0.831	0.045	18.512	
GH5 <- GH	0.828	0.830	0.041	20.346	
LK1 <- LK	0.918	0.916	0.017	54.293	

LK2 <- LK	0.928	0.927	0.015	63.588
LK3 <- LK	0.923	0.921	0.015	62.403
LK4 <- LK	0.899	0.898	0.033	27.587
LK5 <- LK	0.952	0.952	0.011	85.882
PMK1 <- PMK	0.861	0.859	0.031	28.013
PMK2 <- PMK	0.903	0.902	0.017	54.510
PMK3 <- PMK	0.948	0.949	0.010	94.146
PMK4 <- PMK	0.868	0.864	0.039	22.222
PMK5 <- PMK	0.929	0.929	0.013	73.601

Source: SmartPLS, 2026.

The bootstrapping results for the outer loadings confirm that all indicators significantly represented their respective constructs. This is evidenced by T-statistic values greater than 1.96 and P-values of 0.000 across all indicators, indicating strong statistical significance. The fintech payment (FP1–FP5) and financial literacy (LK1–LK5) indicators showed very high loading values, reflecting excellent measurement strength. The lifestyle construct also met the required criteria. Although one indicator (GH1) had the lowest loading value, it remained within the acceptable threshold. Similarly, the financial management behavior indicators (PMK1–PMK5) demonstrated strong loading values, confirming their reliability. In addition, the minimal differences between the original sample and the sample mean, along with the low standard deviation values, indicate stable and consistent estimation results. Overall, all indicators were valid and reliable, making them suitable for further analysis.

4.2. Discussion of Research Findings

This study found that fintech payment, financial literacy, and lifestyle significantly influenced financial management behavior among students, both individually and simultaneously. Financial literacy demonstrated the strongest effect, indicating that financial knowledge serves as a key factor in shaping responsible financial decision-making. Meanwhile, fintech payment and lifestyle also contributed to financial management behavior through technology usage and consumption patterns. Although digital payment systems offer convenience, they may reduce individuals' awareness of spending behavior (Runnemark et al., 2015; Soman, 2001), thereby highlighting the importance of financial control and self-discipline. The research model demonstrated strong explanatory power, as reflected by the R^2 value of 0.826, which indicates that the independent variables were able to explain a substantial proportion of the variance in financial management behavior. In addition, the measurement indicators used in this study were proven to be valid and reliable. However, this study was limited to a single sample and employed cross-sectional data, which may restrict the generalizability of the findings. Therefore, future research is recommended to involve broader populations and incorporate additional variables in order to provide a more comprehensive understanding of financial management behavior (OCDE, 2020; Xiao & Porto, 2017).

V. Conclusion

This research concludes that fintech payment systems, financial literacy, and lifestyle factors have a positive and significant effect on financial management behavior, both partially and simultaneously. These findings indicate that the use of digital payment systems, financial knowledge, and lifestyle patterns play crucial roles in shaping students' financial management behavior (Xiao & Porto, 2017). Among the variables examined, financial literacy demonstrated the strongest influence, followed by fintech payment and lifestyle. This study contributes to the development of the financial management behavior literature by providing empirical evidence regarding the combined influence of fintech payment, financial literacy, and lifestyle. The findings support previous studies emphasizing the importance of financial literacy in influencing financial

behavior (OCDE, 2020), while also highlighting the role of fintech adoption and lifestyle factors within the digital financial environment (Oliveira et al., 2016). These findings emphasize the importance of improving financial literacy and encouraging the responsible use of digital payment systems. Students are expected to increase their financial awareness in order to manage their finances more effectively. Educational institutions may use these findings to develop financial education programs that support students' financial independence. In addition, fintech service providers are encouraged to design features that help users monitor and control their financial activities in order to promote better financial management behavior.

References

- Adele Atkinson, F.-A. M. (2012). Measuring Financial Literacy: Results Of The OECD/ International Network on Financial Education (Infe) Pilot Study. Paris: Organisation For Economic Cooperation and Development. *International Network on Financial Education*, 55(15), 1–27.
- Baumeister, R. F. (2002). Yielding to Temptation: Self-control Failure, Impulsive Purchasing, and Consumer Behavior including the books *Evil: Inside Human Violence and Cruelty*, *Meanings of Life*, *Losing Control: How and Why People Fail at Self-Regulation*, and *The Social Dimension o*. *The Journal of Consumer Research*, 28(4), 670–676.
- Cahyono, D. (2025). Exploring Financial Management Behavior Among University Students: A Grounded Theory Approach. xx(xx), 641–652. <https://doi.org/10.37641/jimkes.v14i1.4655>
- Chen, C. W., & Lien, N. H. (2013). Technological opportunism and firm performance: Moderating contexts. *Journal of Business Research*, 66(11), 2218–2225. <https://doi.org/10.1016/j.jbusres.2012.02.001>
- Dahlberg, T., Guo, J., & Ondrus, J. (2015). A critical review of mobile payment research. *Electronic Commerce Research and Applications*, 14(5), 265–284. <https://doi.org/10.1016/j.eierap.2015.07.006>
- Dinh, D. Van. (2024). Digital economy and the electronic payment behavior: An empirical analysis. *Transnational Corporations Review*, 16(4), 200078. <https://doi.org/10.1016/j.tncr.2024.200078>
- Good, M. C., & Hyman, M. R. (2020). 'Fear of missing out': antecedents and influence on purchase likelihood. *Journal of Marketing Theory and Practice*, 28(3), 330–341. <https://doi.org/10.1080/10696679.2020.1766359>
- Huston, S. J. (2010). Measuring Financial Literacy. *Journal of Consumer Affairs*, 44(2), 296–316. <https://doi.org/10.1111/j.1745-6606.2010.01170.x>
- Jensen, J. A., & Bettina Cornwell, T. (2021). Assessing the dissolution of horizontal marketing relationships: The case of corporate sponsorship of sport. *Journal of Business Research*, 124(March 2018), 790–799. <https://doi.org/10.1016/j.jbusres.2018.10.029>
- KementerianPUPR, Rakyat, K. P. U. dan P., Kementerian Kesehatan, Arquitectura, E. Y., Introducci, T. I., 赫晓霞, Iv, T., Teatinas, L. A. S., Conclusiones, T. V. I. I., Contemporáneo, P. D. E. U. S. O., Evaluaci, T. V. Ai, F., Jakubiec, J. A., Weeks, D. P. C. C. L. E. Y. N. to K. in 20, Mu, A., Inan, T., Sierra Garriga, C., Library, P. Y., Hom, H., ... Waldenström, L. (2023). No 主観的健康感を中心とした在宅高齢者における健康関連指標に関する共分散構造分析Title. *Acta Universitatis Agriculturae et Silviculturae Mendelianae Brunensis*, 53(1), 1–19. <http://publications.lib.chalmers.se/records/fulltext/245180/245180.pdf%0Ahttps://hdl.handle.net/20.500.12380/245180%0Ahttp://dx.doi.org/10.1016/j.jsames.2011.03.003%0Ahttps://doi.org/10.1016/j.gr.2017.08.001%0Ahttp://dx.doi.org/10.1016/j.precamres.2014.12>
- Kim, J. H. (2018). Psychological issues and problematic use of smartphone: ADHD's moderating role in the associations among loneliness, need for social assurance, need for immediate connection, and problematic use of smartphone. *Computers in Human Behavior*, 80, 390–398. <https://doi.org/10.1016/j.chb.2017.11.025>
- Kotler, P., & Keller, K. L. (2016). *Marketing Management*. Pearson. <https://books.google.co.id/books?id=UbfwtwEACAAJ>

- Mitchell, O. S. (2017). Energized Biomedical Device (CL manufacture).pdf. 52(1), 5–44. <https://doi.org/10.1257/jel.52.1.5.The>
- OCDE. (2020). OECD/INFE 2020 International Survey of Adult Financial Literacy. OECD/INFE 2020 International Survey of Adult Financial Literacy, 78. www.oecd.org/financial/education/launchoftheoecdinfeGLOBALFINANCIALLITERACYSURVEYREPORT.HTM
- Oliveira, T., Thomas, M., Baptista, G., & Campos, F. (2016). Mobile payment: Understanding the determinants of customer adoption and intention to recommend the technology. *Computers in Human Behavior*, 61(2016), 404–414. <https://doi.org/10.1016/j.chb.2016.03.030>
- Otoritas Jasa Keuangan. (2017). Infografis Hasil Survei Nasional Literasi dan Inklusi Keuangan Tahun 2022. Ojk.Go.Id, Info terkini: Berita dan Kegiatan. <https://www.ojk.go.id/id/berita-dan-kegiatan/info-terkini/Pages/Infografis-Survei-Nasional-Literasi-dan-Inklusi-Kuangan-Tahun-2022.aspx#:~:text=Hasil SNLIK 2022 menunjukkan indeks,2019 yaitu 76,19 persen.>
- Przybylski, A. K., Murayama, K., Dehaan, C. R., & Gladwell, V. (2013). Motivational, emotional, and behavioral correlates of fear of missing out. *Computers in Human Behavior*, 29(4), 1841–1848. <https://doi.org/10.1016/j.chb.2013.02.014>
- Purwanto, A., & Sudargini, Y. (2021). Partial Least Squares Structural Squation Modeling (PLS-SEM) Analysis for Social and Management Research: A Literature Review. *Journal of Industrial Engineering & Management Research*, 2(4), 114–123. <http://www.jiemar.org>
- Riana, P. O., & Kristianto, D. (2025). Pengaruh Literasi Keuangan, Gaya Hidup Dan Pemanfaatan Financial Technology Terhadap Perilaku Pengelolaan Keuangan Mahasiswa Dengan Pendapatan Orang Tua Sebagai Variabel Moderasi. *Jurnal Nirta:Studi Inovasi*, 4(2), 1–20.
- Runnemark, E., Hedman, J., & Xiao, X. (2015). Do consumers pay more using debit cards than cash? *Electronic Commerce Research and Applications*, 14(5), 285–291. <https://doi.org/10.1016/j.elerap.2015.03.002>
- Slade, E. L., Dwivedi, Y. K., Piercy, N. C., & Williams, M. D. (2015). Modeling Consumers' Adoption Intentions of Remote Mobile Payments in the United Kingdom: Extending UTAUT with Innovativeness, Risk, and Trust. *Psychology and Marketing*, 32 (8), University of Bristol - Explore Bristol Research. *Psychology and Marketing*, 32(8), 860–873. <https://doi.org/10.1002/mar.20823/abstract>.
- Solomon, M. R. (2017). *Consumer Behavior: Buying, Having, and Being*. Pearson. <https://books.google.co.id/books?id=FCcXswEACAAJ>
- Soman, D. (2001). Effects of payment mechanism on spending behavior: The role of rehearsal and immediacy of payments. *Journal of Consumer Research*, 27(4), 460–474. <https://doi.org/10.1086/319621>
- Susilowati, N., Alnadhifah, V., Fitriana, S., Mahardika, P. W., & Saputra, B. B. (2025). Pengaruh Financial Technology (Fintech) Payment dan Literasi Keuangan Terhadap Perilaku Konsumtif Mahasiswa. *Jurnal Ekonomi Dan Pendidikan*, 22(2), 20–32. <https://doi.org/10.21831/jep.v22i2.89987>
- Venkatesh, V., Thong, J. Y. L., & Xu, X. (2016). Unified theory of acceptance and use of technology: A synthesis and the road ahead. *Journal of the Association for Information Systems*, 17(5), 328–376. <https://doi.org/10.17705/1jais.00428>
- Xiao, J. J., & Porto, N. (2017). Financial education and financial satisfaction: Financial literacy, behavior, and capability as mediators. *International Journal of Bank Marketing*, 35(5), 805–817. <https://doi.org/10.1108/IJBM-01-2016-0009>