



The Influence of Financial Literacy and Financial Technology on the Financial Management Behavior of Accounting Community Students of Jakarta Open University

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Abstract : This research is motivated by the importance of financial literacy and financial technology in supporting students' financial management behavior amidst the ease of digital transactions. The study aims to understand financial literacy, the use of financial technology, financial management behavior, and the role of both among students of the Jakarta Open University Accounting Community. The study used a descriptive qualitative approach. The study population was students of the Jakarta Open University Accounting Community, with seven students as research informants selected purposively. The research instruments were the researcher and a semi-structured interview guide, while data were collected through interviews and documentation and analyzed descriptively through data reduction, data presentation, and drawing conclusions. The results show that financial literacy helps students manage income, expenses, savings, and prioritize needs, while financial technology provides convenience in digital payments, transfers, digital wallets, and mobile banking. In conclusion, financial literacy is the basis for decision-making, while financial technology is a supporting tool for financial management that needs to be used wisely and with self-control.



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Introduction

Financial management is a crucial skill for students because it relates to the ability to manage income, expenses, savings, and prioritize daily needs. This ability is not only determined by income but also by financial knowledge and understanding. Financial literacy is one aspect that plays a role in shaping students' financial management behavior. Rachmawati and Nuryana (2020) demonstrated that financial literacy plays a role in shaping students' financial management behavior. Students with a good financial understanding are expected to be able to prioritize spending, manage budgets, save, and avoid overspending. In line with this, Aprinthasari and Widiyanto (2020) found a positive and significant relationship between financial literacy and students' financial behavior. This condition indicates that

financial understanding is a crucial part of supporting students' ability to manage their finances appropriately.

Technological developments have also brought changes to students' financial activities through the use of financial technology (fintech). Fintech provides convenience in digital payments, transfers, transactions via e-wallets, and various app-based financial services. Siskawati and Ningtyas (2022) demonstrated that financial technology is linked to students' financial behavior, although its impact can vary depending on how it is used. Amalia (2025) also demonstrated that financial literacy and financial technology can be related to students' financial behavior through self-control. The convenience offered by fintech provides efficiency in transactions, but at the same time, it can also increase ease of spending. Therefore, the ability to understand and use digital financial services wisely is becoming increasingly important in students' financial activities. Fadiyah and Widodo (2024) explain that financial technology and financial literacy are relevant aspects in shaping students' financial management behavior amidst the development of digital technology.

The research problem relates to the fact that students' ability to manage their finances is not always determined solely by their income, but also by their understanding and application of financial knowledge in their daily lives. Students need to be able to apply their understanding of financial literacy to prioritize needs, manage expenses, save, and use money appropriately. Although various previous studies have demonstrated a link between financial literacy and students' financial management behavior, understanding how students interpret and apply financial literacy in their daily activities still requires a deeper understanding of the students' own experiences. This problem is relevant to study because financial knowledge is not necessarily directly reflected in daily financial management habits.

Another issue relates to the use of financial technology, which increasingly facilitates various financial activities for students. The convenience of digital payments, transfers, e-wallets, and app-based financial services can help students conduct transactions more practically and efficiently. However, this convenience also increases the ease of spending, so their use requires proper understanding and control. Siskawati and Ningtyas (2022) demonstrated that financial technology is linked to students' financial behavior, while Amalia (2025) demonstrated the relationship between financial literacy and financial technology and students' financial behavior through self-control. Therefore, it is necessary to understand how students use fintech to meet their needs and manage their finances, including how they perceive the ease of transactions provided by this technology.

This issue is also relevant for study among students of the Jakarta Open University Accounting Community. Accounting students acquire knowledge related to accounting and finance, but this academic understanding is not always reflected in their daily financial management habits. This situation suggests the need to explore students' experiences, understanding, habits, and views regarding financial literacy and the use of fintech in their financial management. This study used a qualitative approach by conducting interviews with seven students of the Jakarta Open University Accounting Community to explore the informants' experiences and understanding in more depth. Unlike discussions directed at testing statistical relationships or influences, this study focuses on students' experiences and views in understanding financial literacy, using fintech, and applying it in daily financial management.

Based on these conditions, this study aims to determine the understanding of students of the Jakarta Open University Accounting Community regarding financial literacy, explore their experiences using financial technology in financial activities, describe students' financial management behavior, and analyze the role of financial literacy and financial technology in shaping financial management behavior based on the results of interviews with seven informants. This research is important to gain a deeper understanding of the application of financial literacy and the use of fintech in students' daily lives. The urgency of this research lies in the need to understand how students manage their finances amidst the ease of transactions provided by the development of digital technology. The novelty of this study lies in the use of a qualitative approach to directly explore the experiences, understanding, habits, and views of seven students of the Jakarta Open University Accounting Community regarding financial literacy and the use of financial technology in financial management behavior.

Literature review

Theoretical basis

1. Financial Literacy

Financial literacy is an individual's ability to understand financial knowledge and concepts, which can be used to make informed decisions and manage their finances. For students, financial literacy is crucial because it helps them prioritize needs, manage expenses, save, and avoid uncontrolled financial use.

Aprinthasari and Widiyanto (2020) showed that financial literacy has a positive and significant influence on students' financial behavior. This suggests that the better students understand finance, the better they tend to manage their finances.

Rachmawati and Nuryana (2020) also found that financial literacy plays a positive role in students' financial management behavior. Financial literacy helps students prioritize and control spending.

Thus, in this study, financial literacy is understood as students' ability to understand, plan, and make decisions regarding personal finances.

2. Financial Technology (Fintech)

Financial technology, or fintech, is the use of technology to provide financial services that facilitate transactions and access. In the lives of students, fintech can include mobile banking, digital wallets, digital payments, electronic transfers, and app-based financial services.

Siskawati and Ningtyas (2022) explain that the development of financial technology is related to students' financial behavior. The study showed that financial literacy has a positive effect on financial behavior, while financial technology has a significant negative effect on students' financial behavior.

Fadiyah and Widodo (2024) found that financial technology and financial literacy have a positive relationship with students' financial management behavior. The study also demonstrated the importance of digital literacy in the use of financial technology.

Thus, fintech in this study is understood as the use of digital technology to make it easier for students to carry out daily financial transactions and activities.

3. Financial Management Behavior

Financial management behaviors are individual actions in planning, organizing, using, and controlling their financial resources. Among students, these behaviors can be seen in the habits of budgeting, managing expenses, saving, prioritizing needs, and using digital financial services.

Rachmawati and Nuryana (2020) demonstrated that financial literacy plays a positive role in shaping students' financial management behavior. Meanwhile, research by Fadiyah and Widodo (2024) demonstrated a positive relationship between financial literacy and financial technology and students' financial management behavior.

Amalia's (2025) research also shows that financial literacy and financial technology are related to students' financial behavior, with self-control as one of the factors that plays a role in forming better financial behavior.

Based on this description, financial management behavior in this study focuses on how students manage income, expenses, savings, needs, and the use of digital financial services in their daily lives.

Previous Research

Previous research was used as a basis for understanding the development of research on financial literacy, financial technology (fintech), and student financial management behavior. This previous research was also used to identify similarities, differences, and research gaps that could be developed in this study. The following previous research served as references for this study:

1. Rachmawati and Nuryana (2020) examined the role of financial literacy in students' financial management behavior. The results showed that financial literacy plays a role in shaping financial management behavior. This study demonstrated that students' understanding of financial concepts can support their ability to manage their daily finances.
2. Aprinthasari and Widiyanto (2020) examined the influence of financial literacy and the social environment on students' financial behavior. The results showed that financial literacy had a positive and significant impact on students' financial behavior. These findings demonstrate the importance of financial knowledge in developing better financial management habits.

3. Wati and Panggiarti (2021) analyzed the use of financial technology, financial literacy, and financial behavior of online business students. The study used a quantitative approach with a questionnaire administered to the online business students. The results showed that financial literacy plays a role in students' financial management behavior, while the influence of fintech did not show the same results.
4. Siskawati and Ningtyas (2022) examined financial literacy, financial technology, and student financial behavior. Their study of 389 students at UIN Maulana Malik Ibrahim Malang showed that financial literacy significantly influenced financial behavior, while financial technology had a significant negative effect. These results suggest that the use of fintech requires adequate financial literacy skills.
5. Nuringtyas and Kartini (2023) examined the influence of financial literacy and financial technology on the financial behavior of students in Yogyakarta. The study used 300 respondents and employed quantitative methods. The study demonstrated that financial literacy and fintech are relevant factors in explaining students' financial behavior.
6. Febrianti and Prima (2024) conducted research on accounting students at several universities in Batam City. The study examined the influence of financial literacy, financial technology, and the social environment on financial behavior. The results showed that financial literacy and financial technology partially had a positive and significant effect on student financial behavior.
7. Fadiyah and Widodo (2024) examined the role of financial technology and financial literacy in shaping students' financial management behavior, taking digital literacy into account. The study showed that advances in financial technology have made financial literacy and digital literacy skills increasingly important in student financial management.
8. Putri and Susanti (2024) examined the influence of financial literacy, financial inclusion, and financial technology on the financial behavior of accounting students. The study of 102 students showed that all three factors simultaneously had a significant effect on financial behavior. However, partially, financial literacy did not show a significant effect, while financial technology and financial inclusion did.
9. Ardiansyah and Sulton (2025) examined the relationship between financial technology, financial literacy, and lifestyle on students' financial behavior. The results showed that financial literacy had a positive and significant effect on financial behavior, while fintech had a positive but statistically insignificant relationship. The study also emphasized the importance of using fintech responsibly.
10. Amalia (2025) examined the effects of financial literacy and financial technology on students' financial behavior, with self-control as a mediating variable. This study demonstrated that financial literacy and financial technology use need to be considered alongside self-control skills in understanding students' financial behavior.

Based on previous research, it can be seen that financial literacy and financial technology are two aspects that have been widely studied in relation to student financial behavior. Previous research also shows differences in findings regarding the influence of fintech. Some studies found a positive effect, while others found a negative or insignificant effect. These differences indicate that students' experiences and methods of using fintech could be important aspects to further study.

Most previous research has used a quantitative approach, namely through questionnaires and statistical analysis. This study differs in that it uses a qualitative approach to understand students' experiences in greater depth.

This study involved seven students from the Jakarta Open University Accounting Community as informants. Data were obtained through interviews to explore students' understanding, experiences, habits, and considerations regarding using fintech and managing their finances.

Thus, this study not only examines whether financial literacy and fintech influence financial behavior, but also seeks to understand how and why financial literacy and fintech use influence students' financial management behavior. This is a research gap that distinguishes this study from most previous research.

Framework of thinking

The conceptual framework used in this study is used to illustrate the relationship between financial literacy, financial technology (fintech), and students' financial management behavior. Financial

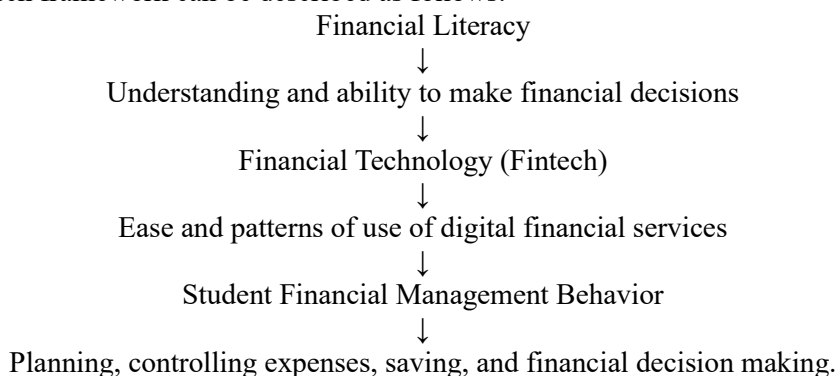
literacy relates to students' ability to understand and make financial decisions. Research by Rachmawati and Nuryana (2020) shows that financial literacy plays a role in shaping students' financial management behavior.

In addition to financial literacy, the development of fintech makes it easier for students to conduct transactions and access financial services. Siskawati and Ningtyas (2022) demonstrated that financial technology is one aspect related to students' financial behavior. Research by Febrianti and Prima (2024) also demonstrated that financial literacy and financial technology influence students' financial behavior.

However, previous research has shown discrepancies regarding the role of fintech. Wati and Panggiarti (2021), for example, found that fintech had no significant influence on students' financial management behavior. These discrepant findings provide the basis for further exploration of students' experiences using fintech and how they apply it to their financial management.

Based on previous research, this study uses a qualitative approach to gain a deeper understanding of student experiences and perspectives. Interviews were conducted with seven students from the Jakarta Open University Accounting Community to determine their understanding of financial literacy, fintech usage, and daily financial management practices.

Thus, the research framework can be described as follows:



This framework served as the basis for developing interview questions and analyzing the results of interviews with seven informants. This study does not statistically test the relationships between variables, but rather explores how financial literacy and fintech use shape students' financial management behavior.

Research Focus

Based on the theoretical basis, previous research, and the framework of thought that has been described, this research focuses on financial literacy, financial technology (fintech), and students' financial management behavior.

Financial literacy is the primary focus because the ability to understand and make financial decisions is a crucial component of student financial management. Research by Rachmawati and Nuryana (2020) shows that financial literacy plays a role in shaping financial management behavior. This finding is supported by Siskawati and Ningtyas (2022), who found a significant influence of financial literacy on student financial behavior.

Second focus One example is financial technology (fintech). Using fintech makes it easier to make payments, transfers, save, and engage in various other financial activities. Fadiyah and Widodo (2024) explain that financial technology and financial literacy are crucial aspects in shaping students' financial management behavior, particularly in the digital environment.

Third focus is student financial management behavior, namely how students manage income and expenses, prioritize needs, save, control spending, and use digital financial services. Research by Putri and Susanti (2024) shows that financial literacy, financial inclusion, and financial technology are related to student financial behavior.

Based on this focus, this research aims to explore the experiences, understanding, habits, and perspectives of seven students from the Jakarta Open University Accounting Community through interviews. The research focuses on:

1. Students' understanding of financial literacy includes knowledge in managing income, expenses, savings, and financial decision making.
2. The use of financial technology, including the type of fintech used, the purpose of use, benefits, and risks perceived by students.
3. Financial management behavior, including how students manage their budget, meet their needs, save, control their expenses, and use their money wisely.
4. The role of financial literacy and fintech, namely how financial understanding and the use of financial technology are applied in students' daily lives.

Thus, this study focuses not on statistically testing the relationship between variables, but rather on gaining a deeper understanding of how financial literacy and fintech use influence students' financial management behavior. This approach complements previous research, which largely used quantitative methods, such as those by Wati and Panggiarti (2021), Siskawati and Ningtyas (2022), and Putri and Susanti (2024).

Method

Research Approaches and Types

This study uses a qualitative approach with a descriptive approach. The qualitative approach was chosen because the study aims to gain a deeper understanding of students' experiences, understanding, and habits in managing their finances, particularly those related to financial literacy and the use of financial technology (fintech).

According to Fadli (2021), qualitative research aims to uncover phenomena holistically and contextually through data collection in natural settings. Qualitative research is also descriptive in nature and places greater emphasis on the meaning and perspective of the research subjects.

Data collection in this study was conducted through interviews with seven students from the Accounting Community of Jakarta Open University. Interviews were chosen because they allow researchers to obtain in-depth information about the informants' experiences and perspectives. Hansen (2020) explains that interviews are a crucial technique in qualitative research for conducting in-depth investigations of a phenomenon.

Next, the interview data was analyzed descriptively to uncover information related to financial literacy, fintech use, and students' financial management behavior. With this approach, the research focused not on statistically testing relationships but on understanding how students understand and apply financial literacy and use fintech in their daily financial management.

Location and Time of Research

This research was conducted at the Accounting Community of Jakarta Open University. This location was chosen because it aligns with the research focus: examining financial literacy, the use of financial technology (fintech), and students' financial management behavior.

Data collection was conducted through interviews with seven students from the Jakarta Open University Accounting Community who served as research informants. The selection of locations and informants in qualitative research requires consideration of their suitability to the phenomenon being studied so that the data obtained can provide in-depth and relevant information. Kustiawan et al. (2025) explain that the determination of locations and informants in qualitative research is based on the relevance of the context and the informants' ability to provide in-depth data.

The research was conducted in [months and years of research], covering the preparation stage, conducting interviews, data processing, data analysis, and compiling the research report. Determining the research timeframe is necessary so that each stage can be carried out systematically in accordance with the research objectives.

Data Sources and Research Informants

The data sources in this study consist of primary and secondary data. Primary data were obtained directly through interviews with seven students who are members of the Jakarta Open University Accounting Community. The students were selected as informants based on their suitability to the research focus: experience in understanding financial literacy, using financial technology (fintech), and managing finances in everyday life.

Informant selection is conducted purposively, based on specific considerations consistent with the research objectives. In qualitative research, informant selection requires consideration of their ability to provide relevant and in-depth information on the phenomenon being studied. Hansen (2020) explains that interview quality in qualitative research is related to the selection of appropriate sources and the depth of information obtained through the interview process.

The informants in this study were seven students from the Jakarta Open University Accounting Community. Informants were selected based on several criteria, namely: (1) being students who are members of the Jakarta Open University Accounting Community; (2) having experience in managing personal finances; (3) using or having used financial technology services such as mobile banking, digital wallets, or digital payments; and (4) being willing to provide information regarding their financial management experiences and habits.

Primary data obtained through interviews aimed to explore four main aspects: students' understanding of financial literacy, experience using fintech, financial management behavior, and the role of financial literacy and fintech in daily life. This aligns with the research focus established in Chapter II.

In addition to primary data, this study utilized secondary data from scientific journals and previous research relevant to financial literacy, financial technology, and student financial management behavior. Secondary data was used to strengthen the theoretical foundation and assist researchers in interpreting interview results.

Fadli (2021) explains that qualitative research positions the researcher as a key instrument and seeks to understand phenomena holistically and contextually from the perspective of the research subjects. Therefore, in this study, the researcher acts as the primary instrument in collecting, understanding, interpreting, and analyzing information obtained from informants.

Thus, data sources and research informants were selected to obtain in-depth information on how students of the Jakarta Open University Accounting Community understand financial literacy, utilize fintech, and apply this knowledge and experience in their daily financial management behavior.

Data Collection and Analysis Techniques

Data collection techniques in this study were conducted through interviews and documentation. Interviews were used as the primary technique to obtain in-depth information regarding students' understanding, experiences, habits, and perspectives regarding financial literacy, the use of financial technology (fintech), and financial management behavior. This study involved seven students from the Accounting Community of Jakarta Open University as informants.

Interviews were conducted semi-structured using a questionnaire developed based on the research focus. Interview questions covered the informants' understanding of financial literacy, types and purposes of fintech use, benefits and risks of fintech, habits in managing income and expenses, savings activities, and how to prioritize needs. Hansen (2020) explains that interviews are an important technique in qualitative research because they allow researchers to conduct in-depth investigations into the experiences and perspectives of informants. This aligns with the research objective of not only identifying relationships between variables but also understanding students' experiences in managing their finances.

In addition to interviews, documentation is used to support research data. Documentation can include interview notes, documentation of research activities, and written sources related to financial literacy, financial technology, and student financial management behavior. The use of documentation helps researchers supplement the information obtained from interviews, thus making the research data more comprehensive.

Data analysis was conducted descriptively through several stages: data reduction, data presentation, and conclusion drawing. In the data reduction stage, researchers selected and focused on interview information relevant to the research focus. The information was then grouped by theme: financial literacy, fintech use, financial management behavior, and the role of financial literacy and fintech.

The next stage is data presentation. The grouped data is arranged in narrative form to more clearly illustrate the patterns of informants' experiences and perspectives. Fadli (2021) explains that

qualitative research seeks to understand phenomena holistically and contextually, emphasizing the meaning and perspective of the research subjects. Therefore, the interview results in this study were not converted into statistical data but interpreted based on the experiences and statements of the informants.

The final stage is drawing conclusions. Researchers interpret the patterns found in the interviews to answer the research problem formulation. Conclusions are aimed at explaining how students understand financial literacy, how they use fintech, their behavior in managing their finances, and how financial literacy and fintech play a role in shaping these behaviors.

To increase data validity, the study utilized source triangulation by comparing information obtained from seven informants. This comparison was conducted to examine the similarities and differences in students' experiences in understanding financial literacy and using fintech. Thus, data analysis was not based solely on a single perspective but took into account the diverse experiences of the informants.

Overall, the data collection and analysis techniques in this study align with the characteristics of qualitative research. This approach allows researchers to gain a deeper understanding of students' financial management behavior and explains how financial literacy and fintech use are applied in everyday life. This also supports the research focus, which emphasizes understanding the experiences of seven students from the Jakarta Open University Accounting Community, rather than statistically testing relationships between variables.

Results and Discussion

Students' Understanding of Financial Literacy

Financial literacy in this study relates to students' ability to understand income, expenses, savings, prioritize needs, and make financial decisions. Based on the focus of the interviews, this understanding serves as the basis for observing how students apply financial knowledge in their daily lives.

Financial literacy plays a crucial role in shaping students' financial management behavior. Rachmawati and Nuryana (2020) found that financial literacy positively influences students' financial management behavior and encourages them to prioritize spending.

These findings align with Nuringtyas and Kartini (2023), who demonstrated that financial literacy positively influences students' financial behavior. Therefore, in this study, financial literacy was analyzed through students' ability to understand and apply financial management principles in their daily activities.

Use of Financial Technology by Students

Financial technology has become an integral part of students' financial activities because it offers convenience in making payments, transfers, and transactions using digital services. In this study, fintech usage is assessed based on the type of service used, the purpose of use, the benefits, and the risks perceived by students. This focus aligns with the research instrument, which focuses on students' experiences using fintech.

Research by Nuringtyas and Kartini (2023) shows that financial technology has a positive influence on students' financial behavior. This suggests that fintech can support financial activities when used appropriately.

However, fintech use does not always result in the same financial behavior. Siskawati and Ningtyas (2022) found that financial technology had a negative and significant effect on students' financial behavior, while financial literacy had a significant effect. These differences in results indicate that the impact of fintech is closely related to the patterns and purposes of its use.

Student Financial Management Behavior

Financial management behaviors in this study included how students manage income and expenses, prioritize needs, save, control spending, and use money wisely. These aspects were the primary focus of interviews with seven informants.

Financial management behavior is not only related to students' income but also their ability to make financial decisions. Rachmawati and Nuryana (2020) demonstrated that financial literacy plays a positive role in shaping students' financial management behavior.

In the context of this research, student behavior was further analyzed based on each informant's experience in managing daily finances. These differences in experience are important because the research used a qualitative approach aimed at understanding the informants' experiences and perspectives in greater depth.

The Role of Financial Literacy and Financial Technology on Financial Management Behavior

The research aimed to examine the relationship between financial literacy and fintech use in shaping students' financial management behavior. This study did not statistically test the influence of these two variables, but rather explored how students understand and apply them in their daily lives.

Fadiyah and Widodo (2024) found a positive relationship between financial technology and financial literacy, and students' financial management behavior. The study also showed that digital literacy can strengthen the influence of financial technology on financial management behavior.

Thus, financial literacy can be viewed as the foundation of knowledge for decision-making, while fintech serves as a tool that facilitates financial activities. Both need to be used in balance to prevent technological convenience from encouraging uncontrolled spending.

Overall, the results of this subsequent study will compare the experiences of the seven informants with those of previous research. This comparison will be used to identify similarities, differences, and emerging patterns related to students' understanding of financial literacy, use of fintech, and financial management behavior.

Discussion

This research focuses on the relationship between financial literacy, financial technology (fintech), and the financial management behavior of students in the Accounting Community of Jakarta Open University. The analysis is based on interviews with seven informants and compared with previous research. The focus includes understanding financial literacy, fintech use, financial management behavior, and the relationship between the two in everyday life.

1. Financial Literacy in Shaping Financial Management Behavior

Financial literacy is a crucial aspect in shaping students' financial management behavior. Understanding income, expenses, savings, prioritizing needs, and financial decision-making can help students manage their financial resources more effectively.

Rachmawati and Nuryana (2020) demonstrated that financial literacy plays a role in shaping students' financial management behavior. These findings suggest that financial knowledge can help students prioritize and control spending. Aprinthsari and Widiyanto (2020) found a similar finding, demonstrating a positive and significant influence of financial literacy on students' financial behavior.

These findings show that the better a student's understanding of financial concepts, the greater their likelihood of applying them in their daily financial management. However, financial knowledge needs to be understood not only theoretically but also applied through habits like managing expenses, saving, and prioritizing needs.

The research findings of Siskawati and Ningtyas (2022) also reinforce the importance of financial literacy, as they found a significant influence of financial literacy on students' financial behavior. Thus, financial literacy can serve as a foundation for students in developing better financial management practices.

2. Financial Technology in Student Financial Management

Financial technology makes it easier for students to conduct various financial activities, such as payments, transfers, digital wallets, and transactions through apps. In this study, fintech usage is understood not only in terms of convenience but also in terms of how students use it responsibly.

Nuringtyas and Kartini (2023) showed that financial literacy and financial technology are relevant factors in explaining students' financial behavior. Meanwhile, Febrianti and Prima (2024) found that financial technology has a positive and significant effect on accounting students' financial behavior.

However, the influence of fintech on financial behavior does not always show the same direction. Siskawati and Ningtyas (2022) found a significant negative effect of financial technology on

students' financial behavior. Wati and Panggiarti (2021) also showed that the influence of fintech did not produce the same results as financial literacy.

These differences demonstrate that fintech is essentially a tool that can offer both benefits and risks. Ease of transactions can help students make payments and manage their finances, but at the same time, it can increase the ease of spending. Therefore, fintech use requires sound financial literacy and self-control.

3. Student Financial Management Behavior

Students' financial management behavior is reflected in their ability to manage income and expenses, prioritize needs, save, and control their spending. In this study, these aspects were the primary focus explored through the experiences of seven informants.

Financial literacy can help students understand the consequences of every financial decision. Rachmawati and Nuryana (2020) demonstrated that financial literacy plays a positive role in shaping students' financial management behavior. These findings suggest that financial knowledge can form the foundation for developing more planned financial management habits.

Furthermore, Amalia (2025) demonstrated that financial literacy and financial technology are related to students' financial behavior, with self-control being a key factor. This suggests that financial management behavior is determined not only by knowledge and technology, but also by students' ability to control their financial decisions and use.

Thus, good financial management behavior requires a combination of knowledge, decision-making skills, financial management habits, and self-control.

4. Synergy of Financial Literacy and Financial Technology

Financial literacy and financial technology play interrelated roles in students' financial lives. Financial literacy provides knowledge and decision-making skills, while fintech provides tools that facilitate financial activities. The research framework places these two aspects as interrelated elements of students' financial management behavior.

Fadiyah and Widodo (2024) demonstrated the importance of financial technology and financial literacy in shaping students' financial management in a digital environment. The study also emphasized the importance of digital literacy in the use of financial technology.

Putri and Susanti's (2024) findings indicate that financial literacy, financial inclusion, and financial technology simultaneously significantly influence students' financial behavior. However, partial results indicate that the influence of each factor may vary.

Meanwhile, Azizah et al. (2026) also identified financial technology and financial literacy as factors related to students' financial behavior, along with lifestyle.

Based on these findings, it's clear that fintech utilization will be more optimal if students possess adequate financial literacy. Students who understand how to manage their finances will be better able to use fintech as a tool to support financial management, not simply as a means of conducting transactions.

Overall, the discussion shows that financial literacy serves as a foundation of knowledge and considerations in decision-making, while fintech serves as a tool that facilitates financial activities. Both can support sound financial management behaviors when used wisely, in a planned manner, and with self-control.

Key Research Findings

Based on the results of interviews and discussions regarding financial literacy, financial technology (fintech), and students' financial management behavior, several key findings can be formulated. These findings are organized around four research focuses: understanding financial literacy, fintech use, financial management behavior, and the role of financial literacy and fintech in students' daily lives.

1. Financial Literacy as a Basis for Financial Decision Making

The first finding shows that financial literacy is a crucial foundation in helping students understand and make financial decisions. Financial literacy relates to students' ability to manage income, expenses, and savings, prioritize needs, and control their spending.

This finding aligns with Rachmawati and Nuryana (2020), who demonstrated that financial literacy plays a role in shaping students' financial management behavior. Aprinthsari and Widiyanto (2020) also found that financial literacy has a positive and significant influence on students' financial behavior.

Thus, financial literacy is not only related to knowledge of financial concepts, but also to the ability to apply this knowledge in everyday financial decisions.

2. Fintech as a Means of Ease of Financial Management

The second finding shows that financial technology has become a tool that facilitates students' financial activities. Fintech usage includes mobile banking, digital wallets, digital payments, transfers, and app-based financial services.

Nuringtyas and Kartini (2023) demonstrated that financial technology is a relevant factor in explaining students' financial behavior. Meanwhile, Fadiyah and Widodo (2024) emphasized that the development of financial technology makes financial literacy and digital literacy increasingly important in student financial management.

However, fintech use does not always result in positive financial behavior. Siskawati and Ningtyas (2022) found that financial technology had a significant negative effect on students' financial behavior. This suggests that the ease of transactions through fintech requires the ability to manage financial use.

3. Financial Management is Influenced by Knowledge and Self-Control

The third finding shows that financial management behavior is not only related to financial knowledge and technology use, but also to students' ability to control financial decisions. Financial management is reflected in spending planning, prioritizing needs, saving, and controlling unnecessary expenses.

Amalia (2025) shows that financial literacy and financial technology are related to students' financial behavior with self-control as one of the factors that plays a role in shaping financial behavior.

These findings indicate that students who possess financial knowledge do not necessarily automatically have good financial behavior. Knowledge needs to be applied through habits and self-control in using financial resources.

4. The Relationship Between Financial Literacy and Financial Technology

The fourth finding shows that financial literacy and fintech are linked in supporting student financial management. Financial literacy serves as a foundation of knowledge and considerations in decision-making, while fintech serves as a tool that facilitates financial activities.

Fadiyah and Widodo (2024) demonstrated the importance of financial technology and financial literacy in shaping students' financial management in a digital environment. Putri and Susanti (2024) also found that financial literacy, financial inclusion, and financial technology simultaneously had a significant influence on students' financial behavior.

These results demonstrate that the use of fintech will be more effective if students possess adequate financial literacy skills. Therefore, financial technology should not be viewed solely as a transaction tool, but also as a tool that supports more organized financial planning and management.

5. Key Research Findings

Overall, this research shows that there are three key elements in student financial management. First, financial literacy is the foundation for understanding and making financial decisions. Second, financial technology facilitates financial activities, but its use must be done wisely. Third, sound financial management behavior requires a combination of financial knowledge, technology utilization, and self-control.

These findings align with research conducted from 2020–2026, which showed that financial literacy generally has a positive relationship with students' financial behavior, while research on fintech yielded more mixed results. Azizah et al. (2026) also identified financial technology and financial literacy as aspects related to students' financial behavior, along with lifestyle.

Thus, this research contributes to a deeper understanding of how financial literacy and fintech use are understood and implemented by students at the Jakarta Open University Accounting Community. The qualitative approach allows the research to examine students' experiences and considerations more contextually, complementing previous research that has largely used quantitative approaches.

Conclusion

This study shows that financial literacy and financial technology play a role in the financial management behavior of students in the Accounting Community of Jakarta Open University. Based on interviews with seven informants, understanding of financial literacy is reflected in students' ability to manage income and expenses, determine needs priorities, save, and make financial decisions. Financial technology has also become part of students' financial activities through the use of digital payments, transfers, digital wallets, mobile banking, and application-based services that provide convenience and efficiency in transactions. However, this convenience needs to be accompanied by financial management skills and self-control so that the use of technology does not encourage unplanned spending. Thus, financial literacy serves as a foundation of knowledge and considerations in decision-making, while financial technology can be a tool that supports financial management activities when used wisely and responsibly.

This study is limited by the number of informants, which only involved seven students in one community. Therefore, the findings cannot describe the experiences of all Open University students or students in different educational environments. The qualitative approach also yields findings based on the experiences and perspectives of informants, and therefore is not intended to statistically generalize the relationships between variables. Future research is recommended to involve a wider range of informants and consider other factors such as lifestyle, financial inclusion, digital literacy, and self-control. Practically, students need to improve their financial literacy and use financial technology as needed. Meanwhile, the Accounting Community and Open University can strengthen education on budgeting, savings, the use of digital financial services, and spending control so that financial knowledge can be applied more consistently in everyday life.

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