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The Influence of Self-Esteem and Self-Awareness on Pocket Money Management in Economic Education Students of the Faculty of Teacher Training and Education, Universitas Tanjungpura

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Abstract: *The development of digital media and the increasing consumer behavior of students demand good pocket money management skills. Psychological factors, particularly self-esteem and self-awareness, are thought to play a role in shaping students' financial management behavior. This study aims to analyze the influence of self-esteem and self-awareness on pocket money management among Economics Education students, Faculty of Teacher Training and Education, Tanjungpura University, both partially and simultaneously. The study used a quantitative approach with a correlational method. The study population consisted of 205 active students from the classes of 2022, 2023, and 2024, with a sample of 136 respondents determined using the Slovin formula through a simple random sampling technique. Data were collected using a Likert scale questionnaire that had met the validity and reliability tests, then analyzed using descriptive statistics, classical assumption tests, multiple linear regression, t-test, F-test, and coefficient of determination with the help of SPSS version 26. The results of the study showed that self-esteem had a positive and significant effect on pocket money management ($\beta = 0.382$; $p < 0.001$), self-awareness also had a positive and significant effect ($\beta = 0.229$; $p = 0.004$), and both variables simultaneously had a significant effect ($F = 57.337$; $p < 0.001$) with an R^2 value of 0.463. The conclusion of the study shows that increasing self-esteem and self-awareness contributes to more planned, responsible, and effective management of students' pocket money, although there are still other factors outside the model that influence this behavior.*

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Introduction

The development of information technology, digital media, e-commerce, and social media has transformed people's economic behavior, including students as a group on the path to financial independence. Ease of access to information and product promotions are driving changes in consumption patterns, while various studies show that students still have low financial control, making them vulnerable to financial instability, which impacts academic and psychological well-being (Abdullah & Suja'i, 2022).

Social media is not only a means of communication but also shapes lifestyles and a trend-driven consumption culture. This situation encourages students to make impulsive purchases, increasing the risk of financial problems compared to previous conditions when access to product promotions was still limited (Khairul Anwar et al., 2020).

Problems with student pocket money management are influenced by psychological factors, such as the inability to distinguish between needs and wants and prioritize spending (Harahap et al., 2026). Poor financial management can lead to financial stress and unhealthy financial habits, even though the ability to budget, control consumption, and save is crucial for building financial preparedness for the future (Rurkinantia, 2021; Blakemore & Agllias, 2019; Wediawati et al., 2022).

Self-esteem and self-awareness are thought to influence students' pocket money management. Individuals with good self-esteem tend to make rational financial decisions (Rubio, 2021), while self-awareness helps them evaluate their financial habits and differentiate between needs and wants (Alfilail & Vhalery, 2020). Pre-research on 60 Economics Education students from the Faculty of Teacher Training and Education, Universitas Tanjungpura (UNTAN) showed that 78.3% often ran out of pocket money, 61.7% were dissatisfied with their financial management, and 63.3% had conducted regular evaluations. These findings indicate a gap between awareness and practice of pocket money management.

Based on this phenomenon, this study aims to analyze the influence of self-esteem and self-awareness on pocket money management of Economics Education students at the Faculty of Teacher Training and Education, Universitas Tanjungpura (FKIP), both partially and simultaneously. This research is important because there is still a gap between students' economic knowledge and financial behavior. The novelty of this research lies in the simultaneous examination of these two psychological factors based on empirical conditions obtained through pre-research.

Research methods

This study uses a quantitative approach with a correlational approach to analyze the influence of self-esteem and self-awareness on student pocket money management. This approach utilizes numerical data analyzed statistically in accordance with quantitative research methods (Sugiono, 2024).

The study population consisted of 205 active students of the Economics Education Undergraduate Program, Faculty of Teacher Training and Education, Tanjungpura University, intakes of 2022, 2023, and 2024, Academic Year 2024/2025. A sample of 136 respondents was determined using the Slovin formula with a 5 percent error rate and selected through probability sampling techniques with the simple random sampling method (Sugiono, 2024).

Data were collected using a Likert-scale questionnaire designed based on self-esteem, self-awareness, and pocket money management indicators, distributed via Google Form (Sugiono, 2024). The instrument met Pearson Product Moment validity and Cronbach Alpha reliability tests, while documentation served as supporting data (Sugiono, 2024).

The research procedures include the preparation and testing of instruments, distribution of questionnaires, and data analysis using descriptive statistics, classical assumption tests, multiple linear regression, t-test, F-test, and coefficient of determination (R^2) with the help of SPSS version 26 (Ghozali, 2021; Sugiono, 2024).

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Results and Discussion

Descriptive Statistical Analysis

Table 1 Self-Esteem Variable Data (X1)

No	Indicator	Total Score	Ideal Score	Index Score (%)	Category
1	Competence Indicators	2898	3400	85.24	Very high
2	Worthiness Indicator	2921	3400	85.91	Very high
3	Cognition Indicator	2907	3400	85.50	Very high
4	Affect Indicator	2790	3400	82.06	Very high
5	Stability Indicator	2822	3400	83	Very high
6	Openness Indicator	2904	3400	85.41	Very high
Amount		17242	20400	85	Very high

The table aboveBased on the analysis results, the self-esteem variable (X1) obtained a percentage of 85% and is included in the very high category. All indicators, namely Competence (85.24%), Worthiness (85.91%), Cognition (85.50%), Affect (82.06%), Stability (83.00%), and Openness (85.41%), are also in the very high category. These results indicate that the level of self-esteem of Economics Education students, FKIP UNTAN, is classified as very good..

Table 2 Self-Awareness Variable Data (X2)

No	Indicator	Total Score	Ideal Score	Index Score	Category
1	Attention Indicator	2911	3400	85.62	Very high
2	Wakefulness Indicator	2896	3400	85.18	Very high
3	Architecture Indicators	2884	3400	84.82	Very high
4	Recall of Knowledge Indicator	2922	3400	85.94	Very high
5	Self Knowledge Indicator	2865	3400	84.26	Very high
Amount		14478	17000	85.16	Very high

Table 2Based on the analysis results, the self-awareness variable (X2) obtained a percentage of 85.16% and is included in the very high category. All indicators, namely Attention (85.62%), Wakefulness (85.18%), Architecture (84.82%), Recall of Knowledge (85.94%), and Self-Knowledge (84.26%), are also in the very high category. These results indicate that the level of self-awareness of Economics Education students, FKIP UNTAN, is classified as very good..

Table 3 Pocket Money Management Variable Data (Y)

No	Indicator	Total Score	Ideal Score	Index Score	Category
1	Financial Recording Indicators	2642	3400	82.82	Very high
2	Planning and Budgeting Indicators	2859	3400	84.15	Very high
3	Indicators of Efficient Use of Money	2986	3400	86.65	Very high
4	Saving and Anticipating Sudden Needs	2824	3400	85.38	Very high
	Amount	17063	13600	84.80	Very high

Table 3Based on the analysis, the pocket money management variable (Y) achieved a percentage of 84.80% and is included in the very high category. All indicators, namely financial recording (82.82%), planning and budgeting (84.15%), efficient use of money (86.65%), and saving and anticipating unexpected needs (85.38%), are also in the very high category. These results indicate that the level of pocket money management of students in the Economics Education Department of the Faculty of Teacher Training and Education, UNTAN is classified as very good.

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Classical Assumption Test

Table 4 Normality Test Results

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		136
Normal Parametersa,b	Mean	,0000000
	Standard Deviation	6.57174988
Most Extreme Differences	Absolute	,049
	Positive	,044
	Negative	-,049
Test Statistics		,049
Asymp. Sig. (2-tailed)		,200c,d

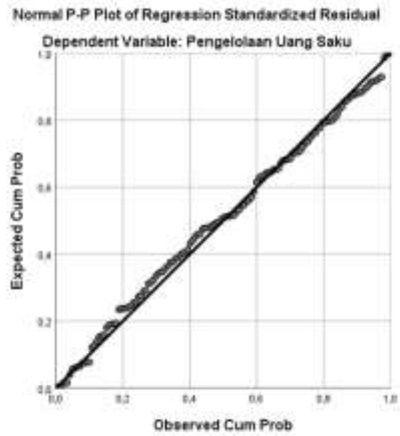

Figure 1Normality Test Results Using PP Plot of Regression Standardized Residual

Based on table 4 and figure 1 above, it can be seen that in the self-regressive variables - esteem (X1) and self-awareness (X2), towards pocket money management (Y) the normality significance value is 0.200 > 0.05. And it can also be seen in the PP Plot Of Standardized Regression graph that the distribution of points follows a diagonal line pattern, so that based on the table and figure it can be concluded that the regression equation is normally distributed.

Table 5 Results of Linearity Test of X1 against Y

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Pocket Money Management * Self-Esteem	Between Groups	(Combined)	6708,171	43	156,004	3,571	,000
		Linearity	4601,596	1	4601,596	105,328	,000
		Deviation from Linearity	2106,575	42	50,157	1,148	,288
	Within Groups		4019,329	92	43,688		
	Total		10727,500	135			

Table 6 Results of the Linearity Test of X2 against Y

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Pocket Money Management * Self-Awareness	Between Groups	(Combined)	5930,156	37	160,274	3,274	,000
		Linearity	3686,195	1	3686,195	75,301	,000
		Deviation from Linearity	2243,961	36	62,332	1,273	,176
	Within Groups		4797,344	98	48,952		
	Total		10727,500	135			

Based on tables 5 and 6, the significance value of self-esteem (X1) is 0.288 and self-awareness (X2) is 0.176, where both values are greater than 0.05. Therefore, it can be concluded that there is a linear relationship between variables X1 and Y and X2 and Y.

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Table 7 Multicollinearity Test Results

Coefficientsa								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	11,912	6,838		1,742	,084		
	Self-Esteem	,382	,070	,478	5,438	,000	,522	1,916
	Self-Awareness	,229	,079	,255	2,904	,004	,522	1,916
a. Dependent Variable: Pocket Money Management								

Based on Table 7, it can be seen that the Tolerance value of self-esteem (X1) and self-awareness (X2) is 0.522 each, and the VIF value of self-esteem and self-awareness is 1.916 each. This shows that the Tolerance value is > 0.10 and the VIF value is < 10. So it can be concluded that there is no multicollinearity.

Table 8 Heteroscedasticity Test Results

Coefficientsa						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	10,444	4,374		2,388	,018
	Self-Esteem	-,075	,045	-,199	-1,673	,097
	Self-Awareness	,038	,051	,089	,753	,453
a. Dependent Variable: ABS_RES						

Based on Table 8, the significance value of self-esteem (X1) is 0.097 and self-awareness (X2) is 0.453, both of which are greater than 0.05. Therefore, it can be concluded that this regression model does not experience heteroscedasticity.

Table 9 Results of Multiple Linear Regression Analysis

Coefficientsa								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	11,912	6,838		1,742	,084		
	Self-Esteem	,382	,070	,478	5,438	,000	,522	1,916
	Self-Awareness	,229	,079	,255	2,904	,004	,522	1,916
a. Dependent Variable: Pocket Money Management								

Based on the results of multiple linear regression analysis, the equation $Y = 11.912 + 0.382X_1 + 0.229X_2$ is obtained. The constant value of 11.912 indicates that pocket money management is worth 11.912 when self-esteem and self-awareness are considered constant. The self-esteem coefficient of 0.382 and self-awareness of 0.229 indicates that increasing each variable will improve pocket money management assuming other variables remain constant. In addition, self-esteem has a significance value of 0.000 <0.05 and self-awareness has a significance value of 0.004 <0.05, so both have a significant effect on pocket money management.

Hypothesis Testing

Table 10 T-Test Results (Self-Esteem)

Coefficientsa								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	11,912	6,838		1,742	,084		
	Self-Esteem	,382	,070	,478	5,438	,000	,522	1,916
	Self-Awareness	,229	,079	,255	2,904	,004	,522	1,916
a. Dependent Variable: Pocket Money Management								

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Based on the results of the t-test, it is known that the value $thitung$ as much as 5,438 > $ttabel$ of 1.978 and a significance value of 0.000 < 0.05. Thus, Ha1 is accepted and Ho1 is rejected, so it can be concluded that partially self-esteem has a significant effect on pocket money management.

Table 11 T-Test Results (Self-Awareness)

Coefficientsa

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.	Collinearity Statistics Tolerance	Collinearity Statistics VIF
1	(Constant)	11,912	6,838		1,742	,084		
	Self-Esteem	,382	,070	,478	5,438	,000	,522	1,916
	Self-Awareness	,229	,079	,255	2,904	,004	,522	1,916

a. Dependent Variable: Pocket Money Management

The t-table value used in this study is 1.978 (df = 133, α = 0.025). Based on the t-test results, it is known that the calculated t-value is 2.904 > t-table of 1.978 and the significance value is 0.004 < 0.05.

Table 12 F Test Results

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4966,885	2	2483,442	57,337	,000b
	Residual	5760,615	133	43,313		
	Total	10727,500	135			

a. Dependent Variable: Pocket Money Management

b. Predictors: (Constant), Self-Awareness, Self-Esteem

Based on the results of the F test in the ANOVA table, it is known that the value (F_{count}) is 57.337 > (Ftable) of 3.07 and the significance value is 0.000 < 0.05. Thus, Ha3 is accepted and Ho3 is rejected, so it can be concluded that simultaneously self-esteem and self-awareness have a significant effect on pocket money management.

Table 13 Test of the Coefficient of Determination (R^2)

Model Summary

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	,680a	,463	,455	6,581

a. Predictors: (Constant), Self-Awareness, Self-Esteem

Given that the R Square value is 0.463, it can be concluded that the independent variables self-esteem and self-awareness are able to explain the dependent variable of pocket money management by 0.463 or 46.3%, while the remaining 53.7% is explained by other factors not examined in this study.

Discussion

1. The Influence of Self-Esteem (X1) on Pocket Money Management (Y)

   The results of the study indicate that self-esteem has a significant influence on students' pocket money management. Based on the results of the t-test analysis, a significance value of 0.000 was obtained, which is smaller than 0.05, and a calculated t-value of 5.438, which is greater than $ttabel$ of 1.978. Based on these results, it can be concluded that Ha1 is accepted and H01 is rejected, so that self-esteem has a partial effect on student pocket money management.

   These findings indicate that students' self-esteem plays a role in shaping their pocket money management behavior. Students with high self-esteem tend to be confident in their decision-making

https://doi.org/10.61536/escalate.v4i2.607

abilities, including managing personal finances. This self-confidence encourages them to be more responsible in using their pocket money, prioritizing needs, and avoiding unnecessary expenses. The better a person's self-esteem, the greater their ability to control their consumption behavior, leading to more effective pocket money management.

The descriptive analysis also showed that the self-esteem of Economics Education students at the Faculty of Teacher Training and Education, Universitas Tanjungpura (FKIP UNTAN) was in the very high category, with a percentage of 85%. All self-esteem indicators—competence, worthiness, cognition, affect, stability, and openness—were in the very high category. This indicates that the majority of students have a positive assessment of their abilities and self-worth, thus supporting the development of good pocket money management behaviors.

Theoretically, self-esteem is an individual's assessment of their own competence and worth, which influences their attitudes and behavior (Rubio, 2021). Individuals with high self-esteem tend to be more persistent, perform better, and are resilient in the face of challenges (Tang & Baker, 2016). In the context of pocket money management, this is reflected in students' ability to manage their finances in a more planned manner and resist the influence of consumer impulses.

The results of this study align with research conducted by (Leksono & Vhalery, 2019), which showed that self-esteem significantly influences students' pocket money management. Research by (Tang & Baker, 2016) also found that self-esteem influences individual financial behavior, both directly and indirectly. These similar findings confirm that psychological factors, particularly self-esteem, play a significant role in shaping students' financial behavior.

2. The Influence of Self-Awareness (X2) on Pocket Money Management (Y)

The results of the study indicate that self-awareness has a significant effect on student pocket money management. Based on the results of the t-test analysis, a significance value of 0.004 was obtained, which is smaller than 0.05, and a calculated t value of 2.904, which is greater than the t-table of 1.978. Thus, it can be concluded that Ha2 is accepted and H02 is rejected, so that self-awareness has a partial effect on student pocket money management.

These findings indicate that students' self-awareness plays a crucial role in managing their pocket money. Students with high self-awareness tend to understand their financial situation, recognize their needs and limitations, and control excessive consumption behavior. Self-awareness helps students more rationally distinguish between needs and wants.

The descriptive analysis results show that the level of self-awareness of Economics Education students at the Faculty of Teacher Training and Education, Universitas Tanjungpura (FKIP UNTAN) is in the very high category, with a percentage of 85.16%. All indicators—attention, wakefulness, architecture, recall of knowledge, and self-knowledge—are also in the very high category. This indicates that students have developed good self-awareness skills and evaluate their behavior, including managing their daily pocket money.

Conceptually, self-awareness is an individual's ability to understand their thoughts, feelings, and the reasons behind their behavior (Maharani & Mustika, 2016). In the context of managing their pocket money, self-awareness enables individuals to set spending limits in line with their goals and financial situation (Alfilail & Vhalery, 2020). Individuals with good self-awareness are able to continuously self-evaluate their financial decisions.

The results of this study are supported by research (Alfilail & Vhalery, 2020), which found that self-awareness significantly influences students' pocket money management. This finding reinforces the study's finding that self-awareness is a crucial internal factor in developing healthy and responsible financial management behavior.

3. The Influence of Self-Esteem (X1) and Self-Awareness (X2) on Pocket Money Management (Y)

Based on the results of the F test analysis, the calculated F value was 57.337 which was greater than the F table of 3.06 and the significance value was 0.000 which was smaller than 0.05. Thus, it can be concluded that Ha3 is accepted and Ho3 is rejected, so that simultaneously self-esteem and self-awareness have a significant effect on student pocket money management.

The results of the coefficient of determination test showed an R Square value of 0.463. This means that the self-esteem and self-awareness variables together were able to explain 46.3% of the variation in student pocket money management, while the remaining 53.7% was influenced by other factors not examined in this study.

Escalate: Economics and Business Journal
https://doi.org/10.61536/escalate.v4i2.607

These findings indicate that students' pocket money management is not influenced by a single psychological factor, but rather by the interaction of self-esteem and self-awareness. Self-esteem provides the foundation for confidence in financial decision-making, while self-awareness plays a role in controlling and evaluating financial behavior. The combination of these two variables encourages students to manage their pocket money in a more planned, responsible, and long-term manner.

The results of this study are in line with research (Alfilail & Vhalery, 2020) which confirms that self-esteem and self-awareness together have a significant contribution in shaping students' pocket money management behavior.

However, the coefficient of determination of 46.3% indicates that 53.7% of the variation in pocket money management is influenced by factors outside of this study. These factors may include financial literacy levels, income or pocket money received, peer influence, family environment, lifestyle, and students' financial attitudes. Therefore, further research is expected to add these variables to obtain a more comprehensive picture of the factors influencing students' pocket money management.

Conclusion

This study shows that self-esteem and self-awareness have a positive and significant effect on pocket money management of students of Economic Education, Faculty of Teacher Training and Education, Tanjungpura University, both partially and simultaneously. Self-esteem has a greater influence than self-awareness, which is indicated by a regression coefficient of 0.382 with a significance value of 0.000, while self-awareness has a regression coefficient of 0.229 with a significance value of 0.004. Simultaneously, both variables have a significant effect on pocket money management with an F count of 57.337 and a significance value of 0.000. The coefficient of determination (R^2) of 0.463 indicates that self-esteem and self-awareness are able to explain 46.3% of the variation in student pocket money management. These findings indicate that increased self-esteem and self-awareness contribute to more planned, responsible, and effective financial management behavior.

This study still has limitations because it only involved students of the Economics Education Study Program, Faculty of Teacher Training and Education, Tanjungpura University, so the results cannot be generalized to a wider population. Furthermore, the research model was only able to explain 46.3% of the variation in pocket money management, leaving 53.7% influenced by factors outside the study. Therefore, further research is recommended to expand the scope of respondents and examine other variables that could potentially influence students' pocket money management. Practically, the results of this study can provide input for universities to develop educational and mentoring programs that not only improve financial literacy but also strengthen students' self-esteem and self-awareness in an effort to foster wiser and more sustainable financial management behavior.

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