IJEMR International Journal of Economics and Management Research
E-ISSN: 2830-2508
P-ISSN: 2830-2664

Research Article

Financial Literacy and Its Impact on KIP Scholarship Recipients' Pocket Money Management at Gema Widya Bangsa

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Abstract: This study aims to analyze financial literacy and its implications on the ability to manage the pocket money of students who receive KIP scholarships at the Gema Widya Bangsa College of Economics. Financial literacy is an individual's understanding of basic financial concepts such as budgeting, saving, investing, and debt management. In the context of students, financial literacy is important considering that the majority of students are in a transition period towards financial independence. Using quantitative research methodology with an analytical approach used is descriptive analysis and correlation analysis, simple linear regression, determination coefficients, hypothesis testing with t-test, data collected through questionnaires distributed to 79 KIP Scholarship scholarship recipients at the Gema Widya Bangsa College of Economics. Based on the results of the study, the results of regression analysis were obtained Y= 24.877+0.731 and the correlation coefficient was 0.901 and the R Square was 0.812 or the Determination Coefficient was 81.2%. In addition, the results of hypothesis testing with the t-test were obtained > ttab, which was 6,803 > 1,664. This finding shows the implications of financial literacy on the ability to manage the pocket money of students who receive KIP Scholarship scholarships at the Gema Widya Bangsa College of Economics. It is hoped that the results of this research can be used as evaluation material in fostering students to be wiser in managing personal finances, including the ability to prepare a budget, save consistently and avoid excessive consumptive behavior. This research has novelty in several important aspects that distinguish it from previous financial literacy studies, namely: focus on KIP Scholarship scholarship recipients, the context of pocket money management as a representation of student financial independence, a practical approach to student financial behavior with the help of Scholarships, the scope that supports the evaluation of government scholarship policies, strategic recommendations based on empirical evidence.

Keywords: financial literacy, KIP scholarships, management, pocket money management, students

Received: 12 November, 2024
Revised: 29 November, 2024
Accepted: 14 December, 2024
Published: 31 December, 2024
Curr. Ver.: 31 December, 2024

1. Introduction

College students often run into financial problems, especially when they have to manage their own money. Students who do not yet have a fixed income are usually highly dependent on remittances from parents or scholarships. As a result, they need to know how to spend their money on living. However, due to a lack of understanding of sound financial principles, many college students find it difficult to manage their pocket money. Financial literacy is an important skill that everyone must have, especially those who start working on their own. KIP Scholarship scholarship recipients, who typically come from low-income families, face additional pressure to maximize their limited financial resources. Students receive tuition financing and living expenses every semester.

Students who receive the Smart Indonesia Card (KIP-Scholarship) scholarship are selected students who have good academic achievements. In addition, this scholarship also provides an allowance for living expenses once every six months or every one semester.

The data on KIP Scholarship scholarship recipients at the Gema Widya Bangsa College of Economics from 2021 to 2023, as shown in the table below.

Table 1. Recipients of KIP Scholarship

Yes	Year of the Force	Sum
1	2021	24 students
2	2022	20 students
3	2023	35 students

Source : KIP Scholarship Manager of Gema Widya Bangsa College of Economics

Based on observation, there are still students who face problems in managing the money received, such as using pocket money for unplanned needs, not having personal financial records, and not having good saving habits. This condition raises serious questions about how well scholarship recipients manage their money and whether they know and understand finances well. In addition, there are still several problems that exist such as 1). do not understand the basic concept of finance, 2). Low knowledge and poor financial behavior, 3). There is no training or special instruction on financial literacy for scholarship recipients, both from the campus and aid distribution institutions, 4). the inability to consider and evaluate personal financial situations, which leads to illogical financial decisions.

The challenges of financial management among KIP Scholarship recipients are increasingly complex in the midst of the digital era that offers various financial conveniences but also consumptive traps, such as online purchases, paylater, and online loans. Without being equipped with adequate financial knowledge, students are vulnerable to using scholarship funds not according to their designation. This not only has an impact on academic sustainability, but also on the achievement of the long-term goals of the KIP Scholarship program itself, which is to create graduates who are independent and economically prosperous.

These issues can affect students' academic focus and performance, as well as their financial instability. College students may have difficulty allocating money effectively, especially for academic, health, and other basic needs. Therefore, it is very important to conduct research on the analysis of student financial literacy and its implications on the ability to manage the pocket money of KIP scholarship recipients at the Gema Widya Bangsa College of Economics.

This research has novelty in several important aspects that distinguish it from previous financial literacy studies, namely:

1) Focus on students who receive KIP scholarships.
   Most previous financial literacy studies have focused on the student population in general, without considering differences in socioeconomic backgrounds. This study specifically examines KIP scholarship recipients, namely groups who come from underprivileged families and have limited access to funds, so they have different financial characteristics and money management challenges.
2) The context of pocket money management as a representation of student financial independence. This research focuses on the management of pocket money derived from scholarships as the main indicator of student independence and financial literacy. This aspect is rarely explored in depth in financial literacy research in Indonesia, especially one that highlights the link between financial understanding and daily financial decision-making of fixed-income students (through scholarships).
3) A practical approach to student financial behavior with the help of scholarships. This study not only measures financial knowledge theoretically, but also relates it directly to real behaviors, such as saving habits, recording expenses, and preparing monthly budgets. Thus, the results are more applicable and relevant to formulating training strategies or campus policy interventions.
4) The scope that supports the evaluation of the government's scholarship policy. This study provides important insights into the effectiveness of providing financial assistance through the KIP Scholarship program from the perspective of recipient financial management. It makes an empirical contribution to the evaluation and development of scholarship policies, especially in aspects of non-academic assistance such as financial literacy.

5) Strategic recommendations based on empirical evidence.
   In addition to analyzing the relationship between financial literacy and pocket money management, this study also provides practical recommendations for universities and the government, such as the need to integrate financial literacy in orientation programs or coaching scholarship recipients.

Based on the description above, the formulation of this research problem is whether financial literacy has implications for the ability to manage the pocket money of students who receive KIP scholarships at the Gema Widya Bangsa College of Economics?

Therefore, this study is important to analyze student financial literacy and its implications on the ability to manage the pocket money of students who receive KIP scholarships at the Gema Widya Bangsa College of Economics.

2. Literature Review

Financial Literacy

According to the Financial Services Authority (2023) that "knowledge, skills, and beliefs that influence attitudes and behaviors to improve the quality of decision-making and financial management in order to achieve prosperity." And according to the OECD/INFE (2022) "Personal financial management is the ability to make informed financial decisions to meet current and future needs through effective use of financial resources and tools." Meanwhile, Lusardi (2022) stated "Financial literacy today must include digital financial literacy, the ability to navigate online financial platforms, assess risks, and protect oneself from digital fraud." And the opinion of Chen and Volpe (1998) in Hidayat (2020) interprets that "financial literacy is knowledge to manage finances so that they can live more prosperously in the future".

Based on the above definition, it can be concluded that financial literacy is a person's knowledge and understanding of finances and how to manage them effectively and efficiently for current and future prosperity planning.

To achieve financial goals, students must have the ability to understand financial literacy, so this research will use the theory of the Financial Services Authority (2023), because it emphasizes more on knowledge, skills and beliefs that affect attitudes and behaviors to improve the quality of decision-making and financial management in order to achieve welfare. In addition, the Financial Services Authority (2023) states that there are 4 main elements in measuring financial literacy, namely:

1) Knowledge

Individuals understand basic financial concepts and products, such as interest, inflation, risk, insurance, to the characteristics of bank accounts and investments.

2) Skills

Practical ability to use financial products (independently using accounts, insurance, loans, etc.) and carry out daily financial management appropriately and efficiently.

3) Confidence

Individuals are confident in making financial decisions, for example being confident in choosing the right products and managing their own finances responsibly.

4) Attitudes & Behaviors

It is reflected in real actions such as recording expenses, budgeting, saving, paying debts on time, and assessing risks before investing.

Meanwhile, according to OECD/INFE (2022), the indicators of financial literacy are:

1) Financial Knowledge

Measure the extent to which individuals understand basic financial concepts, including: understanding of simple and compound interest, inflation and its effect on the value of money, diversification of risks in investments, the time value of money, the influence of taxes, fees, and interest rates on financial decisions.

2) Financial Behaviour

How individuals manage their money in real life, includes, among other things: compiling and following a budget, paying bills on time, comparing prices or products before buying, setting aside money for short-term and long-term savings, choosing financial products consciously and critically.

3) Financial Attitudes

Measure an individual's perspective on financial management and the future.

It includes attitudes that are assessed by including orientation towards the future, attitudes towards consumption versus saving, the belief that financial planning is important for well-being.

4) The OECD 2022 update also emphasizes digital Financial Literacy

Due to the increasing use of digital platforms, the OECD has also added digital indicators, such as the ability to use digital financial tools, an understanding of fraud and cybersecurity risks, awareness of personal data and the protection of digital consumers.

Meanwhile, according to Lusardi (2022), financial literacy indicators are grouped into 2 groups, namely: traditional financial literacy and digital financial literacy.

For traditional financial literacy, the indicators consist of:

1) Understanding compound interest; able to calculate the value of money over time.
2) Understanding inflation; Knowing the influence of inflation on purchasing power.
3) Risk diversification; understand the importance of spreading investments to reduce risk.
4) Debt management; Knowing the difference between productive and consumptive debt.
5) Savings and financial planning; Set aside income regularly for long-term savings or investments.

Meanwhile, digital financial literacy indicators consist of:

1) Digital finance platform navigation; Able to use financial applications (e-wallets, mobile banking, etc.).
2) Evaluation of digital transaction risks; Know the financial risks in using digital products (including fintech lending and paylater).
3) Personal data protection; understand the importance of maintaining data security when transacting online.
4) Understanding of hidden costs; Able to read and understand the terms and conditions of digital financial products.
5) Literacy related to digital fraud; able to recognize and avoid digital financial fraud modes.

In addition to presenting the financial literacy indicators, the Financial Services Authority (2023) stated the benefits of financial literacy, namely "helping the public to be able to determine well financial products and services that suit their needs, the public must be able to understand the risks and benefits, and know their rights and obligations well and be confident that the products and services of existing financial institutions are chosen in order to improve the welfare of the community itself. Another benefit is that individuals are able to choose and utilize financial products and services that suit their needs, have the ability to manage better financial planning, and most importantly can minimize to avoid various investment activities in financial instruments whose direction is unknown (unclear)".

Because society and financial institutions need each other, people who understand finance better will increasingly use financial service products (OJK, 2023).

Student Personal Financial Management

According to the Financial Services Authority (2023) "Personal financial management is the ability of individuals to plan, allocate and control income or sources of funds to achieve financial goals wisely." Meanwhile, the OECD/INFE (2022) states that "Personal financial management is the ability to make informed financial decisions to meet current and future needs through effective use of financial resources and tools." Meanwhile, Lusardi & Mitchell (2022) argue "Personal financial management refers to the process of planning and managing personal financial activities such as income generation, spending, saving, investing, and protection in a way that ensures long-term financial well-being." Meanwhile, according to Elliyana, Maricar & Toalib (2025) "Personal Financial Management (PFM) includes the practice of budgeting, saving, investing, and debt management that directly affects the financial well-being of individuals."That is why

From some of the opinions above, it can be concluded that personal financial management is a continuous process that includes planning, supervision, and decision-making about income, expenses, savings, investments, and other financial elements to achieve personal financial goals and stability. This management is not only technical, but it also requires good financial knowledge so that people can make wise decisions about how money works. Therefore, personal financial management is essential for achieving life happiness, financial independence, and achieving short-term and long-term goals.

In this study, the theory for personal financial management is used by the OJK (2023) and also states the indicators, namely:

1) Knowledge & Skills; Understanding basic financial concepts such as interest, inflation, risk, financial products (banks, insurance, mutual funds), and others, and developing the ability to use financial services products correctly and efficiently.
2) Confidence; feeling confident in making financial decisions about financial products and services, and having confidence in using financial services such as savings, loans, and insurance independently and responsibly.
3) Attitude towards Finance; being open to financial planning and risk management, and showing a future orientation and awareness to save and protect personal finances.
4) Financial Management Behavior (Behavior); includes real practice in:
   a. Planning and budgeting; Create and follow monthly budgets, monitor expenses as per income.
   b. Cash flow and savings management: set aside money regularly, have an emergency fund, avoid impulse spending.
   c. Debt management: pay on time, understand credit terms, avoid consumptive debt.
   d. Financial consumer behavior: compare products before choosing, research products and marketing, use digital financial products carefully.
   e. Financial protection: understanding the need for basic insurance, protecting yourself from unexpected financial risks.
   f. Use of financial products: having access to and using formal financial products such as bank accounts, digital wallets, registered investments actively and carefully.

Meanwhile, the indicators of personal financial management according to OECD/INFE (2022) are as follows:

1) Planning and Budgeting; making a monthly budget for expenses, monitoring expenses regularly, adjusting expenses to income, having a short and long term financial plan.
2) Cash Flow and Savings Management; setting aside some income to save regularly, saving money for emergency needs, having a clear saving goal (consumptive and productive goals), avoiding impulsive spending
3) Debt Management; avoiding borrowing money for non-essential consumption, paying bills and installments on time, understanding credit terms, interest, and the consequences of delays, knowing a healthy debt limit to income
4) Financial Consumer Behavior: comparing prices or products before buying, researching before choosing financial products (loans, savings, investments), using digital financial products carefully, avoiding financial offers that are too good to be true
5) Financial Protection and Risk Management; knowing the importance of having basic insurance (health, life, assets), providing funds for unexpected expenses, avoiding uninsured financial risks, understanding the rights and obligations of being a financial consumer
6) Use of Financial Products; have a bank account or digital wallet, actively use financial products (savings, transfers, payments), choose financial products based on needs, not just promotions, seek information from trusted sources (banks, regulators, official websites)
7) And also the OECD also develops a special indicator for the digital era, namely digital financial behavior.

Meanwhile, according to Lusardi & Mitchell (2022), developed this indicator as part of research on global financial capability and financial literacy, focusing on how individuals:

1) Financial Planning; setting personal financial goals (short and long term), budgeting regularly, making emergency fund planning.
2) Cash Flow Management; recording income and expenses regularly, maintaining a balance between income and expenses, avoiding unnecessary or consumptive expenses.
3) Debt Management; able to distinguish between productive and consumptive debts, pay bills and installments on time, avoid debt burdens that exceed the ability to pay (over-indebtedness).

4) Saving and Investing; setting aside a portion of income for savings on a regular basis, understanding and utilizing risk-appropriate investment products, being able to assess investment returns and risks.
5) Financial Protection; having insurance (health, life, vehicle) if needed, preparing an emergency fund for unexpected events, knowing how to protect assets and income from financial risks.
6) Informed Decision Making; seeking information before choosing a financial product, comparing options (e.g., loans, savings, investments), being able to read product terms and conditions carefully.

The Relationship between Financial Literacy and Money Management

In Indonesia, the Financial Services Authority (2023) noted that improving financial education has a direct impact on people's ability to manage their daily finances.

Characteristics of Student Recipients of KIP Scholarship

Students who receive the Smart Indonesia Card (KIP) Scholarship generally come from families with economic limitations, so they are very dependent on scholarship assistance funds to meet their educational needs and daily living expenses. According to the Financial Services Authority (OJK, 2023), the low level of financial literacy in young age groups, especially from lower-middle economic backgrounds, makes them vulnerable to mistakes in managing personal finances.

According to Anita and Reni (2022) in JEBIS: Journal of Islamic Economics and Business, it was found that scholarship recipients tend to have no habit of budgeting, do not prioritize needs, and are more dominant in spending pocket money impulsively, especially at the beginning of the month. This is reinforced by a study by Widodo and Lestari (2021) in the Journal of Economic and Social Sciences, which shows that weak financial management is often caused by a lack of basic understanding of financial planning and the absence of formal guidance from an early age.

According to the Center for Education Financing Services (Puslapdik, 2022), scholarship recipients such as KIP Scholarship need to receive assistance in terms of financial management so that the assistance provided can be used optimally and not run out quickly due to consumptive behavior. They suggested that financial literacy education be made part of the scholarship student development program.

KIP Tuition Scholarship

Based on the KIP Scholarship Guidelines (2020) "the Smart Indonesia Card (KIP-Scholarship) scholarship is a replacement for Bidikmisi in the previous government period. Therefore, Indonesian children who have potential but are underprivileged will be able to continue to study until the college level through the Smart Indonesia Program (PIP) which will always be pursued by the government".

Based on Law No. 12/2012 on Higher Education, the Government of Indonesia is obliged to increase access and learning opportunities in higher education and prepare intelligent and competitive Indonesian people.

The objectives of the KIP Scholarship Scholarship are: 1) Increasing learning opportunities and access to students who have good academic achievements but are economically unable to do so at the university level; 2) Improving student achievement in various fields such as curricular, co-curricular and extracurricular fields; 3) Ensure that student studies can take place on time;

The allocation of KIP Scholarship funds is as follows: 1) IDR 4,000,000.00 for UKT fees (Single Tuition) 2) IDR 6,600,000.00 per semester / IDR 1,100,000.00 per month for living expenses or needs during study (KIP-Scholarship Guidelines, 2020).

3. Research Methodology

Research Approach and Design

This study uses a quantitative research method with a descriptive approach. Menurtu Sugiyono (2023) "quantitative research methods" can be understood as a research approach based on the philosophy of positivism. Used to investigate a specific population or sample, where data is collected using research instruments. Furthermore, data analysis is carried out quantitatively, with the aim of testing the hypothesis that has been determined". The research design used is descriptive of causal relationships, according to Sugiyono (2022) "causal relationships are causal relationships. So here there are independent variables (influencing variables) and dependent (influencing variables)". Meanwhile, the descriptive approach, according to Sugiyono (2022), "focuses on formulating problems that describe in depth the characteristics or existence of an independent variable independently without examining the causal relationship between these variables."

With this quantitative method, it is hoped that it can explain a research concept that is useful to describe and control every existing phenomenon, this is because this research aims to analyze financial literacy and its implications on the ability to manage the pocket money of students who receive KIP scholarships at the Gema Widya Bangsa College of Economics.

Population and Sample

According to Sugiyono (2022), "population refers to the whole element or subject that is included as an area for generalization. These elements consist of objects or subjects that have certain qualities and characteristics that have been determined by the researcher to study, and then used as a basis for drawing conclusions."

The population in this study is active undergraduate students who received KIP Scholarship scholarships from 2021 to 2023 as many as 79 students at the Gema Widya Bangsa College of Economics.

Sampling technique is a method used to select samples to be used in research. According to Sugiyono (2022), sampling techniques are "there are two types of sampling techniques that can be applied, namely Probability Sampling and Non-Probability Sampling. Probability Sampling is a sampling technique that provides an equal opportunity for each element (member) of the population to be selected as a member of the sample. This technique includes simple random sampling, proportionate stratified random sampling, disproportionate random sampling, cluster random sampling. Non-Probability Sampling is a sampling method that does not provide equal opportunities or opportunities for every element or member of the population to be selected as a sample. These techniques include Systematic Sampling, Quota Sampling, Incidental Sampling, Purposive Sampling, Saturated Sampling and Snowball Sampling. In this study, the technique to be used is saturated sampling by census method."

According to Sugiyono (2022), "census sampling is a sample return technique in which all members of the population are used as samples. This technique is recommended to be used if the number of samples is less than 100, so that each member of the population can play the role of a research subject as well as a respondent who provides the data."

According to Sugiyono (2022), "a sample is defined as a part of the number and characteristics possessed by a population. When the population is large and it is not possible for the researcher to study all members of the population, then the researcher can take samples as a representation of that population."

Based on this, this study used the entire population of 79 students as a sample.

Instruments and Measurements

The research instrument in the form of a questionnaire with the Likert scale, according to Sugiyono (2022), the Likert scale "is a scale used to measure the attitudes, opinions and perceptions of individuals and groups towards a social phenomenon that is specifically formulated by the researcher and referred to as a research variable. Through the Likert scale, the variables to be studied are described into a number of indicators, which then become a reference in the preparation of instrument items, either in the form of statements or questions. The answer to each instrument item on the Likert scale has a gradation ranging from very positive to very negative, which can be in the form of words including: strongly agree / always / very positive / very good, agree / often / positive / good, hesitate / sometimes / disagree / disagree / hardly ever / negative, very disagree / never scored".

Table 2. Likert Scale Score

Yes	Answer	Score
1	Strongly agree	5
2	Agree	4
3	Nervous	3
4	Disagree	2
5	Strongly Disagree	1

Source : Sugiyono, (2022)

Instrument testing The validity and reliability of the instrument are tested first before use. Testing in validity according to Sugiyono (2019) there are various techniques used in validity testing, including "Pearson Product Moment, Ratio, Spearman Rank, Double and Partial." In this study, Pearson Product Moment was used. And for reliability testing or to test the reliability of the measuring instrument in this study is Cronbach's Alpha method.

Data Analysis Techniques

According to Sugiyono (2022), "data analysis is the process of systematically processing and compiling data obtained from interviews, field observations, and documentation. This process is carried out by grouping data into certain categories, detailing it into sections, synthesizing, arranging it into patterns, identifying important relevant things to study, and drawing conclusions so that the data can be easily understood, both by the researcher himself and by other parties."

The data obtained were analyzed using descriptive statistics, correlation, determination coefficients, simple linear regression and hypothesis test with t-test.

According to Sugiyono (2019), descriptive statistical analysis is "a method used to analyze data by describing or describing data that has been collected thoroughly, without the aim of drawing general conclusions or making generalizations."

Correlation Coefficient Analysis According to Sugiyono (2019) is "a number that reflects the direction and strength of the relationship between two or more variables. The direction of the relationship can be both positive and negative, while the strength of the relationship is measured by the magnitude of the correlation coefficient." Then Sugiyono (2019) added about the correlation function, namely "the correlation technique is used to identify the relationship between two variables when the data of the two variables is in the form of interval or ratios and the data source of two or more variables is the same." In this study, Pearson Product Moment correlation is used, with the following formula:

Information:
rxy = Correlation coefficient between x and y
n = Number of subjects
ΣXY = The sum of multiplications between x score and y score
ΣX = Total number of x scores
ΣY = Total number of y scores
ΣX^2 = Sum of squares X
ΣY^2 = The sum of squares Y

To provide an interpretation of the strength of the relationship, the guidelines used refer to the table below as a reference in assessing the level of relationship between the variables tested.

Table 3. Correlation Coefficient Interpretation

Interval Cowphysin	Relationship Level
0,00 – 0,19	Very low
0,20 – 0,39	Low
0,40 – 0,59	Keep
0,60 – 0,79	Strong
0,80 – 1,00	Very Powerful

Source: Sugiyono (2022)

To reveal the degree to which the influence of variable X on Y can be determined by the formula of the determinant coefficient used to calculate the determinant coefficients can use the following formula:

KD = r2x 100%

Information:
KD = Coefficient of determination
r2 = Correlation coefficient

According to Sugiyono (2019) "regression analysis is "a method used to predict changes in the value of dependent variables in response to changes or manipulations in independent variables, be it an increase or decrease in value."

$\hat{Y} = a+bX$

According to Sugiyono (2019), "relationship significance testing is carried out to find out whether the relationship found in the sample also applies in general to the entire population, so it is necessary to present the significance value."

In determining the null hypothesis and alternative hypotheses, this study uses a double-sided hypothesis test. This was chosen by the researcher because they did not have a strong conjecture regarding the tendencies of the characteristics of the population being observed. In the hypothesis research, the hypothesis is as follows;

Ho: Financial literacy does not have implications for the ability to manage the pocket money of KIP scholarship recipients to study at the Gema Widya Bangsa College of Economics

Ha: Financial literacy has implications for the ability to manage the pocket money of KIP scholarship recipients at the Gema Widya Bangsa College of Economics

The formula for the t-test is as follows:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r2}}$$

Information:

t = The t test (t calculated) which is then consulted with the ttable

r = Partial correlation found

n = Number of samples

r2 = Squared correlation (determination).

According to Sugiyono (2019) "The basis for decision-making in the t-test can be explained as follows:

Test the hypothesis (rejected/accepted) by comparing the calculated value with the ttable value.

- If the tcal value is < tableable, then Ho is accepted and Ha is rejected, meaning that there is no real (significant) positive relationship between the two correlated variables.
- If the value of the tcal > is tabled, then Ho is rejected and Ha is accepted, meaning that there is a real (significant) positive relationship between the two correlated variables.

Hypothesis testing criteria as follows: If the t-test value < from the t-table value, then Ho is accepted If the t-test value > from the t-table value, then Ha is accepted. To find out the t-table, the provision of degrees of freedom = n-2 at the level of significance (□) of 5 % (error rate of 5 % or 0.05) or the level of confidence of 95 % or 0.95. So if the error rate of a variable is more than 5%, it means that the variable is not significant.

4. Results and Discussion

Based on the results of the research, financial literacy was obtained by students who received the KIP Scholarship scholarship and it was proven that a score of 91.1% was obtained, so that students' understanding of financial literacy can be categorized as very good, while in the management of pocket money of 91.48% it is also categorized as very good, thus students who receive KIP Scholarship scholarships have been able to manage their pocket money very well.

Meanwhile, the results of the analysis of the correlation coefficient between literacy and the ability to manage the pocket money of KIP scholarship recipients at the Gema Widya Bangsa School of Economics were obtained at 0.901 which means that there is a positive and very strong relationship because it is between 0.80 – 1.00, more clearly as seen in the table below;

Table 4. Correlation Analysis Results

Correlations

		Financial Literacy	Ability to Manage Pocket Money
Financial Literacy	Pearson Correlation	1	.901**
	Sig. (2-tailed)		.000
	N	79	79
Ability to Manage Pocket Money	Pearson Correlation	.901**	1
	Sig. (2-tailed)	.000	
	N	79	79

**. Correlation is significant at the 0.01 level (2-tailed).

Source : data from research results processed

Furthermore, the analysis carried out is by simple linear regression analysis, the results are as seen in the table below;

Table 5. Simple Linear Rules

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	24.877	3.657		6.803	.000
	Literasi Keuangan	.731	.040	.901	18.265	.000

a. Dependent Variable: Kemampuan Mengelola Uang Saku

Source : data from research results processed

Based on the table above, a simple linear regression can be described, the regression equation can be described, namely a constant of 24.877 stating that if financial literacy is 0, then the ability to manage pocket money is 24.877, while the regression coefficient of 0.731 states that every time 1 value of financial literacy is added, the ability to manage pocket money increases by 0.731.

Furthermore, it was also analyzed using the Coefficient of Determination (KD), based on the results of the study, an R Square of 0.812 or a Coefficient of Determination of 81.2% was obtained, meaning that financial literacy has implications for the ability to manage the pocket money of students who received KIP scholarships to study at the Gema Widya Bangsa College of Economics by 81.2% and the remaining 18.8% was influenced by other factors that were not researched or in other words, the ability to manage money can be explained by the level of financial literacy. For R Square can be seen in the table below;

Table 6. R Square

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.901ᵃ	.812	.810	2.40535

a. Predictors: (Constant), Financial Literacy

Source : data from research results processed

To test the hypothesis that has been determined using the t-test, the result of tcount is 6.803 with a significance level of 0.000 and ttable of 1.664, it can be concluded that the t-valueis calculated > ttable (6.803 > 1.664), thus financial literacy has implications for the ability to manage the pocket money of students who receive KIP scholarships at the Gema Widya Bangsa College of Economics can be accepted.

From the results of this study, financial literacy reveals that a person who has good financial literacy is influenced by various factors including; knowledge, skills, beliefs and behavioral attitudes, where KIP Scholarship scholarship recipients understand how to plan a balanced income and expenditure of money. In addition, knowledge of savings and using financial institutions has a significant influence on how to manage pocket money so that this option can be an option that scholarship recipients can choose.

In this study, students who received KIP Scholarship scholarships had good financial management actions. Although the answers from each respondent vary, most college students agree that understanding how to manage finances is very important and will be beneficial in the future. Based on this answer, this shows that some students who received the Smart Indonesia Card (KIP-Kuliah) scholarship already have a good financial attitude.

These findings show that the better the financial literacy of students, the higher their ability to manage pocket money. Students who understand the importance of financial recording tend to be more frugal and able to anticipate urgent needs. On the other hand, students who do not understand finance are more likely to fall into consumptive behavior and do not have a reserve fund.

5. Conclusions and Suggestion

Conclusions

This research proves that financial literacy has a significant influence on students' ability to manage pocket money. Financial literacy helps KIP Scholarship scholarship recipients in budgeting, saving, and avoiding unnecessary expenses. Therefore, increasing financial literacy is a need among KIP Scholarship scholarship recipients.

Suggestiona

For KIP Scholarship Recipients: it is necessary to increase awareness of the importance of financial planning and management through educational activities. For the Gema Widya Bangsa College of Economics: It is recommended to provide education about financial management for students who receive the KIP Scholarship Finance scholarship in the curriculum or hold routine training.For the Government: It is necessary to expand the reach of financial education programs among students and students to form a financially savvy generation.

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