

The Factors that Influence Saving Behaviour of Student at State Polytechnic of Sriwijaya

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Abstract

Good financial condition is certainly the desire of every human being to be able to live in prosperity. To achieve these conditions, of course, good financial management is needed from each individual. This study aims to analyze the factors that influence saving behaviour in Sriwijaya State Polytechnic students. The sampling technique used to determine the sample in this study is the purposive sampling technique. The data that was processed came from 140 students of the Sriwijaya State Polytechnic which was obtained from a questionnaire that was distributed directly. Furthermore, the data were analyzed using Partial Least Square - Structural Equation Model (PLS-SEM). The results show that financial literacy does not affect saving behaviour, materialism affects saving behaviour and financial literacy and materialism mediated by impulse buying affect saving behaviour. Thus, further research is expected to add other factors that are not included in this study, such as the income of parents, peers, or family financial education.

Keywords

financial literacy; materialism; saving behaviour; impulse buying



I. Introduction

The Children's Society found findings in its research on lifestyle which stated that lifestyle occurs because we live and develop in the era of technology and information that creates constantly changing consumption behavior that results in people's financial management decisions. Financial statements are basically a source of information for investors as one of the basic considerations in making capital market investment decisions and also as a means of management responsibility for the resources entrusted to them (Prayoga and Afrizal 2021). Financial performance is a measuring instrument to know the process of implementing the company's financial resources. It sees how much management of the company succeeds, and provides benefits to the community. Sharia banking is contained in the Law of the Republic of Indonesia No.21 of 2008 article 5, in which the Financial Services Authority is assigned to supervise and supervise banks. (Ichsan, R. et al. 2021)

Financial management is a technique to balance human lifestyles such as consumptive lifestyles with productive lifestyles such as investing, saving or developing a business. Management is very important to continue to learn as one way to manage finances well. Moreover, nowadays living with a consumptive lifestyle is commonplace, for example buying things that are not really important to use, or spending money just for fun excessively.

Saving is very important because someone tries to set aside some of the money they have to save and aims to manage the money saved. Conducting saving activities in general, namely for emergency funds, for future funds, and to manage money so that it is not

consumptive to students. Awareness of saving can be owned by every human being, especially students, which can be done starting from small things by getting used to recording one's own needs, such as income or pocket money earned and expenses.

Students have a high consumptive attitude and that causes saving behavior is not an easy thing to do. During college, students shift from being dependent to being financially independent. According to Nababan and Sadalia (2013), students have complex financial problems because most students do not have income, the reserve funds they have are also limited to be used every month, late remittances from parents, or pocket money that has run out prematurely, which can lead to caused by an unexpected need, or caused by the wrong way of managing personal finances due to a lack of budgeting in life, as well as extravagant lifestyles and consumption patterns.

Financial literacy and materialism are the main factors that influence saving behavior in this study. Apart from that, Impulsive buying becomes a mediator or bridge that strengthens the relationship between financial literacy and materialism with saving behavior. Impulsive buying is something that every student must care about and control. The importance of this can make students more aware of the importance of good and correct financial management, so that students can better control the cycle of spending money.

II. Review of Literature

2.1 Theory of Planned Behaviour

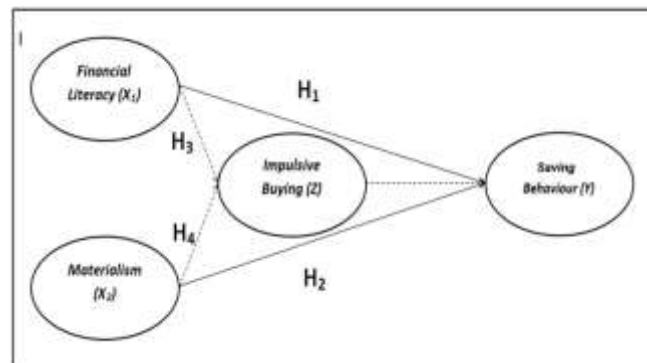
Theory of Planned Behavior (Theory of Planned Behavior) is a theory proposed by Ajzen in 1991, whose contents explain the prediction of the intention of a behaviour. The theory of planned behaviour explains how we can analyze and change someone's behaviour. This theory uses an amalgamation of several main concepts in the social and behavioural sciences, also in this theory is defined by predicting and understanding a certain behaviour and in a certain context as well. The background factors are: (1) A person's personality includes attitudes, personality traits, values, emotions, and intelligence. (2) A person's social status includes age, gender, ethnicity, education, income, and religion. (3) Information obtained by a person includes experience, knowledge, and media. This theory is used as a theoretical basis for explaining financial literacy and materialism (Ajzen, 1991; Samporno and Asandimitra 2021).

2.2 Theory of Attitude and Behaviour

In Goso & Aqsa's research (2016), it is stated that the Theory of attitude and behaviour by Triandis (1971) is seen as a theory to explain underlying behaviour and attitudes. In the case of materialism, this attitude is a view that contains orientations, attitudes, beliefs, and other life values, such as those concerning spiritual, intellectual, social and cultural matters (Kasser, 2002; Husna; 2015; Goso & Aqsa, 2016).

The theory of attitudes and behaviour (Theory of Attitudes and Behavior) can explain that materialistic nature is a strong impetus for individuals to buy what they want. Individuals with high levels of materialism are more dissatisfied with their standard of living than individuals with low levels of materialism. Feelings of satisfaction and dissatisfaction possessed by materialist individuals are related to improving their welfare (Trisnawati, 2015; Hengo, Ndoen, and Amtiran 2021).

2.3 Framework



According to the above figure, the independent variables are financial literacy and materialism, dependent variable is saving behaviour and the mediating variable is impulsive buying.

a. Relation of Financial Literacy to Saving Behaviour

In Rachma's research (2019) the authors found that saving behaviour was significantly influenced by financial literacy in a negative direction because students knew about finances so that they could make the right decisions but often they were in a hurry to make decisions, causing losses. Chalimah et al., (2019) The authors found that saving behaviour was significantly influenced by financial literacy in a positive direction because students had extensive knowledge of financial literacy which made them understand how to invest their money so that they would get a profit.

In Khatun's research (2018) the authors found that saving behaviour was significantly influenced by financial literacy in a positive direction because students had high financial literacy knowledge so that they understood the importance of setting aside their money (saving), in the research of Karunaanithy et al., (2017) the authors found that saving behaviour was significantly influenced by financial literacy in a positive direction because when students have a lot of knowledge about financial literacy, they can save and understand risk and return, in Ariffin et al.'s research, (2017) the author finds that saving behaviour is influenced by financial literacy significantly in a positive direction because they have high self-control in managing their finances weekly and monthly.

b. Relation of Materialism to Saving Behaviour

The indicators of materialism according to Richins & Dawson (1992) are the importance of a treasure in one's life (acquisition centrality), ownership and possessions are a source of happiness (acquisition as the pursuit of happiness), and ownership is a measure of success in life (possession). defined success). Purchasing goods without a planner will result in spending money just like that. But it will be the opposite if someone thinks more about the financial planning they have, for example, someone can invest the money they have. Investing itself can be done with a choice of short term or long-term time.

Individuals who have a tendency to materialistic behaviour will have an impact on their financial management behaviour and if this tendency cannot be controlled or continues continuously, the person will find it difficult to set aside money and have an impact on their saving behaviour.

- c. Relation of Financial Literacy to Saving Behaviour which mediated by Impulsive Buying

Impulsive buying is an act that is without consideration and is accompanied by a strong emotional response. Of course, this has a connection with the financial literacy that a person has. Therefore, to avoid impulsive buying behaviour, a person must have good financial literacy.

- d. Relation of Materialism to Saving Behaviour which mediated by Impulsive Buying

Impulsive buying is a condition that occurs when individuals experience a sudden feeling of urgency that cannot be resisted (Solomon & Rabolt, 2009). Nye & Hillyard's research (2013) also states that the impact of materialism on financial behaviour is partly mediated by impulse buying, which means that a person or consumer who is highly materialistic tends to engage in impulsive and unplanned purchases. Therefore, to encourage this purchase someone will create a financial situation that supports this impulsive buying. People who do this impulsive buying spend their money without thinking about the benefits in the long term for managing their finances (Kurniawan, 2019). Impulse buying also has an impact on financial planning that has been made not by what has been planned. The higher the level of materialism and a person's impulsive buying, the saving behaviour also tends to get worse because there is no money to save.

III. Research Method

The type of data used in this study is quantitative data, namely data measured on a numeric scale (numbers) where the scope of the research is carried out to determine the independent variables and related variables by connecting one variable to another.

The data used in this study is primary data. The primary data in this study were obtained directly from the research subjects using predetermined instruments. The source of data used in this study is data obtained directly from the distribution of questionnaires filled out by respondents, namely students at the Sriwijaya State Polytechnic.

The sampling technique used to determine the sample in this study is the purposive sampling technique, where the sample selection is based on certain criteria and the assessment directs the selected sample according to the research objectives. The sample in this study will be taken randomly from the population, namely students who are spread out at the Sriwijaya State Polytechnic. In this study, there are several criteria set for the selection of respondents, namely:

1. Have a monthly income
2. Living with parents/ living independently

In this study, the third category is used, namely the number of indicators multiplied by 5-10. Because in this study there are 14 indicators to be estimated, so the sample size that must be obtained is a minimum of 70 to 140. Based on the considerations above, the researchers set a sample size of 140 samples.

IV. Result and Discussion

The results of the research and analysis of data that have been collected through the distribution of questionnaires that have been carried out by the author during March 2022 will be described in this section. The following are the results of data processing.

Respondents were divided into two categories, namely men and women with a total of 70 people each. So it can be concluded that the number of male and female respondents is the same, namely 70 respondents each. The dominant respondents were students aged 19 years, namely 53 people. Furthermore, the second largest respondent was 46 years old, namely, 46 people, the third-largest respondent was 21 years old, which amounted to 30 people and the least was 18 years old, which was 11 people. The conclusion is that respondents aged 19 years are the most common age in responding to the questionnaires that have been distributed.

Convergent validity in terms of the value of outer loadings and Average Variance Extracted (AVE) where the cut-off value for each value is: for the outer loadings/loading factor the value is required is 0.7 but for early-stage research, a value of 0.5-0.7 is still declared to have passed the convergent validity test (Ghozali and Latan, 2015). Convergent Validity is considered fulfilled if the Average Variance Extracted (AVE) value is 0.5. This study shows that all the values of outer loadings on the indicators used in measuring the variables are valid because they produce a value of outer loadings > 0.5 .

The next analysis is to compare the value of AVE (Average Variance Extracted) with the correlation between the constructs. The recommended AVE result is that the AVE root value must be higher than the correlation between constructs. The model of discriminant validity is better if the square root of the AVE for each construct is greater than the correlation between the two constructs in the model. A good AVE value is required to have a value greater than 0.50 (Ghozali & Latan, 2012).

Table 1. Cronbach's Alpha Result

Variables	AVE	Critical Value	Description
<i>Financial Literacy</i>	0.501	$> 0,5$	Valid
<i>Impulsive Buying</i>	0.687	$> 0,5$	Valid
<i>Materialism</i>	0.692	$> 0,5$	Valid
Perilaku Menabung	0.653	$> 0,5$	Valid

Source: Primary Data, 2022.

The research shows that all the variables used in this study are valid because they produce an AVE value > 0.5 . The value above has met the requirements under the specified minimum AVE limit of 0.50.

Reliability testing is done through one-shot or measurement only once. The value of reliability is good and can be accepted if the value is greater than 0.70.

Table 2. Composite Reliability Value

	Cronbach's Alpha	Rule of Thumb	Result
<i>Financial Literacy</i>	0.889	>0.7	Reliabel
<i>Impulsive Buying</i>	0.924	>0.7	Reliabel
<i>Materialism</i>	0.944	>0.7	Reliabel
Perilaku Menabung	0.940	>0.7	Reliabel

Source: Primary Data, 2022.

The research shows that all the variables used in this study are reliable because they produce Cronbach's alpha values > 0.7.

As for the data analysis, the results of the structural model test (inner model) will be presented first on the coefficient of determination (R²). In determining the value of the coefficient of determination / R-square (R²), the value ranges from 0 to 1 and is divided into three assessment criteria, the first for the value of R-square (R²) (1 - 0.75) including substantial/strong, the second for the value of R-square (R²) (0.74 – 0.5) is moderate/moderate, the third for the value of R-square (R²) (0.49 – 0.25) is weak. The value of the coefficient of determination generated by this study is as follows:

Table 3. R-Square Value Result

Variable	R Square
Impulsive Buying	0.324
Saving Behaviour	0.529

Source: Primary Data, 2022.

Based on the results of the coefficient of determination (r-square) generated by the research construct as follows:

1. The contribution of the Financial Literacy and Materialism variables to the Impulsive Buying variable is 0.324 or 32.4%. While the remaining 67.6% (100-32.4) is influenced by variables outside this research model.
2. The contribution of the Financial Literacy, Materialism and Impulsive Buying variables to the Saving Behavior variable is 0.529 or 52.9%. While the remaining 47.1% (100-52.9) is influenced by variables outside this research model.

The goodness of Fit (GoF) aims to determine the level of suitability and feasibility of a research model. In the GoF value, there are three value criteria for concluding, namely: a value of 0.10 means a small level of eligibility (GoF small), then a value of 0.25 means a moderate level of eligibility (GoF medium), lastly, a value of 0.36 then a feasibility level large (GoF large).

$$GOF = \sqrt{AVE \times R^2} = \sqrt{0.633 \times 0.426} = 0.5192$$

The results of the above calculation show that the GoF value generated by this research model is 0.5192, which means that the overall performance of the model reviewed at the appropriate level between the inner model and the outer model is high because it has a high GoF value, above 0.36.

4.1 Effect between Financial Literacy and Saving Behavior

Financial literacy certainly focuses on knowledge, abilities, and financial attitudes towards one's finances to be managed better and more independently. Financial literacy can be an answer in order to avoid some problems related to finance (Susanti, 2013).

The results of this study indicate that there is no influence of financial literacy variables on saving behaviour because the p-value results get a number of 0.679 which is > 0.05 , so H1 which states that financial knowledge can affect saving behaviour is rejected. This study is in line with research conducted by Haderi, et al (2018) which obtained similar results, namely financial literacy cannot significantly affect financial behaviour, and this is because students do not plan their needs every week or every month, so they do not can implement saving behaviour.

4.2 Effect between Materialism and Saving Behaviour

Materialism is an impulse contained in a person to buy what he wants in excess. People who have high materialism tend to have high spending and are worried about their finances because the ability to manage their finances is worse than individuals with low materialism (Alzubaidi, et al., 2021).

However, the results of this study state that there is an effect of the materialism variable on saving behaviour, because the p-value results get a number of 0.007 which is < 0.05 , so H2 which states that materialism can affect saving behaviour is declared accepted. This research is also in line with research conducted by Widjaja (2020) which in her research states that materialism affects saving behaviour.

4.3 Effect between Financial Literacy to Saving Behaviour which mediated by Impulsive Buying

Financial literacy is an important thing that cannot be separated from the process of managing finances. According to PISA (2012) in Kusumaningtyas & Sakti, financial literacy provides an understanding of financial concepts and risks, skills, motivation, and confidence to apply some knowledge and understanding to make effective decisions on financial matters. While impulse buying is a person's behaviour where the person does not plan in advance what is needed when going shopping (Ompi, 2018).

The results of this study state that there is an influence of financial literacy variables on saving behaviour mediated by impulsive buying, because the p-value results obtained a number of 0.001 which is < 0.05 , so H3 which states that financial literacy mediated by impulsive buying can affect the behaviour of saving is declared acceptable. This research is in line with the research from Suratno (2021) which states the results that financial literacy mediated by impulse buying has an effect on saving behaviour. This is because when students do not have good financial knowledge and are also influenced by the desire to make impulsive purchases, then this can affect their saving behaviour for good or bad.

4.4 Effect between Materialism to Saving Behaviour which mediated by Impulsive Buying

Pete Nye and Hillyard (2013) in their research state that the impact of materialism on financial behaviour is partly mediated by impulse buying, which means that a person or consumer who is highly materialistic is more likely to engage in impulsive and unplanned purchases. To support this purchase, a person will create financial circumstances that support impulse buying.

This study shows that materialism mediated by impulse buying has a positive influence on saving behaviour. the p-value results get a number of 0.005 which is <0.05 , so H4 is accepted. So it can be concluded that materialism, impulsive buying and saving behaviour with full mediation meaning, namely that the higher a person's interest in shopping will increase one's sense of interest in materialism because it can motivate someone to shop with an unplanned pattern or also known as Impulsive buying, high consumer interest in shopping will cause errors in the saving function that the person applies, namely saving for shopping.

V. Conclusion

The conclusions of this study are as follows:

1. There is no influence between financial literacy variables on the saving behaviour of Sriwijaya State Polytechnic students. This means that the saving behaviour that is formed in the students is not based on the financial literacy they have.
2. There is an influence between the materialism variable on the saving behaviour of Sriwijaya State Polytechnic students. This means that the student's saving behaviour is driven by the desire to shop/be a materialist. Someone who is a materialist will save diligently, but their goal is to buy things or something they want.
3. There is an influence of Financial Literacy on Saving Behavior with Impulsive Buying as mediation. This shows that when students do not have good financial knowledge and are also influenced by the desire to make impulsive purchases, this can affect their saving behaviour for good or bad.
4. There is an influence of Materialism on Saving Behavior with Impulsive Buying as a mediation. This shows that the higher the level of student materialism, the higher the Impulsive Buying behaviour of the student. So, this also shows that people who have a high materialistic nature tend to prefer shopping even though there is no prior plan, the implication is that shopping will have a lot of wealth and material value items are the key to a good life.

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