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**THE INFLUENCE OF FINANCIAL KNOWLEDGE ON ONLINE SHOPPING
BEHAVIOR OF SURABAYA STUDENTS**

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Abstract

This study aims to analyze the influence of financial knowledge on Surabaya students' online shopping behavior. A quantitative approach with a descriptive survey was used, involving a population of active university students in Surabaya who use online shopping platforms. A sample of 105 students was selected through purposive sampling. Data was collected using questionnaires distributed through Google Forms and social media, covering demographics, financial knowledge, and online shopping behavior. Data analysis used descriptive statistics and simple linear regression with SPSS. Results showed a significant positive influence of financial knowledge on more planned and rational online shopping behavior. The correlation coefficient of 0.623 indicates a strong relationship between the two variables. The implication is that increasing financial literacy can encourage wiser consumer behavior among university students. This study highlights the importance of financial education in shaping more controlled spending habits, allowing individuals to differentiate between primary and secondary needs. Further studies are recommended to reach a wider range of respondents geographically and demographically.

Keywords: consumer behavior, financial knowledge, financial literacy, online shopping, students, Surabaya

Introduction

Currently, Indonesia is in an era of globalization where society must coexist with rapidly evolving technology. The development of technology plays a significant role in people's lives. Technological changes impact various aspects such as daily life, education, healthcare, governance, and even interpersonal relationships. The increasingly intelligent technology connects various fields of human life. As a result, this technological intelligence not only functions as a communication medium but also influences consumer behavior in online shopping. Internet technology is not only limited to its ability to provide extensive information but also as an alternative solution to make purchases wherever consumers are (Kartikasari & Prasetyowatie, 2022). Consequently, this benefits the process of buying and selling goods.

Moreover, it has become easy for people to access online store platforms (e-commerce), which have now become an alternative choice for shopping without having to go to physical stores. With just an internet connection, people can access online stores and shop from home. Providing evidence that easy internet access does increase the use of e-commerce for shopping activities from home (Purwanto & Susilo, 2021). Because of this convenience, most people now prefer online shopping due to its accessibility, time savings, and the generally lower prices offered on online platforms. Thus, it is estimated that the preference for online shopping will continue to increase, especially in Surabaya, one of the big cities in Indonesia.

In 2017, Google Indonesia collaborated with GFK Germany to conduct research on local e-commerce. Research results show that 71% of Surabaya residents shop online, making Surabaya at the top compared to other big cities such as Jakarta, Medan, Bandung, Semarang and Makassar. The research also revealed that Surabaya residents spend more time shopping online. Supporting the finding that people in big cities like Surabaya tend to spend more time shopping online than other cities (Ghosh & Tripathi, 2020). This trend is expected to continue to increase from year to year.

However, the ease of access and generally lower prices of goods also affect consumer spending habits, especially among students. Currently, based on observations, many students enjoy shopping online not only for their needs but also for their wants.

This is where financial literacy becomes crucial, as a good understanding can help students make more rational shopping decisions. Supporting the importance of financial literacy in influencing rational shopping decisions, especially among students (Setiawan & Handayani, 2021). Financial literacy includes an understanding of money management, investment, and prudent spending. According to Lusardi and Mitchell (2014), "good financial literacy can help individuals make better decisions and avoid financial mistakes. The necessity for financial knowledge, skills and literacy has been recognised again and again during a succession of economic crises (Kovács & Terták, 2019). Someone who already has a high level of financial knowledge will be better at making financial decisions, able to use their money wisely and use it according to their needs. The lower the financial knowledge possessed, the person tends not to know the risks of investing and cannot plan his finances properly (Veronica & Ronni, 2021). This is highly relevant for students who often face budget constraints and pressure to meet daily needs. Thus, students with strong financial literacy are likely to make more rational and responsible shopping decisions.

Therefore, this research aims to analyze the influence of financial literacy on students' consumer behavior in online shopping, whether there is an impact of financial literacy on online shopping behavior, and how this contributes to their financial management. By understanding this relationship, it is hoped that more effective strategies can be identified to enhance financial literacy among students.

To further understand the factors that influence consumer behavior and financial management, two key theories are examined: the Theory of Planned Behavior and Financial Literacy Theory. The Theory of Planned Behavior This hypothesis is based on the idea that a person's ideas can influence his behavior. The belief perspective is used by combining the characteristics, qualities, and specific aspects of information to produce behavioral goals (Sutisna & Handra, 2022).. This theory introduces various constructs not found in the Theory of Reasoned Action, specifically perceived behavioral control. The theory of planned behavior consistently supports the idea that humans are rational entities that use all available knowledge. According to planned behavior theory, conduct orientations are a critical point that can estimate an action, even though it is important to take one's orientation into account while evaluating subjective standards and gauging the management of one's conduct (Sutisna & Handra, 2022).

The Financial literacy theory explains that an individual's understanding of fundamental financial concepts, such as money management, budgeting, investing, and spending, is crucial for making wise financial decisions, especially for students. Financial literacy has been widely recognized as essential for sound decision-making, particularly in areas such as budgeting, saving, and investing (Atkinson & Messy, 2012). Good financial literacy helps individuals manage their finances effectively, avoid debt and unnecessary expenses, and plan their future finances better.

In this research, financial literacy is seen as an important factor influencing students' shopping behavior. On the other hand, the Theory of Planned Behavior serves as a variable that explains the concepts of attitude and consumer behavior among students.

Methods

Research Design

This research uses a quantitative method with a descriptive survey. This method was chosen to gain a clear understanding of whether financial knowledge influences the online shopping behavior of university students in Surabaya. Descriptive surveys are used to describe the patterns and relationships between the variables studied, where financial knowledge (variable X) and online shopping frequency (variable Y).

Population and Sample

The population in this study are active university students in Surabaya who use online shopping platforms. The research sample consisted of 105 students selected through purposive sampling method, because this research targets students who are involved in online shopping. The number of samples is determined based on considerations and needs to ensure a sufficient amount of data for statistical analysis.

Data Collection

Data was collected using a questionnaire that was distributed through the Google Forms platform and then distributed again through social media and respondents filled in voluntarily. The questionnaire was divided into three sections:

- Demographics (age, gender, study program, and academic year),

- Financial Knowledge (understanding of money management, budgeting, investment, and spending),
- Online Shopping Behavior (frequency of online shopping, types of items purchased, and factors that influence shopping decisions).
- Respondents were asked to rate each statement using a 5-point Likert scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The questionnaire was distributed through social media, and participation was voluntary.

Validity and Reliability

The questionnaire was selected to ensure content validity, that the questions could accurately measure the variables under study. An initial pilot test was conducted with a small group of respondents to assess the clarity of questions and consistency of answers, thus ensuring the reliability of the instrument.

Data Analysis

Data collected from the questionnaires were then analyzed using SPSS software. Descriptive statistics were used to summarize the characteristics of the sample and provide an overview of the pattern of financial knowledge and online shopping behavior. The analysis also included classical assumption tests (normality, multicollinearity, heteroscedasticity) to ensure that the data met the assumptions required for further statistical analysis, such as regression analysis. This analysis was conducted to assess the relationship between financial knowledge and online shopping frequency in accordance with the research objectives.

Research Results And Discussion

Results Of The Descriptive Analysis Of All Research Variables

Tabel 1. Descriptive Analysis of All Variables

Variable	Mean	Std. Deviation
Financial knowledge	28.03	5.504
Consumer Behavior	13.44	3.207

Based on the results of the descriptive analysis, it can be seen that there are two variables analyzed, namely financial knowledge and consumer behavior with the number of respondents who are students in Surabaya as many as 105 people. For the financial knowledge variable, the average value (mean) obtained is 28.03 with a standard deviation of 5,504, which indicates that the financial knowledge of students in Surabaya is generally quite good. However, the relatively large standard deviation indicates that there is a significant difference between one respondent and another in terms of financial understanding. Meanwhile, the consumer behavior variable has an average value of 13.44 with a standard deviation of 3,207, this value is more stable, indicating that the consumption behavior of students in Surabaya is more uniform or similar to each other. Simply put, it can be concluded that from these results we can see that although the financial knowledge of students in Surabaya varies, their behavior as consumers tends to be more consistent or the same.

Validity Test

Table 2. Variable X

Item Number	r Table	r Count	Description
1	0.1918	0.866	VALID
2	0.1918	0.807	VALID
3	0.1918	0.833	VALID
4	0.1918	0.882	VALID
5	0.1918	0.655	VALID
6	0.1918	0.165	NOT VALID
7	0.1918	0.881	VALID
8	0.1918	0.842	VALID

The research statement items above can be considered valid if the calculation results in the table show that the r-count is greater than the r-table. Conversely, if the r-count \leq r-table, the question item is considered invalid. The r-table value is obtained with an alpha value of 0.5 and the number of respondents, $105 - 2 = 103$, resulting in an r-table value of 0.1918. This value is used as the benchmark for determining whether an item in the questionnaire is valid or not. It was found that the r-count in the tested data is greater than the r-table for a total of 11 items on variables X and Y. Therefore, based on these results, the 11 items on variables X and Y are declared valid, while 1 item on variable X is declared invalid. For further testing, item number 6 will not be included as it is not valid.

Reliability Test

The results of the reliability test show that the Alpha Cronbach's value obtained by variables X and Y is 0.894 and 0.716, so based on the results of this acquisition, the Alpha Cronbach's value obtained a value greater than 0.60. So that with these results it can be stated that the research question items can be considered reliable and pass the reliability test.

Normality Test

Table 3. Kolmogorov-Smirnov Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		105
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	2.50068751
Most Extreme Differences	Absolute	.059
	Positive	.056
	Negative	-.059
Test Statistic		.059
Asymp. Sig. (2-tailed)		.200 ^{c,d}

Based on the one-sample Kolmogorov-Smirnov Test output, the results show an *Asymp. Sig* value of 0.200 where the result is greater than the significance level of 0.05, $0.200 > 0.05$. So it can be concluded that the normality test has been fulfilled.

Heteroscedasticity Test

Based on the acquisition of the results of the Heteroscedasticity test using the Scatter Plot, it shows that the data spreads above axis 0 and below axis 0. Based on the results of data processing, it can be concluded that there are no symptoms of heteroscedasticity, thus it can be stated that the data passes the heteroscedasticity test.

Multicollinearity Test

Based on the multicollinearity test results, the Tolerance value for variable X (Financial Knowledge) is 1.000 with a VIF value of 1.000 and the Tolerance value obtained by variable Y (Consumer Behaviour) is 1.000 and a VIF value of 1.000. So it can be stated, the Tolerance value from the table above is greater than 0.5 and the VIF value is less than 5000, so the conclusion is that there are no symptoms of multicollinearity and the data can be declared to have passed the multicollinearity test.

Simple Linear Regression

Table 4. ANOVA Test on Simple Linear Regression

ANOVA^a

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	415.745	1	415.745	65.466	.000 ^b
	Residual	654.103	103	6.351		
	Total	1069.848	104			

a. Dependent Variable: Consumer Behavior
b. Predictors: (Constant), financial knowledge

Based on the results of the simple regression analysis of the analysis, we can see that financial knowledge has a significant influence on the buying and selling behavior of students in Surabaya. This means that the higher a person's financial knowledge, the more focused or controlled their behavior in making transactions or purchases. In other words, financial knowledge helps Surabaya students make wiser decisions regarding their spending, such as knowing when is the right time to buy or how to manage money better when shopping. Good knowledge of finance can also reduce the risk of impulsive purchases and encourage more rational and planned behavior in buying and selling activities. This simple regression shows a positive relationship between the two variables, so it can be concluded that better financial education and understanding have the potential to increase healthier and more controlled consumer behavior.

Correlation Test

Correlations			
	Financial knowledge	Consumer Behavior	
Financial knowledge	Pearson Correlation	1	.623**
	Sig. (2-tailed)		.000
	N	105	105
Consumer behavior	Pearson Correlation	.623**	1
	Sig. (2-tailed)	.000	
	N	105	105

Based on the results of the correlation analysis, there is a fairly strong relationship between financial knowledge and consumer behavior of students in Surabaya. Pearson correlation shows a value of 0.623 with a significance level (p-value) of 0.000, which means that this relationship is very statistically significant. This means that the higher the financial knowledge possessed by students in Surabaya, the better their behavior in shopping. Better financial knowledge allows students in Surabaya to make wiser and more controlled purchasing decisions, and avoid impulsive or excessive consumption behavior.

Conclusions

Based on the results of the research discussion, it can be concluded that financial knowledge plays an important role or has an influence on the consumption behavior of students in Surabaya. The results of the simple regression analysis show that financial knowledge has a significant positive effect on more planned and rational consumption behavior. It can be concluded that the higher a person's financial knowledge, the more likely they are to make wiser purchasing decisions, avoid impulsive purchases, and compare reasonable prices before making transactions. Additionally, the correlation test results show a fairly strong relationship between financial knowledge and consumption behavior, with a correlation coefficient of 0.623. This indicates a significant relationship between the two variables.

Overall, this study highlights the importance of financial literacy in promoting better and more controlled shopping behavior, enabling individuals to distinguish between primary and secondary needs. However, there are some limitations in this study. The research was conducted only with students in Surabaya, so the results may not represent the behavior of students in other regions or a broader population. Therefore, future research is recommended to cover a wider geographical and demographic range of respondents for more general and representative results. Furthermore, additional factors such as the influence of social media, lifestyle, or psychological aspects that may also affect consumption behavior could be explored in more depth.

Improving financial education and literacy among students through educational programs should also be considered as a means to enhance their financial management skills, helping them become wiser consumers in dealing with future economic changes.

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