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THE INFLUENCE OF FINANCIAL LITERACY, FINANCIAL ATTITUDES AND LIFESTYLE ON THE FINANCIAL MANAGEMENT CAPABILITY OF STIE SBI YOGYAKARTA STUDENTS

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Abstract

This study aims to examine the effect of financial literacy, financial attitudes and lifestyle on the financial management skills of STIE SBI Yogyakarta students. The research method used is quantitative method, with multiple linear regression analysis. The tests used to test the hypothesis are t test, f test, and coefficient of determination test. The data collection technique used a questionnaire with 214 respondents. The results of this study indicate that financial literacy, financial attitudes, and lifestyle have a positive and significant effect on the financial management skills of STIE SBI Yogyakarta students partially. Simultaneously financial literacy, financial attitudes, and lifestyle have a positive and significant effect on the financial management skills of STIE SBI Yogyakarta students, namely 0.477 or 47.7% and the remaining 52.3% is influenced by other variables not examined by researchers

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1. INTRODUCTION

The dynamics of the global economy in the current era of globalization have an impact on developing countries, including Indonesia. This impact affects people's financial behavior, including students who are faced with various challenges in managing their finances, in order to meet their needs. The average age of students is 18-21 years, which is included in the early adulthood phase category. This stage shows the transition period from dependence to independence, including economic independence, freedom to make decisions for oneself, and having a more real perspective on the situation.

Students are the next generation who will enter the world of work and independent life. Having good financial management skills is the key to preparing for a financially stable future. According to researchers, the definition of personal financial management ability is skill someone who carries out the process of planning, implementing and monitoring the use of funds or financial resources owned, with the aim of meeting current and future needs.

A person's financial management ability in spending money depends on the knowledge they have, therefore financial literacy is very important in making decisions. According to Hogarth and Hilgert (2002), financial literacy is the knowledge and ability to use and measure personal financial

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decisions. If someone has knowledge about finance, then this can increase a person's understanding of wise financial management (Megasari and Nur, 2022).

The national financial literacy survey conducted by the Financial Services Authority (OJK) in 2022 using the parameters of knowledge, skills, beliefs, attitudes and behavior shows an increase in the index Indonesian people's financial literacy was 49.68% from 38.03% in 2019. Even though the financial literacy index has increased, it is still at 49.68%, which shows that less than half of the population has an adequate understanding of financial concepts. . According to Chen and Volpe in Hamdani (2018:140), less than 60% show a low level of financial literacy, 60% to 79% show a medium level of literacy, and more than 79% show a high level of literacy. In this case, the figure can be considered a warning sign, as low financial literacy can lead to financial problems.

Someone who has a positive financial attitude will find it easier to control their various financial activities. Ningsih and Rita (2010) quote Pankow (2003) who defines financial attitudes as an individual's mindset, point of view and assessment of finances. Financial attitudes show that the meaning of money can vary depending on an individual's personality and level of understanding. For example, money can be a source of respect, a means to achieve a high quality of life, freedom to fulfill needs and ambitions, or even used for criminal activities. A person who develops a plan for saving, for example, who approaches money management with a positive outlook will spend his resources carefully and plan his purchases in advance.

Lifestyle is one of the assessments of a person, related to their self-image in the view of the people around them, including the lifestyle of students, both from a positive and negative side. A person's lifestyle is defined as the way they live their daily lives, which is demonstrated in their activities, interests and opinions, as well as the way they spend money and allocate their time (Kotler and Keller, 2008).

Researchers observed that students who buy goods or services are no longer to fulfill needs, but to fulfill desires, the reason is because they are easily tempted and want to follow something new that is trending, supported by technological developments that make everything easier. using all types of transactions.

Based on several problem factors above, a research gap was discovered which means that there are other influences that need to be known in financial management, then this research was carried out on a new subject, namely STIE SBI Yogyakarta students.

This is done because it not only fills knowledge gaps, but also opens the door to a deeper understanding of how financial literacy, financial attitudes and lifestyle influence each other in the context of students' financial management abilities.

This research is also of interest in providing a better understanding of the factors that influence their personal financial management abilities, and will provide a basis for effective action in increasing students' awareness and financial management abilities. This is an important step towards shaping the younger generation, so that they can face future financial challenges with confidence and wisdom.

2. LITERATURE REVIEW and HYPOTHESIS

2.1. Theory of Planned Behavior

As an extension of the Theory of Reasoned Action (TRA), Azjen and Fishbein created the Theory of Planned Behavior (TPB) in 1985. In Suwatno research (2020), Ajzen and Fishbein define the Theory of Planned Behavior as the belief that human behavior is rational and that the individual's consciousness has control over that behavior. This theory states that all human behavior originates from the intention to carry out a behavior and the ability to make conscious choices or decisions in doing so (self-control).

Everyone has different principles about how to behave, but only a few of them can influence a person in a particular situation. To understand how someone behaves, the Theory of Planned Behavior (TPB) has been widely discussed. Logical thinking processes
that are influenced by attitudes, norms, and behavioral control are the main reasons for decision-making behavior (Smith, 2017). According to this theory, three main components influence human behavior, namely attitudes towards behavior, subjective norms and perceived behavior control. The following is a description of its relation to this research.

Attitude towards behavior, in this research financial attitude. This research refers to students' evaluations of the importance of managing their personal finances. How they view saving money, investing and managing it debt. If students have a positive attitude towards financial management, then they are more likely to manage their finances well.

Subjective Norms refer to a person's perception of existing social norms. The views of other people who are important to a student, such as family, friends, or the community around them, about the importance of financial management. If students feel pressure or support from the environment related to managing their finances, then this can influence their decision making.

Perceived behavioral control. In this research, it refers to the extent to which students believe that they have control and the ability to manage their own finances. These factors include their financial literacy, their knowledge of how to manage money, and the extent to which their lifestyle allows them to manage their finances well.

Financial Management Ability

According to the Big Indonesian Dictionary (KBBI), ability is defined as a person's skill in carrying out an action or job. Abilities can be obtained through a learning process, experience or practice. According to Parotta and Johnson (1998) in a journal cited by Yushita (2017), personal financial management is a collection of planning actions, implementation, and evaluation carried out by someone with the aim of meeting their current and future needs.

Gitman (2000) said that personal financial management is about how someone manages their own money. According to Kapoor et al., (2013), managing finances to achieve one's financial satisfaction is known as personal financial management.

From the various expert opinions above, the researcher concluded that the definition of personal financial management ability is a person's ability to carry out the process of planning, implementing and monitoring the use of funds or financial resources owned, with the aim of meeting current and future needs.

Elif & Selcuk (2015) argue that financial management abilities can be influenced by various factors, namely:

Financial literacy, defined as a person's knowledge about financial management. Financial socialization agents, are individuals who communicate with each other to exchange financial knowledge and abilities. Financial Attitude, namely a person's perspective or mindset towards their wealth.

According to Ida & Dwinta (2010) there are several factors that influence financial management, namely as follows: Financial knowledge, Financial experience, Financial behavior, and Education level.

Financial literacy

According to Sholeh (2019), financial literacy means a person's knowledge and understanding of financial management, and with that knowledge and understanding, it will have an impact on improving a person's standard of living. Lusardi (2010) said financial literacy is knowledge of financial concepts such as what interest is, the difference between nominal value and real value, basic knowledge about risk, the time value of money, and others.

The Financial Services Authority (2016) states that financial literacy is the knowledge, skills and beliefs that influence a person's behavior when making decisions about managing their finances, so that they can make better personal financial decisions. Laily (2016) concluded that students who understand and are able to manage their finances well provide wise financial decision-making attitudes.

From the many expert opinions above, researchers conclude that the definition of financial literacy means knowledge of financial concepts that influence individual attitudes and behavior in making financial management decisions.

Financial attitude

Pankow (2003) in Ningsih & Rita (2010) defines financial attitudes as a state of mind, opinions and judgments about finances. In this context, financial attitudes reflect how a person evaluates aspects of their personal finances, which can be measured through responses to statements or opinions (Marsh, 2006).

According to Prihartono and Asandimitra (2018), financial attitude is a psychological perspective on money. This is demonstrated by knowing how to manage money, making plans, budgets, and making wise financial judgments. Financial attitudes influence how people spend, save, accumulate and dispose of their money (Kartawinata and Ikhwan, 2018).

According to Rustiaria, et al., (2022), poor financial attitudes can lead to greed and unwise behavior, especially when used without caution. Thus, a person's financial attitude has a significant impact on his financial behavior. Researchers can conclude that financial attitude is a person's view, opinion or assessment of money.

Lifestyle

Research conducted by Kotler and Armstrong (2008) in the journal Saufika, et al., (2012) stated that lifestyle reflects the entire individual in interacting with his environment. These interactions cannot be separated from the influence of the environment around the individual. Therefore, lifestyle reflects a person's pattern of behavior and interaction with the world and surrounding environment.

Sunarto in the journal Mandey (2009) stated that a person's lifestyle is a reflection of how they use the time and resources they have. Sunarto divides lifestyle into three categories, namely personal beliefs, hobbies and activities. Setiadi (2010) defines style a person's life as the activities they choose to do, the things they choose that they find important or interesting, and the opinions they develop about themselves and their environment.

Based on the experts' explanations above, the author concludes that lifestyle is a person's lifestyle in everyday life, which is expressed in their activities, interests and opinions, in spending money and allocating their time. Lifestyles can change due to changes in the environment, evolving experiences, and variations in the values held by individuals.

2.2. Hypothesis

Financial literacy on financial management abilities

Many factors influence financial management. Financial literacy is one of them (Selcuk, 2015). A person's ability to manage finances will be influenced by the level of financial literacy which includes understanding investment, debt, savings, insurance and other topics. A person with a broad understanding of money is more likely to make wiser financial decisions.

Researchers Andrew and Linawati (2014) found that individuals with better financial knowledge usually behave more carefully when it comes to financial matters. Thus, financial literacy is closely related to financial management skills, where the better the level of financial literacy, the better the financial management ability. On the other hand, if the level of financial literacy gets worse, the financial management skills will get worse. Based on this description, the researcher formulated the following hypothesis:

H1: It is suspected that financial literacy has a positive effect on the financial management abilities of STIE SBI Yogyakarta students.

Financial attitudes towards financial management abilities

Learning is greatly helped by cognitive processes which include functions such as perception, attention, memory, problem solving, thinking, and language in humans. Financial attitudes are a cognitive process in this research. A person's perspective on money, purchases made for daily needs, and other economic actions reveal their financial attitudes.

According to Ajzen's theory of planned behavior (2005), attitudes have an impact on behavior. In this context, attitudes are represented by financial attitudes. Financial attitude refers to a person's emotional tendencies, which can be favorable (positive) or unfavorable (negative) depending on their own financial situation and ideas.

With good financial management skills, a person can make choices regarding making various financial management decisions for their future. Remund (2010) concluded that with a good financial attitude, individuals will be better at making various decisions related to financial management. Based on this description, the researcher formulated the following hypothesis:

H2: It is suspected that financial attitudes have a positive effect on the financial management abilities of STIE SBI Yogyakarta students

The influence of lifestyle on financial management abilities

A lifestyle characterized by extravagance, frequent visits to malls and entertainment venues, and consumer behavior can cause uncontrolled financial management. A person's lifestyle is characterized by the beliefs, activities and hobbies they pursue. This shows that lifestyle decisions made by students have a strong impact and significantly influence students' financial management. Wahyuningsih & Fatmawati (2016) in their research stated that a hedonic lifestyle positively and significantly influences purchases without planning. A high lifestyle due to the surrounding environment can make you forget the importance of money in the future. Chairani & Gunawan (2019) explained that lifestyle has a big influence on financial behavior among students, meaning that the better students are at managing their lifestyle, the better they will be at managing their finances. Based on this description, the researcher formulated the following hypothesis:

H3: It is suspected that lifestyle has a positive effect on the financial management abilities of STIE SBI Yogyakarta students.

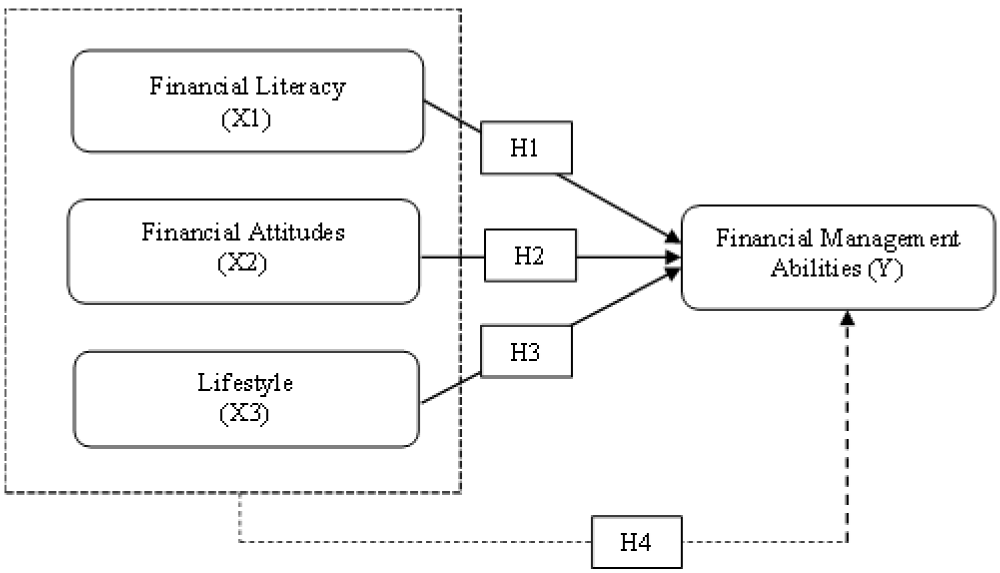
The influence of financial literacy, financial attitudes and lifestyle on financial management abilities

Daily financial handling carried out by individuals with the aim of achieving financial well-being is known as personal financial management. Effective money management is very important for achieving financial prosperity because it allows money to be allocated to needs rather than being wasted (Ida & Dwinta, 2010).

Financial literacy, financial attitudes and lifestyle are thought to have a significant influence on individual financial management today. With a good understanding of financial aspects, ways of thinking and responding to their financial conditions, individuals have the potential to reduce their consumptive lifestyle, so they are able to manage their finances more efficiently. Based on this description, the researcher formulated the following hypothesis:

H4: It is suspected that financial literacy, financial attitudes and lifestyle simultaneously have a positive effect on the financial management abilities of STIE SBI Yogyakarta students.

Framework



3. METHODS

3.1. Types of Research

This type of research is associative research, according to Sugiyono (2009) associative research is research that aims to determine the influence or relationship between the independent variable (independent) on the dependent variable and how big the influence or relationship between the two is.

This research uses quantitative descriptive research methods, which is a type of research that produces data in the form of numbers. The descriptive research method aims to describe the status of human groups, certain objects, conditions, thoughts, or events at the time the research was conducted. (Arikunto, 2006).

Population and Sample

According to Sugiyono (2019) Population is a generalization area consisting of objects/subjects that have certain quantities and characteristics determined by researchers to be studied and then conclusions drawn. The population of this research is all Industrial Sector companies listed on the Indonesia Stock Exchange (BEI), namely 56 companies.

Sugiyono (2013) said that population refers to a general area that includes objects or subjects with certain qualities and characteristics, which are determined by researchers to study and draw conclusions. The population in this study were 3 generations of STIE SBI Yogyakarta students, namely students in semesters 3, 5 and 7, management and accounting study programs, totaling 462 students.

The reason the researcher chose STIE SBI Yogyakarta students was because students are part of society who have received education at the highest level, they are intellectuals and are an important element most conscious in society. Students are people who study at colleges/universities, which are institutions that have many external connections, who are able to filter the information and values contained in the objects they see. Then no one has made STIE SBI Yogyakarta students research subjects regarding the research title proposed by the researcher

Sample is defined by Sugiyono (2010), which means part of the population that has the same characteristics and qualities for research purposes. In this research, the Slovin formula is applied, which is a calculation method to determine the minimum number of samples required if the population size is known (Kriyantono, 2009: 162).

The reason for using the Slovin formula is to ensure that the sampling process is carried out with confidence and accuracy. From the calculations above, the researcher obtained a sample size of 214 students with an error rate of 5%.

Data collection technique

The data collection method used by researchers in this research is as follows:

1. Unstructured interviews, researchers carry out data collection by direct interviews with students, unstructured and freer so that respondents can be more open in expressing their opinions. In this research, researchers used unstructured interviews because they were carried out to make the atmosphere feel more comfortable, so that in providing information the respondents could convey everything. This interview concerns various information about the problems they experience regarding financial management, students' daily activities, and their environment, which is related to the writing of this research.

2. Questionnaire (questionnaire), is a data collection method that is carried out by asking questions or statements to the people surveyed to get answers (Sugiyono, 2013). To collect this data, researchers distributed questionnaires online using Google Forms. The questionnaire is accompanied by alternative answers which are assessed by respondents using a Likert scale. By applying a Likert scale, the variables measured are described as: indicators which are then used as the basis for compiling questionnaire items which are presented in the form of questions or statements.

The Likert scale method was created to measure the extent to which respondents agree with a statement. In this research, the questionnaire statement uses positive (favorable) statements on the variables of financial literacy, financial attitudes and financial management abilities. For the lifestyle variable questionnaire statements, negative statements (unfavorable) are used.

The Variables

Independent Variables

Independent variables are variables that influence or cause changes or emergence of the dependent variable. An independent variable is a type of variable that is seen as the cause of the emergence of a dependent variable which is thought to be a consequence (Sugiyono, 2019).

Current Ratio (X1)

The process of defining variables according to their observable properties is known as operational definition. Independent and dependent variables are the two categories of variables used in this research. An independent variable is a variable whose changes have an impact on other variables, or can be defined as a variable whose influence on other variables being studied. The research variable known as the dependent variable is the variable that assessed to see how much influence it has on other variables, especially variables that are influenced by the independent variable.

Data Analysis Plan
Descriptive statistics

In this research, descriptive statistical analysis is used to examine the data and provide an explanation of the research variables based on it answers obtained from respondents, which are indicated by the average (mean), minimum, maximum and standard deviation values (Sugiyono, 2016:147).

Hypothesis testing
Partial Test (t Test)

The t test, or partial regression coefficient test, aims to find out whether the independent variables have a big influence on dependent. The test sets a significance level of 0.05. A significance level of 0.05, or 5%, means that the decision to reject a correct hypothesis has a risk of being wrong of 5. This means that if you make a decision that is at least 95% correct (confidence level).

Simultaneous Test (F Test)

The F-test is used to see the overall influence of the independent variable on the dependent variable. Multiple linear regression analysis is used to determine the effect of the independent variable on the dependent variable. The regression equation in this research is as follows:

$$\boxed{Y = a + b1X1 + b2X2 + b3X3}$$

R^2

According to Ghozali (2011:98), the coefficient of determination (Goodness of Fit) symbolized by R^2 is an important regression measure because it allows us to determine whether the regression model estimates are adequate. Thus, this number is able to calculate how strong the estimated regression line is to the actual regression line. data. The coefficient of determination value describes how well the dependent variable Y is explained by the independent variable X.

4. RESULTS

4.1. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Financial Literacy	214	18	55	41.50	6.313
Financial Attitudes	214	17	45	36.33	4.292
Lifestyle	214	22	46	35.82	4.296
Financial Management Abilities	214	18	55	40.64	6.003
Valid N (listwise)	214				

Based on the results of the data analysis above, it can be seen that the amount of data (N) = 214. The financial literacy variable (X1) has a minimum value of 18, a maximum value of 55, an average value of 41.50 and a standard deviation of 6.313. The financial attitude variable (X2) has a minimum value of 17, a maximum value of 45, an average value of 36.33 and a standard deviation of 4.292. The lifestyle variable (X3) has a minimum value of 22, a maximum value of 46, an average value of 35.82 and a standard deviation of 4.296. And the financial management ability variable (Y) has a minimum value of 18, a maximum value of 55, an average value of 40.64 and a standard deviation of 6.003.

4.2. Hypothesis Test

Partial testing (t)

Variable	t Test	t Table	Sig. t	Significance	Remark
Financial Literacy	6.005	1.652	0.000	0.05	Possitive effect
Financial Attitudes	7.810	1.652	0.000	0.05	Possitive effect
Lifestyle	2.147	1.652	0.033	0.05	Possitive effect

By conducting partial hypothesis testing, the t test is carried out to determine whether the independent variable has a single influence on the dependent variable (Siregar, 2013). Using the calculation formula for determining the t table df= n-k= 214-3 or df = 211 with a significance level of 0.05 (a=5%), the t table is 1.652. From the results of the t test, it can be concluded as follows:
The influence of financial literacy (X1) on financial management abilities (Y), seen from the calculated t value of 6.005, is positive with a significant result of 0.000 < 0.05. This shows that partially financial literacy has a positive effect on financial management abilities. This means that if students' financial literacy is improved, their financial management abilities will increase.

The influence of financial attitudes (X2) on financial management abilities (Y), seen from the calculated t value of 7.810, is positive with a significant result of 0.000 < 0.05. This shows that partially financial attitudes have a positive effect on financial management abilities. This means that if students' financial attitudes are improved, their financial management abilities will increase.

The influence of lifestyle (X3) on financial management ability (Y), seen from the calculated t value of 2.147, is positive with a significant result of 0.033 > 0.05. This shows that partially lifestyle has a positive effect on management ability finance. This means that if students' lifestyles are improved, their financial management abilities will increase.

Simultant Testing (f)

Model	f Test	Sig. Level	Decision
1	65.802	0.000	Significantly influenced

The f statistical test is used to determine whether the independent variables (financial literacy, financial attitudes, and lifestyle) in the model influence the dependent variable (financial management ability) simultaneously or simultaneously. Using the calculation formula for determining f table; df1=3, df2= n-k-1=210, with a significance level of 0.05 (a=5%), the f table is 2.647.

Based on the f test table data above, it is known that the f value is 65.802 > 2.647 or significant 0.000 < 0.05 so it can be concluded that financial literacy, financial attitudes and lifestyle have a simultaneous influence on students' financial management abilities.

Multiple Linear Analysis Test

Multiple linear regression analysis is used to determine how much the independent variables (financial literacy, financial attitudes and lifestyle) affect the dependent variable financial management ability. Data processing with the IBM SPSS statistics 20 program gives the following results:

Variable	B	t Test	Sig.
Constant value	-1.244	-0,332	0.740
Financial Literacy	0,329	6,005	0.000
Financial Attitudes	0.630	7.810	0.000
Lifestyle	0.149	2,147	0.033

Based on the table above, the multiple linear regression equation in this study is as follows:

$$Y = -1{,}244 + 0{,}329\ X1 + 0{,}630\ X2 + 0{,}149\ X3$$

The regression equation above can be explained as follows:

Constant value (a) = -1.244. The value of variable Y (financial management ability) is -1.244 if it is not influenced by variable X (financial literacy, financial attitudes and lifestyle).

The coefficient value of X1 (Financial literacy) is 0.329. Shows that every increase in financial literacy by 1 unit will increase financial management ability by 0.329.

The X2 coefficient value (financial attitude) is 0.630. Shows that every increase in financial attitude by 1 unit will increase financial management ability by 0.630.

R2

How much influence the independent variable has on the dependent variable can be measured using the coefficient of determination test ($R2$). Data processing with the IBM SPSS 20 program gave the following results:

Model	R	R Square	Adjusted R Square	Stg. Error of the Estimation
1	0.696	0.485	0.477	4.340

Based on the table above, it shows that the coefficient of determination test results obtained a value (Adjusted R Square) of 0.477, which means that 47.7% of students' financial management abilities at STIE SBI Yogyakarta are influenced by the variables financial literacy, financial attitudes and lifestyle while the rest 52.3% is influenced by other variables outside the model studied.

5. DISCUSSION

The influence of financial literacy on the financial management abilities of STIE SBI Yogyakarta students

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Financial literacy is defined as financial knowledge aimed at achieving financial prosperity. Understanding financial management can provide solutions to various financial problems faced, for example debt problems and poverty rates. Knowledge about financial literacy should be present in the daily life of every individual, including students, in living their lives. Financial literacy is a type of information that can help students understand, know, manage and make financial decisions in order to achieve prosperity and minimize financial dangers.

In this research, the hypothesis proposed is that it is suspected that financial literacy has a positive effect on the financial management abilities of STIE SBI Yogyakarta students. This means that if students' financial literacy increases, they will make a significant contribution to achieving good financial management skills. The results of research carried out by researchers show that partially financial literacy has a positive and significant influence on students' financial management abilities, seen from the calculated t value of 6.005 which is positive with a significant result of 0.000 < 0.05, so the first hypothesis (H1) is accepted. This means that STIE SBI Yogyakarta students have a good understanding of financial literacy, which has an impact on their good financial management skills.

The results of this research are in line with research by Yushita (2017) which shows that financial literacy helps individuals avoid financial problems, especially those that occur due to financial mismanagement. Research conducted by Widayati, et al., (2020) also shows that financial literacy is related to a person's ability to manage finances to achieve financial prosperity.

Then, research by Buderini, et al., (2023), states that financial literacy improves the financial management abilities of generation Z students at the Faculty of Economics, Mahasaraswati University, Denpasar. This implies that generation Z students will become more financially literate and wiser in managing their finances. Furthermore, research by Andrew (2014), Anggraeni (2015), Kusdiana and Safrizal (2022), and Napitupulu, et al., (2021) also show that there is a strong relationship between financial management and financial literacy. The findings of all these studies show the important role of financial literacy in helping individuals to improve their financial management abilities.

The influence of financial attitudes on the financial management abilities of STIE SBI Yogyakarta students

The theory of planned behavior (TPB) explains that attitude is a part that is formed from the evaluation process, of a condition that fosters confidence from within, which directs individuals to always behave better. Financial attitude can be interpreted as a state of mind, opinions and judgments about finances. Financial attitudes shape the way a person spends, saves, hoards and wastes money. By having a good financial attitude, it can help someone understand how to have the right attitude and behavior in making financial decisions.

In this research, the hypothesis proposed is that it is suspected that financial attitudes have a positive effect on the financial management abilities of STIE SBI Yogyakarta students. This means that the more you have a good financial attitude, the better an individual will be in making various decisions related to financial management. The results of research conducted by researchers show that partially financial attitudes have a positive and significant influence on management abilities student finances, seen from the calculated t value of 7.810 which is positive with a significant result of 0.000 <0.05, then the second hypothesis (H2) is accepted. This means that STIE SBI Yogyakarta students have a good understanding of financial attitudes, which has an impact on their good financial management abilities.

A person's financial attitude influences how they handle, manage, and utilize available financial resources. Effective money management is typically demonstrated by responsible individuals, who generate their own income, manage their finances wisely, and meet payment obligations on schedule. If someone has a good financial attitude, it will lead to good financial management behavior. A good financial attitude is carried out by being able to control oneself not to always follow one's desires, and feeling it is important to control one's monthly expenses, so that one can set financial targets for the future.

These results are in line with previous research conducted by Anggraeni and Tandika (2019) which states that someone with a positive financial attitude will have a positive mindset and perspective towards money, where they will try to manage money wisely and have self-control. not to always follow your desires. Putra (2014) then found that a person's attitude in handling personal finances is influenced by someone who has self-control and careful financial tendencies.

Then research conducted by Ubaidillah (2019), Pradiningtyas and Lukiastuti (2019), Irine and Damanik (2016), Napitupulu, et al., (2021), Irawati and Sherlyn (2023) stated that financial attitudes have an influence on financial management behavior.

The influence of lifestyle on the financial management abilities of STIE SBI Yogyakarta students

A person's lifestyle is reflected in their daily activities, hobbies, and attitudes, as well as how much money they spend and how they spend their time. When someone lives a healthy lifestyle, they will allocate their finances based on needs and prioritize their needs, while also avoiding excessive consumption. A person's personal financial management will be positively impacted if they choose an appropriate lifestyle and adapt it to their own financial situation.

In this research, the hypothesis proposed is that it is thought that lifestyle has a positive effect on the financial management abilities of STIE SBI Yogyakarta students. This means that the better students are at managing their lifestyle, the better they will be at managing their finances. The results of research carried out by researchers show that partially, lifestyle has a positive and significant influence on students' financial management abilities, seen from the calculated t value of 2.147 which is positive with a significant result of $0.033 < 0.05$, so the third hypothesis (H3) is accepted. This means that STIE SBI Yogyakarta students can manage their lifestyle well, so that it has an impact on their good financial management abilities.

The results of this research are in line with Buderini, et al., (2023) who stated that lifestyle has a positive effect on the financial management abilities of generation Z students. This means that as financial literacy increases, financial management will also improve in generation Z students. Then Research conducted by Irawati and Sherlyn (2023) proves that the lifestyle of students class of 2019 at STIE Malangkucecwara has a positive and significant influence on financial management behavior. Then Pulungan, et al., (2018), and Arifatullaily (2022) are also in line with this research, whose research results explain that lifestyle influences personal financial management.

The influence of financial literacy, financial attitudes and lifestyle simultaneously on the financial management abilities of STIE SBI Yogyakarta students

Students participate in community economic activities, so it is very important to have good financial management, planning and control skills. Good financial management practices among students are demonstrated by efforts to save and set aside money for personal and family needs, plan finances for future needs, pay debts on time, and spend money as needed. It is also important to identify and rank needs based on their importance, not based on how old they are will survive in the current conditions. Therefore, it is necessary to know what factors must be considered in order to be able to manage finances.

Based on the results of research that has been conducted, it shows that the independent variables, namely financial literacy (X1), financial attitudes (X2), and lifestyle (X3) together have a positive and significant effect on the financial management ability (Y) of students at STIE SBI Yogyakarta. This is proven by the calculated f value > f table, namely 65.802 > 2.647 or a significant result of less than 0.05, namely 0.000 < 0.05, then the fourth hypothesis (H4) is accepted, which means that the higher the level of financial literacy, the higher the level of financial literacy. finances, and lifestyle, the higher the level of students' financial management abilities will be.

These three variables are included in the financial management ability factors. The coefficient of determination test results obtained a value (Adjusted R Square) of 0.477, which means that 47.7% of students' financial management abilities at STIE SBI Yogyakarta are influenced by the variables of financial literacy, financial attitudes and lifestyle. The first variable, namely financial literacy, relates to how to measure a person's ability to handle various economic information obtained. Having financial knowledge will help students in managing personal finances, so that students can maximize the time value of money, and the profits obtained will be greater, which will improve their standard of living. Then the second variable is financial attitude, which includes methods a person's financial situation, including attitudes toward risk, financial priorities, and reactions to financial stress. A good attitude towards finances can help students overcome financial challenges and maintain a balance between their needs and wants. Then, the third student lifestyle variable, which is related to a person's way of life including shopping habits, social activities, and consumption patterns, can influence how well they can manage their finances. A balanced lifestyle adapted to financial capabilities can help students avoid unhealthy finances. Wise lifestyle choices can make room for saving, investing, and paying off debt.

This shows how students' financial attitudes, lifestyle choices, and financial literacy have a significant impact in teaching them how to manage money wisely. In line with the statement of Suwatno, et al., (2019) which states that good financial planning and control practices can lead to the development of healthy financial management behavior.

The research findings of Rohmanto and Ari (2021) also show how the financial behavior of STIE Surakarta students is simultaneously influenced by financial literacy, hedonic lifestyle and financial attitudes.

6. CONCLUSION AND LIMITATION

The results of this study indicate that financial literacy, financial attitudes, and lifestyle have a positive and significant effect on the financial management skills of STIE SBI Yogyakarta students partially. Simultaneously financial literacy, financial attitudes, and lifestyle have a positive and significant effect on the financial management skills of STIE SBI Yogyakarta students, namely 0.477 or 47.7% and the remaining 52.3% is influenced by other variables not examined by researchers.

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