Financial management behavior among students: the influence of digital financial literacy

by Johann Dewi

Financial Management Behavior Among Students : The Influence of Digital Financial Literacy

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Abstract— This study aims to examine the influence of digital financial literacy which has a significant effect on students financial management behavior who use digital banking services in Surabaya. Primary data were obtained from questionnaires distributed to students in Surabaya. The data analysis technique used in this study is the partial least square structural equation modeling (PLS-SEM) technique using the SmartPLS 4 program. The results of this study indicate that digital financial literacy has a significant effect on saving behavior of students who use digital banking services in Surabaya., digital financial literacy has a significant effect on the spending behavior of students who use digital bank services in Surabaya, digital financial literacy has a significant effect on investment behavior of students who use digital bank services in Surabaya. In short, this research can contribute to helping students in Surabaya to deepen their understanding of digital financial literacy.

Keywords—digital financial literacy, saving behavior, spending behavior, investment behavior.

1. INTRODUCTION

The industrial revolution is a phenomenon that occurs throughout the world. The main events that influenced the occurrence of the industrial revolution were the drastic technological developments in various aspects of human life, one of which included the financial aspect. This also increases the popularity of financial technology, which is marked by the emergence of financial applications other than banks, so that the banking industry is also required to change (Khan & Bhatti, 2021).

This technological development has triggered the transformation of the banking industry, which initially only used conventional forms (industry 3.0) and then switched to adopting digital forms (industry 4.0). A digital bank is a banking practice that is fully carried out using online devices (Asmaaysi, 2022). Digital banking enables bank customers to access banking products and services through electronic platforms (Rifka, 2021). The public's response to the drastic development of banking services was greeted positively (Mutiasari, 2020)

In the use of banking services, there are differences between digital bank applications and conventional banks. Various kinds of features such as journals, online deposits, automatic payment of electricity and PDAM bills, even allocating funds for investment. All of these features can be accessed easily when someone uses a digital bank. All of the benefits above can make someone have financial management behavior.

Financial management behavior is a person's ability to organize, plan, budget, check, manage, control, seek and save funds for daily needs. (Azib et al., 2021). Financial management behavior is the impact of a person's desire to fulfill life necessities in accordance with the level of income earned (Kholilah & Iramani, 2013).

Rahayu et al. (2022) argued that someone who has financial management behavior will avoid the risk of a financial crisis. In this study, financial management behavior is divided into saving behavior, spending behavior, and investment behavior (Rahayu et al., 2022). Saving behavior is the process of making decisions to set aside money regularly in order to achieve a goal (Lewis et al., 1995). One's saving behavior will determine and show one's control over the money one has (Mutiasari, 2020).

In the context of research, spending behavior is defined as spending a certain amount of money as an act of fulfilling one's satisfaction and needs (BAQUIRAN et al., 2018). These behaviors or habits have the potential to cause an increase in people's consumption patterns, as well as have a negative impact on financial management, so someone must make a financial plan. One of the financial plans can be allocated to investment.

Investment refers to placing a sum of money with the hope of maintaining and increasing the value of that money in the form of yields in the future (Sutha, 2000; Webster, 1999). Efforts to increase the value of money are made to offset the impact of inflation. The existence of this inflation makes a person need to have investment behavior. Investment behavior is an action taken by investors in buying, holding and selling investment instruments at a certain time (Azis, 2020). Investment behavior is based on uncertainty about future risks (Van Raaij, 2016).

Financial management behavior is influenced by several factors, one of which is Digital Financial Literacy (DFL) (Rahayu et al., 2022). Along with the development of time and technology that has occurred, it has brought the emergence of digital financial literacy (Tony & Desai, 2020). Digital financial literacy is a combination of two concepts, namely Financial Literacy and Digital Literacy (Tony & Desai, 2020). According to Chen & Volpe

(1998), Financial Literacy is knowledge about managing and implementing finance in terms of decision making, including how one allocates his/her finances in the present and the future. Digital Literacy is knowledge and skills in utilizing digital media, such as communication tools, internet networks, and so on (Suherdi, 2021).

Digital Financial Literacy can be obtained through the use of digital-based financial services. Digital financial literacy in the Industrial Revolution 4.0 era made digital transactions increasingly desirable and needed (OJK, 2022). In this study, what is meant by the younger generation are students aged 18 to 22 years in Surabaya. Hayati & Syofyan (2021) argued that students are part of society who are in a productive age, playing an important role in the development and change of the country (agents of change) who are expected to become financially intelligent in all aspects.

The formulation of the problem in this study is to analyze whether there is a significant influence of digital financial literacy on saving behavior, spending behavior, and investment behavior of students who use digital banking services in Surabaya. The purpose of this research is to answer the formulation of this research problem.

2. SUPPORTING THEORY

2.1 *Theory of Planned Behavior*

According to Jogiyanto (2007), The theory of planned behavior is based on the Theory of Reasoned Action (TRA) which was first expressed by Ajzen in 1980. Shefrin (2000) and Nofsinger (2001) argued that TPB studies how human psychology influences financial decisions. With the increasing cost of living and the complexity of making financial decisions, it is imperative that one becomes responsible for planning and managing their finances in the best possible way (Xu & Zia, 2012). The TPB concept is often applied in the social-psychology literature and in investigations in the field of credit counseling, as well as personal finance and personal money management both at home and abroad. (Ajzen, 1991; Bobek et al., 2007; Francis, 2004; Kidwell & Turrisi, 2004; Ramayah et al., 2009).

2.2 *Financial Management Behavior*

Ramadhan & Asandimitra (2019) revealed that financial management can be associated with the acquisition, financing, and management of assets. In line with this understanding, According to Xiao (2008) Financial management behavior is the process of managing finances and other assets in a productive way. In another perspective, Brent A. Marsh (2006) stated that Financial Management behavior refers to the perception of each individual in dealing with their financial problems.

The emergence of Financial Management behavior is the impact of a person's great desire to fulfill his/her life needs to match the level of income earned (Kholilah & Iramani, 2013). In general, financial management behavior is the ability of an individual to manage funds on a daily basis (Novianti et al., 2016). Someone who understands financial behavior will find it easy to manage matters related to their finances. This research will examine 3 behaviors of financial management behavior, namely saving behavior, spending behavior, and investment behavior (Rahayu et al., 2022).

2.3 *Saving Behavior*

Saving behavior is the decision-making process to set aside money regularly in order to achieve a goal (Lewis et al., 1995). Setting aside money regularly or that can be said as saving is one of the important aspects in building wealth and building a secure future. One can avoid various kinds of uncertainty in life by saving. According to Oktaviani (2016), Saving is an activity or activity that requires a person's desire to save or set aside some money either in the bank or in their own savings. Savings are part of the income received by the community that is voluntarily not used for consumption (Sadono S, 2000).

Saving has various purposes and benefits, including calming the mind, providing a better future, realizing short-term goals, and providing security for families against unexpected events. (ICICI Prudential, 2021). As for saving behavior indicators are saving through digital financial products as a preventive measure against sudden expenses, saving through digital financial products for retirement, saving through digital financial products that aim to provide inheritance, perceptions about financial management using digital financial platforms to save , perceptions about the safety of saving using digital platforms, the satisfaction of saving using digital financial products and saving regularly using digital financial platforms (Setiawan et al., 2022).

2.4 *Spending Behavior*

Spending Behavior is how someone routinely uses money to buy something (Money Habitudes, 2022). Huda (2017) defines spending behavior as a behavior that affects person's way uses money to meet needs. Huda (2017) defines spending behavior as a behavior that affects the way a person uses his money to meet needs. In his research, he explained that a person's spending behavior becomes more consumptive over time.

Spending behavior is well organized if person make a spending plan beforehand (Singh et al., 2020). One must think before buying things; buy something you need or buy something you want (Sorooshian & Seng Teck, 2013). As for indicators are routinely shopping using e-commerce platforms, preferring to shop using digital platforms than conventional platforms, spending more through digital platforms than conventional platforms, choosing digital platforms to shop for domestically made products, choosing digital platforms to buy necessities personal and prefer shopping using digital platforms because of practicality (Setiawan et al., 2022).

2.5 *Investment Behavior*

Investment behavior is an act or deed that does not consume a portion of the income earned by the household at this time and is retained for a certain period of time to obtain benefits in the future and is represented in the form of certain assets (Widayat et al., 2011). Investment itself has a definition to maintain and increase the value of money in the form of returns in the future (Sutha, 2000; Webster, 1999). This is in line with the opinion of other experts who explain that investment is the expenditure of goods that are not used for the present but are used for the future (Lipsey et al., 1997).

According to Subroto (2021), there are three time periods in investing, namely short term, medium term and long term. In this study, the investment in question is a short-term investment. The indicators of investment behavior are routinely investing money in savings to get extra returns, investing most of the savings through investment instrument products, investing savings in various companies or investment instruments, and preferring to invest money rather than keeping the money in a savings account. (Chawla et al., 2022).

2.6 Financial Literacy

According to Noctor et al. (1992), The earliest known use of the term financial literacy can be traced back to 1992, when a report for the National Foundation for Educational Research (NFER), defined financial literacy as the ability to make informed judgments and take effective decisions about the use and management of money". The International Network on Financial Education has defined financial literacy as "a combination of awareness, knowledge, skills, attitudes and behaviors necessary to make sound financial decisions and ultimately achieve individual well-being." (Atkinson & Messy, 2013).

2.7 *Digital Financial Literacy*

Tony & Desai (2020) argue that digital financial literacy is a combination of financial literacy and digital literacy. Along with the development of time and technology that has occurred, it has brought the emergence of digital financial literacy (Tony & Desai, 2020). Financial literacy is knowledge about managing and implementing finance in terms of decision making, including how one allocates his/her finances in the present and the future (Chen & Volpe, 1998). Martin & Grudziecki (2006) state that digital literacy is the awareness, attitude, and individual ability to use digital tools and facilities appropriately. Digital Financial Literacy is skills, confidence and competence to safely use digital financial products and services to make financial decisions (OJK, 2022).

Servon & Kaestner (2008) suggest that the factors that encourage the development of digital financial literacy are relatively low interest rates on savings, increased levels of bankruptcy and debt, and increased personal responsibility in decision making. With the existence of existing technological developments, it is not enough if individuals only understand financial literacy.

As for the indicators are having an understanding of digital payment products, having an understanding of digital asset management products, having an understanding of online lending products, having experience in using digital payments, having experience in using online loan and investment products, experience in using products and services from digital technology , have awareness of the potential risks of using digital financial technology, have the ability to manage financial activities through digital platforms, and have good control over financial activities using digital platforms by evaluating expenditures (Rahayu et al., 2022).

2.8 Relations Between Concepts

2.8.1 The Influence of Digital Financial Literacy on Saving Behavior

Theory of Planned Behavior is the intention that arises from the individual to behave and the intention is caused by several internal and external factors from the individual. Fishbein & Ajzen (2011) explained in the context of attitude toward the behavior, the strongest beliefs (salient beliefs) link behavior to achieve valuable results, either positive or negative. One of the behaviors to achieve positive results can be done by building saving behavior using digital technology. Digital financial literacy is related to knowledge of online platform saving systems through online banking. Tony & Desai (2020) also found that digitization in the financial world can increase equality of access to finance for all people in which there are savings using digital platforms.

2.8.2 The influence of Digital Financial Literacy on Spending Behavior

Theory of Planned Behavior is the intention that arises from the individual to behave and the intention is caused by several internal and external factors from the individual (Ajzen, 1991). The lack of digital financial literacy puts individuals at risk in transactions for consumption using digital platforms. This emphasizes the importance of studying digital financial literacy, especially because FinTech contributes greatly to people's spending behavior.

2.8.3 The influence of Digital Financial Literacy on Investment Behaviorr

Based on the concept of Theory of Planned Behavior according to Southey (2011), Theory of Reason Action (TRA) and Theory of Planned Behavior (TPB) assume that humans behave consciously and consider all information they have to determine intentions to do or not do something. In this case knowledge is a source of information that will determine the intention. One of the factors in the theory of planned behavior is the attitude toward the behavior (Ajzen, 1991). The results of Praba & Malarmathi's research (2015), stated that the risk profile, personal annual savings rate, and the ratio of income and expenses had a significant positive effect on investment driving stimulus.

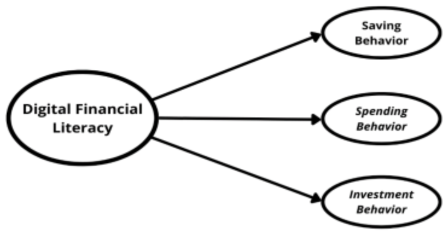

Figure 2. 1 Framework of Thinking

2.6 Research Hypothesis

The following is the hypothesis of this study: Digital Financial Literacy has a significant influence on saving behavior, spending behavior, and investment behavior among students in Surabaya.

3. RESEARCH DESCRIPTION

3.1 Types of Research

The type of research in this research is associative research. This type of research is used to determine the effect of digital financial literacy on saving behavior, spending behavior, and investment behavior of students in Surabaya who use digital banks. The approach used in this research is a quantitative approach.

3.2 Population and Sample

The population in this study were students who live in Surabaya

1. Active students aged 18-22 years.
2. They have already a digital bank account (Neo Bank) for 6 months..
3. They have opened a deposit account through a digital bank (Neo Bank).

Researchers used the Hosmer-Lemeshow formula where it was found that the minimum sample was 100 respondents.

3.3 Type, Data Sources and Collecting Data Procedure

The type of data used in this research is primary data. In this study, the data came from distributing questionnaires online to respondents who match the predetermined sample criteria. The data collection method used in this study was to distribute questionnaires in the form of Google form files online to the respondents. The questionnaire distribution procedure was carried out online by distributing it through social media such as Line, Whatsapp, and Instagram. The questionnaire technique used in this study was a closed questionnaire.

3.4 Variable Operation Definition

Table 3.1 Variable Operation Definition

Variable	Operational Definition	Empirical Indicator
	Exogenous Variables	
Digital Financial Literacy	*Digital financial literacy* is the understanding, experience, and competency of students using digital financial products and services to make financial decisions in order to have control over digital financial products.	1. have an understanding of digital financial products. 2. have experience in using digital financial products. 3. know the risks of digital financial products. 4. have the ability to manage finances using digital financial products. 5. have control over financial activities in digital financial products to evaluate expenses.
	Endogenous Variables	
Saving Behavior	*Saving behavior* is the perception and satisfaction of students to set aside money regularly in order to achieve a goal.	1. saving through digital financial products for specific financial goals. 2. digital financial platforms can improve saving habits. 3. satisfaction in using digital financial products to save. 4. Save regularly.
Spending Behavior	*Spending behavior* is a behavior that affects the way of students use their money to meet their needs through digital platforms.	1. shop using an e-commerce platform 2. shop using digital platforms rather than conventional platforms. 3. the practicality of shopping using digital platforms.
Investment Behavior	*Investment behavior* is the behavior carried out by students to invest their money regularly in order to get some return.	1. invest money to get some return. 2. invest money through certain investment instrument products.

Data analysis techniques in this study, the variables of digital financial literacy, saving behavior, spending behavior, and investment behavior use a Likert scale with intervals of 1-5 (strongly disagree to strongly agree).

4. ANALYSIS AND DISCUSSION

4.1 Descriptive Analysis

The descriptive analysis aims to provide an overview of the characteristics of the respondents and the responses of the respondents to the statements contained in this research questionnaire.

Table 4.1 Description of Digital Financial Literacy Variables

	Explanation	1	2	3	4	5	Mean
DFL1	I have an understanding of digital payment products	3	12	27	48	28	**3,72**
DFL2	I have an understanding of digital asset management products	2	14	19	53	30	**3,80**
DFL3	I have an understanding of online loan products	3	14	19	52	30	**3,77**
DFL4	I have experience in using digital payments	3	13	26	54	22	**3,66**
DFL5	I have experience in using online loan and investment products	2	15	22	52	27	**3,73**
DFL6	I am experienced in using digital technology products and services	3	13	29	51	22	**3,64**
DLF7	I have an awareness of the potential risks in using digital financial technology	2	14	33	42	27	**3,66**
DLF8	I have the ability to manage financial activities through digital platforms	2	17	33	35	31	**3,64**
DLF9	I have good control over financial activities that use digital platforms by evaluating expenses	2	17	33	38	28	**3,61**
	Average of *Mean*						**3,69**

The digital financial literacy variable generally has a mean of 3.69. This can be said to be good because the average value is> 3. So it can be said that students who use digital bank services in Surabaya have good digital financial literacy. In addition, all variable indicator average values are in the range of 3.60 - 5.00. The highest mean value is found in the DFL2 indicator of 3.805 which means active students aged 18-22 years domiciled in Surabaya who have opened deposit accounts through digital bank applications have an understanding of digital asset management products.

Tabel 4.2 Description of Saving Behavior Variable

	Explanation	1	2	3	4	5	Mean
SA1	I save through digital financial products for preventive measures against sudden expenses	2	17	25	47	27	**3,67**
SA2	I save through digital financial products for retirement	7	13	29	44	25	**3,56**
SA3	I save through digital financial products that aim to provide an inheritance	3	15	20	59	21	**3,67**
SA4	I think digital financial platforms can improve my financial behavior in terms of saving	2	16	22	46	32	**3,76**
SA5	In my opinion, digital platforms are safe for saving	2	17	28	46	25	**3,63**
SA6	I feel satisfied saving using digital financial products	2	14	15	50	37	**3,89**
SA7	I save regularly using digital platforms	3	13	13	51	38	**3,91**
	Average of *Mean*						**3,73**

3

The saving behavior variable in general has a mean of 3.73. This can be said to be good because the average value is> 3. So it can be said that students who use digital bank services in Surabaya have good saving behavior.

Table 4.3 Description of Spending Behavior Variable

	Explanation	1	2	3	4	5	Mean
SP1	I shop regularly using e-commerce platforms	2	27	30	38	21	3,41
SP2	I prefer shopping using digital platforms rather than conventional platforms	2	19	36	41	20	3,49
SP3	I spend more through digital platforms than conventional platforms	3	27	34	32	22	3,36
SP4	I chose a digital platform for shopping for domestically made products	3	17	9	37	52	4,00
SP5	I choose a digital platform to buy personal needs products	2	14	21	50	31	3,79
SP6	I prefer shopping using digital platforms because of practicality	2	17	19	48	32	3,77
	Average of Mean						**3,63**

3

Spending behavior variable in general has a mean of 3.63. This can be said to be good because the average value is> 3. So it can be said that students who use digital bank services in Surabaya have good spending behavior.

Table 4.4 Description of Investment Behavior Variable

	Explanation	1	2	3	4	5	Mean
I1	I routinely invest money to get some return	2	22	24	50	20	3,54
I2	I invest most of my savings through investment instrument products such as deposits	2	25	24	55	12	3,42
I3	I like to invest my money in various open companies or other investment instruments	2	18	21	55	22	3,65
I4	I prefer to invest my money rather than just leave it in a savings account	2	18	25	47	26	3,65
	Average of *Mean*						**3,56**

The investment behavior variable in general has a mean of 3.56. This can be said to be good because the average value is> 3.

4.2 Measurement Models

Table 4.5 Cross Loading Value

Indicator	DFL	SA	SP	I
DFL1	**0,924**	0,861	0,765	0,673
DFL2	**0,920**	0,863	0,789	0,707
DFL3	**0,909**	0,879	0,780	0,713
DFL4	**0,905**	0,832	0,766	0,687
DFL5	**0,905**	0,860	0,737	0,644
DFL6	**0,887**	0,831	0,781	0,633
DFL7	**0,906**	0,818	0,822	0,586
DFL8	**0,851**	0,765	0,742	0,518
DFL9	**0,886**	0,839	0,764	0,645
SA1	0,804	**0,853**	0,775	0,617
SA2	0,706	**0,766**	0,673	0,590
SA3	0,850	**0,893**	0,719	0,668
SA4	0,859	**0,921**	0,708	0,688
SA5	0,842	**0,879**	0,719	0,622
SA6	0,814	**0,884**	0,783	0,725
SA7	0,804	**0,895**	0,744	0,736
SP1	0,663	0,665	**0,839**	0,510
SP2	0,770	0,696	**0,875**	0,524
SP3	0,675	0,624	**0,723**	0,470
SP4	0,624	0,672	**0,822**	0,640
SP5	0,795	0,780	**0,871**	0,703
SP6	0,736	0,741	**0,859**	0,627
I1	0,591	0,653	0,653	**0,847**
I2	0,528	0,611	0,523	**0,849**
I3	0,664	0,695	0,625	**0,906**
I4	0,695	0,685	0,616	**0,875**

In table 4.5 the discriminant validity test can be known through the cross loading value. An indicator is said to be valid if the cross loading value in a construct is greater than the other constructs other variables.

Table 4.6 Composite Reliability

Indicator	Composite Reability
Digital Financial Literacy	0,974
Saving Behavior	0,957
Spending Behavior	0,931
Investment Behavior	0,925

In table 4.6 a construct or variable is said to be reliable if the composite reliability value shows a number greater than equal to 0.5.

Table 4.7 *R-Square*

Indicator	***R-Square***
Saving Behavior	0,871
Spending Behavior	0,736
Investment Behavior	0,517

From table 4.7 it can be seen that the R-Square value of the saving behavior variable gets a score of 0.871 or 87.1%, the spending behavior variable gets a score of 0.736 or 73.6%, and the investment behavior variable gets a score of 0.517 or 51.7% . This states that the variables of saving behavior, spending behavior, and investment behavior can be explained by digital financial literacy variables

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Table 4.8 Hypothesis Test with T-statistic value

Hipotesa	*Original Sample*	t-statistik	*P-values*	Conclusion
DFL → I	0,719	12,169	0,000	Significant
DFL → SA	0,933	35,993	0,000	Significant
DFL → SP	0,858	22,918	0,000	Significant

Based on table 4.8, hypothesis 1 shows that the t-statistical value of the Investment Behavior variable is 12.169. Thus, reject H0 because the t-statistic value is ≥ 1.96, meaning that digital financial literacy has a significant effect on investment behavior. While hypothesis 2 shows that the t-statistic value of the Saving Behavior variable is 35.993. Thus, reject H0 because the t-statistic value is ≥ 1.96, meaning that digital financial literacy has a significant effect on saving behavior. Then hypothesis 3 shows that the t-statistical value of the Spending Behavior variable is 22.918. Thus, reject H0 because the t-statistic value is ≥ 1.96, meaning that digital financial literacy has a significant effect on spending behavior.

4.3 Discussion

4.3.1 The Effect of Digital Financial Literacy on Saving Behavior

Based on the test results, there is a significant effect of digital financial literacy on student saving behavior. This can be proven by the average value of respondents' answers related to digital financial literacy and saving behavior variables. This significant influence shows that the higher and better a person's saving behavior, the higher the individual's digital financial literacy. Digital financial literacy possessed by students will affect the provision of money with the aim of saving regularly.

This is in line with various studies that have been studied by previous researchers. According to Zulaihati et al., (2020) suggests that digital financial literacy has a significant effect on saving behavior. The higher the individual's digital financial literacy, the better the individual's financial behavior in terms of saving.

4.3.2 Effect of Digital Financial Literacy on Spending Behavior

Based on the test results, there is a significant effect of digital financial literacy on students' spending behavior. This can be proven by the average value of respondents' answers related to digital financial literacy and spending behavior variables. This significant influence is proven by the presence of high individual digital financial literacy, so that individual will have good spending behavior.

This can be seen through each indicator of spending behavior. It can be indicated that 82% of students who are respondents shop using digital platforms. In the SP4 indicator, 83% of students who choose to shop use digital platforms to shop for domestically made products. In addition, 83% of respondents chose to shop using a digital platform because it was considered to be more practical and easier to shop for personal needs.

This is in line with previous studies that have been conducted by previous researchers. Rahayu et al., (2022) suggested that digital financial literacy has a significant effect on individual spending behavior. This is also in line with the research of Setiawan et al., (2022) which says that digital financial literacy will have a significant influence on individual financial management behavior.

4.3.3 The Effect of Digital Financial Literacy on Investment Behavior

Based on the test results, there is a significant influence of digital financial literacy on student investment behavior. This can be proven by the average value of respondents' answers related to digital financial literacy and investment behavior variables. The existence of this significant influence proves that the higher an individual's digital financial literacy, the more aware the individual is of the importance of investment habits.

The higher the level of digital financial literacy that students have, the better their investment behavior will be. This indicates that students can be more mature in managing and carrying out financial planning for their investments. By investing, students can also improve their standard of living in the future. With digital developments, investment transactions can be done anywhere and anytime. That way, students can have the ability to manage their finances in the short term, as well as in the long term without any space and time limitations. This is in line with previous studies that have been conducted by previous researchers. Akben-Selcuk, (2015) suggests that digital financial literacy has a significant effect on individual financial behavior in investing.

5. CONCLUSION & SUGGESTION

5.1 Conclusion

Based on the results of data analysis and discussion, the conclusions that can be written in this study are: Digital financial literacy has a significant effect on saving behavior, spending behavior, and investment behavior of students in Surabaya.

5.2 Suggestion

Based on the research conclusions, the suggestion in this research is that for further researchers it is expected to expand the object and research sample to be even more diverse in order to represent a larger scope. For Students, we suggest to increase your Digital financial literacy to achieve a good financial management behavior. Also for Digital Bank, we suggest to increase your technology so that people can achieve good financial management behavior by your technology.

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