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ANALYSIS OF ACCOUNTING LITERACY, FINANCIAL LITERACY, AND PAYMENT FINTECH ON THE FINANCIAL BEHAVIOR OF UNIVERSITY STUDENTS IN RIAU PROVINCE

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Abstract: The research is motivated by the rising use of financial technology among university students, a trend not always accompanied by adequate financial literacy, financial management skills. Previous studies indicate that financial literacy, fintech can influence financial behavior, although findings remain mixed. Research integrating accounting literacy, financial literacy, and payment fintech particularly among students in Riau Province remains limited. The research uses quantitative approach using descriptive research design. The research obtained primary data from questionnaires administered to 100 students. Data analysis involved validity, reliability tests, multiple linear regression, F-tests, t-tests. Findings show that accounting literacy, financial literacy, and payment fintech positive, a statistically significant partial effect on students' financial behavior. The three factors collectively exert positive significant influence on financial behavior. The coefficient of determination was 45.2% indicates that accounting literacy, financial literacy, and payment fintech explain 45.2% of variation in students' financial behavior, with the remainder explained by other factors. Empirical evidence regarding the integration of accounting, finance, payment technology knowledge sheds light on financial behavior. In terms of practical implications, the research findings support strengthening education on accounting and financial literacy, as well as the prudent use of payment fintech.

Keywords: Accounting Literacy, Financial Literacy, Payment Fintech, Financial Behavior.

INTRODUCTION

Global evolution of information technology and digital transformation has reshaped various aspects of life, including patterns of economic activity, financial transactions, and the ways in which individuals and businesses manage their financial resources. This shift is reflected in the increasing use of technology across various financial activities and services within the community which offer greater convenience for conducting financial activities. Increasingly complex financial activities require individuals to possess the ability to accurately understand, record, interpret, estimate financial information. Consequently, individuals need accounting literacy to effectively track their finances and financial literacy to make prudent decisions. Data from the Financial Services Authority's 2026 National Survey on Financial Literacy and Inclusion (SNLIK) indicates a public financial literacy index of 69.57% (up from 66.64% in 2025) and a financial inclusion index of 93.61% (up from 92.74% in 2025). These figures reveal that

Jurnal Ilmiah Ekonomi dan Bisnis
Vol. 23. No.2, September 2026: 133-146
EISSN : 2442 – 9813
ISSN : 1829 – 9822

the level of access to and usage of financial services remains higher than the public's understanding of financial services with products. This development needs to be seen in relation to level of financial literacy of the community, as increased usage of financial services without corresponding level of financial literacy may heighten the risk of making poor financial decisions.

University students generally have specific motivations to acquire goods they believe will satisfy their needs. They tend to be easily drawn to trending products or those from specific brands (Almiyani & Rispantyo, 2025), frequently purchasing such items to fulfill both their needs and desires. As a demographic, students are highly familiar with the evolution of digital technology, smartphones and the internet are integral to their daily lives, and they readily utilize fintech payment services for transactions. While the need for convenience makes fintech payments an ideal choice, the efficiency and practicality they offer can alter students' financial awareness. Transactions made via touchscreen interfaces often perceived merely as numbers rather than physical currency can make the payment process feel less tangible compared to cash transactions. Companies are increasingly targeting university students and the younger generation as key markets. Technological advances will make it easier for students to follow trends and acquire popular products, leading them to spend money more quickly on fulfilling desires rather than just daily necessities (Suyanto & Sada, 2022). Consequently, the use of payment technologies must be balanced with the ability to control spending and make smart, rational financial decisions.

The phenomenon of digital payments is also evident in Riau Province. Bank Indonesia's Riau representative office reported that in the fourth quarter of 2025, non cash transactions conducted via payment cards (APMK), electronic money, and QRIS continued to grow. Shopping transactions using electronic money in Riau Province were recorded at IDR 2.4 trillion, representing a 61.1% increase. This rise indicates the expanding use of digital payment instruments in the public's transactional activities. The rising use of electronic money not only reflects a shift in payment methods but also necessitates the ability of individuals to properly understand, manage, and control financial transactions. For university students, the use of payment fintech can simplify transactions; however, it simultaneously requires adequate accounting and financial literacy to ensure that the use of digital payment services fosters responsible financial behavior.

Financial behavior is a crucial aspect to consider in individual financial management, given that it relates to a person's ability to manage and utilize their financial resources, as well as make decisions regarding them. This behavior is reflected in habits such as budgeting, controlling expenses, saving, meeting financial obligations on time, and considering risks before making financial decisions (Laili et al., 2025). Sound financial behavior is essential for individuals to meet current needs while simultaneously preparing for their future financial well-being. Financial behavior encompasses the ways in which individuals act and make money management decisions actions often driven by psychological factors, the social environment, FOMO (fear of missing out), "flexing" (showing off wealth), or impulsive spending.

Accounting literacy is one of factors considered become factor that may effect

Vol. 23. No.2, September 2026: 133-146
EISSN : 2442 – 9813
ISSN : 1829 – 9822

students' financial behavior. This relates with someone ability to supervise and apply accounting information and conceptions, or as well as to use that information to support decision making. For students, the ability to track income and expenses helps them assess their financial situation more objectively. Students who can record and understand their personal cash flow find it easier to determine the amount of available funds and sources of expenditure, as well as to prioritize how their money is spent. Accounting literacy is becoming increasingly important because sound financial behavior requires not only a general control of financial concepts but also the ability to apply financial record keeping with information in daily life. By grasping accounting concepts, students can distinguish between income and expenses, record transactions, evaluate their financial situation, and use this information as basis for informed decision making.

In addition to accounting literacy, also financial literacy is the crucial matters for support financial behavior. Financial literacy encompasses the knowledge, know about financial concepts also products required for individuals so that make sound financial decisions (Khofifa et al., 2022). Students with strong financial literacy are expected to be capable of financial planning, controlling expenses, saving, and weighing risks before utilizing financial products or services. The combination of a lack of accounting literacy and adequate financial literacy, alongside easy access to payment technologies, risks triggering problematic financial behaviors. Financial literacy relates not only to knowledge regarding money management but also to the ability to use money wisely based on needs rather than mere wants. From an economic perspective, a clear distinction can be drawn between needs and wants (Andiani & Maria, 2023).

Another factor of interest in this research is payment fintech. Payment fintech refers to payment services that leverage technology to facilitate transactions for individuals, specifically, it encompasses tools used for mobile based payments (Laili et al., 2025). Examples of payment fintech include digital wallets, QRIS payments, mobile payment systems, and various other digital payment services (Lahallo et al., 2025). While the emergence of these services offers convenience and efficiency in transactions, it can also influence students' spending habits. The convenience of digital payments presents a dual nature regarding financial behavior. On one hand, payment fintech enables students to make quick, practical payments and reduces the need to carry cash. On the other hand, this convenience can increase transaction frequency by lowering the barriers to making payments. Consequently, the use of payment fintech can have varying impacts on financial behavior, depending on how students utilize these services.

Extensive research has been conducted on university student financial behavior, examining various factors related to someone's ability to manage finances. Nevertheless, studies that specifically and simultaneously examine accounting literacy, financial literacy, and fintech payment services as independent variables to explain student financial behavior remain relatively limited. Previous research has tended to examine accounting literacy, financial literacy, and fintech usage either in isolation or in different variable combinations; thus, there is still scope to investigate these three aspects concurrently within a single research model. Empirically, findings from prior studies about relationship between literacy, financial technology, financial behavior

have been inconsistent. These varying results indicate a need for further examination of the links between the ability to comprehend accounting information, financial knowledge and management, and the use of payment technology in relation to financial behavior particularly among students. This is significant because the three variables possess distinct characteristics. Accounting literacy relates to someone's ability to understand and utilize accounting information as a basis for financial management. Financial literacy pertains to the knowledge, understanding, the capacity to manage financial resources effectively and make informed financial decisions. Payment fintech relates to the use of technology to facilitate financial transactions.

Riau Province serves as a compelling setting for this research due to the rapid adoption of digital payment technologies. The research focuses on university students in the province, specifically within an increasingly digitized transaction environment. A novel aspect of research lies in the integration of accounting literacy, financial literacy, and payment fintech into a single research model to analyze students' financial behavior. These three variables represent distinct dimensions: the ability to comprehend accounting information, the capacity to understand and manage finances, and the utilization of technology for financial transactions. Furthermore, this study positions payment fintech as an integral part of the digital financial landscape encountered by students; consequently, the analysis of financial behavior extends beyond mere financial knowledge and understanding to encompass the use of technology in daily transactions. Thus, the research aims to supply a more comprehensive perspective on the interrelationships among ability to understand financial information, financial management skills, also the use of payment technologies in shaping the financial behavior of students in Riau Province. Re-examining the relationships between these variables is warranted, as prior research has yielded mixed results, necessitating an analysis within the specific context of students in Riau Province.

Consequently, a study conducted in Riau Province can provide a broader perspective on the relationship among literacy skills, consume of payment technology, also students' financial behavior. The research is anticipated can make both theoretical and practical contributions by broadening the understanding of university students' financial behavior amidst the evolution of digital payment technologies. Theoretically, the research integrates accounting literacy, financial literacy, and payment fintech into a single model to analyze students' financial behavior, thereby enriching empirical research on the factors influencing financial management and decision-making among this demographic. Practically, the findings is anticipated to inform students about the importance of enhancing their accounting and financial knowledge and using payment fintech wisely, while also providing insights for higher education institutions to develop financial literacy education that aligns with the growth of digital transactions. Furthermore, the research findings can serve as a reference for future researchers exploring financial behavior by taking into account the evolution of financial technology and diverse user characteristics.

LITERATURE REVIEW

Based on several previous studies, it can be concluded that students' financial behavior is influenced by various factors, ranging from individual capabilities in understanding and managing finances to the evolution of financial technology. Accounting literacy helps students comprehend financial information and apply it to financial management, whereas financial literacy relates to the ability to understand financial concepts and make sound financial decisions. Meanwhile, payment fintech facilitates transactions, making its use an integral part of students' financial activities. However, prior research reveals discrepancies regarding the variables focused upon and the empirical results obtained. Therefore, this study integrates accounting literacy, financial literacy, and payment fintech into a single research model to gain a more comprehensive understanding of the factors associated with the financial behavior of students in Riau Province.

Theory of Planned Behavior (TPB)

From the perspective of TPB, someone's perception of the ease of controlling and directing their behavior can foster the formation of behavior that is more planned and aligned with intended goals. Various aspects of individual social behavior are reflected in how university students manage their finances, where financial decisions and actions are viewed as planned behaviors driven by individual deliberation and control (Rahayu et al., 2024). This theory states that behavioral intention is shaped by three primary determinants, namely attitude toward the behavior, subjective norms, perceived behavioral control which interact to determine the strength of an individual's intention to act. This theory views the individual as a rational actor who weighs potential consequences before engaging in a specific behavior. From this perspective, intention is considered the factor most directly linked to the formation of actual behavior. TPB is widely applied in social research cause it provides a systematic conceptual framework for explaining attitudes, social norms, and perceived behavioral control influence an someone's decisions and actions including behaviors that are not entirely within the individual's control (Riana & Kristianto, 2025).

Accounting Literacy

Accounting literacy relates with someone's competence in understanding and applying accounting conceptions and values including bookkeeping, preparation and interpretation of financial statements, also the use of accounting information as basis decision making (Hutabarat & Widiyastuti, 2026). This reflects an individual's competence so that those who understand, interpret, communicate financial information contained in various types of financial statements, “i.e. balance sheets, income statements, statements of changes in equity, cash flow statements, and notes to the financial statements” (Setiawan, 2026). Accounting literacy encompasses the ability of business owners and individuals to understand and apply fundamental accounting principles, including transaction recording, report preparation, and financial data interpretation (Hutabarat, Jama, et al., 2025).

Accounting literacy represents an individual’s capacity to comprehend and apply fundamental accounting knowledge to manage and evaluate financial information. This ability encompasses not only the processes of recording transactions and preparing financial statements but also the understanding, interpretation, and

Jurnal Ilmiah Ekonomi dan Bisnis
Vol. 23. No.2, September 2026: 133-146
EISSN : 2442 – 9813
ISSN : 1829 – 9822

communication of information contained within various financial reports. Possessing better level of accounting literacy enables someone and business owners to utilize financial information more effectively as a basis for evaluation and decision-making regarding economic and business activities.

Financial Literacy

Financial literacy is ability to comprehend financial concepts, possess the financial management skills necessary to make sound, rational, and responsible financial decisions, as well as to anticipate various financial issues (Khofifa et al., 2022). It includes the knowledge and personal skills needed to properly manage also allocate income (Hutabarat et al., 2024) in support of achieving personal well-being. Financial literacy entails the understanding and ability to manage finances wisely in order to maintain financial stability, prepare for future financial (Almiyani & Rispantyo, 2025). Possessing sound financial knowledge helps university students create budgets and make financial decisions accurately and responsibly.

Payment Fintech

Financial technology represents the innovation that creates new business models aimed at enhancing the convenience and effectiveness of service delivery, particularly regarding various financial transactions (Khofifa et al., 2022). It drives efficiency and accelerates financial service processes through the optimal use of technology. The advent of financial technology enables the public to access financial services that are easier, more practical, affordable, and more widely available (Andiani & Maria, 2023).

Payment fintech is a financial sector innovation designed to simplify and expedite transaction processes. It offers a variety of more practical payment methods via digital applications that allow for the electronic storage and management of funds (Laili et al., 2025).

Thus, the use of payment fintech has implications that extend beyond merely offering transactional convenience. Ease of access, payment speed, and the availability of various financial management features can influence how individuals manage expenses, make payments, handle funds, and make financial decisions. This indicates a link between the development of payment fintech and shifts in the public's financial behavior.

Financial Behavior

Financial behavior relates to capacity to manage daily finances independently through the planning, budgeting, management, monitoring, control, and saving of funds (Ulya et al., 2024). It represents an individual's actions and responses in managing financial situations and making financial decisions to various situations. Positive financial behavior is reflected in capability to plan, handle, also control finances appropriately. Effective financial management ultimately influences how individuals make decisions and engage in various financial transactions (Almiyani & Rispantyo, 2025).

It encompasses the actions individuals take to organize, utilize, and manage the financial resources at their disposal. Individuals who exhibit positive financial behavior are generally capable of using and allocating money effectively in alignment with their needs and financial goals (Khofifa et al., 2022). “Financial behavior refers to individual actions related to money

management, including spending, saving, borrowing, investing, budgeting, and monitoring financial resources" (Dew et al., 2011). Financial behavior constitutes the patterns of action and decision making regarding the management of one's financial situation including the use, allocation, and saving of funds to meet needs and make financial decisions wisely and responsibly.

Financial behavior relates with person's capacity to manage funds specifically, to use and allocate them correctly, and to save financial resources wisely and responsibly in alignment with their needs and financial goals. Sound financial behavior undoubtedly helps individuals manage their finances effectively and achieve greater financial stability.

From the theoretical framework and prior research, financial behavior may be linked to someone's capability to savvy accounting information, manage finances, and utilize technology for financial transactions. Accounting literacy, financial literacy, and payment fintech play a role in supporting individuals' financial management and decision-making. Therefore, this research examines effect independent variables on dependent variables, both individually and simultaneously. From this background, the research hypotheses are formulated:

As for the hypothesis

H_1: Accounting literacy positively influences financial behavior.

H_2: Financial literacy positively influences financial behavior.

H_3: Payment fintech positively influences financial behavior.

H_4: Accounting literacy, financial literacy, and payment fintech positively influences financial behavior.

RESEARCH METHODS

The research employs descriptive method with quantitative approach and multiple linear regression to examine effect of accounting literacy, financial literacy, and payment fintech on students' financial behavior. The primary data were collected directly from the respondents through questionnaires. The population for this research consists of approximately 152,000 university students. The required sample size was calculated using Slovin's formula, applying 10% margin of error. From the calculation, a sample size of 99.93 respondents was obtained, which was then rounded up to 100 respondents. Thus, the sample size used in this research is 100 university students. Variable measurement in this study employs five point likert scale: 1 = strongly disagree, 2 = disagree, 3 = somewhat disagree, 4 = agree, and 5 = strongly agree. The variables measured include accounting literacy, financial literacy, payment fintech, and financial behavior. Each variable is measured using indicators aligned with relevant research concepts and literature.

Data processing and analysis were conducted utilize multiple linear regression analysis with the aid of SPSS statistical, 26 (Siregar et al., 2026). Data were collected by distributing questionnaires to the selected respondents (Purwadisastra et al., 2024). Subsequently, the collected data underwent analysis in several stages testing the research instruments in validity, reliability tests, followed by classical assumption tests, coefficient of determination test, and hypothesis.

As for classical assumption tests consisted of normality, multicollinearity, also heteroscedasticity assessments. For normality was assessed utilise the Kolmogorov Smirnov method. While multicollinearity was evaluated by

Jurnal Ilmiah Ekonomi dan Bisnis
Vol. 23. No.2, September 2026: 133-146
EISSN : 2442 – 9813
ISSN : 1829 – 9822

examining tolerance values together VIF. Heteroscedasticity was tested utilise the Glejser. Hypothesis testing was conducted through partial significance tests also simultaneous significance tests. Decision making regarding the hypotheses was based on significance values (Widagdo et al., 2026)**.** Assuming significance probability value is less 0.05, so the independent variables is calculated to have significant influence on the dependent variable.

RESULTS AND DISCUSSION

The respondent profile was dominated by females 57% and males 43%. The age distribution was as follows: 18 years old (14%: 6 male and 8 female students), 19 years old (25%: 11 male and 14 female students), 20 years old (28%: 11 male and 17 female students), 21 years old (17%: 8 male and 9 female students), and 22 years old (16%: 7 male and 9 female students). Respondents had used fintech payment services at least twice.

Table 1. Descriptive Statistics

	N	Min	Max	Mean	Std Dev.
AL	10	10.0	24.0	17.180	2.8190
	0	0	0	0	5
FL	10	31.0	65.0	48.940	6.8899
	0	0	0	0	3
PF	10	13.0	34.0	24.640	4.0038
	0	0	0	0	4
F	10	14.0	33.0	26.200	3.4348
B	0	0	0	0	2

Source: Output SPSS 26 (2026)

Data analysis is required to obtain research results. Data processing is conducted to determine the outcomes of validity, reliability, classical assumption tests. The validity test determines whether the research instrument accurately measures the intended variables and whether each questionnaire item adequately represents the research construct (Hutabarat, et al., 2023). The validity test results for items questionnaire item exceeded 0.196.

Table 2. Reliability Testing

Variable	Cronbach's Alpha	Information
Accounting Literacy	0.798	Reliable
Financial Literacy	0.610	Reliable
Payment Fintech	0.715	Reliable
Financial Behavior	0.608	Reliable

Source: Output SPSS 26 (2026)

The reliability test results in Table 1 exceed 0.6, indicating that the variables are reliable for the research. Normality testing is statistical procedure, used to determine whether observed data are normally distributed. From normality test shows, Asymp. Sig. value 0.200. A significance value more 0.05. This indicates the data follow a normal distributed. So the normality test employed for the research is the Kolmogorov Smirnov test (Hutabarat, 2022).

The purpose of the multicollinearity test is examine a relationships within the regression model used for a research. “Multicollinearity is considered absent if the tolerance value exceeds 0.10 and the VIF value is less than 10” (Hutabarat, et al., 2023).

Table 3. Multicollinearity Testing

Variable	Collinearity Statistics	
	Tolerance	VIF
Accounting Literacy	0.816	1.225
Financial Literacy	0.859	1.164
Payment Fintech	0.845	1.184

Source: Output SPSS 26 (2026)

The heteroscedasticity test evaluates the regression model using the Glejser test. It aims to conduct a statistical analysis to

demonstrate the presence of unequal variance across observations (Hutabarat, Harahap, et al., 2025).

Table 4. Heteroscedasticity Testing

Variable	Sig.
Accounting Literacy	0.517
Financial Literacy	0.875
Payment Fintech	0.198

Source: Output SPSS 26 (2026)

The Sig. values for the variables in Table 3 are more 0.05. Therefore, the regression model doesn't exhibit heteroskedasticity (Wulandari, 2026).

Table 5. Multiple Linear Regression Test

Variable	B	t	Sig.	Result
(Constant)	5.601	2.461	.016	
Accounting Literacy	.151	3.619	.000	Supported
Financial Literacy	.447	4.551	.000	Supported
Payment Fintech	.225	3.198	.002	Supported
R Square	.469			
Adjusted R Square	.452			
Tabel F	28.263		.000	Supported

Source: Output SPSS 26 (2026)

Regression Model

Data analysis employs multiple linear regression to examine effect of accounting literacy, financial literacy, and payment fintech on financial behavior. The regression model is formulated:

$Y = 5{,}601 + 0{,}151X_1 + 0{,}447X_2 + 0{,}225X_3 + e$

Information:

Y = Financial Behavior
α = Constant
β_1, β_2 = Koefisien Regresi
X_1 = Accounting Literacy
X_2 = Financial Literacy
X_3 = Payment Fintech
E = Disturbance Coefficient

From the results of the equation it is proven that:

Based on the multiple linear regression analysis, the constant value of 5.601 indicates that the baseline value of students' financial behavior is 5.601 when accounting literacy, financial literacy, and fintech payment usage are zero.

Furthermore, the accounting literacy coefficient of 0.151 indicates positive influence on students' financial behavior. The financial literacy coefficient of 0.447 also indicates positive influence on students' financial behavior. Meanwhile, the payment fintech coefficient of 0.225 indicates that this variable has positive influence on students' financial behavior. Thus, improvements in accounting literacy, financial literacy, and the use of payment fintech within the research model are associated with improvements in students' financial behavior.

Hypothesis Testing

The data analysis results from Table 4 prove R^2 0.469, while the Adjusted R^2 value i.e. 0.452. From this it is stated which the financial behavior variable is influenced by the variables of accounting literacy, financial literacy, also payment fintech to the extent of 45.2%, whereas besides 54.8% can be influenced by other variables that are not being studied in the current research model. Based on data processing results of the multiple linear regression, the partial test results demonstrate:

The effect of accounting literacy on financial behavior. This research results indicate that the accounting literacy variable has calculated t value of 3.619 and p-value of 0.000. Thus, H_1 has accepted. May be said

Jurnal Ilmiah Ekonomi dan Bisnis
Vol. 23. No.2, September 2026: 133-146
EISSN : 2442 – 9813
ISSN : 1829 – 9822

that the higher the level of accounting literacy among students in Riau Province, the sounder their financial habits. TPB posits that someone's understanding and beliefs can influence the formation of intentions and behaviors. Accounting literacy enables students to comprehend financial information, record and evaluate transactions, and consider financial circumstances before making decisions. It is this understanding that can foster more planned and controlled financial behavior. For findings demonstrate that accounting literacy has positive, significant effect on the financial behavior of students in Riau Province, a result aligned with past research (Tambun et al., 2024).

The influence of financial literacy on financial behavior. For this research results prove that the financial literacy variable has calculated t value of 4.551, and p-value of 0.000. Thus, H_2 has accepted. May be said that higher levels of financial literacy among students in Riau Province correspond to better financial behavior. Financial literacy positively effects financial behavior because higher level of financial understanding and knowledge enhances someone's capability to manage finances wisely. Individuals have financial literacy tend to be capable of creating budgets, controlling expenses, saving, managing debt, and setting appropriate financial priorities. Therefore, improving financial literacy can foster financial behavior that is more planned, responsible, and aligned with an individual's needs and financial goals. TPB emphasizes that someone's knowledge and beliefs shape their attitudes, perceived control, and inclination to engage in a specific behavior. Improved financial literacy may support university students understand financial concepts, consider the consequences of financial decisions, and effectively manage their finances. The findings demonstrate that financial literacy has positive, significant effect on the financial behavior of students in Riau Province. These results aligned with previous research (Almiyani & Rispantyo, 2025), (Ariska et al., 2023), (Hutabarat, Wulandari, et al., 2025), (Laili et al., 2025), (Rahayu et al., 2024).

The influence of payment fintech on financial behavior. Findings indicate that the payment fintech variable has calculated t value of 3.198, and p-value of 0.002. Payment fintech is deemed to have significant influence financial behavior. Thus H_3 is accepted. TPB posits that someone behavior is affected through intentions shaped by attitudes, subjective norms, also perceived behavioral control. The use of payment fintech offers convenience, speed, and accessibility in conducting financial transactions, thereby supporting individuals in managing their financial activities Consequently, may be concluded if a higher level of payment fintech usage among students in Riau Province corresponds to better financial behavior. These findings show that payment fintech has positive, significant effect on the financial behavior of students in Riau Province, a result aligned with past research (Lahallo et al., 2025), and (Laili et al., 2025).

Simultaneous Test

The Effect of Accounting Literacy, Financial Literacy, and Payment Fintech on Financial Behavior. The simultaneous test results show a calculated F-statistic of 28.263. This was followed sig. of 0.000 ($p < 0.05$). So it can be concluded H_4 is accepted. So it has been proven if higher levels of accounting literacy and financial literacy, combined with the optimal use of payment fintech, lead to improved financial behavior

for university students in Riau Province.

For the research demonstrates that accounting literacy, financial literacy, and payment fintech simultaneously exert positive also significant influence on the financial behavior of university students in Riau Province. This implies that the better students' understanding of accounting and finance and the more effectively they utilize payment fintech the better their financial management behavior becomes. For significance results confirm existence of an empirically proven influence.

This research makes both theoretical and practical contributions. Theoretically, it enriches the application of TPB in explaining students' financial behavior by linking accounting literacy, financial literacy, and payment fintech to such behavior. Practically, the findings can serve as reference for higher education institutions in developing accounting and financial literacy education, promoting the wise use of payment fintech.

CONCLUSION AND SUGGESTION

This research demonstrates that accounting literacy has positive, significant effect on the financial behavior of university students in Riau Province. Financial literacy also has positive, significant effect on students' financial behavior. Furthermore, payment fintech has positive, significant effect on students' financial behavior. Collectively, accounting literacy, financial literacy, and payment fintech have positive significant effect on the financial behavior of university students in Riau Province. Theoretically, the reserach contributes to development of the application of the Theory of Planned Behavior in explaining students' financial behavior. The results indicate that accounting literacy, financial literacy, and payment fintech are linked to financial behavior, thereby broadening the understanding of factors that shape financial management behavior among students. These findings also provide empirical evidence within the context of students in Riau Province.

In terms of practical implications, the research findings offer insights for higher education institutions to strengthen instruction and education regarding accounting and financial literacy. Students should also be encouraged to use payment fintech wisely particularly when conducting transactions, monitoring expenses, and managing their finances in a planned manner. For fintech service providers, the findings can inform efforts to enhance features that support transaction transparency and user financial management.

This research has several limitations: the respondent pool was restricted to university students in Riau Province; the use of questionnaires carried a potential risk of self-report bias; and the cross-sectional design did not capture long-term changes in financial behavior. Furthermore, the quantitative approach did not delve deeply into the students' experiences and the context of their financial behavior. Adjusted R^2 of 45.2% also show 54.8% of the variation in financial behavior is influenced by factors outside this research model.

Future research is advised to expand the geographical scope and respondent characteristics to ensure broader representativeness of the findings. Subsequent studies could also employ combination of quantitative and qualitative methods to gain more comprehensive understanding of the changes in, and factors influencing, students' financial behavior. Future research might consider additional variables such as PayLater usage, accounting education, financial attitudes,

social influence, and demographic factors.

Developing these variables and methods is expected to offer more comprehensive explanation of the factors shaping students' financial behavior.

THE USE OF AI OR AI-ASSISTED TECHNOLOGIES

The authors did not use any AI tools in the preparation of this work.

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