The Influence of Financial Literacy, Family Environment and Pocket Money on Student Financial Management

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Abstract. The development of information technology encourages practical life among students, one of which is online shopping, the shopping system is allegedly having a low impact and a wasteful life. In terms of economics, students who do not yet have income but do not have good financial management skills, live extravagantly. This research aims to analyze the effect of financial literacy, family environment and pocket money on financial management of students at Muhammadiyah University of Surakarta. In accordance with the formulation of the problem, the right type of research is quantitative with a survey design, research subjects are active students who take financial management courses, questionnaire research instruments, random sampling is carried out using questionnaires distributed via google form as an instrument in the technique data collection. The data analysis technique used is multiple regression analysis. The results include 1) financial literacy has a positive and significant effect on student financial management, 2) family environment has a positive and significant effect on student financial management, 3) pocket money has a negative effect on student financial management, however, 4) financial literacy, family environment, and pocket money simultaneously have an influence on the financial management of students.

Keywords: Family Environment · Financial Literacy · Pocket Money

1 Introduction

The development of technology in the field of life has a wide impact on changing people's mindsets in managing finances. Technology always provides convenience, ease is understood through the world of literacy, and financial literacy owned by a person as the main basis for someone to manage business finances and personal. Decisions in determining financial management will be related to the level of knowledge of financial literacy. Gitman & Zutter (2015) states that personal financial management is a basic science and art of managing finances both for oneself and in the household [1]. Cummins, Haskel, & Jenkins (2009) in Dewi & Gama (2021), converted that a person's ability to manage finances is one of the important factors to achieve success in life, so knowledge

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of good and correct financial management becomes important for community members [2].

Every member of society must now have modern financial management intelligence which includes intelligence in managing business and personal financial assets. In implementing the right way of financial management, the results of proper financial management can have an impact on obtaining maximum benefits from the money they have. Individual financial management decisions, are basically financial decisions taken based on the above; 1) what amount should be consumed each period; 2) if there is an overstatement and income for consumption, such excess is invested; and 3) how to fund such consumption and investment [3].

The first factor that is thought to affect financial management is an understanding of financial literacy. Financial iteration according to Nababan & Sadalia (2012) is the result of a person's efforts and ability to try to manage his finances in the hope of improving the welfare of his life [4].Then Laily, (2016) argues that financial literacy is a person's ability to choose alternatives to avoid problems that cause the person to choose and sacrifice for the benefit of others [5]. There is research on financial literacy conducted on students and the results show that financial literacy knowledge in students is still very low Nidar & Bestari (2012). Everyone must have knowledge in the field of personal finance because this science will help in managing his finances in the future.

Everyone has their own way of managing finances, while Bucciol et al., (2018) argue that someone who has a low level of pocket money management is closely related to a person's internal factor, namely financial literacy. Improving the financial management of an individual will be more effective and efficient with financial literacy. If a person has good financial literacy, then that person will also be able to manage finances well. If the financial literacy of the individual is poor, then the person is certain to have difficulties, thus negatively affecting the management and financial behavior of Ameliawati & Setiyani (2018).

The difference in knowledge possessed by each person will affect the high or low level of financial literacy that the individual has. Then Laily, (2016) has conducted research and research results that show that financial literacy is closely related to financial management. Therefore, in increasing one's knowledge, individual skills and self-confidence must be balanced with an increase in financial literacy so that in the future they can manage personal finances optimally. The results of this study are inversely proportional to the research conducted by Megasari (2017) which explained that pocket money and financial literacy have a negative influence while the results of previous studies explained a positive influence. In addition, along with the research of Chotimah & Rohayati (2015) states that knowledge of finance has a significant influence on the management of students' pocket money. That is, the ease of managing finances requires financial literacy. Therefore, financial literacy is strongly influenced by the education that individuals have, both education taken formally and education taken through informal channels. This study aims to find out how much financial literacy students have which will then affect how students manage their finances.

The second factor that is suspected to affect financial management is the family environment. The family environment is the first place that will influence the individual in growing and developing and learning. The mindset of parents will also affect the mindset of a child in responding to something, including managing his own finances. Parents who teach their children to live frugally and are good at managing their finances, then the habit will carry over until the child grows up. Widayati (2012) argues that students will have a positive attitude regarding finances and have the ability to manage personal finances through contributions made by parents who provide transparency and a good example. Jorgensen (2007) argues the same thing where according to parents who teach children about how to manage finances well results in children becoming understanding and learning a lot how to manage their personal finances, and vice versa. The process of learning children about finances will largely depend on the important role of the family. Financial learning obtained from the family will be applied in managing personal finances consciously or not. This is in contrast to research conducted by Maulita & Mersa (2017) which states that the family environment does not have a positive effect on financial management.

Research conducted by Rosa & Listiadi (2020) obtained the results that the better the student's personal financial management, the more in line with the family that must equip students with a good financial management education as well. In the process towards maturity where students cannot be separated from the important role of the family that provides financial education as a provision in behavior and behavior. Supported by Jorgensen (2007) stated that parents who teach how to manage finances to children , the child is considered more capable and better at managing their finances compared to parents who do not teach financial management to their children. This is important to do with the hope that in the future children will be better able to manage finances more wisely.

The third factor that is suspected to affect financial management is pocket money. Of course, the management of students' personal finances will not be separated from the important role of student pocket money. In addition, Laily (2016) argues that students need to learn to understand how to have smart thinking that is needed in student financial management. This is very necessary so that the personal money earned by students can be more valued. In addition, the private money that has been set aside by students will come in handy if there are unexpected interests in the future. Students must first have strong principles in managing finances and planning management in the future, so that in the future students will be better able to estimate what the desired plan will look like in the future.

Research that has been conducted by Sari et al., (2020) states that the low attitude of student consumptive behavior is in line with the low ownership of students' pocket money, it also applies the other way around [12]. The tendency to low consumptive attitudes of students is influenced by the low allowances or allowances that students have. In addition, the understanding of financial literacy owned by students and the low benefits they have make it easier for students to manage their personal abilities well when compared to with students who have an understanding of financial literacy and possession of high benefits.

In a study that has been conducted previously by Assyfa (2020), the results of pocket money factors that affect personal financial management were obtained [13]. However, research conducted by Arifa & Setiyani (2020) states that financial management behavior is considered to have a negative influence derived from pocket money, which also applies that poor financial management can be influenced by high income or pocket money. While the research of Lianto & Elizabeth (2017) states that behavior in managing finances is not influenced by pocket money [15].

Based on research conducted by Fajriyah & Listiadi (2021) states that there is an influence of pocket money on student financial management. Good financial management behavior is accompanied by high pocket money owned by students. This is inversely proportional to the behavior of saving or low financial management accompanied by students who have low pocket money. So it can be concluded that the behavior of student management is influenced by the amount of ownership of student pocket money. Then Lianto & Elizabeth (2017) has the same opinion as this study where she explained that behavior in managing finances is influenced by pocket money. The research of Andrew & Linawati (2014) also strengthens the argument in which it states that there is an influence between pocket money on financial management behavior [17]. However, the research conducted by Arifa & Setiyani (2020), contradicts this study because it states that there is no relationship between financial management behavior and student income [18].

From the results of the presentation of each of these variables, there are differences of opinion obtained from the results of previous studies. Research conducted by Ameliawati & Setiyani (2018), Chotimah & Rohayati (2015), and Laily, 2016) states that financial literacy has a positive and significant influence on financial management, this is inversely proportional to research conducted by Megasari (2017) which obtained results that literacy negatively affects financial management [5–8]. Then for family environment variables based on research that has been carried out by Jorgensen (2007) and Jorgensen (2007) and Rosa et al. (2020) the family environment has an influence that positive for student financial management[9, 11], this is inversely proportional to the research that has been carried out by Maulita & Mersa [10] states that the environment The family has no effect on the student's financial management. Research conducted by Megasari (2017) and Assyfa (2020) states that the variable allowance has a positive influence on financial management students[13, 13], this is contrary to research conducted by Arifa & Setiyani (2020) and Lianto & Elizabeth [15] obtained the result that pocket money has a negative influence on student financial management.

Based on this background, the study was conducted by formulating the problem of whether financial literacy, family environment, and pocket money affect student financial management. Therefore, this study aims to explain the influence of financial literacy, family environment and pocket money on student financial management at the University of Muhammadiyah Surakarta.

2 Method

This research was conducted with the aim of analyzing the influence of financial literacy, family environment and pocket money on student financial management. According to Cummins, Haskel & Jenkins (2009) in Dewi & Gama (2021) that a person's ability to manage finances becomes one of the important factors to achieve success in life, so knowledge of good and correct financial management becomes important for members of society, especially individuals [19]. Then the hypothesis in this study is that financial literacy, family environment, and pocket money have a positive effect on student financial management. Graphically it can be described as follows (Fig. 1).

Fig. 1. Hypothesis

2.1 Research Type and Design

Researchers use a quantitative approach to test the hypotheses established according to the problems in this study. Researchers conducted quantitative research to measure the influence of financial literacy variables, family environment, and pocket money on the financial management of students of Muhammadiyah University of Surakarta. In this study, the survey design was applied with a comparative causal type of research. A survey or questionnaire survey was conducted using a google form used to collect data for this study.

2.2 Population and Sample

The population of this study is students of the University of Muhammadiyah Surakarta accounting education study program class of 2018 and 2019. Meanwhile, sampling was carried out to students who had taken or were taking financial management courses with a total of 191 students determined through the Krejcie & Morgan table using non-probability sampling techniques.

2.3 Test Analysis Prerequisites

2.3.1 Normality Test

Asymp values can be calculated using the normality test results. Based on the results of data processing, it can be known that the value of Asymp. Sig. (2-tailed) of $0.144 > 0.05$, then the residual value can be considered normally distributed. Since the residual value is normal, the data can be categorized in the normal distribution [20].

2.3.2 Linearity Test

Based on the results of data processing, it can be seen that the F value of calculating the Financial Literacy variable (X1) is 1.711 > the F value of the $_{\text{table}}$ is 1.66 and the F value of calculating the Allowance variable (X_3) of 2,065 > the F value of the table is 1.84 so it is said to have a linear relationship, while the value of the Family Environment variable (X_1) is 1.868 < F of the table is 1.88 So it can be concluded that it has a non-linear relationship.

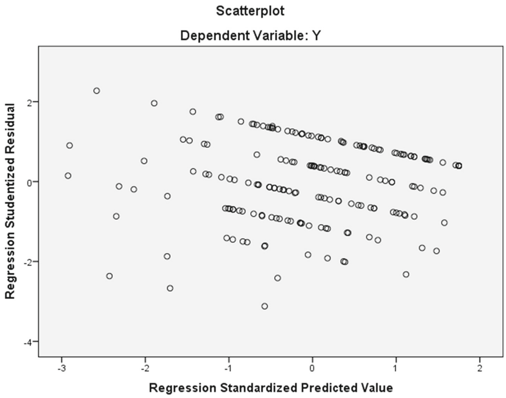

Fig. 2. Heteroskedasticity Test

2.3.3 Heteroskedasticity Test

Based on the image, the plot or points in the image are not clustered at number 0, but spread over and below the image, this means that heteroskedasticity does not occur (Fig. 2).

2.3.4 Multicollinearity Test

Based on the results of data processing, it can be seen that the tolerance value of each variable, namely Financial Literacy (X_1) is 0.767, the Family Environment variable (X_2) is 0.797, and the variable Pocket Money (X_3) of 0.853 where the value of the variable is $>$ 0.1 and also the VIF value in each variable, namely the Financial Literacy variable (X_1) of 1.303, the Environment variable The family (X_2) is 1.255, and the Allowance variable (X_3) is 1.172 where it is worth $<$ 10 so it can be concluded that each variable does not occur multicollinearity [20].

3 Result and Discussion

3.1 Result

The results of the study are presented in various stages of analysis, including partial correlation analysis, multiple correlation analysis, determiners coefficient, regression equation, regression line test, and effective and relative contribution as follows.

3.1.1 Partial Correlation

Based on the table, the first output table in the "none-a" section shows the value of the correlation or relationship between the variables X_1, $X_{\ 2}$, and X_3 before the control variable (Y) is included in the analysis. From the table, it can be said that the value of the correlation coefficient $R_{\ YX1}$ is 0.423 (positive) to X 2 and 0.347 (positive) to X 3 and the significance value is 0.000 $<$ 0.05, it can be concluded that there is a positive

Table 1. Partial Correlation Data

Correlations						
Control Variables			X_1	X_2	X_3	Y
-none–a	X_1	Correlation	1.000	0.423	.347	0.368
		Significance (2-tailed)	.	0.000	0.000	0.000
		Df	0	189	189	189
	X_2	Correlation	0.423	1.000	0.294	0.272
		Significance (2-tailed)	0.000	.	0.000	0.000
		Df	189	0	189	189
	X_3	Correlation	0.347	0.294	1.000	0.190
		Significance (2-tailed)	0.000	0.000	.	0.008
		Df	189	189	0	189
	Y	Correlation	0.368	0.272	0.190	1.000
		Significance (2-tailed)	0.000	0.000	0.008	.
		Df	189	189	189	0
Y	X_1	Correlation	1.000	0.361	0.303	
		Significance (2-tailed)	.	0.000	0.000	
		Df	0	188	188	
	X_2	Correlation	0.361	1.000	0.257	
		Significance (2-tailed)	0.000	.	0.000	
		Df	188	0	188	
	X_3	Correlation	0.303	0.257	1.000	
		Significance (2-tailed)	0.000	0.000	.	
		Df	188	188	0	

a. Cells contain zero-order (Pearson) correlations.

and significant relationship between X_1, X_2, and X_3 in the absence of a control variable (Y) (Table 1).

Furthermore, based on the table, the first output table in the "none-a" section shows the correlation value or relationship between the variables X_1, X_2, and X_3 before the control variable (Y) is included in the analysis. From the table, it can be said that the value of the correlation coefficient R_{YX} 2 is 0.423 (positive) to X_1 and 0.294 (positive) to X_2 and the significance value of $0.000 < 0.05$, it can be concluded that there is a positive and significant relationship between X_1, X_2, and X_3 in the absence of a control variable (Y).

Then based on the table, it can be seen that in the first output table in the "none-a" section, it shows the value of the correlation or relationship between the variables X_1, X_2, and X_3 before the control variable (Y) is included in the analysis. From the table,

Table 2. Multiple Correlation Test Results

Calculated R Value	R Square	Sig. F Change
0,392	0,154	0,000

it can be said that the value of the correlation coefficient RYX 3 is 0.347 (positive) to X 1 and 0.294 (positive) to X_2 and the significance value is 0.000 < 0.05, it can be concluded that there is a positive and significant relationship between X_1, X_2, and X_3 in the absence of a control variable (Y).

In addition, in the second output result, where the bound variable (Y) i.e. financial management is added as a control variable in the analysis will show the relationship between the variables. From the table above, it can be seen that the value of the correlation coefficient on X_1 is 0.361 (against X_2) and 0.303 (against X_3) with a significance value of 0.000 < 0.05 which means that H_0 is rejected and H a is accepted so that the relationship between X_1.X_2 and X_3 with Y (Financial Management) as a control variable is significant (real).

Then from the table above, it can be seen that the value of the correlation coefficient on X_2 is 0.361 (against X_1) and 0.257 (against X_3) with a significance value of 0.000 < 0.05 which means that H_0 is rejected and H a is accepted so that the relationship between X_1.X_2 and X_3 with Y (Financial Management) as a control variable is significant (real).

Furthermore, from the table above, it can be seen that the value of the correlation coefficient at X is 0.303 (against X_1) and 0.257 (against X_1) with a significance value of 0.000 < 0.05 which means that H_0 is rejected and H a is accepted so that the relationship between X_1.X_2 and X_3 with Y (Financial Management) as a control variable is significant (real).

3.1.2 Multiple Correlations

Multiple correlation is used to see if there is a relationship between independent variables and dependent variables treated using SPSS V.20 whose results are presented in the table as follows:

Based on the table, it can be seen that the sig.f change value of 0.000 < 0.05 means that financial literacy (X_1), family environment (X_2), and pocket money (X_3) have a significant relationship to student financial management (Y) simultaneously. Then the value of the correlation coefficient obtained by 0.392 means that the level of relationship between financial literacy (X_1), family environment (X_2), and pocket money (X_3) to student financial management (Y) simultaneously has a relationship in the low category (Table 2).

3.1.3 Coefficient of Determinants

The results of testing the coefficient of determination in the table showed that the variables of financial literacy, family environment, and pocket money affected student financial management by 15.4%, then for the rest that is, 84.6% was influenced by other variables that were not studied in this study (Table 3).

Table 3. Coefficient of Determination Results

Variable	R Square
Financial literacy, family environment, and pocket money	**0,154**

Table 4. Multiple Regression Analysis Results

Type	Unstandardized Coefficients
	B
Constanta	5,574
Financial Literacy (X_1)	0,109
Family Environment (X_2)	0,077
Pocket Money (X_3)	0,021

3.1.4 Multiple Regression Analysis

Based on the table, the following equation can be made:

$$\mathbf{Y} = \mathbf{a} + \mathbf{b1X_1} + \mathrm{b2X}_{\mathbf{2}} + \mathbf{b}3\mathbf{X_3}$$

$$\mathrm{Y} = 5.574 + 0.109\ \mathrm{X}_{\mathbf{1}} + 0.077\ \mathrm{X}_{\mathbf{2}} + 0.021\mathbf{X_3}$$

Based on the multiple regression analysis equations in this study, the constant value for free variables consists of financial literacy, family environment, and pocket money that will affect the variables bound is the management of student finances through the regression equation. In the multiple regression equation, the constant value is 5.574. This means that if financial literacy, family environment, and pocket money are absent, the student's financial management level is 5,574. Regression equation with a coefficient of the financial literacy variable of 0.109, the family environment variable of 0.077, and the allowance variable of 0.021. If the value of each variable is increased by one unit, the literacy rate increases by 10.9%, the family environment becomes 7.7%, and the allowance becomes 2.1%, so that the level of financial literacy, the family environment, and pocket money affects student financial management, because the coefficient of financial literacy is positive which means that there is a positive influence of each variable on student financial management (Table 4).

3.1.5 Test F

Based on the table, it can be seen that the calculated F value is 11.324 > F the table is 2.65, while for the sig value of 0.000 < the alpha value is 0.05 which means H_0 is rejected and H_a is accepted. It can be concluded that the variables of Financial Literacy, Family Environment, and Pocket Money simultaneously have a positive influence on student financial management (Table 5).

Table 5. F Test Results

Variable	Calculated F Value	Sig
Financial Literacy, Family Environment, and Pocket Money	11,324	0,000

Table 6. T Test Results

Variable	Calculated t Value
Financial Literacy (X_1)	3,839
Family Environment (X_2)	1,758
Pocket Money ($0X_3$)	0,672

3.1.6 T-test (Partial)

Table 10. t Test Results (Table 6).

Based on the table, it can be concluded that:

1) The calculated t value in the financial literacy variable was 3.839, while the t value of the $_{\text{nilia table}}$ was 1.652. This means that $t_{calculate} > t_{table}$, so it can be concluded that the financial literacy variable has a positive and significant effect on student financial management.
2) The gain of the calculated t value in the family environment variable was 1.758, while the score table t value was 1.652. This means that t calculates $> t_{table}$, so it can be concluded that the family environment variable has a positive and significant effect on student financial management.
3) The gain of the calculated t value on the allowance variable is 0.672, while the t value of the nil ai table is 1.652. This means that t calculates $<$ t table, so it can be concluded that the variable allowance does not have a positive and significant effect on student financial management.

3.1.7 Effective Donations

Effective donation aims to measure the amount of contribution of an independent variable to the dependent variable in regression analysis. The sum of the effective donations for all independent variables is equal to the sum of the values present at the determinant coefficient or R square (R^2) (Table 7).

Effective contribution of variable X1 (Financial Literacy) to Y (Financial Management).

Formula : SE(X)%=Betax $\times$ rxy $\times$ 100%

$SE(X)\% = 0.295 \times 0.368 \times 100\%$

$SE(X)\% = 10.856\%$

Effective contribution of variable X_2 (Family Environment) to Y (Financial Management).

Table 7. Correlation Analysis Results

Variable	Regression coefficient (Beta)	Correlation Coefficient	R Square
X1	0,295	0,368	0,154
X2	0,132	0,273	
X3	0,049	0,190	

Source: Data processed using SPSS V.20

Table 8. Relative Donation Results

Variable	**Relative Donations (SR)**	**R^2**
X1	10,856%	15,4%
X2	3,59%	
X3	0,931%	

Formula : SE(X)%=Betax × rxy × 100%
SE(X)% = 0.132 × 0.272 × 100%
SE(X)% = 3.59%
Effective contribution of variable X_3 (Pocket Money) to Y (Financial Management).
Formula : SE(X)% = Betax × rxy × 100%
SE(X)% = 0.049 × 0.190 × 100%
SE(X)% = 0.931%
Total effective donations are:
Total SE = SE X1%+SE X 2%+SE X3%
Total SE = 10.856%+3.59%+0.931%
Total SE = 15.377%

Based on the calculation of effective donations above, it can be concluded that the effective contribution of the financial literacy variable (X_1) to immersive purchases (Y) is 10.856%. Then the effective contribution of the family environment variable (X_2) to immersive purchases (Y) was 3.59%. Meanwhile, the effective contribution of variable allowance (X_3) to immersive purchases (Y) was 0.931%. Thus, it can be argued that the variable X_1 has a dominant influence on the variable Y rather than the variables X_1 and X_2. The total effective contribution was 15.377% or equal to the coefficient of determination (R^2) of the regression analysis of 15.4%.

3.1.8 Relative Donations

Relative donation aims to measure the magnitude of the contribution of an independent or free variable against the sum of the squares of regression (Table 8).

Contribution of relative financial literacy variables (X_1) to financial management (Y).

$SR_{(X)}\% = SE(X_1)\% / R^2$

$SR_{(X)}\% = 10.856\% / 15.4\%$
$SR_{(X)}\% = 71\%$
Relative contribution of family environment variables (X_2) to financial management (Y).
$SR(X)\% = SE(X\ 2)\% / R2$
$SR(X)\% = 3.59\% / 15.4\%$
$SR(X)\% = 23\%$
Contribution of relative variable allowance (X_3) to financial management (Y).
$SR(X)\% = SE(X\ 2)\% / R2$
$SR(X)\% = 0.931\% / 15.4\%$
$SR(X)\% = 6\%$
Relative total donations.
$\text{Total SR} = SR(X\ 1)\% + SR(X\ 2)\% + SR(X3)\%$
$\text{Total SR} = 71\% + 23\% + 6\%$
$\text{Total SR} = 100\%$

Based on the results of the calculations above, the relative contribution of financial literacy variables (X_1) to financial management (Y) is 71%. Meanwhile, the relative contribution of the family environment variable (X_2) to financial management (Y) was 23%. And the relative contribution of variable allowance (X_3) to financial management (Y) is 6%. For the total SR is 100% or equal to 1.

3.2 Discussion

In this study, it was found that financial literacy has a positive and significant effect on student financial management. This is evidenced by the value of the $_{\text{calculated}}$ t value in the financial literacy variable of 3.839, while the value of the$_{\text{nil ai table}}$ t is 1.652. This means that $t_{\text{calculate}} > t_{\text{table}}$, so it can be concluded that the financial literacy variable has a positive and significant effect on student financial management. This is also in line with the research conducted by Laily. N (2016) also provides the same results where student financial management is significantly influenced by financial literacy [5]. The same results were also found in a study conducted by Akben-Selcuk, (2015) where in the study the results were obtained that increasing knowledge about financial literacy would has a significant and good impact on the behavior of an individual himself in managing his personal finances [21]. Humanistic literacy text developed by researchers can effectively increase students' creativity in critical reading skills of the global communication and education era [22]. It can be concluded that good financial literacy will result in good financial management as well, and vice versa, The internet and technology advancement create boundless communication, which may lead to new problems [23]. The thing that can be featured in this research is that in general students already have knowledge about good financial literacy, this is supported by a background behind students who already have the provisions that have been obtained through the education that has been taken, so that at least students have been able to distinguish and determine priorities to be implemented and known.

Furthermore, in this study, it was found that the family environment has a positive influence on student financial management. This is evidenced by the acquisition of $a_{\text{calculated}}$ t value in the family environment variable of 1.758, while the table t value is 1.652. This means that $t_{\text{calculate}} > t_{\text{tabel}}$, so it can be concluded that the variables of the family environment have a positive and significant effect on student financial management. This is also supported by research conducted by Arifa & Setiyani (2020) which obtained results that the family environment has a positive influence on financial management [14]. This is also supported by research that has been carried out by Sari & Listiadi (2021) the better a person receives financial education through family, the higher a person's ability so that it has an impact on good financial management behavior [12]. In contrast to the research that has been carried out by Akben-Selcuk (2015) where the study states that education about financial management must be started by parents since the child is still young [21]. It will automatically grow the child into a person who is responsible for managing his own finances, so the family environment plays an important role in encourage children to behave positively in managing their finances. So, it can be concluded that the financial education of students received from the family affects behavior in managing finances through their financial capabilities.

Later in the study, it was also found that pocket money did not have a positive effect on student financial management. This is evidenced by the acquisition of the$_{\text{calculated}}$ t value on the allowance variable of 0.672, while the table t value is 1.652. This means that $t_{\text{calculate}} < t_{\text{table}}$, so it can be concluded that the variable allowance does not have a positive and significant effect on student financial management. In contrast to the research conducted by Fajriyah & Listiadi states that there is an influence of pocket money on student financial management, where good financial management behavior accompanied by high pocket money owned by students [16]. Then Arifa & Setiyani stated that financial management behavior is considered to have a negative influence derived from pocket money, where it also applies that poor financial management can be influenced by high income or pocket money [24]. While research by Lianto is not affect by uang pocket [15]. It can be concluded that the high low or large amount of pocket money and the small amount of pocket money have not been able to determine whether the student will be wise in managing his finances or not.

4 Conclusion

Based on the results and discussions that have been described, it can be concluded that financial literacy, family environment, and pocket money simultaneously have a positive and significant influence, on student financial management. In addition to the need for knowledge about good financial literacy, the family environment is also needed as a tool to guide and direct a student to be able to manage and use your pocket money even wiser. There are several suggestions that can begiven, namely that students should be able to distinguish priorities in managing their finances, so that in the future they avoid financial problems that are often experienced by some people. For subsequent researchers, they should consider well the variables to be selected in the study. When using the same variables, use different indicators from this study, as well as multiply the appropriate references to reproduce and enrich the research source.

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