

The Influence of Financial Attitude, Peer Influence, and Financial Technology on Financial Behavior of QRIS Users Among Students at FEBI UIN North Sumatera

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ABSTRACT

This study investigates how Financial Attitude, Peer Influence, and Financial Technology impact the financial behavior of students utilizing QRIS within the Faculty of Islamic Economics and Business at UIN North Sumatera. A quantitative approach with a causal research design framework was utilized, incorporating 98 participants chosen using the Slovin formula. Multiple linear regression was applied for data analysis. Data was gathered through questionnaires structured on a Likert scale ranging from 1 to 5. The data processing was performed using SPSS version 27. The results demonstrate that each of the factors Financial Attitude, Peer Influence, and Financial Technology positively and significantly affects Financial Behavior. Furthermore, the combined effect of these three variables on Financial Behavior is significant. This finding shows that although QRIS facilitates transactions, students financial behavior is still influenced by their financial attitudes and social environment. Therefore, it is necessary to enhance financial awareness and foster positive financial attitudes, as well as encourage the responsible use of financial technology to prevent consumptive behavior in a cashless era.

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1. Introduction

The progress in digital technology has profoundly altered multiple elements related to human existence, especially in the financial industry. In Indonesia, the shift toward a digital financial system can be seen through the change in transaction patterns, where people increasingly move from cash based payments to non cash transactions. This transition reflects a transformation in financial behavior, showing that society is becoming more responsive and adaptable to financial innovation. One financial technology that has contributed to this shift in transaction practices is the QRIS. QRIS is a payment system that utilizes a quick response code and was introduced by Bank Indonesia in collaboration with the Indonesian Payment System Association (ASPI) as a national standard. The system is designed to support digital transactions across various platforms and payment service providers, making the payment process more integrated and efficient (Indonesia, 2025).

According to the Visa Consumer Payment Attitudes Study 2023, cash usage in Indonesia has declined from 84% to 80%, while the adoption of digital payment methods, including digital wallets, QR codes, and cards, has grown substantially (Visa, 2024). Supporting this trend, data from Bank Indonesia shows that the QRIS system handled 6.05 billion transactions amounting to over IDR 579 trillion in the first half of 2025. Moreover, the total number of QRIS users reached 47.8 million between mid-March and June 2025 (QRIS, 2025). These figures highlight that digital payment behavior has become a core aspect of financial activities within society.

Indonesia, as one of the countries with the highest level of digital adoption in Southeast Asia, is experiencing significant acceleration towards a cashless society. The phenomenon of transaction digitalization is also evident among students, who are the most adaptive group to technology. Most students today tend to choose QRIS as their primary payment method in daily activities. This indicates that the ease of access offered by digital payment systems has shaped a new lifestyle, where students are increasingly accustomed to

making quick and spontaneous purchases to meet their daily needs (Auralia, 2025). Nevertheless, this shift in spending habits does not always coincide with effective financial management, which can lead to higher tendencies toward risky and consumptive behavior.

Based on TPB, a person's behavior is affected by his or her opinions, societal influences, and their degree of self-regulation (Sunaryanto, 2024). In a similar vein, the TAM suggests that technology adoption is determined by users' views regarding its user-friendliness and perceived benefits (Sunaryanto, 2024). In theory, these factors should promote more rational and effective behavior. However, observations in the field reveal a different pattern. The convenience of QRIS transactions has led some students to overspend, make impulsive purchases, and exhibit consumerist tendencies. This suggests that technological advancements do not automatically translate into improved financial behavior, as TPB and TAM would predict. The gap between theoretical expectations and practical outcomes highlights the necessity for additional research, particularly focusing on how attitudes towards finances, peer pressure, and financial technology intertwine to influence the financial practices of students utilizing QRIS.

Financial attitude has a significant role in shaping students' financial behavior. Students who possess a favorable financial attitude are more likely to manage their money more systematically and are less likely to be influenced by consumptive behavior (Wahyuni et al., 2023). In addition, a sound financial attitude encourages individuals to act more carefully when making financial choices, particularly when using digital payment services (Wasita et al., 2022). A rational financial attitude also helps students control their spending and align their needs with their wants (Napitupulu et al., 2021). In the context of QRIS usage, while transaction convenience can enhance efficiency, without being supported by a strong financial attitude, it may instead lead to unhealthy financial behavior (Angelista et al., 2024).

A brief interview with several students from the FEBI at UIN Sumatera Utara showed that QRIS has become the most frequently used payment method in their daily activities, whether for buying food, transportation, or academic needs. From the perspective of financial

attitude, a positive financial attitude tends to contribute to the development of more positive financial behavior (Qur'ani & Zulkifli, 2025). Most FEBI students at UIN North Sumatera acknowledge that QRIS makes it easier for them to control their spending when used in a planned manner, but there are also many who admit to being more wasteful because transactions can be made with just one scan without carefully considering their needs. This condition indicates that technological convenience is not always accompanied by good financial management, so students' financial behavior continues to be influenced by their financial attitudes.

Peer influence likewise has a significant role in shaping students' financial behavior. The social environment can affect financial habits, including the adoption of digital payment applications and the utilization of their available features (Mufida & Sholikhah, 2022). In certain situations, such influence can encourage positive financial behavior when individuals are part of an environment that supports financial literacy and discipline (Dyansyah & Pandin, 2024). However, social pressure within peer groups may also trigger consumptive behavior, especially when students tend to follow trends or specific lifestyles in using QRIS (Rajagukguk & Sari, 2022).

This phenomenon is also observed among students of FEBI UIN North Sumatera, where some students admit that they often follow their peers' habits in utilizing QRIS promotions or cashback offers. This condition indicates that purchase decisions are not entirely driven by needs but are also influenced from the social environment. It reinforces the notion that students' financial behavior is influenced not solely by individual factors but is also affected by peer influence.

Furthermore, the proper utilization of fintech services can help improve the effectiveness of managing finances, including monitoring expenses and managing financial plans (Ariska et al., 2023; Salwa et al., 2022). However, in practice, fintech is also often used for consumptive purposes, such as online shopping and entertainment, which may increase spending if not properly controlled (Nofranita et al., 2024).

In the context of QRIS usage, students of FEBI UIN North Sumatera perceive QRIS as highly practical and secure, as it facilitates transactions without the need to carry cash. However, this convenience may increase the frequency of impulsive transactions, particularly when they encounter promotions or spend time with peers. This condition indicates that the utilization of financial technology plays a role in influencing students' financial practices, both toward greater efficiency and a potential increase in consumptive behavior.

Based on the above explanation, the objective of this research is to analyze how the interaction between financial attitude, peer influence, and financial technology affects the financial behavior of QRIS-using students at FEBI UIN North Sumatera. Previous studies have investigated factors influencing students' financial behavior; however, most have been conducted partially. Some research primarily emphasizes financial attitude as the main determinant of financial behavior (Wahyuni et al., 2023; Wasita et al., 2022), while others highlight the influence in shaping students' consumption patterns (Mufida & Sholikhah, 2022; Rajagukguk & Sari, 2022). Meanwhile, several studies specifically examine the influence of fintech in influencing financial behavior without integrating it with psychological as well as social aspects (Ariska et al., 2023; Nofranita et al., 2024). This indicates that there are still limitations in previous research, particularly in not examining the simultaneous relationship between psychological, social, and technological factors within an integrated research model.

In addition, most previous studies have not specifically used QRIS as the primary context in analyzing students' financial behavior. In fact, QRIS, as a rapidly growing digital payment system in Indonesia, has characteristics such as convenience and transaction speed that have the potential to significantly influence students' consumption patterns. The integration of QRIS into students' daily financial transactions reflects a broader shift toward a cashless society, where digital payments become the dominant mode of exchange. This transformation not only changes transaction behavior but also reshapes financial decision-

making processes, particularly among younger generations. Therefore, the use of QRIS as the research context is important to provide insights that are more relevant to current conditions in the digital era.

Based on this, the novelty of this research is reflected in the integration of three main factors, namely financial attitude as a psychological factor, peer influence as a social factor, and fintech as a technological factor in explaining students' financial behavior. Furthermore, this study adopts a specific context, focusing on QRIS users within students from the Faculty of Economics and Islamic Business at UIN North Sumatra, thereby offering a new perspective in the study of digital financial behavior within an Islamic-based educational institution. Nevertheless, the use of a sample limited to a single institution constitutes a limitation in terms of generalizing the findings; therefore, future studies are expected to broaden the scope of research objects.

Financial Behavior

Financial behavior can be defined as the actual activities taken by individuals when managing their financial resources, such as budgeting, saving, investing, and controlling expenses. Financial behavior is not only related to technical abilities in managing finances but also reflects habits, mindsets, and decisions made in daily financial activities. According to Wahyuni et al. (2023) as well as Jannatun et al. (2023), sound financial behavior is reflected in a person's capacity to align expenditures with income and to avoid impulsive spending decisions. Within the student context, financial behavior serves as an important indicator of how well they are able to manage their allowances and utilize digital financial services, such as QRIS, wisely for academic and daily needs.

Conceptually, financial behavior is influenced by various determinants, including internal and external aspects. According to the Theory of Planned Behavior proposed by Ajzen, financial behavior is developed through three key elements: attitude toward behavior, subjective norms, and perceived behavioral control (Sunaryanto, 2024). Attitude reflects

students' views on the importance of managing finances, subjective norm represents social influences such as peers and family, while perceived behavioral control indicates students' ability to regulate themselves and avoid consumptive behavior. These three components shape intentions that drive students to act financially in accordance with their awareness and values.

In the context of digital technological developments, particularly financial technology such as QRIS, students' financial behavior has undergone significant changes. The convenience and speed of transactions offered by QRIS can have a positive impact by increasing efficiency in financial management, but they may also lead to more consumptive tendencies when not supported by proper self-regulation. Studies show that the ease of financial technology may affect students' financial behavior, both toward more productive and more consumptive directions (Holiseh et al., 2025). Students who possess strong self-control are more likely to use QRIS for more productive purposes, such as academic needs or small business activities (Angelista et al., 2024). In contrast, students with lower self-control are more likely to use QRIS for consumptive purposes. This indicates that students' financial behavior is determined not solely by technological convenience but also by psychological as well as social factors, as explained in the Theory of Planned Behavior.

Prasetyo & Mustaqim (2024) state that financial behavior can be measured using four indicators, which include: 1) Budgeting, this pertains to a person's capacity to manage and strategize their spending activities. It reflects how well an individual plans the allocation of financial resources to fulfill both short-term necessities and long-term financial objectives. 2) Money Savings and Shopping Patterns, which relate to patterns of saving and shopping. Money savings describe the habit of saving a portion of income, while shopping patterns reflect consumption patterns that tend to be regular or impulsive. 3) Savings and Investment and Insurance, which assesses the ability to allocate part of one's income for future needs, such as regular saving, the courage to try simple investment instruments, and awareness of risk protection. 4) Payment of Obligations, which measures students' ability to meet their

financial obligations on time, such as paying bills, installments, or academic obligations without delay.

Financial Attitude

This pertains to an individual's view of money and their approach to managing it in daily life. This encompasses mindsets, beliefs, and values that guide financial decisions, including saving, investing, and controlling spending (Hirdinis & Lestari, 2021). In line with the TPB by Ajzen, an individual's attitude plays a significant role in shaping their intention to act (Sunaryanto, 2024). Learners who have a favorable outlook on finances tend to be more inclined to organize and strive to handle their financial matters wisely.

According to Jamal et al. (2023), financial attitude is an essential psychological factor that shapes a person's approach to managing money. Individuals with a sound financial attitude usually values money, thinks long-term, and is able to resist consumptive desires. Similar findings were reported by Wasita et al. (2022) and Ramadhani et al. (2023), which stated that a good financial attitude makes a person more careful in making financial decisions, including when using digital payment applications. In the context of students who use QRIS, financial attitudes exert a significant impact on how such technology is utilized. The ease of digital transactions does make shopping faster and more practical, but without good financial attitudes, this can lead to poor financial behavior (Angelista et al., 2024). Students who possess positive financial attitudes will use QRIS wisely, for example, for important needs or productive purposes, rather than for impulsive desires.

According to Diskhamarzaweny et al. (2022), financial attitude indicators consist of four indicators, namely: 1) Personal financial orientation, this indicator reflects how a person views, prioritizes, and plans their money management. 2) Debt philosophy, this indicator measures an individual's views on loans or debt. 3) Financial security, this explains how much a person perceives their secure, stable, and comfortable with their financial situation. This aspect usually influences savings preferences, risk avoidance, and how to manage

expenses. 4) Assessment of personal financial conditions, this indicator measures how a person evaluates their own financial situation. This evaluation influences their behavior, such as whether they feel the need to increase savings, reduce expenses, or change shopping habits.

Peer Influence

Peers are individuals with similar levels of maturity and age (Aida & Rochmawati, 2022). Peer influence is social pressure or encouragement that originates from one's circle of friends and can affect a way of thinking, attitude, and behavior, including in terms of financial management. Ajzen's Theory of Planned Behavior, peer influence is closely related to the subjective norm component, which is a person's belief in social views or pressure from the surrounding environment that encourages them to act in a specific manner (Sunaryanto, 2024).

According to Dyansyah & Pandin (2024), peer influence can shape a person's consumption patterns and financial behavior, both positively and negatively. If a person associates with friends who have good financial habits, they tend to imitate that behavior. However, if their environment is consumptive, individuals also risk following a wasteful lifestyle without considering their personal financial conditions, especially among users of financial technology such as QRIS. Mufida & Sholikhah (2022), found that students often follow the financial habits of their peers, such as shopping, saving, or using digital payment applications. In the context of students who use QRIS, research by Angelista et al. (2024) explains that many students use QRIS not only because of its convenience, but also because of social trends in their environment. Students who see their friends frequently making transactions using QRIS will feel compelled to do the same so as not to be left behind. However, a positive influence can also occur if peers encourage the use of QRIS for productive purposes such as small businesses or efficient transactions.

According to Isnawati & Kurniawan (2021), peer influence indicators consist of five indicators, namely: 1) Interaction between individuals, i.e., the more often students interact

with their friends, the greater the chance of information exchange, social pressure, and behavioral adjustment. 2) Similarities among group members, namely similarities in interests such as shopping hobbies, lifestyle, and money management, make a person more easily influenced. 3) Imitating the behavior of group members, namely seeing how their friends manage money, shop, use e-wallets, or invest. 4) Providing new knowledge, such as being an alternative source of information on shopping promotions, ways to save money, investment platforms, or financial applications. 5) Habits, such as hanging out, online shopping, or following trends, greatly influence how students manage their finances.

Financial Technology

Financial technology, can be defined as innovation in the financial sector that utilizes digital technology to facilitate, accelerate, and enhance the efficiency of financial transactions (Salsabila et al., 2023). This technology covers various services, such as digital payments, online lending, investment platforms, and app-based personal financial management. According to the Technology Acceptance Model (TAM) introduced by Davis, it is explained that a person's acceptance of technology is influenced by two main constructs: perceived usefulness and perceived ease of use (Sunaryanto, 2024). Perceived usefulness indicates the degree to which an individual believes that using a technology can improve performance or effectiveness in certain activities, whereas perceived ease of use represents the "degree to which "the system can be operated with minimal effort".

In the context of this study, these two constructs are reflected in students' the utilization of fintech in the form of QRIS. Perceived usefulness can be observed through the benefits experienced by students, such as ease of transactions, time efficiency, and the ability to manage payments more practically. Meanwhile, perceived ease of use is reflected in accessibility, speed of use, and the simplicity of understanding the QRIS payment system without requiring complex technical skills. Therefore, these two TAM constructs serve as the foundation for measuring how financial technology influences students' financial behavior.

Students tend to use QRIS when they consider the technology as useful and easy to use in their daily activities. This indicates that perceptions of usefulness and ease of use are key determinants in encouraging the utilization of fintech among students.

According to Prasetyo & Mustaqim, (2024) and Nurhaliza et al. (2024), financial technology emerges in response to the demands of contemporary society for fast and practical transactions, particularly among younger generations. The effective utilization of financial technology can improve efficiency in financial management, such as enabling automatic savings, expense tracking, and budgeting (Barus et al., 2024). However, in practice, some students still use financial technology for consumptive purposes, such as online shopping and entertainment, rather than for productive activities (Andiani & Maria, 2023). Thus, QRIS, as one of the most popular types of fintech in Indonesia, has a significant role in encouraging cashless transaction habits among students. However, the convenience it offers also requires financial awareness to ensure that its use does not lead to excessive consumptive behavior.

According to Prasetyo & Mustaqim (2024), financial technology indicators consist of six indicators, namely: 1) Usefulness, which is the advantage or benefit obtained by customers using the available information technology applications. 2) Ease of use, which refers to the convenience perceived by users when utilizing the available information technology applications. 3) Website design, which is the design of the website of companies that have financial technology products and can be accessed by consumers. 4) System availability, which is the availability of service systems for all consumers. 5) Privacy, which is when fintech products provide a private space that can only be accessed by users. 6) Safety, which refers to the security provided to customers for using the information technology applications offered, including security from cyber crime, viruses, system errors, and so on.

Integration of Theory of Planned Behavior and Technology Acceptance Model

In this study, the Theory of Planned Behavior (TPB) and the Technology Acceptance Model (TAM) are integrated to explain students' financial behavior related to the use of

financial technology. TPB states that individual behavior is shaped by psychological and social factors, such as financial attitude and peer influence, which shape intentions and decisions in managing finances. Meanwhile, TAM complements this framework by explaining how perceptions of technology particularly in terms of perceived usefulness and perceived ease of use influence the acceptance and use of financial technology such as QRIS.

The combination of these two theories offers a more holistic understanding that students' financial behavior "is determined not only by internal and social factors, but also by how they perceive and utilize financial technology in their daily activities. Therefore, the combination of TPB and TAM serves as a strong conceptual foundation in explaining the association between Financial Attitude, Peer Influence, and Financial Technology toward the Financial Behavior of QRIS-using students.

Interrelationship Among Variables

In addition to their direct influence on financial behavior, the associations among the independent variables examined in this research also demonstrate interconnected effects. Students' financial attitudes can influence how they utilize financial technology in their daily lives. Individuals with positive financial attitudes are inclined to use financial technology more wisely and in a controlled manner, whereas those with less favorable financial attitudes have a greater tendency to use it excessively and for consumptive needs (Wahyuni et al., 2023).

Conversely, peer influence also contributes to shaping perceptions and the utilization of financial technology. The social environment can encourage students to adopt technologies such as QRIS through usage habits, trends, and the utilization of available promotions. In certain situations, this influence can strengthen the positive use of financial technology; however, it may also increase consumptive behavior if the peer environment tends to promote an uncontrolled lifestyle (Mufida & Sholikhah, 2022; Rajagukguk & Sari, 2022).

Thus, the interrelationship between psychological, social, and technological factors indicates that students' financial behavior is the result of a complex interaction among these variables. This reinforces the importance of a research approach that not only examines partial effects but also considers the relationships among variables within an integrated framework.

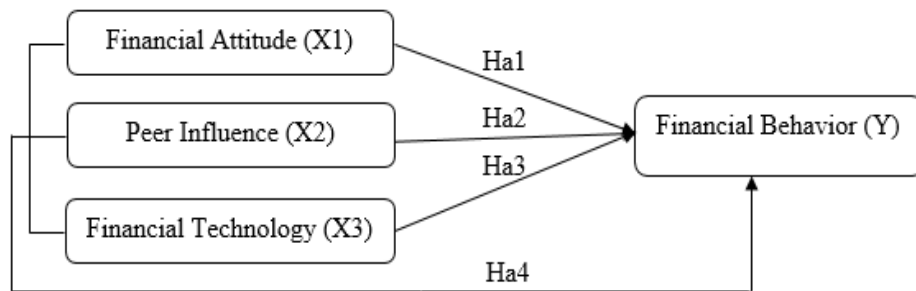


Figure 1. Conceptual Framework

2. Methods

This research utilizes a quantitative method that encompasses a causal research design structure. The aim is to recognize and examine the relationships and effects of the independent variables, which are Financial Attitude, Peer Influence, and Financial Technology, on the dependent variable categorized as Financial Behavior. The sample for this research comprises currently enrolled students of FEBI at UIN North Sumatra in 2025. The population figure was established using official data from Sumatera Utara (2025), indicating a total of 4,553 students. The required sample size was determined by applying the Slovin formula, incorporating an acceptable error margin of 10%.

The choice of a 10% error margin was made after careful consideration that this study falls within the category of social research with limitations in time, access to respondents, and a relatively limited population size. In addition, the use of a 10% margin of error is still considered capable of providing a representative overview of the population in exploratory

research. Even though a 5% error margin is typically applied for increased accuracy used to achieve a higher level of precision, in the context of this study, a 10% margin of error is deemed sufficient to identify patterns of relationships among the variables examined. The sample size determined through the Slovin formula was 97.87, which was rounded up to 98 participants. The sample size calculation following the Slovin formula is detailed below:

$$n = \frac{N}{1+Ne^2} \dots\dots\dots(1)$$

Explanation:

n = Sample Size

N = Population size

e = Margin of Error (10%)

$$n = \frac{4553}{1+4553(0,1)^2} = \frac{4553}{1+4553(0,01)} \dots\dots\dots(2)$$

$$n = \frac{4553}{1+45,53} = \frac{4553}{46,53} \dots\dots\dots(3)$$

$$n = 97,87 = 98 \dots\dots\dots(4)$$

Thus, this study requires 98 respondents, consisting of active students of FEBI UIN North Sumatera in 2025. The method of sampling employed is non-probability sampling, utilizing a purposive sampling approach. This approach was selected because the researcher requires respondents who meet specific criteria, namely active FEBI UIN North Sumatera students who use QRIS. Participants in this research consist of current students enrolled in the FEBI at UIN North Sumatera in the year 2025, who regularly use QRIS for payment transactions in their everyday lives, have used QRIS for at least the past six months, own and operate a smartphone with a camera capable of scanning QR codes, and actively use a digital



wallet (e-wallet) or mobile banking application that facilitates QRIS payments, such as GoPay, OVO, Dana, LinkAja, ShopeePay, or mobile banking services. Meanwhile, the exclusion criteria include students who are not actively enrolled (e.g., those who have graduated or are on academic leave), students who have never used QRIS, students who have digital payment applications but rarely or almost never use QRIS within the past six months, students who do not own a smartphone that supports digital payment applications, and active students who are not from the Faculty of Economics and Islamic Business at UIN North Sumatra in 2025.

The data utilized in this research is primary in nature, gathered through the delivery of questionnaires in both offline and online formats utilizing Google Forms. Offline distribution was carried out within the campus environment by sharing the questionnaire link with students via WhatsApp, after which respondents completed the questionnaire independently with guidance from the researcher regarding the procedures for completion. This approach aimed to ensure that respondents clearly understood each statement in the questionnaire and to minimize potential errors in responses. Additionally, the questionnaire was also made available online through Google Forms, disseminated via student communication channels such as WhatsApp, allowing respondents to access and complete it flexibly according to their time and circumstances. Although conducted online, the completion process remained under the researcher's supervision through online communication to ensure respondents' understanding of the research instrument and to reduce potential response errors. The questionnaire was designed using a Likert scale that ranges from 1 to 5, from "strongly disagree" to "strongly agree".

The analytical approach employed in this research is multiple linear regression. This method was chosen due to the research aim of exploring the effects of several independent variables financial attitude, peer influence, and financial technology on the dependent variable, which is financial behavior, both partially and simultaneously. In addition, multiple linear regression was chosen because the research model is relatively simple, involving direct

relationships among variables without latent constructs or complex structural relationships. This method is considered appropriate for analyzing quantitative data with measurement scales that allow for linear analysis. In contrast to Structural Equation Modeling (SEM), multiple linear regression is deemed more appropriate for this research since it does not necessitate a large sample size and does not demand complex structural model testing. Given the limited sample size and the focus on examining direct effects among variables, multiple linear regression is considered more efficient and adequate to address the research objectives.

Data analysis in this research was carried out using SPSS version 27. Validity assessments were conducted based on the principle that the r-value obtained must exceed the value from the r-table. To assess reliability, Cronbach's Alpha was employed, with a requirement of exceeding the 0.60 threshold. The normality assessment utilized the Kolmogorov-Smirnov test, adhering to the standard that the Asymp. Sig. value must be more than 0.05. Multicollinearity was evaluated using the criteria where the Tolerance value should surpass 0.10 and the Variance Inflation Factor (VIF) should remain below 10. Testing for heteroscedasticity involved Spearman's rho, with the requirement that the significance level must be greater than 0.05. The hypothesis assessment included multiple linear regression analysis aimed at exploring the causal relationships between the dependent variable and several independent variables, t-tests (where a significance value under 0.05 implies a major impact of the independent variable on the dependent variable), and F-tests (where a significance value below 0.05 signifies that the regression model is significant and that the independent variables collectively influence the dependent variable). Furthermore, the coefficient of determination (R^2) was utilized to gauge the degree to which the independent variables account for the variability in the dependent variable.

3. Results

Descriptive Statistic Test

Descriptive statistics serve to summarize the information present in the data related to each variable evaluated in this research, these being Financial Attitude (X1), Peer Influence (X2), Financial Technology (X3), and Financial Behavior (Y). The results listed below were derived from the analysis of Descriptive Statistics produced by SPSS.

Table 1. Descriptive Statistic Test

	N	Descriptive Statistics		Mean	Std. Deviation
		Minimum	Maximum		
Financial Attitude	98	10.00	40.00	32.67	5.215
Peer Influence	98	10.00	50.00	41.43	6.879
Financial Technology	98	13.00	60.00	46.92	13.073
Financial Behavior	98	9.00	40.00	34.32	5.638
Valid N (listwise)	98				

Source: SPSS Data Processing Results (2026)

According to the findings from the descriptive statistical assessment related to the variables, the following outlines the data distribution characteristics. 1) The Financial Attitude variable included 98 participants, with a lowest figure of 10 and the highest figure of 40. The determined mean was 32.67 indicates that the respondents' financial attitudes were in the relatively good category. This indicates that most respondents have positive views and assessments of personal financial management. The standard deviation value of 5.215 shows a relatively moderate level of variation in responses, so that respondents' perceptions of financial attitudes tend to be fairly homogeneous. 2) For the Peer Influence variable, the minimum recorded value was 10 while the maximum reached 50, presenting an average of 41.43. This relatively elevated average suggests that peer influence significantly impacts how the participants behave financially and make decisions. The standard deviation of 6.879 shows that there is quite a lot of variation in the answers, which indicates that the level of peer influence differs among respondents. 3) For the Financial Technology variable, there was a recorded lowest figure of 13 and a highest figure of 60, resulting in a mean of 46.92. Such results highlight a fairly high level Concerning the acceptance and utilization of

financial technology amongst respondents. A standard deviation of 13.073 signifies considerable variability in their responses, indicating diverse experiences and degrees of engagement with financial technology, including digital payment solutions. 4) Regarding the the range for the Financial Behavior variable varied from a minimum score of 9 to a maximum score of 40, with a mean of 34.32. This average score suggests that participants exhibit "good" financial behavior, indicating they manage their finances fairly well. A standard deviation of 5.638 implies a moderate spread in the data, indicating a reasonable consistency in the financial behaviors of the respondents.

Validity Test

This research's validation evaluation consisted of contrasting the calculated r value of each assertion with the r table value at a significant level of 0.05. An assertion was considered valid if the calculated r value exceeded the r table value and the significance level was less than 0.05. Consequently, it can be inferred that the statement item effectively measures the variable addressed in the research.

Table 2. Instrument Validity Test

Statement	Financial Attitude	Peer Influence	Financial Technology	Financial Behavior	Result
X1.1	0.651				Valid
X1.2	0.740				Valid
X1.3	0.757				Valid
X1.4	0.733				Valid
X1.5	0.732				Valid
X1.6	0.708				Valid
X1.7	0.701				Valid
X1.8	0.669				Valid
X2.1		0.689			Valid
X2.2		0.771			Valid
X2.3		0.271			Valid
X2.4		0.680			Valid
X2.5		0.725			Valid

X2.6	0.789		Valid
X2.7	0.771		Valid
X2.8	0.738		Valid
X2.9	0.795		Valid
X2.10	0.803		Valid
X3.1		0.830	Valid
X3.2		0.902	Valid
X3.3		0.928	Valid
X3.4		0.897	Valid
X3.5		0.886	Valid
X3.6		0.884	Valid
X3.7		0.876	Valid
X3.8		0.892	Valid
X3.9		0.884	Valid
X3.10		0.912	Valid
X3.11		0.909	Valid
X3.12		0.885	Valid
Y.1		0.788	Valid
Y.2		0.779	Valid
Y.3		0.712	Valid
Y.4		0.804	Valid
Y.5		0.831	Valid
Y.6		0.906	Valid
Y.7		0.823	Valid
Y.8		0.847	Valid

Source: SPSS Data Processing Results (2026)

The outcome of the validity assessment is established by contrasting the computed r value in relation to the r table value. A statement is recognized as valid when the computed r value is greater than the r table value at a significance level of 5%. In the current research, there were 98 respondents, this led to a calculation of degrees of freedom represented as $df = n - 2 = 96$, resulting in an r table value of 0.198. According to the validity assessment results received, all statement items concerning the variables Financial Attitude (X1), Peer Influence (X2), Financial Technology (X3), and Financial Behavior exhibited computed r values exceeded the r table value. Thus, it can be inferred that all statement items hold validity

and suitable for subsequent data analysis. However, one item (X2.3) has a calculated r-value of 0.271, which is the lowest among all items. Although this value is relatively lower, item X2.3 was retained because it still meets the statistical validity criteria. In addition, the item is considered conceptually relevant in representing the measured construct, and its removal could reduce the completeness of the variable's measurement. The lower correlation value may also be attributed to greater variation in respondents' answers, reflecting actual empirical conditions in the field.

Reliability Test

The reliability evaluation was performed to evaluate the consistency and trustworthiness of the research tool in evaluating the variables investigated in this study. The evaluation applied the Cronbach's Alpha coefficient, with a variable being considered reliable if it meets a Cronbach's Alpha value greater than 0.60. This indicates that the instrument employed in the study has an acceptable degree of reliability.

Table 3. Reliability Test

Variable	Reliability Statistics		Status
	Cronbach's Alpha	N of Items	
Financial Attitude	.859	8	Reliabel
Peer Influence	.911	10	Reliabel
Financial Technology	.976	12	Reliabel
Financial Behavior	.925	8	Reliabel

Source: SPSS Data Processing Results (2026)

The findings indicate that the reliability coefficients, as represented by Cronbach's Alpha, for Financial Attitude stand at 0.859, Peer Influence is 0.911, Financial Technology is 0.976, and Financial Behavior is 0.925, which are surpassing the required minimum of 0.6. Thus, indicating that all components of the research tool are deemed reliable and appropriate for advancement to the subsequent testing phase.

Normality Test

Normality tests were performed to ascertain if the residuals in the regression model were distributed normally. The Kolmogorov Smirnov test was employed in this study given the relatively large observation size, which comprised 98 samples. The decision of the test was determined based on the significance value (Asymp. Sig.). According to Pramono, Tama and Waluyo (2021), data is regarded as normally distributed when the significance level is higher than 0.05; however, if the significance level is lower than 0.05, it suggests that the data does not follow a normal distribution.

Table 4. Normality Test (Kolmogorov-Smirnov)

		Unstandardized Residual
N		98
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	3.75523204
Most Extreme Differences	Absolute	.077
	Positive	.077
	Negative	-.067
Test Statistic		.077
Asymp. Sig. (2-tailed) ^c		.168

Source: SPSS Data Processing Results (2026)

Upon conducting the Kolmogorov Smirnov test on the unstandardized residuals, An Asymp. Sig. (2 tailed) value of 0.168 was achieved. Since this value is greater than 0.05, we can conclude that the residuals conform to a normal distribution.

Multicollinearity Test

The evaluation of multicollinearity was conducted to determine whether there is a notable correlation among the independent variables within the regression model. A valid regression model necessitates that the independent variables maintain low correlation levels

with each other to allow. A regression model is deemed free of multicollinearity when the tolerance measure exceeds 0.10 and the VIF stays below 10.

Tabel 5. Multicollienarity Test

Variable	Collinearity Statistics		Description
	Tolerance	VIF	
Financial Attitude	.217	4.619	Non- multicollinearity
Peer Influence	.276	3.629	Non- multicollinearity
Financial Technology	.546	1.833	Non- multicollinearity

Source: SPSS Data Processing Results (2026)

According to the outcomes from the multicollinearity assessment, the variables Financial Attitude, Peer Influence, and Financial Technology each present tolerance levels surpassing 0.10 and VIF scores under 10. These outcomes signify that the regression model remains unaffected by multicollinearity, allowing for the inclusion of these three independent variables analyzed together in the multiple linear regression.

This result suggests that each independent variable has a relatively independent relationship in explaining the variation in Financial Behavior, such that each variable provides a unique explanatory contribution without high correlation among them. This means there is no dominance or redundancy of information among the independent variables that could compromise the model’s accuracy in estimating the effects on the dependent variable.

Furthermore, the absence of multicollinearity also indicates that the regression model exhibits good stability and consistency in the estimation process. This is crucial because high multicollinearity can lead to uncertainty in determining regression coefficient values, such as unreasonable changes in coefficient values or increased standard errors. With these issues absent, the estimation results in this study become more reliable and credible.

Consequently, this finding reinforces that the selection of the variables Financial Attitude, Peer Influence, and Financial Technology in the research model was conceptually

appropriate, as each variable represents a distinct dimension namely, the psychological, social, and technological aspects in influencing students Financial Behavior. Therefore, this regression model has fulfilled one of the traditional assumptions and is considered appropriate for additional analysis and hypothesis evaluation.

Heteroscedasticity Test

The heteroscedasticity examination was performed to assess if the residuals within the regression model displayed unequal variance. In this study, the Spearman's rho method was utilized for the test, which assesses the association between the residuals and each independent variable. The interpretation hinged on the significance level (Sig.), where a value above 0.05 signifies no presence of heteroscedasticity within the model.

Table 6. Spearman's Rho Method Heteroscedasticity Test

		Correlations			Unstandardized Residual	
		Financial Attitude	Peer Influence	Financial Technology		
Spearman's rho	Financial Attitude	Correlation Coefficient	1.000	.826***	.776***	-.026
		Sig. (2-tailed)	.	<,001	<,001	.798
		N	98	98	98	98
	Peer Influence	Correlation Coefficient	.826***	1.000	.683***	.076
		Sig. (2-tailed)	<,001	.	<,001	.457
		N	98	98	98	98
	Financial Technology	Correlation Coefficient	.776***	.683***	1.000	.149
		Sig. (2-tailed)	<,001	<,001	.	.144
		N	98	98	98	98
	Unstandardized Residual	Correlation Coefficient	-.026	.076	.149	1.000
		Sig. (2-tailed)	.798	.457	.144	.
		N	98	98	98	98

Source: SPSS Data Processing Results (2026)

According to the outcomes of the heteroscedasticity examination utilizing Spearman’s rho, it was discovered that the correlations between the unstandardized residuals and each independent variable namely, Financial Attitude, Peer Influence, and Financial Technology had significance values of 0.798, 0.457, and 0.144, respectively, all of which were greater than 0.05. All reported significance values are above 0.05, indicating that there is no meaningful correlation between the residuals and the independent variables. The significance score of 0.798 for the Financial Attitude variable shows that there is no correlation between changes in residual values and this variable, so the error variance is not influenced by Financial Attitude. The same applies to the Peer Influence variable with a significance score of 0.457 for the Financial Technology variable with a score of 0.144, both suggesting that there is no identifiable relationship between the residuals and the independent variables. Thus, it can be concluded that the distribution of the residuals is random and is not influenced by changes in the values of each independent variable.

As evidenced by the scatterplot below, the residual data points seem to be randomly distributed above and below the zero line, showing no distinct pattern, such as a conical, flared, or wavy pattern. This indicates indicating that the variance of the residuals remains fairly stable across all predicted values. Thus, the regression model in this study does not exhibit heteroscedasticity, meaning that the classical assumptions are met. This condition indicates that the regression coefficient estimates are unbiased and efficient, and the model is appropriate for additional examination and testing hypotheses.

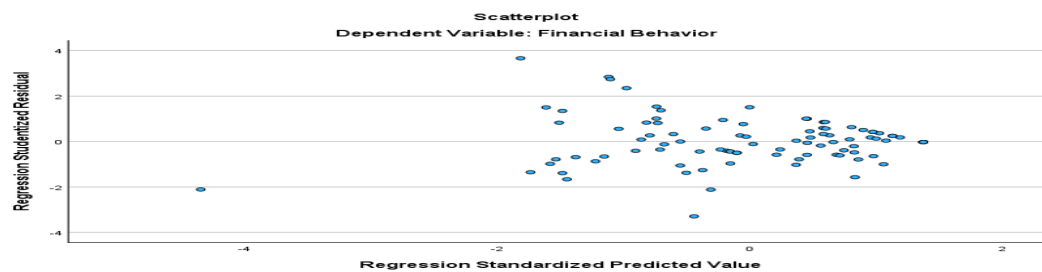


Figure 2. Scatterplot Uji Heteroskedastisitas

Multiple Linear Regression Analysis

In this research, multiple linear regression was employed to explore the causal relationships between the dependent variable and a range of independent variables. The assessment was conducted using SPSS software to evaluate how Financial Attitude, Peer Influence, and Financial Technology affect the Financial Behavior of students using QRIS at FEBI UIN Sumatera Utara. The findings of the analysis are presented in the table below.

Table 7. Multiple Linear Regression Analysis Test (Coefficients)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	9.049	2.528		3.580	<,001
Financial Attitude	.341	.160	.316	2.138	.035
Peer Influence	.218	.107	.267	2.037	.044
Financial Technology	.108	.040	.250	2.690	.008

Source: SPSS Data Processing Results (2026)

From the analysis, the multiple linear regression model can be formulated using the equation below:

$$FB = 9,049 + 0,341FA + 0,218PI + 0,108FT \dots \dots \dots (5)$$

The constant value of 9.049 indicates Financial Behavior has an initial value of 9.049 when Financial Attitude, Peer Influence, and Financial Technology are constant. 1) The Financial Attitude's coefficient is 0.341, which suggests that with an increase of one unit in Financial Attitude, Financial Behavior will increase by 0.341, provided that other factors are held constant. A significance level of 0.035 suggests that this result is both favorable and statistically notable. 2) The coefficient for Peer Influence is 0.218, indicating that a one-unit increase in Peer Influence results in a 0.218 rise in Financial Behavior, with other factors remaining unchanged. A significance level of 0.044 confirms that this relationship is

statistically important. 3) The coefficient of Financial Technology is 0.108, indicating A one-unit increase in Financial Technology will result in an increase of 0.108 in Financial Behavior, assuming that all other variables are constant. The significance level of 0.008 indicates that this effect is both positive and significant. Although statistically significant, the magnitude of this coefficient indicates that financial technology, particularly QRIS, functions more as an enabling tool that facilitates transactions rather than as a key element influencing students' financial behavior. This suggests that financial behavior is more significantly affected by psychological and social elements, including financial attitude and peer influence, while the availability of technology tends to reinforce existing behavioral patterns rather than directly transform them.

Hypothesis Testing

T-Test (Partial Test)

The t test is employed to evaluate the specific influence of each independent variable on the dependent variable. The outcome of this test is guided by the significance value (Sig.). An independent variable is deemed to have a notable effect on the dependent variable if the significance level is under 0.05. Conversely, if the significance level exceeds 0.05, the independent variable is regarded as not having a substantial influence on the dependent variable.

Table 8. T-Test (Coefficients)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	9.049	2.528		3.580	<.001
Financial Attitude	.341	.160	.316	2.138	.035
Peer Influence	.218	.107	.267	2.037	.044
Financial Technology	.108	.040	.250	2.690	.008

Source: SPSS Data Processing Results (2026)

From the findings of the partial hypothesis test or t-test reflected in the coefficient table mentioned above, it can be explained as follows: 1) Financial Attitude displayed a t statistic of 2.138 with a significance level of 0.035, which is below the 0.05 threshold. Additionally, the t statistic (2.138) surpasses the critical t value (1.986). These findings support H1, indicating that Financial Attitude has a positive and significant effect on Financial Behavior. 2) Peer Influence resulted in a t statistic of 2.037 with a significance level of 0.044, which is also lower than 0.05. In addition, the t statistic (2.037) exceeds the critical t value (1.986). This result verifies that H2 is accepted, signifying that Peer Influence demonstrates a positive and significant impact on Financial Behavior. 3) Financial Technology produced a t statistic of 2.690 with a significance level of 0.008, which is below 0.05. Furthermore, the t statistic (2.690) exceeds the critical t value (1.986). As a result, H3 is affirmed, showing that Financial Technology has a positive and significant impact on Financial Behavior.

F-Test (Simultaneous Test)

The F test is conducted to evaluate the combined influence of the independent variables on the dependent variable. Within this framework, the test investigates whether Financial Attitude, Peer Influence, and Financial Technology collectively impact Financial Behavior. The decision in the F test is determined by the significance level (Sig.). A significance value lower than 0.05 indicates that the regression model is significant, confirming that the independent variables collectively affect the dependent variable.

Table 9. F-Test (ANOVA)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1715.322	3	571.774	39.292	<,001 ^b
Residual	1367.871	94	14.552		

Total	3083.194	97
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Source: SPSS Data Processing Results (2026)

Based on the outcomes of the simultaneous test shown in the ANOVA table, the calculated F value is 39.292, with a significance level lower than 0.001, which is beneath 0.05. This indicates that Financial Attitude, Peer Influence, and Financial Technology together will have a positive and significant influence on Financial Behavior. Consequently, the regression model applied in this study is regarded as appropriate and effective in elucidating the variations in Financial Behavior, supporting the hypothesis H4.

Coefficient of Determination (R²)

The coefficient of determination (R²) is employed to assess how well the independent variables can account for variations in the dependent variable. In this research, the R² value reflects the degree to which Financial Attitude, Peer Influence, and Financial Technology account for the variations in Financial Behavior.

Tabel 10. Coefficient of Determination Test (R²)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.746 ^a	.556	.542	3.815

Source: SPSS Data Processing Results (2026)

Looking at The coefficient of determination presented in the Model Summary table shows that the R Square value of 0.556 reveals that Financial Attitude, Peer Influence, and Financial Technology explain 55.6% of the observed differences in Financial Behavior. The other 44.4% in variation is related to factors not covered by the research model. This suggests that students' financial actions are influenced not only by the three variables analyzed in this study but also by other elements, including financial literacy, income level or allowance, self-control, and consumptive lifestyle, which were not included in this research. Therefore, future studies are recommended to consider these variables in order to this provides a broader

insight into what shapes students' financial behavior. Additionally, the Adjusted R Square value of 0.542 indicates that the regression model appropriately clarifies the connections among the variables studied in this research.

4. Discussion

The Influence of Financial Attitude on the Financial Behavior of QRIS Users at FEBI UIN North Sumatera

The outcomes from the regression analysis and t-test reveal that Financial Attitude positively and significantly affects the Financial Behavior of students at FEBI UIN Sumatera Utara who utilize QRIS. This conclusion is supported by a regression coefficient of 0.341 and a t-value of 2.138, exceeding the critical t-value of 1.986, with a significance level of 0.035, which is below 0.05. These results imply that enhancements in students' financial attitudes correspond with improved financial behavior. Empirically, students with a positive financial attitude tend to manage spending effectively, consider their needs before making transactions, and use QRIS in a more planned and responsible manner. Such findings align well with the Theory of Planned Behavior put forth by Icek Ajzen, suggesting that attitudes toward behavior significantly influence an individual's intention to act (Sunaryanto, 2024). Attitudes are formed through personal beliefs concerning the benefits and repercussions of a specific behavior. In this analysis, financial attitude represents how students view money and evaluate the necessity of managing finances prudently in their everyday lives.

Financial attitude describes a person's viewpoint regarding money and their financial management approach through their mindset, beliefs, and values (Hirdinis & Lestari, 2021). Students with positive financial attitudes generally demonstrate respect for money, maintain a long-term financial orientation, and can control spending to avoid impulsive behavior (Jamal et al., 2023). The findings reveal that a majority of FEBI UIN Sumatera Utara students possess a strong understanding of the significance of responsible financial management,

which is reflected in their tendency to evaluate needs before making transactions, control expenses, and use digital payment methods such as QRIS in a rational manner.

Students' financial attitudes are not formed independently but are influenced by various factors, including their academic environment. As students studying economics and finance, FEBI students have access to knowledge related to effective financial management. This knowledge helps shape their perspective particularly concerning the necessity of regulating spending and making more informed financial choices. Students who exhibit robust financial attitudes are tend to exercise caution in financial decision-making, including when using digital payment technologies (Ramadhani et al., 2023; Wasita et al., 2022). In the context of QRIS usage, financial attitude plays a crucial role. Although digital payment convenience allows for faster and easier transactions, without a sound financial attitude, it may also encourage impulsive spending. Therefore, students with positive financial attitudes are better equipped to use QRIS responsibly, for example, by prioritizing essential or productive needs rather than fulfilling immediate desires (Angelista et al., 2024).

These discoveries also corroborate the research of Dewi et al. (2020) and Vaghela et al. (2023), which emphasizes that financial attitude plays a pivotal role in determining how individuals behave in financial contexts, particularly among young adults such as university students. Although the results of this study agree with prior investigations, it is crucial to recognize that the effect of financial attitude on behavior is not always straightforward or universally applicable. In certain situations, Individuals who maintain a positive financial attitude may still exhibit consumptive behavior, particularly when exposed to social pressure from peers or the increasing ease of access to financial technology. This phenomenon indicates that financial attitude does not operate independently, but rather interacts with external factors in shaping financial behavior. Therefore, financial attitude is more appropriately positioned as an important determinant whose contribution becomes more optimal when supported by a conducive social environment and adequate financial literacy. Thus, financial attitude can be considered a psychological factor that influences more rational

financial behavior, especially in navigating the increasingly accessible digital payment systems available to students.

The Influence of Peer Influence on the Financial Behavior of Students Users at QRIS FEBI UIN North Sumatera

Based on the results of the t-test, Peer Influence demonstrates a positive and noteworthy effect on Financial Behavior, indicated by a regression coefficient of 0.218, a t-value of 2.037 that exceeds the critical t-value of 1.986, and a significance level of 0.044, which is below the 0.05 threshold. These outcomes suggest that peers significantly influence the financial behaviors of students. Students tend to adjust their financial actions to align with their social environment, such as adopting friends' habits in using QRIS, taking advantage of promotions, or conducting transactions together. From the viewpoint of the TPB proposed by Ajzen, peer influence is associated with the subjective norm component, which reflects an individual's perceptions regarding expectations or opinions of people around them regarding a particular behavior (Sunaryanto, 2024). Subjective norms develop when someone perceives that their social environment expects or supports a certain action. In the context of university students, the peer group represents one of the strongest factors shaping thinking and behavior, including financial management and the use of digital payment technologies like QRIS.

Dyansyah & Pandin (2024) explain that peer influence can shape an individual's consumption patterns and financial behavior, either positively or negatively. Individuals in a peer group with good financial habits tend to imitate those behaviors, while those in a more consumerist environment may adopt a spending lifestyle without considering their personal financial situation. Similar findings are reported by Mufida & Sholikhah (2022), showing that students often follow the financial habits of their peers, including shopping practices, saving behavior, and the adoption of digital payments applications. In the context of students who use QRIS, research conducted by Angelista et al. (2024) explains which the

implementation of QRIS among students is not only driven by technological convenience but is also influenced by social trends in their peer environment. Students who see their friends frequently making transactions using QRIS tend to be encouraged to do the same in order to remain relevant in their social environment. However, peer influence can also have a positive impact if the peer environment encourages more rational financial behavior, such as using QRIS for efficient transactions or for productive activities such as digital selling.

On the other hand, peer influence does not always lead to positive outcomes. In certain situations, social dynamics within peer groups may encourage individuals to engage in unplanned consumption as a form of conformity to group norms or to maintain social presence. This condition indicates that peer influence has an ambivalent nature, as it can act both as a driving force and as a barrier in influencing healthy financial behavior. Therefore, the role of social influence in determining financial behavior largely depends on the characteristics of the peer environment as well as the individual's ability to exercise self-control. Thus, peer influence functions not only as a source of social learning but also as a contextual factor that can enhance or diminish the effectiveness of students' financial decision-making.

The findings from the analysis of FEBI UIN North Sumatera students show that the influence of peers in shaping financial behavior is not solely driven by peer pressure, but is also related to the social learning process within the peer group. FEBI students in an academic environment studying economics and finance tend to share information with each other on how to use financial technology more effectively, such as taking advantage of digital payment promotions, making more efficient transactions, or using QRIS for small business activities such as selling food and student products. This condition shows that the influence of peers in the FEBI environment is not only consumptive but can also encourage more rational and adaptive financial behavior towards the development of digital payment technology.

These outcomes align with the research carried out by Mufida & Sholikhah (2022), which revealed that peers have a notable impact on shaping financial behavior, especially among students who are still in the phase of identity search and social adjustment. Therefore, peer influence can reinforce positive financial behavior if the peer environment supports sound financial management. Thus, in the context of FEBI UIN North Sumatera students, peer influence not only shapes QRIS usage habits but can also contribute to building wiser financial behavior when supported by a positive social environment.

The Influence of Financial Technology on the Financial Behavior of QRIS Users at FEBI UIN North Sumatera

Financial Technology significantly influences the financial behavior of FEBI UIN Sumatera Utara students who utilize QRIS. The outcomes from the t-test display a regression coefficient of 0.108, a t-value of 2.690 that exceeds the critical t-value of 1.986, and a significance level of 0.008, which remains below 0.05 threshold. These results indicate that increased engagement with financial technology correlates with improved financial behavior among students. The convenience, speed, and security offered by QRIS assist students in making payments efficiently. However, the results also highlight that financial technology serves primarily as a supporting tool, with its effect on financial behavior depending largely on conscious and controlled usage. Therefore, financial technology can enhance financial behavior when combined with a positive financial attitude. This corresponds aligned with findings from Lubis et al. (2025) and Nofranita et al. (2024), which state that financial technology can influence user behavior by improving financial management efficiency or potentially encouraging consumerist behavior if not accompanied by self-control.

These observations align with the TAM proposed by Fred D. Davis, which states that two main factors govern the acceptance of technology: its perceived usefulness and perceived ease of use (Sunaryanto, 2024). In the context of FEBI UIN Sumatera Utara students, the use of QRIS, as a type of financial technology is driven by the

perception that it provides tangible benefits in daily transactions, such as speeding up payments, reducing the need for cash, and offering convenience in various transaction situations. Financial technology signifies a breakthrough in financial systems that leverage digital technology to simplify, accelerate, and enhance transaction efficiency. This includes services including digital payments, online lending, investment portals, and app-based financial management. Students are more inclined to adopt technologies like QRIS when they find them to be beneficial and user-friendly, which aligns with the Technology Acceptance Model. (Sunaryanto, 2024). This shows that students' Perceptions regarding advantages and user-friendliness are crucial elements propelling the acceptance of digital payment systems.

Among FEBI UIN Sumatera Utara students, the adoption of financial technology, particularly QRIS, is relatively high due to its accessibility and efficiency. Students employ QRIS for various transactions, such as paying for meals at the cafeteria, purchasing daily necessities, and participating in student organization activities. This indicates that QRIS has become a routine part of cashless transactions in the student environment. This observation aligns with the opinions of Prasetyo & Mustaqim (2024) and Nurhaliza et al. (2024), who assert that financial technology emerges in response to the needs of modern society, particularly young people, for fast and convenient transaction systems.

Nevertheless, technological convenience can also influence students' consumption behavior. Some studies suggest that financial technology improves financial management efficiency, such as through easier transaction tracking and budget (Barus et al., 2024). On the other hand, Andiani & Maria (2023) found that some students use financial technology for consumerist activities like online shopping or entertainment. In the case of FEBI UIN Sumatera Utara students, the study indicates that QRIS usage does not primarily encourage impulsive buying but is mostly used for practical and efficient transactions. This is likely influenced by students' academic background in economics and finance, which provides them with basic knowledge of financial management, making them more conscious in their engagement with fintech.

The results of this research reveal that financial technology exerts a favorable and significant impact on the financial conduct of students. However, These outcomes are not completely aligned with the conclusions drawn from Andiani & Maria (2023), who reported that the integration of fintech among students tends to encourage consumptive behavior. This difference may be attributed to variations in respondent characteristics and research context. This investigation took place among students studying in the Faculty of Economics and Islamic Business, who academically possess a deeper comprehension of financial management, leading to a more directed use of financial technology. In contrast, the previous study involved general students with more heterogeneous backgrounds. Therefore, financial technology does not directly determine whether financial behavior is good or bad, but rather acts as a tool that reinforces the behavioral patterns already possessed by individuals.

Thus, QRIS, as a popular form of financial technology in Indonesia, has a vital impact on shaping cashless transaction habits among students. While technological convenience may increase the potential for consumerist behavior, this finding indicates a tendency that FEBI students exhibit relatively more structured financial behavior in the application of QRIS. Therefore, financial technology can positively affect financial behavior when accompanied by financial awareness and sound money management skills.

The Influence of Financial Attitude, Peer Influence, and Financial Technology on the Financial Behavior of QRIS Users at FEBI UIN North Sumatera

The results from the simultaneous test illustrate that Financial Attitude, Peer Influence, and Financial Technology collectively have a significant and positive effect on Financial Behavior. This is supported by an F-value of 39.292, surpassing the critical F-value of 2.701, with a significance level lower than 0.001, therefore below 0.05. Additionally, the R Square value of 0.556 suggests that 55.6 percent of the changes in Financial Behavior can be ascribed to these three elements, while the remaining 44.4 percent is influenced by factors not examined in the research model. The disparity between the high F-value and the

comparatively moderate R Square suggests that while these these three independent factors have a noteworthy impact on Financial Behavior, other factors outside of the model also affect students' financial actions. The considerable F-value confirms that the regression model is applicable, enhancing the understanding of the connection between independent and dependent factors. Nevertheless, an R Square value of 55.6 percent implies that the model does not entirely account for the variations in financial behavior, as additional elements such as financial literacy, earnings, self-restraint, and financial experiences may also influence students' Financial Behavior.

These findings emphasize that the financial behavior of QRIS-using students is formed through the interaction of psychological factors, represented by financial attitude, social factors, represented by peer influence, and technological factors, represented through the application of financial technology. This aligns with the study conducted by Goyal et al. (2022) and Barus et al. (2024), which conclude that financial behavior is influenced by a mix of personal attributes, social context, and the evolution of digital financial infrastructures. Therefore, efforts to improve students' financial behavior should be carried out holistically by strengthening financial attitudes, fostering a positive social environment, and promoting the accountable application of financial technology.

Although this study focuses on examining the direct effects among variables, there is a possibility of more complex relationships among the variables under investigation. For instance, peer influence may act as an intermediary factor in the connection between financial technology and financial habits, where a social environment that actively uses QRIS can increase the intensity of technology utilization in daily financial activities. In addition, financial attitude may function as a variable that affects the intensity of the connection between peer pressure and financial habits. Learners who have favorable financial perceptions are generally more discerning in responding to social influence and are therefore less likely their spending habits, while those with lesser financial perceptions are more vulnerable to peer pressure. These indicate that learners' financial habits are not only shaped by the direct

effects of each variable but also by more dynamic interaction mechanisms. However, these relationships have not been empirically tested in this study and should therefore be considered as conceptual possibilities that can serve as directions for future research.

5. Conclusion

Drawing on the outcomes of the analysis and discussions, it can be affirmed that Financial Attitude, Peer Influence, and Financial Technology positively and significantly impact the Financial Behavior of students using QRIS at FEBI UIN North Sumatera. Empirically, Financial Attitude shows the most dominant influence ($\beta = 0.341$; $t = 2.138$; $\text{sig.} = 0.035$), followed by Peer Influence ($\beta = 0.218$; $t = 2.037$; $\text{sig.} = 0.044$), and Financial Technology ($\beta = 0.108$; $t = 2.690$; $\text{sig.} = 0.008$). Simultaneously, the three factors markedly affect Financial Behavior, with an F statistic of 39.292 ($\text{sig.} < 0.001$) and a coefficient of determination (R^2) of 0.556, signifying that 55.6% of the changes in students' financial behavior can be accounted for by this research model.

These results show that students' financial behavior is not exclusively shaped by technological elements, but is more strongly shaped by psychological and social aspects. Financial attitude acts as the main determinant in forming more rational financial decision-making, while peer influence reinforces behavioral patterns through social interactions within peer groups. On the other hand, financial technology, particularly QRIS, functions more as an enabler that facilitates transactions rather than as a crucial element that directly influences financial behavior. Thus, students' financial behavior is formed through the interaction of psychological, social, and technological factors within an integrated framework.

However, this inquiry presents several constraints. Firstly, the sample is confined to students of FEBI UIN North Sumatera, which restricts the generalizability of the findings. Secondly, the reliance on self-reported information through questionnaires may be subject to

response bias. Thirdly, the coefficient of determination (R^2) of 0.556 suggests that 44.4% of the changes in financial behavior is influenced can be attributed to other elements not included in the model, such as financial literacy, income level, self-control, and consumptive lifestyle. Therefore, future further studies are advised to formulate a more thorough model by incorporating additional variables and expanding the scope of the research to acquire a more profound comprehension of students' financial behavior.

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