DP 3 (1) (2016)

DINAMIKA PENDIDIKAN
Economics Education Studies Journal

http://journal.unnes.ac.id/sju/index.php/DP

THE EFFECT OF FAMILY ECONOMIC EDUCATION TOWARDS LIFESTYLE MEDIATED BY FINANCIAL LITERACY

Berta Dian Theodora ✉ **, Siti Marti'ah**

Mathematics and Sciences of enginering faculty, Universitas Indraprasta PGRI Jakarta, Indonesia

Info Artikel

Sejarah Artikel:
Diterima Mei 2016
Disetujui Mei 2016
Dipublikasikan
Juni 2016

Keywords:
Economic Education, Financial Literacy, Lifestyle

Abstract

The objectives of the study were to describe the planning, implementation, observation and reflection, to evaluate and identify the constraints and solutions at each cycle and also to find out the learning outcomes achieved with scientific approach through the discovery learning model for 2nd grade students at SMP 2 Kudus. It was a descriptive qualitative study. The research result showed that the students' activity was **enough** on the first cycle and **good** on the second cycle. The average mean score of the written test on the first first cycles B- and A- on the second cycle. If it was seen from the minimum completeness criterion (KKM), there were 19 students with the percentage of acquisition was 55% on the 1st cycle and there were 32 students with the percentage of acquisition was 93% on the 2nd cycle. The observation results showed that scientific approach gave improvement of students' activities on the first cycle and the second cycle. The results obtained from the use of scientific approach through the discovery learning model to improve the activity was good, but it needs to be observed continuously on students' attitudes, skills and knowledge in school life.

PENGARUH PENDIDIKAN EKONOMI KELUARGA TERHADAP GAYA HIDUP DIMEDIASI OLEH *FINANCIAL LITERACY*

Abstrak

Penelitian ini dilakukan untuk melihat gaya hidup yang dimiliki oleh mahasiswa apakah dipengaruhi oleh pendidikan yang telah diterima dikeluarga dan *financial literacy* mereka. Serta pengaruh *financial literacy* sebagai mediasi untuk pendidikan ekonomi dikeluarga terhadap gaya hidup. Sampel dipilih berjumlah 334 dari populasi 2040 mahasiswa Universitas Indraprasta PGRI Jakarta. Teknik analisis data menggunakan *path analysis.*Deskripsi data diperoleh bahwa 60,78% mahasiswa pada kategori sedang untuk pendidikan ekonomi dikeluarga, 47% mahasiswa pada kategori tinggi untuk *financial literacy* dan 58% mahasiswa memiliki gaya hidup tinggi. Penelitian menyimpulkan bahwa (1) pendidikan ekonomi mempengaruhi gaya hidup sebesar 6,4%, (2) *financial literacy* mempengaruhi sebesar 3,7% terhadap gaya hidup dan (3) pengaruh pendidikan ekonomi dikeluarga melalui *financial literacy* terhadap gaya hidup sebesar 1,9%. Dapat disimpulkan bahwa *financial literacy* tidak meningkatkan pengaruh pendidikan ekonomi dikeluarga terhadap gaya hidup. Hasil penelitian akan digunakan sebagai salah satu acuan dalam penerapan perkuliahan kewirausahaan.

✉ Alamat korespondensi:
Jl. Nangka No.58C Tanjung Barat, Jagakarsa, Jakarta Selatan
E-mail: Berta.dtos@gmail.com

p-ISSN 1907-3720
e-ISSN 2502-5074

INTRODUCTION

Globalization era has affected everyone's lifestyle and the technological advance has encouraged everyone to do financial transactions without giving it a second thought. However, in reality it's important for everyone to have priority scale in purchasing. Priority scale is an order of activities one must do ranked from the most important to the least important. Consumers have the tendency to purchase goods they want, instead of what they need. The financial habits-both positive and negative-that form during the transition to adulthood are likely to persist throughout adulthood. What is more, the financial knowledge, attitudes and behaviors acquired during this period and, subsequently, the financial independence that young adults establish, may affect their lives in profound ways, not only in the realms of financial and economic well- being, but also with regard to their ongoing relations with family, friends, and associates. The first year of college constitutes an especially important transitional stage of development within the larger transitional period because most college students are not yet financially independent but are actively learning the skills needed to be financially independent. (Shim, 2010).

The habits of financial management, both positive and negative, are more likely to last until adulthood. These financial behaviors will affect one's relationship with friends, colleagues, and family. Time during college usually is a challenge for students to start creating independent financial behaviors. During this time, students usually cannot afford to pay their study, yet they are preparing themselves to have a stable financial life. However, this will not happen if the importance of independent financial behaviors are not taught since early age within the family. These behaviors define one's relationships with other people and social environment, whether it's their way of socializing, lifestyle, and their determination to blend with their community. These behaviors ensure them to not be easily swayed to spend money unwisely.

The low level of financial literacy has a direct impact to society's consumptive behaviors. Other indication of low financial literacy is the high number of investment fraud crimes and victims, including the Antaboga-Century case. Other worth-noting phenomenon is public's lack of intentions to save money and their excessive spending habits, instead of being smart consumers. By being consumers who are ruled by their desire to spend excessively, they drive themselves further from their goals. Therefore, it is important to raise awareness in regard to achieving financial freedom, a state where one is able to balance between spending and saving. In other words, expense cannot be bigger than the income. Besides, securing finance and anticipating bigger loss- be it death of family members or loss of wealth- in the future is necessary (Sina, 2012).

This era of consumption has encouraged people to spend money without planning. For students, fashion and technology trends compel them to stay up-to-date. Habits developed in the family environment are one of the factors that shapes students' financial behaviors. One must be provided knowledge about finance, including proper financial management. In reality, financial knowledge given in the family is not adequate to help them resist themselves from spending money unwisely.

Family is children's first social environment because it is where interactions between family members happen (Negara, 2015). Family gives significant impact to one's behaviors, including his/her lifestyle. As can be found in most families, when teaching their children about financial management, parents usually merely encourages them to save money or limit their children's allowance. However, these strategies are not sufficient. There should be clear programs carried out to instill a habit of effective and efficient financial management. Some examples that can be done are encouraging them to save money in a bank or school cooperative, making it difficult for children to withdraw the money or inviting them to educational tourism spots, instead of shopping centers. Another practical example is to urge children to make simple financial journal, inspiring them to make a basic financial report recording their income and outcome. In general, financial literacy is highly important to help one manages his/her money independently and makes the suitable financial planning.

From several aspects regarding children's education in family environment, the financial one does have major impact in terms of children's maturation to a prosper and independent life. Most of human activities are inseparable from financial issues. However, there are still a considerable number of families that aren't aware of the importance of financial literacy in raising their children. Financial education is an important aspect, and if the notion of said importance is embedded in children's mind, then children are able to independently implement the correct financial behaviors (Shalahuddinta, 2004).

One's chosen lifestyle can be seen from his/her decisions, such as decisions taken in financial respect. Chief of Indonesia's Otoritas Jasa Keuangan or OJK (Financial Services Authority) states that the level of financial literacy of the country is still low compared to other neighboring countries, which is 21.84% of the citizens who completely understand Lembaga Jasa Keuangan (LJK) Financial Services Institution.

The low level of financial literacy has forced OJK to educate and provide protection to consumers. As revealed in the research conducted by Nidar and Bestari (2012), "on average, the personal financial levels of Padjadjaran University students reached 42.1%" and their individual credit, saving, investment as well as insurance and finance are considered as low. Students' lack of knowledge concerning credit also can be seen from their ability to pay credit card, "only 21% of the undergraduates with credit cards pay their balances in full each month, and 11% paid less than the minimum amount" (Mandell and Klien, 2009).

Chotimah (2013) argues that the first factor that influence individual finance is financial education from the family. Financial knowledge provided by the family resulting in individual financial literacy which will shape one's lifestyle. College students as young adults often face financial problems. This usually happens to those who live far from their family because attending college away from their hometown. Problems occur because most students are not financially independent and rely on their parents' money. Therefore, students who live far from home are expected to be able to manage the money given by their parents to fulfill their daily and unexpected needs.

Financial knowledge taught in the family resulting in individual financial literacy which will shape one's lifestyle. Amstrong (as cited in Auna, 2013) believes that there are two factors that affect one's lifestyle: internal and external factors. Internal factor is experience and observation, personality, self-concept, motives, and perception; while external factor covers group of reference, family, social class, and culture.

Bryce L. Jorgensen (2010) says "a sample consisting of 420 college students participated in the study. Findings by the College Student Financial Literacy Survey

(CSFLS) indicated that perceived parental influence had a direct and moderately significant influence on financial attitude, did not have an effect on financial knowledge, and had an indirect and moderately significant influence on financial behavior, mediated through financial attitude", explaining that financial education from parents affects and shapes children's financial behaviors considerably.

There have been several researches conducted about college students' money management, however these researches only focus on Economics students. In reality, every family has indirectly give their children economic education regardless of the major their children choose in college. Therefore, a similar research with college students in general needed to be conducted. The population of this research is students from Faculty of Engineering, Mathematics and Natural Sciences who were taking the Entrepreneurship 1 course, because one of the topic in this course is financial literacy. The aims of this study were: 1) To find out the effects of economic education in the family to students' lifestyle, 2) To find out the effects of financial literacy to students' lifestyle; and 3) To find out the effect of economic education in the family to students' lifestyle through their financial literacy.

RESEARCH METHOD

This study was carried out in Universitas Indraprasta PGRI Jakarta, Jl. Nangka no. 58C, Tanjung Barat and Jl. Raya Tengah Kel. Gedong, Pasar Rebo. The population of this study was all students of Faculty of Engineering, Mathematics and Natural Sciences of Universitas Indraprasta PGRI Jakarta who were taking Entrepreneuship 1 course in the academic year of 2015-2016. The total number of the students were 2,040. However, the sample of this research was only 334 students. The total of the sample was determined by using Slovin's Formula.

The methods employed to obtain data were: (1) document review, (2) existing statistics or secondary official data obtained from Universitas Indraprasta, (3) Questionnaire regarding students' family economic education, social status, financial literacy and lifestyle. These data were analyzed using path analysis.

Family economic education variable covers activities taught and conducted by parents to their children through several activities, such as: 1) exemplary, 2) verbal explanation, 3) demands of relevant behaviors, 4) discussions of relevant cases. The benchmarks of financial literacy variable were the sample's knowledge of: 1) The value of an object and priority scale in his/her life, 2) Budgeting, saving, and managing money, 3) Credit management, 4) The importance of investment, 5) Pension plan, 6) The utilization of shopping and comparing products, 7) Where to get advice, information, guidance, and additional support, 8) How to recognize conflict possibility of a purpose (priority). The lifestyle variable was how one spend his/her time for their activities, what is considered as interesting and one's opinion about him/herself and the surrounding.

The research design used by the researchers were explanatory research with path analysis approach. Before data were analyzed using descriptive analysis and path analysis, an analysis precondition test was carried out.

FINDINGS AND DISCUSSION

Table 1. Research Descriptive Results

No	Interval	Category	Frequency	%
Family economic education				
1	20 – 32	Very Low	0	0
2	33 – 44	Low	30	8,98
3	45 – 56	Fair	203	60,78
4	57 – 68	High	98	29,34
5	69 – 80	Very high	3	0,90
Financial literacy				
1	0 – 5,4	Very Low	14	4,19
2	5,5 – 10,8	Low	144	43,11
3	10,9 – 16,2	Fair	157	47
4	16,3 – 21,6	High	16	4,80
5	21,7 – 27	Very High	3	0,9
Lifestyle				
1	30 – 48	Very Low	0	0
2	49 – 66	Low	3	0,9
3	67 – 84	Fair	132	39,52
4	85 – 102	High	194	58,08
5	103 – 120	Very High	5	1,50

Source : Processed data of the researchers, 2016

Table 2. Summary of Data Analysis Results

Variable	Path Coefficient	Coefficient			Variable effect (R^2)	Joint Effect (R)
		Direct	Indirect through M	Total		
-	0,234	0,234	0,113	0,026442	0,064	-
M	0,166	0,166	-	0,192	0,037	-
X and M	-	-	-	-	-	0,091

Source : Processed data of the researchers, 2016

According to the frequency distribution as shown in table 1, it was found that in terms of family economic education, the sample was in fair category with a total number of 60.78% or 203 out of 334 sample students. In other words, most students received economic education from their family.

In terms of financial literacy, it can be seen that none of the categories surpassed 50%. However the biggest percentage was in the fair category with a total number of 157 students or 47% of the whole sample. This means even though they were not majoring in Economics, their financial literacy was sufficient to handle their daily finance. It can be assumed that most students have fair and low level of financial literacy because students of Faculty of Engineering, Mathematics and Natural Sciences are not provided with courses related to finance. They only received such limited financial knowledge from Entrepreneurship 1 and Entrepreneurship 2 courses. This is in line with the research conducted by Lusardi (2010: 13) that has proven that the great difference between people's financial literacy depends on their educational attainment.

The data distribution in table 1 has shown that the sample of this research was on the high category in terms of lifestyle, with a total of 194 students or 58.08%. This means most students live frugally, care about their surroundings, and know how to spend their time and money wisely.

Based on the entire data analysis result, the coefficient and effect between variables are presented in table 2.

The hypothesis that says "family economic education affects the lifestyle of the students of Faculty of Engineering, Mathematics and Natural Sciences of Universitas Indraprasta PGRI Jakarta" was accepted based on the path coefficient test and the contribution of family economic education toward students' lifestyle was as much as 0.064% or 6.4%. According to Amstrong (as cited in Kotler, 2005), family holds the biggest and the longest role in individual's behavior and attitude development. Therefore, it can be said that one's lifestyle is a reflection of how on interacts with the surrounding.

This finding is in line with the research of Novitasani and Pambudi (2014) who conclude that the culture of where we live, the environment and peers play a big role in shaping students' lifestyle, unlike the small impact that family economic education has. Sari (2015) voices the same opinion, that students' lifestyle is mostly influence by reference group. Family is one of external factors that affects individual lifestyle, beside reference group, social class and culture. The research conducted by Kristanti (2016) has shown that financial literacy, social status, parents' economy, and peer group, positively influence students' behavior of saving, partially or simultaneously. Therefore, it is obvious that financial education provided by family can positively and negatively affects individual lifestyle.

The result of the research carried out by Brenda J. Cude (2006) proves that "the most significant influence on students' money management behaviors was their parents (70.0% reported parents together; 13.0% said mother, 6.0%, father). Few students identified as their most important influence a brother/sister (1.2%), grandparents (1.9%), other family relative (1.2%) or friend (1.5%). A small percentage (5.2%) reported "other," which included boyfriend, girlfriend, husband, wife, teacher, self, personal experience, church, and classes". The most significant aspect that affects one's financial behavior is parental influence with a total number of 70%.

The findings of the study show how parents give financial education to their children, how to earn money, for instance. Parents are figures whom children look up to from very early age. If the parents enthusiastically do their jobs to earn money, even without verbal explanation, children will imitate the same lifestyle in terms of earning money. Another thing that parents usually do is teaching their children to save money. Parents usually encourages their children to save some money every month. The purpose of saving money must be explained to children from early age, so that children have a sense of planning in regard to financial management when they earn their own money in the future. Money utilization is also reflected in the way parents shop. Parents must give good example by buying things they actually need first. This way, children will buy the things they need, instead of buying things they want.

The second hypothesis saying "financial literacy affects the lifestyle of students of Faculty of Engineering, Mathematics and Natural Sciences of Universitas Indraprasta PGRI Jakarta" was accepted. The contribution of financial literacy to students' lifestyle was as much as 0.037% or 3.7%. Based on the analysis result, more than 50% of the students could answer questions related to money management and insurance. As for basic personal finance, loan and credit, saving and investment, and risk management, less than 50% of students master this knowledge. This finding is in line with the result of the research carried out by Mendari and Kewal (2013) that states that regarding individual financial knowledge, 49.82% of the respondents correctly answered questions about the benefit individual financial basic knowledge. 55.79% of the respondents correctly answered questions about individual financial planning. More than 60% (68.42%) of all respondents correctly answer questions about the most liquid assets (asset liquidity). The correct response for this question item is in the fair category. Only 22.11% of the respondents who could answer the questions about net worth. Less than 20% were able to answer to answer question related to conditions resulting from spending more than the saving. In general, for this first aspect of financial literacy, 43.09% of the respondents answered 5 questions correctly. The correct response for this aspect is in the low category. Lusardi (2010: 18) believes that financial literacy is heavily affected by one's cognitive abilities. Similar notion is presented by Febriandi (2015) who proclaims that family characteristics, especially parental economic education, peer group, and education provided by school, give major impact to one's financial literacy.

The last hypothesis says "family economic education affects the lifestyle of students of Faculty of Engineering, Mathematics and Natural Science of Universitas Indraprasta PGRI Jakarta through financial literacy". This hypothesis was accepted based on the result of path analysis of sub-structure 1 and 2. The indirect effect of X to Y through M was as much as ρMX. ρYM =(0.113) . (0.166) = 0.019. Therefore, total effect of X to Y through M was 0.019 or 1.9%. It can be concluded that financial literacy does not increase the effect of family economic education has to one's lifestyle.

In the research carried out by Margaretha and Reza (2015), it is explained that other factors that can possibly affect financial literacy are gender, age, cumulative GPA and parents' salary. This research also states that family economic education gives little to no impact to one's financial literacy. The findings of this research has shown that the financial literacy of undergraduate students of Faculty of Economics of Universitas Trisakti was as much as 48.91%, which can be considered as low (<60%). Gender, age, cumulative GPA, and parents' salary affect students' financial literacy. On the contrary, students' class, place of residence, and parents' education does not influence one's lifestyle.

In line with the opinion of Lusardi (2009), "There is clearly a role for schools to engage in financial education because not everyone has the same opportunities to learn at home". The major chosen by students in college is the biggest contributor in the research conducted in UPI (Krishna, 2010). However, the result of this research is different from what's concluded by Krishna (2010) that says 46% of financial literacy is obtained from parents, because in Krishna's research the education students receive at school is put into consideration. From previous researches, it can be said that economic education from family does affect students' financial literacy, even though the amount of influence depends on parents' education, parents' salary and family characteristics in doing economic activities within the family. Economic activities can be said to be one of the characteristics of the family's lifestyle in spending time and money they have.

The amount of influence that these two variables have in this research was considered somewhat small, only 9.1%. Family environment influences one's lifestyle. However, Sari (2015) states that parents' financial ability, economic status, level of occupation, education, and salary are the main factors that shape individual lifestyle. One's education level will affect the values one believe, the way of thinking one has, and one's individual perception; while salary is the main source of individual income. Thus, salary reflects the purchasing power one has. These two factors help one defines his/her economic status.

Knowledge about individual financial planning, management and utilization will really help one to have a high lifestyle. When one understands priority scale of time and money utilization, it will be followed with high lifestyle. Students' lifestyle in their adolescence (18-22 years old) tends to change over time, dominantly caused by external factors such as activity environment, school environment, and peers. However, if their family teach them to have wise opinion and perspective in spending their time and money from their early age, then it's not impossible that students will maintain high lifestyle and are able to handle external factors. Technology era also affects students' lifestyle. The sample of this research was students who actively use technology in their daily life at school. However, with the education given by the family, they still had high lifestyle, proving that family influences these students' lifestyle. When family has instilled simple utilization of time and money, it means children are already equipped with financial literacy. However, it's important for parents to provide their children the right knowledge about financial management and utilization. This way, no matter how many financial products appear, students have the ability to choose which product is suitable for them.

CONCLUSION

With 334 students as research sample, the findings of this research were as follows: 1) the level of family economic education is in the fair category with a total of 60.78% or 203 students. This means most students have received economic education from their family; 2) students' financial literacy variable was in the fair category with a total of 157 students or 47% of the whole sample. This means even though they were not majoring in economics, they already have adequate financial literacy to deal with their daily finance; 3) the sample of this research is in the high category in terms of lifestyle with a total of 194 students or 58.08% of the sample. High lifestyle implies that these students live economically, care about their surroundings, and know how to wisely spend their time and money.

Based on the data obtained and statistical analysis results, the researchers concluded that family economic education significantly affects the lifestyle of students of Faculty of Engineering, Mathematics and Natural Sciences of Universitas Indraprasta PGRI Jakarta with influence value of 6.4%. It was also proven that financial literacy influences these students' lifestyle as much as 3.7%. The last conclusion was the amount of influence that family economic education has in affecting lifestyle through financial literacy was as much as 1.9%. In other words, financial literacy does not increase the effect family economic education has towards one's lifestyle.

Based on the findings and discussion of this research, some suggestions that can be provided are: (1) Students are to increase their financial literacy by gaining more knowledge and practice. This can be done by doing literature review concerning financial literacy from books, articles, journals, or news related to the topic. In addition, students can make simple financial report by recording daily expense and income every day as well as making activity journal or detailed financial planning. This way, students can effectively equalize the use of their money in their allocation. Another practical way is to ask a friend or parents to be their financial advisor in managing their money; (2) Educational institutions where students learn are to provide additional programs to increase students' financial literacy, such as financial training with guided assistance, financial workshops, scientific discussions about financial literacy, or focus group discussions concentrating in the effectiveness of financial management; (3) Future researchers are to conduct more researches in regard to family demography that affects students' lifestyle or factors that influences student's financial literacy. Carrying out studies related to financial literacy is one way to improve students' financial literacy. In this way, we are able to know factors that increase financial knowledge. As the result, educational institutions can consider their students' financial literacy as one of their strengths because their students are capable of managing their finance thoroughly.

REFERENCE

Auna, Isnahriyati S. 2013. Pengaruh Pendidikan Ekonomi Dikeluarga, Status Sosial Ekonomi, Konformitas Teman Sebaya Terhadap Gaya Hidup Siswa Yang Dimediasi Oleh Financial Literacy Siswa SMA Negeri Se Kota Gorontalo. Malang: Universitas Negeri Malang.

Chotimah, C., & Rohayati, S. (2015). Pengaruh Pendidikan Keuangan Di Keluarga, Sosial Ekonomi Orang Tua, Pengetahuan Keuangan, Kecerdasan Spiritual, Dan Teman Sebaya Terhadap Manajemen Keuangan Pribadi Mahasiswa S1 Pendidikan Akuntansi Fakultas Ekonomi Universitas Negeri Surabaya. *Jurnal Mahasiswa Teknologi Pendidikan*, *3*(2).

Cude, B., Lawrence, F., Lyons, A., Metzger, K., LeJeune, E., Marks, L., & Machtmes, K. (2006). College students and financial literacy: What they know and what we need to learn. *Proceedings of the Eastern Family Economics and Resource Management Association*, 102-109.

Jorgensen, B. L., & Savla, J. (2010). Financial literacy of young adults: The importance of parental socialization. *Family Relations*, *59* (4), 465-478.

Kotler, P. 2005. *Manajemen Pemasaran* Jilid 2. Jakarta : Indeks

Krishnan, J. 2011. *Lifestyle - A Tool for Understanding Buyer Behavior*. Int.Journal of Economics and Management 5(1):283-298

Kristanti, D. (2016). Pengaruh Financial Literacy, Status Sosial Ekonomi Orang Tua, Dan Kelompok Teman Sebaya Terhadapperilaku Menabung Siswa Kelas Xi Ipssma Negeri 8 alang Tahun Ajaran 2015/2016. *SKRIPSI Jurusan Ekonomi Pembangunan-Fakultas Ekonomi UM.*

Laily, N. (2013). Pengaruh Literasi Keuangan terhadap Perilaku Mahasiswa dalam Mengelola Keuangan.

Febriandi, F. (2015). Analisis Tingkat Literasi Keuangan Mahasiswa Fakultas Ekonomi Universitas Negeri Malang (Studi Kasus Pada Mahasiswa Jurusan Ekonomi Pembangunan Angkatan 2011 Pengguna Layanan Branchless Banking). *Skripsi Jurusan Ekonomi Pembangunan-Fakultas Ekonomi UM.*

Financial Literacy Among The Young : Evidence And Implication For Concumer Policy. Improving Financial Literacy And Reshaping Financial Behavior : Research Papers And Perspectives.

Indianapolis : Network Financial Institute and Indiana State University.

Lusardi, A. Olivia S.M and Vilsa C. 2010. *Financial Literacy Among The Young : Evidence And Implication For Concumer Policy*. The research report to The Michigan Retirement Research Center.http://www.dartmouth.ed/~alusardi/Papers/ Financial_literacy_young.pdf

Mandell, L. and Klien L.S. 2009. The impact of Financial Literacy education on subsequent Financial Behavior. *Journal Association for Counseling and Planning Education.*

Margaretha, F dan Reza Arief P.2015. tingkat literacy keuangan pada mahasiswa S-1 Fakultas ekonomi. *Jurnal Managemen dan Kewirausahaan, Vol 17, No.1 Maret 2015,* 78 – 85

Mendari, A. S., & Kewal, S. S. (2013). Tingkat Literasi Keuangan di Kalangan Mahasiswa STIE Musi. *Jurnal Economia*, *9*(2), 130-140.

Negara, Pandhu Akbar, & Latifah, Lyna (2015). Pengaruh Peranan Keluarga, Interaksi Teman Sebaya, Dan Kompetensi Guru Terhadap Karakter Siswa Kelas Xi Ips Dalam Pembelajaran Ekonomi Di Sma 2 Kudus. *Economic Education Analysis Journal, 4*(1).

Nidar, S.R and Bestari, Sandi. 2012. *Personal Financial Literacy Among University Students* (Case Study at Padjadjaran University Students, Bandung, Indonesia). *World Journal of Social SciencesVol. 2. No.4. July 2012. Pp. 162*

Novitasani, L. dan Pambudi H. 2014. Perubahan Gaya Hidup Konsumtif Pada Mahasiswa Urban di UNESA. *Jurnal Paradigma Volume 02 nomor 03 tahun 2014*

Sari, Dewi N. Perbedaan Gaya Hidup Mahasiswa Ditinjau Dari Status Ekonomi Dan Jenis Kelamin Pada Mahasiswa Jurusan Managemen Ekstensi Fakultas Ekonomi Mulawarman. *Ejournal Psikologi, Volume 2 nomor 3 tahun 2015* : 338 – 347

Shalahuddinta, A. (2014). Pengaruh Pendidikan Keuangan Di Keluarga, Pengalaman Bekerja Dan Pembelajaran Di Perguruan Tinggi Terhadap Literasi Keuangan. *Jurnal Pendidikan Akuntansi (Jpak)*, *2*(2).

Shim, S., Barber, B. L., Card, N. A., Xiao, J. J., & Serido, J. (2010). Financial socialization of first-year college students: The roles of parents, work, and education. *Journal of youth and adolescence*, *39*(12), 1457-1470.

Sina, P. G. (2012). Analisis Literasi Ekonomi. *Jurnal Economia*, *8*(2), 135-143.

Widayati, I. (2012). Pengaruh Status Sosial Ekonomi Orang Tua, Pendidikan Pengelolaan Keuangan Keluarga, dan Pembelajaran di Perguruan Tinggi Terhadap Literasi Finansial Mahasiswa Fakultas Ekonomi dan Bisnis Universitas Brawijaya.(Tesis). *DISERTASI dan TESIS Program Pascasarjana UM.*