THE INFLUENCE OF FINANCIAL LITERACY AND FINANCIAL TECHNOLOGY ON FINANCIAL INCLUSION OF STUDENTS IN FACULTY OF ECONOMICS AND BUSINESS UNIVERSITAS BRAWIJAYA

Caesar Rizki Santoso, Atim Djazuli
Management International Faculty of Economics and Business Brawijaya
caesarrzk@gmail.com, Adajazuli90@ub.ac.id

Abstract

Financial literacy is financial awareness and knowledge of financial products, financial institutions, and the concept of skills in managing finances (Xu and Zia 2012). Along with the development of information technology and supported by a fast internet penetration rate, several digital financial services have emerged that make it easier for people to obtain financial services called financial technology. According to the Financial Services Authority (2017), the increasing use of financial technology is one of the drivers for increasing national financial inclusion. This research is an explanatory study with a quantitative approach. This study aimed, to examine the influence of financial literacy (knowledge, behaviour, and financial attitudes) and financial technology on financial inclusion in data processing using multiple linear regression analysis method. The data were processed using Microsoft Excel and SPSS. This study found that financial literacy and financial technology both have a positive and significant influence on financial inclusion.

Keywords: Financial Literacy, Financial Technology, Financial Inclusion.

1. Introduction

According to the Financial Services Authority (2016), financial literacy is knowledge, skills, and beliefs that influence attitudes and behaviours to improve the quality of decision making and financial management to prosper. By this definition, it is expected that consumers of financial products and services and the wider community not merely know and understand financial service institutions and financial products and services but also can change people's behaviour in financial management to improve their welfare. According to Febrina Hutabarat (2018), the financial technology variables have a significant and positive influence on financial inclusion. Her study explains that the higher the community who use digital-based financial services will support the achievement of the implementation of financial inclusion by the government. Where the availability of financial services will be more extensive and can reach people who previously had difficulty in accessing financial products and services. Changing the form of services and financial products from conventional to technology-based efficiency and operational costs for the community. Based on Bank Indonesia's Financial Stability Review (2017), Fintech is considered capable of reaching people who cannot yet be reached by banks. Based on the results of the study conducted by Delyana Rahmawany Pulungan and Amelia Ndruru (2019), 95% of students stated that they spend more time in the mall and entertainment center or shopping in a week that is almost every day, the remaining 5% said they only visited 2-3 malls or shopping/entertainment centre in Medan per week. Thereore, it is known that there are 95% of students who go shopping more than 5 times a week while the remaining 5% do shopping in the range of 2-3 times a week (Pulungan, Koto, and Syahfitri 2018; Pulungan and Febriaty 2018). Based on the research problem, it is believed that fintech might help to raise the financial inclusion index. In contrast, Malang is not like big cities across Java where it could be most of the unbanked reside, especially for the students of Universitas Brawijaya Malang who still have little access to financial services. Since in a small city most of the people are micro small and medium business entrepreneurs, and fintech companies have not yet operated much in this area.

This raises the suspicion that many people use financial services but do not understand and have knowledge of these services. Especially for Malang students who still have little access to financial services as a small city where most of the people are small micro and medium business entrepreneurs (SMEs), and fintech companies have not yet operated much in this area. As of 26 December 2019, a statistical research conducted by OJK there are only 4 fintech operated in Surabaya and not in Malang. When it's compared to Jakarta where there are 154 fintech companies already operating.

2. Review of Related Literature

2.1. Financial Literacy

The Organization for Economic Co-operation and Development (OECD) (2016) defines financial literacy as knowledge and understanding of financial concepts and risks, along with the skills, motivation, and confidence to apply their knowledge and understanding to make effective financial decisions, improve financial well-being of individuals and communities, and participate in the economic field. According to the OECD / INFE (2015), the definition of financial literacy is a combination of awareness, knowledge, skills, attitudes and behaviours needed to make financial decisions to achieve the ultimate goal of achieving individual financial well-being. According to Welly et al. (2016), financial literacy is the ability of someone in making effective decisions related to finances. Financial literacy helps individuals avoid financial problems, especially those that occur due to financial management errors.

2.2. Financial Technology

Financial technology is one implementation of the use of information technology related to finance (Alimirruchi 2017). According to Pribadiono, Hukum, Esa, & Barat (2016), Financial Technology (FinTech) is a combination of technology and financial features or can also be interpreted as innovation in the financial sector with a touch of modern technology. Based on Dorfleitner, Hornuf, Schmitt, & Weber (2017), FinTech is an industry that moves very quickly and dynamically, where there are many different business models. In addition, based on Hsueh (2017), Financial Technology, also referred to as Fintech, is a new financial service model developed through information technology innovation. So, according to the author, Financial Technology is a service that combines technology and finance, where this service provides innovation to businesses. According to Bank Indonesia (2016), Financial Technology/FinTech is the result of a combination of financial services and technology that ultimately changes the business model from conventional to moderate, which initially had to pay face to face and bring some cash, now can make long-distance transactions by making payment in seconds.

2.3. Financial Inclusion

According to Sanjaya (2014), inclusive finance means providing access to marginalized people (more to the poor) to have and use financial system services. Not much different from Sanjaya, Radyati (2012) defines inclusive finance is a situation where everyone has access to quality financial services at an affordable cost and in a fun, uncomplicated way that upholds self-respect and respect.

The Global Financial Development Report (2014) defines Financial Inclusion as the proportion of individuals and firms that use financial services has become a interesting subject among policymakers, researchers and other stakeholders. Inclusive finance is a situation where the majority of individuals can take advantage of financial services that are available and minimize the group of individuals who are not yet aware of the benefits of financial access through available access at affordable costs.

World Bank (2015) defines inclusive finance as a condition when every member of the community has access to a variety of quality formal financial services in a timely, smooth, and safe manner with affordable costs tailored to the needs and capabilities of the intended.

Bank Indonesia (2014) defines financial inclusion as all efforts to eliminate all forms of price and non-price barriers to public access to financial services. Indicators that can be used as a measure of a country's financial inclusion are *availability or access* to measure the ability to use formal financial services in terms of physical affordability and prices, *use* to measure the ability to use actual financial products and services (including regularity, frequency, and duration of use) , *quality* to measure whether the attributes of financial products and services meet customer needs, and *welfare* to measure the impact of financial services on the level of service users' life.

2.4. Previous Study

No.	Research Title	Author	Variable	Research Method	Results
1.	*Peran Modal Sosial sebagai mediator literasi keuangan dan inklusi keuangan pada kaum muda di Indonesia (Studi Kasus Komunitas Investor Saham*	Rahmat Simbara Saputra and Andrieta Shintia Dewi (2017)	Independent: a. Behaviour b. Skill c. Knowledge Mediating: a. Collective action b. Bonding c. Bridging d. Trust Dependent: a. Welfare b. Quality c. Usage d. Access	a. Sample and Population: All of the community members ISP 320 people, Non-Probability Sampling, quota sampling technique b. Questionnaires Likert scale c. SPSS and Baron and Kenny and	a. There is a significant relationship between financial literacy and financial inclusion. b. There is a significant relationship between financial literacy and social budget. c. There is a significant

	Pemula)			Sobel Test d. Descriptive Analysis	relationship between social budget and financial inclusion. d. Social Budget mediating between financial literacy and financial inclusion.
2.	The Effect of Financial Literacy on Financial Inclusion among Small-Scale Farmers in Trans Nzoia County	Wafula I.W (2017)	Independent: a. Saving Practices b. Debts Management c. Financial Planning d. Investment Practices Dependent: a. Access to financial Services Usage of financial Services	a. Descriptive Research b. Random Purposive Sampling with the size of 384 farmers in Trans Nzoia country c. Data collection method: using questionnaires SPSS	a. Saving practice, debt management practices, financial planning practices, and investment practices were found to have a great influence on financial inclusion. Investment practices, saving practices, financial planning, and debt management had a positive and significant impact on financial inclusion.
3.	The Effects of Financial Literacy, Digital Financial Product	Yan Shen, Wenxiu Hu and James Hueng (2018)	Independent: a. Financial Literacy Mediating: b. Digital	a. Formative Construct b. Self-Administered Questionnaire, offline and	a. Digital financial product usage and financial inclusion were significantly related.

	Usage and Internet Usage on Financial Inclusion in China		Financial Product c. Internet Usage Dependent: a. Financial Inclusion	online Investigation c. PLS	b. Financial literacy positively and significantly affects financial inclusion. c. Digital Financial product usage significantly mediates the relationship between financial literacy and financial inclusions. d. Digital financial product usage has significant mediation effect between Internet use and financial inclusion.

2.5. Research Method and Hypothesis

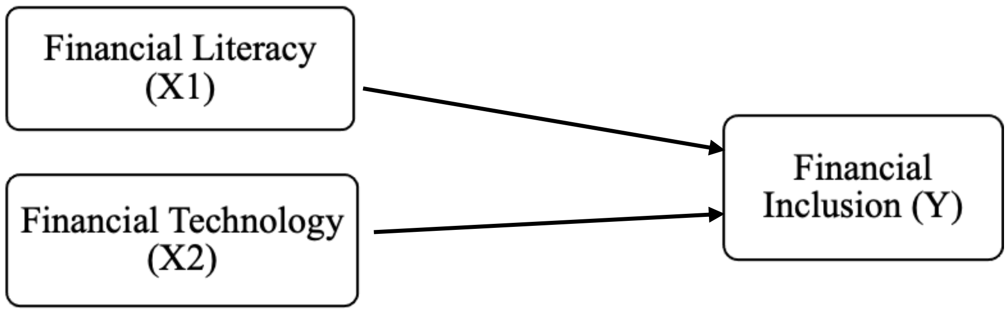

Figure 2.1 Research Method

The hypotheses proposed in this study are as follows:
Research by Andrew and Linawati (2014) suggests the financial knowledge variables have a positive and significant influence on the dimensions of personal financial management.

With this research, knowledge of one's finances and then working on people's finances will be better.

The results of this study are also supported by research by Putri and Rahyuda (2017) that financial literacy has a significant positive effect on the behaviour of individual investment decisions. The more successful and the higher the level of financial literacy, the better the level of individual success. Research by Tsalitsa and Rahmansyah (2016) found the results of research that prove financial literacy affects credit taking.

Based on the explanation stated above related to the influence of financial literacy on financial inclusion, where an increase in financial literacy will be followed by financial inclusion. It can be estimated that financial literacy affects public financial inclusion. Where the effect of financial literacy on financial inclusion is assumed to be positive. That is, increased financial literacy in the community will increase the financial inclusion of the community as well. Hence the first hypothesis is stated below:

H1: Financial literacy influences financial inclusion.

According to Hutabarat (2018), Data processing was done with multiple linear regression analysis methods. Financial literacy and financial technology have a positive influence on financial inclusion. means financial technology has a significant and positive influence on financial inclusion. This study can explain that the more the community use digital-based financial services, the better the achievement of the implementation of financial inclusion by the government.

Another research conducted by Mulasiwi and Julialevi (2020) purpose of this study is to explain the effect of financial-based services fintech on financial literacy and financial inclusion of Medium Enterprises in Purwokerto. The results of this study indicate that financial services fintech based has a positive influence on financial literacy and financial inclusion micro business in Purwokerto.

Based on the explanation in the literature review above related to the influence of financial technology on financial inclusion, where an increase in the use of financial technology is expected to increase the level of public financial inclusion. The government can achieve the target to increase public financial inclusion to reach 75% from 67% in the first period year. Therefore the second hypothesis would be stated below:

H2: Financial technology influences financial inclusion**.**

3. Research Method

This is an explanatory research mentioning the influence of each variables that used quantitative approach. This research is a type of explanatory research (Explanatory Research). According to Sugiyono (2013: 6) explanatory research is research that explains the position between the variables studied and the relationship between one variable and another through testing the hypotheses that have been formulated.

The approach used in this research is a quantitative approach, which is said to be a quantitative method because the research data is in the form of numbers and the analysis uses statistics. This research used hypothesis testing for specific variables or specific research questions commonly used for descriptive or explanatory types of research. The researcher not only described the phenomenon but also explained why the phenomenon occurred and what are the impacts. In other words, the researcher explained the relationships between the variables studied in this research. Also, the researcher formulated hypothesis as an initial assumption to explain the relationships between variables studied.

Data collection methods used in this research were interviews, questionnaires, and literature studies. The questionnaire is one of the information-gathering techniques that can be analysed by the attitudes, beliefs, behaviours, and characteristics of some people in the organization who can be affected by the existing system (Siregar, 2010). The financial literacy and financial inclusion questionnaire refer to the 2016 revision of The Organization for Economic Co-Operation and Development (OECD)/International Network of Financial Education (INFE) questionnaire. Data collection was carried out to obtain analytical materials and data that determine the success of this research. Following is an explanation of the data collection methods used. The questionnaire is a pre-formulated written set of questions in which respondents give their answers. Close-ended questions are efficient due to the easier way to analyse the data (Seliger and Shohamy, 1989). Sekaran (2003) stated that close-ended question would ask the respondents to make choices among a set of alternatives given by the author. Thus, in this research, the questionnaire used a close-ended type of question due to the limitation of time.

(1) Interviews and literature studies are conducted in a structured manner with the Financial Services Authority (OJK) to obtain information about users of financial technology in Indonesia.

(2) Questionnaires are distributed to respondents living and studying in the Faculty of Economics and Business Universitas Brawijaya.

(3) Literature studies are conducted to obtain data secondary supporting research and relevant previous research results.

In this research, the questionnaire was distributed online to the respondent by using Google Form.

In this research, there are two classifications of variables, namely the independent variable and the dependent variable. Independent variables are variables that influence or are cause of changes in the dependent variable (Sugiyono, 2011). Financial literacy and financial technology variables are measured based on the total score of the respondents' answers on the questionnaire. Financial literacy consists of three indicators, namely financial knowledge, financial behaviour, and financial attitudes. Measured by counting the number of responses or correct answers by each respondent

Table 3.1 Score Scale

Score	Information
0,00	Strongly Wrong
0,25	Wrong
0,50	Neutral
0,75	Correct
1,00	Strongly Correct

Source: Secondary Data Processed, 2020

Based on Table 3.1, the maximum score on the indicator of financial knowledge is 1, and the minimum score is 0. Then the total score of each respondent is made as a percentage of the maximum score. This score scale is used to assess this study.

Atkinson and Messy (2012), the OECD International Network on Financial Education have developed a financial literacy survey instrument that can be used with very different backgrounds in various countries. This instrument was later updated by the OECD (2016) by adjusting the questions on each instrument to the state of the community.

Data were processed with qualitative methods and quantitative methods. The analytical tool used by researcher is multiple linear regression analysis using SPSS (Statistical Product and Service Solutions) data processing tools. Before multiple linear regression is performed, the classic assumption test is performed first.

Classic assumption test

To ensure the regression equation that has been done is linear and can be used validly to find forecasting, a classic assumption test was conducted, namely by using the normality test, the heteroscedasticity test, and the multicollinearity test.

1. Normality Test

Normality test is performed to see whether the residual value generated in the regression model of the dependent variable and the independent variable are both normally distributed and not. This test is done because the parametric statistics must meet the assumptions of the data under study must be normal. This research is using the Kolmogorov-Smirnov Test, and the data are normally distributed if the significance value is> 0.05 (Ghozali, 2011).

2. Multicollinearity Test

This test aims to test whether the regression model found a correlation between independent variables. A good regression model should not has a correlation between independent variables. Sekaran and Bougie (2010) state that the more general steps to identify multicollinearity are tolerance values> 0.1 and VIF (Variance Inflation Factor <10. These steps indicate the extent to which one independent variable is explained by other independent variables.

3. Heteroscedasticity Test

Test the situation where in the regression model, there is an inequality of variance from residuals on one observation to another. A good regression model is one that does not has heteroscedasticity from one residual to another observation (Ghozali, 2011). In this research, the test used was the Heteroscedasticity Glejser test. The hypothesis is formulated with the following decision-making criteria:

H0: There is no heteroscedasticity (probability value> 0.05, H0 is accepted) H1: There is heteroscedasticity (probability value <0.05, H0 is rejected).

3.1. Multiple Linear Regression Analysis

The next data analysis is inferential analysis. The statistical technique used to prove the hypothesis is multiple linear regression. Multiple linear analysis is used to find the relationship and influence between two or more variables on one or more variables on one dependent variable (Suharyadi and Purwanto, 2009). The functional relationship between financial inclusion and factors that influence systematically can be formulated as follows:

Y = f (Xi) .... (1) With the regression equation as follows:

$Y = \alpha + \beta iXi +$

Description: Y

α βi Xi X1 X2 X3 X4 X5 X6 X7

.... (2)

= Financial inclusion

= Constant

= Regression coefficient

= Dependent variable, where = financial literacy

= Standard Error (error)

In this research, the multiple linear regression model with a and b is a parameter estimator for α and β, so statistically, the model can be written as follows:

Y = a + b1x1 + b2x2 + b3x3 + b4x4 + b5x5 + b6x6 + b7x7 .... (3)

Hypothesis testing

Hypothesis testing is done to check the significance of the regression coefficients. In this research, a hypothesis test was carried out using the following test:

1. F Test (Simultaneous)

F test is used to determine the level of significance of the influence of the independent variables together (simultaneously) on the dependent variable (Ghozali, 2011). This test is carried out with the following hypothesis: H0: There are no independent variables that significantly affect the response (value

significance> 0.05)

H1: There is at least one independent variable that significantly influences the response (significance value <0.05)

2. T Test (Partial Test)

T test aims to determine whether an independent variable partially has a significant effect or not on the dependent variable (Suharyadi and Purwanto, 2009). The basis for drawing conclusions is:

a. If the real level is> 0.05, then H0 is accepted, and H1 is rejected. This matter means that the independent variables individually do not have real influence on the dependent variable (financial inclusion).

b. If the level of the real number <0.05, then H0 is rejected and H1 is accepted. It means that the independent variables individually have real influence on the dependent variable (financial inclusion).

4. Research Results and Discussion

4.1 Financial Literacy Level of FEB Brawijaya Students

Respondent data collection through the financial literacy questionnaire that refers to the OECD / INFE questionnaire (2016) was conducted to 127 respondents in FEB UB, Malang. The percentage of respondents' answers will be grouped into three categories (Anggraeni, 2014). Respondents with a financial literacy level of less than 60% are categorized as low, between 60-79% are categorized as moderate and more than the same as 80% categorized as high. Following are the results of the grouping of Malang students' literacy levels as the respondents of this research:

Table 4. 1 Level of Financial Literacy of FEB UB Students

Indicator	Financial Literacy Rate (%)		
	Low (<60%)	Moderate (60-79%)	High (> 80%)
Financial Knowledge	3	17	107
Financial Behaviour	7	20	100
Financial Attitude	14	31	82

Source: Primary data processed (2020)

Table 4.1 shows that the indicator of financial knowledge of 107 students has a high level of literacy and is the most number. It means that students in Malang already understand and understand the calculation of savings principal, compound interest, investment return, and the definition of inflation and risk diversification in investment. The average level of financial literacy of students on the indicator of financial knowledge is equal to 84% and belongs to the group of high levels of financial literacy. A total of 105 respondents were able to correctly answer the savings principal calculation. Moreover, 120 respondents were able to correctly answer the rate of return on investment, while there were only 3 respondents who were unable to answer correctly in the indicators of financial knowledge.

In terms of financial behaviour indicators, 46% have a high level of financial literacy and are the highest number. These results can explain that the financial behaviour of students in household budgeting, activeness in saving, personal financial supervision, and decisions in the selection of financial products is high. Of the 127 respondents, there were 57 people who did not have budgeting and the rest had budgeting but did not yet have good personal financial supervision. A total of 120 respondents have planned to save money from various sources of income.

The average level of respondents' financial literacy on indicators of financial behaviour is equal to 78% and belongs to the class of medium financial literacy levels. In the financial attitude indicator, 48% of respondents have a moderate level of financial literacy and are the highest number. The average level of financial literacy of respondents on the indicator of financial attitudes is equal to 65% and belongs to the class of medium financial literacy levels. After adding up the financial literacy level from the three indicators, the average student literacy rate in Malang is equal to 76% and is still in the moderate financial literacy group.

4.2 The Use of Financial Technology

The use of fintech in FEB UB analayzed can be seen at the table 4.2 below:

Table 4. 2 The Use of Financial Technology

Question	Yes %	No %
Fintech as a "market aggregator" for example Cermati, CekAja, KreditGoGo, HaloMoney and others. Are you using the platform?	11%	89%
Fintech risk management and investment In simple terms, this platform is similar to software that functions as a financial advisor in e-trading, e-insurance, and other financial services. Examples of risk management and funding companies in Indonesia are: Online Pajak which helps with taxes, Investree, and Bareksa.	22%	78%
Fintech for "payment, clearing and settlement" for example Gopay, OVO or Dana?	98%	2%

P2P lending or crowdfunding funding platforms for example in Indonesia are Kitabisa, Gandengtangan, i-Ternak, Akseleran.	42%	58%

Source: Primary data processed (2020)

Respondent data collection through a financial inclusion questionnaire that refers to the OJK questionnaire (2016) was conducted for 127 respondents which are the FEB UB students in Malang. From the table above most of the students use fintech for payment as high as 98% equal to 124 students utilize it. Meanwhile the least fintech used by students is Market Aggregator, where they have not used or don't understand how the platform works. It can be concluded that fintech company need to raise awareness and education form fintech platform Market Aggregator and risk management.

4.3 Financial Inclusion Level of FEB Brawijaya students

Respondent data collection through a financial inclusion questionnaire that refers to the OECD/INFE questionnaire (2016) was conducted for 127 respondents which are the students in Malang. Measurement of the level of public financial inclusion using this questionnaire is done by calculating the correct number of questions given then divided by a total score of 5 scores. Following are the topic of questions given to respondents and the percentage of correct answers on each question topic.

Table 4. 3 The Level of Financial Inclusion of FEB UB Students

Question Topic	Right (%)	False (%)
Payment	84	16
Savings Products	87	13
Insurance Products	41	59
Investment Products	58	42

Loan Products	27	73

Source: Primary data processed (2020)

FEB UB Malang students answer correctly on the topic of payment questions as much as 84%, meaning that there are as many as 75 people who have used financial services of banking products such as debit cards, money transfers via ATMs, internet or mobile banking and 32 people use electronic money. Students who have a savings account in this research as much as 87%, meaning that there are 110 of 127 people who have used financial products and services in the form of a savings account. Insurance products are divided into several products with different services based on the type of dependents, such as education, health insurance, motor vehicles, personal accident, fire, travel, agriculture, micro, health BPJS, and employment BPJS. As many as 52 people already have insurance products, although the products they have are BPJS health and employment which are government programs or private companies. While 75 people with the largest number do not have any insurance, it means that students are not aware of the importance of insurance if something unexpected happens. Investment products consist of stocks/mutual funds, precious metals, foreign exchange, deposits, and P2P Lending. Students in Malang answered correctly as much as 58%, meaning as many as 18% of respondents owned precious metals, 24% owned shares/mutual funds and the remaining 16% in Forex, Deposits, and P2P Lending. Loan product services are still not used to a maximum of 73% students have not used loan services such as credit cards or Pay-later or student instalment because they do not have a salary.

4.4 Results and Discussion

Influence of Financial Literacy (X1) on Financial Inclusion (Y)

In the results of the analysis using the multiple regression method, the variable Financial Literacy has an influence on Financial Inclusion. It can be concluded that financial literacy has a significant influence on financial inclusion. It means that financial literacy has a positive and partially significant effect on financial inclusion. Financial literacy has three components, namely financial knowledge, financial behaviour, and financial attitudes (Atkinson and Messy, 2012). These three components have a positive influence on financial inclusion. It shows that the higher financial knowledge, the better one's financial behaviour. Moreover, financial attitude will increase the use, utilization, and understanding of financial products and services.

The results of this research are in line with previous research by Andrew and Linawati's (2014) which shows that financial knowledge variables have a positive and significant influence on the dimensions of personal financial management. In this research, getting research results on knowledge of one's finances and then working on people's personal finances will be better too.

The results of this research are also in line with research by Putri and Rahyuda (2017) which stated that financial literacy has a significant positive effect on the behaviour of individual investment decisions. The higher the level of financial literacy, the better the level of individual success. Last but not least, this research is also in line with research by Tsalitsa and Rahmansyah (2016) who found the results that prove financial literacy affects credit taking. Lusardi and Mitchell (2007) claim that "an adequate level of financial literacy will encourage a person to carry out planning including future planning with investments since the productive period". This result is supported by Atkinson and Messy (2012) that the way a person behaves in financial literacy has a significant influence on financial performance and the selection of personal financial services.

Therefore, this research can be summarized that students who understand the time value of money, interest on loans, principal and compound interest, return on investment and risk, the definition of inflation and diversification will be better able to use financial products and services well. In addition, for being able to use it well, students are also able to choose financial products and services that suit their needs and abilities. Students who have done household financial budgeting, conduct personal financial supervision, have long-term targets, and who are careful in making financial decisions have a better level of financial inclusion

Influence of Financial Technology (X2) on Financial Inclusion (Y)

The results of the analysis using the multiple regression method, so that the Financial Technology variable has a significant effect on Financial Inclusion. Therefore, it can be concluded that financial technology has a significant influence on financial inclusion. This result is in line with research conducted by Mulasiwi and Julialevi (2020) which has the research purpose to explain the effect of financial-based services fintech on financial literacy and financial inclusion of Medium Enterprises in Purwokerto, the results of this research indicate that financial services fintech based has a positive influence on financial literacy and financial inclusion micro business in Purwokerto.

Payment products, settlement clearing, peer to peer lending, market aggregators, risk and management are able to facilitate the public in accessing financial services and products. High internet penetration in the Indonesian people especially in the FEB UB Malang students will further increase financial inclusion through the increasingly developing use of financial technology services. It is in line with the statement of the Ministry of PPN (BAPPENAS) in 2017, which stated that Fintech is one form of implementation of the National Financial Inclusive Strategy (SNKI). In SNKI, it is formulated that the government targeted the financial inclusion level of Indonesian people to reach 75% in 2019.

The results of this research are also in line with Febrina Hutabarat's research (2018). The research conducted by this research discusses the influence of financial literacy (knowledge, behaviour, and financial attitudes) and financial technology on financial inclusion and the interaction of respondents' characteristics regarding demographics on financial inclusion. Data processing with multiple linear regression analysis methods. Financial literacy and financial technology have a positive influence on financial inclusion. Based on the characteristics of the respondents, gender, age, education, and occupation have real differences with an increase in financial inclusion. It means financial technology has a significant and positive influence on financial inclusion. The results of this research can explain that the higher the community who use digital-based financial services will support the achievement of the implementation of financial inclusion by the government.

5. Conclusion

Based on the data and findings analysed above it can be concluded to answer the research problem which are:

1. The average level of financial literacy of students in FEB Brawijaya Malang measured by knowledge, behaviour and attitude is equal to 76% and is still in the moderate financial literacy group.

2. Based on the partial t test results, it is found that financial literacy (X1) has a partially significant influence on Financial Inclusion.
3. Based on the partial t test results, it is found that financial technology (X2) has a partially significant influence on Financial Inclusion.

Students who have good knowledge and skills in managing their personal finances and with the support of a good environment around them especially the campus and family will help students to absorb all positive financial behaviour. Students are able to access all financial products and services properly to manage their personal finances or even able to transmit positive financial behaviour patterns for families and the surrounding environment hence that it is stated that achieving financial literacy and inclusion to students is successful.

5.2. Suggestion

Based on the conclusions above, several suggestions can be put forward that can be useful for the company and other parties such as:

1. It is expected that fintech companies can maintain and improve services to financial technology because the Financial Technology variable significantly influences Financial Inclusion.
2. It is recommended that the fintech service consumer protection regulations to be implemented immediately.
3. Increased public access to financial services institutions especially fintech where transaction could be much more practical and efficient.

Bank Indonesia, together with companies providing financial products and services, must carry out activities to increase financial inclusiveness.

5.3. Implication Managerial

Financial literacy which consists of three components, namely financial knowledge, financial behaviour and financial attitudes have a significant effect on financial inclusion. The theory states that the level of financial literacy will be followed by the level of financial inclusion. This is in accordance with the reality of students where the level of financial literacy is in a well literate position. It can be concluded, there are many students who use financial products and services who have very good knowledge about functions, how to choose the right one according to their needs and know the risks of the products used.

High internet penetration and the growing development of digital technology can be used as a more efficient medium to be able to target a wider and more innovative area. For example, conducting a campaign on the importance of saving through short duration video advertisements with attractive visuals according to the target audience.

Support for financial technology companies must also be increased. Where, the use of technology-based financial services is able to support increased financial inclusion. Efficiency and ease of access to use of financial services and products will help people in every sector of work. Apart from supporting financial technology companies, the government must also provide regulations to protect consumers of technology-based financial services. This will increase consumer confidence in financial technology and the decision to use it will increase.

Financial inclusion indicator analysed that FEB UB students are inclusive enough to know and use about payment products, savings and investment products, insurance products, and loan/credit products, having heard and understood at least 5 financial products. Meanwhile there’s still low percentage in the insurance and loan/credit products section because student merely have an income not a salary monthly issued by company/institution which is why most of them don’t have any loan/credit products.

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