



THE INFLUENCE OF FINANCIAL LITERACY, *FINANCIAL SELF-EFFICACY*, AND *SELF-CONTROL* ON *RISKY CREDIT BEHAVIOR* OF PAYLATER USERS

(Study on State University Students in Malang City)

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Abstract

This study aims to find empirical evidence of the effect of financial literacy, *financial self-efficacy*, and *self-control* on *risky credit behavior*. Because *risky credit behavior* can cause serious financial difficulties if a person cannot meet their debt payment obligations which have a long-term impact on credit reputation and make it difficult to get loans in the future. The population used was public university students in Malang city. The sample was selected using *purposive sampling* method with a total of 250. The study used multiple linear regression testing models tested with the help of SmartPLS 4.0. The results of this study indicate that financial literacy has no effect on *risky credit behavior* while *financial self-efficacy* and *self-control* have a positive and significant effect on *risky credit behavior*.

INTRODUCTION

In the 5.0 era, technology continues to develop and become more sophisticated, including



in the field of information technology and the internet. This progress has resulted in new innovations that are very useful and make human life easier, such as the emergence of *e-commerce* services and the increase in internet usage every year. (Sugiharti & Maula, 2019). According to a survey from *We Are Social* conducted in 2021, 88.1% of internet usage in Indonesia is used to conduct buying and selling transactions using *e-commerce* platforms. *E-commerce* is an example of innovation that arises thanks to advances in information technology and the internet that facilitate the transaction process. *E-commerce* is a business model in which transactions of buying and selling goods and services are carried out using internet platforms. In *e-commerce*, all activities are carried out using the internet (Muqoddas et al., 2020).

The increase in visits and *online* transactions in *e-commerce* occurs due to convenience and the existence of several features that can facilitate transactions. These features include bank transfers, credit cards, *e-wallets*, *paylater*, *direct debit*, and QR. (Muqoddas et al., 2020). Of the various types of payments, there is one type of payment that students often use, namely the *paylater* method. *Paylater* is a payment system that users use to buy goods or services in *e-commerce* with loans without using a credit card. The use of *paylater* is considered more flexible than credit cards. With this method, users can pay in installments on a predetermined due date, thus providing convenience in transactions without the need to pay in cash.

Based on data available at IdScore, *paylater* users in Indonesia are 13.4 million people. Most *paylater* users in Indonesia are millennials, birth year (1981-1996), and generation Z (1997-2012) with a total of 11.58 million. Furthermore, generation X (1965-1980) and *baby bommer* (1946-1964) with a total of 1.82 million users. Friderica Widyasari Dewi, Member of the OJK Board of Commissioners, said that students tend to be trapped in *paylater* services. The reason is that the *paylater* registration process is very easy, students only need to claim that they are workers or laborers at work, and once the account is activated, they can immediately shop according to the credit limit given.

Utilizing *paylater* services can provide benefits and have negative consequences. A beneficial impact if used wisely by students and the use of this *paylater* can also have a bad effect if used without careful consideration, one of the negative impacts is increased *risky credit behavior*. *Risky credit behavior* is credit behavior that has a dangerous risk and disrupts financial stability for someone in the future. based on research conducted by Liu & Zhang (2021), *risky credit behavior* is caused by a person's level of financial literacy. Friderica Widyasari stated that currently many young people have difficulty applying for a Home Ownership Credit (KPR), this is due to traces of *paylater* transactions registered with the Financial Information Service System (SLIK). This is due to a lack of understanding of financial literacy and knowledge in students. (Nisha, 2023). Therefore, students need to understand related finance, such as interest rates on banks, credit card functions, bankruptcy, the stock market, and various services in the banking system, and understand these terms tax calculations and benefits, pension fund



management services, and know various sources of family income etc. (Marissa & Fitriyah, 2023).

Apart from financial literacy, *financial self-efficacy* also affects *risky credit behavior*. *Financial self-efficacy* refers to a person's belief in their ability to effectively manage and control personal finances (Lia & Zhang, 2021). Someone who has a high level of confidence tends to be more careful when making decisions about managing their finances. Also, the higher the level of *financial self-efficacy* will have a tendency to *pay* more attention in making decisions regarding their financial management, so that the risk of misuse of *paylater* services, such as late installment payments or excessive use of *paylater* can be minimized. Based on research by Dina Citra Sari (2024) and I Gede Komang (2023) *financial self-efficacy* has a significant influence on *risky credit behavior*.

Self control plays a role in controlling the desire and urge to make impulse purchases or excessive use of credit. Someone who has a high level of *self-control* is able to manage and control their finances well, including in the use of *paylater* services. They will be able to refrain from using *paylater* excessively or without careful consideration, so that *risky credit behavior* can be minimized. (Bojuwon et al., 2023). Based on the results studied by Fajra Aurelia et al (2024), it is explained that *self-control* has a negative influence on *risky credit behavior*. In line with the results studied by Rosa Elita Simarmata et al (2024), it is explained that *self control* partially has a negative effect on *risky credit behavior*.

This research is important because it combines three interrelated factors in the context of using *Paylater*, namely financial knowledge, self-confidence in managing finances, and the ability to control themselves in using credit. By focusing on students as research subjects so that they can find out the factors that can influence *risky credit behavior* among the younger generation who use *Paylater*.

Financial Literacy

Financial Literacy is defined by the Financial Services Authority (OJK) as a series of processes to improve a person's knowledge, skills, and beliefs so that they have the ability to manage personal finances better. While the *organization for economic co-operation and development* or OECD. Financial literacy is defined Gunawan et al. (2020) as knowledge as well as understanding related to financial risk, accompanied by confidence, motivation and skills in the use of knowledge in making financial decisions effectively. The purpose of financial literacy is to improve the financial well-being of individuals and communities, while also participating in improving the economic sector.

Financial Self Efficacy

Financial Self efficacy is an individual's confidence in the ability to achieve financial goals called financial independence, this is influenced by a number of aspects including social, personality and financial skills (Forbes and Kara, 2010). According to



Bojuwon et al., (2023) *Financial self-efficacy* is a belief and confidence in managing finances so that financial goals can be achieved. This belief influences individual actions in dealing with problems, thinking first before acting. In other words, *financial self-efficacy* is a belief and belief related to the ability regarding financial behavior to be better. (Noor et al., 2020).

Self Control

Self control is the ability to control and regulate oneself. According to Yusuf Blegur, Self-Control is an emotional state that is beneficial for a person in managing emotions in a balanced manner, so as not to cause excessive and endless conflicts. (Ameriks et al., 2007). While Hurlock (Rachlin, 1974) revealed that *self control* is closely related to emotional control. Individuals are expected to be able to control internal emotions and urges within themselves. The ability to manage emotions in accordance with situations and conditions is the key to *self-control*. In addition, *self-control* also helps individuals realize the dangers of being unable to control emotions, and by having good *self-control*, individuals can form a strong character.

Risky Credit Behavior

Risk Credit Behavior (Liu & Zhang, 2021) Credit risk is the risk associated with the possibility of unexpected changes in the quality of credit provided to borrowers. The purpose of measuring credit risk is to estimate the likelihood that the company will experience a payment failure when the payment date is due (*default probability*), besides that it is also used to make an assessment related to the value of the company's assets after passing the payment failure (*distance to default*), besides that it also estimates the rate of return on debt if there is a payment failure made by the borrower (*recovery rate*). If it is related to behavior or *behavior*, *risk credit behavior* refers to the behavior of individuals or companies in managing credit risk, namely the risk associated with the possibility of default or inability to meet debt payment obligations. This credit risk-related behavior covers various aspects, including the tendency to take excessive risks. Lack of discipline in financial management, and the ability to control financial behavior that can affect credit quality. *Risky credit behavior* can be reflected in financial decisions made by individuals or companies such as the tendency to take out loans that exceed repayment capacity, lack of monitoring of debts held, or unwillingness to adjust financial strategies to changing economic conditions. These behaviors can affect the level of credit risk faced by individuals or firms, and can impact their ability to meet repayment obligations on time. (Xiao et al., 2011).

Relationship between Variables

The relationship between financial literacy and risky credit behavior

Financial literacy is defined by the financial services authority as a series of processes to improve skills, knowledge, skills, and beliefs in order to have the ability to manage personal finances better. (Novitasari, 2022). A study conducted by Dina Citra



Sari (2024) found that objective financial literacy has a significant negative effect on actions that take credit risk. Conversely, subjective financial literacy has no effect on actions that take credit risk.

This is in line with what was studied by Firman et al (2023) Objective financial literacy has a significant negative effect on credit risk behavior; however, it is different from the results studied by I Gede Komang Krisna Wira Bhakti et al (2023), in which financial literacy has a significant positive effect on *risky credit behavior*. therefore the researchers formulated the following hypothesis.

H1: Financial Literacy has a significant negative effect on *risky credit behavior of Paylater Users*

The relationship between *financial self-efficacy* and *risky credit behavior*

Financial self-efficacy is an individual's belief regarding his ability to achieve financial goals, which is influenced by factors such as personality, social aspects, and other factors (Karnreungsari, 2020). Based on research conducted by Dina Citra Sari (2024) *financial self-efficacy* has a significant effect on *risky credit behavior*. This is in accordance with the research of I Gede Komang Krisna Wira Bhakti, et al (2023), *financial self efficacy* has a significant positive effect on *risky credit behavior*. However, research by Nimra Noor et al (2020) states that *financial self-efficacy* has an effect and is not significant on *risky credit behavior*. So the hypothesis in the study is formulated as follows.

H2: *financial self-efficacy* has a positive effect on *risky credit behavior of Paylater Users*

The relationship between *Self Control* and *risky credit behavior*

According to Yusuf Blegur, Self-Control is an emotional state that is beneficial for a person in managing emotions in a balanced manner, so as not to cause excessive and endless conflict. (Ameriks et al., 2007). Based on research by Fajra Aurelia et al (2024) which explains that *self-control* has a negative influence on consumptive behavior. This is in accordance with what was researched by Rosa Elita Simarmata et al (2024) explaining that *self control* partially has a negative effect on *consumptive behavior*. However, it is different from what was researched by Meila Feralda et al (2023) which explains that *self-control* significantly has a positive effect on *financial management behavior*. So the hypothesis in the study is formulated as follows.

H3: *Self control* has a negative effect on *risky credit behavior Paylater users*

RESEARCH METHODS

The research method used is quantitative by using the SmartPLS 4 analysis tool. The population used is state university students in Malang city. The sample of this study is from among Malang city state university students with *purposive sampling* technique who have used *paylater*. In this study, the population used is unknown, so the sampling



uses the Malhotra formula (1993), namely by multiplying 5 by the number of items (Malhotra & Birks, 2007). In this study there were 50 items, so a sample of 250 respondents was obtained (5 x 50 items).

RESULTS AND DISCUSSION

Measurement Model

(Outer Model)

Based on the *outer model* test, the *loading factor* values presented in Table 1 can be obtained:

Table 1
Loading Factor Test (First Running)

Variables	Item	Loading factor value	Description
Financial Literacy	X1.1.1	0,758	Valid
	X1.1.2	0,698	Invalid
	X1.1.3	0,635	Invalid
	X1.1.4	0,783	Valid
	X1.1.5	0,748	Valid
	X1.2.1	0,750	Valid
	X1.2.2	0,732	Valid
	X1.2.3	0,674	Invalid
	X1.3.1	0,703	Valid
	X1.3.2	0,747	Valid
	X1.3.3	0,745	Valid
	X1.3.4	0,749	Valid
	Financial Self Efficacy	X2.1.1	0,724
X2.1.2		0,672	Invalid
X2.1.3		0,753	Valid
X2.2.1		0,778	Valid
X2.2.2		0,688	Invalid
X2.2.3		0,757	Valid
X2.2.4		0,723	Valid
X2.3.1		0,663	Invalid
X2.3.2		0,684	Invalid
X2.3.3		0,707	Valid
X2.3.4		0,714	Valid
X2.4.1		0,701	Valid
X2.4.2		0,764	Valid
X2.4.3		0,707	Valid
X2.5.1		0,717	Valid
X2.5.2		0,727	Valid
X2.5.3		0,728	Valid
X2.5.4	0,721	Valid	



<i>Self Control</i>	X.3.1.1	0,742	Valid
	X.3.1.2	0,714	Valid
	X.3.1.3	0,757	Valid
	X.3.2.1	0,703	Valid
	X.3.2.2	0,758	Valid
	X.3.2.3	0,707	Valid
	X.3.2.4	0,729	Valid
	X.3.3.1	0,726	Valid
	X.3.3.2	0,746	Valid
	X.3.3.3	0,704	Valid
<i>Risky Credit Behavior</i>	Y.1.1.1	0,725	Valid
	Y.1.1.2	0,754	Valid
	Y.1.1.3	0,733	Valid
	Y.1.1.4	0,736	Valid
	Y.1.1.5	0,691	Invalid
	Y.1.2.1	0,704	Valid
	Y.1.2.2	0,721	Valid
	Y.1.2.3	0,738	Valid
	Y.1.2.4	0,731	Valid
	Y.1.2.5	0,719	Valid

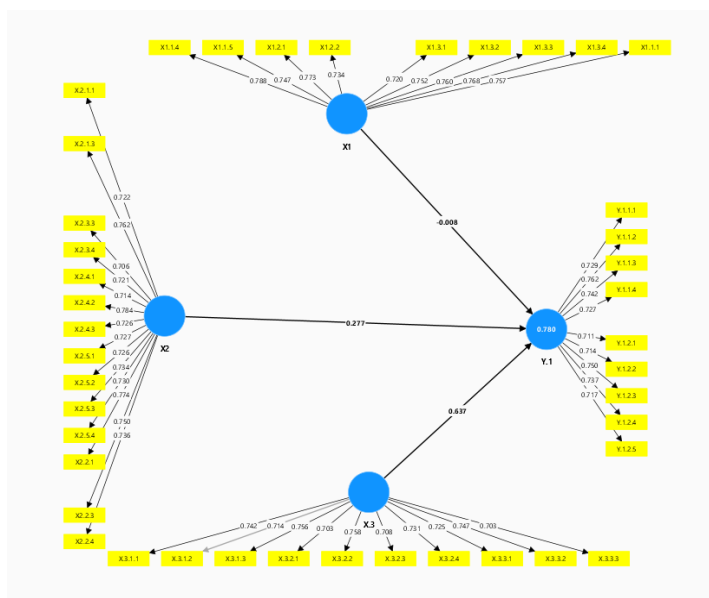
Source: Primary data processed, 2024

Based on table 1, the value of the dominant *loading factor* is more than 0.7. However, some question items have a value of less than 0.7, totaling 3 items on the Financial Literacy variable, namely items X1.1.2, X1.1.3, and X1.2.3. 4 question items are less than 0.7 on the *Financial Self Efficacy* variable, namely X2.1.2, X2.2.2, X2.3.1, and X2.3.2, and on the *Risky Credit Behavior* variable there is 1 question item that is less than 0.7, namely Y1.1.5. So that invalid items are removed and then the second *outer model* is retested, the second *outer model* run is obtained as follows:

Figure 2



Outer Model Test (Second Running)



Source: Primary data processed, 2024

Based on the results of the *outer model test*, the *loading factor* value in the second run is obtained in the following table:

Table 2
Loading Factor Test (Second Running)

Variables	Item	Loading factor value	Description
Financial Literacy	X1.1.1	0,758	Valid
	X1.1.4	0,783	Valid
	X1.1.5	0,748	Valid
	X1.2.1	0,750	Valid
	X1.2.2	0,732	Valid
	X1.3.1	0,703	Valid
	X1.3.2	0,747	Valid
	X1.3.3	0,745	Valid
Financial Self Efficacy	X2.1.1	0,724	Valid
	X2.1.3	0,753	Valid
	X2.2.1	0,778	Valid
	X2.2.3	0,757	Valid
	X2.2.4	0,723	Valid
	X2.3.3	0,707	Valid
	X2.3.4	0,714	Valid
	X2.4.1	0,701	Valid



	X2.4.2	0,764	Valid
	X2.4.3	0,707	Valid
	X2.5.1	0,717	Valid
	X2.5.2	0,727	Valid
	X2.5.3	0,728	Valid
	X2.5.4	0,721	Valid
<i>Self Control</i>	X3.1.1	0,742	Valid
	X3.1.2	0,714	Valid
	X3.1.3	0,757	Valid
	X3.2.1	0,703	Valid
	X3.2.2	0,758	Valid
	X3.2.3	0,707	Valid
	X3.2.4	0,729	Valid
	X3.3.1	0,726	Valid
	X3.3.2	0,746	Valid
X3.3.3	0,704	Valid	
<i>Risky Credit Behavior</i>	Y1.1.1	0,725	Valid
	Y1.1.2	0,754	Valid
	Y1.1.3	0,733	Valid
	Y1.1.4	0,736	Valid
	Y1.2.1	0,704	Valid
	Y1.2.2	0,721	Valid
	Y1.2.3	0,738	Valid
	Y1.2.4	0,731	Valid
	Y1.2.5	0,719	Valid

Source: Primary data processed, 2024

Based on the results of the second *outer loading* test in the financial literacy, *self efficacy*, *self control*, *risky credit behavior* variables, because the *loading factor* of each is more than 0.7, it can be concluded that all statement items in this study, each of which is measured based on the *loading factor* value, are valid.

Furthermore, in testing convergent validity by paying attention to the AVE value, the results are obtained:

Table 3
Average Variance Extracted (AVE) Value

Variables	AVE	Description
Financial Literacy	0.571	Valid
<i>Financial Self Efficacy</i>	0.543	Valid
<i>Self Control</i>	0.531	Valid
<i>Risky Credit Behavior</i>	0.536	Valid

Source: Primary data processed, 2024



Based on the test results in table 3, the AVE value for financial literacy (X1), *financial self-efficacy* (X2), *self-control* (X3), and *risky credit behavior* (Y1) shows a value of more than 0.5 so it can be seen that each variable is valid.

The following discriminant validity test results are presented in Table :

Table 4
Cross Loadings Value

	Financial Literacy	Financial Self Efficacy	Self Control	Risky Credit Behavior
X1.1.1	0.757	0.626	0.610	0.570
X1.1.4	0.788	0.575	0.554	0.525
X1.1.5	0.747	0.531	0.487	0.479
X1.2.1	0.773	0.578	0.561	0.518
X1.2.2	0.734	0.522	0.517	0.479
X1.3.1	0.720	0.558	0.557	0.494
X1.3.2	0.752	0.549	0.553	0.459
X1.3.3	0.760	0.598	0.570	0.508
X1.3.4	0.768	0.605	0.596	0.524
X.2.1.1	0.614	0.722	0.619	0.601
X.2.1.3	0.582	0.762	0.690	0.640
X2.2.1	0.575	0.774	0.677	0.635
X2.2.3	0.551	0.750	0.658	0.625
X2.2.4	0.556	0.736	0.609	0.572
X.2.3.3	0.598	0.706	0.631	0.594
X.2.3.4	0.544	0.721	0.613	0.589
X.2.4.1	0.512	0.714	0.608	0.579
X.2.4.2	0.586	0.784	0.672	0.629
X.2.4.3	0.533	0.726	0.630	0.566
X.2.5.1	0.514	0.727	0.690	0.648
X.2.5.2	0.563	0.726	0.613	0.611
X.2.5.3	0.526	0.734	0.621	0.619
X.2.5.4	0.564	0.730	0.670	0.617
X.3.1.1	0.635	0.681	0.742	0.673
X.3.1.2	0.514	0.618	0.714	0.619
X.3.1.3	0.593	0.678	0.756	0.677
X.3.2.1	0.535	0.638	0.703	0.607
X.3.2.2	0.558	0.653	0.758	0.649
X.3.2.3	0.489	0.612	0.708	0.604
X.3.2.4	0.503	0.626	0.731	0.627



X.3.3.1	0.491	0.607	0.725	0.617
X.3.3.2	0.529	0.624	0.747	0.672
X.3.3.3	0.520	0.628	0.703	0.614
Y.1.1.1	0.526	0.657	0.660	0.729
Y.1.1.2	0.515	0.576	0.653	0.762
Y.1.1.3	0.486	0.648	0.713	0.742
Y.1.1.4	0.434	0.583	0.611	0.727
Y.1.2.1	0.490	0.571	0.592	0.711
Y.1.2.2	0.538	0.567	0.576	0.714
Y.1.2.3	0.503	0.613	0.667	0.750
Y.1.2.4	0.466	0.607	0.625	0.737
Y.1.2.5	0.475	0.621	0.643	0.717

Source: Primary data processed, 2024

Based on the *cross loading* value, all items are more than 0.7. In addition, the value of the question items is greater than the value of other variables, therefore the conclusion on the question items used is valid in the discriminant test.

Table 5
Composite Reliability and Cronbach Alpha values

	Composite Reliability	Cronbach's Alpha	Description
Financial Literacy	0.906	0.923	Reliable
Financial Self Efficacy	0.935	0.943	Reliable
Self Control	0.902	0.919	Reliable
Risky Credit Behavior	0.892	0.912	Reliable

Source: Primary data processed, 2024

Based on table 5, it can be seen that each variable has a *composite reliability* of more than 0.7, namely: financial literacy 0.906, *financial self-efficacy* 0.935, *self control* 0.902, and *risky credit behavior* 0.892. In *Cronbach's alpha* on each variable more than 0.7, namely: financial literacy 0.923, *financial self efficacy* 0.9423 *self control* 0.919, and *risky credit behavior* 0.912. So it is concluded that the variable is reliable

(Inner Model)

Table 6
R-Square Value

	R-square
Risky Credit Behavior	0.780

Source: Primary data processed, 2024

In table 6, it explains that the *R-Square* value on *Risky Credit Behavior* has a value of 0.780 or 78.0%. It can be said that the amount of Financial Literacy, *Financial Self*



Efficacy, Self Control on Risky Credit Behavior is 0.780 or 78.0%. The other 22% is influenced by other variables.

Table 7
F-Square Value

	f-square	Description
X1 -> Y	0.000	No Effect
X2 -> Y	0.073	Small Influence
X3 -> Y	0.412	Big Influence

Source: Primary data processed, 2024

In table 7, the effect of Financial Literacy on *Risky Credit Behavior* has no effect with an *f-square* value of 0.000. The effect of *Financial Self Efficacy* on *Risky Credit Behavior* has a small effect with an *f-square* value of 0.073. The effect of *Self Control* on *Risky Credit Behavior* has a large influence with an *f-square* value of 0.412.



(Hypothesis Test)

Table 8
Direct Effect Hypothesis Test Results

	Original Sample (O)	T-Statistics (O/STDEV)	P-Values	Description
Financial Literacy (x1) -> Risky Credit Behavior (Y)	-0.008	0.157	0.875	Not Accepted
Financial Self Efficacy (x2) -> Risky Credit Behavior (Y)	0.277	3.535	0.000	Accepted
Self Control (x3) -> Risky Credit Behavior (Y)	0.637	8.993	0.000	Not Accepted

Based on the results of Table 8, it is known that the effect hypothesis test has criteria, namely T-Statistics > 1.96 and P-Values > 0.00. The following is an explanation of the table:

- The test results of the effect of *Financial literacy* on *Risky Credit Behavior* have *T-Statistics* 0.157 and *P-values* 0.875. This shows that *financial literacy* has no effect on *Risky Credit Behavior*, in other words, hypothesis H1 is not accepted.
- The test results of the effect of *Financial Self Efficacy* on *Risky Credit Behavior* have *T-Statistics* 3.535, *P-values* 0.000 and *path coefficient* 0.227. This shows that *Financial Self Efficacy* has a significant and positive effect on *Risky Credit Behavior*, in other words, hypothesis H2 is accepted.
- The test results of the effect of *Self Control* on *Risky Credit Behavior* have *T-Statistics* 8,993, *P-values* of 0.000 and *path coefficients* 0.647. This shows that *Self Control* has a significant and positive effect on *Risky Credit Behavior*, in other words, hypothesis H3 is not accepted.

Discussion

a. The effect of financial literacy on risky credit behavior

Based on the results of the analysis and hypothesis testing, it is found that financial literacy has no effect on *risky credit behavior*. This shows that the hypothesis (H1) cannot be accepted. Financial literacy is the main thing in understanding finance. Indicators in financial literacy as mentioned by Oseifuah (2010) say that there are 3 indicators, namely *financial knowledge*, *financial attitudes*, and *financial behavior*. Based on the results of the analysis, it is known that *financial attitudes* and *financial behavior* are the most dominant indicators that make students not have *risky credit behavior* with an average of 3.703 and 3.737 respectively. Meanwhile, the *financial knowledge* indicator is not so dominant in making students not have *risky credit behavior* with an average of 3.338. This indicates that even students who have a high literacy interest do not affect *risky credit behavior* in using *paylater*. From these



results, it can be concluded that the financial literacy variable with its 3 indicators, namely *financial knowledge*, *financial attitudes*, and *financial behavior*. This causes financial literacy to have no effect on *risky credit behavior* is the age range of the majority of respondents 21 th & 22 th and are still students so that financial conditions still depend on parents. These two things cause even though students have good literacy, it is not directly proportional to *risky credit behavior*.

b. The effect of *financial self-efficacy* on *risky credit behavior*.

Based on the results of data analysis and hypothesis testing, it is found that *financial self-efficacy* has a positive and significant effect on *risky credit behavior* on the use of *paylater*. This shows that the hypothesis (H2) in this study is accepted. The indicators used in *financial self-efficacy*, namely using Furreboe's theory (Nyhus 2022), state that there are five indicators. In financial self-efficacy, namely proficiency in planning financial expenses, achieving financial targets in accordance with goals, making decisions when facing unexpected situations, facing financial challenges, and confidence in managing important finances. Of the five indicators, decision making when facing unexpected situations, facing financial challenges, and confidence in managing important finances are the most dominant in influencing students' *risky credit behavior* in using *paylater*. The respective indicators are 3.8325 for decision making when facing unexpected situations, then 3.873 for indicators of facing financial challenges, and 3.885 for confidence in managing important finances. Meanwhile, indicators of proficiency in planning financial expenses and achieving financial targets in accordance with goals are not so dominant in influencing students' *risky credit behavior* in using *paylater*. This is in line with the research of Dina Citra Sari (2024) and I Gede Komang (2023). The respective indicators are 3.703 and 3.745. This indicates that belief in one's ability to improve financial behavior is able to influence *risky credit behavior* in the use of *paylater*. The conclusion from the research results is that the *financial self-efficacy* variable with its five indicators is an effective way to influence *risky credit behavior* in using *paylater*.

c. The effect of *self-control* on *risky credit behavior*

Based on the results of the analysis and hypothesis testing, it is found that *self control* has a positive and significant effect on *risky credit behavior* using *paylater*. This can be interpreted if individuals who have a high level of *self-control* have a tendency to have *risky credit behavior* in the same direction. However, it is not in line with the research hypothesis which states that *self control* has a negative effect on *risky credit behavior* using *paylater*. Self control is important for someone to exercise self-control. *Selof control* indicators use Turner & Piqueero's (2002) theory which states that there are three that affect self-control, namely behavioral *control*, cognitive control, and decision-making control. In this study, the three indicators are equally dominant in influencing students' *risky credit behavior* in using *paylater*. The



respective indicators are 3.81 for behavioral control, 3.84 for cognitive control, and 3.846 for decision-making control. This indicates that a person's self-control is able to influence the risky credit behavior of using paylater. However, with good *self-control*, the possibility of *risky credit behavior* will decrease. However, the results of this study show a unidirectional effect. This is possible because someone who has high *self-control* has confidence in their ability to manage risk and can engage in high-risk investments that are not always successful. Also, high *self-control* can make individuals overconfident in their ability to manage finances, which can lead to unnecessary risk-taking. For example, they may feel confident that they can manage multiple debts at once without considering the potential negative impacts.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the study, it can be seen that financial literacy has no effect on *risky credit behavior*, this is possible because students do not have sufficient *financial* capability and the effects of lifestyle. So that even though they have good financial literacy, there is no positive impact on *risky credit behavior*. *Financial self-efficacy* has a significant positive effect on *risky credit behavior*. This means that student behavior in the indicators mentioned in *financial self-efficacy* can effectively influence *risky credit behavior*. Meanwhile, the third hypothesis of the study that *self control* has a negative effect on *risky credit behavior* is not accepted.

In further research that wants to examine financial literacy, *financial self-efficacy*, *self-control* has an influence on *risky credit* behavior, it must provide clarity about the character of the respondent and calculate the number of respondents who can represent the population and to determine its significant influence.

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