

FACTORS THAT INFLUENCE THE USE OF BRI MOBILE BANKING ON UMS STUDENTS

Abdi Krismono¹, Rochman Hadi Mustofa²

^{1,2} Pendidikan Akuntansi, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Surakarta

¹abdikrismondol@gmail.com

Keyword

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Abstract

Fintech or financial technology affects the digital financial sector where this has changed from cash to non-cash payments and made payments more practical, effective, efficient and simple. This study aims to determine the effect of social status, financial iteration, and digital literacy on the use of BRI mobile banking on students of Universitas Muhammadiyah Surakarta. This research is a quantitative study using a questionnaire distributed via google form as a data collection technique. The population in this study were students of the 2018-2021 accounting education study program at Universitas Muhammadiyah Surakarta. The analysis technique used was multiple linear analysis which obtained the following results: 1) social status has a positive and significant effect on the use of BRI mobile banking on students, 2) financial literacy has a positive and significant effect on the use of BRI mobile banking on students, 3) digital literacy has no positive and significant effect on the use of BRI mobile banking on students, 4) social status, financial literacy and digital literacy simultaneously have a positive and significant effect on the use of BRI mobile banking on students.

INTRODUCTION

Technology is developing rapidly, one of which is information technology, which is quite dominant in various sectors of human life. This can be seen from the number of users of information technology, one of which is a smartphone. Statistical data says that smartphone or smart phone users worldwide from 2014 to 2020. In 2016, the number of smartphone users is estimated to reach 2.1 billion. While the number of cell phone users worldwide is expected to surpass the five billion mark by 2019. The number of smartphone users is expected to continue to grow from 2.1 billion in 2016 to around 2.5 billion in 2019, with the penetration rate of these smart devices also increasing. More than 36 percent of the world's population is projected to use smartphones by 2018, up from about 10 percent in 2011 (Teknologi.id, 2018).

With the existence of technology, it makes it easier in the human life sector, one of which is the business sector. Business people will create a product that is easy, fast, precise and safe in meeting human needs. Fintech or financial technology is also influential in the digital finance sector where it has changed from cash to non-cash payments and made payments more practical, effective, efficient and simple. This can be seen in applications on mobile and cellular phones.

In the world of banking, technology is utilized to create application systems that are used to assist daily service operations. Information technology is applied to assist the public in playing their funds and creating innovative banking services. This is also in line with what the community wants, namely that people need safe and reliable services. In this case, one of the services is mobile banking.

Currently, financial transactions can be done easily without using an ATM machine, namely by using mobile banking. With mobile banking, people or customers can make transactions easily

only through smartphones. "Mobile banking is a service that allows bank customers to conduct banking transactions via cell phones or smartphones Oliveira et al., (2014). Mobile banking, also referred to as mobile phone banking, uses mobile terminals such as cell phones and personal digital personal assistants to access banking networks via wireless application protocols Zhou et al., (2010). Mobile banking services can be used through menus that are available through applications that can be downloaded and installed by customers Kim et al. (2009). Mobile banking offers convenience compared to SMS banking because customers do not need to remember the format of SMS messages to be sent to the bank and the destination number of SMS banking (Barati & Mohammadi, 2009). Definition of mobile banking according to Oliveira 2014, Zhou 2010, Barati & Mohammadi 2009 in a research journal (Marpaung et al., 2021)"

However, with this application, there are still students who do not like to use the mobile banking application, many students still use ATM machines to make transactions such as money transfers or to make payments. There are reasons that make students dislike using mobile banking applications such as the risk when using mobile banking such as malware that can break into information with malicious soft software, students become wasteful in their finances because they can easily make financial payments, besides that, fraud is carried out with certain modes targeting mobile banking users.

Students in their finances still depend on their parents so that their income or pocket money is obtained from their parents. Therefore, social status is related to student financial management. According to Khairul and Syah, (2019) the socio-economic status of the family is the status that parents have in the family. Meanwhile, according to Ramdani, (2017), socio-economics is the state or position of the smallest social unit in the structure of society which determines the rights and obligations of a person in society. Meanwhile, Ramdani (2017) states that the definition of socio-economic status means a condition that shows the family's financial capabilities and material equipment, where this situation means good, sufficient, and lacking. From this opinion, it can be concluded that socio-economic understanding is the position where a person's position in society is related to the level of education, employment, income level, status in an organization. The higher the level of education of the parents, the greater the level of economic income. Thus socio-economic status can be measured by 3 indicators as follows: 1) income or wealth. 2) occupation. 3) education. Definition of socio-economic status according to Khairul and Syah and Ramdani in a research journal (Irfan & Khairun, 2020)"

The current condition of financial literacy of Indonesian society is still low. The 2019 National Survey on Financial Literacy and Inclusion (SNLIK) shows a financial literacy index of 38.03% and a financial inclusion index of 76.19%. Although still low, these figures increased compared to the 2016 SNLIK results, which showed a financial literacy index of 29.7% and a financial inclusion index of 67.8%. This shows that Indonesian people in general do not understand well the characteristics of various financial products and services offered by formal financial services institutions, even though financial literacy is an important skill in the context of community empowerment, individual welfare, consumer protection, and increasing financial inclusion. Financial Services Authority, (2021). The concept of literacy is not only synonymous with literacy but also with technology and finance. Financial literacy is related to a person's ability to manage finances. Someone who has high financial literacy will certainly be able to manage finances by utilizing existing resources or existing technology.

The lack of digital technology knowledge of a person or student today will make someone left behind in various ways such as a person's lack of receiving information and utilizing digital technology. Therefore, digital knowledge is important for a person or student in receiving, rejecting, or finding information. Digital literacy relates to a person's ability to use digital technology. Digital literacy is the ability to use, analyze and evaluate information with digital technology (Hague, 2013). Definition of digital literacy according to Hague, 2013 in the journal (Dinata, 2021). Based on the Kominfo survey (2020) regarding Indonesia's digital literacy skills, which received a medium score, which was at 3.47. When viewed more specifically for each sub-index, namely, information and data literacy, communication and collaboration, security and technological capabilities are still below 4 (good category). Based on the background description

of the problem, it is necessary to conduct research as follows "Factors Affecting the Use of Mobile Banking in UMS Students"

METHOD

In this study using quantitative research, namely the scientific method or scientific because it fulfills scientific rules concretely or empirically, objectively, measurably, rationally, and systematically based on the philosophy of positivism. This method aims to test the hypothesis that has been determined by the researcher to examine certain populations and samples and the data collection technique uses a research instrument in the form of a questionnaire and the data analysis is quantitative (Sugiyono, 2017). The population in this study were accounting education students class of 2018-2021. In this study, the sample used in this study was accounting education students class of 2018-2021, totaling 557. Saturated sampling technique is a sampling technique where all members of the population are sampled. In this study, the number of samples determined was 226 students. Primary data in this study are questionnaires via google form. While the secondary data of this study is additional data sourced from articles, books, journals and others. The data analysis techniques used in this study are normality test, multicollinearity, heteroskedasitas, multiple linear analysis, partial test, simultaneous test and coefficient of determination.

RESULTS

Classical Assumption Test

Normality Test

The data normality test aims to test whether the independent variable or the dependent variable is normally distributed or not. The normality test is based on the Kolmogorov Smirnov test. Data is normally distributed if the significance value is greater than alpha 5%, the data is declared normally distributed (sig> 0.05).

Tabel 1. Result of Normality Test

Kolmogorov-Smirnov Z	Asymp sig. (2 tailed)	Description
0,605	0,857	Normal

Source: SPSS data processing program output (2022)

Multicollinearity Test

This test can be seen by looking at the tolerance value and the variance inflation factor (VIF) value. If the tolerance value is above 0.1 and the VIF value is below 10, it can be stated that there is no multicollinearity between the independent variables.

Tabel 2. Result of Multicollinearity Test

Variabel	Tolerance	VIF	Description
Social Status	0,848	1.179	No Multicollinearity
Financial Literacy	0,610	1.640	No Multicollinearity
Digital Literacy	0,681	1.467	No Multicollinearity

Source: SPSS data processing program output (2022)

Heteroscedasticity Test

A good equation is one that does not have heteroscedasticity. How to test is by means of the Gletjer test. If the sig value> 0.05 then there is no heteroscedasticity.

Tabel 3. Result of Heteroscedasticity Test

Variabel	Signifikansi	Keterangan
Social Status	0,891	No Heteroscedasticity
Financial Literacy	0,278	No Heteroscedasticity
Digital Literacy	0,372	No Heteroscedasticity

Source: SPSS data processing program output (2022)

Multiple Regression Analysis

Tabel 4. Result of Multiple Regression Analysis

Model	Unstandardize d Coefficients	
	B	
1	(Constant)	4.874
	Social Status	.128
	Financial Literacy	.296
	Digital Literacy	.044

Source: SPSS data processing program output (2022)

Based on the regression test table above, it can be seen that:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3$$

$$Y = 4,874 + 0,128X_1 + 0,296X_2 + 0,044X_3$$

From the multiple regression analysis equation in this study. The results of the multiple regression equation can be seen as follows:

- In the regression equation, the constant value is 4.874. This means that if there is no social status, financial literacy, and digital literacy, the use of mobile banking in students is 4.874.
- The regression equation with the coefficient of the social status variable is 0.128, if the value of social status is increased by one unit, the level of social status increases by 12.8%. So that social status affects the use of mobile banking, because the coefficient of social status is positive, which means that there is a positive influence between social status on the use of mobile banking in students.
- The regression equation with the coefficient of the financial literacy variable is 0.296, if the value of financial literacy is increased by one unit, the level of financial literacy will increase by 29.6%. So that financial literacy affects the use of mobile banking, because the coefficient of financial literacy is positive, which means that there is a positive influence between financial literacy on the use of mobile banking in students.
- The regression equation with the coefficient of the digital literacy variable is 0.044, if the value of digital literacy is increased by one unit, the level of digital literacy will increase by 4.4%. So that digital literacy affects the use of mobile banking, because the digital literacy coefficient is positive, which means there is a positive influence between digital literacy on the use of mobile banking.

Partial Test (T Test)

Tabel 5. Result of Partial Test (T Test)

Variabel	t Hitung	t Tabel
Social Status	2,180	1,651
Financial Literacy	2,814	1,651
Digital Literacy	0,263	1,651

Source: SPSS data processing program output (2022)

Based on the table in the t test above, it can be seen that :

- The t value on the social status variable is 2.180, while the t table is 1.651. It can be seen that $t_{count} > t_{table}$. So it can be concluded that the social status variable has a significant effect on the use of BRI mobile banking for students.
- The t value calculated on the financial literacy variable is 2.814, while the t table is 1.651. It can be seen that $t_{count} > t_{table}$. So it can be concluded that the social literacy variable has a significant effect on the use of BRI mobile banking for students.

- c. The t value on the digital literacy variable is 0.263, while the t table is 1.651. It can be seen that $t_{count} < t_{table}$. So it can be concluded that the digital literacy variable does not have a significant effect on the use of BRI mobile banking in students..

Simultaneous Test (F Test)

Tabel 6. Result of Simultaneous Test (F Test)

Variabel	Nilai F Hitung	sig
Social Status, Financial Literacy, Digital Literacy	8,994	0,000

Source: SPSS data processing program output (2022)

The calculated F value of 8.994 is greater than the F table, which is 2.68. Meanwhile, the sig value is $0.000 < 0.05$ alpha value, which means H_0 is rejected and H_a is accepted. So it can be concluded that the variables of Social Status, financial literacy, and digital literacy simultaneously have a positive effect on the use of mobile banking.

Coefficient of determination

Tabel 7. Koefisien Determinasi

Variabel	R Square
Social Status, Financial Literacy, Digital Literacy	0,108

Source: SPSS data processing program output (2022)

The results of testing the coefficient of determination in the table show that the variables of Social Status, Financial Literacy and Digital Literacy affect the use of BRI mobile banking by 10.8%. Then the remaining 89.2 is influenced by other variables not examined in this study.

DISCUSSION

Influence of Social Status on the use of mobile banking

In this study, it was found that social status has a positive and significant effect on the use of mobile banking in students. This is evidenced by the t value of 2.180 which is greater than the t table of 1.651. So it can be concluded that social status has a significant effect on the use of mobile banking. This is in line with research (Köse & Gülerüyük, 2020) with research results where education level, employment level and income level have a positive influence on the use of internet banking services. Therefore, it means that social status has a positive influence on the use of mobile banking or internet banking. Because in this study the level of education, employment level and income level are indicators of social status. This is inversely proportional to research conducted (Salmah, 2021), namely that education level and income level do not have a significant effect on the use of mobile banking.

The effect of financial literacy on the use of mobile banking

This study also found that financial literacy has a positive and significant effect on the use of mobile banking. This is evidenced by the processing of the t value on the financial literacy variable of 2.184 while the value in the t table is 1.651. This shows that t_{count} is greater than t_{table} . So it can be concluded that financial literacy has a positive and significant effect on the use of mobile banking. This is relevant to research (Bhuvana & Vasantha, 2019), namely that financial literacy mediates rural people's intention to use mobile banking. This is also relevant to research (Pradini & Susanti, 2021), namely that financial literacy, digital literacy and ease of use affect the use of mobile banking.

The effect of digital literacy on the use of mobile banking

This study found that digital literacy has no positive and significant effect on the use of mobile banking. This is evidenced by the acquisition of the t value on the digital literacy variable of 0.263. While the t table value is 1.651. This shows that t count is smaller than t table. So it can be concluded that digital literacy does not have a positive and significant effect on the use of mobile banking.

This is different from research conducted (Rahayu et al., 2023) where in this study it was found that digital literacy partially or simultaneously had an effect on interest in using mobile banking. Because in the development of sophisticated technology digital literacy is very necessary in this day and age. So if someone has good literacy, it will have a positive effect on interest in using mobile banking. However, in research conducted (Pradini & Susanti, 2021) obtained results in line with this study, namely digital literacy has no positive effect on the use of mobile banking. This is because someone wants to try without having to find out or learn information about an application. In addition, there are still many customers who transact through tellers or customer service.

The Effect of Social Status, Financial Literacy, and Digital Literacy on the use of mobile banking

Based on the research results that have been obtained, it is known that the calculated F value is $8.994 > F$ table of 2.68, and for the acquisition of a sig value of $0.000 < 0.05$ alpha value, which means H_0 is rejected and H_a is accepted. It can be concluded that the variables of socioeconomic status, financial literacy and digital literacy simultaneously have a positive effect on the use of mobile banking.

CONCLUSION

Social status variables have a positive and significant effect on the use of mobile banking. This can be proven that the t value obtained is 2.180 while for the t table is 1.651. This means that $t \text{ count} > t \text{ table}$. Therefore, it can be concluded that the social status variable has a positive and significant effect on the use of mobile banking.

Financial literacy variables have a positive and significant effect on the use of mobile banking. This can be proven that the t value obtained is 2.814 while the t table is 1.651. This means that $t \text{ count} > t \text{ table}$. Therefore, it can be concluded that the financial literacy variable has a positive and significant effect on the use of mobile banking.

Digital literacy variables do not have a positive and significant effect on the use of mobile banking. This can be proven that the t value obtained is 0.26 while the t table is 1.651. This means that $t \text{ count} < t \text{ table}$. Therefore, it can be concluded that the digital literacy variable has no positive and significant effect on the use of mobile banking.

Social status variables, financial literacy and digital literacy simultaneously have a positive and significant effect on the use of mobile banking. This can be proven by the acquisition of the calculated F value of $8.994 > F$ table of 2.68, while the sig value is $0.000 < 0.05$ alpha value, which means H_0 is rejected and H_a is accepted. It can be concluded that the variables of social status, financial literacy and digital literacy simultaneously have a positive effect on the use of mobile banking.

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