

The Influence of Age and Parental Education Level on Financial Literacy Among Management Study Program Students at Nort Sumatra Islamic University

Tiara Gusti Saharani ^{1*}, Khairunnisak ², Syafrida Hanif Sahir ³

¹ Universitas Medan Area, Indonesia 1; e-mail : tiarasaharani03@gmail.com

² Universitas Medan Area, Indonesia 2; e-mail : khairunnisak748@gmail.com

³ Universitas Medan Area, Indonesia 3; e-mail : syahaf@yahoo.com

* Corresponding Author : Tiara Gusti Saharani

Abstract: Low financial literacy is caused by several factors. Research related to financial literacy in the Management Study Program of the Islamic University of North Sumatra is still rarely conducted so it is necessary to discuss and analyze what factors can influence financial literacy in the study program. This study uses a descriptive research method with the research approach used by the author is quantitative research. This approach uses a quantitative approach because it uses numbers, starting from data collection, data interpretation, and presentation of results. Based on the significance value (Sig.) in the F test, it can be concluded that the hypothesis is accepted. This means that Age (X1), and Parental Education Level (X2) simultaneously (together) have a significant effect on the Financial Literacy variable (Y). Based on the magnitude of the determination coefficient (R Square) of 0.902 or equal to 90.2%. This figure means that the variables Age (X1), and Parental Education Level (X2) simultaneously (together) influence the Financial Literacy variable (Y) by 90.2%. Management study program students are expected to be able to better understand Financial Literacy because this will be knowledge in the future and is also very important for the role of parents. The Adjusted R Square level reached 89.9% and the remaining 10.1% was influenced by other variables outside this regression equation or variables that were not studied or significant

Keywords: Age; Financial literacy; Parental education

1. Introduction

The science of finance is growing as time goes by and also more and more human needs. The ability that is owned must also be increasingly broad to realize the welfare of the community related to globalization which cannot be avoided, for example, what to do for the future which is closely related to long-term or short-term decisions. Financial difficulties are not only from income alone, but can also arise if there is a mistake in financial management (miss management).

Financial limitations can also cause stress, and low self-confidence, and for some people these conditions can even lead to poverty. One way to manage healthy finances is financial literacy. Financial literacy is a knowledge, skills and beliefs that influence attitudes and behavior to improve the quality of decision making and financial management in order to achieve prosperity (OJK, 2016). In this sense, everyone must understand it so that if there is a mistake in financial management it will cause financial problems. The most common example is economic difficulties. Therefore it is important for people to understand, in order to avoid these economic difficulties, including for students.

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Financial literacy is a series of processes or activities to improve the knowledge, confidence, and skills of consumers and the wider community so that they are able to manage their finances better (OJK, 2013).

Students as the younger generation not only face increasing complexity in financial services and market products, but they are also more likely to have to bear financial risks in the future more than their parents (Iusardi, et al, 2010). In the research of Abdullah Hasbie Asshiddiqie (2018) students at the State Islamic University of North Sumatra explained that the level of financial literacy in the investment aspect touched 84.40% classified as financial literacy. While in other aspects, such as in the aspect of general knowledge about finance, it touches 63.40%, the aspect of savings and loans touches 71.40% and the aspect of insurance touches 75.20%. Of the three aspects, it is classified as medium level literacy. This is enough to show that financial literacy in the student environment has developed. Knowledge about financial literacy must also be owned by students from an early age.

"People are offered high interest investments, high rewards," said Tongam, in Bogor, Saturday (4/6/2016). This is what the Indonesian people should be aware of in using trusted financial services in order to avoid financial problems and fraudulent investments that provide large amounts of profit. Knowledge of financial services needs to be balanced with confidence and skills towards financial services. People who have knowledge, confidence, and skills towards financial services will be more selective in choosing safe financial services and unsafe financial services.

Low financial literacy is caused by several factors. Research related to financial literacy in the Management Study Program at the Islamic University of North Sumatra is still rarely done so it is necessary to discuss and analyze what factors can affect financial literacy in the study program. After knowing the factors that influence financial literacy in students, then efforts can be made to improve student financial literacy by optimizing these factors.

According to Yusnita & Abdi, (2018) age is a limit or level of life size that affects a person's physical condition. The maturity of a person's mindset and behavior is closely related to age because of the many experiences experienced as life lessons for the future so that life is better than before. This includes financial management. According to Chen & Volpe (1998), people under the age of 20 have a low level of financial literacy. This is in line with Chen and Volpe's research (1998) which found a low level of financial literacy in participants aged 18-22 years. The reason for the low level of knowledge can be attributed to the young age of 18 to 22 years old of the participants or under 30 years old as the majority of them are in a very early stage of their financial life cycle. Taft, Hosein, and Mehrizi (2013) found a positive relationship between age and financial literacy and financial wellbeing. Shaari, Hasan, Mohamed, and Sabri (2013) in their research conducted on university students in Malaysia with a sample of 384, found that there is a negative relationship between students' financial literacy and age.

According to Sakinah & Mudakir (2018) parents with higher levels of education, will have more knowledge about the form of financial products and services. In addition, they are used to and know how to manage finances properly. Parents' experience and knowledge about financial management, if parents are accustomed to managing finances wisely, it will automatically be conveyed and taught to their children, especially those who are already students. Apriyanti et al. (2021) say that in shaping children's attitudes and behavior in money management, there is an important role for parents. This is in line with research by Lusardi, Mitchell, and Curto (2010) which found that parental education is a big predictor of financial literacy. Parents who have a high education will have a lot of knowledge that is useful for caring for their children (Saputro and Nurhayati, 2014). Ansong and Gyensare (2012) explained that mother's education is related to financial literacy while father's education is not related to financial literacy. Grohmann and Menkhoff (2015), parental education has no direct relationship with financial literacy and behavior. Different research results were found by Nababan and Sadalia (2012), Homan (2015), and Margaretha and Pambudhi (2015) who explained that parental education does not affect a person's financial literacy level.

Based on the results of the pre-survey conducted, it states that the financial literacy condition of Management Study Program students at the Islamic University of North Sumatra (UISU) is that many students do not know how to manage their finances well, how to save money, the purpose of insurance and also do not know how to invest. this shows that students understand financial literacy quite well, but the results of this survey are not enough to illustrate that the condition of financial literacy at the Faculty of Economics, Islamic University of North Sumatra (UISU) is quite good overall.

It is important for students to know financial literacy management for the future. Management study program students have been equipped with knowledge that affects financial management, but there are still few students who are able to plan and manage money properly. Knowledge of general knowledge of personal finance, investment, savings insurance and loans which will be useful in the future. There has been no research on the condition of financial literacy at the Faculty of Economics UISU. Because this study aims to determine the condition of financial literacy at the Faculty of Economics UISU, because they will face the complexity of the world in the future in products, services and markets. And also they must bear the risks that will occur in the future.

Based on the above background on the importance of financial literacy among students, it encourages the author to conduct research on students at the Islamic University of North Sumatra entitled "The Effect of Age and Parents' Education Level on Financial Literacy in Management Study Program Students at Islamic University of North Sumatra". Parents' Education Level on Financial Literacy in Management Study Program Students at the Islamic University of North Sumatra". This study aims to determine the effect of age on financial literacy in Management study program students at the Islamic University of North Sumatra.

To determine the effect of parents' education level on financial literacy in Management study program students at the Islamic University of North Sumatra. To determine the effect of age and parents' education level on financial literacy in Management study program students at the Islamic University of North Sumatra.

2. Implementation Method

This study uses a descriptive research method with the research approach used by the author is quantitative research. Descriptive research is a study that tries to describe the symptoms of events, events that occur at the present time (Jayusman & Shavab, 2020). Regarding the quantitative approach, this approach uses a quantitative approach because it uses numbers, starting from data collection, data interpretation, and presentation of results. The place of this research is the Islamic University of North Sumatra (UISU) which is located on Jalan Sisingamangaraja Village, Teladan Bar, Kec. Medan Kota, Medan City, North Sumatra 20217. The population in this study were students of the 2021 Management Department of the Islamic University of North Sumatra, totaling 67 people. Because the population is only 67 people so all the population in this study were sampled. Data collection techniques are methods or methods used by researchers to obtain data in a study. The techniques used to collect data in this research are: Questionnaires, Validity and Reability Tests, Classical Assumption Tests and Hypothesis Tests.

3. Proposed Method

3.1 Research Results

3.1.1 Results of Descriptive Analysis of Respondents

Based on the results of data collection using a questionnaire conducted on several students majoring in Management class 2021 at the Islamic University of North Sumatra, totaling 67 people, the characteristics of the respondents who were sampled in this study were divided into several parts, namely according to age, and parental education. These demographic factors are expected not to be a bias for this study so that the results of the study provide good regeneration. From the results of research conducted on 67 respondents through distributing questionnaires, an overview of the characteristics of respondents can be seen from the following table:

Table 1 by Age Analysis

Category	Total	Percent
<20 years	5	7%
>20 years	62	93%
Total	67	100%

Based on , it can be concluded that the majority of respondents in this study are aged > 20 years. This is because the majority of students in semester 6 are aged 20 years and over.

3.1.2 Descriptive Analysis Test

Descriptive statistics in this study are basically a process of transforming research data in tabulated form so that it is easy to understand and interpret. In this study, the authors examined management study program students using three independent variables, namely age (X1), parents' education level (X2), and one dependent variable, namely financial literacy (Y). Descriptive statistical analysis of these variables is as follows:

a. Age Variable (X1)

The results of data collection through questionnaires regarding Age (X1) show that the tabulated distribution of respondents' answers to the variable items can be seen in the table below. The following are the tabulation results of the respondents' answers.

Table 2 Tabulation of respondent data Age (X1)

No.	Alternative Answer									
	SS (5)		S (4)		KS (3)		TS (2)		STS (1)	
	F	%	F	%	F	%	F	%	F	%
X1.1	22	32,8%	18	26,9%	19	28,4%	6	9%	2	3%
X1.2	15	22,4%	26	38,8%	18	26,9%	3	4,5%	5	7,5%
X1.3	17	25,4%	26	38,8%	14	20,9%	6	9%	4	6%
X1.4	24	35,8%	19	28,4%	13	19,4%	7	10,4%	4	6%
X1.5	26	38,8%	17	25,4%	14	20,9%	8	11,9%	2	3%
X1.6	21	31,3%	21	31,3%	18	26,9%	5	7,5%	2	3%

- 1) In statement item one of the questionnaires distributed and analyzed, it can be concluded that statement item 1 as many as 32.8% answered strongly agree and 3% answered strongly disagree.
- 2) In statement item two of the questionnaires distributed and analyzed, it can be concluded that statement item 2 as many as 15% answered strongly agree and 5% answered strongly disagree.
- 3) In statement item three of the questionnaires distributed and analyzed, it can be concluded that statement item 3 as many as 25.4% answered strongly agree and 6% answered strongly disagree.
- 4) In statement item four of the questionnaires distributed and analyzed, it can be concluded that statement item 4 as many as 35.8% answered strongly agree and 6% answered strongly disagree.
- 5) In statement item five of the questionnaires distributed and analyzed, it can be concluded that statement item 5 as many as 38.8% answered strongly agree and 3% answered strongly disagree.
- 6) In statement item six of the questionnaire distributed and analyzed, it can be concluded that statement item 6 as many as 31.3% answered strongly agree and 3% answered strongly disagree.

b. Parental Education Level Variable (X2)

The results of data collection through a questionnaire regarding parental education (X2) show that the tabulated distribution of respondents' answers to the variable items can be seen in the table below. The following are the tabulation results of the respondents' answers.

Table 3 Tabulation of respondent data Parental Education (X2)

No.	Alternative Answer									
	SS (5)		S (4)		KS (3)		TS (2)		STS (1)	
	F	%	F	%	F	%	F	%	F	%
X2.1	14	20,9%	30	44,8%	13	19,4%	5	7,5%	5	7.5%
X2.2	21	31,3%	20	29.9%	13	19,4%	13	19,4%	-	-
X2.3	23	34,3%	21	31,3%	16	23,9%	7	10,4%	-	-
X2.4	16	23,9%	20	29,9%	21	31,3%	4	6%	6	9%
X2.5	18	26,9%	17	25,4%	24	35,8%	7	10,4%	1	1,5%

- 1) In statement item one of the questionnaires distributed and analyzed, it can be concluded that statement item 1 as many as 20.9% answered strongly agree and 7.5% answered strongly disagree.
- 2) In statement item two of the questionnaires distributed and analyzed, it can be concluded that statement item 2 as many as 31.3% answered strongly agree and 19.4% answered strongly disagree.
- 3) In statement item three of the questionnaires distributed and analyzed, it can be concluded that statement item 3 as many as 34.3% answered strongly agree and 10.4% answered strongly disagree.
- 4) In statement item four of the questionnaires distributed and analyzed, it can be concluded that statement item 4 as many as 23.9% answered strongly agree and 9% answered strongly disagree.
- 5) In statement item five of the questionnaires distributed and analyzed, it can be concluded that statement item 5 as many as 26.9% answered strongly agree and 1.5% answered strongly disagree.

c. Financial Literacy Variable (Y)

The results of data collection through questionnaires regarding financial literacy (Y) show that the tabulated distribution of respondents' answers to the variable items can be seen in the table below. The following are the tabulation results of the respondents' answers.

Table 4 Tabulation of respondent data Financial literacy (Y)

No.	Alternative Answer									
	SS (5)		S (4)		KS (3)		TS (2)		STS (1)	
	F	%	F	%	F	%	F	%	F	%
Y1.1	8	11,9%	33	49,3%	13	19,4%	7	10,4%	6	9%
Y1.2	22	32,8%	16	23,9%	19	28,4%	5	7,5%	5	7,5%
Y1.3	16	23,9%	22	32,8%	20	29,9%	4	6%	5	7,5%
Y1.4	17	25,4%	21	31,3%	20	29,9%	6	9%	3	4,5%
Y1.5	16	23,9%	26	38,8%	15	22,4%	9	13,4%	1	1,5%
Y1.6	24	35,8%	13	19,4%	22	32,8%	4	6%	4	6%
Y1.7	22	32,8%	16	23,9%	19	28,4%	6	9%	4	6%
Y1.8	25	37,3%	13	19,4%	19	28,4%	6	9%	4	6%

Y1.9	22	32,8%	12	17,9%	23	34,3%	6	9%	4	6%
Y1.10	23	34,3%	18	26,9%	17	25,4%	5	7,5%	4	6%
Y1.11	14	20,9%	24	35,8%	18	26,9%	7	10,4%	4	6%

- 1) In statement item one of the questionnaires distributed and analyzed, it can be concluded that statement item 1 as many as 11.9% answered strongly agree and 9% answered disagree.
- 2) In statement item two of the questionnaire distributed and analyzed, it can be concluded that statement item 2 as many as 32.8% answered strongly agree and 7.5% answered strongly disagree.
- 3) In statement item three of the questionnaires distributed and analyzed, it can be concluded that statement item 3 as many as 23.9% answered strongly agree and 7.5% answered strongly disagree.
- 4) In statement item four of the questionnaire distributed and analyzed, it can be concluded that statement item 4 as many as 25.4% answered strongly agree and 4.5% answered strongly disagree.
- 5) In statement item five of the questionnaires distributed and analyzed, it can be concluded that statement item 5 as many as 23.9% answered strongly agree and 1.5% answered strongly disagree.
- 6) In statement item six of the questionnaire distributed and analyzed, it can be concluded that statement item 6 as many as 35.8% answered strongly agree and 6% answered strongly disagree.
- 7) In statement item seven of the questionnaires distributed and analyzed, it can be concluded that statement item 7 as many as 32.8% answered strongly agree and 6% answered strongly disagree.
- 8) In statement item eight of the questionnaires distributed and analyzed, it can be concluded that statement item 8 as many as 37.3% answered strongly agree and 6% answered strongly disagree.
- 9) In statement item nine of the questionnaires distributed and analyzed, it can be concluded that statement item 9 as many as 32.8% answered strongly agree and 6% answered strongly disagree.
- 10) In statement item ten of the questionnaires distributed and analyzed, it can be concluded that statement item 10 as many as 34.3% answered strongly agree and 6% answered strongly disagree.
- 11) In statement item eleven of the questionnaires distributed and analyzed, it can be concluded that statement item 11 as many as 20.9% answered strongly agree and 6% answered strongly disagree.

3.2 Classical Assumption Test

3.2.1 Normality Test

To determine the normal distribution of data, the Kolmogorov-smirnov (K-S) statistical test is used. with the assumption, if the significant value < 0.05 means that the data distribution is not normal, otherwise if the significant value > 0.05 means that the data distribution is normal. From the results of the normality test using the Kolmogorov-Smirnov method, it is known that the significance value is 0.200 where the result is greater than the significance level of 0.05. So it can be concluded that the normality test in this study is normally distributed.

Table 5 Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		67
Normal Parameters ^{a,b}	Mean	0,0000000
	Std. Deviation	3,33239791
Most Extreme Differences	Absolute	0,053
	Positive	0,052
	Negative	-0,053
Test Statistic		0,053
Asymp. Sig. (2-tailed)		.200 ^{c,d}
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

The following are the results of the normality test in the form of histograms and P-Plot graphs:

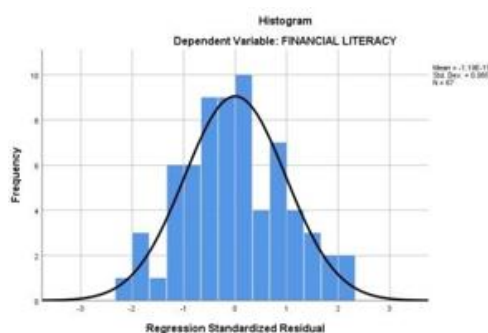


Figure 1 Histogram and P-Plot Test Results

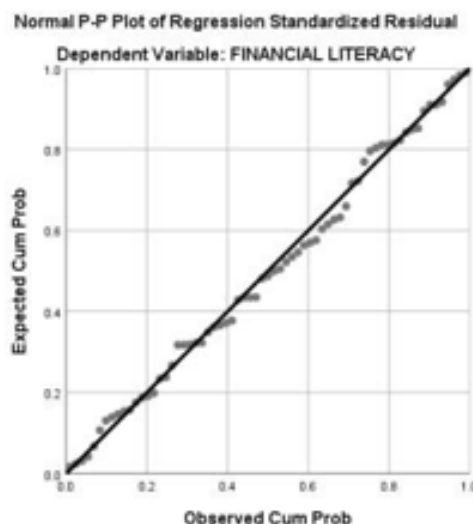


Figure 2 Normality Test Results and P-Plot

Based on the Histogram and Normal P-P Plot diagrams, it can be said that the data meets the assumption of normality because the Histogram diagram forms a curve and the Normal P-P Plot follows a straight line.

3.2.2 Multicollinearity Test

Multicollinearity detection can be done by looking at the Variance Inflating Factor / VIF with the following conditions:

If $VIF > 5$ then there is a serious Multicollinearity problem.

If $VIF < 5$ then there is no serious Multicollinearity problem

Table 6 Multicollinearity Test

Coefficientsa								
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-0,141	1,718		-0,082	0,935		
	AGE	0,602	0,194	0,336	3,101	0,003	0,131	7,661
	EDUCATION LEVEL PARENTS	1,448	0,250	0,628	5,798	0,000	0,131	7,661

Based on the table above in the "Collinearity Statistics" section, it is known that the Tolerance value for the Age variable (X1) is 0.131 and the Parental Education Level (X2) is 0.131, which is greater than 0.10. Meanwhile, the VIF value for the Age variable (X1) is 7.661 and the Parent Education Level (X2) is 8.565, which is smaller than 10.00. So it can be said that there are no multicollinearity symptoms in the regression model.

3.2.3 Heteroscedasticity Test

Heteroscedasticity testing aims to test whether in a regression model there is an inequality of variance from the residuals of one observation to another. A good regression model is a regression that does not have heteroscedasticity, namely a regression model that

has an equality in the residual variance of an observation period with another observation period or called homoscedasticity. One way to detect the presence or

Whether or not this heteroscedasticity test is by looking at the scatterplot graph. From the results of statistical data processing can be seen in the following figure:

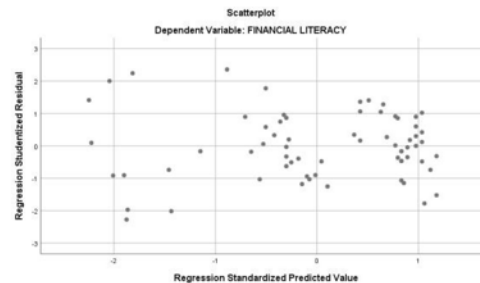


Figure 3 Scatterplot Test Results

Based on the table above, it can be seen that the points spread above and below the number 0 on the Y axis, so it can be concluded that there is no heteroscedasticity problem in the regression model.

Table 7 Glejser Test

Coefficientsa						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	5,602	0,946		5,918	0,000
	AGE	-0,174	0,107	-0,514	-1,627	0,109
	PARENTS' EDUCATION LEVEL	0,052	0,138	0,119	0,377	0,708
a. Dependent Variable: abs_RES						

The Glejser test is performed by regressing the independent variable on the absolute value of the residual (ABS_RES). The basis for decision making using the Glejser test is as follows:

- 1) 1) If value Signification (Sig) > 0.05, then no symptoms occur heteroscedasticity in the regression model.
- 2) If the Significance value (Sig) < 0.05, then there are symptoms of heteroscedasticity.

Based on the Glejser Test above, it can be seen that the significance of the variable, Age (X1) is 0.109 > 0.05, and the Parents' Education Level (X2) is 0.708.

> 0,05. This shows that there is no heteroscedasticity, so this model is suitable for predicting based on the input of independent variables.

3.2.4 Multiple Linear Regression Statistical Test

Statistical tests using multiple linear regression analysis models using the SPSS application tool with the following equation results:

Table 8 Multiple Linear Regression Tests

Coefficients ^a								
		Unstandardize d Coefficients		Standardiz ed Coefficient s	T	Sig.	Collinearit y Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-0,141	1,718		-0,082	0,935	-0,141	1,718
	Age	0,602	0,194	0,336	3,101	0,003	0,602	0,194
	Parental Education	1,448	0,250	0,628	5,798	0,000	1,448	0,250

a. Dependent Variable: FINANCIAL LITERACY

The regression equation is obtained:

$$Y = a + b_1X_1 + b_2X_2 + e$$

$$Y = -0.141 + 0.602X_1 + 1.448X_2$$

The constant value obtained is -0.141 which indicates that if the Age (X₁) and Parent Education Level (X₂) variables are constant, the value of financial literacy (Y) is -0.141 without being influenced by other variables.

- a. The coefficient of the Age variable (X₁) reaches a value of 0.602, indicating that any change in the Age variable (X₁) by 1% will affect financial literacy (Y) by 0.602% assuming the Age variable (X₁) and the Parents' Education Level (X₂) are considered constant.
- b. The coefficient of the Parent Education Level variable (X₂) reaches a value of 1.448, indicating that any change in the Age variable (X₁) by 1% will affect financial literacy (Y) by 1.448% assuming the Age variable (X₁) is considered fixed.

3.2.5 Hypothesis Test

Hypothesis testing in this study uses multiple regression analysis . Multiple regression analysis is used to determine whether the two independent variables affect the dependent variable, both simultaneously and partially. Hypothesis testing uses the t statistical test, simultaneous F test and the coefficient of determination (R²) test.

a. Partial Test (t Test)

The t test aims to see whether there is a significant relationship or not between each independent variable (X) on the dependent variable (Y).

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-0,141	1,718		-0,082	0,935
	AGE	0,602	0,194	0,336	3,101	0,003
	PARENTS' EDUCATION LEVEL	1,448	0,250	0,628	5,798	0,000

a. Dependent Variable: FINANCIAL LITERACY

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6733,586	2	3366,793	293,994	.000 ^b
	Residuals	732,922	64	11,452		
	Total	7466,507	66			
a. Dependent Variable: FINANCIAL LITERACY						
b. Predictors: (Constant), EDUCATION LEVEL OF PARENTS, AGE						

Based on the ANOVA output table above, it is known that the significance value (Sig.) in the F test is 0.000. Because Sig. 0.000 < 0.05 and Fcount 293.994 > Ftable 2.751, then in accordance with the basis for decision making in the F test it can be concluded that the hypothesis is accepted. This means that Age (X1), and Parents' Education Level (X2) simultaneously (together) have a significant effect on the financial literacy variable (Y).

3.2.6 Coefficient of Determination

This coefficient of determination is used to determine how much influence the independent variables (independent) have on the dependent variable. The coefficient of determination is determined by the value of the R square adjuster.

Table 11 Test Coefficient of Determination

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.950 _a	0,902	0,899	3,384
a. Predictors: (Constant), PARENT EDUCATION, AGE				
b. Dependent Variable: FINANCIAL LITERACY				

Based on the Model Summary output table, it can be seen that the coefficient of determination or R Square is 0.902. The magnitude of the coefficient of determination (R Square) is 0.902 or equal to 90.2%. This figure means that the variables of Age (X1), and Parental Education (X2) simultaneously (together) affect the Financial Literacy variable.

(Y) by 90.2%. While the rest ($100\% - 0.899\% = 10.1\%$) is influenced by other variables outside this regression equation or variables that are not studied or significant. Thus, the requirements for interpreting the coefficient of determination in multiple linear regression analysis have been met.

4. Discussion

4.1 The Effect of Age on Financial literacy for Management Study Program Students at the Islamic University of North Sumatra

The results showed that the results of the hypothesis test obtained a tcount value of $3.101 < t \text{ table } 1.998$, and a significance p-value of $0.003 > 0.05$ so that the second hypothesis is accepted. This explains that Age (X1) has a significant positive effect on financial literacy (Y).

The results of this study are in line with Farah Margaretha, Reza Arief Pambudhi (2015) which shows the influence between age and financial literacy. The effect of age on financial literacy can be seen through the various stages of life and experiences that individuals have. The results of this study reject the results of research conducted by Margaretha and Pambudhi (2015) that age has an influence in influencing student financial literacy.

In contrast to the results of Mohammad Alghain Syah's research (2020) which shows that there is no effect of age on financial literacy. Although age is often considered to have

an effect on financial literacy, there is an argument that age does not always determine a person's level of financial understanding. Individuals from different age groups can have similar knowledge and skills, depending on factors such as education, personal interests and access to information sources. For example, many younger generations actively seek knowledge about investment and financial management through online courses and digital resources, so they can have equal or even higher literacy levels than older people. In addition, some older adults may not have good financial experience or do not keep up with the latest developments in financial management, causing their literacy to be disproportionate to their age. Therefore, it can be concluded that other factors, such as education and individual motivation, may play more of a role in determining financial literacy than age itself.

4.2 The Effect of Parents' Education Level on Financial literacy for Management Study Program Students at the Islamic University of North Sumatra

The results showed that the results of the hypothesis test obtained a tcount value of $5.798 < t_{table} 1.998$, and a significance p-value of $0.001 < 0.05$ so that the third hypothesis is accepted. This explains that the level of parental education (X2) has a significant positive effect on financial literacy (Y).

In line with the research of Mohammad Alghein Syah (2020) which shows the influence between parental education and financial literacy. Parents' education has a significant influence on their children's financial literacy. Parent Education Level (X2) has a positive but significant effect on financial literacy (Y). The results of this study are different from the results of previous research conducted (Gina Sakinah, Bagio Mudakir, 2018) showing the results of testing parental education variables have a positive and significant effect on the level of financial literacy of students because the t-statistic value is $2.193 > t_{table} \text{ value of } 1.661$. In contrast to research by Farah Margaretha¹, Reza Arief Pambudhi (2015) which shows that parental education has no effect on financial literacy. Parental education has no effect on children's financial literacy can be understood from several points of view. Financial literacy can be influenced by various other factors, such as individual experience, access to information sources, and a social environment that supports learning. Children can learn about finance through school, friends, or the media, without having to rely on their parents' education. Secondly, there are many examples where individuals have successfully developed good financial literacy despite coming from uneducated parental backgrounds. Personal motivation and the desire to learn can overcome the lack of parental education. In addition, with increased access to technology and information, many young people today can easily gain financial knowledge from various sources, regardless of their family's educational background.

4.3 The Effect of Age and Parental Education on Financial literacy in Management Study Program Students at the Islamic University of North Sumatra

Based on the ANOVA output table above, it is known that the significance value (Sig.) in the F test is 0.000. Because Sig. 0.000 < 0.05 and $F_{\text{count}} 293.994 > F_{\text{table}} 2.751$, then in accordance with the basis for decision making in the F test it can be concluded that the hypothesis is accepted. This means that Age (X1), and Parents' Education Level (X2) simultaneously (together) have a significant effect on the financial literacy variable (Y).

Based on the Model Summary output table, it can be seen that the coefficient of determination or R Square is 0.902. The magnitude of the coefficient of determination (R Square) is 0.902 or equal to 90.2%. This figure means that the Age variable (X1) and the Parent Education Level (X2) simultaneously (together) affect the financial literacy variable (Y) by 90.2%.

The results of this study are supported in research conducted (Mohammad Alghein Syah, 2022) with the results There is a contribution of independent variables Age and level of parental education together in predicting the level of financial literacy by 25.3% And this research is also supported by research conducted (Tutik Apriyanti, Sri Astuti and Ichsan Setiyo Budi, 2021) with the results based on table 4 showing that the Adjusted R Square value is 0.097. This means that the ability of the independent variable to predict the dependent variable in this study is 9.7%, the rest is influenced by other variables. So the conclusion is that the independent variables used in this study together have an influence on the dependent variable.

5. Conclusion

Based on the results of the research and discussion above, the following conclusions can be drawn: That Age (X1) has a positive and significant effect on financial literacy (Y). So, Hypothesis 1 is accepted. That the level of parental education (X2) has a positive but significant effect on financial literacy (Y). Therefore, Hypothesis 2 is accepted. That age (X1) and Parents' Education Level (X2) can simultaneously have a positive and significant effect on financial literacy (Y). So, Hypothesis 3 is accepted. Based on the above conclusions, several suggestions are obtained for several parties including: Management study program students are expected to understand more about financial literacy, especially the aspects of investment and savings because investment and savings are the types of fund allocation that provide the most benefits in the future. Students are also advised to always be sensitive to all information related to finance in order to have a high enough financial literacy so that they can avoid financial problems and will also become knowledge in the future and is also very important for the role of parents. 2. To future researchers It is hoped that other factors can be an influence between age gender and parents' education level on financial literacy. The Adjusted R Square level which reaches 10.1% is influenced by other variables outside of this regression

equation or variables that are not examined or significant. Therefore, it is recommended to conduct further research by considering other variables that are relevant and have the potential to influence financial literacy.

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