

Influence Literacy Finance, Digital Literacy, and Usage Application *Mobile Banking* to Management Finance Student with *Self-Efficacy* as Variables Moderation

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Abstract

Management good finances among student play a role important in form welfare finance them in the future. Research this aim for analyze influence literacy finance, digital literacy, and use mobile banking to management finance students, as well as test role self-efficacy in moderate connection said. Research This use approach quantitative. Population study is all over student Faculty of Economics and Business, Khairun University, Ternate, intake 2022–2025. Sample study taken use technique non-probability sampling with method purposive sampling, whereas amount sample determined through formula Slovin, until Finally obtained sample as many as 97 students. Data collected through questionnaire via Google Form. Data analysis in study This use Structural Equation Modeling-Partial Least Squares (SEM-PLS), with testing the hypothesis use technique bootstrapping SmartPLS. Research results show that literacy finance and digital literacy are not influential to management finance, whereas use mobile banking influential in a way positive and significant. In addition, that is self-efficacy capable moderate influence literacy financial (weakening) and use mobile banking (strengthening) against management finance, will but no capable moderate influence digital literacy towards management finance. Research This conclude that use mobile banking among student more give real impact to management finance them, and their influence will the more-strong if accompanied by with high self - efficacy. Implications from study This show that, besides from use application mobile banking, formation High self-efficacy is also very important for student in manage finance personal in a way effective in the digital age.

Keywords: *Literacy Finance, Digital Literacy, Mobile Banking, Management Finance, Self-Efficacy.*



A. INTRODUCTION

Management finance is ability individual in arrange income and expenses for fulfil need moment This at a time prepare future needs (Gusti & Juwita, 2024). Management good finances covers planning, organizing, and controlling income as well as expenditure in a way effective (Suwatno et al., 2020). Ability This important for student because of the lecture period is stage beginning formation independence financial, especially when parental supervision start decreased (Herdjiono et al., 2016). Behavior management finance also contributes to welfare financial, besides skills and knowledge finance (Goyal et al., 2021).

However, students Still face various challenge in manage finance, such as lack of planning budget, habits take notes low expenditure, difficulty saving, and expenditure excessive consequence style life and needs that are not suspected. Aisyah Azzahra (2024) found that part big students being observed Not yet plan finance in a

way adequate and frequent experience difficulty set aside money for savings or investment. Meanwhile that, Bailusy et al. (2024) revealed that students in North Maluku, in particular Generation Z, needs knowledge finance for push behavior more financial responsible answer. Condition the show importance identify factors that can support management finance student in a way more effective.

One of suspected factors play a role is literacy financial literacy finance help individual understand and apply knowledge about management finance personal, budgeting, and investment (Özyeşil & Tembelo, 2025; Plantilla, 2025). Individuals who have understanding finance expected capable make decision financial in a way more exactly. A number of research, such as Gusti & Juwita (2024) and Wahyuni et al. (2023), showed that literacy finance influential to management finances. However, Youla Diknasita et al. (2021) found results different, namely literacy finance No influential to management finance. Differences findings This show that knowledge finance Not yet Of course always implemented in behavior financial daily so that connection between literacy finance and management finance Still need tested more carry on.

Besides literacy finance, digital literacy becomes relevant along increasing utilization technology in activity financial. Digital literacy includes ability understand information, products and services digital finance as well awareness to risks and rights consumer (Özyeşil & Tembelo, 2025). Ability can help individual access information finance, utilizing digital services, and control activity financial. Wulan & Satya (2024) show that digital literacy is related with management more expenses and finances good. On the other hand, Widhiastuti et al. (2025) found that digital literacy is not influential to management finance. Differences result the become base for test return influence digital literacy, especially among students who are increasingly familiar with technology.

Development technology financial also presents application *mobile banking* that allows users make transfers, pay billing, accessing information accounts, and monitor transaction through device mobile (Deswita & Hidayat, 2025). Features the potential help student do transactions and monitoring activity finance in a way more practical. Research Alexandra & Rakhmawati (2025) and Sari (2025) show that use mobile banking influential to management finance. Although thus, the utilization application the No necessarily ensure management good finances Because the benefits can also be related with ability and confidence users in control his finances.

In context said, *self-efficacy* or belief individual to his abilities reach objective become factor psychological needs attention. Financial self-efficacy describe belief somebody in arrange finance and achieve objective financial (Asandimitra & Kautsar, 2019). According to Bandura (1986), self-efficacy influence method individual think, motivate yourself, and act. Confident individual to his abilities tend show not quite enough answer more financial good (Suwatno et al., 2020). The refore that is, self-efficacy allegedly can moderate connection literacy finance, digital literacy, and use *mobile banking* with management finance. This means that the level of belief self can influence to what extent knowledge and utilization technology implemented in

behavior financial.

Study This based on Theory of Planned Behavior (TPB), which is used for understand behavior individual through related factors with belief and consideration before act. In context study this, literacy finance represent understanding financial, digital literacy is related with ability utilise technology, whereas use mobile banking describe utilization digital services in activity finance. Meanwhile that is, self-efficacy positioned as factor potential psychological strengthen or weaken connection variables with management finance (Gultom et al., 2024).

Based on study previously, there were *research gap* in the form of difference results study about influence literacy financial and digital literacy towards management finance. Besides that, research previously tend test factors the in a way separate, whereas studies that test literacy finance, digital literacy, and use *mobile banking* in a way simultaneously with *self-efficacy* as variables moderation Still limited, especially to students in North Maluku. Research This develop studies Pradini (2021) with differences in context location, variable dependent, and research model. This lies in testing third variables independent in a way simultaneous as well as placement *self-efficacy* as variables moderation in every connection with management finance student Faculty of Economics and Business, Khairun University, Ternate, intake 2022–2025. With Thus, research This aim analyze influence literacy finance, digital literacy, and use application *mobile banking* to management finance students, as well as test role moderation *self-efficacy* in each relationship the.

B. LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

1. Theory of Planned Behavior (TPB)

The Theory of Planned Behavior (TPB) explains that behavior individual influenced by the intentions formed through attitude to behavior (attitude toward behavior), subjective norms (subjective norms), and perception control behavior (perceived behavioral control) (Ajzen, 1991). In study this, literacy finance related with belief individual about benefit management finance, whereas digital literacy reflects internal capabilities in utilise technology and use application mobile banking related with availability facility for do activity finance. Third factor can support behavior management finance students. Meanwhile that is, self-efficacy refers to belief individual to his abilities in planning and achieving objective finance, so that potential strengthen or weaken implementation knowledge and utilization technology to in behavior finance (Ajzen, 2002).

2. Management Finance

Management finance is activity planning, organizing, monitoring, and controlling finance for fulfil need moment This and the future (Eugenianda & Safitri, 2024). Management good finances reflected through compilation budget, payment bill appropriate time, recording expenses, and provision of emergency funds (Nababan & Sadali, 2012). For students, abilities manage finance it is important that the source Power limited finances can used in accordance priorities and needs. With Thus,

management finance in study This understood as behavior student in manage and use money wisely planned and responsible answer.

3. Literacy Finance

Literacy finance is ability understand and use knowledge finance for take decision in a way effective, including in planning finance, debt management, savings, and investment (Lusardi & Mitchell, 2014). Individuals who have literacy finance expected capable set objective finance, compiling budget, as well as determine proper use of money needs. In study this, literacy finance refers to knowledge student about finance personal, savings, and investment (Rahma & Susanti, 2022), which can become base in take decisions and implement behavior management finance.

4. Digital Literacy

Digital literacy is ability access, understand, evaluate, and use information through digital technology in effective (Ng, 2012). Ability This No limited to use devices, but also includes skills utilise digital information for support taking decision (Widiati & Sambas, 2024). In context finance, digital literacy helps student understand and use service digital finance for support activity finance. Research This refers to the indicator knowledge use digital applications, literacy digital information, and ethics internet usage (Ng, 2012).

5. Self-Efficacy

Self-efficacy is belief individual to his abilities in carry out action and facing situation certain. In context finance, financial self-efficacy reflect belief somebody for manage finance and achieve objective financially (Forbes & Kara, 2010). Confidence the can push individual for more responsible answer in arrange finance (Pramedi & Asandimitra, 2021). Research This put self-efficacy as variables moderation that can influence strong or weakness connection literacy finance, digital literacy, and use application *mobile banking* with management financial indicators. covering ability control expenditure, following planning finance, and trust self face problem finance (Bandura, 1997).

6. Influence Literacy Finance to Management Finance

Literacy finance give knowledge for individual for compile budget, determine priority expenses, managing savings, and taking decision finance in a way right. In TPB perspective, knowledge finance form belief about consequence something behavior and can push formation attitude positive to management finance (Ajzen, 1991). Students with literacy good finances expected capable apply knowledge the in decision, finance daily life. Research results Nurhayati & Nurodin (2019) as well as Mawarti & Utami (2024) support existence influence positive literacy finance to management finance. Based on argumentation said, the hypothesis First formulated as following:

H₁: Literacy finance influential positive and significant to management finance.

7. Influence Digital Literacy towards Management Finance

Digital literacy makes it possible individual access, evaluate, and utilize information as well as digital services for support taking decision finance. In TPB framework, digital capabilities can viewed as *control beliefs* that form perception control behavior Because individual feel more capable utilise technology for manage finance (Ajzen, 1991). Students with good digital literacy expected more capable use information and services digital finance in general effective. Research by Ariana et al. (2024) shows connection digital literacy with resilience finance, whereas Fadiyah & Widodo (2024) find that digital literacy has an impact to behavior management finance students. Therefore that, hypothesis second formulated as following:

H₂: Digital literacy has an impact positive and significant to management finance.

8. Influence Use Mobile Banking Application for Management Finance

Use application *mobile banking* make it easier student monitor balance, do transactions, and pay bill in a way fast and flexible so that can help implementation activity finance daily (Rupasinghe et al., 2025). Based on TPB, the availability of facilities and conveniences access can support perception control behavior as well as make it easier individual operate planned behavior (Ajzen, 1991). With proper use of *mobile banking* potential help student manage transactions and monitoring condition finances. Research Alexandra & Rakhmawati (2025) as well as Qirani et al. (2025) supports existence connection use *mobile banking* with management finance. With Thus, the hypothesis third formulated as following:

H₃: Usage mobile banking applications are influential positive and significant to management finance.

9. Moderating Self-Efficacy Influence Literacy Finance to Management Finance

Literacy finance give knowledge for take decision finance, but its implementation in behavior everyday can also related with belief individual to his abilities itself. Based on Social Cognitive Theory, self-efficacy influence belief individual in do action, facing obstacles, and achieve goals (Bandura, 1986). Students with self-efficacy tall estimated more believe self-apply knowledge finance in compile budget and control expenditure. Dewi & Rochmawati (2020) as well as Lestiani & Bahtiar (2024) show that self-efficacy can moderate connection literacy finance with management finance. Therefore that, hypothesis fourth formulated as following:

H₄: Self-efficacy moderates influence literacy finance to management finance.

10. Moderating Self-Efficacy Influence Digital Literacy towards Management Finance

Digital literacy helps student understand and utilize technology for get information as well as use service digital finance. However, digital capabilities are not yet Of course implemented in a way consistent if individual not enough Certain to his

abilities in manage finance. Self-efficacy can play a role in determine to what extent students use ability digital for support planning and control finance (Bandura, 1986). Students with self-efficacy tall estimated more believe self utilise digital technology for support decision financial findings about connection digital literacy with management finance by Marendra & Fahrani (2024), as well as connection *self-efficacy* with management finance by Rindi & Adiputra (2022), becomes base for test role moderation said. With Thus, the hypothesis fifth formulated as following:

H₅: Self-efficacy moderates influence digital literacy towards management finance.

11. Moderating Self-Efficacy Influence Use Mobile Banking Application for Management Finance

Application mobile banking provide convenience in monitor account and do transaction finance, but the benefits for management finance can related with belief individual in use service the in a way right. Self-efficacy can help student feel more capable control decisions and actions his finances, including utilise facility mobile banking for support need financial (Suwatno et al., 2020). Individual with self-efficacy tall estimated more capable utilise convenience technology for support management finance. Research Ramadani & Enterprises (2019) show that self-efficacy capable moderate connection technology finance with management finance. Therefore that, hypothesis sixth formulated as following:

H₆: Self-efficacy moderates influence use mobile banking application against management finance

C. METHOD

This study use approach quantitative for analyze influence literacy finance, digital literacy, and use mobile banking to management finance student with self-efficacy as variables moderation. Study was conducted at the Faculty of Economics and Business, Khairun University, Ternate in May–June 2026. The population study is student active the 2022–2025 intake consists of 2,572 people. Determination amount sample use formula Slovin with level 10% error, so 97 respondents were obtained. Retrieval technique sample use non-probability sampling with method purposive sampling, based on criteria student active Faculty of Economics and Business, Khairun University, Ternate, intake 2022–2025 and users active service *mobile banking* from any bank (Sekaran & Bougie, 2016).

Study using the primary data obtained through observation and dissemination questionnaire to respondents (Sekaran & Bougie, 2016). Questionnaire distributed in a way directly and through *Google Forms*. Measurement answer use five- point Likert scale, namely 1 = very much disagree agree, 2 = no agree, 3 = neutral, 4 = agree, and 5 = strongly agree.

This study involving management finance as variables dependent (Y), literacy finance (X1), digital literacy (X2), and use *mobile banking* (X3) as variables independent, and *self-efficacy* (Z) as variables moderation. All variables measured use five- point Likert scale.

Management finance measured through indicator compilation plan finance, record keeping expenses, and provision of emergency funds (Nababan & Sadali, 2012). *Self-efficacy* measured through ability control expenditure, following planning finance and trust self-face problem financial literacy (Bandura, 1997). finance measured through knowledge general finance personal, savings, and investment (Rahma & Susanti, 2022). Digital literacy is measured through knowledge use digital applications, literacy digital information, and ethics internet use (Ng, 2012). Temporary that, the use of *mobile banking* measured based on efficiency time, ability do transactions, convenience operational, and flexibility (Laukkanen, 2007).

Data analyzed use Structural Equation Modeling–Partial Least Squares (SEM-PLS) for test connection intervariable and hypothesis research (Hair et al., 2019). Analysis covers evaluation of measurement models (outer models) and structural models (inner models). Evaluation outer model done through validity testing convergent, validity discriminant, and reliability. Validity convergent assessed based on outer loading with a limit of ≥ 0.60 and Average Variance Extracted (AVE) ≥ 0.50 (Chin, 1998; Hair & Alamer, 2022). Validity discriminant tested use Heterotrait-Monotrait Ratio (HTMT) with value < 0.90 (Henseler et al., 2015). Reliability assessed through Cronbach's Alpha and Composite Reliability, with reference general value > 0.70 .

Evaluation *inner model* done with see R-Square (R^2) value for evaluate ability variables exogenous in explain endogenous variables, as well as Q-Square (Q^2) for evaluate relevance predictive model. R^2 values of 0.75, 0.50, and 0.25 indicate ability strong, moderate, and weak model explanations, while $Q^2 > 0$ indicates existence relevance predictive (Chin, 1998; Hair et al., 2019).

Testing hypothesis done through procedure *bootstrapping* with see coefficient path, t- statistic value, and p-value. At the level of 10% significance with one test direction, hypothesis supported if the t- statistic > 1.28 or p-value < 0.10 (Hair et al., 2019). Testing moderation done with evaluate influence interaction between variables independence and self-efficacy to management financial. Significance coefficient interaction used for determine there is or whether or not effect moderate

D. RESULT AND DISCUSSION

Table 1. Respondents' Pocket Money per Month

Monthly Pocket Money	Frequency	Percentage
Rp 500,000–Rp 1,000,000	75	77.32%
Rp 1,500,000–Rp 2,000,000	17	17.53%
Rp 2,500,000–Rp 3,000,000	3	3.09%
Rp 3,500,000–Rp 4,000,000	2	2.06%
Rp 4,500,000–Rp 5,000,000	0	0.00%
Total	97	100%

Source: Processed data researcher (2026).

Based on Table 1, majority respondents (77.32%) have pocket money of Rp. 500,000–Rp. 1,000,000 per month. Findings This show that part big student have pocket money relatively limited, so that management good finances required for fulfil needs and determine priority expenditure. Literacy finance, digital literacy, and the use of mobile banking can support management more finances wise, whereas self-efficacy potential strengthen ability student in control expenditure and taking decision finance.

Analysis Statistics Descriptive

Table 2. Analysis Results Statistics Descriptive Variables Study

Variables	Amount Indicator	Mean	Highest Mean Indicator	Mean	Lowest Mean Indicator	Mean
Financial Literacy (X1)	9	3.94	LK6	4.23	LK7	3.67
Digital Literacy (X2)	9	4.03	LD8	4.32	LD3	3.85
Mobile Banking (X3)	12	4.07	MB1	4.27	MB8	3.89
Financial Management (Y)	9	3.70	Y9	4.14	Y4	3.37
Self-Efficacy (Z)	9	3.67	Z9	3.82	Z3	3.51

Source: Processed Data Researchers (2026).

Based on Table 2, variables mobile banking get highest average value of 4.07, followed by digital literacy of 4.03 and literacy finance of 3.94. Meanwhile that, management finance has an average of 3.70 and self-efficacy of 3.67. This result show that response respondents to mobile banking usage and digital literacy are relatively high, whereas aspect management finance and confidence self in manage finance Still potential improved.

In level indicator, highest average value found in LD8 of 4.32, meanwhile mark lowest found in Y4 at 3.37. Findings descriptive this give description beginning about perception respondents to every variable, but not yet can used for conclude influence or connection causal between variables. Testing connection the done through SEM-PLS analysis.

Measurement Model Test (Outer Model)

Outer model test done for evaluate connection between indicators and latent constructs being measured. Testing done use SmartPLS with notice mark outer loading every indicator. Results of testing the measurement model presented in Figure 1.

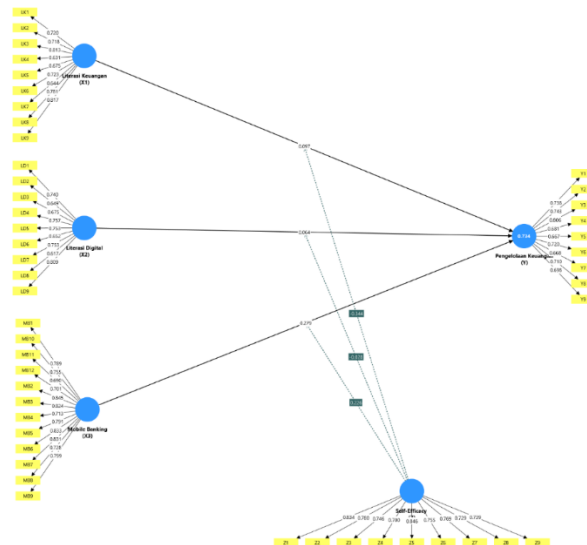


Figure 1. Outer Model Test Results

Validity Test Results Convergent

Table 3. Outer Loading Test Results

Variables	Indicator	Outer Loading
Financial Literacy (X1)	LK1–LK9	0.631–0.817
Digital Literacy (X2)	LD1–LD9	0.617–0.809
Mobile Banking (X3)	MB1–MB12	0.690–0.845
Financial Management (Y)	Y1–Y9	0.667–0.806
Self-Efficacy (Z)	Z1–Z9	0.700–0.846

Source: Processed data researchers use SmartPLS (2026).

Based on Table 3, all outer loading values indicator is in the range of 0.617–0.846. All indicator meets the minimum limit of 0.60 so stated fulfil criteria validity convergent and can maintained for analysis furthermore.

Table 4. Average Variance Extracted (AVE) Test Results

Variables	AVE	Information
Financial Literacy (X1)	0.529	Valid
Digital Literacy (X2)	0.510	Valid
Mobile Banking (X3)	0.604	Valid
Financial Management (Y)	0.589	Valid
Self-Efficacy (Z)	0.512	Valid

Source: Processed data researchers (2026).

The results in Table 4 show that all over construct own AVE value above 0.50. The highest value found in mobile banking at 0.604, while mark lowest there is digital literacy of 0.510. With Thus, all construct fulfil criteria validity convergent.

Validity Discriminant

Table 5. HTMT Test Results

Variables	X1	X2	X3	Y	Z	Z × X3	Z × X2	Z × X1
Financial Literacy (X1)								
Digital Literacy (X2)	0.859							
Mobile Banking (X3)	0.676	0.896						
Financial Management (Y)	0.613	0.736	0.754					
Self-Efficacy (Z)	0.642	0.715	0.647	0.835				
Self-Efficacy (Z) × Mobile Banking (X3)	0.359	0.514	0.561	0.437	0.366			
Self-Efficacy (Z) × Digital Literacy (X2)	0.306	0.494	0.518	0.441	0.361	0.977		
Self-Efficacy (Z) × Financial Literacy (X1)	0.225	0.421	0.501	0.513	0.341	0.886	0.910	

Source: Processed data researchers use SmartPLS (2026).

Based on description results testing, part big partner construct own HTMT value below 0.90. However, a high HTMT value found in couples interaction self-efficacy × digital literacy with self-efficacy × mobile banking of 0.997, and interaction self-efficacy × literacy finance with self-efficacy × digital literacy is 0.910. Therefore that, is necessary inspection advanced through bootstrapping HTML.

Table 6. HTML Bootstrapping Results

Partner Construct	Original Sample	Sample Mean	CI 10%	CI 90%
Literacy Finance ↔ Digital Literacy	0.859	0.860	0.771	0.936
Mobile Banking ↔ Digital Literacy	0.896	0.892	0.807	0.956
Mobile Banking ↔ Literacy Finance	0.676	0.681	0.525	0.832
Management Finance ↔ Digital Literacy	0.736	0.734	0.562	0.880
Management Finance ↔ Literacy Finance	0.613	0.632	0.368	0.867
Management Finance ↔ Mobile Banking	0.754	0.744	0.579	0.872
Self-Efficacy ↔ Digital Literacy	0.715	0.711	0.552	0.847
Self-Efficacy ↔ Literacy Finance	0.642	0.651	0.439	0.842
Self-Efficacy ↔ Mobile Banking	0.647	0.635	0.446	0.797
Self-Efficacy ↔ Management Finance	0.835	0.828	0.712	0.919

Source: Processed data researchers use SmartPLS (2026).

Based on Table 6, all upper limits of the confidence intervals are shown is below 1.00. This result support validity discriminant in pairs constructs listed (Henseler et al., 2015). However, the table the only display partner construct main, not partner variables interactions that have high HTMT value. Because that's the conclusion validity discriminant for construct interaction need supported by the results bootstrapping which is special test partner the.

Reliability Test

Table 7. Reliability Test Results

Variables	Cronbach's Alpha	Composite Reliability	Information
Financial Literacy (X1)	0.888	0.909	Reliable
Digital Literacy (X2)	0.879	0.903	Reliable
Mobile Banking (X3)	0.940	0.948	Reliable
Financial Management (Y)	0.881	0.904	Reliable
Self-Efficacy (Z)	0.913	0.928	Reliable

Source: Processed data researchers use SmartPLS (2026).

The results in Table 7 show that all over construct own mark Cronbach's Alpha and Composite Reliability are above 0.70. With Thus, the instrument study fulfil criteria reliability and can used for structural model analysis as well as testing hypothesis.

Structural Model Test (*Inner Model*)

Evaluation inner model done for know connection between latent variables and the model's ability in explain endogenous variables. Testing covering coefficient path, coefficient determination (R^2), predictive relevance (Q^2), and testing hypothesis use bootstrapping on SmartPLS.

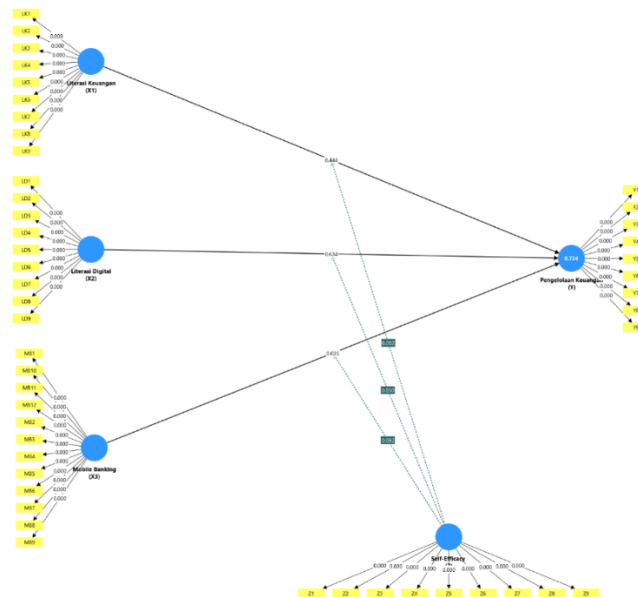


Figure 3. Structural Model (Inner Model)

Source: Processed data researchers use SmartPLS (2026)

Based on the structural model, the coefficient track influence direct literacy finance, digital literacy, and mobile banking to management financial respectively of 0.097; 0.064; and 0.279. These values furthermore tested its significance through bootstrapping.

R-Square Test Results

R^2 Test used for measure ability variables exogenous in explain variation endogenous variables.

Table 8. R² Test Results

Endogenous Variables	R- Square	R- Square Adjusted
Management Finance (Y)	0.734	0.713

Source: Processed data researchers (2026).

R² value of 0.734 shows that 73.4% of the variation management finance can explained by the variables in the model, while 26.6% is explained by other factors outside the model. This value show ability explanation of the approaching model category strong based on criteria used in study.

Q² Predictive Relevance Test Results

Q² Test used for evaluate ability model prediction. The higher Q² value big from zero show the existence of predictive relevance (Chin, 1998).

Table 9. Q² Test Results

Endogenous Variables	Q ² predict
Management Finance (Y)	0.622

Source: Processed data researchers (2026).

Q² value of 0.622 indicates that the model has predictive relevance for variables management finance.

Hypothesis Test Results

Testing hypothesis done use procedure bootstrapping on SmartPLS. Testing covers influence direct and influence moderation self-efficacy to connection variables independent with management finance.

Table 10. Hypothesis Test Results Influence Direct

Connection Intervariable	Original Sample	T-Statistics	P-Value	Decision
Financial Literacy (X1) → Financial Management (Y)	0.097	0.766	0.444	Rejected
Digital Literacy (X2) → Financial Management (Y)	0.064	0.476	0.634	Rejected
Mobile Banking (X3) → Financial Management (Y)	0.279	2,106	0.035	Accepted

Source: Processed data researchers (2026).

Test results show that literacy finance and digital literacy are not influential significant to management finance Because p - value both of them more-big from 0.10. On the other hand, mobile banking influential positive and significant, with coefficient path 0.279 and p-value 0.035. With thus, from third variables said, only hypothesis the influence of mobile banking supported by the results testing.

Influence Test Moderation

Table 11. Hypothesis Test Results Self-Efficacy Moderation

Connection Intervariable	Original Sample	T-Statistics	P-Value	Decision
Z × X1 → Y	-0.344	3,066	0.002	Accepted; weaken
Z × X2 → Y	-0.028	0.189	0.850	Rejected; no moderate
Z × X3 → Y	0.226	1,685	0.092	Accepted; strengthen
Z → Y	0.476	4,789	0,000	Influential direct significant

Source: Processed data researcher (2026).

Test results show that self-efficacy weaken influence literacy finance to management finance, indicated by the coefficient interaction negative of -0.344 and p-value 0.002. However, self-efficacy No moderate influence digital literacy because p-value of 0.850. Meanwhile that is, self-efficacy strengthen influence mobile banking to management finance, with coefficient interaction positive of 0.226 and p-value of 0.092. In addition, that is, self-efficacy own influence significant direct to management finance, with coefficient 0.476 and p-value 0.000.

Research result show that literacy finance No influential significant to management finance student Faculty of Economics and Business, Khairun University, Ternate. Although literacy finance respondents classified as high, understanding about savings, investment and planning finance Not yet fully realized in behavior, such as compile budgeting and recording income as well as expenditure. This is show existence gap between knowledge and practice finance. In line with Theory of Planned Behavior (Ajzen, 1991), knowledge form beliefs and attitudes, but behavior is also related with intention, subjective norms, and control perceived behavior. Zahriyan (2016), emphasized that literacy high finance Not yet Of course produce management good finances without intention for apply it.

Findings This in line with Suyanto & Sada (2022) as well as Baalubi et al. (2026), which shows that knowledge finance No always influential to behavior management finance. However, the results This different with Bailusy & Amiro (2026) as well as Mawarti & Utami (2024), who found influence positive literacy finance to management finance. Differences the show that knowledge finance need supported consistent attitude, intention and application in order to be able to realized in behavior good finances.

Research result show that digital literacy is not influential significant to management finance students. Although respondents own skills use digital applications as well understand security and risk transactions, capabilities the Not yet Of course utilized for compile budgeting and recording expenditure. This is show that skills technology just Not yet Enough For form behavior planned finances. In perspective Theory of Planned Behavior (Ajzen, 1991), related abilities with control perceived behavior need supported by attitude and intention to make it happen in action real. Use digital technology for transact No always means technology the used for plan finance.

Findings This in line with Widhiastuti et al. (2025), which shows that digital literacy is not factor main in management finance personal, as well as Pradini (2021) who found that digital literacy is not influential significant to use service digital finance in general partial. Abdurrohman et al. (2026) also showed that use *financial technology* can increase behavior consumptive students, while control self play a role important in behavior consumption based credit (Houbianbian et al., 2026). However, the results study This different with PUTRI (2025), which shows that digital understanding can support management more finances effective. With thus, digital literacy is necessary accompanied control yourself and a strong intention to get it support management finance.

Research result show that use mobile banking influential positive and significant to management finance students. Convenience access, speed transactions, as well as feature checking balance and history transaction help student monitor current finance and control expenditure. Findings This indicates that mobile banking No only functioning as means transactions, but can also support practice management finance everyday. In perspective Theory of Planned Behavior (Ajzen, 1991), convenience access and availability facility can support control perceived behavior, so that make it easier individual carry out activity finance in a way independent.

Findings This in line with Isyana et al. (2024), Prastika & Kadarningsih (2025), and IP Sari & Hasmidyani (2026), which shows that use mobile banking support management finance through convenience access and efficiency transactions. Novitasari et al. (2026) also found that utilization mobile banking help planning finance, control expenditure, and monitoring transactions. However, the findings This different with Sorongan and Fannisa (2025), who stated that mobile banking is not influential to management finance personal.

Research result show that self-efficacy moderate influence literacy finance to management finance with direction negative. This means that self-efficacy weaken connection between literacy finance and management financial conditions This indicates that belief to ability high self Not yet Of course make student the more depend on knowledge his finances in take decision. Xia et al. (2014) explains that individual with trust self tall tend No always use knowledge finances owned. In perspective Theory of Planned Behavior, self-efficacy related with perceived behavioral control, ie belief individual to his abilities do something behavior (Ajzen, 2002).

Findings This in line with Pramithasari & Wibowo (2025) which show that belief self can weaken role literacy finance in management finance. Drew & Cross (2013) also stated that that trust self can make individual feel capable take decision finance without Lots depend on formal knowledge. However, the results This different with Pradinaningsih & Wafiroh (2022) which find that self-efficacy No moderate connection said. With thus, belief high self need balanced with implementation knowledge finances in order to be able to support more decisions planned.

Research result show that self-efficacy No moderate influence digital literacy towards management finance. This means that the interaction between digital literacy and self-efficacy No proven strengthen and weaken connection said. One of the possibility the explanation is that ability use digital technology, such as understand application and data security, different from behavior arrange budget and control expenditure. With Thus, belief self No in a way automatic make more digital skills influential to management finance. In The perspective of the Theory of Planned Behavior (Ajzen, 1991), perceived ability and control need considered together other factors that form intentions and behavior.

Findings This in line with Sidiq & Narimo (2026), which shows existence gap between knowledge and action in behavior finance students. Sajid (2024) also showed

that connection literacy digital finance and well-being financial can different based on level financial self-efficacy. Temporary That, Nurjannah & Subur (2026) put forward that role financial self-efficacy as amplifier seen in relationships that have influence direct significant. Research results This confirm that self-efficacy No always functioning as a moderator; his role depends on the relationship between the variables tested.

Research result show that self-efficacy strengthen influence use mobile banking to management finance students. Coefficient positive interactions show that student with belief self more tall tend can utilise convenience mobile banking for support management finance. Different from literacy financial and digital literacy related with knowledge, the use of mobile banking involves utilization service in a way directly. In perspective Theory of Planned Behavior (Ajzen, 1991), control perceived behavior can support implementation behavior actual. With thus, belief to ability self can help student utilise feature service in a way more optimal.

Findings This in line with Rahmadani (2019), which shows that self-efficacy capable moderate influence technology finance to management finance, as well as Erawati et al. (2023), who found that self-efficacy influential to mobile banking usage. Mensah et al. (2022) also showed that self-efficacy moderate connection expectation performance and expectations business with intention use service-based device mobile. This result indicates that belief self can support utilization technology in a way more effective in behavior daily.

E. CONCLUSION

Research result show that use mobile banking influential positive and significant to management finance students, while literacy finance and digital literacy are not influential significant. Self-efficacy proven weaken influence literacy finance and strengthen influence use *mobile banking* to management finance, but no moderate connection digital literacy with management financial findings This show that utilization service finance in a way direct play a role important in support management finance student.

Limitations study found in several HTMT values construct interactions that show similarity empirical as well as limited study previously about role self-efficacy in connection digital literacy and management finance. Research furthermore recommended review return indicator digital literacy and use mobile banking, using more samples big, and apply approach qualitative for understand mechanism connection intervariable in a way more-deep. Besides that, provider service banking recommended develop feature recording expenditure automatic and reminder periodically so that students can monitor as well as manage expenditure with more-good.

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