



# The Effect of Theory of Planned Behavior, Financial Literacy, and Social Influence on Interest Using Paylater Among Students in Jember Regency

Bariroh Indana Zulfa<sup>1\*</sup>, Nurshadrina Kartika Sari<sup>2</sup>, Mainatul Ilmi<sup>3</sup>

<sup>1,2,3</sup> Faculty Economics and Business, Institute of Technology and Science Mandala, Indonesia

Corresponding Author: ayunares2411@gmail.com

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## Abstract

This research aims to determine the influence of Attitude Toward Behavior, Subjective Norms, Perceived Behavior Control, Financial Literacy, and Social Influence have a significant simultaneous effect on Interest in Using Paylater in Jember Regency. The research was conducted in Jember Regency, with a total of 398 respondents. The method used is a quantitative approach with multiple linear regression analysis techniques using SPSS software. The results of the analysis show that partially, the variables Financial Literacy and Social Influence have a significant effect on Interest in Using Paylater. Meanwhile, the variables Attitude Toward Behavior, Subjective Norms, Perceived Behavior Control did not show a significant influence. Simultaneously, these five independent variables have a significant effect on taxpayer compliance. The coefficient of determination ( $R^2$ ) value of 0.483 indicates that 48.3% of the variation in interest in using paylater can be explained by the variables in this study, while the remainder is influenced by other factors outside the model.

**Keywords:** TPB, Interest in Using Paylater, Jember Regency

## 1. Introduction

Various aspects of human life have been transformed by advances in technology and information, including the financial sector. By integrating technology into financial services, Fintech offers a variety of solutions that are more efficient, accessible, and cost-effective than conventional financial services. A fintech product currently experiencing rapid growth is paylater, or "buy now, pay later" (BNPL) services. This service appeals to millennials and Gen Z because it offers easier access to digital credit than conventional credit methods. Data from the Financial Services Authority (OJK) indicates that by 2023, the use of pay later services will increase significantly, especially among the younger generation. This facility has become popular due to its ability to top up phone credit without the need for a conventional credit card (OJK, 2023). According to a 2024 Kata Data Insight Center survey, 26.5% of pay later users are aged 18–25, including students (Katadata, 2024). Students, as part of Generation Z, tend to be adaptable to new technologies, including in financial management. Another interesting phenomenon is the emergence of "peer influencers" in pay later usage.

Although Paylater offers various conveniences, this phenomenon also deserves attention. A 2023 study by Kusuma and Wardani revealed that students' understanding of the risks and consequences of using Paylater remains relatively low. Many Gen Z students, especially those unfamiliar with finance, focus only on short-term benefits and ignore long-term consequences. They may not fully realize that payments made through Paylater schemes often come with interest or additional fees if they are late. This can lead to financial problems, such as accumulating debt, which can disrupt their financial stability later in life (Kusuma & Wardani, 2023). The focus of this research on students is supported by a 2022 study by Hidayat and Purnomo, which described students as a group with a high level of openness to technological innovation. A 2023 study by Sari et al. showed that students have specific financial needs but limited access to conventional financial services.

The Theory of Planned Behavior (TPB), developed by Ajzen (1991), serves as a relevant theoretical framework for analyzing interest in using Paylater. This theory explains that there are three main factors that influence individual behavior, namely: attitude, subjective norms, and perceived behavioral control. In the context of using fintech services, TPB can explain how individual

attitudes toward digital financial services, the influence of the social environment, and perceived ability to use financial technology influence the intention to use these services (Venkatesh et al., 2012). In addition to the three TPB factors, financial literacy and social influence are important factors in the adoption of digital financial services. Financial literacy indicates a person's understanding and ability to manage finances, which is very important in financial decision-making (Lusardi & Mitchell, 2014). Meanwhile, social influence refers to how a person's behavior can be influenced by their social environment, which includes peers, family, and social media (Venkatesh & Davis, 2000).

## **THEORETICAL UNDERPINNING OF STUDY:**

### **Theory of Planned Behavior**

The Theory of Planned Behavior (TPB), developed by Ajzen in 1991, explains how intentions, formed by three main elements, influence human actions: attitude toward behavior, subjective norm, and perceived behavioral control. TPB is an extension of the Theory of Reasoned Action (TRA) with the addition of the construct of perceived behavioral control.

In the context of pay later usage, TPB is highly relevant because it can explain how students' attitudes toward digital financial services, the influence of their social environment, and their perceived ability to use these services play a role in shaping their usage intentions. Research by Wijaya et al. (2021) shows that TPB can comprehensively explain the factors influencing the adoption of pay later services among students (Wijaya et al., 2021).

### **Behavioral Accounting**

Behavioral theory in accounting explains how individual behavioral factors such as perceptions, motivations, attitudes, and preferences influence financial decisions. Ajzen (1991) used the theory of planned behavior to suggest that three main factors—attitudes toward a behavior, subjective standards, and perceived control over the behavior—influence a person's intention to perform a behavior. Regarding the use of pay later services, students' attitudes and perceptions of financial services influence their decisions to use them. This understanding is important for identifying factors related to decision-making in behavioral accounting.

### **Attitude Toward Behavior**

Fishbein & Ajzen (1975) defined attitude toward behavior as an individual's positive or negative evaluation of an object or behavior. This definition is reinforced by Rahmawati & Kusuma (2023), who stated that attitude toward behavior is a psychological tendency expressed through the evaluation of a particular entity with a degree of like or dislike. Hidayat & Purnomo (2022) added that attitude toward behavior is an individual's assessment of the benefits and disadvantages of engaging in a behavior.

In research on pay later, attitude toward behavior plays a crucial role because it reflects how students assess the usefulness, ease of use, and risks of the service. Sutanto et al. (2023) found that positive attitudes toward pay later strongly correlated with interest in using it among students.

### **Subjective norm**

Subjective norm is an individual's perception of social pressure to perform or not perform a behavior. This construct reflects how the views of people they consider important influence their decision to use or not use a technology (Ajzen, 1991).

In the context of paylater use, subjective norm encompasses the influence of family, peers, and the social environment on students' decisions to use the service. Research by Nugroho et al. (2022) shows that subjective norm plays a significant role in shaping students' intention to use paylater, especially when their peers also use the service.

### **Perceived Behavioral Control (PBC)**

Ajzen (1991) defined PBC as an individual's perception of the ease or difficulty of performing a particular behavior. Nugroho et al. (2022) expanded on this definition by stating that PBC is an individual's belief about the availability of resources and opportunities to perform a particular behavior. Meanwhile, Sari et al. (2023) explained PBC as the level of control an individual perceives over their ability to perform a behavior.

In the context of PayLater usage, PBC relates to students' beliefs about their ability to use and manage the service effectively. Research by Hidayat & Purnomo (2022) showed that PBC significantly

influences interest in using PayLater, particularly regarding the perceived ability to manage installment payments.

### Financial Literacy

Financial literacy is defined by the OECD (2018) as having the knowledge, motivation, and confidence to apply one's knowledge of financial ideas and risks. According to Yulianti & Saputra (2022), financial literacy is the capacity to understand, manage, and discuss one's own financial problems. According to Pratama et al. (2023), financial literacy is a collection of skills and information that empowers people to make wise financial choices.

In the context of using pay later, financial literacy plays a crucial role in determining how students understand and manage digital credit services. Research by Widyastuti et al. (2021) found that high levels of financial literacy correlate with more responsible use of pay later among students.

### Social Influence

Venkatesh et al. (2003) define social influence as the degree to which a person perceives significant others as believing they should use a new technology. Permana & Arianti (2023) explain social influence as external pressure that influences an individual's decision to adopt technology. Utami & Setiawan (2023) add that social influence is the degree to which an individual's behavior is influenced by others' perceptions about technology use.

In the context of PayLater usage, social influence includes the influence of influencers, social media trends, and the community on students' decisions to use the service. Research by Pratama et al. (2023) shows that social influence significantly influences interest in using PayLater, particularly through the role of social media.

### Interest

Ajzen (1991) defines behavioral intention as an indication of a person's readiness to perform a particular behavior. Kusuma & Rahman (2022) explain usage interest as a measure of the strength of a person's interest to perform a particular behavior. Sutanto et al. (2023) add that usage interest is the behavioral tendency to continue using a technology. In the context of pay later, usage interest reflects students' tendency to adopt and use the service.

## 2. Methods

This study employed a quantitative approach, collecting data through a questionnaire from undergraduate students at universities in Jember Regency. The population comprised all students in Jember Regency. Stratified random sampling was used to select 398 students from various study programs and universities. Data were collected through an online questionnaire distributed to eligible respondents.

## 3. Results and Discussion

### Validity Test

| Variabel                         | Item Code | Statistical Analysis |         | Explanation |
|----------------------------------|-----------|----------------------|---------|-------------|
|                                  |           | r-hitung             | r-tabel |             |
| X1-Attitude                      | X1.1      | 0,922                | 0,098   | Valid       |
|                                  | X1.2      | 0,915                | 0,098   | Valid       |
|                                  | X1.3      | 0,863                | 0,098   | Valid       |
| X2-Subjective Norms              | X2.1      | 0,853                | 0,098   | Valid       |
|                                  | X2.2      | 0,754                | 0,098   | Valid       |
|                                  | X2.3      | 0,854                | 0,098   | Valid       |
| X3- Perceived Behavioral Control | X3.1      | 0,913                | 0,098   | Valid       |
|                                  | X3.2      | 0,848                | 0,098   | Valid       |
|                                  | X3.3      | 0,864                | 0,098   | Valid       |
| X4-Financial Literacy            | X4.1      | 0,776                | 0,098   | Valid       |
|                                  | X4.2      | 0,849                | 0,098   | Valid       |

|                      |      |       |       |       |
|----------------------|------|-------|-------|-------|
| X5- Social Influence | X4.3 | 0,778 | 0,098 | Valid |
|                      | X5.1 | 0,860 | 0,098 | Valid |
| Y-Minat              | X5.2 | 0,844 | 0,098 | Valid |
|                      | X5.3 | 0,829 | 0,098 | Valid |
|                      | Y1.1 | 0,781 | 0,098 | Valid |
|                      | Y1.2 | 0,903 | 0,098 | Valid |
|                      | Y1.3 | 0,906 | 0,098 | Valid |

**Table 1.** Validity Test Results

Source: Primary data processed in 2025

Based on the validity test results shown in Table 1, the correlation between each indicator and the total score for each variable shows valid results. This is evident from the calculated R value, which is greater than the R table (0.098). Thus, it can be concluded that all tested statement items are considered valid.

#### Reliability Test

| Variabel                          | Number of Item | Cronbach Alpha | Standard Value | Explanation |
|-----------------------------------|----------------|----------------|----------------|-------------|
| Attitude Toward Behavior (X1)     | 3              | 0,883          | 0,60           | Reliable    |
| Subjective Norms (X2)             | 3              | 0,771          | 0,60           | Reliable    |
| Perceived Behavioral Control (X3) | 3              | 0,843          | 0,60           | Reliable    |
| Financial Literacy (X4)           | 3              | 0,717          | 0,60           | Reliable    |
| Social Influence (X5)             | 3              | 0,796          | 0,60           | Reliable    |
| Minat (Y)                         | 3              | 0,832          | 0,60           | Reliable    |

**Table 2.** Reliability Test Result

Source: Primary data processed in 2025

Table 2 above shows that all variables tested in the reliability test had values greater than 0.60, indicating that they are reliable and consistent. Overall, this indicates that these variables have a high level of reliability and can be used for further analysis.

#### Normality Test

|                                  |                |  | Unstandardized Residual |
|----------------------------------|----------------|--|-------------------------|
| N                                |                |  | 398                     |
| Normal Parameters <sup>a,b</sup> | Mean           |  | .0000000                |
|                                  | Std. Deviation |  | 1.98608429              |
| Most Extreme Differences         | Absolute       |  | .127                    |
|                                  | Positive       |  | .127                    |
|                                  | Negative       |  | -.121                   |
| Kolmogorov-Smirnov Z             |                |  | 2.531                   |
| Asymp. Sig. (2-tailed)           |                |  | .220                    |

**Table 3.** Normality Test Results

Source: Primary data processed in 2025

Based on table 3 above, it can be seen that each variable has been distributed normally, as indicated by a significance value > 0.05, namely 0.220.

#### Multicollinearity Test

| Model |                  | Collinearity Statistics |       |
|-------|------------------|-------------------------|-------|
|       |                  | Tolerance               | VIF   |
| 1     | (Constant)       |                         |       |
|       | Attitude         | 0,264                   | 3,792 |
|       | Subjective Norms | 0,353                   | 2,831 |

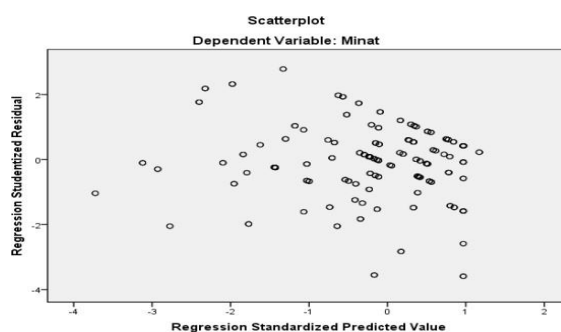
|                              |       |       |
|------------------------------|-------|-------|
| Perceived Behavioral Control | 0,306 | 3,265 |
| Financial Literacy           | 0,187 | 5,344 |
| Social Influence             | 0,225 | 4,449 |

**Table 4.** Multicollinearity Test Results

Source: Primary data processed in 2025

Based on table 4, it shows that the Variance Inflation Factor (VIF) value for each dependent variable is <10 and the tolerance value for each variable is >0.01 so it can be concluded that there is no correlation or multicollinearity in each independent variable.

### Heteroscedasticity Test



**Picture 1.** Heteroscedasticity Test Results

Source: Primary data processed in 2025

Based on Figure 1, it shows that the points in the image are spread above and below zero on the Y-axis and do not form a wavy pattern. Widening and narrowing, it can be concluded that there is no heteroscedasticity problem.

### Multiple Linear Regression Analysis

| Variable                     | Regression Coefficient | Sig  |
|------------------------------|------------------------|------|
| Constant                     | 2.441                  | .000 |
| Attitude                     | .011                   | .874 |
| Subjective Norms             | -.099                  | .114 |
| Perceived Behavioral Control | .121                   | .108 |
| Financial Literacy           | .422                   | .000 |
| Social Influence             | .326                   | .000 |

**Table 5.** Multiple Linear Regression Analysis Results

Source: Primary data processed in 2025

Based on table 5, the multiple linear regression equation with a standard error of 0.1 is obtained as follows:

$$Y = 2,441 + 0,011X_1 - 0,099X_2 + 0,121X_3 + 0,422X_4 + 0,326X_5$$

The multiple linear regression equation above can be explained as follows:

1. If the constant (a) remains constant or zero, then the interest in using PayLater is 2.441, indicating that interest in using PayLater is working well. Students are trying PayLater to see how it works, plan to use PayLater to purchase items they need in the near future, and feel that PayLater has advantages over other services, such as lower interest rates.
2. The regression coefficient for the Attitude Toward Behavior variable (X1) is positive at 0.011, indicating a positive but inverse relationship with the Interest in Using PayLater variable (Y). This means that each increase in the Attitude variable will decrease the Interest in Using PayLater variable (Y), assuming the variables remain constant.
3. The regression coefficient for the Subjective Norms variable (X2) is negative at -0.099, indicating an inverse relationship with the Interest in Using PayLater variable (Y), meaning that each increase in the Subjective Norms variable will decrease the Interest in Using PayLater variable.

(Y), assuming the variables remain constant. 4. The regression coefficient for the Perceived Behavioral Control (X3) variable is positive at 0.121, indicating a positive but inverse relationship with the pay later usage intention variable (Y). This means that each increase in the Perceived Behavioral Control variable will decrease the pay later usage intention variable (Y), assuming the variables remain constant.

4. The regression coefficient for the Financial Literacy (X4) variable is positive at 0.422, indicating a positive and inverse relationship with the paylater usage intention variable (Y), meaning that each increase in the Financial Literacy variable will increase the paylater usage intention variable (Y), assuming the variables remain constant.
5. The regression coefficient for the Social Influence (X5) variable is positive at 0.326, indicating a positive and inverse relationship with the paylater usage intention variable (Y), meaning that each increase in the Social Influence variable will increase the paylater usage intention variable (Y), assuming the variables remain constant.

#### Coefficient of Determination R<sup>2</sup>

| Model | R     | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------|----------|-------------------|----------------------------|
| 1     | 0,700 | 0,490    | 0,483             | 1.99871                    |

**Table 6.** Coefficient of Determination R<sup>2</sup>

Source: Primary data processed in 2025

Table 6 above shows that the Adjusted R Square value is 0.483, or 48.3%. This indicates that 48.3% of the variation in interest in using PayLater can be explained by the variables Attitude Toward Behavior, Subjective Norms, Perceived Behavioral Control, Financial Literacy, and Social Influence. Meanwhile, the remaining 51.7% of the variation is influenced by other factors not discussed in this study, such as ease of use, income, hedonic motivation, security, and interest rates.

#### Partial Test (t-test)

| Variable                     | Significant Value | Significant Level | Explanation        |
|------------------------------|-------------------|-------------------|--------------------|
| Attitude                     | 0,874             | 0,05              | No partial effect  |
| Subjective Norms             | 0,114             | 0,05              | No partial effect  |
| Perceived Behavioral Control | 0,108             | 0,05              | No partial effect  |
| Financial Literacy           | 0,000             | 0,05              | Partially affected |
| Social Influence             | 0,000             | 0,05              | Partially affected |

**Table 7.** Partial Test (t-test) Results

Source: Primary data processed in 2025

Based on table 7, the results are as follows:

1. The Attitude variable (X1) shows a significance value of  $0.874 > 0.05$ , indicating that the Attitude variable has no partial effect on interest in using PayLater (Y). This is because students have a neutral attitude toward PayLater and lack sufficient experience with PayLater, so their attitude does not influence interest in using it.
2. The Subjective Norms variable (X2) shows a significance value of  $0.114 > 0.05$ , indicating that the Subjective Norms variable has no partial effect on interest in using PayLater (Y). This is because students have high independence in making financial decisions, so the subjective influence of others is insignificant. Students make decisions about using PayLater based on personal needs and interests, not based on the opinions of others. Students may not be overly involved in other people's opinions when making financial decisions, so subjective norms have no effect.
3. The Perceived Behavioral Control variable (X3) shows a significance value of  $0.108 > 0.05$ , indicating that Perceived Behavioral Control has no partial effect on interest in using PayLater (Y). This is because students have easy access to the technology and resources needed to use PayLater. PayLater has been designed to be easy to use, so students feel they have sufficient control over their use of PayLater. Therefore, perceived behavioral control has no effect.

4. The financial literacy variable (X4) shows a significance value of  $0.000 < 0.05$ , indicating that financial literacy has a partial effect on interest in using PayLater (Y). This is because students with good financial literacy can understand the costs associated with using PayLater, allowing them to make more informed decisions. Good financial literacy can help students manage their finances more effectively, making them more likely to use PayLater as a useful financial tool, thus influencing financial literacy.
5. The Social Influence variable (X5) shows a significance value of  $0.000 < 0.05$ , which means that the Social Influence variable has a partial effect on the interest in using PayLater (Y). This is due to social influence, which has an important role in shaping the interest in using PayLater services. This form of social influence can come from massive PayLater promotions through social media and digital platforms and testimonials from other users who share their positive experiences using PayLater, as well as today's lifestyle, which tends to be consumptive and instant, thus encouraging individuals to use practical and fast financial services such as PayLater.

#### Simultaneous Test (f test)

| Variable                                |                                 |                        | Significant Value | Significant Level | Explanation            |
|-----------------------------------------|---------------------------------|------------------------|-------------------|-------------------|------------------------|
| Attitude, Perceived Financial Influence | Subjective Behavioral Literacy, | Norms, Control, Social | 0,000             | 0,05              | Simultaneous influence |

**Table 8.** Simultaneous Test (f test) Results

Source: Primary data processed in 2025

Table 8 shows a significant value of  $0.000 < 0.05$ , indicating a simultaneous effect between the independent variable (X) and the dependent variable (Y). This is because these factors can interact with each other to influence interest in using PayLater. Changes in one factor can influence other factors, and the cumulative effect of these factors can increase interest in using PayLater.

#### Interpretation

##### 1. The Influence of Attitude on PayLater Usage Intention among Students in Jember Regency

The results showed that the Attitude variable (X1) did not significantly influence PayLater usage intention (Y). This was due to students' perception that the benefits of PayLater were not yet sufficient to facilitate purchases without having to pay directly. Furthermore, they perceived PayLater as not being easy to use for transactions and could lead to debt that would be difficult to repay.

Respondent characteristics related to age, ranging from 19-21 years and 22-24 years, were related to the age range of students or early adulthood. They did not yet have a steady income or significant financial responsibility. Therefore, students lacked financial experience due to limited financial management experience. Personal attitudes toward debt or deferred payments were not yet fully developed. Many in this age group had not yet experienced the tangible impact of long-term debt, thus failing to rationally calculate financial risks, making their attitudes less relevant to usage intentions.

Attitude Toward Behavior is a person's tendency to evaluate or respond to an object, in this case, the PayLater service. Attitudes can be positive (like, trust) or negative (reject, worry). Usage intention is a person's desire, intention, or interest in using a service in the future. PayLater is a buy-now-pay-later service widely used by the younger generation, including college students. If the research results show that attitude has no significant effect on PayLater usage intention, then the interpretation is that students' attitudes toward PayLater, whether positive or negative, do not influence their desire to use it. This means that students may continue to use PayLater even if they have a neutral or even negative attitude toward the service. These research findings align with research conducted by Oktaviana (2022), Mendur, et al. (2021), which explained that Attitude Toward Behavior has no effect on PayLater usage intention.

##### 2. The Influence of Subjective Norms on PayLater Use Intention among Students in Jember Regency

The results showed that Subjective Norms (X2) did not significantly influence PayLater use intention (Y). This was because students believed that friends who used PayLater did not influence them to try it, and the trend of PayLater use in their environment did not make them more likely to use it. Respondent characteristics related to age, ranging from 19-21 and 22-24, were related to the fact that students in these age groups are in a phase of cognitive and social development, where they

begin to develop independent thinking and tend to have the ability to critically evaluate information, including regarding financial decisions. Students in this age group are beginning to develop strong personal attitudes and opinions. They are less reliant on the opinions of others in decision-making. Many of them are beginning to question social norms or choose not to be overly influenced by peer pressure. They can obtain information from various sources (the internet, social media, journals, forums), so they do not rely solely on the opinions of their peers. Decisions to use PayLater are more influenced by personal considerations such as need, convenience, or promotions, rather than by environmental pressure.

Social pressure or expectations from those around them, such as family, friends, or their social circle, were not the primary factors influencing students' decisions to use paylater services. This finding can be linked to respondent data, which shows that the majority of respondents (338) had income from their parents, while only 60 earned income from self-employment. This reflects that most students tend not to be fully financially independent, so the decision to use financial services like paylater is more personal or internal, rather than driven by encouragement or influence from their social environment.

In other words, because they are still dependent on their parents, they may feel less compelled to seriously consider the opinions of others when making financial decisions, or may even avoid social pressure to avoid burdening their parents. On the other hand, respondents who already have their own income may be more willing to make their own decisions without overly considering subjective norms. However, their number is relatively small in this study population, so their influence on overall interest is also insignificant. These research results align with research conducted by Pradinta et al. (2021), which found that subjective norms have no effect on interest in using paylater.

### 3. The Influence of Perceived Behavioral Control on PayLater Use Intention among College Students in Jember Regency

The results showed that Perceived Behavioral Control (X3) did not significantly influence PayLater use intention (Y). This was due to students' lack of ability to manage PayLater effectively and pay on time. Perceived barriers to PayLater included strict and inflexible usage limits, and easy-to-understand and follow PayLater procedures.

The correlation between respondent characteristics and age, with those aged 19-21 and 22-24, was that these ages are in the transition phase from adolescence to young adulthood. Students in this age group are still learning to manage their finances independently, and their ability to control their financial behavior is not yet fully mature. Many of them do not yet have significant financial responsibilities (e.g., mortgage payments, family, or dependents), so they do not experience the direct consequences of their decision to use PayLater.

Perceived Behavioral Control (PBC) is a person's perception of the extent to which they feel they have the ability, resources, and control to perform a behavior. In the context of PayLater use, PBC reflects whether students feel able to control their PayLater use. Usage intention refers to a person's intention or tendency to use a service in the future, specifically PayLater. While the study's findings indicate that PBC has no significant effect on PayLater usage intention, it suggests that students' self-confidence or ability to control their PayLater usage does not influence their intention to use it. This means that even if students feel capable of managing their finances or using the PayLater app, this does not automatically lead to their intention to use it. They may remain uninterested because they simply don't need the service. These findings align with research by Arviana et al. (2023), which found that Perceived Behavioral Control (PBC) has no effect on PayLater usage intention.

### 4. The Influence of Financial Literacy on PayLater Use Interest among Students in Jember Regency

The results show that Financial Literacy (X4) significantly influences PayLater use interest (Y). This is because students have a good understanding of the concept of paylater services and how they work, are aware of the risks of paylater services, such as additional fees and interest, and have a clear financial plan to repay paylater debts on time.

The correlation between respondent characteristics and age, with age ranging from 19-21 and 22-24, is that this age group is in the early stages of developing financial behavior. Students use PayLater only for productive needs or when there are truly profitable promotions, and are able to manage expenses and estimate their ability to repay installments.

Financial literacy is a person's ability to understand and manage finances effectively, including knowledge of how loans work, interest rates, installments, budgeting, managing debt and savings, and making wise financial decisions. Use interest is a person's intention, interest, or desire to use a product or service in the future, in this case, PayLater (buy now, pay later). If the research results show that financial literacy significantly influences interest in using PayLater, then the higher the students' financial literacy, the greater their interest in using PayLater services. Students with a high

level of financial literacy understand how PayLater works, its risks and benefits, and how to manage installments. These results align with research conducted by Kadua et al. (2023), which explains that financial literacy influences interest in using PayLater.

#### 5. The Influence of Social Influence on Interest in Using PayLater among Students in Jember Regency

The results show that the Social Influence variable (X5) significantly influences interest in using PayLater (Y). This is because PayLater promotions increase students' interest in using the service, testimonials from other users increase students' confidence in using PayLater, and today's digital lifestyle makes them more comfortable using PayLater.

The correlation between respondent characteristics and age, with the 19-21 and 22-24 age ranges, is that this age group is highly socially active, both in person and digitally (on social media). This age group often follows consumer lifestyle trends influenced by social media and their social circles. Promotion of PayLater by influencers or public figures on social media can shape the perception that using PayLater is normal and easy.

Social influence, in this context, extends to the influence of social media, digital promotions, and current consumer lifestyles. One of the main factors strengthening social influence is the massive promotion of PayLater by service providers, whether through digital advertising, social media, or endorsements from influencers. This kind of promotion can create a bandwagon effect, encouraging individuals to try PayLater because they see so many others doing it.

Furthermore, testimonials from PayLater users, both in person and through social media, contribute to building trust and a positive perception of the service. When students see the experiences of others who have found PayLater helpful in meeting their consumer or urgent needs, this strengthens their intention to try it too.

Furthermore, today's consumerist and instantaneous lifestyle, especially among the younger generation, makes services like PayLater increasingly relevant and desirable. Students who live in environments with high consumption norms or are accustomed to digital conveniences tend to be more receptive to alternative financial services like PayLater.

Thus, social influence in the form of exposure to promotions, user testimonials, and the normalization of a modern lifestyle play a significant role in shaping students' interest in using PayLater services. The results of this study align with research conducted by Zigari et al. (2023), which explains that social influence influences interest in using PayLater.

#### 6. The Simultaneous Effect of Attitude, Subjective Norms, Perceived Behavioral Control, Financial Literacy, and Social Influence on Interest in Using PayLater among Students in Jember Regency

The results of this study indicate that the variables Attitude, Subjective Norms, Perceived Behavioral Control, Financial Literacy, and Social Influence have a positive and simultaneous influence on Interest in Using PayLater (Y). This is because these factors can interact with each other to influence Interest in Using PayLater. Changes in one factor can influence others, and the cumulative effect of these factors can increase Interest in Using PayLater.

The variables Attitude, Subjective Norms, Perceived Behavioral Control, Financial Literacy, and Social Influence simultaneously influence Interest in Using PayLater. The combination of student attitudes, social pressure, behavioral control, financial literacy, and the influence of others can collectively explain why students are interested in using PayLater.

This means that student interest is not influenced by a single factor, but rather the result of a combination of psychological, social, and financial knowledge aspects. The results of this study align with research conducted by Kohmala (2024), which explains that Attitude, Subjective Norms, Perceived Behavioral Control, Financial Literacy, and Social Influence simultaneously influence interest in using PayLater.

## 4. Conclusion

1) Attitude Toward Behavior has no partial effect on interest in using PayLater. Students perceive the benefits of PayLater as not yet helpful in purchasing goods without having to pay directly. Furthermore, they perceive PayLater as not being easy to use for transactions, 2) Subjective Norms have no partial effect on interest in using PayLater. Students believe that friends who use PayLater do not positively influence them to try it, and the trend of PayLater use in their environment does not make them more likely to use it, 3) Perceived Behavioral Control has no partial effect on interest in using PayLater. Students lack the ability to manage PayLater effectively and pay on time. Perceived barriers to PayLater include strict and inflexible usage limits, 4) Financial Literacy has a partial effect on interest in using PayLater. Students have a good understanding of the concept of PayLater services

and how they work, are aware of the risks of PayLater services, such as additional fees and interest, and have a clear financial plan for paying off PayLater debts on time, 5) Social Influence has a partial effect on interest in using PayLater. Pay later promotions make students more interested in using the service, and testimonials from other users increase their confidence in using Pay Later, 6) Attitude, Subjective Norms, Perceived Behavioral Control, Financial Literacy, and Social Influence have a positive and simultaneous influence on interest in using Pay Later (Y). These factors can interact with each other to influence interest in using Pay Later, so changes in one factor can affect others.

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