The Effect of Non-Cash Transactions on The Level of Saving Behaviour of Students at the Open University of Majene

Akbar, Syahrinullah

Management Study Program, Faculty of Economics and Business, Open University

DOI: https://doi.org/10.47772/IJRISS.2026.100600637

Received: 08 June 2026; Accepted: 13 June 2026; Published: 01 July 2026

ABSTRACT

This study aims to examine the impact of Non-Cash Transactions on the saving behavior of students at Majene Open University, in the midst of the rapid development of financial technology that encourages changes in financial transaction practices, although it is not clear to what extent the use of digital transaction services can shape saving behavior among students. This study uses a quantitative approach with an associative method, using a sample of 100 respondents selected through simple random sampling techniques, with data collection through a questionnaire based on the Likert scale which is analyzed using SPSS software version 27 through validity, reliability, classical assumption test, simple linear regression, t-test, F test, and determination coefficient. The results showed that Non-Cash Transactions had a positive and significant influence on students' savings with a significance value of 0.000, a regression coefficient of 0.554, which showed that the increase in the use of digital transactions was accompanied by an increase in saving behavior, and the F test showed that the overall regression model was significant. However, an Adjusted R^2 value of 0.141 indicates that the Non-Cash Transaction variable only explains 14.1% of the variation in variable saving behaviour, so most of it is influenced by other factors outside of this study. This study concludes that digital transaction technology can play a supporting role in the formation of saving behavior, although its effectiveness still depends on the level of financial literacy and self-control of users.

Keywords: Non-Cash Transactions, Saving Behavior, UT Majene Students

INTRODUCTION

The global economic system, including in Indonesia, has undergone significant changes in line with the rapid development of financial technology in recent years. The change can be seen from the widespread application of the concept of *Non-Cash Transactions* which encourages financial services to adapt towards a more modern, more efficient and inclusive direction. The use of various digital payment methods such as *Quick Response Code Indonesian Standard* (QRIS), *mobile banking* and *electronic wallets* has allowed transactions to be carried out faster and more securely without relying on the use of cash.

In the ideal application, digital transformation in the financial sector is not only interpreted as ease of transactions. Efficiency in individual financial management is also expected to be achieved through the use of digital financial services. In addition, increasing financial literacy and the formation of *saving behavior* are the follow-up impacts that are expected to appear along with the intensity of the use of financial technology. Widnyana and Marsudi (2025) explained that financial technology is a form of technology-based innovation that functions to improve and automate financial services so that financial management can be carried out more effectively by individuals and organizations.

This view is in line with the economic theory put forward by Harmadi (2022) which states that savings are the result of a balance between income and expenses. When financial management is carried out in a more planned manner, the potential to increase savings will also be greater. The results of the analysis are quite convincing that the existence of Non-Cash Transactions is expected not only to contribute to increasing transaction efficiency. The implementation of financial practices that are more sustainable and more efficient in terms of time and oriented towards financial balance is also expected to be applied by various levels of society, including

students.

However, empirical evidence suggests that the transition process to Non-Cash Transactions does not always result in ideal financial behavior. The increase in the use of digital payment systems in Indonesia in practice is often accompanied by a tendency to increase excessive consumption, especially among the younger generation. This condition shows that the ease of transactions offered by digital financial services has not been fully balanced with adequate financial management capabilities.

Apriliani (2024) explained that the low level of financial literacy has an impact on people's difficulties in managing finances effectively. As a result, individuals are more easily trapped in excessive consumption patterns and experience obstacles in preparing funds for long-term needs. The findings are strengthened by data released by Bank Indonesia which noted that the value of electronic money transactions throughout 2024 is estimated to reach Rp 2.5 quadrillion. This figure has increased by 35.76 percent compared to the previous year.

The increase in transaction value reflects the rapid development of the digital economy. However, on the other hand, this condition also illustrates the potential for an increase in consumptive behavior as a result of the increasingly easy process of financial transactions carried out digitally. As explained by Dewi et al. (2021) in their research which states that excessive use of *e-money* can lead to consumptive behavior if it is not balanced with good self-control. This condition is very relevant for students of the Open University (UT) Majene, due to the fact that most of them are students who work with a high level of activity and a high dependence on digital technology. They use *e-wallets* and *mobile banking* for their college, transportation, entertainment, and online shopping needs. With this ease, financial decisions are often made spontaneously without any planning. This creates a paradox: advances in the digital financial system, which are supposed to improve efficiency, have the potential to reduce savings awareness.

Previous studies have shown inconsistent findings regarding the influence of Non-Cash Transactions on *saving behaviour*. Rahmatika et al. (2024) found that the use of electronic money has a positive effect on the consumptive behavior of Generation Z and is not significantly related to increased saving. This finding is supported by Sintiani et al. (2025), who stated that Non-Cash Transactions do facilitate financial transactions, but can encourage consumptive behavior if not accompanied by adequate financial literacy. On the contrary, Dewi et al. (2021) show that electronic money can help with financial control if users have good self-control. Another study by Suryanti et al. (2021) found that *financial literacy*, *self-control*, and *saving motive* have a positive influence on saving behavior, while the influence of peers is not significant. Handayani et al. (2024) also found that financial literacy and social influence have a significant influence on the saving behavior of students who live far from home. Maharani & Widajantie (2025) in *Systematic Literature Review*

They emphasized that financial literacy and self-control have a direct impact on saving behavior, while financial attitudes have no significant influence. In accordance with these findings, Samadiyah et al. (2024) highlight that financial knowledge, financial attitudes, and self-control together form positive saving habits. However, Angelista et al. (2024) found that the ease of use of financial technology such as Shopee Paylater actually increases student consumptive behavior. The difference in findings in these studies indicates that there is a gap in understanding the relationship between the Non-Cash Transaction variable and the saving behavior *variable*. A number of studies show that the implementation of Non-Cash Transactions has a positive impact on the efficiency of financial management. However, other research argues that the ease of digital transactions actually has the potential to weaken individuals' motivation to save. The gap in the results of the study shows that the influence of Non-Cash Transactions on *saving behavior* is not universal. The impact caused tends to be contextual and influenced by individual internal factors such as the level of self-control and financial literacy possessed.

In the framework of *the Theory of Planned Behavior* put forward by Ajzen (1991), individual behavior is understood as the result of the interaction of three main components. These components include attitudes *toward behaviour*, subjective *norms*, and *perceived behavioural control*. These three components play a role in shaping an individual's intention to act which further influences the actual behavior displayed.

Ajzen (1991) emphasized that behavior is greatly influenced by the level of control that individuals feel in

carrying out an action. As a result, the success of students in managing their finances and maintaining their saving habits is not solely determined by intention. The ability to control the consumption impulse that arises due to the ease of digital transactions is also a determining factor. This condition makes Majene Open University students a relevant subject to be studied. A learning environment that emphasizes flexibility, independence, and high demands for adaptation to technology form the unique financial characteristics of students.

Based on this background, the phenomenon of Non-Cash Transactions, which is characterized by the increasing use of digital-based non-cash payment systems, has affected the pattern of student financial management. The ease and intensity of digital transactions have potential to influence financial behavior, especially in terms of setting aside income for savings. Therefore, research is needed that aims to examine and explain the relationship between the variables of Non-Cash Transactions and the variables of *saving behavior* in students. So it can be concluded that the formulation of the main problem in this study is: How does Non-Cash Transactions affect the *saving behavior of* students of the Open University of Majene?

The purpose of this study is to analyze the influence of Non-Cash Transactions on the *saving behavior* of students at the Open University of Majene. Specifically, this study aims to examine the extent to which the use of digital financial services such as digital wallets and QRIS affects students' *saving behavior*. The focus of the research is directed at understanding the relationship between the intensity of utilization of non-cash transactions and the saving behavior shown in students' daily financial activities.

The benefits of this research can be seen from several aspects. For students and users of digital financial services, the results of this research are expected to be reference materials in improving financial literacy and self-control skills in using non-cash services. With this understanding, the balance between consumption patterns and *saving behavior* can be better maintained. For academics, this research is expected to make a scientific contribution to the development of financial behavior studies, especially through the application of *the Theory of Planned Behavior* proposed by Ajzen (1991) in the context of modern financial technology. As for educational institutions and policy makers, the results of this research are expected to be used as a basis for the formulation of digital financial education programs that emphasize the importance of financial discipline and the formation of saving habits among students.

Thus, this research not only contributes to the development of theories in the study of financial behavior. Practical impacts are also expected to emerge through efforts to form a young generation who have good financial awareness and understanding in the midst of the rapid development of Non-Cash Transactions in Indonesia.

LITERATURE REVIEW

Non-Cash Transactions

Non-Cash Transactions are a condition of society that in their economic activities increasingly reduces the use of cash and switches to payment systems digital-based non-cash. Rahmatika et al. (2024) define Non-Cash Transactions as the transition of payment systems from cash to the use of electronic money and digital wallets, such as OVO, DANA, GoPay, ShopeePay, and LinkAja. This development is driven by advances in digital technology that provide convenience, speed, and efficiency in conducting daily financial transactions.

In practice, Non-Cash Transactions are characterized by an increasing intensity of the use of digital payment instruments in various activities, ranging from the purchase of daily necessities, payment for transportation services, to academic and social transactions. The Financial Services Authority (2024) states that digital transactions are considered more practical and secure than conventional payment systems because they can minimize the risk of losing cash and provide convenience in recording transactions. This condition encourages people, especially the younger generation, to increasingly rely on digital technology in managing their finances.

Generation Z and students are the most adaptive group to the phenomenon of Non-Cash Transactions. Rahmatika et al. (2024) explained that the high level of technological literacy and digital lifestyle makes the younger generation faster to accept and use non-cash payment systems. For students, the use of *cashless* transactions is

not only influenced by practical needs, but also by the social environment and digital trends that are developing around it. The ease of access and integration of digital wallets with various shopping platforms and services makes non-cash transactions part of students' daily lives.

Although it offers a wide range of developmental conveniences, Non-Cash Transactions also have implications for individual financial behavior. This finding is strengthened by research from Rahmatika et al. (2024) which shows that the implementation of Non-Cash Transactions has a significant effect on increasing consumptive behavior in Generation Z. Various forms of discount promotions and *cashback* programs provided by digital payment service providers encourage impulse purchases. The transaction process that takes place quickly and has minimal psychological barriers makes expenses tend to increase when compared to the use of cash.

Among students, the high intensity of using non-cash transactions can affect personal financial management patterns. Digital payments often cause the amount of spending to go unnoticed due to the absence of physical interaction with money. This condition has the potential to shift students' financial orientation from productive activities such as saving to more instant consumption patterns. Some studies also show that college students who use non-cash transactions more often tend to have higher spending rates compared to college students who still limit the use of cash.

In addition, the phenomenon of Non-Cash Transactions is closely related to the aspect of self-control in financial management. The ease of digital transactions allows purchases to be made anytime and anywhere. Without adequate self-control, individuals become more susceptible to consumptive behavior. A study conducted by Dewi et al. (2021) shows that the use of e-money has an effect on student consumptive behavior. However, this impact can be minimized if individuals have a good level of self-control. These findings show that Non-Cash Transactions do not directly have a negative impact but are highly dependent on the individual's ability to manage their finances.

Overall, Non-Cash Transactions are an inseparable phenomenon from the development of modern financial technology. The non-cash payment system provides ease of efficiency and security in transactions. However, on the other hand, its application also has the potential to affect students' financial behavior, especially related to spending patterns and personal financial management. Therefore, a comprehensive understanding of Non-Cash Transactions is important to assess the extent to which the use of digital transactions has an impact on financial behavior, especially in relation to *student saving behavior*.

Saving Behaviour

Saving behavior is understood as an individual's behavior in setting aside part of their income to be used in the future or as a reserve in dealing with emergency conditions. This behavior reflects an individual's ability to plan and manage finances responsibly and shows a long-term financial orientation. Among students, *saving behavior* has an important role because the lecture period is the initial stage of forming financial habits that will affect financial stability in the future.

Riana (2022) explained that students' saving behavior is influenced by several main factors. These factors include financial literacy, personal income level, peer influence and risk tolerance. Financial literacy plays a role in shaping students' understanding of financial management, including spending planning and the importance of saving. Students with a good level of financial literacy tend to be able to allocate income in a more structured manner and have a higher awareness of the urgency of saving. On the other hand, the level of income or pocket money also determines the student's saving capacity. However, the amount of income does not always guarantee the formation of good saving behavior if it is not accompanied by proper financial management.

In addition to economic factors, *saving behavior* is also influenced by psychological and social aspects. Riana (2022) emphasized that attitudes towards finances, levels of self-control, and social norms that develop in the student environment also shape saving behavior. Self-control plays an important role in a student's ability to resist consumptive impulses and prioritize long-term needs over momentary gratification. Meanwhile, the social environment, including peer influence, can have a positive or negative impact on saving habits. The impact depends on the norms and patterns of financial behavior that apply in the student environment.

These findings are in line with the research of Suryanti et al. (2021) which states that *financial literacy, self-control, saving motive*, and income have a significant effect on the *saving behavior* of the millennial generation. This study shows that individuals with high levels of self-control tend to be more consistent in saving, even in conditions that allow for increased consumption. *Saving motive* or saving motivation is also an important factor, because individuals who have a clear saving goal will be more disciplined in setting aside income. Income plays a supporting factor, but it is not the only determinant of saving behavior.

In the context of students, the motivation to save is generally related to academic and daily life needs, such as education costs, living expenses, and preparation for unexpected needs. Handayani et al. (2024) found that financial literacy has a significant effect on the saving behavior of regional students. Students who migrate are required to be more independent in managing finances because they are not under the direct supervision of their parents. This condition encourages students to have Higher awareness of the importance of saving as a form of financial security.

The development of financial technology also has an influence on students' *saving behavior*. Maharani and Widajantie (2025) concluded that the saving behavior of financial technology service users is greatly influenced by the level of financial literacy and self-control ability. The ease of transactions offered by financial technology can encourage impulse spending. This condition has the potential to reduce saving behavior if it is not balanced with good self-control. On the other hand, if students have adequate financial literacy, financial technology can actually be used as a means of support in managing and storing funds. Research by Widhiastuti (2024) explains that the purpose of saving includes the provision of emergency funds, education financing, asset purchases, and preparation of long-term needs. So that strengthening financial literacy, self-control, and motivation to save are important aspects in forming sustainable *saving behavior* among students.

Theory of Planned Behavior (Ajzen, 1991)

The main theory underlying this research is *the Theory of Planned Behaviour* (TPB) introduced by Icek Ajzen in 1991, which is the result of the development of *the Reassoned Action* (TRA) Theory. TPB explained that individual behavior can be predicted through three main determinants, namely attitudes towards behavior, subjective norms, and perceived behavioral control. These three factors influence an individual's intention to perform a behavior, which in turn determines the actual behavior.

Ajzen's theory provides a solid framework for analyzing the relationship between *Non-Cash Transactions* and *saving behaviour*. The intensity of the use of non-cash transactions can affect attitudes towards consumption, subjective norms in the digital environment, and perceived behavioral control over personal finances. Therefore, this study aims to test whether the ease of digital transactions actually reduces students' intentions and *saving behaviors* , or vice versa, can be managed as a tool that supports healthy financial behavior.

The phenomenon of Non-Cash Transactions offers opportunities and challenges for students' financial behavior. Based on *the Theory of Planned Behavior*, this study analyzes how psychological and social factors mediate the impact of transaction digitization on behavior saving. This understanding is expected to enrich the study of contemporary financial behavior and provide a theoretical foundation for strategies to improve financial literacy and control among students.

Based on the formulation of the problem and the theoretical framework described above, the research hypothesis is formulated as follows. The zero hypothesis (H_0) states that there is no significant influence of Non-Cash Transactions on the *saving behaviour* of students at Majene Open University, while the alternative hypothesis (H_1) states that there is a significant influence of Non-Cash Transactions on the *saving behaviour* of students at Majene Open University.

RESEARCH METHODOLOGY

This study applies a quantitative approach with an associative method that aims to identify the relationship or influence between two or more variables that can be measured numerically. This approach was chosen because the focus of the research was directed at analyzing the relationship between the implementation of Non-Cash

Transactions as an independent variable and students' *saving behavior* as a dependent variable at Majene Open University. In quantitative research, the associative method is used when hypothesis testing is carried out based on a theoretical framework through structured measurement of variables and analysis of relationships between variables using inferential statistical techniques.

Creswell and Creswell (2024) explain that a quantitative approach with an associative method allows researchers to objectively identify patterns of causal relationships through the use of numerical data or using numbers. Through this approach, research hypotheses can be tested empirically using data obtained through standardized research instruments. This research is categorized as explanatory research because it aims to explain the causal relationship between independent variables and dependent variables. The research not only focuses on the presentation of the phenomenon of the implementation of the digital payment system but also examines the extent to which Non-Cash Transactions affect the *saving behavior* of Majene Open University students.

The population in this study includes all active students of Majene Open University in the 2025 academic year with a total of 18,894 students. The sampling technique used is probability sampling with *a simple random sampling* method, so that every individual in the population has the same opportunity to became a respondent. The sample size was determined using the Slovin formula with a margin of error of 10%, so that the sample produced was representative of the population.

The calculation of the Slovin formula is as follows:

$$n = \frac{N}{1+N\,(e)^2} = \frac{18.894}{1+18,894\,(0,1)^2} = \frac{18,894}{1+188,94} = \frac{18,894}{189,94} = 99.4$$

The results of the calculation were rounded up, so that the total respondents used in this study were 100 respondents. All questionnaires collected, totaling exactly 100, were declared valid and ready for analysis. The data used in this study are primary data.

To ensure clarity and consistency in the measurement process, each variable in this study is defined operationally. The measurement was carried out using a closed questionnaire instrument with a five-point Likert scale that ranged from strongly disagree with the value of one to strongly agree with the value of five. This approach is used so that respondents' perceptions of each statement can be measured systematically and standardized.

Creswell and Creswell (2024) explain that operational definition is an effort to translate research variables into indicators that can be observed and measured empirically. Through operational definitions, variables that are abstract can be analyzed quantitatively. Based on this, the preparation of the questionnaire in this study was carried out by referring to indicators that are relevant to the theoretical foundation and the research objectives that have been formulated.

The Non-Cash Transaction (X) variable was measured using 8 (eight) question items that reflect the level of use, convenience, security, convenience, and dependence of students on the non-cash payment system. The questions include the frequency of *e-wallet* use compared to cash, the use of *e-wallets* in various daily and academic transactions, the perception of security and comfort in digital transactions, the ease of expense management, the effect of promotions or *cashback* on transaction behavior, and the difficulties felt when having to transact using cash.

The Student *Saving Behavior* (Y) variable was also measured using 8 (eight) questions that described students' habits and attitudes in managing savings. These questions include the habit of setting aside income for savings,

Setting periodic savings targets, the ability to control consumptive purchases, the use of digital financial services to save, the ownership of an emergency fund separate from routine expenses, routine evaluation of the development of savings, resilience in not using savings for consumptive needs, and saving orientation for long-term goals such as education and future investment.

The data analysis technique is carried out through several key steps, namely testing the validity and reliability of the instrument, testing classical assumptions (including normality, multicollinearity, and heteroscedasticity), and simple linear regression analysis to determine the influence between independent and dependent variables. In addition, the t-test was conducted to assess the partial influence of Non-Cash Transaction variables on *saving behavior*, and the F-test was to evaluate the suitability of the overall regression model.

The entire data processing process is carried out using SPSS (Statistical Package for the Social Sciences) software version 27. The results of the analysis are then interpreted to provide empirical insight on the extent of the influence of the implementation of Non-Cash Transactions on student *saving behavior*, as well as as a basis for improving digital financial literacy among students of Majene Open University.

RESULTS AND DISCUSSION

Respondent Characteristics

Respondent Characteristics	Categories	Quantity (n)	Percentage (%)
Gender	Male	25	25%
	Women	75	75%
Age	< 20 years old	15	15%
	20–25 years old	67	67%
	> 25 years old	18	18%
Frequency of E-Wallet Use per Week	< 3 times	19	19%
	3–7 times	53	53%
	> 7 times	28	28%

Table 1. Respondent Characteristics

Table 1 shows the characteristics of respondents based on gender, age, and frequency of *e-wallet* use per week. Based on gender characteristics, female respondents dominated the number of study participants with a total of 75 people. Meanwhile There were 25 male respondents. This condition shows that the participation rate of women in filling out questionnaires is higher than that of male respondents.

Judging from the aspect of age, the majority of respondents were in the range of 20 to 25 years old with a total of 67 people. Respondents under the age of 20 amounted to 15 people while respondents over the age of 25 were recorded as many as 18 people. These findings show that the young adult age group was the most dominant group in the study.

Based on the frequency of digital wallet use, most respondents were recorded to use digital wallets 3 to 7 times in one week with a total of 53 people. Respondents who use digital wallets less than 3 times per week are 19 people. Meanwhile, as many as 28 respondents use digital wallets more than 7 times per week. These results show that the level of digital wallet use among respondents is quite intensive with the majority being in the moderate to high usage category.

Validity Test

According to Creswell and Creswell (2024), the validity of the instrument refers to the level of accuracy and

conformity between the items in the questionnaire and the theoretical construct to be measured. An instrument is considered valid if its items can represent the essence of the concept being researched and demonstrate a meaningful relationship to the overall variable score. If the correlation coefficient of an item exceeds the minimum correlation value (r table) and is statistically significant, then the item is declared valid.

Variable	Indicator	R Count	Sig. (2-tailed)	R Table	Remarks
Saving Behaviour (Y)	Y1	0.750	< 0.001	0.195	Valid
	Y2	0.832	< 0.001	0.195	Valid
	Y3	0.693	< 0.001	0.195	Valid
	Y4	0.640	< 0.001	0.195	Valid
	Y5	0.731	< 0.001	0.195	Valid
	Y6	0.856	< 0.001	0.195	Valid
	Y7	0.744	< 0.001	0.195	Valid
	Y8	0.734	< 0.001	0.195	Valid
Non-Cash Transactions (X)	X1	0.654	< 0.001	0.195	Valid
	X2	0.652	< 0.001	0.195	Valid
	X3	0.703	< 0.001	0.195	Valid
	X4	0.693	< 0.001	0.195	Valid
	X5	0.711	< 0.001	0.195	Valid
	X6	0.610	< 0.001	0.195	Valid
	X7	0.566	< 0.001	0.195	Valid
	X8	0.565	< 0.001	0.195	Valid

Table 2. Validity Test

The results of the validity test in this study showed that all statement items in the Non-Cash Transaction (X) and *Saving Behavior* (Y) variables had a greater r calculation correlation coefficient value than the table r value of 0.195 for a sample of 100 respondents. In addition, the significance level of each statement item is below the limit of 0.05 so that it meets the validity criteria that have been set.

Based on these results, all statement items on both variables were declared valid and suitable for use as measurement instruments in this study and in further analysis.

Reliability Test

The reliability test was carried out to assess the level of internal consistency of the research instrument used. Creswell and Creswell (2024) state that an instrument can be said to be reliable if the value of Cronbach's Alpha coefficient reaches or exceeds 0.70. The value of the coefficient indicates that the statement item item in the instrument has an adequate level of consistency in measuring each variable stably and directionally.

Variable	**N of Items**	**C. Alpha**	**R. Standard**	**Remarks**
Saving Behaviour (Y)	8 items	**0.709**	0.70	Reliable
Non-Cash Transactions (X)	8 items	**0.887**	0.70	Reliable

Table 3. Reliability Test

Based on the results of the reliability test presented in Table X, the *Saving Behavior* (Y) variable has a Cronbach's Alpha value of 0.709. Meanwhile, the Non-Cash Transaction (X) variable shows a Cronbach's Alpha value of 0.887. Both values are in above the minimum limit of 0.70 so that the research instrument used can be declared reliable.

Therefore, it can be concluded that all statement items in both variables have an adequate level of internal consistency and are suitable for use at the stage of data collection and subsequent analysis.

Normality Test

Normality tests are performed to ascertain whether the distribution of residual data follows a normal distribution pattern. Creswell and Creswell (2024) explain that the data can be said to be normally distributed if the residual dots are spread around the diagonal line on the P-Plot graph. In addition, the normality of the data can also be seen from the significance value of the statistical test which is above the limit of 0.05.

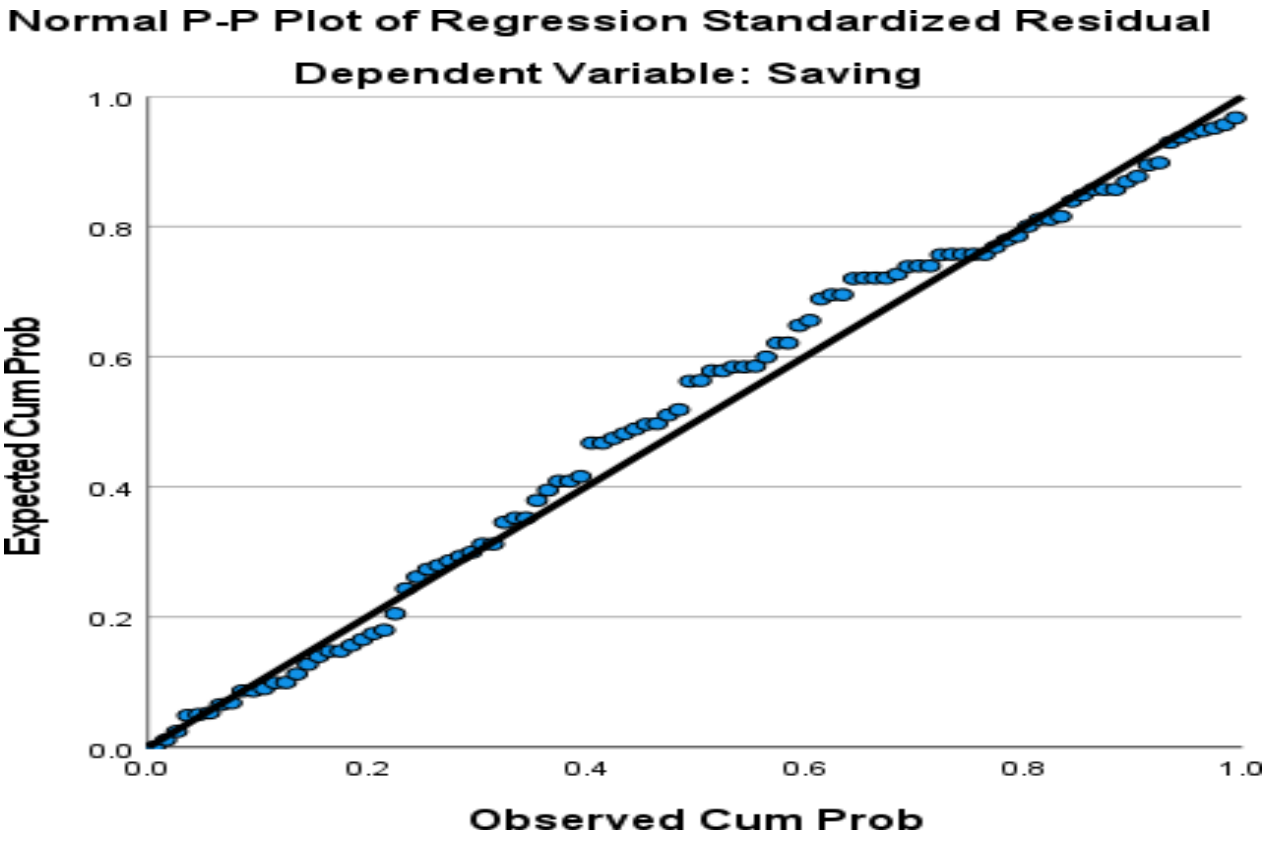

Figure 1. P-Plot Normality Test

The output shows that the residual points are spread along the diagonal line and follow the direction of the line. This shows that the residual data is normally distributed.

One-Sample Kolmogorov-Smirnov Test

Unstandardized Residual

Kolmogorov–Smirnov Test of Normality	**Value**
N	100
Normal Parameters	

Mean	0.0000000
Standard Deviation	5.96435282
Most Extreme Differences	
Absolute	0.081
Positive	0.041
Negative	-0.081
Test Statistic	0.081
Asymp. Sig. (2-tailed)	0.101
Monte Carlo Sig. (2-tailed)	0.104
99% Confidence Interval	
Lower Bound	0.096
Upper Bound	0.112

Table 4. Normality Test

Based on the table above, the value of Asymp. The sig. is 0.101 > 0.05, so that the residual in the regression model is declared to be normally distributed.

Multicollinearity Test

The multicollinearity test was performed to ensure that there was no too strong relationship between independent variables in the regression model. A model is declared free of multicollinearity if the tolerance value is above 0.10 and the *Variance Inflation Factor* (VIF) value is below 10.

Variable	**Tolerance**	**VIVID**	**Remarks**
Cashless (X)	1.000	1.000	No Multicollinearity Occurs

Table 5. Multicollinearity Test

The table shows a tolerance value of 1,000 (>0.10) and a VIF value of 1,000 (<10). Thus, the regression model is declared free of multicollinearity.

Heteroscedasticity Test

The heteroscedasticity test was performed to determine whether there is residual variation in all predictor values in the regression model. This test was carried out using the scatterplot method. Creswell and Creswell (2024) explain that heteroscedasticity is stated to not occur if the dots on the scatterplot diagram are scattered randomly and do not form a specific pattern such as constricting or widening

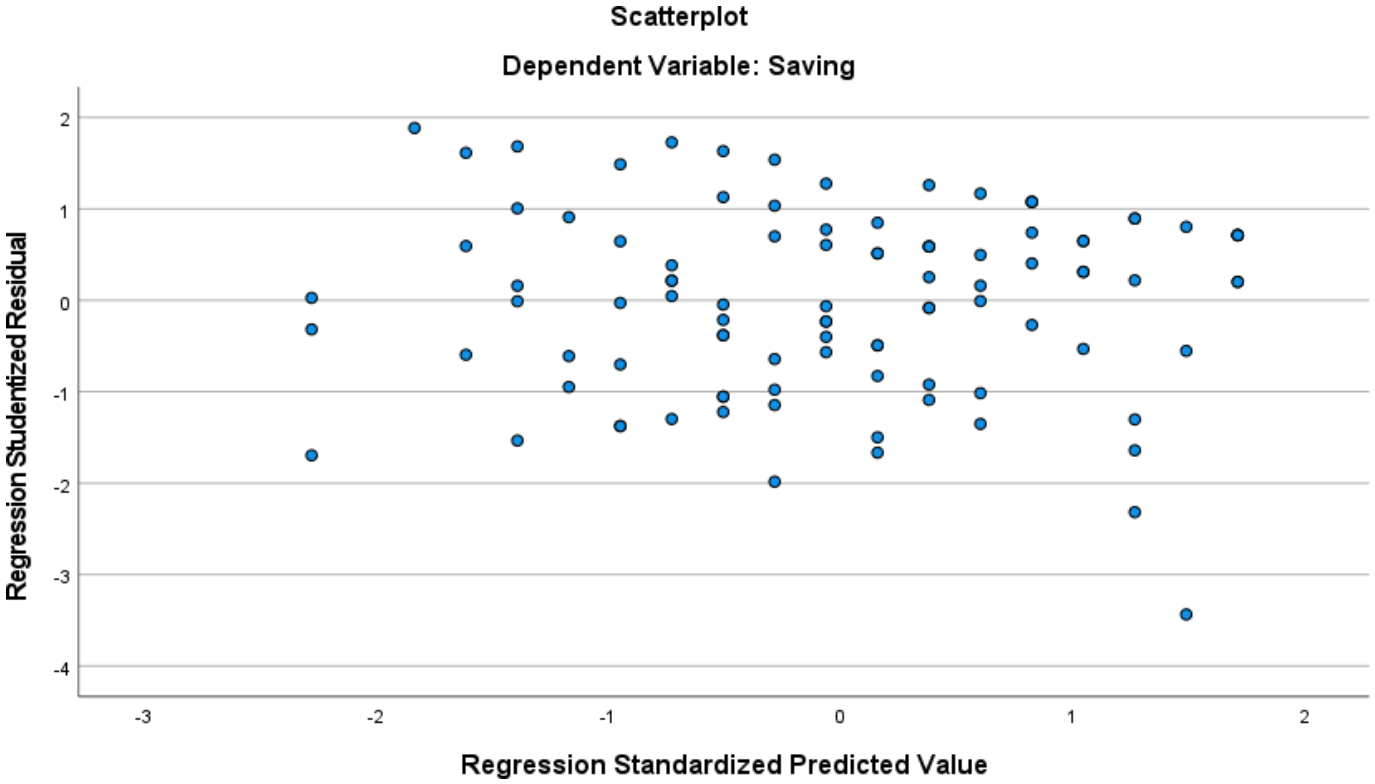

Figure 2. Scatterplot Heteroscedasticity Test

The image shows that the dots are randomly scattered above and below the zero value, without any specific pattern. Therefore, it can be concluded that there is no heteroscedasticity in the regression model.

Simple Linear Analysis Test

This analysis was used to determine the influence of the independent variable *of Non-Cash Transactions* (X) on the dependent variable *of Saving Behavior* (Y).

Coefficient

Unstandardized Coefficients				Standardized Coefficients Beta	t	Sig.
Models	B		Std. Error			
1	(Constant)	13.654	4.348		3.140	.002
	Cashless	.554	.133	.387	4.151	.000

Table 6. Simple Linear Analysis Test

The results of the regression analysis presented in the table show that the Non-Cash Transaction variable has a regression coefficient of 0.554 with a significance value of 0.000. The significance value is below the limit of 0.05 so it can be concluded that the Non-Cash Transaction variable has a significant effect on the variable *saving behavior*.

Based on the results of the analysis, the regression equation Y = 13.654 + 0.554X was obtained. The constant value of 13.654 shows that when the *Non-Cash Transaction* variable is at zero, the respondent's *saving behaviour* level is at 13.654. Meanwhile, the value of the regression coefficient of 0.554 shows that every one unit increase in the Non-Cash Transaction variable will be followed by an increase *in saving behavior* by 0.554 points. A positive coefficient value indicates a unidirectional relationship between the two variables. The results of this analysis show that the higher the level of non-cash transaction use, the more the tendency of individuals to save also increases.

Test F (ANOVA)

Simultaneous testing or F test (ANOVA) is used to find out whether independent variables together have a significant influence on dependent variables. In this study, the F test was carried out to test whether the *Non-Cash Transaction* (X) variable simultaneously affected *Saving Behavior* (Y).

NEW ERA

Models		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	619.133	1	619.133	17.229	.000
	Residual	3521.777	98	35.936		
	Total	4140.910	99			

Table 7. Test F (ANOVA)

The results of ANOVA's analysis showed that the calculated F value of 17.229 was greater than the table F value of 3.94 at degrees of freedom (df) 1 and 98. In addition, a significance value of 0.000 which is smaller than 0.05 indicates that the regression model used is significant. Thus, it can be concluded that the regression model developed is feasible and is able to explain the relationship between independent variables and dependent variables statistically.

Partial Test (T Test)

The t-test is used to measure the partial effect of independent variables on dependent variables. In this study, the analysis was focused on determining whether *the Non-Cash Transaction* variable has a significant impact on *Saving Behaviour*.

Coefficient

Unstandardized Coefficients				Standardized Beta coefficients	t	Sig.
Models		B	Std. Error			
1	(Constant)	13.654	4.348		3.140	.002
	Cashless	.554	.133	.387	4.151	.000

Table 8. T Test (Partial Test)

The Non-Cash Transaction variable shows a calculated t-value of 4.151, which is greater than the table t-value of 1.984 at the degree of freedom 98 with a significance level of $\alpha = 0.05$. In addition, the significance value of 0.000 is smaller than 0.05.

The test showed the result that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. It can be concluded that the Non-Cash Transaction variable has a significant effect on the variable *saving behavior* of students. This means that the higher the level of use of non-cash transactions, such as digital wallets, QRIS, and mobile banking services, the better the student's saving behavior.

Determination Coefficient Test (Adjusted R2)

The measurement of the determination coefficient in this study was carried out using the Adjusted R^2 value to determine the ability of the independent variable, namely Non-Cash Transactions (X), in explaining variations in the dependent variable, namely *saving behavior* (Y). The use of Adjusted R^2 was chosen because this measure is considered more representative in assessing the accuracy of the regression model. Ghozali (2021) states that the Adjusted R^2 value is compiled by considering the number of independent variables used in the model, so that

This measure is considered to be more able to represent the ability of the research model to explain the variation of dependent variables more accurately.

Although this study only involved one independent variable, the Adjusted R^2 value is still used because it can provide a more stable and conservative estimate than the usual determination coefficient. Thus, the use of Adjusted R^2 in this study aims to ensure that the assessment of the ability of regression models in explaining students' *saving behavior* is carried out in a more objective and methodological manner.

Model Summaryb

Models	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.387a	.150	.141	5.995	1.984

Table 8. Coefficient of Determination Test (R2)

The Non-Cash Transaction variable in this study showed a relatively limited contribution to the *saving behavior* of Majene Open University students. Based on the results of the analysis, 14.1% of the variation in saving behavior can be explained by the use of non-cash transactions, while the rest, which is 85.9%, is influenced by other factors that are outside the regression model used.

The findings indicate that the increase in the intensity of the use of non-cash payment systems has not fully played a role as the main determinant in shaping students' *saving behavior* . Thus, saving behavior tends to be more influenced by other factors that are more complex, such as psychological, social, and individual characteristics in managing finances.

DISCUSSION

Based on simple linear regression analysis, the Non-Cash Transaction variable was proven to have a significant influence on *the saving behavior* of students at Majene Open University. This is reflected in the significance value of 0.000 (which is smaller than 0.05) and the t-value of 4.151, which exceeds the table tvalue of 1.984, so that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. These findings show that the increased use of non-cash transactions, such as digital wallets and *mobile banking*, is positively correlated with the tendency of students to increase their saving activities.

The results of this study are in line with the *Theory of Planned Behavior* put forward by Ajzen (1991). The theory explains that individual behavior is influenced by the level of perceived behavioral control and the perception of ease in performing an action. These findings reinforce the suspicion that digital payment systems provide convenience for students to monitor expenses and manage cash flow. This condition encourages the formation of more structured and planned saving behavior. These findings also reinforce the results of previous research that showed that the adoption of financial technology has the potential to improve individuals' financial habits.

However, the Adjusted R^2 value of 0.141 shows that the Non-Cash Transaction variable is only able to explain 14.1 percent of the variation in *saving behavior*. Most variations in saving behavior are influenced by other factors that are not included in this study model. Therefore, although Non-Cash Transactions have been proven to have a significant influence, their contribution to the formation of *saving behaviour* has not been dominant. These findings confirm that financial technology can function as a supporting means in shaping saving behavior. However, the success of its use still depends on the level of discipline and financial understanding possessed by the user.

CONCLUSION

Based on the results of data analysis and discussions that have been carried out, it can be concluded that the use of non-cash transaction services or Non-Cash Transactions has a positive and significant influence on the *saving behavior* of Majene Open University students. These findings show that students' saving behavior tends to

increase in line with the increasingly intensive use of non-cash transactions in daily financial activities.

These results show that the digitalization of the payment system does not necessarily correlate with an increase in consumptive behavior. Digital payment systems actually have the potential to form more planned financial behavior if used appropriately. Students who actively use non-cash transaction services have the convenience of monitoring cash flow, recording expenses, and controlling the use of funds more systematically. The transaction history and expense transparency features available in digital financial services play a role in helping students evaluate spending patterns while setting aside some funds to save.

The findings of this study are in line with the results of previous research which stated that the use of *e-wallets* and non-cash payment systems has a positive effect on students' interest and saving behavior. Research conducted by Julia Anrepa (2021) shows that the use of *e-wallets* has a positive influence on students' interest in saving. This emphasizes that digital payment technology can function as a supporting means in increasing savings awareness if used wisely. Similar results are also shown by other studies that emphasize that the ease of efficiency and security of non-cash transactions can encourage *more controlled* saving behavior.

Theoretically, the results of this study support the framework used in previous research research, especially which explains that individual financial behavior is influenced by the perception of convenience and the ability to control finances. Easy access to digital financial services provides a better perception of control in fund management. This condition encourages students to form more consistent saving habits. However, the effectiveness of the use of financial technology is greatly influenced by the level of financial literacy and the ability of students to understand and use digital financial features optimally.

In addition, the results of this study also corroborate the findings of previous studies which confirm that financial technology is not the only factor that affects students' *saving behavior* . Maharani and Widajantie (2025) through a systematic literature review showed that financial literacy and self-control remain important factors in shaping saving behavior in users of financial technology services. Without an adequate financial understanding, the ease of non-cash transactions has the potential to encourage impulsive spending which can ultimately weaken saving habits.

It can be concluded that Non-Cash Transactions play an effective instrument in shaping more disciplined student *saving behavior* when balanced with personal financial management skills and good financial literacy. This study provides empirical evidence that the use of non-cash transactions not only has an impact on consumption patterns but also has the potential to improve student saving behavior if used in a planned and responsible manner.

Advice

Based on the findings and conclusions of the study that show that Non-Cash Transactions have a positive and significant effect on students' *saving behavior*, the recommendations that can be submitted are as follows:

The implementation of Non-Cash Transactions needs to be directed as a means of supporting the formation of *student saving behavior*, not just as a tool for facilitating transactions. The results of the study show that the intensity of using non-cash transactions can help students in monitoring cash flow and controlling expenses. Therefore, the use of non-cash payment systems needs to be optimized through the use of transaction recording features and financial statements available on digital financial services so that students can manage expenses in a more structured manner.

Strengthening *student saving behavior* needs to be done by taking advantage of the convenience offered by the non-cash payment system. Based on the results of the research, Non-Cash Transactions can encourage *saving behavior* if students are able to use digital transactions as a financial management tool. Students are advised to consistently evaluate expenses through digital transaction history and make the convenience of non-cash transactions as a support in establishing and maintaining saving habits.

The effectiveness of Non-Cash Transactions in improving *saving behavior* is highly dependent on students'

ability to manage personal finances. In line with the conclusion of the research, efforts are needed to increase students' understanding of financial management so that the use of non-cash transactions really has a positive impact on saving behavior. Thus, the use of Non-Cash Transactions can contribute optimally to forming more disciplined and long-term oriented student financial behavior.

For further research, it is recommended to develop a study by adding other supporting variables related to student *saving behavior*, such as financial literacy or self-control, in order to strengthen the explanation of the mechanism of influence of Non-Cash Transactions on *saving behavior*. In addition, further research can expand the research object and use different analytical approaches so that the research results can be compared and generalized more broadly.

BIBLIOGRAPHY

1. Agus, M. (2022). The Influence of Financial Factors of Madiun Students on Saving Decisions During the Pandemic. SINOMIKA Journal: Scientific Publications in the Field of Economics and Accounting, 1(4), 709–726. https://doi.org/10.54443/sinomika.v1i4.373
2. Ajzen, I. (1991). The theory of planned behavior. Organizational Behavior and Human Decision Processes, 50(2), 179–211. https://doi.org/10.1016/0749-5978(91)90020-T
3. Angelista, F. D., Anggraini, L. D., & Putri, A. U. (2024). The Influence of Financial Literacy, Lifestyle and Financial Attitudes on the Financial Behavior of Shopee Paylater Users. Journal of Trends Economics and Accounting Research, 4(3), 696–705. https://doi.org/10.47065/jtear.v4i3.1197
4. Apriliani, R. (2024). Digital Technology-Based Financial Literacy: Theory and Implementation. National Literacy.
5. Bank Indonesia. (2024). Payment System and Financial Market Infrastructure (SPIP) Statistics. https://doi.org/https://www.bi.go.id/id/statistik/ekonomi-keuangan/seki/Default.aspx
6. Creswell, J. W., & Creswell, J. D. (2024). Research Design Qualitative, Quantitative, and Mixed Methods Approaches. https://archive.org/details/researchdesignO000unse
7. Darsery, N. (2021). The Role Of Consumer Behavior In Mediating Influence.
8. Dewi, L. G. K., Herawati, N. T., & Adiputra, I. M. P. (2021). Use Of E-Money Against Behavior Consumptive Students The Mediated Controls Self. Equity(Journal Economy andFinance), 5(1), 1–19. https://doi.org/10.24034/j25485024.y2021.v5.i1.4669
9. Ghozali, I. (2021). Multivariate Analysis Application.
10. Handayani, D., Solihat, A. N., & Sartika, H. (2024). The Influence Of Financial Literacy And Social Influence On Students' Saving Behavior RANTAU (Survey on Siliwangi University Students from Jabodetabek) (Vol. 2, Issue 1). Electronics.
11. Harmadi, S. H. B. (2022). Introduction to Macroeconomics. Open University.
12. Julia Anrepa, S. (2021). The Impact Of Using E-Wallet On The Interest Of Saving In Sharia Banking Towards Students In Yogyakarta.
13. Kaniska, A. K. J. (2023). The Effect Of The Use Of Cashless Transactions, The Perception Of The Ease Of Online Shopping Applications, And Lifestyle On Consumptive Behavior In The Millennial Generation.
14. Maharani, I. D., & Widajantie, T. D. (2025). A Study of Saving Behavior of Financial Technology Service Users: Systematic Literature Review.
15. Mardiana, V., & Rochmawati. (2020). Self-Control As Moderation Between Financial Knowledge, Financial Attitude, And Pocket Money Against Saving Behavior. Journal of Social Science Education, 30(2).
16. Financial Services Authority. (2024). Optimistic Looking at the Indonesian Economy in 2024.
17. Rahmatika, Ariani, F., & Susanti, R. (2024). The Effect of Non-Cash Transactions and Financial Literacy on Gen Z's Consumptive Behavior in Padang City. Shar-E: Journal of the Economic Study of Sharia Law, 10(2), 172–185. https://doi.org/10.37567/shar-e.v10i2.3116
18. Ramadanti, H. R. A. S., Nawir, J., & Marlina. (2021). Analysis Of Financial Behavior Of Generation Z In Non-Cash Transactions Analysis Of Financial Behaviorof Generation Z On Non-Cash Transactions. In Journal of Visionida (Vol. 7, Issue 2).
19. Riana, D. (2022). Factors Affecting Saving Behavior (Case Study of Regular Class B Students, Faculty

of Economics, Tridinanti University Palembang). Journal Ekombis Review, 10(1), 263–278. https://doi.org/10.37676/ekombis.v10i1

20. Samadiyah, N. R. F., Nersiwad, & Verlandes, Y. (2024). The Influence of Financial Knowledge, Financial Attitude and Self Control on the Saving Behavior of Grade XI High School Students
21. 1 Stir-fry. MASMAN: Master of Management, 2(3), 150–163. https://doi.org/10.59603/masman.v2i3.469
22. Sampoerno, A. E., & Asandimitra, N. (2021). The Effect Of Financial Literacy, Income, Hedonism Lifestyle, Self-Control, And Risk Tolerance On Financial Management Behavior In The Generation
23. MILLENNIALS. In Journal of Management Science (Vol. 9).
24. Sintiani, P. Della, Astarini, D. A. O., Cahyani, A., Septian, D., & Khairunnisa. (2025). A Quantitative Study of the Influence of Financial Literacy, Lifestyle and Non-Cash Transactions on Student Financial Behavior. Associate (Economic Research, Accounting, and Taxation), 6(1), 2721–4109. https://doi.org/10.30812/rekan.v6i1.5001
25. Suryani, I., & Hambali, D. (2025). Analysis of the Influence of Frequency of Use and Ease of Access to Digital Wallets on People's Personal Financial Management in Moyo Hulu District. Scientific Journal of Basic Education.
26. Suryanti, R., Setyawan, W., & Nopiana, D. U. (2021). Factors That Affect The Saving Behavior Of The Millennial Generation. Accounting Journal and Pelita Bangsa Business.
27. Open University. (2025). UT in Numbers. Open University. https://doi.org/ https://www.ut.ac.id/ut-dalam-angka/
28. Vitalia, T. T., & Noviarty, H. (2024). Moderating Effect of E-Money Usage on Generation Z Financial Management in a Non-Cash Transaction. Scientific Journal of Unit Management, 12(5), 1849–1856. https://doi.org/10.37641/jimkes.v12i5.2532
29. Widhiastuti, S. (2024). Financial Planning Management: Smart and Effective Strategies to Change Finances nda. Mega Press.
30. Widnyana, I. W., & Marsudi, A. S. (2025). Finncial Technology (FinTech). Mega Press.
31. Wiyanto, H., Aurellia, A., & Patricia, J. C. (2022). Education On Financial Behavior Of Generation Z On Non-Cash Transactions At Smk Bhinneka Tunggal Ika.