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Analysis of Factors That Encourage the Use of Digital Money in STIA Lancang Kuning Dumai Students

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Abstract

The rapid development of digital technology has transformed payment systems and encouraged the adoption of digital financial services, particularly among university students. Digital money offers practical advantages, including transaction convenience, efficiency, and accessibility. However, students' decisions to use digital money may be associated with different individual and environmental considerations. This study aims to describe the factors encouraging digital money usage among students at STIA Lancang Kuning Dumai, focusing on motivation, social environment, and digital financial literacy. A quantitative descriptive approach was employed, involving 40 students who regularly use digital money. Data were collected using a structured questionnaire consisting of nine statements representing the three research dimensions. The data were analyzed using descriptive statistics, including response frequencies and percentages, to identify the most prominent factors based on respondents' levels of agreement. The findings revealed that motivation and digital financial literacy were the most dominant factors, each obtaining 66.7% positive responses, while the social environment accounted for 53.3%. These results indicate that students expressed stronger agreement with statements concerning transaction convenience, efficiency, perceived benefits, and digital financial understanding than with statements related to social influences. The study concludes that motivation and digital financial literacy are prominent considerations in students' perceptions of digital money usage. These findings highlight the importance of strengthening digital financial education and promoting responsible digital payment practices among university students.

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1. Introduction

The development of information and communication technology has brought significant changes in various aspects of people's lives, including in the payment system. Digital transformation has encouraged the emergence of various financial service innovations that make it easier for people to make transactions quickly, practically, and efficiently. One form of innovation is the growing use of digital money as an alternative to non-cash payments in daily economic activities (Zuhriyah, 2022). The use of digital money is increasing along with the development of smartphone technology, the internet, and application-based payment services. Various digital payment platforms, such as e-wallets, mobile banking, and QR Code-based payments, have become part of the lifestyle of modern society. The decision to use e-wallets as a digital transaction tool can be related to ease of use, benefits, security, social influence, habits, promotions, financial literacy, risk, price value, and trust (Kurniawan & Anandya, 2023).

The increasing adoption of digital payment services is closely associated with users' perceptions of technological convenience and the practical benefits offered by financial applications. Digital payment systems are more likely to attract users when they provide accessible features, efficient transaction processes, and benefits that support daily financial activities. Previous research on Go-Pay service acceptance has demonstrated that perceived ease of use and perceived usefulness

are important determinants of consumers' intention to adopt digital wallet services (Ishak et al., 2025). Similarly, research on Generation Z in Ternate City found that perceived usefulness significantly influenced the intention to use QRIS as a digital payment solution, highlighting the importance of functional benefits in digital financial technology adoption (Nurfadia et al., 2026).

Students are one of the groups of people who have a relatively high level of technological adaptation. In their daily lives, students use digital technology not only for academic activities, but also to meet the needs of consumption and financial transactions. The use of electronic wallets among students can be related to usability, security, technology support, time effectiveness, and cost efficiency (Wulandari et al., 2024).

The adoption of digital payment systems among university students also reflects changes in financial transaction preferences and the integration of technology into everyday consumption activities. Students increasingly encounter digital payment services when purchasing goods, paying for transportation, and conducting other routine transactions. A qualitative study involving university students found that QRIS was perceived as a practical and efficient payment method, although its use was also influenced by internet connectivity, merchant availability, and individual payment habits (Wanda et al., 2026). Furthermore, comparative research on QRIS, e-wallets, and mobile banking among Generation Z identified practical accessibility, transaction speed, merchant acceptance, and user confidence as important considerations in selecting digital payment instruments (Gunawan et al., 2026).

Some of the factors that can encourage the use of digital money among students include motivation, social environment, and digital financial literacy. Motivation is related to students' encouragement to use digital money because of the convenience, efficiency, convenience, and benefits such as promos or cashback. Hedonistic motivation factors, social influence, and financial literacy have proven to be important aspects related to the use of digital wallets in students (Fauziah & Sabandi, 2024).

The social environment can also encourage students to use digital money. The social environment includes family, peers, the campus environment, and the surrounding community that can shape a person's habits and behavior. In the context of using digital money, students who are in an environment that actively uses digital wallets tend to be encouraged to follow these habits (Prawira & Ridanasti, 2024). The social environment has a role in shaping individual ways of thinking, attitudes, and behaviors in daily life (Fitrianingsih & Fianto, 2022).

Beyond individual preferences, the surrounding social and technological environment may facilitate or restrict the adoption of digital payment services. The availability of digital payment facilities, established transaction habits, and access to reliable technological infrastructure can shape users' experiences with non-cash transactions. Research conducted in Ulaweng Subdistrict, Bone Regency, revealed that digital payment acceptance varied according to digital literacy, security concerns, internet accessibility, and established cash-based transaction habits (Anugrah et al., 2026). These findings suggest that understanding the social environment requires attention not only to interpersonal influences but also to the contextual conditions in which digital financial services are accessed and used.

In addition to motivation and social environment, digital financial literacy is an important factor in the use of digital money. Digital financial literacy is related to the ability of individuals to understand, use, and manage digital-based financial services appropriately and safely (Adielyani, 2025). A good understanding of financial literacy can help students use digital financial services more wisely and control consumptive behavior in the use of e-wallets (Nursasi & Bunyamin, 2026).

Digital financial literacy also provides a foundation for developing users' awareness of transaction security, financial management, and responsible digital payment behavior. Individuals who understand the functions and potential risks of digital financial services may be better prepared to evaluate payment alternatives and make informed transaction decisions. Previous research has emphasized the relevance of user education, transaction security, and confidence in supporting the acceptance of digital payment instruments (Gunawan et al., 2026). In addition, studies of digital wallet acceptance have identified trust, perceived risk, and system security as relevant considerations alongside perceived usefulness and ease of use (Ishak et al., 2025). Therefore, digital financial literacy is an important dimension to examine when describing

students' considerations in using digital money.

STIA Lancang Kuning Dumai students are part of the young generation who actively utilize digital technology in various daily activities. The high level of access to smartphones, the internet, and digital payment applications makes students a relevant group to be studied in research on the use of digital money. However, not all students use digital money based on the same considerations. Some students can be driven by the convenience and benefits of transactions, others are influenced by the social environment, while others use digital money because they have a good understanding of digital financial services.

Based on this description, this research is important to describe the factors that encourage the use of digital money in STIA Lancang Kuning Dumai students. This research focuses on three main factors, namely motivation, social environment, and digital financial literacy. The problem-solving plan in this study was carried out through the distribution of questionnaires to students who use digital money, then the data was analyzed descriptively based on the frequency, percentage, and average score of respondents' answers. Thus, this study is not directed to test the influence between variables, but to find out the tendency of respondents' answers and determine the most dominant factors in encouraging the use of digital money.

The purpose of this study is to describe motivational factors, social environment, and digital financial literacy in encouraging the use of digital money in STIA Lancang Kuning Dumai students. In particular, this study aims to find out the description of motivational factors, social environment, and digital financial literacy based on respondents' responses, as well as determine the most dominant factors in encouraging the use of digital money in STIA Lancang Kuning Dumai students.

2. Literature Review

2.1 Digital Money and the Use of Digital Money

Digital money is a form of innovation in the payment system that is developing along with the advancement of information and communication technology. Digital money is used in non-cash transactions through electronic media, including application-based, server-based, and other digital payment systems. In practice, digital payments are widely conducted through electronic wallets, mobile banking, and QR Code-based payment services. The use of digital money provides convenience for the public because transactions can be carried out quickly, practically, and efficiently without relying entirely on physical cash.

In stored-value electronic money systems, monetary value is recorded electronically and can be used for various payment transactions. The available balance generally decreases when users complete transactions. However, other digital payment services, such as mobile banking and QR Code-based payments, may facilitate transactions directly through linked financial accounts rather than relying on separately stored electronic money balances. Therefore, digital money and digital payment services have become increasingly relevant financial instruments in supporting various daily economic activities (Zuhriyah, 2022).

In the context of students, the use of digital money is not only related to transaction needs but also associated with digital lifestyles. Students use digital payment services for various purposes, such as food payments, transportation, online shopping, mobile credit purchases, bill payments, and other transactions. Students' interest in electronic wallets can be related to usability, security, technological support, time effectiveness, and cost efficiency. These considerations indicate that the adoption of digital payment services is associated with both functional benefits and the characteristics of users who are familiar with digital technology (Wulandari et al., 2024).

The utilization of digital money reflects the increasing integration of financial technology into everyday economic activities, particularly among younger generations who are familiar with digital platforms. The adoption of digital payment services is not solely determined by technological availability but also by users' perceptions of convenience, transaction security, and the practical benefits obtained from these services. Digital money enables individuals to conduct transactions without depending entirely on physical cash, thereby supporting more flexible payment activities. However, the intensity of digital money usage may vary according to individual needs, technological capabilities, and financial considerations. Previous studies have identified perceived usefulness, ease of use, security, and technological support as relevant factors associated with students' interest in adopting

electronic wallets for daily financial transactions (Wulandari et al., 2024).

2.2 Motivation

Motivation is the drive that comes from within or outside an individual to take an action. In the context of digital money usage, motivation can arise from the need to conduct transactions practically, quickly, safely, and efficiently. Motivation can also be associated with the benefits offered by digital financial service providers, including promotions, discounts, cashback, ease of payment, and positive user experiences. These considerations may encourage individuals to select digital payment services over conventional transaction methods.

Motivation in the use of digital money can be classified into utilitarian and hedonic motivation. Utilitarian motivation is associated with functional benefits, including time efficiency, transaction convenience, and practicality of use. Meanwhile, hedonic motivation is related to pleasure, interest, satisfaction, and positive experiences when using digital services. Both forms of motivation can contribute to individuals' preferences for electronic payment systems. Previous research has shown that hedonic motivation is one of the factors associated with digital wallet usage among university students (Fauziah & Sabandi, 2024).

In this study, motivation is understood as the encouragement of students to use digital money because of perceived convenience, transaction efficiency, practicality, and financial benefits. Students who perceive digital payment services as beneficial may demonstrate a greater tendency to use them in their daily transaction activities. Motivation is therefore considered an important dimension in describing students' preferences and perceptions regarding the use of digital money.

Motivation plays an important role in understanding individual preferences and behavioral tendencies toward digital financial services. Students may be encouraged to use digital money when they perceive that electronic payment systems provide advantages over conventional payment methods, particularly in terms of transaction speed, accessibility, and promotional incentives. The availability of cashback programs, discounts, and other financial benefits may increase students' interest in selecting digital payment applications for routine transactions. Nevertheless, motivational considerations may differ among individuals depending on their financial needs, consumption patterns, and previous experiences with digital services. Previous research has indicated that promotional activities and service features are associated with users' interest in adopting electronic wallets, while hedonic motivation is also relevant to digital wallet usage among university students (Maftuchach & Safitri, 2023; Fauziah & Sabandi, 2024).

2.3 Social Environment

The social environment refers to the surroundings in which individuals interact and develop attitudes, perceptions, and behaviors in daily life. It includes family, peers, the campus environment, society, and social trends that develop within communities. In the context of digital money usage, the social environment may encourage students through recommendations from friends, group habits, family influences, social interactions, and trends in the adoption of digital wallets within the campus environment.

The influence of the social environment is closely related to the concept of social influence, which refers to the influence of other individuals or groups on a person's attitudes and decisions regarding technology adoption. Students who interact with individuals who actively use digital payment services may become more familiar with these technologies and develop an interest in adopting similar payment methods. This tendency may arise because students wish to adjust to group habits, follow digital trends, or facilitate financial transactions with friends who use similar services.

Previous research has demonstrated that social influence is one of the factors associated with digital wallet usage among university students. Social interactions may contribute to the formation of perceptions and attitudes regarding the usefulness and acceptance of electronic payment systems (Fauziah & Sabandi, 2024). Furthermore, trust and social influence have been identified as relevant factors associated with students' intentions to adopt electronic wallets (Jihad & Mustofa, 2024). In this study, the social environment is understood as encouragement originating from friends, family members, campus interactions, and digital payment trends that may influence students' use of digital money.

The social environment provides an important context for understanding how

digital payment practices develop and become part of students' daily activities. Interactions with friends, family members, and individuals within the campus community may expose students to information, experiences, and recommendations concerning digital financial services. These interactions can contribute to the formation of perceptions regarding the usefulness, reliability, and social acceptance of electronic payment systems. Furthermore, repeated exposure to digital payment practices within peer groups may encourage students to become more familiar with electronic wallets and other cashless transaction methods. Previous research has identified social influence as a relevant consideration in digital wallet adoption, while trust and interpersonal influences are also associated with students' intentions to use electronic wallets (Fauziah & Sabandi, 2024; Jihad & Mustofa, 2024).

2.4 Digital Financial Literacy

Digital financial literacy refers to an individual's ability to understand, use, manage, and evaluate digital financial services appropriately and responsibly. This literacy includes knowledge of digital payment procedures, the benefits and risks of electronic transactions, personal data protection, account security, and the ability to make informed financial decisions through digital platforms. Digital financial literacy is necessary to ensure that individuals are not only capable of accessing digital financial services but are also able to understand their functions, limitations, and potential risks. Financial literacy and technological readiness are relevant considerations in understanding digital financial behavior, particularly among younger generations who actively use financial technology (Adielyani, 2025).

Students with adequate digital financial literacy may be better prepared to use digital money wisely and responsibly. Digital financial literacy helps students understand transaction costs, protect personal financial information, recognize potential digital fraud, and manage expenditures more effectively. Conversely, limited digital financial knowledge may increase vulnerability to inappropriate financial decisions, uncontrolled spending, and transaction security risks. Therefore, digital financial literacy is an important component in supporting responsible digital payment behavior among university students.

Previous research has indicated that financial literacy is one of the factors associated with digital wallet usage among university students (Fauziah & Sabandi, 2024). Literature reviews have also demonstrated that decisions to adopt electronic wallets can be related to perceived ease of use, usefulness, security, social influence, motivation, financial literacy, perceived risk, and trust (Kurniawan & Anandya, 2023). These findings indicate that digital financial literacy should be considered alongside other behavioral and technological factors when examining students' use of digital payment services.

Digital financial literacy is an important component of responsible financial behavior because it enables individuals to evaluate the benefits, limitations, and potential risks associated with digital financial services. Students with adequate digital financial knowledge may be better prepared to understand transaction procedures, recognize potential security threats, protect personal financial information, and manage expenditures through electronic payment applications. This understanding is particularly relevant because the convenience of digital transactions may also be associated with impulsive purchasing and excessive consumption when financial decisions are not managed appropriately. Therefore, digital financial literacy should be considered not only as the ability to operate financial applications but also as the capacity to make informed and responsible financial decisions. Previous studies have examined the relationship between digital financial literacy, financial behavior, and consumptive tendencies among younger generations and university students (Muat et al., 2024; Nursasi & Bunyamin, 2026).

2.5 Frame of Mind

This study examines the use of digital money among STIA Lancang Kuning Dumai students by considering motivation, social environment, and digital financial literacy as three dimensions that may encourage the adoption and utilization of digital payment services. Motivation is associated with students' encouragement to use digital money because of convenience, efficiency, practicality, and perceived transaction benefits. The social environment is related to the influence of friends, family members, campus interactions, and digital payment trends. Meanwhile, digital financial literacy refers to students' ability to understand, evaluate, and use digital financial services safely, appropriately, and responsibly.

These three dimensions provide the

conceptual basis for describing students' tendencies toward digital money usage. Motivation represents individual considerations that may encourage students to adopt digital payment services. The social environment represents external influences that may contribute to the formation of transaction habits and technology acceptance. Digital financial literacy reflects students' knowledge and understanding of digital financial services, including financial management and transaction security. Therefore, the conceptual framework is directed toward describing respondents' perceptions and identifying which dimensions receive the highest levels of positive responses.

The conceptual framework of this study is developed by integrating motivational considerations, social environmental conditions, and digital financial literacy as three dimensions associated with students' use of digital money. These dimensions represent different aspects of digital financial behavior, including individual encouragement to use digital services, exposure to social influences, and the ability to understand and manage digital transactions. Although the three dimensions are conceptually related, each provides a distinct perspective for describing students' considerations when using electronic payment systems. The research framework therefore emphasizes the descriptive assessment of respondents' perceptions rather than the statistical examination of causal relationships among variables. This approach enables the study to identify patterns of agreement across the three dimensions and determine which factors receive the strongest positive responses from students, consistent with the multidimensional considerations identified in previous digital wallet research (Kurniawan & Anandya, 2023).

2.6 Previous Research

Several previous studies have demonstrated that the use of digital money and electronic wallets is associated with various internal and external factors. Students' interest in adopting digital wallets has been linked to usability, security, technological support, time effectiveness, and cost efficiency (Wulandari et al., 2024). In addition, literature reviews have identified multiple considerations associated with electronic wallet adoption, including perceived ease of use, benefits, security, social influence, habits, hedonic motivation, promotions, financial literacy, perceived risk, price value, and trust (Kurniawan & Anandya, 2023). These findings suggest that digital payment adoption involves technological, psychological, social, and financial considerations.

Other empirical studies have highlighted the importance of social influence, hedonic motivation, and financial literacy in understanding digital wallet usage among university students (Fauziah & Sabandi, 2024). Trust and social influence have also been examined as factors related to students' intentions to adopt electronic wallets in e-commerce activities (Jihad & Mustofa, 2024). Based on these findings, motivation, social environment, and digital financial literacy can be considered relevant dimensions for investigating students' perceptions of digital money usage. These dimensions provide a foundation for conducting a descriptive assessment of the factors associated with students' digital payment preferences.

Previous empirical findings also indicate that digital financial behavior should be examined from both technological and behavioral perspectives. The adoption of electronic wallets is associated with users' perceptions of convenience, perceived benefits, supporting conditions, and their willingness to continue using digital payment services. Meanwhile, the increasing accessibility of electronic payment systems has raised questions regarding financial control and the possibility of impulsive consumption among students. Research on sustainable digital wallet usage has identified behavioral and technological considerations relevant to students' continued adoption of electronic payment services, while other studies have examined the relationship between electronic wallet usage, financial literacy, and impulse buying behavior (Aryadipura et al., 2025; Ansori & Nugroho, 2024). These findings provide additional justification for examining motivation, social environment, and digital financial literacy together in the context of digital money usage.

2.7 Research Focus

Based on the theoretical discussion and previous research, this study focuses on three dimensions that may encourage the use of digital money among university students, namely motivation, social environment, and digital financial literacy. These dimensions are analyzed descriptively based on respondents' perceptions collected through structured

questionnaires. The study aims to describe students' responses to each dimension and determine which dimensions receive the highest proportions of positive responses. Accordingly, the research does not aim to establish causal relationships among variables but rather to provide an empirical description of the considerations associated with digital money usage among STIA Lancang Kuning Dumai students.

The research focus is operationalized through three principal dimensions, namely motivation, social environment, and digital financial literacy, which are examined using structured questionnaire statements. Motivation is assessed through students' perceptions of practicality, transaction efficiency, and promotional benefits. The social environment is examined through the perceived influence of peers, family members, the campus environment, and digital payment trends. Meanwhile, digital financial literacy is evaluated through students' understanding of digital payment procedures, transaction security, and financial management practices. Responses from 40 students are analyzed descriptively to identify the frequency and percentage of agreement with statements representing each dimension. Consequently, the findings are expected to provide a contextual description of students' perceptions and identify the relatively dominant factors within the sample, without establishing causal relationships or making statistical generalizations to the wider student population.

3. Research Methods

This study employed a quantitative research method with a descriptive approach. The quantitative method was selected because the research data consisted of numerical responses obtained through structured questionnaires, while the descriptive approach was used to describe the factors encouraging the use of digital money among students at STIA Lancang Kuning Dumai. This study did not aim to examine causal relationships or statistically test the influence of independent variables on a dependent variable. Instead, it focused on identifying respondents' response patterns and determining the factors that received the highest levels of positive responses. Quantitative descriptive research provides a systematic approach to organizing and interpreting numerical data in accordance with predetermined research objectives (Ardyan et al., 2023; Sugiyono, 2017).

The descriptive research design was considered appropriate because the study focused on examining students' perceptions of digital money usage through three predetermined dimensions: motivation, social environment, and digital financial literacy. Each dimension represented a different aspect of students' considerations when using digital payment services. Motivation reflected individual encouragement and perceived transaction benefits, the social environment represented external influences associated with digital payment practices, and digital financial literacy reflected students' understanding of digital financial services. By examining these dimensions descriptively, the study sought to identify differences in the distribution of respondents' answers without making causal claims regarding the relationships among the factors.

The scope of this research focused on the use of digital money among university students. The object of the research comprised three factors associated with digital money usage, namely motivation, social environment, and digital financial literacy. The research was conducted among students at STIA Lancang Kuning Dumai. The research population consisted of all active students at the institution, while the study sample comprised 40 students who used digital money in their daily activities and were willing to complete the research questionnaire.

The selection of respondents was based on their relevance to the research objectives, particularly their experience in using digital money for daily financial transactions. Students who had experience with digital payment applications were considered capable of providing responses concerning the perceived benefits, social influences, and financial knowledge associated with digital money usage. The involvement of 40 respondents provided the empirical data required to describe response distributions across the three research dimensions. However, the number of participants and the absence of evidence establishing sample representativeness mean that the findings should be interpreted as a description of the participating students rather than a statistical representation of the entire student population.

The primary research instrument was a structured questionnaire developed according to the indicators of the research dimensions.

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The questionnaire was designed to obtain students' responses regarding motivation, social environment, digital financial literacy, and their considerations in using digital money. The instrument consisted of nine closed-ended statements organized according to the research objectives. These statements were intended to provide measurable information about students' perceptions of the factors associated with their digital payment activities.

Data collection was conducted through the distribution of questionnaires to the participating students. The questionnaire was organized around three main factors examined in the study, namely motivation, social environment, and digital financial literacy. Each factor was represented by three statements, resulting in nine statements across the instrument. The statements were formulated to describe the extent to which respondents agreed with considerations related to the use of digital money in their daily financial transactions.

The questionnaire indicators were developed based on three research dimensions: motivation, social environment, and digital financial literacy. Motivation covered practicality, transaction efficiency, and promotional benefits. Social environment included peer, family, campus, and digital payment influences, while digital financial literacy focused on service understanding, transaction security, and expenditure management.

The instrument used a five-point Likert scale: Strongly Agree (SA = 5), Agree (A = 4), Neutral (N = 3), Disagree (D = 2), and Strongly Disagree (SD = 1). Higher scores indicated stronger agreement with each statement. The operational definitions and indicators are presented in Table 1.

Table 1. Operational Definitions of Research Variables

Variable	Operational Definition	Indicators
Motivation	Students' encouragement to use digital money based on perceived benefits, convenience, and transaction efficiency.	Practicality of use, transaction efficiency, promotions or cashback.
Social Environment	The influence of the surrounding social environment on students' considerations regarding digital money usage.	Influence of friends, family, campus environment, and digital payment trends.
Digital Financial Literacy	Students' ability to understand, use, and evaluate digital financial services safely and responsibly.	Understanding of digital money, transaction security, and digital expenditure management.
Use of Digital Money	Students' behavior in utilizing digital payment services as non-cash transaction instruments in daily activities.	Frequency of use, transaction types, ease of use, and continuity of use.

The data analysis technique employed quantitative descriptive analysis. The questionnaire responses were organized according to the three research dimensions and analyzed using response frequencies, percentages, and descriptive mean scores. Frequency analysis was used to identify the number of responses in each Likert category, while percentage analysis was conducted to determine the relative distribution of responses within each dimension. Mean scores provided additional descriptive information regarding the overall level of agreement. The comparative assessment of the three dimensions was primarily based on the proportion of positive responses, defined as the combined frequencies of Agree and Strongly Agree. Descriptive statistical analysis is appropriate for summarizing numerical responses and presenting patterns within the observed data (Hildawati et al., 2024).

In interpreting the research findings, the responses to the three statements representing each dimension were aggregated to obtain a descriptive summary. With 40 respondents answering three statements for each dimension, a total of 120 item responses were analyzed for each factor. The percentage of positive responses was calculated by dividing the combined frequency of Agree and Strongly Agree responses by the total number of item responses within the respective dimension and multiplying the result by 100%. The factor with the highest percentage of positive responses was identified as the most dominant factor within the observed sample. When two or more factors obtained identical positive response percentages, they were interpreted as equally dominant according to this criterion. The results were interpreted within the limitations of the descriptive research design and were not

used to establish causal effects or make statistical generalizations beyond the participating respondents.

4. Results and Discussion

The results of this study were obtained from questionnaires completed by 40 STIA Lancang Kuning Dumai students who use digital money in their daily activities. The research instrument was developed based on three main factors, namely motivation, social environment, and digital financial literacy. Each factor was measured using three statements, resulting in 120 item responses for each factor. The data were analyzed descriptively by calculating the frequency and percentage of responses in each category. The factor with the highest proportion of positive responses, defined as the combination of Agree and Strongly Agree, was identified as the most dominant factor in encouraging digital money usage among the participating students.

4.1 Motivation

Table 2. Respondents' answers to motivational factors

Response Category	Frequency	Percentage (%)
Strongly Disagree	0	0.0
Disagree	4	3.3
Neutral	36	30.0
Agree	72	60.0
Strongly Agree	8	6.7
Total	120	100.0

Source: Data processed, 2026.

Based on Table 2, the majority of responses to the motivation factor were in the Agree category, accounting for 72 responses or 60.0%. Furthermore, 8 responses or 6.7% were classified as Strongly Agree. Consequently, the combined positive responses reached 80 or 66.7% of the total responses. These findings indicate that motivation is one of the most prominent factors associated with the use of digital money among the participating students.

The high proportion of positive responses suggests that students generally recognize the practical benefits of using digital payment services, including convenience, transaction efficiency, and ease of use. Digital payment systems allow users to complete various financial transactions without depending entirely on cash. In the context of university students, these services can support routine activities such as purchasing food, paying for transportation, shopping online, and completing other financial transactions. Previous research has identified usability, security, technological support, time effectiveness, and cost efficiency as relevant considerations associated with students' interest in using electronic wallets (Wulandari et al., 2024).

In addition to functional benefits, motivation may arise from financial incentives offered by digital payment service providers, including promotional discounts and cashback programs. Such incentives may encourage students to select electronic payment applications when conducting daily transactions. Previous research has indicated that promotional activities and service features are associated with consumers' interest in using electronic wallets (Maftuchach & Safitri, 2023). Similarly, cashback promotions have been examined as an important consideration in students' electronic wallet usage and consumption behavior (Murtiastuti et al., 2025).

The prominence of motivation in the present findings is consistent with previous studies emphasizing the relevance of perceived benefits in digital payment adoption. Research involving Generation Z in Ternate City demonstrated that perceived usefulness significantly influenced the intention to use QRIS, whereas perceived ease of use was not statistically significant at the 5% level. These findings suggest that the practical value of digital payment services may be particularly important in shaping users' intentions. Similarly, a literature review examining Go-Pay acceptance reported that perceived ease of use and perceived usefulness were consistently associated with consumer interest in digital wallet services. In relation to the present study, these findings support the interpretation that students' favorable responses to motivational indicators may reflect the perceived advantages of digital transactions, particularly convenience, efficiency, and functional benefits (Ishak et al., 2025; Nurfadia et al., 2026).

A total of 36 responses or 30.0% were classified as Neutral, indicating variations in students' perceptions of motivational factors. These differences may reflect individual preferences and considerations regarding usefulness, security, promotions, habits, financial literacy, risk, and trust in digital payment services (Kurniawan & Anandya, 2023).

Meanwhile, negative responses were relatively limited, with only 4 responses or 3.3% in the Disagree category and none in the Strongly Disagree category. These findings indicate that motivation remains a prominent

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factor associated with students' perceptions of digital money usage.

4.2 Social Environment

Table 3. Respondents' responses to social environmental factors

Response Category	Frequency	Percentage (%)
Strongly Disagree	1	0.8
Disagree	10	8.3
Neutral	45	37.5
Agree	57	47.5
Strongly Agree	7	5.8
Total	120	100.0

Source: Data processed, 2026.

Based on Table 3, responses to the social environment factor were dominated by the Agree category, comprising 57 responses or 47.5%. Furthermore, 7 responses or 5.8% were classified as Strongly Agree. The combined positive responses reached 64 or 53.3% of the total responses. These results indicate that the social environment is also a relevant consideration in students' use of digital money, although its percentage of positive responses is lower than those of motivation and digital financial literacy.

The social environment examined in this study includes the perceived influence of friends, family members, the campus environment, and digital payment trends. Students who frequently interact with individuals using digital financial services may become more familiar with electronic payment systems and develop favorable perceptions of their use. Social influence has previously been identified as a relevant factor associated with digital wallet usage among university students (Fauziah & Sabandi, 2024).

The relatively high proportion of Agree responses indicates that social considerations may contribute to students' perceptions of digital payment services. Interactions with peers, shared payment activities, and familiarity with cashless transactions within the campus environment may encourage students to consider using digital financial applications. Previous research has examined the importance of habits, facilitating conditions, and other behavioral considerations in the sustainable use of electronic wallets among university students (Ansori & Nugroho, 2024).

The findings regarding social environmental factors can also be understood through the broader context of digital payment accessibility and user experiences. A qualitative study involving university students found that QRIS was perceived as practical and efficient, although its use was influenced by internet connectivity, merchant availability, technological reliability, and individual transaction habits. Similarly, research on public perceptions of digital payments in Bone Regency identified digital literacy, social environment, technological accessibility, and established transaction habits as considerations shaping acceptance. These studies suggest that the social context of digital payment usage involves not only interpersonal relationships but also the circumstances that facilitate or constrain everyday transactions. Therefore, the positive responses obtained in the present study may be interpreted within a broader social and technological context, although these contextual influences were not examined separately in the questionnaire (Anugrah et al., 2026; Wanda et al., 2026).

A total of 45 responses or 37.5% were classified as Neutral. This relatively high proportion suggests that social environmental considerations were not uniformly endorsed across the questionnaire responses. Some students may rely more heavily on personal preferences, transaction needs, or perceptions of digital service benefits than on social recommendations or prevailing digital payment trends. Previous research has indicated that electronic wallet usage is associated with individual perceptions of convenience, usefulness, perceived risk, and technology acceptance (Aisyah & Eszi, 2020).

Meanwhile, negative responses consisted of 10 responses or 8.3% in the Disagree category and 1 response or 0.8% in the Strongly Disagree category. These responses represented a relatively small proportion of the total item responses. Overall, the findings indicate that the social environment remains a relevant dimension in students' perceptions of digital money usage, although it received fewer positive responses than motivation and digital financial literacy.

4.4. Digital Financial Literacy

Table 4. Respondents' answers to the digital financial literacy factor

Response Category	Frequency	Percentage (%)
Strongly Disagree	5	4.2
Disagree	4	3.3
Neutral	31	25.8
Agree	72	60.0
Strongly Agree	8	6.7
Total	120	100.0

Source: Data processed, 2026.

Based on Table 4, the majority of responses to the digital financial literacy factor were in the Agree category, accounting for 72

responses or 60.0%. In addition, 8 responses or 6.7% were classified as Strongly Agree. The combined positive responses reached 80 or 66.7% of the total responses. These results indicate that digital financial literacy is one of the dimensions with the highest levels of positive responses among the three factors examined.

The high proportion of positive responses suggests that students generally expressed favorable perceptions regarding their understanding of digital financial services, including payment procedures, transaction security, and responsible financial management. Digital financial literacy is important because digital payment users need to understand not only the operation of electronic payment applications but also the potential risks associated with digital transactions. Previous research has emphasized the relevance of digital financial literacy in understanding financial technology adoption and financial behavior among younger generations (Muat et al., 2024).

Digital financial literacy may also help students manage financial transactions more responsibly. Knowledge of electronic wallet functions, transaction procedures, account security, and expenditure monitoring can support more informed financial decisions. However, convenient digital payment systems may also facilitate impulsive consumption when users do not adequately manage their spending. Previous studies have examined the relationship between financial literacy, electronic wallet usage, and consumptive behavior among university students (Nursasi & Bunyamin, 2026).

The importance of digital financial literacy in the present findings is supported by previous research highlighting the relationship between knowledge, security perceptions, and digital payment acceptance. A study conducted in Bone Regency identified limited digital literacy, security concerns, and insufficient technological accessibility as barriers to broader digital payment adoption. Another study examining the adoption of QRIS, electronic wallets, and mobile banking among Generation Z emphasized practical accessibility, transaction speed, merchant acceptance, and user confidence as relevant considerations in digital payment preferences. These findings suggest that digital financial literacy should be understood alongside users' ability to evaluate digital payment alternatives and recognize potential transaction risks. Nevertheless, the present questionnaire measured students' agreement with literacy-related statements rather than directly testing their actual financial knowledge or competencies (Anugrah et al., 2026; Gunawan et al., 2026).

A total of 31 responses or 25.8% were classified as Neutral. This indicates that a considerable proportion of the responses did not clearly endorse the statements concerning digital financial literacy. Such responses may reflect differences in students' familiarity with digital financial services, awareness of transaction security, or confidence in managing electronic payments. These findings highlight the importance of strengthening financial education regarding responsible digital payment practices. Previous research has examined the relationship between electronic wallet usage, financial literacy, and impulsive purchasing behavior (Bakar et al., 2025).

Meanwhile, negative responses consisted of 4 responses or 3.3% in the Disagree category and 5 responses or 4.2% in the Strongly Disagree category. Although these responses were relatively limited, their presence indicates variations in students' agreement with digital financial literacy statements. Therefore, educational initiatives concerning transaction security, personal data protection, and expenditure management remain relevant. Financial literacy is an important consideration in supporting responsible financial behavior and reducing potential risks associated with excessive digital consumption (Nursasi & Bunyamin, 2026).

4.5 Comparison of Factors Driving the Use of Digital Money

Table 5. Comparison of factors driving the use of digital money

Factors	Percentage of Positive Answers (%)
Motivation	66.7
Social Environment	53.3
Digital Financial Literacy	66.7

Source: Data processed, 2026.

Based on Table 5, motivation and digital financial literacy obtained the highest percentages of positive responses, each reaching 66.7%. Meanwhile, the social environment factor obtained 53.3%. The difference between the highest and lowest percentages was 13.4 percentage points based on the rounded values presented in the table. These findings indicate that motivation and digital financial literacy were equally dominant

according to the proportion of positive responses within the observed sample.

Motivation emerged as one of the dominant dimensions because students generally expressed agreement with statements concerning the practicality, convenience, efficiency, and benefits of digital payment services. Digital money provides an alternative payment method that may simplify various daily financial transactions. The practical characteristics of electronic money, particularly its ability to store value electronically and facilitate payments, provide a conceptual basis for understanding its usefulness in daily economic activities (Zuhriyah, 2022).

The prominence of motivation in digital money usage can also be explained by the relationship between perceived technological benefits and users' willingness to adopt electronic payment services. Digital payment applications that provide practical features, transaction convenience, and efficient financial services may encourage individuals to develop favorable attitudes toward their use. Previous empirical research involving 358 respondents from Generations X, Y, and Z in Indonesia demonstrated that perceived usefulness and perceived ease of use positively and significantly influenced the intention to use electronic wallets. These findings provide additional support for understanding why motivation received a relatively high proportion of positive responses in the present study, particularly regarding practicality, convenience, and transaction efficiency (Barus et al., 2026).

The comparable levels of positive responses obtained for motivation and digital financial literacy suggest that students' favorable perceptions of digital money usage involve both perceived transaction benefits and an understanding of digital financial services. The motivation factor reflects considerations related to convenience, efficiency, and incentives, whereas digital financial literacy represents perceptions concerning transaction procedures, security, and financial management. However, identical percentages of positive responses do not necessarily indicate identical distributions across all Likert categories. In this study, motivation recorded no Strongly Disagree responses, while digital financial literacy recorded five. Previous research has demonstrated the importance of perceived usefulness and ease of use in digital wallet acceptance, providing a theoretical basis for understanding why functional benefits may coexist with financial knowledge considerations in digital payment adoption (Ishak et al., 2025; Nurfadia et al., 2026).

Digital financial literacy also received a high percentage of positive responses because students generally agreed with statements concerning the understanding and management of digital financial services. This dimension is particularly relevant in the context of electronic payment applications that require users to recognize transaction procedures, maintain account security, and manage financial expenditures. Nevertheless, the high percentage of agreement should be interpreted as favorable self-reported perceptions rather than direct evidence of high financial literacy competence. Previous research has examined the relationship between electronic wallet usage, financial literacy, and impulsive purchasing behavior, emphasizing the relevance of financial understanding in responsible digital consumption (Aryadipura et al., 2025).

The relevance of digital financial literacy extends beyond technological understanding to include financial awareness, risk evaluation, and responsible spending behavior. Students who possess sufficient financial knowledge may be better prepared to assess the potential benefits and risks associated with electronic payment services and make informed financial decisions. Previous empirical research involving 396 respondents demonstrated that financial risk tolerance significantly mediated the relationships between financial knowledge, electronic payment awareness, and saving and spending behavior. These findings highlight the importance of considering financial knowledge and risk awareness when interpreting students' perceptions of digital financial services. However, the present study only describes respondents' agreement with literacy-related statements and does not directly examine their financial behavior or risk tolerance (Dewi et al., 2025).

The social environment obtained a lower percentage of positive responses than the other two factors. Although interpersonal influences and digital payment trends may contribute to students' perceptions, the findings indicate that respondents expressed comparatively stronger agreement with statements concerning motivation and digital financial literacy. Previous research has highlighted the role of behavioral habits, supporting conditions, and perceived benefits in electronic wallet adoption and continued usage (Ansori & Nugroho, 2024).

The comparison of these three dimensions also provides a contextual perspective on the multidimensional nature of digital payment adoption. Research involving Generation Z found that the selection of QRIS, electronic wallets, and mobile banking was associated with practical accessibility, transaction efficiency, merchant acceptance, and user confidence. Meanwhile, qualitative research involving university students identified perceived convenience, ease of use, and transaction efficiency as favorable aspects of QRIS, alongside several technological and contextual challenges. These findings are consistent with the broader interpretation that digital financial behavior involves an interaction of individual preferences, technological considerations, and financial understanding. However, because the present study employed descriptive analysis, the results cannot establish which factor causally influences digital money usage or whether differences between factors are statistically significant (Gunawan et al., 2026; Wanda et al., 2026).

Overall, the results indicate that motivation and digital financial literacy were the two most prominent dimensions associated with students' perceptions of digital money usage at STIA Lancang Kuning Dumai. Both factors obtained positive response percentages of 66.7%, while the social environment obtained 53.3%. These findings provide a descriptive understanding of the considerations associated with digital payment usage among the participating students. The results also suggest the relevance of educational initiatives that promote responsible digital payment practices, strengthen awareness of transaction security, and encourage appropriate financial management. Therefore, the findings address the research objective of describing motivation, social environment, and digital financial literacy and identifying the dimensions receiving the highest proportions of positive responses.

5. Closing

Based on the results of a study on 40 students of STIA Lancang Kuning Dumai, it can be concluded that motivation and digital financial literacy are the most dominant factors in encouraging the use of digital money. The two factors obtained the same percentage of positive answers, which is 66.7%. This shows that students use digital money because of the convenience, practicality, transaction efficiency, and understanding of the use and security of digital financial services.

Social environmental factors also encourage the use of digital money with a positive answer percentage of 53.3%. These influences come from family, peers, campus environment, and the development of digital trends. However, the percentage is still lower than digital financial motivation and literacy, so the use of digital money by students is more driven by internal factors than external factors.

The implications of this study show that the increase in the use of digital money needs to be balanced with the strengthening of digital financial literacy. Students need to understand how to use digital money safely, manage expenses, maintain personal data, and choose a trusted payment platform. The campus can also support through education or socialization regarding the wise use of digital financial services.

The limitations of this study lie in the number of respondents who were only 40 students and the use of descriptive analysis, so the results could not be generalized widely. The next study is suggested to involve more respondents, using inferential analysis, and adding other variables such as perception of security, trust, promotion, digital lifestyle, and consumptive behavior.

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