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Research Article

The Effect of Pocket Money Management and Future Orientation on the Saving Behavior of Yogyakarta Students with Saving Intention as a Mediation Variable and Financial Attitude as a Moderation Variable

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Abstract: This study aims to find out (1) the influence of Pocket Money on Saving Behavior, (2) the influence of Future Orientation on Saving Behavior, (3) the influence of Saving Intention on Saving Behavior, (4) the influence of Pocket Money on Saving Behavior mediated by the Saving Intention variable, (5) the influence of Future Orientation on Saving Behavior mediated by the Saving Intention variable, (6) the effect of Saving Intention on Saving Behavior moderated by the Financial Attitude variable. This study is a quantitative research that analyzes whether or not there is a causal relationship between the variables described. The population in this study is 129,853 active students who are pursuing higher education in the Special Region of Yogyakarta. The sample of this study is 399 students who were selected through nonprobability sampling with the research sample taken using convenience sampling techniques. Data was collected through questionnaires, interviews, and analyzed using structural equation modeling (SEM) to simultaneously test all relationships. The results of the study showed that (1) Pocket Money had a positive effect on Saving Behavior, (2) Future Orientation had a positive effect on Saving Behavior, (3) Saving Intention had a positive effect on Saving Behavior, (4) Saving Intention was able to mediate the influence of Pocket Money on Saving Behavior, (5) Saving Intention is able to mediate the influence of Future Orientation on Saving Behavior mediated by the Saving Intention variable, (6) Financial Attitude is able to moderate the influence of Saving Intention on Saving Behavior.

Keywords: Financial Attitude; Future Orientation; Pocket Money; Saving Behavior; Saving Intention.

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1. Introduction

The era of globalization brings increasingly complex challenges to the management of individual finances (Pamungkas et al., 2024). The ability to manage limited resources is an important skill for financial well-being to be achieved (Wahyuni et al., 2023). Students, as the younger generation, are required to be able to plan and manage their finances wisely to meet their daily needs (Kuswanto et al., 2024).

The Special Region of Yogyakarta was chosen as the location of the research because it is known as an education city that is a magnet for students from various regions (Sumarno & Prakoso, 2021). Data shows that Yogyakarta is ranked 126th in the QS Best Student Cities 2024, with the number of active students reaching 129,853 people (PDDikti, 2023; QS Best Student Cities, 2024). This phenomenon shows that Yogyakarta has great attractiveness as a student city.

Saving behavior is one of the effective ways to control daily finances (Krisdayanti, 2020). However, various surveys show that many college students have difficulty saving because spending is more focused on consumption, lifestyle, and short-term needs (Currie, 2022)

(Wahyono, 2024). Initial observations, researchers also found that 70% of Yogyakarta students prefer to spend money on direct needs rather than saving.

The phenomenon of financial management among students has increasingly become a concern, especially in regions such as Yogyakarta, which is widely recognized as a student city in Indonesia. With thousands of students migrating from various regions to pursue higher education, financial management becomes a crucial life skill that determines their ability to sustain themselves independently. Students who lack financial discipline often face difficulties in meeting daily needs and tend to engage in excessive consumption patterns. Consequently, saving behavior becomes an important indicator of how well students can manage limited financial resources while preparing for future uncertainties. However, the tendency to prioritize short-term consumption over long-term savings highlights the urgency to explore factors that significantly shape saving behavior among students.

Pocket money, often the main financial source for students, plays a central role in their financial decisions. Proper management of pocket money can encourage more disciplined financial practices, while poor management often leads to impulsive spending and limited capacity to save. At the same time, students' future orientation their ability to value and plan for long-term goals has been identified as a critical psychological factor influencing financial decision-making. A strong future orientation motivates individuals to consider the consequences of their financial choices, thus encouraging saving practices. In addition, saving intention serves as a key mediating variable that transforms cognitive and attitudinal factors into actual saving behavior. Yet, saving behavior cannot be fully explained without considering financial attitudes, which may strengthen or weaken the relationship between intention and actual behavior.

Several factors are believed to affect students' saving behavior, including pocket money, future orientation, saving intention, and financial attitude. Pocket money that is not managed properly tends to run out for consumptive needs (Rikayanti & Listiadi, 2020)Future orientation can encourage students to be wiser in managing finances (Amalia et al., 2022) (Marheni et al., 2024), while saving intentions play an important role in shaping actual behavior (Magendans et al., 2017) (Satsios & Hadjidakis, 2017). Financial attitudes are also believed to strengthen the relationship between saving intentions and behaviors (Ismail et al., 2020) (Amalia & Sasanti, 2024) although some studies show different results (Adityandani & Haryono, 2019).

The inconsistency of the results of previous research shows that there is a research gap that is important to be re-examined. This study uses the Theory of Planned Behavior (Ajzen, 1991) as the main foundation, with future orientation as an attitude towards behavior, saving intention as a direct predictor, and financial attitude as a moderation factor. With a focus on students in Yogyakarta, this research is expected to make a theoretical and practical contribution in understanding the saving behavior of the young generation in Indonesia.

2. Literature Review

2.1 Saving Behaviour

This section must contain a state-of-the-art explanation. It can be explained in several ways. First, you can discuss several related papers, both about objects, methods, and their results. From there, you can explain and emphasize gaps or differences between your research and previous research. The second way is to combine theory with related literature and explain each theory in one sub-chapter.

2.2 Pocket Money (Uang Saku)

Allowance is the main source of finance for most college students, especially those who are still dependent on their parents. Several studies have found that the amount and management of pocket money is positively related to saving behavior (Pamungkas et al., 2024). However, other findings show insignificant results, as college students tend to spend pocket money on short-term consumptive needs (Alshebami & Aldhyani, 2022)

2.3 Future Orientation

According to (Qiraniah, 2024) Future orientation is a term used to describe this perspective on the future. Future orientation refers to a person's perspective in assessing himself and his environment to determine the goals he will achieve in the future (Sugihartatik, 2017). Students with a strong future orientation tend to be more disciplined in finance,

including saving behavior. Previous research has shown a positive influence of future orientation on saving habits, although some studies still find mixed results.

2.4 Saving Intention

According to the Theory of Planned Behavior (Ajzen, 1991), intention is the main predictor of behavior. Saving intention reflects a person's commitment to saving. (Widyastuti et al., 2016) It was found that saving intention plays an important role as a mediator in bridging psychological and financial factors with actual saving behavior.

2.5 Financial Attitude

Financial attitude is an individual's attitude in managing finances, including beliefs, views, and judgments related to money (Ismail et al., 2020). A positive financial attitude tends to encourage wise financial decision-making, including saving. Several studies show that financial attitude can play a role as a moderator variable that strengthens the relationship between intention and saving behavior (Amalia & Sasanti, 2024)

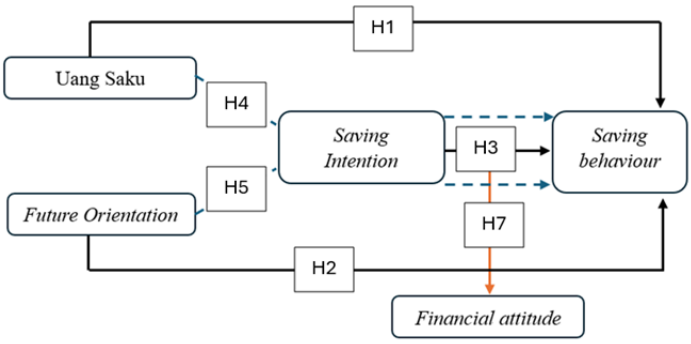

Figure 1. Financial Attitude.

3. Materials and Method

This study uses a quantitative approach with an explanatory research design to analyze the causal relationship between variables. The research population is all active students pursuing higher education in the Special Region of Yogyakarta, totaling 129,853 people. From this population, a sample of 399 students was obtained using a non-probability sampling technique with a convenience sampling approach.

$$n = \frac{N}{1 + Ne^2}$$

$$n = \frac{129.853}{1 + 129.853\ (0{,}05)^2}$$

$$n = \frac{129.953}{325{,}6325}$$

$$n = 398{,}77 \sim 399\ responden$$

Keterngan:
n = jumlah sampel
N = ukuran populasi
e = taraf kesalahan

This number of samples met the analysis criteria using Structural Equation Modeling–Partial Least Squares (SEM-PLS). The research instrument was in the form of a questionnaire with a Likert scale of 1–5, ranging from "strongly disagree" to "strongly agree". Data collection was carried out through the distribution of online questionnaires. Before use, the instrument is tested for validity and reliability, and meets the outer model criteria in the PLS analysis (convergent, discriminant, and reliability validity). The data was analyzed with Structural Equation Modeling–Partial Least Squares (SEM-PLS) using SmartPLS software. The analysis stages include evaluation of measurement models (outer models), evaluation of structural models (inner models), and hypothesis testing through path coefficient values and t-statistics.

4. Results and Discussion

4.1. Evaluation of Measurement Models (Outer Model)

The validity and reliability test was carried out through a pilot test using a questionnaire distributed to 47 respondents of higher education students in Yogyakarta Province through Google Form. This pilot test aims to evaluate the validity and reliability of the items in the questionnaire, so that it can be used on the main sample respondents in the study. This test is performed using PLS software to analyze the data. The following are the results of testing the validity and reliability of the questionnaire based on the responses of the 47 samples:

4.2. Convergent Validity

The convergent validity criteria aim to measure and determine the extent of the relationship or correlation between latent variables and constructs. This test is carried out by looking at the loading factor value on each construct indicator. If the loading factor value is greater than 0.70, then the indicator is considered valid. The test results can be seen below:

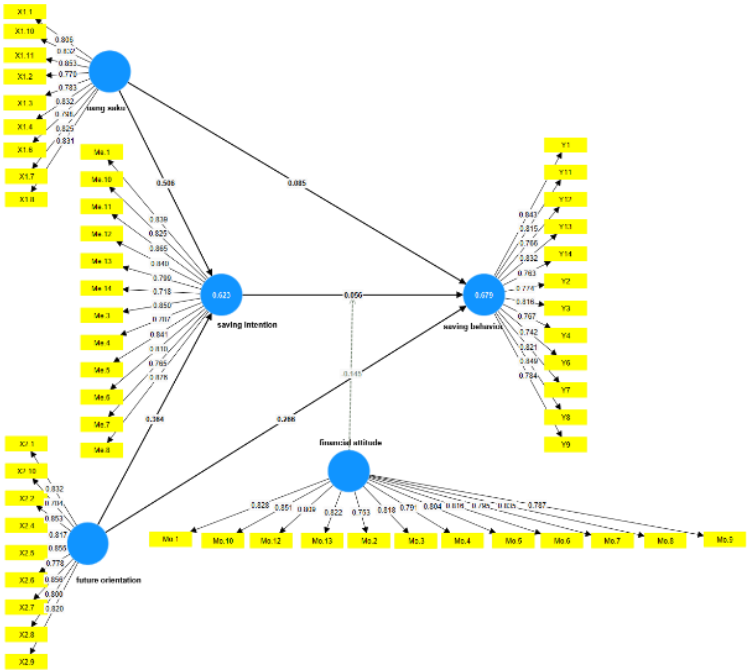

Figure 2. Graphical Output Stage 2.
Source: SmartPLS Output Results (v.3.2.9), processed 2024

4.3. Discriminant Validity

Discriminant validity is used to ensure that each construct on each of the latent variables is different from the constructs of the other variables. Validity testing aims to determine the level of accuracy of a measuring instrument in performing its function. In determining the validity of discriminants, there are 3 methods used, namely fornell and larcker criterion, cross loading, and heterotrait monotrait (HTMT) ration.

4.4. Fornell and Larcker Criterion

According to the Fornell and Larcker Criterion, discriminant validity can be achieved if the square root of the AVE value in a given construct is greater than the value with the correlation of another construct. The results of the Fornell and Larcker Criterion method can be seen in the table below:

Table 1. Value *Fornell-Larcker Criterion.*

	financial attitude	***future orientation***	***saving behavior***	***saving intention***	**Allowance**
financial attitude	0.809				
future orientation	0.705	0.814			
saving behavior	0.717	0.749	0.798		
saving intention	0.642	0.685	0.660	0.819	
Allowance	0.779	0.635	0.686	0.737	0.815

Source: SmartPLS Output Results (v.3.2.9), processed 2024

The table above shows that all square roots of the AVE value for a construct are greater than the correlation with the other construct. For example, the square root of the AVE value of another construct is greater than the correlation with the other construct.

4.5. Cross Loading

Each item must have a higher loading value on its parent construct compared to the other construct (load value of the parent construct > other constructs). If the loading value of the parent construct is smaller than the loading value of the other construct, then there is a problem in discriminant validity. The results of the cross loading test can be seen below:

Table 2. Cross Loading Values.

	financial attitude	*future orientation*	*saving behavior*	*saving intention*	**Allowance**
Me.1	0.574	0.579	0.602	0.839	0.648
Me.10	0.527	0.582	0.484	0.825	0.546
Me.11	0.559	0.599	0.544	0.865	0.709
Me.12	0.469	0.561	0.616	0.840	0.562
Me.13	0.482	0.514	0.443	0.799	0.545
Me.14	0.554	0.560	0.529	0.718	0.481
Me.3	0.578	0.695	0.642	0.850	0.655
Me.4	0.495	0.496	0.570	0.787	0.611
Me.5	0.560	0.542	0.498	0.841	0.638
Me.6	0.464	0.529	0.536	0.810	0.619
Me.7	0.507	0.512	0.475	0.765	0.581
Me.8	0.526	0.537	0.506	0.876	0.613
Mo.1	0.828	0.593	0.625	0.483	0.639
Mo.10	0.851	0.701	0.609	0.511	0.629
Mo.12	0.809	0.549	0.642	0.442	0.556
Mo.13	0.822	0.612	0.501	0.642	0.680
Mo.2	0.753	0.488	0.515	0.543	0.661
Mo.3	0.818	0.623	0.626	0.606	0.724
Mo.4	0.791	0.537	0.529	0.452	0.615
Mo.5	0.804	0.599	0.543	0.609	0.687
Mo.6	0.816	0.523	0.618	0.504	0.563
Mo.7	0.795	0.512	0.536	0.475	0.611
Mo.8	0.835	0.589	0.575	0.513	0.696
Mo.9	0.787	0.516	0.597	0.479	0.525
X1.1	0.661	0.450	0.463	0.638	0.806
X1.10	0.600	0.514	0.537	0.707	0.832
X1.11	0.639	0.532	0.551	0.602	0.853
X1.2	0.622	0.584	0.651	0.539	0.770
X1.3	0.659	0.490	0.574	0.526	0.783
X1.4	0.581	0.562	0.560	0.692	0.832
X1.6	0.734	0.480	0.608	0.472	0.798
X1.7	0.641	0.540	0.592	0.639	0.825
X1.8	0.586	0.486	0.484	0.558	0.831
X2.1	0.595	0.832	0.638	0.550	0.544
X2.10	0.560	0.704	0.510	0.598	0.605
X2.2	0.576	0.853	0.699	0.575	0.512
X2.4	0.581	0.817	0.581	0.512	0.475
X2.5	0.653	0.855	0.684	0.610	0.586

X2.6	0.502	0.778	0.549	0.525	0.436
X2.7	0.559	0.856	0.618	0.565	0.496
X2.8	0.578	0.800	0.605	0.602	0.578
X2.9	0.552	0.820	0.572	0.465	0.395
Y1	0.673	0.630	0.843	0.569	0.564
Y11	0.624	0.586	0.815	0.499	0.576
Y12	0.479	0.440	0.766	0.457	0.476
Y13	0.704	0.785	0.832	0.653	0.619
Y14	0.478	0.555	0.763	0.538	0.413
Y2	0.612	0.549	0.774	0.499	0.676
Y3	0.537	0.691	0.816	0.547	0.505
Y4	0.506	0.449	0.767	0.499	0.566
Y6	0.518	0.521	0.742	0.504	0.492
Y7	0.550	0.614	0.821	0.421	0.538
Y8	0.615	0.585	0.849	0.521	0.554
Y9	0.502	0.663	0.784	0.575	0.554

Based on the results of the cross loading test above, it shows that all loading values in each indicator that correlate with the same or corresponding construct (square root) have a greater value than the cross loading value that correlates with other constructs. This shows that all contracts in the cross loading test have good discriminant validity.

4.6. Single-Trait Heterotrait (HTMT) Ration

In the Heterotrait Monotrait (HTMT) Ration test, the threshold value is suggested to be 0.90, if it is more than this number, it can be said that discriminant validity is less. The HTMT value can be seen in the following table:

Table 3. Nilai Heterotrait Single Trait Ration.

	financial attitude	***future orientation***	***saving behavior***	***saving intention***
financial attitude				
future orientation	0.745			
saving behavior	0.743	0.781		
saving intention	0.676	0.721	0.686	
Allowance	0.829	0.673	0.723	0.772

Source: SmartPLS Output Results (v.3.2.9), processed 2024

Based on the table above, it can be seen that the HTMT value of all variables has been below 0.90 so that all constructs can be concluded to have good discriminant validity.

4.7. Composite Reliaility

Reliability testing aims to measure the level of accuracy and consistency in the measurement of each construct. One of the criteria used to assess reliability is composite reliability. The high composite reliability value reflects the consistency of the indicators in measuring the construct in question. If the composite reliability value is more than 0.70, then the variable is considered to have good reliability. Here are the results that show the composite reliability value:

Table 4. Cronbach's alpha Reliability Test Test Results.

	Cronbach's alpha	***Composite reliability (rho_a)***	***Composite reliability (rho_c)***	***Average variance extracted (AVE)***
financial attitude	0.952	0.954	0.958	0.655
future orientation	0.936	0.938	0.946	0.663
saving behavior	0.948	0.952	0.955	0.637
saving intention	0.955	0.957	0.961	0.671
Allowance	0.937	0.938	0.947	0.664

Source: SmartPLS Output Results (v.3.2.9), processed 2024

Based on the table presented, this study shows a composite reliability value for the pocket variable of 0.938, future orientation of 0.938, saving intention of 0.957, financial attitude of 0.954, and saving behavior of 0.952. In addition, Cronbach's Alpha value on each variable is more than 0.70. Thus, it can be concluded that all variables in this study meet the reliability criteria.

4.8. Evaluation of Measurement Models (Outer Model)

Internal model testing or structural model aims to evaluate the relationship between variables, significance levels, and R-Square values in a study using SmartPLS software.

Table 5. R-Square Test Results.

Variabel	R-*Square*	R-*Square Adjusted*
Saving Behaviour	0.473	0.467
Saving Intention	0.363	0.360

Based on Table, the R-Square value for the Saving Behaviour variable is 0.473. This shows that 47.3% of the variability in Saving Behaviour can be explained by independent variables in the study, while the rest, which is 52.7%, is influenced by other factors not included in this study. Meanwhile, the adjusted R-Square value for the Saving Intention variable is 0.363. This means that 36.3% of the variation in Saving Intention was explained by an independent variable in the model, while the remaining 63.7% was due to other variables outside of the study

Table 6. Predictive Relevance Calculation Results.

Variabel	Q² (=1-SSE/SSO)	Information
Saving Behaviour	0.331	Has *a predictive relevance value*
Saving Intention	0.258	Has *a predictive relevance value*

Based on the data shown in the table above, it can be seen that the Q-square value for the dependent variable is greater than 0. This shows that this study has good predictive ability, as a positive Q-square value (> 0) indicates an adequate quality of observation.

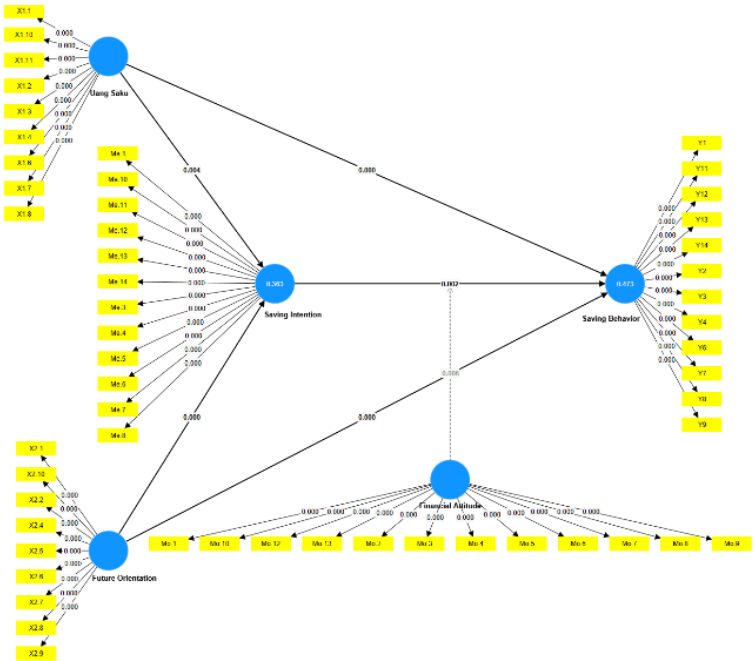

Figure 3. Predictive Relevance Calculation Results.

Table 7. Hypothesis Testing Results.

Variabel	Original Sample (O)	T Statistics (| O/STDEV |)	P Values
Uang Saku -> *Saving Behaviour*	0.260	4.675	0.000
Future Orientation -> Saving Behaviour	0.228	3.813	0.000

Saving Intention -> Saving Behaviour	0.171	3.044	0.002
Uang Saku -> *Saving Intention -> Saving Behaviour*	0.025	1.982	0.047
Future Orientation -> Saving Intention -> *Saving Behaviour*	0.089	2.830	0.005
*Financial Attitude * Saving Intention -> Saving Behaviour*	0.091	2.764	0.006

4.9. The Effect of Pocket Money on Saving Behavior

The results of the first hypothesis test, namely the Effect of Pocket Money on Saving Behavior, showed a coefficient value of 0.260, a p-value of 0.000 < 0.05, and a t-statistic of 4.675 > 1.960. These results show that Pocket Money Affects Saving Behavior. So the hypothesis that "Pocket Money Has a Positive and Significant Effect on Saving Behavior" is accepted.

4.10. The Effect of Future Orientation on Saving Behavior

The results of the second hypothesis test, namely the Effect of Future Orientation on Saving Behavior, showed a coefficient value of 0.228, a p-value of 0.000 < 0.05, and a t-statistic of 3,813 > 1,960. These results show that Future Orientation Affects Saving Behavior. So the hypothesis that "Future Orientation Has a Positive and Significant Effect on Saving Behavior" is accepted.

4.11.The Effect of Saving Intention on Saving Behavior

The results of the third hypothesis test, namely the Effect of Saving Intention on Saving Behavior, showed a coefficient value of 0.171, a p-value of 0.002 < 0.05, and a t-statistic of 3,044 > 1,960. These results show that Saving Intention Affects Saving Behavior. So the hypothesis that "Saving Intention Has a Positive and Significant Effect on Saving Behavior" is accepted.

4.12. The Effect of Saving Intention Mediation on the Influence of Pocket Money and Saving Behavior

The results of the fourth hypothesis test, namely the Effect of Pocket Money on Saving Behavior Mediated by Saving Intention, showed a coefficient value of 0.025, a p-value of 0.047 < 0.05, and a t-statistic of 1,982 > 1,960. These results show that pocket money has an effect on saving behavior by being mediated by saving intention. So the hypothesis that "Saving Intention is Able to Mediate the Influence of Pocket Money on Saving Behavior" is accepted.

4.13. The Effect of Saving Intention Mediation on the Influence of Future Orientation and Saving Behavior

The results of the fifth hypothesis test, namely the Effect of Future Orientation on Saving Behavior Mediated by Saving Intention, showed a coefficient value of 0.089, a p-value of 0.005 < 0.05, and a t-statistic of 2,830 > 1,960. These results show that future orientation affects saving behavior by being mediated by saving intention. So the hypothesis that "Saving Intention is Able to Mediate the Effect of Financial Attitude Moderation on the Influence of Saving Intention and Saving Behavior is accepted.

4.14. The Influence of Financial Attitude moderates the influence of saving intention on saving behavior.

The results of the sixth hypothesis test, namely the Effect of Financial Attitude in Moderating the Influence of Saving Intention on Saving Behavior, showed a coefficient value of 0.091, a p-value of 0.006 < 0.05, and a t-statistic of 2,764 > 1,960. These results show that Financial Attitude moderates the influence of saving intention on saving behavior. So the hypothesis is accepted.

4.15. Dicsussion

4.15.1 The Effect of Pocket Money on Saving Behavior

H1 in this study stated that pocket money has a positive effect on saving behavior. This is in line with research conducted by (Susilawaty & Dirga, 2022) and (Febrianti Kusuma Wardani et al., 2024). The study states that the increasing level of pocket money will increase saving behavior so that it can attract students to carry out saving behavior. According to (Fajriyah & Listiadi, 2021) The largest source of student pocket money is obtained from

parents. This is relevant to the survey that has been conducted by researchers on respondents where almost part of the respondents, namely as many as 57.4% of students, said that their pocket money was supported by their parents. stating that the largest source of student pocket money is obtained from parents. Some students also get pocket money from college scholarships and the results of working during their college years (Alfius & Ivada, 2024)

4.15.2 The Effect of Future Orientation on Saving Behavior

H2 in this study states that future orientation has a positive effect on saving behavior. This is in line with research conducted by (Bucciol & Zarri, 2019). The study states that individuals who have a future orientation tend to have stronger saving intentions. As is well known, saving behavior is a combination of the perception of future needs (Oktafiani & Haryono, 2019). So that a person who is oriented towards the future will have the intention to do something long-term, namely saving behavior (Setyawati & Supramono, 2020).

4.15.3 The Effect of Saving Intention on Saving Behavior

H3 in this study states that saving intention has a positive effect on saving behavior. This is in line with research conducted by and (Steinhart & Jiang, 2019). The research states that a strong intention to save encourages students to take the necessary actions to better manage their finances and build healthy saving habits. In addition, it is also supported by a study conducted by (Saputra, 2022) that the intention to save is an important first step in building good financial habits and preparing for a better financial future.

4.15.4 The Effect of Saving Intention Mediation on the Influence of Pocket Money and Saving Behavior

H4 in this study states that financial attitude is able to moderate the influence of saving intention on saving behavior. These results show that saving intention mediates the relationship between pocket money and saving behavior significantly. This means that students who have pocket money tend to first form an intention to save (saving intention), which will ultimately encourage them to behave in saving behavior (saving behavior) This result is supported by research conducted by (Van et al., 2024) that students with higher pocket money tend to have stronger savings intentions, which ultimately has a positive impact on their saving behavior. These results provide evidence that saving intention has an important role in bridging the influence of pocket money on saving behavior. This is also particularly relevant in the context of research on students' personal financial management, where the intention to save is a key aspect in building positive financial habits (Anastasya & Pamungkas, 2023). Thus, increasing saving intention in students can be an effective strategy to encourage better saving behavior.

4.15.5 The Effect of Saving Intention Mediation on the Influence of Future Orientation and Saving Behavior

H5 in this study states that financial attitude is able to moderate the influence of saving intention on saving behavior. This is in line with research conducted by (Danish et al., 2021). The study states that individuals with high future orientation tend to have stronger saving intentions, which ultimately encourages them to realize those intentions in real saving behaviors. In addition, it is also supported by a study conducted by (Anastasya & Pamungkas, 2023)Which in his findings is able to strengthen the argument that increasing future orientation can be the first step in forming a strong saving intention. A person who is future-oriented will have the intention to do something long-term, namely saving (Setyawati & Supramono, 2020). In other words, saving intention acts as a bridge that connects a person's future outlook with real actions to save.

4.15.6 The Influence of Financial Attitude moderates the influence of saving intention on saving behavior.

H6 in this study states that financial attitude is able to moderate the effect of saving intention on saving behavior. This is in line with research conducted by (Setyawati & Supramono, 2020) and (Christanto, 2022) that financial attitude is associated with positive thoughts in terms of managing money so that it triggers a saving intention to be able to do saving behavior. In addition, it is also supported by that (Tampubolon & Rahmadani, 2022) Financial attitude is related to the state of mind to influence anything related to finance, as well as personality as an attitude in self-control according to the will that arises in daily life. A person who has a high financial attitude is able to strengthen the intention to save for financial

management and distinguish between needs and desires, including saving behavior (Adityandani & Haryono, 2019).

5. Conclusion

This study concluded that pocket money, future orientation, and saving intention have a positive influence on student saving behavior in Yogyakarta. In addition, the intention to save has been proven to play a mediator that connects the influence of pocket money and future orientation to saving behavior. Financial attitudes also function as moderators that strengthen the relationship between saving intentions and saving behaviors. These findings confirm the importance of psychological and financial factors in shaping students' saving habits. Based on the results of the research, it is recommended that students increase awareness of the importance of good financial management by strengthening future orientation and building consistent saving habits. Educational institutions can play a role through the implementation of financial literacy programs and financial counseling services to help students manage their pocket money more effectively. For further research, it is recommended to consider additional variables such as peer influence, financial literacy, or self-control, as well as to use longitudinal designs to obtain a more comprehensive picture of changes in saving behavior over time.

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