

The Relationship Between E-Wallet Usage and Consumption Behavior of Accounting Education Students at PGRI Palembang University

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ABSTRACT

The growth of digital transactions has encouraged university students to use e-wallets for academic and non-academic needs. Ease of access, promotions, discounts, and cashback may reshape spending patterns because digital payments are fast and psychologically less tangible. This study aims to examine the relationship between e-wallet use and consumption behavior among Accounting Education students at Universitas PGRI Palembang. A quantitative correlational design was employed. The population and sample consisted of 80 students from the Accounting Education Study Program, Faculty of Teacher Training and Education, Universitas PGRI Palembang, cohorts of 2022, 2023, 2024, and 2025. Data were collected using a 1-5 Likert-scale questionnaire and documentation, and were analyzed using descriptive statistics, normality testing, Pearson Product

Moment correlation, t-test, F-test, and coefficient of determination. The results show that students' e-wallet use was high and their consumption behavior was shaped by transaction convenience and promotional incentives. The Pearson correlation yielded $r = 0.434$, exceeding the r table value of 0.227, with $\text{Sig.} = 0.000$, indicating a positive and significant relationship. Regression output showed $F = 18.097$ with $\text{Sig.} = 0.000$ and $R^2 = 0.188$. Thus, e-wallet use explains 18.8% of the variance in students' consumption behavior, while the remaining 81.2% is influenced by other factors such as financial literacy, self-control, lifestyle, income, social environment, and digital technology development. The study concludes that e-wallet use is significantly related to students' consumption behavior, although digital financial literacy remains essential for responsible payment behavior.

A. INTRODUCTION

The development of financial technology has accelerated the shift in public transactions from cash to digital payments. App-based payment services, QR codes, contactless cards, and e-wallets are no longer understood simply as technical innovations, but as everyday consumption infrastructure. Globally, payment digitization is expanding financial access and transforming how individuals save, pay, and manage financial risk (World Bank, 2022). In the Indonesian context, the expansion of digital payment channels is also part of the national payment system transformation agenda; Bank Indonesia recorded a digital payment transaction volume of 12.99 billion transactions in the third quarter of 2025, growing 38.08% annually (Bank Indonesia, 2025). International literature indicates that digital payment adoption is influenced by usability, convenience, trust, security, and the user's socio-cultural context (Sahi et al., 2021).

One form of digital payment service most closely associated with students' lives is the e-wallet. Students are a relatively quick adopter of new applications due to their extensive smartphone use, familiarity with online services, and recurring transaction needs for transportation, food, phone credit, online shopping, and academic payments. A cross-country study during the pandemic showed that perceived usefulness and environmental support can strengthen e-wallet usage intentions (Aji et al., 2020). Research on mobile wallets also



confirms that relative benefits, compatibility with digital lifestyles, and ease of use encourage usage and recommendations of services to others (Kaur et al., 2020). Within the framework of technology acceptance, perceived usefulness and perceived ease of use remain relevant in explaining students' decisions to regularly use e-wallets (Ariffin et al., 2021).

The convenience of e-wallet transactions doesn't stand alone, as service providers generally complement them with promotions, discounts, vouchers, reward points, and cashback. These incentives make digital payments not just a transaction tool but also part of a marketing strategy that can influence consumption decisions. Ariffin et al. (2021) showed that perceived value, including discounts and cashback, is one aspect consumers consider when evaluating e-wallet services. Recent national research also found that e-wallet ease of use and impulsive spending can reinforce student spending behavior (Fristia & Megawaty, 2025). Similar findings were seen among students at Medan State University, where e-wallet use contributed to increased transaction frequency and influenced purchasing decisions (Silitonga et al., 2025). Changes in consumption patterns due to digital payments can be explained through the concept of pain of paying. This concept emphasizes that individuals typically experience a psychological burden when spending money; the more invisible and faster the payment process, the lower the perceived sense of loss. Broekhoff and van der Crujsen (2024) found that electronic payments generally felt less "painful" than cash payments, potentially weakening their function as a reminder to curb spending. Reshadi and Fitzgerald (2023) also identified the pain of paying as an important psychological mechanism in consumption decisions. However, the effects of digital payments cannot be separated from financial literacy and self-control. Individuals who are more financially vulnerable and have low financial literacy tend to face greater risks when managing digital payments (Klapper & Lusardi, 2020).

Several previous studies from 2020 to 2026 have shown relatively consistent results, but still allow for contextual variation. International studies have shown that mobile payments can increase convenience, willingness to pay, and consumption behavior compared to more transparent physical payments (Boden et al., 2020; Liu et al., 2021). A meta-analytic study on impulse buying confirms that impulsive purchases are triggered by a combination of internal consumer factors and external marketing stimuli (Iyer et al., 2020). In the Indonesian context, research by Mahardika and Bayu (2025) shows that fintech payments and financial literacy are related to student consumer behavior, while Yahfi et al. (2025) found the role of pain of paying as a mediator in the influence of digital payments and financial literacy on student impulse buying. The findings of Underdown and Tamara (2025) also confirm that perceptions and attitudes toward digital wallets are related to users' impulsive behavior tendencies.

Although research on e-wallets and consumption behavior is growing, the context of Accounting Education students at PGRI Palembang University still requires specific study. Accounting Education students are in an interesting position because they learn financial concepts, accounting, and economic management, but at the same time remain active users of digital transactions in their daily lives. Exposure to promotions, easy access, and instant transactions can create tension between the financial knowledge acquired on campus and actual consumption practices. This research gap is important because the results can help study programs understand the extent to which e-wallet use is related to student consumption behavior in the local context of Palembang. Based on this description, this study aims to analyze the relationship between e-wallet use and the consumption behavior of Accounting Education students at PGRI Palembang University. This article provides a theoretical contribution by connecting the literature on technology acceptance, pain of paying, financial literacy, and student consumption behavior. Practically, this article is expected to serve as a foundation for students, lecturers, and study programs to strengthen digital financial literacy education, wise e-wallet use, and control consumption behavior in the digital transaction era.

B. THEORETICAL STUDY

E-wallet

E-wallet (electronic wallet) is a digital payment system in the form of an application on electronic devices, especially smartphones, which functions to store money balances virtually and facilitate various financial transactions quickly, practically, and without using cash. Through *e-wallets*, users can carry out various transaction activities such as bill payments, product or service purchases, fund transfers, and payment for certain services through just one application.

In the context of consumer behavior, the use of *e-wallets* not only acts as a means of transaction, but also affects individual financial management patterns. Ease of access, transaction speed, and various additional features such as promos, *cashback*, and discounts make users tend to make transactions more often than using cash. Therefore, *e-wallets* are not only a financial technology innovation, but also a factor that can influence consumption behavior, especially among students who have a high level of adaptation to digital technology.

Thus, according to researchers, *e-wallets* can be interpreted as digital financial applications that allow users to store electronic balances and carry out various non-cash transactions easily, quickly, and securely, which can ultimately affect consumption patterns and financial management of users.

The development of financial technology (fintech) *in recent years has brought significant changes to the financial transaction system, one of which is through the presence of digital wallets or electronic wallets (e-wallets)*. In general, *e-wallets* are digital-based financial applications that allow users to store digital balances and perform various non-cash transactions, such as bill payments, purchases of goods or services, and fund transfers, without the use of cash (Fibriyani, et, & al, 2025, p. 387).

This concept is reinforced by (Utomo, et, & al, 2025, p. 1), which states that *e-wallets* are an innovative electronic financial service that stores digital balances and can be used at any time through devices such as smartphones.

The aspect of data security is also an important element in the use of *e-wallets*, where security features, privacy policies, and the reputation of service providers build user trust in *e-wallet applications* (Nurrahma, et, & al, 2025, p. 111). *With* these security features, *e-wallets* are widely used not only for daily transactions, such as food, transportation, and personal shopping, but also for payment for academic needs, such as books and lecture administration.

Several factors have also driven the increasing popularity of *e-wallets*, including promos, *cashback*, and ease of access which makes transactions more practical. (Silitonga, et, & al, 2025, p. 10722) found that the use of *e-wallets* has been shown to increase transaction frequency and influence student purchasing decisions, potentially driving consumption behavior.

Based on this description, *e-wallets* can be understood as digital payment tools that offer convenience, speed, and security in transactions. However, this characteristic also has the potential to affect students' personal financial management, especially related to consumption behavior tendencies. Thus, in this study, the use of *e-wallets* is interpreted as a student's digital transaction activity through electronic wallet applications that can form certain consumption patterns.

Types of E-wallets

E-wallets in Indonesia are growing rapidly and are now an important part of the national payment system. In Indonesia, the use of *e-wallets* was first introduced in 2007 through *T-Cash* and *XL Cash*. However, digital wallets have only achieved widespread popularity after the emergence of services such as *GoPay*, *OVO*, *DANA*, and *LinkAja* which then further strengthened their penetration in society (Suyanto, 2023, p. v). Each has features and advantages that are tailored to the needs of users, ranging from transportation payments, online shopping, to education bills.

GoPay, *OVO*, *DANA*, and *LinkAja* are some of the popular non-bank digital wallets in Indonesia and are further strengthening their penetration in *the community* (Suyanto, 2023,



pp. 20–21). Each has different features and advantages that are tailored to the needs of users, ranging from transportation payments, credit and data package purchases, balance transfers, to bill payments.

1. **OVO**, offers services such as online payments, transfers between users, credit purchases, as well as various promos and discounts from partner merchants.
2. **GoPay**, part of the Gojek ecosystem, provides Gojek service payments, digital transactions, credit top-ups, and payments at various merchants.
3. **DANA**, made by Emtek Group, provides online payment features, balance transfers, purchase of credit/data packages, bill payments, and often collaborates with business partners for special promos.
4. **LinkAja**, the result of a collaboration between major banks such as Mandiri, BRI, BNI, and BTN, offers online payments, balance transfers, credit purchases/data packages, and payment services connected to SOE platforms.

DANA and OVO are the two e-wallets that are most used by students because of the ease of registration and the many *cashback* promos. Meanwhile, *ShopeePay* is widely used in *e-commerce* transactions because of its fast payment features and many discount programs.

Thus, it can be concluded that the types of *e-wallets* used by students not only function as a transaction tool, but also become part of the modern digital lifestyle. The variety of types and features of *e-wallets* gives users the flexibility to choose a *platform* that suits their needs, but on the other hand it can encourage consumption behavior because of easier and faster access to transactions.

Benefits and Purposes of Using *E-wallets*

The use of *e-wallets* provides many benefits in terms of efficiency, convenience, and security in digital transactions. Research shows that the perception of convenience, security, and benefit value is one of the factors that drives interest in using *e-wallets* among students because they are looking for effective and practical transaction services (Mukaromah & Arisinta, 2025, pp. 265-269).

The use of *e-wallets* allows students to make payments anytime and anywhere without having to carry cash, making economic activities more flexible and supporting time and cost efficiency (Khofifah & Kardiye, 2025, p. 432).

In addition, e-wallets play an important role in supporting the development of a cashless *society* launched by the government as an effort to accelerate the transformation of the digital payment system and increase financial transparency (Lisnayani & Sukma, 2025, p. 37).

Basically, the use of *e-wallets* for students aims to provide convenience in daily financial activities. Through *e-wallets*, transactions such as buying food, paying for transportation, and shopping online can be done quickly, safely, and practically without the need to carry physical cash (Nurfadhilah, Aisyah, & Sartika, 2025, p. 127).

In addition to this function, every transaction made is recorded automatically in the application, making it easier for users to monitor expenses and manage personal needs systematically (Mayasari, Marisya, Jamilah, & Ghazali, 2025, p. 697).

Beyond its practical functions, the use of *e-wallets* also forms a new lifestyle among students. Ease of access, transaction speed, and integration with other digital services make students increasingly accustomed to an instant and digital lifestyle (Zahra, et, & al, 2025, p. 134).

Furthermore, the use of *e-wallets* also contributes to increasing digital financial literacy. Through application features such as balance recording, promos, and integrated payment services, students are getting used to managing transactions independently using technology. However, a number of studies have also shown that promotions such as *cashback* or discounts often trigger consumption behavior, especially for users who do not have good financial control or literacy (Nurfadhilah, et, & al, 2025, p. 56).

Thus, the benefits of *e-wallets* for students do not only lie in transaction efficiency, but also in changes in consumption patterns, financial habits, and technology adoption. To have a

maximum positive impact, the use of *e-wallets* needs to be accompanied by awareness in managing finances wisely and the ability to prioritize expenses (Mukaromah & Arisinta, 2025, p. 33) (Lisnayanti & Sukma, 2025, p. 65)

E-wallet (electronic wallet) is a digital-based financial service that allows users to store balances in the form of electronic money and make various non-cash payment transactions through applications on electronic devices such as smartphones easily, quickly, and securely.

Student Consumption Behavior

Consumption behavior is the entire activity carried out by individuals or groups related to the process of searching, choosing, buying, using, and evaluating products or services to meet needs and desires. This behavior is not only limited to purchasing activities, but also includes how a person considers various options before making a consumption decision.

According to Watung (2022, p. 10), consumption behavior is not just the act of buying a product or service, but also involves cognitive and emotional processes in making consumption decisions. The process is influenced by various factors such as individual preferences, motivation, experience, and social and economic conditions that a person has. Thus, consumption behavior can be understood as the result of a complex interaction between internal factors, such as psychological and cognitive aspects, and external factors, such as the social environment, culture, technological developments, and the influence of the surrounding community in determining a person's spending patterns.

In the context of students, consumption behavior is often not only based on functional needs, but also influenced by emotional factors, lifestyle, and ease of access to digital transaction technology. Susilowati et al. (2025, p. 30) explained that students as a young age group that are relatively easy to adapt to the development of financial technology tend to experience changes in consumption patterns. These changes can be seen from the increasing frequency of transactions, the intensity of spending, and the way personal finances are managed which are increasingly influenced by the advancement of digital technology.

According to Watung, (2022 p.10) there are several factors that affect student consumption behavior, including the following:

1. Emotional factors

College students often make consumption decisions based on emotional impulses, such as the desire to have fun, personal satisfaction, or the influence of the environment of friends. This condition can trigger impulse purchases, which are purchases made spontaneously without prior planning.

2. Lifestyle

Lifestyle is also an important factor that affects students' consumption patterns. Interest in certain trends, such as fashion, gadgets, culinary, and digital entertainment, can encourage students to make greater spending. In some cases, a lifestyle oriented towards social status or experience can lead to expenses that exceed one's financial capabilities.

3. Ease of digital transactions

The development of digital payment technology, such as *e-wallets*, provides convenience for users to make transactions quickly and practically. However, this convenience can also cause a psychological impact known as lower "*pain of paying*", which is a reduced sense of objection when spending money because transactions are done digitally. Muhammad Yahfi, Mohammad Mas'ud Said, and Trianti (2025, p. 439) explain that digital payment mechanisms can reduce self-control in managing expenses, thus potentially increasing consumption behavior.

For Accounting Education students, financial literacy is a very important factor in determining their ability to manage finances in a healthy and responsible manner. Financial literacy includes an understanding of personal financial management, budget planning, understanding financial risks, and the ability to evaluate the consequences of every financial decision taken. However, easy access to digital payment services such as *e-wallets* can



increase the risk of consumption behavior if it is not accompanied by good self-control and an adequate level of financial literacy.

Thus, student consumption behavior can be understood as a result of the interaction between internal and external factors. Internal factors include self-control, motivation, and financial literacy, while external factors include the influence of the social environment, technological developments, and the ease of digital transactions. Therefore, a good understanding of consumption behavior is essential to help students develop rational, planned, and responsible financial management patterns in daily life.

Theory Pain of Paying

The pain theory of *paying* is a concept in behavioral economics that explains that a person feels psychological discomfort or "pain" when spending money to make a payment. This feeling arises because individuals realize that their financial resources are reduced after making a transaction, so that psychologically the process of spending money gives rise to the urge to consider consumption decisions more carefully (Artha & Santoso, 2026).

In the modern context, digital payment methods such as *e-wallets* or electronic cards can reduce the pain of *paying* level because the payment process is done quickly and abstractly, without looking at the physical money that comes out. Broekhoff and van der Cruisen (2022) show that digital payments make transactions feel more "lightweight" so that users tend to spend more money than cash payments. This indicates that the ease of digital transactions can reduce psychological awareness of spending.

Fachrudin, Silalahi, and Syafiq (2024) added that the use of *cashless transactions* has the potential to increase *post-purchase regret* if expenses are not controlled, because consumers are more likely to make impulse purchases when *the pain of paying* is reduced. Meanwhile, Muhammad Yahfi and Trianti (2025) found that in the context of students, pain of paying acts as a mediator between digital payment use and consumption behavior, where a decrease in pain when paying through *e-wallets* encourages an increase in impulse spending, especially if financial literacy is inadequate.

In addition, research by Seldal and Nyhus (2022) shows that the use of digital payment technology can influence an individual's consumption behavior depending on financial literacy levels and financial vulnerability. Individuals with low financial literacy are more susceptible to overspending due to low *pain of paying*, while those with good financial literacy are able to maintain control of spending even using digital payment methods.

Thus, the pain theory of *paying* explains that payment methods can affect a person's consumption and spending patterns. The use of *e-wallets* and digital payments tends to reduce the sense of discomfort when spending money, which in turn can increase the frequency of transactions and consumption behaviors, especially if it is not accompanied by self-control and good financial literacy (Artha & Santoso, 2026; Broekhoff & van der Cruisen, 2022; Fachrudin, Silalahi, & Syafiq, 2024; Muhammad Yahfi & Trianti, 2025; Seldal & Nyhus, 2022).

One of the theories that is relevant to understanding consumption behavior in the context of digital transactions is the theory of *pain of paying* (Muhammad Yahfi, Mohammad Mas'ud Said, & Trianti, 2025, p. 66). This theory explains that the act of spending money is always followed by a specific psychological experience called "pain" when paying, which serves as a self-control mechanism to prevent excessive spending. The higher the level of "pain" felt when making a payment, the greater the individual's tendency to refrain from impulse purchases. Conversely, if this pain is low, the psychological barrier to purchase becomes reduced, thus encouraging consumption behavior.

In cash transactions, individuals directly feel the physical loss of money, for example when handing over banknotes to the seller. The presence of money significantly increases awareness of the expenditure made, so that the control over expenditure is stronger. This process makes individuals more cautious and tends to weigh needs and benefits before making a purchase.

In contrast, in digital transactions through *e-wallets*, the money paid is not physically visible, so the perception of loss becomes lower. *E-wallet* users do not directly feel the money

"missing" from their pockets, but only see the reduced number on the device's screen. This condition reduces *the pain effect of paying*, making it easier for individuals to make purchases without careful consideration. This phenomenon increases the likelihood of *impulse buying*, where students tend to spend on goods or services that are not really needed or are only driven by momentary impulses.

Based on the results of the research presented by (Muhammad Yahfi, Mohammad Mas'ud Said, & Trianti, 2025, p. 98) support this. Their research shows that the use of digital payments significantly reduces *the pain of paying*, thereby contributing to increased consumption behavior among college students. In the context of college students, who mostly have limited budgets and a tendency to use high technology, this decrease in psychological pain can trigger more frequent and uncontrolled spending. Therefore, the pain theory of *payment* is the right framework to analyze the relationship between digital payment methods and student consumption behavior, especially in the context of *e-wallets*.

Technology Acceptance Framework

A technology acceptance framework is a model or theory used to explain how and why individuals accept, use, and adopt new technologies in their daily lives. This framework was originally developed to understand the psychological and social factors that affect a person's willingness to use technology, especially information and communication technology (ICT).

One of the most widely used models is the *Technology Acceptance Model* (TAM) introduced by Davis (1989). This model states that there are two main factors that influence technology usage intentions and behaviors:

1. *Perceived Usefulness* (PU)

The extent to which a person believes that the use of a technology will improve his performance or productivity. If technology is considered useful, individuals tend to be more willing to use it.

2. *Perceived Ease of Use* (PEOU)

The extent to which one feels that technology is easy to understand and use. The easier a technology is to use, the more likely it is that individuals will accept and use it consistently.

This framework of technology acceptance is often associated with the adoption of digital applications, such as e-wallets, e-learning systems, health applications, or other digital services. In the context of using e-wallets, students or users will consider:

- How useful is e-wallets to facilitate financial transactions (PU).
- How easy it is to use an e-wallet without technical difficulties (PEOU).

In addition to TAM, some technology acceptance frameworks have also developed models that include additional variables such as *trust*, *social influence*, and *facilitating conditions*, which are relevant to explain the level of technology adoption among modern users.

In other words, the technology acceptance framework helps researchers and practitioners understand the factors that make a person want or not want to use a particular technology, as well as how those factors affect user behavior patterns.

The Technology Acceptance Model (TAM) is one of the widely used theories to explain the factors that influence the acceptance and use of technology (Gultom & et al, 2025, p. 51). This model emphasizes two main constructs, namely:

- a) *Perceived Ease of Use*

The perception of ease of use is the extent to which a person believes that the use of a technology will be free of effort or difficulty. In the context of *e-wallets*, if students feel that *the e-wallet* application is easy to use, for example easy to register, top-up balances, or make transactions, then they tend to use the application more often.

- b) *Perceived Usefulness*

The perception of benefits is the extent to which a person believes that the use of technology will improve performance or make daily life easier. College students who



believe that *e-wallets* provide benefits, such as making payments easier, saving time, or getting promotions and *cashback*, tend to show a higher intensity of use.

Relationship with consumption behavior: The high intensity of *e-wallet* use due to the perception of convenience and benefits can increase the frequency of transactions. This further has the potential to trigger student consumption behavior, because the psychological barriers to spending money are lower compared to cash transactions (Kardiyem K. &, 2024, p. 65). In other words, the easier and more useful *an e-wallet* is for college students, the more likely they are to make impulse purchases.

In addition to TAM, *the Unified Theory of Acceptance and Use of Technology* (UTAUT) is also widely used to analyze technology usage behavior. The UTAUT model explains that the intentions and behaviors of technology use are influenced by four main factors (Venkatesh & al, 2003); adapted by (Sari, et, & al, 2024, p. 45).

a. *Performance Expectancy*

An individual's belief that the use of technology will help achieve a specific goal. In the context of *e-wallets*, students who believe that *e-wallets* make it easier to pay for daily transactions will be more motivated to use them.

b. *Effort Expectancy*

The level of convenience felt when using technology. College students tend to use *e-wallets* if the process is intuitive and doesn't require a lot of effort.

c. *Social Influence*

The perception of the extent to which important people around an individual (friends, family, or lecturers) drives the use of technology. If peers or the campus community use *e-wallets* frequently, students will feel compelled to follow along.

d. *Facilitating Conditions*

Confidence that adequate infrastructure and resources are available to support the use of technology, such as a stable internet network, compatible *smartphones*, and complete payment methods.

Relationship with consumption behavior: The UTAUT factors reinforce the understanding that *e-wallet usage behavior* is influenced not only by an individual's perception of technology (as in TAM), but also by the social environment and supporting conditions. The high intensity of use due to a combination of internal and external factors has the potential to increase the frequency of student transactions and increase the risk of consumption behavior.

Integration of TAM and UTAUT in the Context of *E-wallets*. The integration of these two models provides a more comprehensive framework to understand *the behavior of e-wallet* use in students. In simple terms:

- a. TAM: Emphasizing the perception of convenience and benefits as the main internal motivator of technology use.
- b. UTAUT: Adding social dimensions and environmental conditions as external drivers.

In this study, if students consider *e-wallets* to be easy to use, have many benefits, and supported by the social environment and adequate facility conditions, the intensity of *e-wallet use* increases, which can further increase the frequency of transactions and trigger consumption behavior.

Factors Affecting Student Consumption Behavior

In addition to the intensity of *e-wallet* use, student consumption behavior is also influenced by several psychological, economic, and social factors. These factors can act as mediators or moderators in the relationship between *e-wallet* use and consumption behavior. The factors are explained as follows:

1) *Financial Literacy*

Financial literacy is an individual's ability to understand, manage, and plan personal finances effectively (Aprillia et al, 2025, p. 1165). Students who have high financial literacy tend to be able to:

- Creating a daily or monthly expense estimate.
- Evaluate needs and wants before making a purchase.
- Control the use of *e-wallets* so that you don't get caught up in impulse spending.

Conversely, low financial literacy can increase the risk of consumption behavior because students are less aware of the long-term consequences of digital spending that is easy to make through *e-wallets*. Thus, financial literacy can moderate the relationship between *e-wallet use* and consumption behavior, where the relationship *between e-wallets* and impulsive consumption will be higher in students with low financial literacy.

2) *Lifestyle*

Lifestyle includes preferences, habits, and consumption values embraced by students. These factors can affect:

- Product and service options: Students with a *modern or* trend-oriented lifestyle may be more interested in digital products, fashion, and entertainment.
- Transaction frequency: A *lifestyle* that emphasizes entertainment, social, and experience can encourage students to make more frequent transactions using *e-wallets*.
- Impulsive spending: A preference to follow trends and meet social needs can increase consumption tendencies.

Lifestyle acts as a mediator that explains the mechanism of how the use of *e-wallets* can improve consumption behavior, because *e-wallets* make it easier to fulfill a consumption lifestyle.

3) *Self-Control*

Self-control is the ability of individuals to resist internal urges not to engage in behaviors that are incompatible with long-term goals (Tang, et, & al, 2023, p. 67). In the context of students and *e-wallet* use, self-control affects:

- Financial decision-making: College students with high self-control tend to assess in advance whether a transaction is really necessary.
- Impulse spending: Students with low self-control are more likely to be motivated to make impulse purchases through *e-wallets* because digital transactions are faster and more convenient.

Self-control can serve as a moderator, where students with low self-control show a greater influence of *e-wallet* use on consumption behavior than students with high self-control.

4) *The Role of Factors in the Relationship between E-Wallets and Consumption Behavior*

Overall, financial literacy, lifestyle, and self-control factors form the framework of interaction between *e-wallet use* and consumption behavior:

- Mediator: Lifestyle explains the mechanism of influence of *e-wallet* use on students' impulsive consumption.
- Moderator: Financial literacy and self-control affect how much *e-wallet* use affects consumption behavior, strengthening or weakening those relationships.

By understanding the role of these factors, research on *e-wallet* use can provide more comprehensive insights into students' consumption behaviors, while also showing that financial education interventions or self-control coaching can reduce the risk of excessive consumption. According to Naylul Nabila (2025) in his research, there are factors of student consumption behavior in the use of *e-wallets*, namely:

1. *Impulse Purchases*

Impulse *buying* is a consumer behavior that makes spontaneous purchases without prior planning. These purchases generally occur due to an emotional boost that appears suddenly when someone sees an interesting product or offer. In consumption behavior, impulsive purchases are often associated with purchasing decisions that are not based on careful consideration of needs, but are more influenced by momentary desires (Sari et al., 2025).



According to consumer behavior theory, impulse buying occurs when consumers experience a strong urge to buy a product immediately without going through a long planning process. This condition can be influenced by various factors, such as promotions, discounts, cashback, attractive product displays, friend recommendations, to ease of access to available transactions. The development of digital technology, especially the use of e-wallets, also provides greater opportunities for impulse purchases because the payment process can be done quickly and practically.

Impulse buying is usually characterized by a purchase decision that is made suddenly, without considering a pre-arranged budget. Consumers often feel interested in buying an item just because it is trending, there is a special offer, or there is a desire to own the product at that moment. After a purchase is made, it is not uncommon for consumers to realize that the goods they buy are actually not the main needs.

From the perspective of consumption behavior, impulse buying can have both positive and negative impacts. The positive impact is that consumers get momentary emotional satisfaction because they successfully get the desired product. However, if done in excess, impulse purchases can lead to unplanned expenses, waste, and difficulties in managing personal finances.

Therefore, the ability to control oneself is an important factor in reducing impulse buying tendencies. Individuals who have good self-control will be better able to resist the urge to buy unnecessary items and consider the benefits and needs more before making a transaction.

In this study, the indicator of impulse buying was measured through the tendency of respondents to make purchases without prior planning, to buy goods spontaneously, and to make transactions due to momentary impulses without considering actual needs. This indicator is used to find out the extent to which respondents' consumption behavior is influenced by spontaneous and unplanned purchase decisions.

2. Promo Effect

The influence of promos is a person's tendency to make purchases due to discounts, cashback, vouchers, or various other forms of special offers. Promos are often a factor that influences consumers' decisions to buy a product (Naylul Nabila, 2024). In practice, many consumers are interested in making purchases because they feel that they are getting additional benefits through the promos offered. In fact, in some cases, consumers can make purchases that are not really needed just because they are tempted by discounts or cashback.

Therefore, the influence of promos is one of the important indicators in consumption behavior because it can show the extent to which purchasing decisions are influenced by the various marketing strategies implemented by the company.

3. Consumption Lifestyle

A consumer lifestyle is a person's lifestyle that is reflected through activities, interests, and opinions related to the use of goods and services. Lifestyle is not only influenced by economic needs, but also by the social, cultural, technological developments, and trends that develop in society (Oktavian et al., 2023). A person who has a consumptive lifestyle tends to make purchases to keep up with trends, improve social status, or gain recognition from the surrounding environment. On the other hand, individuals with a simple lifestyle prioritize the function and benefits of goods over their symbolic value.

In the digital era, the development of social media also affects people's consumption lifestyles. Various information about product trends and modern lifestyles can encourage a person to increase consumption activities to meet social and psychological needs.

4. Self-Control

Self-control is an individual's ability to control impulses, desires, and consumption behaviors to remain in accordance with their financial needs and conditions. Individuals who have good self-control are able to consider various consequences before making a purchase. Self-control plays an important role in preventing excessive consumptive behavior. A person who is able to control himself will be more careful in using money and be able to distinguish

between needs and wants. In the context of using e-wallets, self-control is very necessary because the ease of transactions can increase a person's tendency to make impulse purchases. Therefore, the ability to control oneself is an important factor in maintaining healthy consumption behavior.

5. Rationality of Consumption

Consumption rationality is the ability of individuals to make consumption decisions based on logical considerations of needs, benefits, quality, and financial capabilities. Rational consumers will prioritize needs over desires and consider the long-term benefits of the goods or services purchased. Consumption rationality reflects the prudent behavior of consumers in managing their economic resources. Before making a purchase, rational consumers will compare prices, quality, benefits, and available product alternatives. The higher the level of rationality of a person's consumption, the less likely it is to experience excessive consumptive behavior.

6. The Impact of Using *E-Wallets*

The use of *e-wallets* can have an impact on a person's consumption behavior. The ease of transactions offered allows consumers to make payments anytime and anywhere without having to carry cash. On the one hand, the use of *e-wallets* provides benefits in the form of efficiency and ease of transactions. But on the other hand, this convenience can increase the frequency of purchases because users do not feel spending money physically.

This condition can lead to increased spending if users do not have self-control and good financial management. Therefore, the impact of e-wallet use is one of the important indicators in understanding changes in people's consumption behavior in the digital era.

7. Post-Purchase Evaluation

Post-purchase evaluation is an assessment process that consumers carry out after making a purchase and using the purchased product or service. At this stage, consumers compare the expectations before the purchase with the experience gained after the purchase.

If the product or service obtained is in accordance with expectations, then consumers will feel satisfied. On the other hand, if the results obtained are not as expected, consumers may experience dissatisfaction or even regret after making a purchase. Post-purchase evaluation is an important part of consumption behavior because it can influence future purchasing decisions.

8. Financial Management

Financial management is the ability of individuals to plan, organize, record, control, and evaluate the use of their money. Good financial management allows one to meet current needs without neglecting future needs.

In the context of consumption behavior, financial management functions as a control tool so that expenses remain in accordance with the income owned. Individuals who have good financial management skills tend to be more disciplined in budgeting, recording expenses, and avoiding unnecessary purchases.

In the era of digital payments, the ability to manage finances has become increasingly important because the ease of transactions can increase the risk of uncontrolled spending. Therefore, financial management is an indicator that shows the level of responsibility of a person in using financial resources effectively and efficiently.

C. RESEARCH METHODS

This study used a quantitative approach with a correlational research type. The quantitative approach was chosen because the research data are expressed in numerical scores and analyzed using statistical procedures, while the correlational design was used to determine the direction, strength, and significance of the relationship between e-wallet usage and student consumption behavior without providing treatment to respondents. This design is appropriate for research that aims to examine the relationship between variables in the natural conditions of the research subjects (Creswell & Creswell, 2023). The study was conducted in



the Accounting Education Study Program, Faculty of Teacher Training and Education, Universitas PGRI Palembang. The research period took place from January to April 2026, covering instrument preparation, validation, data collection, data processing, and report preparation. The study population was students of the Accounting Education Study Program, Faculty of Teacher Training and Education, Universitas PGRI Palembang, batches of 2022, 2023, 2024, and 2025. Because the population size was 80 students and all members of the population were relevant to the research variables, the sampling technique used a census method, so the entire population was selected as respondents.

The independent variable in this study is e-wallet usage (X), while the dependent variable is student consumption behavior (Y). E-wallet usage is understood as the intensity and pattern of digital wallet utilization in student transactions, including frequency of use, platform type, purpose of use, convenience, promotions, security, and preferences. Student consumption behavior is understood as student spending tendencies, which are reflected in impulsive purchases, response to promotions, consumption lifestyle, self-control, rationality, post-purchase evaluation, and financial management.

Table Operational Research Variables

Variables	Operational definition	Key indicators	Scale
Use of e-wallet (X)	The intensity, purpose, and tendency of students to use digital wallets for daily transactions.	Frequency of use; type of e-wallet; purpose of use; ease of use; promotions and cashback; influence of promotions; transaction security; usage preferences.	Likert 1-5
Student consumption behavior (Y)	The tendency of students to purchase goods or services, both rationally and impulsively, is influenced by needs, desires, promotions and financial management.	Impulsive buying; the influence of promotions; consumption lifestyle; self-control; consumption rationality; the impact of e-wallet use; post-purchase evaluation; financial management.	Likert 1-5

Table Population and Research Sample

No.	Semester	Force	Man	Woman	Amount
1	Semester 2	2025/2026	1	21	22
2	Semester 4	2024/2025	4	18	22
3	Semester 6	2023/2024	3	20	23
4	Semester 8	2022/2023	3	10	13
Amount			11	69	80

Source: Research data processed from thesis, 2026.

Table Research Instrument Grid

Variables	Indicator	Focus of observation	Item number
Use of e-wallet (X)	Frequency of use	Intensity of use in daily life	1, 2
Use of e-wallet (X)	Types of e-wallets	Platforms used by students	3
Use of e-wallet (X)	Purpose of use	Utilization for daily needs	4, 5
Use of e-wallet (X)	Ease of use	Practicality, speed and efficiency of transactions	6, 7
Use of e-wallet (X)	Promotions and cashback	The attraction of promotions, discounts and cashback	8, 9
Use of e-wallet (X)	Promotional influence	The impact of promotions on usage decisions	10
Use of e-wallet (X)	Transaction security	Sense of security and protection of user data	11, 12
Use of e-wallet (X)	Usage preferences	The tendency to choose e-wallet over cash	13, 14
Consumption behavior (Y)	Impulse buying	Unplanned purchases	1, 4

Consumption behavior (Y)	Influence of promotions	Purchases due to discounts or cashback	2, 3
Consumption behavior (Y)	Consumption lifestyle	Following social trends and satisfaction	5, 6, 7
Consumption behavior (Y)	Self-control	Ability to resist the urge to shop	8
Consumption behavior (Y)	Rationality of consumption	Prioritize needs over wants	9, 10
Consumption behavior (Y)	The impact of using e-wallets	Influence on increased expenditure	11, 12
Consumption behavior (Y)	Post-purchase evaluation	Regret and awareness after shopping	13
Consumption behavior (Y)	Financial management	The habit of recording and controlling expenses	14

Data collection techniques used questionnaires and documentation. The questionnaire was used to obtain primary data regarding e-wallet usage and student consumption behavior, while documentation was used to obtain supporting data in the form of the number of students, population identity, and statistical processing results. The instrument used a Likert scale of 1-5, namely 1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree, and 5 = strongly agree. Before use, the instrument was tested through validity and reliability tests. The validity test was carried out by comparing the calculated r value of the item with the r table at a significance level of 5%, while reliability was assessed based on the internal consistency of the questionnaire items. The collected data were analyzed through descriptive statistics, normality tests, Pearson Product Moment correlations, t-tests, F-tests, and coefficients of determination. The hypothesis is accepted if the calculated $r > r$ table and the significance value < 0.05 . For the t-test, H_0 is rejected if the calculated $t > t$ table at a significance level of 5%, so there is a significant relationship between e-wallet usage and student consumption behavior.

D. RESULTS AND DISCUSSION

This section presents the research results concisely and discusses their significance in relation to theory and previous research. The results are based on the final output of Chapter IV and the SPSS tables in the thesis. The discussion focuses on the relationship between e-wallet usage and student consumption behavior, rather than solely on statistical presentation.

Table Description of E-Wallet Usage

Indicator	Main findings	Interpretation	Implications
Frequency of use	Students use e-wallets in daily transactions.	Tall	Digital payments are becoming a habit.
Types of e-wallets	Students know and use several platforms such as DANA, GoPay, OVO, ShopeePay, and LinkAja.	Various	Students choose platforms according to their needs and promotions.
Purpose of use	Transactions are used for food, transportation, phone credit, online shopping, and academic needs.	Functional	Use is not only for entertainment.
Ease of use	The application is considered practical, fast, and easy to access.	Tall	Ease of use increases the intensity of use.
Promotions and cashback	Promos, discounts, and cashback are the main attractions of transactions.	Interesting	Incentives can encourage repeat purchases.
Promotional influence	Some transaction decisions are triggered by app offerings.	Seen	Need to control unplanned purchases.
Transaction security	Students considered the security system to be adequate.	Pretty good	Trust supports long-term use.



Usage preferences	Students tend to prefer e-wallets for certain transactions over cash.	Tall	Cash payments are starting to be replaced in certain activities.
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Source: Questionnaire data processed from Chapter IV of the thesis, 2026.

Table shows that student e-wallet usage is not only related to transaction frequency, but also to platform variety, intended use, convenience, security, promotions, and payment preferences. This finding aligns with the literature on digital payment adoption, which places convenience, usability, security, and value as important factors in digital wallet acceptance (Alkhowaiter, 2020). In the student context, e-wallet use is rational because transactions can be made quickly without carrying cash, but this characteristic also opens up opportunities for more frequent spending when promotions are available.

Table escription of Student Consumption Behavior

Indicator	Main findings	Interpretation	Implications
Impulse buying	Students show a tendency to buy spontaneously in certain situations.	Appear	Fast transactions can reduce thinking time.
Influence of promotions	Discounts and cashback encourage buying interest.	Strong	Promotions need to be addressed with priority needs.
Consumption lifestyle	Students consider trends, social interactions, and social satisfaction.	Seen	Consumption also has social meaning.
Self-control	The ability to resist the urge to shop is a differentiating factor between students.	Varies	Need to strengthen self-control.
Rationality of consumption	Some students still consider their needs before buying.	There is	Financial literacy can strengthen rational decisions.
The impact of using e-wallets	Ease of transactions can increase spending.	Need to be careful	Digital spending records are important.
Post-purchase evaluation	Some students are aware of the possibility of regret after the transaction.	Appear	Evaluation helps reduce unnecessary purchases.
Financial management	Recording of expenses has not always been done consistently.	Needs to be strengthened	Financial applications and education can be utilized.

Source: Questionnaire data processed from Chapter IV of the thesis, 2026.

The student consumption behavior in table demonstrates a combination of real needs, promotional stimuli, lifestyle, and self-control. This finding aligns with Iyer et al.'s (2020) findings that impulsive buying is triggered not only by internal factors such as impulsive tendencies but also by external stimuli such as promotions and the buying environment. When these external stimuli are present in fast payment applications, the likelihood of unplanned purchases can increase. Therefore, student consumption behavior should be interpreted as the result of the interaction between payment technology, market incentives, financial literacy, and money management habits.

Table Normality Test Results

Test	N	Statistics	Sig.	Decision
Kolmogorov-Smirnov on residuals	80 respondents; thesis output recorded N = 14 items	0.195	0.154	The data is declared normal because Sig. > 0.05; it is necessary to recheck the SPSS output.

Source: SPSS Output Chapter IV, processed 2026.

The normality test results showed a significance value of 0.154, or greater than 0.05. Based on these criteria, the residuals were declared normally distributed, allowing correlation analysis and hypothesis testing to proceed. However, the normality output in the thesis document needs to be re-examined because the N value appearing in the table is 14, while the number of research respondents was 80 students. This note does not change the direction of the main findings, but is important for the accuracy of statistical reporting in journal manuscripts.

Table Pearson Product Moment Correlation Results

Variables	N	r count	r table	Sig. (2-tailed)	Decision
E-wallet usage (X) - Consumption behavior (Y)	80	0.434	0.227	0,000	Positive and significant relationship

Source: SPSS Output Chapter IV, processed 2026.

Table shows a calculated r value of 0.434, greater than the r table of 0.227, with a significance level of $0.000 < 0.05$. Thus, there is a positive and significant relationship between e-wallet use and student consumption behavior. The correlation value of 0.434 can be interpreted as a medium-low relationship, so e-wallet use is related to consumption behavior, but not the sole determining factor. Substantively, the more frequently students use e-wallets, the greater the tendency for consumption behavior to be influenced by ease of payment and promotions.

Table Results of t-Test, F-Test, and Coefficient of Determination

Testing	Calculated value	Comparative value	Sig.	Decision	Meaning
X coefficient t test	4,254	t table = 1.668	0,000	Significant	E-wallet usage is significantly related to consumption behavior.
F-test model	18,097	$\alpha = 0.05$	0,000	Significant	The regression model is suitable to explain the relationship between X and Y.
Coefficient of determination	R = 0.434 R ² = 0.188	-	-	Contribution 18.8%	As much as 81.2% is influenced by other factors outside the model.

Source: SPSS Output Chapter IV, processed 2026.

The t-test on the coefficient of variable X shows a calculated t of $4.254 > t$ table of 1.668 with a significance of 0.000. These results support the acceptance of the alternative hypothesis that e-wallet use has a significant relationship with student consumption behavior. The F-test also shows a significance of $0.000 < 0.05$, so the statistical model containing e-wallet use as a predictor can be used to explain consumption behavior. The R² value of 0.188 means that e-wallet use contributes 18.8% to variations in student consumption behavior, while the remaining 81.2% is explained by other factors such as lifestyle, self-control, social environment, financial literacy, income, peer influence, and the development of digital technology.

Discussion

The finding that e-wallet usage among students is relatively high can be understood from the characteristics of students as a generation familiar with digital devices. E-wallets offer fast transactions, are easily accessible, and are integrated with various consumer services. This condition aligns with the digital payment adoption model that prioritizes usability, convenience, trust, and suitability to user needs as the main drivers of adoption (Patil et al., 2020). In the case of Accounting Education students at PGRI Palembang University, e-wallet use is not only related to trends but also relates to practical needs such as paying for food, transportation,



phone credit, online shopping, and academic activities. Ease of access is a crucial factor because e-wallets reduce friction in the payment process. Students do not need to prepare cash, wait for change, or visit a specific payment counter. Transactions can be completed via mobile phone with a short authentication process. The literature shows that perceived ease of use and usefulness influence attitudes and continued intentions towards e-wallet use (Ariffin et al., 2021). Sahi et al. (2021) also emphasized that digital payment adoption is complex because it is influenced by technological, psychological, and social aspects. Therefore, the high use of e-wallets in this study can be seen as a result of the meeting between students' transaction needs and the maturity of the digital payment ecosystem.

Promotions, discounts, vouchers, and cashback are other factors that increase the intensity of e-wallet use. On the one hand, promotions can provide economic value for students by making transactions more economical. On the other hand, promotions can act as a stimulus that encourages unplanned purchases. This is consistent with a meta-analysis by Iyer et al. (2020), which states that impulse buying is influenced by marketing stimuli and consumers' internal states. In the context of e-wallets, marketing stimuli are present directly within the application, allowing purchase decisions to occur more quickly. Fristia and Megawaty (2025) and Silitonga et al. (2025) also show that e-wallet use is associated with increased transactions and student shopping behavior. The relationship between e-wallets and impulse buying becomes clearer when digital payments are viewed through the concept of the pain of paying. Cash transactions require individuals to physically see the money coming out, so the payment process can serve as a psychological reminder to refrain from purchasing. Conversely, digital payments display money as a decreasing balance on the screen. Broekhoff and van der Cruisen (2024) found that electronic payments are perceived as less painful than cash payments, especially for fast, low-contact payments. Reshadi and Fitzgerald (2023) identified the pain of paying as a mechanism influencing consumption decisions. In this study, the convenience of e-wallets can reduce the evaluation lag before a transaction, making students more susceptible to impulse purchases when promotions appear.

However, the R^2 result of 18.8% indicates that e-wallet use is not the sole determinant of consumption behavior. The modest contribution provides a realistic picture that student consumption behavior is shaped by multiple factors. Financial literacy, self-control, income, lifestyle, social environment, and peer influence can strengthen or weaken this relationship. Klapper and Lusardi (2020) indicate that financial literacy is related to financial resilience, while the OECD (2020) emphasizes that financial literacy encompasses knowledge, behavior, and attitudes. Seldal and Nyhus (2022) also point out that the use of digital payment technology needs to be viewed in conjunction with users' financial vulnerability and financial literacy. The role of financial literacy is particularly important for Accounting students. Academically, students are familiar with the concepts of recording, budgeting, and financial accountability. However, conceptual knowledge does not automatically translate into disciplined financial behavior. The Financial Services Authority (OJK) (2021) emphasizes that financial literacy relates not only to knowledge but also to prudent financial attitudes and behavior. When students use e-wallets without tracking their expenses, the benefits of automatic recording in the app don't necessarily translate into spending control. Therefore, digital financial literacy needs to be directed at practical habits, such as setting spending limits, separating needs from wants, and evaluating promotions before purchasing.

Self-control also plays a significant role. Students who have the ability to delay gratification tend to be better able to differentiate between academic needs, daily needs, and consumer desires. Conversely, students with low self-control are more easily influenced by promotions and peer recommendations. Yahfi et al. (2025) showed that the pain of paying can mediate the relationship between digital payments and impulse buying, especially when financial literacy is not yet strong. Mahardika and Bayu (2025) also emphasized that fintech payments and financial literacy influence student consumer behavior. Therefore, financial literacy programs in universities should not only address budgeting theory but also strategies for dealing with digital promotions. The results of this study support international research on the effects of payment methods on consumer behavior. Boden et al. (2020) found that mobile

payments can increase convenience and willingness to pay compared to other methods. Liu et al. (2021) also showed that mobile payment methods can influence consumer behavior. These findings strengthen the argument that payment technology is not neutral to behavior, as payment methods influence perceptions of cost, convenience, and consumption decisions. However, the relationship found in this study is not very strong, so the interpretation must be proportional: e-wallets are significantly related to consumption behavior, but their influence is shared by many other determinants.

Comparisons with national studies demonstrate consistent findings. Fristia and Megawaty (2025) found that e-wallet use impacts student shopping behavior in terms of convenience and impulsive spending. Silitonga et al. (2025) found that e-wallets increase transaction frequency and influence student purchasing decisions. Meanwhile, Underdown and Tamara (2025) demonstrated that perceptions and attitudes toward digital wallets in Indonesia are related to consumer impulsive behavior. The findings of this study add to the evidence in the context of Accounting Education students at PGRI Palembang University, who have financial academic backgrounds but still face digital consumption stimuli like students in general. The implications of this research are both educational and institutional. For students, e-wallet use should be directed toward efficiency, security, and expense recording, rather than simply pursuing promotions. For lecturers and study programs, these findings can serve as a basis for strengthening digital financial literacy materials through transaction recording assignments, monthly budget simulations, and app-based expenditure evaluations. For universities, digital payment education can be linked to the national financial literacy and inclusion agenda, which emphasizes the appropriate, safe, and responsible use of financial products (OJK, 2021; World Bank, 2022). Thus, accounting learning can provide a practical space for developing healthier digital financial behaviors.

The findings of this study also highlight the importance of distinguishing between e-wallet use as a means of payment and consumer behavior as a behavioral consequence. E-wallets can essentially facilitate transaction efficiency and expense recording. However, these benefits are only maximized if users actively utilize transaction history to evaluate spending. If students only use e-wallets as a quick payment tool without financial reflection, the potential for spending control is actually weakened. This aligns with the OECD (2020) which places behavior and attitudes as part of financial literacy, not just knowledge. From a study program perspective, the modest correlation results can be interpreted as an opportunity for educational intervention. Because e-wallet use only explains 18.8% of the variation in consumption behavior, study programs still have room to develop broader factors, particularly financial literacy, self-control, budgeting habits, and consumption ethics. Accounting learning can be directed not only at understanding organizational financial reports but also at implementing personal transaction recording and evaluation. This approach will enable students to use digital payment technology productively while reducing the risk of impulse purchases triggered by promotions and the ease of use of applications.

E. CONCLUSION AND SUGGESTIONS

This study concludes that e-wallet usage among Accounting Education students at PGRI Palembang University is relatively high. Students use e-wallets because they are considered practical, fast, easily accessible, secure, and supported by various promotions such as discounts and cashback. Student consumption behavior also shows a tendency to be influenced by ease of transactions and promotional stimuli, especially in the form of impulsive purchases, consumption lifestyles, and the need for more disciplined financial management. The analysis results show a positive and significant relationship between e-wallet usage and student consumption behavior. The Pearson Product Moment correlation value of $r = 0.434$ is greater than $r_{table} = 0.227$ with a significance of 0.000. The model test also shows $F = 18.097$ with a significance of 0.000, and a coefficient of determination $R^2 = 0.188$. Thus, e-wallet usage contributes 18.8% to student consumption behavior, while the remaining 81.2% is influenced by other factors such as financial literacy, self-control, lifestyle, income, social environment, peer influence, and the development of digital technology.



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