



Analysis of Factors Influencing Financial Technology Usage Among Students of Politeknik Tuanku Syed Sirajuddin, Malaysia

Maya Macia Sari ^{1*}; Noni Ardian ²; Reza Juliangga ³; Ros Aini Binti Ibrahim ⁴; Michael Antonio Pesch ⁵

^{1,2,5}) Management Study Program, Faculty of Social Sciences, Universitas Pembangunan Panca Budi, Indonesia

³) Electrical Engineering Study Program, Faculty of Science and Technology, Universitas Pembangunan Panca Budi, Indonesia

⁴) Politeknik Tuanku Syed Sirajuddin, Malaysia

Email: ^{1*)} mayamacia@dosen.pancabudi.ac.id ; ²⁾ noniardian@dosen.pancabudi.ac.id

³⁾ rezajuliangga@dosen.pancabudi.ac.id ; ⁴⁾ rosaini@ptss.edu.my ; ⁵⁾ xmichaelpesch@gmail.com

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Abstract

This study aims to analyze the factors influencing the use of Financial Technology (FinTech) among students of Politeknik Tuanku Syed Sirajuddin (PTSS), Malaysia. The study employed a descriptive qualitative approach involving 50 students who had experience using digital financial services. Data were collected through semi-structured interviews, observation, and documentation. The interviews were conducted to obtain in-depth information regarding students' experiences, perceptions, and considerations in using FinTech services. The results indicate that FinTech usage is influenced by seven main factors: perceived usefulness, perceived ease of use, trust, security, social influence, financial literacy, and digital literacy. Perceived usefulness and perceived ease of use emerged as the most prominent factors, as students considered FinTech services to be convenient, fast, flexible, and practical for conducting financial transactions. Digital literacy also plays an important role in enabling students to operate applications, understand features, maintain account security, and recognize potential digital risks. Meanwhile, trust and security are associated with the protection of funds and personal information, while social influence is primarily related to peers and the surrounding social environment. Financial literacy supports students' ability to use FinTech services wisely and responsibly. The findings indicate that FinTech usage is influenced not only by technological aspects but also by users' knowledge, abilities, trust, and social environment. Therefore, strengthening financial and digital literacy, along with improving awareness of digital transaction security, is important for supporting effective, safe, and responsible FinTech usage among students.

INTRODUCTION

The development of digital technology has brought significant changes to various aspects of people's lives, including economic and financial activities. One of the most prominent developments is the emergence of Financial Technology (FinTech), which refers to the use of technology to provide, improve, and facilitate various financial services. FinTech has developed

into various forms, including digital payments, mobile banking, digital banking, electronic wallets (e-wallets), digital investment services, peer-to-peer lending, and various financial management applications. These technologies have changed the way people conduct financial transactions, which were previously dominated by conventional methods, into processes that are increasingly fast, practical, flexible, and digitally based. This transformation is particularly relevant to younger generations because they tend to have close interaction with the internet, digital devices, and technology-based applications.

In higher education environments, students represent an important group to examine in relation to FinTech development. Students do not use technology only for academic activities and communication but are also increasingly involved in economic activities such as paying for daily necessities, purchasing goods online, transferring funds, paying bills, and managing personal finances. FinTech provides students with opportunities to access financial services more easily without having to rely entirely on conventional financial services. Therefore, understanding the factors that encourage or hinder FinTech usage among students is important, particularly because decisions regarding financial technology are influenced not only by technological capabilities but also by perceived usefulness, ease of use, security, trust, social influence, financial literacy, and facilitating conditions.

The use of FinTech among students should also be viewed in relation to their transition toward financial independence. Some students begin to manage allowances, income from part-time employment, scholarships, and other sources of financial support. This situation increases the need for financial services that are accessible and convenient. FinTech can assist students in conducting transactions more efficiently while providing alternative tools for managing personal finances. However, these conveniences are accompanied by challenges, including data security risks, digital fraud, limited understanding of service charges, excessive consumption, and the use of digital financial services without adequate knowledge. Therefore, being highly capable of using digital technology does not necessarily mean that an individual is able to use FinTech appropriately and responsibly.

In Malaysia, the development of digital financial services has encouraged changes in transaction patterns toward increasingly digital systems. Young people represent an important group in this development because of their high level of interaction with digital technology. Previous research on digital payment services in Malaysia indicates that technological factors, user perceptions, security, trust, and social influence are important aspects in understanding digital financial service adoption. For example, Cheong and Nasuredin (2023) examined students at Universiti Tun Hussein Onn Malaysia (UTHM) using the Unified Theory of Acceptance and Use of Technology (UTAUT) framework. Their findings indicated significant relationships between factors such as perceived usefulness, ease of use, security, and trust and the adoption of electronic payment services among students. These findings suggest that financial technology acceptance is not determined solely by the availability of a service but also by how students perceive its usefulness and security.

Mohd Hanapi (2023) provided more specific findings concerning the adoption of FinTech payment services among higher education students in Malaysia. The study, involving 196 accounting students at Polytechnic Kota Bharu, found that 76.5% of respondents were familiar with FinTech payment services. Using the UTAUT approach, the study found that performance expectancy and social influence had significant positive relationships with FinTech payment service adoption, whereas effort expectancy and facilitating conditions did not show significant relationships. This finding is important because it demonstrates that factors influencing FinTech usage do not necessarily produce consistent results across different groups of students. Differences in institutional characteristics, student backgrounds, types of FinTech services, and social environments may influence the extent to which particular factors affect adoption.

Other studies involving Malaysian students have also highlighted the importance of trust in financial technology usage. Research on e-wallet adoption among students at Universiti Utara

Malaysia found that perceived ease of use, perceived usefulness, social influence, perceived benefits, and trust were significantly associated with e-wallet adoption. Meanwhile, perceived security and government support were not found to have significant relationships in that study. These findings indicate that perceived security as a separate construct may differ from users' trust in a particular service. In the context of digital financial services, students consider not only whether a technology is easy to use but also whether they feel comfortable and confident that the service can be used safely and according to their needs.

In addition to technological factors and trust, financial literacy is another important aspect in explaining FinTech usage. Financial literacy refers to an individual's ability to understand financial information and concepts and apply them when making financial decisions. Students with higher levels of financial literacy may have a better understanding of the benefits, costs, risks, and consequences associated with digital financial services. Rosman, Karim, Hafeez Ur Rehman, and Kadri (2025), in their study of students at Universiti Malaysia Sarawak (UNIMAS), found that financial knowledge, perceived benefits, and digital literacy were significant factors in explaining FinTech adoption, while demographic factors did not show significant effects. These findings suggest that competencies related to financial knowledge and digital capabilities may play a more important role than demographic characteristics in explaining FinTech usage behavior.

Research involving FinTech users in Malaysia has also demonstrated that the factors influencing adoption become more complex when a wider range of variables is considered. Supramaniam et al. (2025) examined FinTech users in Malaysia using several factors, including perceived ease of use, perceived usefulness, brand image, financial literacy, financial health, user innovativeness, government support, and attitude. Their findings indicated that all variables except attitude had significant positive effects on FinTech adoption, with user innovativeness reported as the strongest predictor in the research model. These findings demonstrate that FinTech usage decisions are influenced not only by technological characteristics but also by user characteristics, financial conditions, financial literacy, personal innovativeness, brand perceptions, and environmental support.

From the perspective of technology acceptance theories, the Technology Acceptance Model (TAM) explains that technology acceptance is primarily associated with perceived usefulness and perceived ease of use. When students perceive FinTech as capable of providing tangible benefits in completing financial activities and as easy to use, their tendency to accept the technology may increase. However, in the context of digital financial services, the basic TAM framework may not fully explain users' behavior. Trust, risk, security, financial literacy, and social influence may also play important roles. Therefore, research on FinTech usage among students needs to consider the distinctive characteristics of digital financial services, which have direct consequences for the management of users' funds and personal information.

In addition to TAM, the Unified Theory of Acceptance and Use of Technology (UTAUT) is widely applied in research on technology adoption. UTAUT emphasizes several major constructs, including performance expectancy, effort expectancy, social influence, and facilitating conditions. The model provides a broader framework for understanding why individuals accept or use a particular technology. In studies involving students, performance expectancy may reflect the belief that FinTech can improve the efficiency of financial transactions, while effort expectancy concerns the extent to which the service is perceived as easy to understand and use. Social influence reflects the influence of friends, family, or the academic environment on FinTech usage decisions, while facilitating conditions refer to the availability of devices, internet access, knowledge, and support required to use the technology.

Research conducted outside Malaysia also indicates that technology acceptance factors may produce different results depending on respondent characteristics and research contexts. A study involving undergraduate students using an extended UTAUT model found that performance expectancy, effort expectancy, and facilitating conditions significantly influenced

the intention to use FinTech, whereas social influence and personal innovativeness did not significantly affect adoption intention. These findings demonstrate that not every construct in a technology acceptance model necessarily produces the same effect. Differences in previous findings therefore provide an important basis for further testing among different groups and in different institutional contexts.

Research on cashless payment adoption among young people in Malaysia has also highlighted the importance of security and lifestyle compatibility. A study involving 364 Malaysian young adults using an extended UTAUT framework indicated that cashless payment adoption should not be understood solely through the basic UTAUT constructs but should also consider perceived security and lifestyle compatibility. This suggests that financial technology usage is increasingly connected to users' lifestyles. For students, FinTech services that fit their daily activities, are easily accessible through mobile devices, and can be used for various transactions may have different levels of attractiveness compared with services that are perceived as less compatible with their needs.

Recent research on digital banking adoption among Malaysian university students further demonstrates that students and young people remain an important population for examining financial technology adoption. A 2025 study of university students in urban areas of Malaysia, particularly Generation Z, specifically examined factors influencing digital banking adoption. The study positioned students as an important group in the development of digital financial inclusion because they have grown up in environments characterized by internet use, social media, and digital technology. This reinforces the relevance of examining students in order to understand changes in digital financial behavior in Malaysia.

Based on the previous studies discussed above, several factors consistently appear in research on FinTech adoption, including perceived usefulness, perceived ease of use, trust, security, social influence, facilitating conditions, financial literacy, and user innovativeness. However, previous findings have not been completely consistent. Some studies have found that perceived usefulness and social influence have significant effects, whereas others have reported that ease of use or facilitating conditions do not have significant effects. These differences suggest that the influence of a particular factor may depend on respondent characteristics, the type of FinTech service being used, the institutional environment, and the social and economic context in which the technology is adopted.

This research gap becomes particularly relevant when the study focuses on students at Politeknik Tuanku Syed Sirajuddin (PTSS), Malaysia. Previous research in Malaysia has examined students from several institutions, including UTHM, Polytechnic Kota Bharu, UUM, UNIMAS, and other universities. However, the characteristics of these educational institutions are not necessarily identical. Polytechnic students may have different educational backgrounds, fields of study, technological experiences, transaction patterns, and financial needs compared with university students. Therefore, findings from previous studies cannot automatically be assumed to apply to PTSS students without empirical testing in this specific context.

The selection of students at Politeknik Tuanku Syed Sirajuddin as the research object is also relevant to the partnership between Universitas Pembangunan Panca Budi (UNPAB) and Politeknik Tuanku Syed Sirajuddin, Malaysia. This research can contribute to strengthening international academic collaboration through joint research addressing financial technology development and the financial behavior of young people. In addition to contributing to the literature on FinTech adoption, the study can provide empirical information regarding students' financial technology usage in a Malaysian higher education environment. Such information may support the development of digital financial literacy programs, responsible financial technology education, and students' capacity to respond to the transformation of the digital economy.

From a practical perspective, understanding the factors influencing FinTech usage among students is also important for educational institutions and digital financial service providers. Higher education institutions can use the findings to design educational programs that focus not

only on technological skills but also on risk awareness, transaction security, personal financial management, and responsible financial decision-making. Meanwhile, FinTech providers can gain insights into the characteristics and needs of young users, enabling them to develop services that emphasize convenience, usefulness, security, trust, and compatibility with user needs.

This study is also important because FinTech usage is not merely a matter of technology adoption but is closely related to individual economic behavior and financial management. Students with broad access to digital payment and financial services require adequate knowledge to ensure that transaction convenience does not create new financial problems, such as uncontrolled spending, excessive dependence on digital credit facilities, or insufficient attention to personal data security. Therefore, research on the factors influencing FinTech usage needs to be positioned within a broader perspective concerning how technology can be used effectively while supporting responsible financial behavior.

Based on the foregoing discussion, this study, entitled "Analysis of Factors Influencing Financial Technology Usage Among Students of Politeknik Tuanku Syed Sirajuddin, Malaysia," is conducted to analyze the factors associated with FinTech usage among PTSS students. The study is intended to provide empirical evidence regarding the factors that influence FinTech usage among polytechnic students in Malaysia. The findings are expected to enrich previous research on financial technology adoption, particularly among students, while providing practical contributions to the development of digital financial literacy and the safe, effective, and responsible use of FinTech. Within the partnership between Universitas Pembangunan Panca Budi (UNPAB) and Politeknik Tuanku Syed Sirajuddin, this research is also expected to serve as an academic contribution toward strengthening cross-country research collaboration between Indonesia and Malaysia.

LITERATURE REVIEW

Financial Technology

Financial Technology, commonly referred to as FinTech, represents innovation in the financial services sector that integrates digital technology to provide faster, easier, more efficient, and flexible financial services. According to the Bank for International Settlements (BIS), FinTech refers to technology-enabled innovation that results in new business models, applications, processes, or products that have a material impact on the provision of financial services. With the advancement of digital technology, FinTech is no longer limited to payment activities but has expanded to include mobile banking, digital banking, e-wallets, digital investment, peer-to-peer lending, and personal financial management applications.

According to Gomber, Koch, and Siering (2017), the development of FinTech has transformed the structure of the financial industry through the utilization of digital technology and service innovation. FinTech provides opportunities for individuals to access financial services more easily without being entirely dependent on conventional banking systems. Among university students, FinTech can be utilized for daily payments, fund transfers, bill payments, online purchases, and personal financial management.

The development of FinTech provides both benefits and challenges. The convenience, speed, and flexibility of transactions are among its major benefits, while data security, digital fraud, service fees, and limited financial understanding represent several risks that need to be considered. Therefore, FinTech usage among students needs to be examined not only from a technological perspective but also from behavioral, financial knowledge, trust, and digital capability perspectives. Previous studies in Malaysia have also indicated that FinTech usage is influenced by various technological factors and user characteristics.

Financial Technology Usage

Financial Technology Usage refers to an individual's behavior in utilizing technology-based financial services to fulfill transaction needs and conduct financial management activities. According to Davis (1989), technology acceptance and usage can be understood through the extent to which individuals perceive a technology as useful and easy to use. Thus, FinTech usage does not merely indicate whether an individual has previously used a digital financial service, but also reflects acceptance, intensity, continuity, and the individual's tendency to utilize such technology in daily activities.

According to Venkatesh et al. (2003), technology usage behavior is associated with an individual's intention to use technology as well as the conditions that facilitate actual usage. In the context of FinTech, students who perceive digital financial services as beneficial, easy to use, secure, and compatible with their needs are more likely to use them continuously.

FinTech usage among students can be observed through activities such as digital payments, money transfers, e-wallet usage, mobile banking, bill payments, online purchases, and the utilization of financial management applications. Students represent a relevant user group because their academic and social activities are increasingly integrated with digital technology. Consequently, FinTech usage can become an important component of students' financial management patterns. Previous studies have shown that FinTech usage among students can be influenced by perceived usefulness, perceived ease of use, social influence, trust, financial literacy, and digital literacy.

Perceived Usefulness

Perceived usefulness refers to an individual's belief that using a particular technology can provide benefits in accomplishing specific activities. According to Davis (1989), perceived usefulness is one of the main determinants of technology acceptance. Individuals are more likely to accept a technology when they perceive that it can improve effectiveness and provide tangible benefits for their activities.

In the context of Financial Technology, perceived usefulness may include the ability to conduct transactions more quickly, save time, reduce the use of cash, facilitate payments, and provide access to financial services anytime and anywhere. For students, these benefits can be important considerations because their activities require practical and flexible services. Students can use FinTech to pay for daily necessities, transfer funds, pay bills, purchase products online, and manage their personal finances.

According to Venkatesh et al. (2003), the concept of performance expectancy in the UTAUT model is similar to perceived usefulness because both describe the belief that technology provides benefits in improving users' activities. Previous research in Malaysia has demonstrated the importance of perceived benefits in FinTech usage. For example, Rosman et al. (2025) found that perceived benefits were one of the significant factors explaining FinTech adoption among UNIMAS students. Therefore, the greater the benefits perceived by students, the greater their tendency to use FinTech.

Perceived Ease of Use

Perceived ease of use refers to the degree to which an individual believes that a particular technology can be used easily and without requiring excessive effort. According to Davis (1989), perceived ease of use is one of the main factors influencing technology acceptance. Technology that is easy to learn and operate can reduce barriers for users in adopting the technology.

In the context of Financial Technology, perceived ease of use can be reflected in the ease of creating an account, conducting transactions, understanding application menus, obtaining transaction information, and using various available features. Students who are accustomed to using digital devices may expect FinTech applications to be simple, fast, and easy to understand.

If an application is overly complex or requires complicated procedures, users may experience difficulties and choose alternative services.

According to Venkatesh et al. (2003), the concept of effort expectancy in the UTAUT model also explains the level of ease perceived by users when operating a system. Thus, perceived ease of use has a strong theoretical foundation for explaining FinTech usage behavior. Research by Cheong and Nasuredin (2023) involving UTHM students indicated that ease of use was one of the factors associated with the adoption of electronic payment services. Therefore, the easier a FinTech service is to use, the greater the likelihood that students will accept and utilize it.

Trust

Trust refers to users' belief that a service provider is capable of delivering services according to expectations, ensuring transaction security, and protecting users' interests. In digital financial services, trust plays an important role because users provide personal information and conduct transactions directly involving their funds. According to Gefen, Karahanna, and Straub (2003), trust can reduce uncertainty and perceived risk when individuals conduct transactions through technology.

In the context of FinTech, students are more likely to use a service when they trust that the service provider can protect their funds and personal data, provide services in accordance with applicable provisions, and process transactions accurately. Conversely, a low level of trust may create hesitation, even when the technology is perceived as useful and easy to use.

Trust has become increasingly important because digital transactions are conducted without direct interaction between users and service providers. Therefore, users need to have confidence that the system operates reliably and that their personal information will not be misused. A study involving students at Universiti Utara Malaysia found that trust had a significant relationship with e-wallet adoption. This finding supports the argument that trust is an important factor to consider when analyzing FinTech usage among PTSS students.

Security

Security refers to the ability of a system to protect users' information, personal data, funds, and transactions from unauthorized access or actions. In the context of Financial Technology, security is an important concern because FinTech services involve personal information and financial transactions conducted through digital networks. According to Belanger, Hiller, and Smith (2002), security and privacy are important aspects in developing users' confidence in electronic transactions.

Among students, perceived security may be associated with the use of personal identification numbers (PINs), passwords, verification codes, authentication mechanisms, personal data protection, and transaction security systems. The higher the level of security perceived by users, the more likely they are to feel comfortable using FinTech services. Conversely, concerns regarding data theft, fraud, hacking, or misuse of personal information may become barriers to FinTech usage.

Research by Cheong and Nasuredin (2023) involving UTHM students indicated that security was one of the factors associated with the adoption of electronic payment services. However, research involving students at Universiti Utara Malaysia found that perceived security did not always have a significant effect on e-wallet adoption. These differences suggest that the influence of security needs to be examined within different user characteristics and institutional environments, including among students at PTSS.

Social Influence

Social influence refers to a condition in which an individual's decision to use a particular technology is influenced by the opinions, recommendations, or behaviors of other people who are considered important. According to Venkatesh et al. (2003), social influence refers to the

extent to which an individual perceives that important people believe that he or she should use a particular technology.

Within the student environment, social influence may originate from peers, family members, lecturers, student organizations, and other social environments. When most of a student's friends use e-wallets, mobile banking, or certain digital payment services, other students may be encouraged to use the same services. Such influence may occur through direct recommendations or through observing the behaviors and habits of others.

Research by Mohd Hanapi (2023) showed that social influence had a positive and significant relationship with the adoption of FinTech payment services among students at Polytechnic Kota Bharu. However, research involving other groups of students has shown that social influence is not always significant. These differences suggest that the strength of social influence may depend on the characteristics of the user group. At PTSS, students have their own social and academic environment; therefore, it is important to examine whether recommendations and behaviors within their social environment contribute to FinTech usage.

Financial Literacy

Financial literacy refers to an individual's ability to understand financial concepts and information and to use such knowledge in making appropriate financial decisions. According to the Organisation for Economic Co-operation and Development (OECD), financial literacy encompasses the knowledge, skills, attitudes, and behaviors necessary to make effective financial decisions and improve an individual's financial well-being.

In the context of Financial Technology, financial literacy plays an important role because students need not only to understand how to use an application but also to understand the financial consequences of each transaction they conduct. Financial literacy can help students understand service fees, digital credit risks, expenditure management, transaction security, as well as the benefits and risks associated with various digital financial products.

Students with a high level of financial literacy are expected to be more capable of using FinTech rationally and responsibly. Conversely, low financial literacy may increase the risk of inappropriate use of digital financial services. Research by Rosman et al. (2025) involving UNIMAS students found that financial knowledge was one of the significant factors explaining FinTech adoption. Similarly, Supramaniam et al. (2025) identified financial literacy as one of the important predictors in explaining FinTech adoption in Malaysia.

Digital Literacy

Digital literacy refers to an individual's ability to access, understand, evaluate, use, and create information through digital technologies effectively and responsibly. According to UNESCO, digital literacy encompasses the ability to use digital devices and technologies as well as to understand information critically and responsibly within the digital environment.

In the context of Financial Technology usage, digital literacy is important because students need to be able to operate applications, understand transaction features, maintain account security, identify suspicious information, and protect their personal data. The safe use of financial technology requires more than simply the technical ability to operate an application; it also requires the ability to evaluate information and understand digital risks.

Students with a high level of digital literacy tend to adapt more easily to the development of FinTech services. They are able to understand the functions of various features and utilize technology according to their needs. However, digital literacy also needs to be combined with financial literacy so that FinTech usage is not only technically effective but also financially appropriate. Research by Rosman et al. (2025) involving UNIMAS students found that digital literacy was one of the significant factors explaining FinTech adoption. This finding reinforces the importance of digital literacy in research examining FinTech usage among PTSS students.

METHODS

Research Type and Method

This study employs a descriptive research design with a qualitative approach. A qualitative approach is used because the study aims to obtain an in-depth understanding of the factors influencing Financial Technology (FinTech) usage among students of Politeknik Tuanku Syed Sirajuddin (PTSS), Malaysia. The study does not focus on statistically testing relationships between variables, but rather on describing students' perceptions, experiences, considerations, and circumstances related to FinTech usage.

The descriptive qualitative method is used to describe the phenomenon of FinTech usage based on information obtained from the respondents. The factors examined include perceived usefulness, perceived ease of use, trust, security, social influence, financial literacy, and digital literacy. The data obtained are then interpreted to provide an overview of the reasons, experiences, and considerations underlying students' use of digital financial services.

Research Location

This study was conducted at Politeknik Tuanku Syed Sirajuddin (PTSS), Malaysia. PTSS was selected as the research location because the study specifically focuses on Financial Technology usage among students at this institution. PTSS is a relevant setting for examining FinTech usage because students are a group that interacts with digital technology in various academic and daily activities. This study is therefore directed at understanding how students utilize FinTech services and the factors they consider when using technology-based financial services.

Population and Sample

The population of this study consists of active students of Politeknik Tuanku Syed Sirajuddin, Malaysia. This population was selected because students represent potential users of digital financial services and have experience using various forms of FinTech to meet their daily transaction needs.

The sample consisted of 50 PTSS students. The respondents were selected using purposive sampling, which involves selecting participants based on criteria relevant to the objectives of the study. The criteria for the respondents were:

1. They are active students of PTSS;
2. They have used at least one Financial Technology service, such as e-wallets, mobile banking, digital payments, digital money transfers, or other digital financial services; and
3. They are willing to provide information regarding their experiences and perceptions of FinTech usage.

The selection of 50 students is expected to provide relevant information regarding their experiences with FinTech and the factors influencing its usage. In qualitative research, the number of participants is not determined solely based on statistical considerations but also on the relevance and adequacy of the information provided in relation to the research focus.

Data Collection Techniques

Data were collected through interviews, observation, and documentation. Interviews were conducted to obtain direct information regarding students' experiences, perceptions, reasons, and considerations in using Financial Technology. The interview questions focused on the seven main aspects of the study, namely perceived usefulness, perceived ease of use, trust, security, social influence, financial literacy, and digital literacy. The data collection techniques used in this study are as follows:

1. Interview Technique

The interview technique was used as the primary data collection method to obtain in-depth information about the experiences, perceptions, and considerations of students in using

Financial Technology (FinTech). The interviews were conducted with 50 students of Politeknik Tuanku Syed Sirajuddin (PTSS), Malaysia, who had experience using digital financial services. The study employed semi-structured interviews, in which the researcher prepared a set of guiding questions while allowing participants to provide answers based on their personal experiences and perspectives. This approach enabled the researcher to explore participants' responses more deeply through follow-up questions when relevant information emerged during the interview.

2. Observation

Observation was conducted to obtain an overview of the use of digital financial services in students' activities. The observation focused on behaviors and experiences related to the utilization of digital financial services without interfering with the respondents' activities.

3. Documentation

Documentation was used as supporting data for the study. Documentation included research notes, interview records, documentation of data collection activities, and other documents relevant to the research focus. The use of several data collection techniques was intended to obtain more comprehensive information regarding the phenomenon of FinTech usage among PTSS students.

Data Analysis Techniques

The data analysis technique used in this study is descriptive qualitative analysis. The analysis was conducted systematically to understand the information obtained from the 50 PTSS students regarding Financial Technology usage. The stages of data analysis consisted of the following:

1. Data Reduction

Data reduction was conducted by selecting, focusing, simplifying, and organizing the data obtained through interviews, observations, and documentation. Data that were not directly relevant to the research objectives were excluded, while relevant information was retained. The data were then grouped according to the seven research factors, namely perceived usefulness, perceived ease of use, trust, security, social influence, financial literacy, and digital literacy.

2. Data Categorization

The reduced data were subsequently categorized according to the themes or aspects examined in the study. Categorization was conducted to facilitate the identification of response patterns among the 50 students. Each piece of information was grouped into relevant categories, such as the benefits of FinTech for transactions, ease of using applications, level of trust in service providers, perceptions of security, influence of peers and the social environment, financial understanding, and digital skills.

3. Data Presentation

The categorized data were presented in the form of narrative descriptions, thematic tables, and simple visualizations. Data presentation aimed to provide a systematic overview of students' experiences and perceptions regarding FinTech usage. Each factor was described based on the tendencies identified from the respondents' information, allowing the factors that appeared most frequently in the research findings to be identified.

4. Data Interpretation

Data interpretation was conducted by examining the meaning of the information provided by the respondents. The researcher connected the various responses to identify patterns, tendencies, and reasons underlying Financial Technology usage. The interpretation did not examine responses individually only, but also considered relationships among factors, such as the relationship between ease of use and perceived benefits or between digital literacy and FinTech security.

5. Data Triangulation

Triangulation was conducted to increase the credibility of the research findings. Data obtained through interviews were compared with the results of observations and documentation. In addition, information from one respondent was compared with information from other respondents to identify consistency in the findings. Through triangulation, the researcher could obtain a more comprehensive and objective understanding of the factors influencing FinTech usage among PTSS students.

6. Drawing Conclusions

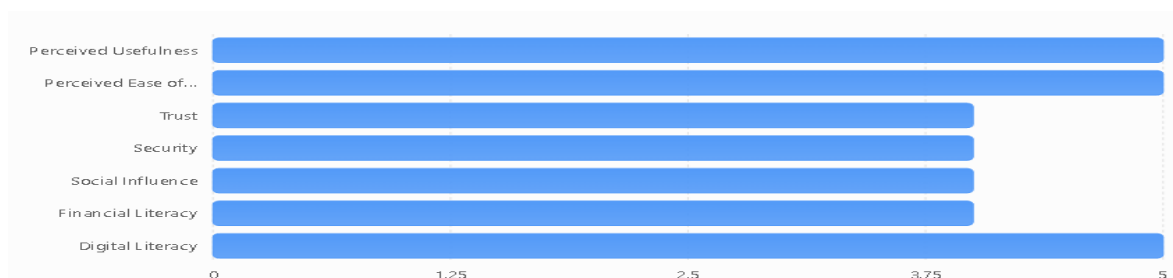
The final stage involved drawing conclusions based on the patterns and tendencies identified during the data analysis process. Conclusions were developed to address the research focus concerning the factors influencing Financial Technology usage among PTSS students. The final conclusions were drawn after all data had been analyzed and compared, resulting in a comprehensive description of students' perceptions, experiences, and considerations regarding the use of digital financial services.

RESULTS

Based on the results of a qualitative analysis involving 50 students of Politeknik Tuanku Syed Sirajuddin (PTSS), it was found that the use of Financial Technology (FinTech) is influenced by several interrelated factors. These factors include perceived usefulness, perceived ease of use, trust, security, social influence, financial literacy, and digital literacy. These seven factors reflect both technological aspects and user characteristics that can shape students' experiences and tendencies in using digital financial services. Students perceive FinTech as a service that provides convenience and benefits in carrying out various financial activities. The ability to conduct transactions quickly, practically, flexibly, and without having to rely on conventional financial services is one of the reasons frequently associated with FinTech usage. In addition, the ease of operating applications and students' ability to understand digital technology also support the use of these services.

On the other hand, trust and security are important aspects because the use of FinTech involves users' funds and personal information. Students need to have confidence that service providers are capable of protecting their data and ensuring transaction security. Social influence, particularly from peers, can also encourage students to become familiar with and use certain FinTech services. Meanwhile, financial literacy and digital literacy support students' ability to use FinTech effectively, safely, and responsibly. To provide a clearer understanding of these findings, the following graph presents a visualization of the relative strength of the qualitative findings for each factor. The scale used in the graph is illustrative and is intended to show the relative tendencies identified from the qualitative analysis, rather than representing percentages or the results of statistical testing.

Figure 1. Factors Influencing Financial Technology Usage



Based on a qualitative analysis of 50 students, perceived usefulness and perceived ease of use emerged as highly prominent factors influencing FinTech usage. Students tend to use digital financial services because they are considered practical, fast, flexible, and easy to use. Digital

literacy also demonstrates a strong role because students need the ability to operate applications, understand various features, maintain account security, and recognize risks in the digital environment. Meanwhile, trust, security, social influence, and financial literacy serve as supporting factors that contribute to shaping students' decisions to use FinTech. Trust and security are associated with confidence in the protection of funds and personal data, while social influence is related to recommendations and habits among peers. Financial literacy is associated with students' ability to use FinTech more wisely and responsibly.

Perceived Usefulness

The analysis indicates that perceived usefulness is one of the important factors influencing FinTech usage among PTSS students. In general, students perceive digital financial services as beneficial because they facilitate various transaction activities and reduce the time required to make payments or transfer funds. Students also consider FinTech to provide flexibility because financial transactions can be conducted without having to visit a bank physically or rely on cash payments. The availability of digital financial services enables students to conduct transactions according to their schedules and needs.

The findings also indicate that students tend to continue using FinTech when they experience tangible benefits from these services. The convenience of making payments, transferring funds, making online purchases, and accessing financial services represents some of the benefits that encourage students to use FinTech in their daily activities.

Perceived Ease of Use

The findings indicate that perceived ease of use is an important consideration for students when using FinTech. Students tend to prefer applications with simple procedures, clear menus, and easy-to-understand features. The ease of creating an account, accessing transaction information, transferring funds, and making digital payments provides users with a positive experience. Students who are already accustomed to using digital devices and applications also tend to adapt more easily to FinTech services.

However, the findings indicate that overly complex procedures, unclear information, or difficult-to-understand application features may create barriers for users. Therefore, system simplicity and an easy-to-use application interface are important aspects in encouraging the sustainable use of FinTech.

Trust

The qualitative analysis indicates that trust plays an important role in students' decisions to use Financial Technology. Students tend to feel more comfortable using FinTech services when they trust that service providers can process transactions properly and provide services according to their expectations. Trust is particularly associated with confidence in the security of funds, protection of personal information, transaction reliability, and the credibility of service providers. Students are more willing to use digital financial services when they believe that their personal and financial information can be adequately protected.

Conversely, concerns about transaction errors, misuse of personal information, or unreliable service providers may create hesitation among users. Thus, trust represents an important aspect associated with students' decisions to adopt and continue using FinTech services.

Security

Security is one of the primary concerns among students when using FinTech services. Students recognize that digital financial transactions involve sensitive personal and financial information. Therefore, the use of PINs, passwords, verification codes, authentication mechanisms, and transaction notifications is perceived as an important component of the

security system. The findings indicate that students feel more comfortable when FinTech applications provide adequate security mechanisms. Protection against unauthorized access, fraudulent transactions, and misuse of personal information can increase users' sense of security. On the other hand, concerns about hacking, online fraud, data theft, and unauthorized transactions remain potential barriers. This condition highlights the importance of FinTech providers continuously improving security systems while also providing users with education regarding digital transaction security.

Social Influence

The findings indicate that social influence also plays a role in FinTech usage among students. Students may become familiar with and use certain FinTech services through recommendations and experiences shared by friends, family members, classmates, and other social groups. Peer influence is particularly relevant within the student environment. When a particular digital payment service is widely used by friends or social groups, other students may be encouraged to use the same service because it is considered more convenient for conducting transactions with one another.

Social influence may also occur indirectly through observing other people's behavior. Students may become interested in using FinTech services after seeing their peers or people in their surroundings use these services for payments, fund transfers, or online purchases. Thus, the social environment can contribute to the introduction and adoption of FinTech among students.

Financial Literacy

The analysis indicates that financial literacy is associated with students' ability to understand and utilize FinTech services. Students require basic financial knowledge to understand transaction fees, digital financial risks, digital credit, spending patterns, and the consequences of financial decisions made through digital platforms. Students with better financial understanding tend to consider the benefits and risks before using a particular FinTech service. They are also more likely to pay attention to transaction costs, payment obligations, and the purpose of using digital financial services.

The findings also indicate that the convenience provided by FinTech should be accompanied by responsible financial behavior. The ease of making payments and accessing various digital financial services may encourage excessive spending if it is not accompanied by adequate financial awareness and knowledge. Therefore, financial literacy is an important aspect in supporting the wise and responsible use of FinTech.

Digital Literacy

Digital literacy was also identified as an important factor influencing FinTech usage. Students who are accustomed to using digital devices and applications tend to find it easier to operate FinTech services, understand various features, and complete digital transactions. Digital literacy is not limited to technical skills in using applications but also includes the ability to recognize suspicious information, identify potential online fraud, maintain account confidentiality, and protect personal data. Therefore, students need the ability to use digital financial services safely and responsibly.

The findings indicate that students with strong digital skills tend to adapt more easily to developments in FinTech services. They are able to understand the functions of various features and adjust their use of technology according to their needs. However, digital skills need to be supported by financial literacy so that FinTech usage is not only technically effective but also appropriate in terms of financial decision-making.

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