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### Review Article

# Financial Literacy in Family and the Economic Behavior of University Students: A Systematic Literature Review

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#### Abstract

The term of economic behavior has been frequently discussed among scholars and academicians, primarily related the shifting of economic and financial activities. Understanding economic behavior will avoid students from debt traps and possibly enhance financial and overall well-being in students. This study aimed to conduct a systematic literature review on the relationship between financial literacy in family and economic behavior of university students. To perform the systematic review, this paper followed the guidelines of preferred reporting items for systematic reviews and meta-analyses (PRISMA) to reach a deeper understanding and result. This study formulated four research questions regarding the financial literacy in family and economic behavior of university students. The results of this literature review indicated that the financial literacy in family can be developed through various involvements, including financial socialization, habituation, exemplary, and discussion among family members. Meanwhile, the economic behavior of students is formed into three behaviors, covering consumption, entrepreneurship, and finance. The findings also confirmed that family financial literacy can drive the economic behavior of students. The results also noted that the government and educational policy supports are required to deal with changes in economic behavior of students by implementing some financial socialization programs at both formal and informal education levels.

Understanding economic behavior will be beneficial for students to manage their economy and finance while they are living apart from their parents (Yakut, 2022; Zahra & Anoraga, 2021). Individuals always face various choices to make their economic decisions for various purposes which are sometimes conflicted each other. A previous study mentioned that the advantages of rational economic behavior are to avoid debt traps and poverty (Jaikumar & Sharma, 2021). In addition, some prior studies also explained that consumptive behavior also harms both environment and sustainability since overusing resources for production and consumption purposes (Machova et al., 2022; Saari et al., 2021).

The main challenge faced by the university is to promote the productive behavior of students instead of their consumption activities. The university incorporates the transition from adolescence to young adulthood for years which may impact its productive or consumptive behavior (Vincent-Ruz & Schunn, 2018). The recent studies reported that online businesses among students had risen dramatically in the last five years (Handayati et al., 2020; Otache, 2019). The intention of students to start an online business increases due to the opportunities provided in digital markets and entrepreneurship education models at schools and universities (Saptono et al., 2020). Thus, education should prepare their students with

competencies to support their positive activities, such as entrepreneurship education and internship programs.

In addition to support university, family has an important role for individual behavior because family is the first and primary education for individuals (Suratno et al., 2021). A previous study believed that financial literacy in family positively influenced individuals to deal with choices and decision-making (Yao et al., 2022). Through its unique learning model, family can see consumption behavior of children, including environmental-based consumption behavior (Erwinsyah et al., 2022). Thus, it is essential to understand the family models and impacts in shaping economic behavior. In particular, economics greatly influences a decision-making in many ways, such as consumption, saving, investment, and production (Mankiw, 2020). Due to the limited resources (e.g., money, time), it frequently leads to sacrifice choices and conflicts in decision-making (Goodwin et al., 2019).

Economic behavior has gained the attentions of scholars in both economic and marketing fields (Handayati et al., 2020; Lyn & Sahid, 2021; Pimdee, 2020; Suratno et al., 2021). Empirical studies on economic behavior have been extensively focused on consumption behavior (Anwar et al., 2022; Sima, 2020; Surindra, 2022), while few studies viewed economic behavior from its productive activities (Handayati et al., 2020; Suratno et al., 2021). In addition, a growing number of economic behaviors from neoclassical assumption showed that people always think about satisfaction, maximization, and rationality (Anwar et al., 2020; Handayati et al., 2020; Lyn & Sahid, 2021; Pimdee, 2020; Sima, 2020; Suratno et al., 2021; Surindra, 2022), yet only a few studies viewed from behavioral economics. Behavioral economics believed that individual behavior can be predicted by considering the psychological dimensions and economic rationale which are beneficial to see the economic behavior of students (Thaler, 2017).

It was measured that family financial literacy and economic behavior was still inconsistent. Suratno et al. (2021) and Lee et al. (2021) measured financial literacy in family from the dimensions of habituation and exemplary, while that in the other studies was measured from the dimensions of discussion among family members (Johan et al., 2020; Wee & Goy, 2022). There is also variability in viewing the economic behavior from the perspectives of consumption, entrepreneurship, and finance. Therefore, update is necessary to deal with the dimensions of financial literacy in family and economic behavior using a systematic literature review. More precisely, this study aims to, 1) synthesize the conceptual model of education in family; 2) identify the form of economic behavior among students; 3) investigate the relationship between financial literacy in family and economic behavior of students; 4) understand the approach used to identify the economic behavior of students; and 5) analyze the implication of the economic behavior of students on educational and government policies. This research can provide contributions to both educational and government programs for the economic behavior sustainability. Furthermore, this research will also provide contributions to the behavioral knowledge considering the changes in economic behavior among students.

## Literature Review

### Economic Behavior

Economics is about people and how they organize limited resources to fulfill needs to improve the prosperity of individuals and communities (Goodwin et al., 2019; McTaggart, 2015). Economic behavior is actions or decisions of individuals related to the acquisition of goods or services, and relationship with financial and entrepreneurial activities (Goodwin et al., 2019). Mankiw (2020) defined economics as a science studying the behavior of individuals and communities to determine options or scarce resources to improve the quality of life in economic behavior. All economic behaviors are human behaviors, meaning that each individual is an economic actor economically behaving in daily activities. McKenzie (2010) explained that economic behavior is associated with risk and uncertainty. In detail, risk is a condition in which rewards and future events can be likely known. Meanwhile, uncertainty is a condition in which

rewards and probabilities or future events are unknown. It is explained that human behavior is related to economics considering the decision or valuation values (Zafirovski, 2018).

The neoclassical paradigm views that economic behavior leads to individuals as *homo economicus*, meaning that each individual is always driven solely by personal interests or motives to gain satisfaction and profit (Goodwin et al., 2019). Meanwhile, the Keynesian theory mentions the theory of utility, emphasizing on how decisions should be taken in uncertain situations (prescriptive approach) with well-informed, instrumental assumptions: rationality and self-interested (Zappia, 2021). The purpose of these three assumptions is to provide good information in calculating profit and loss, being rational to have self-interest, and making exchanges by providing the greatest results with the smallest sacrifice. Sutter et al. (2019) argued that economic behavior is a conscious of individuals activity to meet the needs of life based on the economic principles.

### **Financial Literacy in Family**

Family is the primary and closest environment for students or individuals. Family education is team-building to help the members understand their strengths and weaknesses (Flecha et al., 2012). Financial literacy in family starts offering children more background on business and exposing them to business which possibly help them make their decisions (Suratno et al., 2021). There are three elements of a family meeting: education, providing information, and decision-making. Financial literacy in family is provided by the family members or parents through unique education to shape behavior and attitude (Kocyigit, 2015). Another purpose of financial literacy in family is to maintain and protect the members to properly grow and strive (Johan et al., 2020). In business context, financial education in family can promote a contribution to develop the economic, financial, and entrepreneurial involvements, which in turn affects to behavior (Suratno et al., 2021).

A previous study mentioned that knowledge transfer and education in family offered valuable insights for daily activities (Wee & Goy, 2022). Valuable information on how financial literacy in family can lead to a distinguishing process in business sustainability, especially related to entrepreneurial attitudes and other economic behaviors. Knowledge transfer is manifested in informal education (Santos et al., 2021). In family businesses, each parent expects that their children can continue leading the family business (Trevinyo-Rodriguez & Bontis, 2010). However, some parents expect their children to have better careers in the other fields, while some others have no expectations to their children. Thus, it was proven that the process of generational transfer in a family business can be planned and unplanned. Parents who plan knowledge transfer in a planned manner have a systematic scheme and clear stages (Flecha, 2012).

Suratno et al. (2021) added that financial literacy in family can be provided through habituation and exemplary from parents or family members. It is also mentioned that financial education in family can drive productive behavior in terms of entrepreneurial activities (Santos et al., 2021). Khalisharani et al. (2022) also noted that financial literacy in family is performed in financial socialization, and acknowledged to promote financial decisions and financial literacy. A previous study also mentioned that family or parents can nurture the financial and economic knowledge of students, as in formal education a schools or universities (Khalisharani et al., 2022). Furthermore, parents take their roles as models for their children affecting their behavior in the future.

## **Method**

### **Research Design and Procedures**

This paper involved a systematic literature review approach to deal with the research purposes on financial literacy in family and economic behavior of students, as well as to identify education and government in the future. The use of a systematic literature review may provide benefits in identifying, evaluating, and interpreting relevant articles based on certain purposes of study. This study followed the

Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) method, which provides a strong methodological framework and procedures (Page et al., 2021). PRISMA guidelines are a practical set of suggestions to reach a comprehensive report on a systematic review paper (Sarkis-Onofre et al., 2021). This study followed several stages developed by Page et al. (2021), including: (1) presenting research purposes; (2) providing review protocol; (3) identifying and screening articles; (4) assessing article eligibility, and; (5) synthesizing and analyzing the data.

### Literature Search

Literature search is intended to systematically investigate the emerging theme or research field related to financial literacy in family and economic behavior of students. In this research, we tried to figure out the literature using all fields to reach the complete results based on the research topic. To collect the information from relevant articles, we elaborated both Scopus and Web of Science databases as the largest and most reputable sites to provide the related data. We also involved EBSCOhost and ProQuest databases since articles were not only published in Scopus and Web of Science. This study applied title, abstract, and keywords as restricted by the publishing years ranging from 2020 until 2022. The main objective is to involve the most recent articles in the last three years and to understand the recent findings from the previous research. In addition, the starting articles published in 2020 are reasonable due to the significant changes of university students using information and communication technology in their daily activities (Siron et al., 2020). The detail of keywords for databases are provided in Table 1. The final search has brought to 98 papers from the Scopus database, 458 from Web of Science, 119 from ProQuest, and 131 from EBSCOhost database.

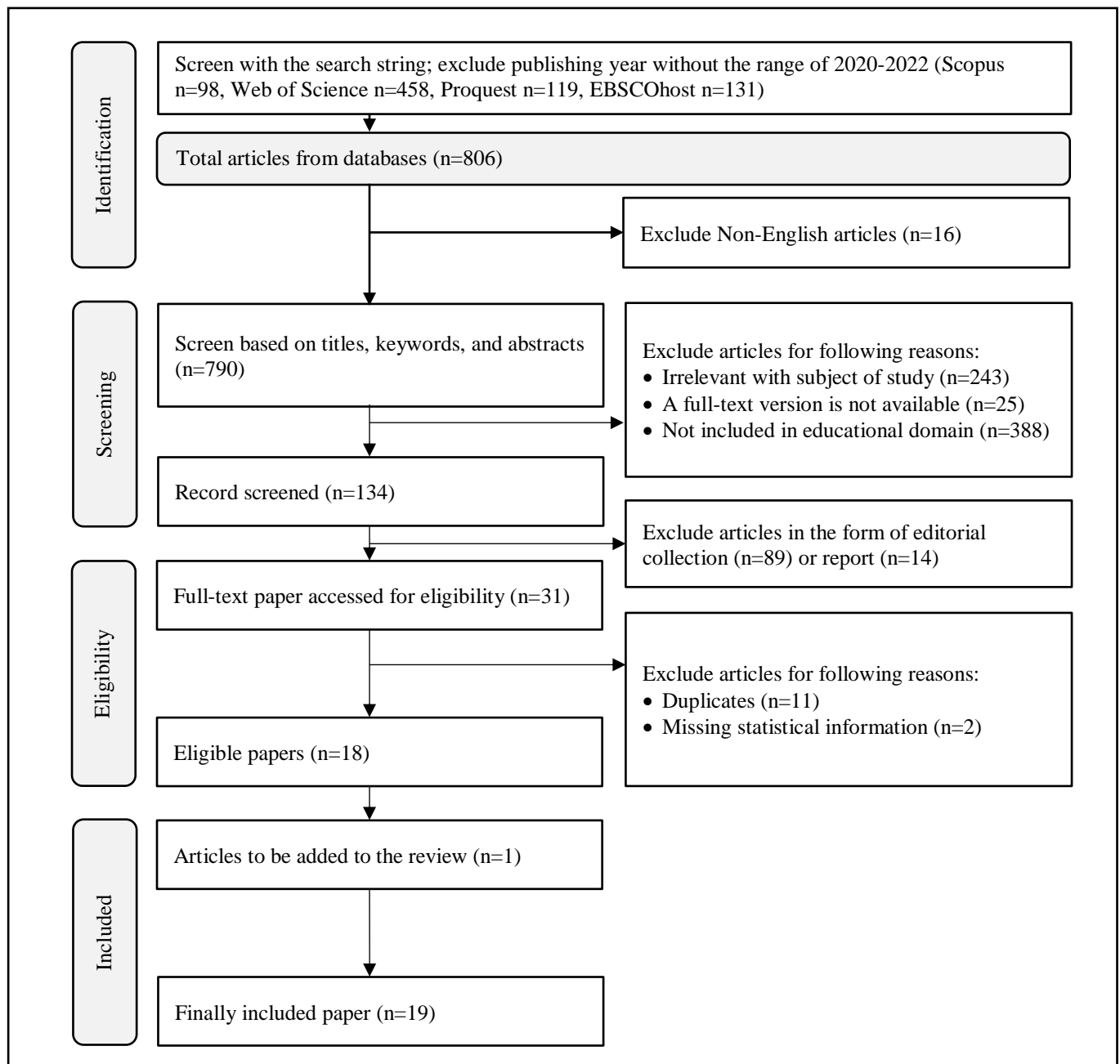
**Table 1**  
*Search String for Databases*

| Databases      | Keywords  |
|----------------|---|
| Scopus         | TITLE-ABS-KEY ("family education" OR "family economic education" OR "parent education" OR "financial education") AND ("economic behavior" OR "consumptive behavior" OR "consumption behavior" OR "rationale behavior" OR "students' entrepreneurship" OR "students' business")      |
| Web of Science | AB = (family education OR family economic education OR parents' education) AND AB = (economic behavior OR consumptive behavior OR consumption behavior OR rationale behavior OR students' entrepreneurial behavior OR students' entrepreneurship OR students' productive behavior). |
| EBSCOhost      | AB (family education OR family economic education OR parent education) AND AB (consumptive behavior OR students consumption behavior OR economic behavior OR students' business)  |
| ProQuest       | ("family education" OR "family economic education" OR "family financial education") AND ("consumptive behavior" OR "consumption behavior" OR "economic behavior" OR "students' entrepreneurship")   |

### Inclusion and Exclusion Criteria

This research primarily collected articles based on the appropriate abstracts and keywords. The researchers also involved articles with criteria: (1) available open access related to the theme; (2) the findings showed consumption behavior, consumptive behavior, productive behavior, family education, family economic education, family financial literacy, consumer behavior; (3) written in English; (4) providing acceptable method and data analysis; and (5) in educational domain, such as senior high school, vocational school students, university students. From both inclusion and exclusion criteria, this systematic review involved 19 analyzed and synthesized articles (see Figure 1).

**Figure 1**  
Inclusion Strategy using PRISMA-Based Flow



### Data Mapping and Results Presentation

The inclusion and exclusion criteria clearly focus on the evidence of published articles. Meanwhile, eligibility enables the research values of search results on financial literacy in family and economic behavior of students. In more detail, the search results should be appropriate for financial literacy in family and economic behavior, i.e., the topic under study has the relationship with consumption or productive behavior. Furthermore, the articles failing to involve in the entire research processes were not performed in this study. Therefore, only papers relevant to the scopes were included. After filtering the data, analyzing and synthesizing the eligible full-text papers were conducted to answer the research purposes. 19 articles were selected (see Table 2). The articles published starting the year of 2020 were considered dealing with the immersive technology in various sectors as the impact of social distancing policies which forced individuals or students to adopt the technology. During this period, there were remarkable changes in economic behavior of students as the impacts of the use of technology.

**Table 2***Summary of Searched Data and Screening Results*

| Author                    | Country   | Objectives   | Respondents             | Methods                                | Results  |
|---------------------------|-----------|--|-------------------------|--|--|
| Anwar et al. (2020)       | Indonesia | Examining the consumption behavior of students as the impact of using social media   | 119 University students | Multiple regression analysis           | The adoption of social media has a significant impact on the consumption behavior of students                      |
| Fitri et al. (2022)       | Indonesia | Analyzing the relationship between digital literacy, consumer behavior, and consumption pattern of students  | 82 University students  | Multiple regression analysis           | Digital literacy has a positive relationship with consumer behavior of students                                    |
| Johan et al. (2020)       | Indonesia | Investigating the intercorrelation between personal financial education and financial knowledge toward Indonesian university economic behavior of students | 521 University students | Factor analysis                        | Family financial socialization plays an essential role in forming financial knowledge, attitude, and behavior      |
| Kamel and Sahid (2021)    | Malaysia  | Investigating the role of financial literacy in predicting the financial behavior of students  | 339 University students | Multiple regression analysis           | Parents through socialization affects the financial behavior of students   |
| Kusumojanto et al. (2021) | Indonesia | Investigating the entrepreneurial behavior of students by considering entrepreneurship education   | 200 Vocational students | Structural Equation Modeling (PLS-SEM) | There is a strong relationship between family education and the entrepreneurship behavior and attitude of students |
| Lee et al. (2021)         | China     | Understanding family education in terms of the entrepreneurial behavior of students  | 160 University students | Anova                                  | Family entrepreneurship education promotes passions and intentions of entrepreneurship                             |
| Liu and Zhang (2021)      | China     | Understanding nexus between financial literacy and risky credit behavior among students  | 539 University students | Structural equation modeling           | The study noted a strong relationship between financial literacy and credit behavior                               |
| Lyn and Sahid (2021)      | Malaysia  | Examining the relationship between economic literacy and the financial behavior of students  | 205 University students | Anova                                  | Economic literacy can promote economic knowledge, possibly affecting financial behavior of students                |



**Table 2** (*Continued*)

| Author                      | Country   | Objective   | Respondent               | Method                                 | Result  |
|-----------------------------|-----------|---|--------------------------|--|---|
| Mawardi and Sahputri (2022) | Indonesia | Investigating the causality between family entrepreneurship education and entrepreneurial intentions of students                  | 584 Vocational students  | Ordinary least squares regression      | Family entrepreneurial orientation has an impact on entrepreneurial intentions among Indonesian students  |
| Pimdee (2020)               | Thailand  | Analyzing the sustainable consumption behavior from education and psychological dimensions  | 400 University students  | Structural equation modeling           | The study explained that education has a significant role in shaping the consumption behavior of students |
| Suratno et al. (2021)       | Indonesia | Investigating the entrepreneurial behavior of students by capturing the role of family economic education and economic literacy   | 1000 University students | Structural Equation Modeling (PLS-SEM) | Family economic education can promote economic literacy and entrepreneurship behavior of students         |
| Surindra (2022)             | Indonesia | Analyzing the consumption behavior of students from the perspectives of economic literacy and digital literacy                    | 136 University students  | Multiple regression analysis           | There is a strong relationship between economic literacy, digital literacy, and consumption behavior      |
| Wee and Goy (2022)          | Malaysia  | Examining parental financial socializations, ethnicity towards financial knowledge  | 450 University students  | Multivariate regression method         | Parental financial socialization positively influences financial knowledge and behavior                   |
| Yao et al. (2022)           | China     | Analyzing the cognitive model of family education decision making based on neural network   | 24 University students   | Experience design                      | Family education can shape social behavior  |
| Zahra and Anoraga (2021)    | Indonesia | Revealing the consumption behavior of students, considering the emerge of social media, life style and social demographic changes | 230 University students  | Multiple regression analysis           | There is a strong relationship between financial literacy and consumption behavior                        |

**Table 2** (*Continued*)

| Author                      | Country | Objective   | Respondent                   | Method                                    | Result  |
|-----------------------------|---------|---|------------------------------|---|---|
| Hammer et al. (2021)        | Germany | Exploring how the new role of family in shaping the digital media self-efficacy of students           | 1448<br>High school students | Structural equation modeling              | Parents provide value beliefs regarding digital media possibly affecting their behavior                     |
| Georgescu and Herman (2020) | Romania | Examining the productive behavior in term of entrepreneurial intentions by relating family background | 617<br>University students   | Hierarchical multiple regression analysis | Entrepreneurial family background has a positive influence on entrepreneurial behavior                      |
| Gilenko and Chernova (2021) | Russia  | Analyzing the saving behavior of students and financial literacy                                      | 1243<br>High school students | Copula-based bivariate Probit-regression  | Financial literacy greatly impacts saving behavior of students  |
| Santos et al. (2021)        | Brazil  | Analyzing the parental roles in determining consumer with complex economic decisions.                 | 1458<br>University students  | Structural Equation Modeling              | Financial self-confidence and financial behavior are impacted by financial educational obtained from family |

## Results

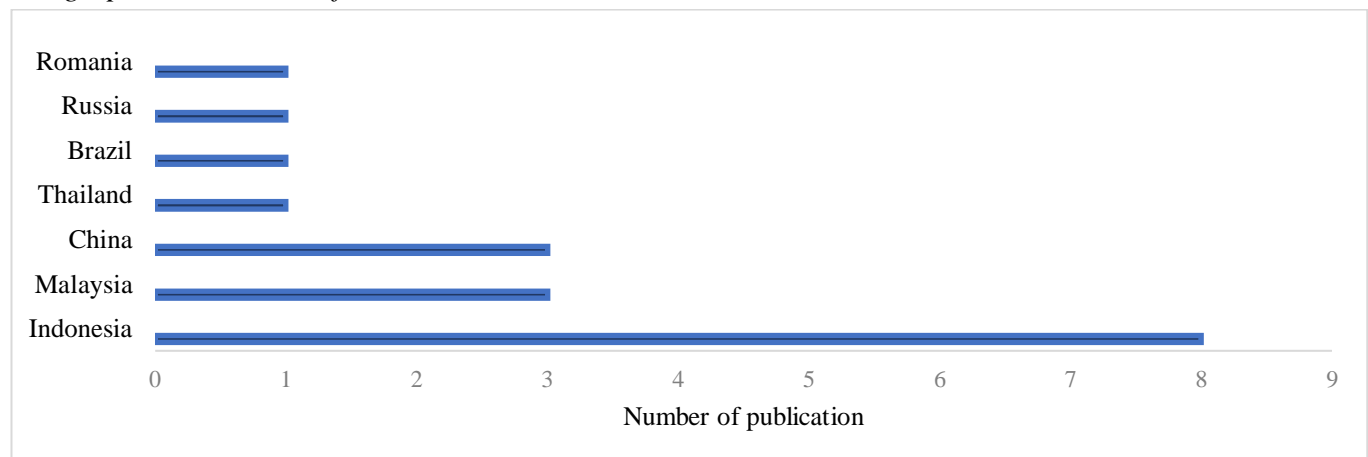
The search results obtained from Scopus, Web of Science, ProQuest, and EBSCOhost databases provided using the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) method within a period of 2020-2022 were 806 articles (see Figure 1). This was intended to gather the most appropriate articles to answer the proposed research objectives. In more details, the initial screening resulted in 98 articles from Scopus, 458 articles from Web of Science (ESCI & SSCI), 119 articles from ProQuest, and 131 articles from EBSCOhost. Furthermore, the other 16 articles were excluded since not written in English (e.g., Indonesian, Malay, and Spanish). In the screening stage, 243 articles were excluded since irrelevant with the research context and 388 articles were also excluded since inappropriate for educational perspectives. 103 editorial and review article as well as 25 articles were further excluded since not accessible in full-texts. In filtering stage, 11 redundant articles were excluded as well as two missing information articles on research procedures or statistical information. However, this study added one article not yet listed in those databases to support the addressing research goals. In the last stage, this study involved 19 eligible articles for further analysis.

### Geographical Location of Articles

Geographical explanation is intended to understand the dimensions of economic behavior based on the concerned countries. Figure 2 illustrates the geographical location of articles involved in this study. In general, the countries concerned with economic behavior primarily related to consumption behavior which was dominated by Indonesian researchers, almost reaching half of the collected articles. In addition, only two articles focused on the context of higher education students in Malaysia and China. Similar findings of economic behavior were presented in Romania, Russia, Brazil, and Thailand covering the research topics of financial literacy in family and economic behavior of students.



**Figure 2**  
*Geographical Location of Articles*



### Dimension of Financial Literacy in Family

Although the proposing economic behavior is beyond consumptive and productive behavior, a strong understanding of financial literacy in family and economic behavior of students can provide benefits to the informal education models. The decision-making of an individual is constructed from some prior knowledge and information from the family to determine a behavior of students. In more details, the forms of financial literacy in family are illustrated in Table 3. In general, the included article synthesis found that financial literacy in family can be provided through financial socialization, habituation, exemplary, and discussion among family members. The recent studies conducted by Suratno et al. (2021) explained that financial literacy in family is primarily related to economic education, while other studies conducted by Johan et al. (2020) Wee and Goy (2022) revealed that family financial literacy is performed through socialization, such as directly teaching financial education, involving children in decision making, discussing finance, and examples from parents.

**Table 3**  
*Forms of Financial Literacy in Family*

| Author                       | Financial Socialization | Financial Exemplary | Financial Habituation | Financial Discussion |
|------------------------------|-------------------------|---------------------|-----------------------|----------------------|
| Georgescu and Herman (2020)  |                         | •                   |                       |                      |
| Hammer et al. (2021)         | •                       |                     | •                     |                      |
| Johan et al. (2020)          | •                       |                     |                       | •                    |
| Kusumojanto et al. (2021)    | •                       |                     |                       |                      |
| Lee et al. (2021)            | •                       | •                   |                       |                      |
| Mawardi and Shahputri (2022) |                         |                     | •                     |                      |
| Santos et al. (2021)         | •                       |                     |                       |                      |
| Suratno et al. (2021)        | •                       | •                   | •                     |                      |
| Wee and Goy (2022)           | •                       |                     |                       | •                    |

Furthermore, Lee et al. (2021) documented a relationship between family entrepreneurship background and productive activities of students. Santos et al. (2021) explained that financial literacy in family is provided in the form of financial socialization through structural equations to explain how young adults acquire their financial attitudes, behavior, and knowledge. Other findings from the previous studies also covered the dimensions of socialization and habituation (Wee & Goy, 2022).

### Economic Behavior Among Students

This systematic literature review identified various forms of economic behavior among university students, high school students, and vocational school students. In-depth analyses from several articles indicated that the economic behavior of students can be created from three activities, including consumption behavior, entrepreneurship behavior, and financial behavior, with similar compositions of for each behavior (see Table 4). Consumption behavior and entrepreneurship behavior were provided by several Indonesian researchers (e.g., Suratno et al., 2021; Surindra, 2022). Meanwhile, financial behavior was concerned by the Malaysian researchers (e.g., Kamel & Sahid, 2021; Lyn & Sahid, 2021) and followed by the other countries, such as China and Brazil. Consumption behavior in the related studies involved how students or individuals deal with buying and consuming goods to fulfill their needs. The same patterns occurred both in Asian and European countries, reporting that students were more likely to become more consumptive in consuming goods and services due to the development of technology and the age of students in looking for their self-identity (e.g., Liu & Zhang, 2021; Lyn & Sahid, 2021; Santos et al., 2021; Suratno et al., 2021).

**Table 4**

*Forms of Economic Behavior*

| Author                              | Consumption behavior | Entrepreneurship behavior | Financial behavior |
|-------------------------------------|----------------------|---------------------------|--------------------|
| <i>Asian Countries</i>              |                      |                           |                    |
| Anwar et al. (2020)                 | •                    |                           |                    |
| Fitri et al. (2022)                 | •                    |                           |                    |
| Johan et al. (2020)                 |                      |                           | •                  |
| Kamel and Sahid (2021)              |                      |                           | •                  |
| Kusumojanto et al. (2021)           |                      | •                         |                    |
| Lee et al. (2021)                   |                      | •                         |                    |
| Liu and Zhang (2021)                |                      |                           | •                  |
| Lyn and Sahid (2021)                |                      |                           | •                  |
| Mawardi and Shahputri (2022)        |                      | •                         |                    |
| Pimdee (2020)                       | •                    |                           |                    |
| Suratno et al. (2021)               |                      | •                         |                    |
| Surindra (2022)                     | •                    |                           |                    |
| Wee and Goy (2022)                  |                      |                           | •                  |
| Zahra and Anoraga (2021)            | •                    |                           |                    |
| <i>European and Other Countries</i> |                      |                           |                    |
| Georgescu and Herman (2020)         |                      | •                         |                    |
| Gilenko and Chernova (2021)         |                      |                           | •                  |
| Santos et al. (2021)                |                      |                           | •                  |

### Relationship Between Financial Literacy in Family and Economic Behavior of Students

A total of six identified articles revealed that financial literacy in family has an essential role in driving consumption behavior of students (see Table 4). The forms of financial literacy in family which can predict consumption behavior is affected by financial socialization, habituation, exemplary, and discussion. This indicates that consumption behavior is one interesting topic which attract the attention of scholars. The fundamental rationale to support these results is that consumption behavior is essential for economics in supporting the economic circular flow. However, with the development of this increasingly advanced technology, they are more frequently encouraged to follow what they want and more easily trigger people to behave as consumerists (Anwar et al., 2020; Suratno et al., 2021; Surindra, 2022). Thus, this condition often leads to economic and debt traps harming the prosperity of individuals. In addition, those five articles identified that financial literacy in family can promote entrepreneurship behavior of students (Georgescu & Herman, 2020; Kusumojanto et al., 2021; Lee et al., 2021; Mawardi & Shahputri, 2022; Suratno et al.,

2021). This finding showed that financial literacy in family plays an essential role in shaping behavior of students because family is where the first and foremost education is given to individuals. Economic behavior is also provided along with the enhancement of financial behavior (Kamel & Sahid, 2021; Lyn & Sahid, 2021).

### **Different Approaches to Figure out Economic Behavior of Students**

Understanding the approaches to figure out economic behavior of students will be beneficial for providing appropriate policies and educational approaches at schools or probably in family. The findings indicated that most studies took the points from neoclassical perspectives by considering maximum utility (Anwar et al., 2020; Lyn & Sahid, 2021; Pimdee, 2020; Suratno et al., 2021; Surindra, 2022). The other findings showed that there was a study providing the behavior of students from neural network decision-making (Santos et al., 2021). However, no studies involved behavioral economics, combined economic and psychological dimensions to predict economic behavior of students. This indicated that the new approach was probably relevant to the development of technology and different perspectives on the underlying reasons for decision-making in economics.

### **Educational and Government Policies**

Several studies showed that understanding economic behavior was generally accepted in many countries and considered financial literacy in family having an essential role in shaping behavior. It is mentioned that financial literacy in family may encourage individuals to improve their activities and behaviors. Most educational policies supported the entrepreneurship activities made by the school or university graduates to enlarge the number of entrepreneurs to trigger the economic growth and reduce poverty (e.g., Kusumojanto et al., 2021; Zahra & Anoraga, 2021). It was proven in the economy of Indonesia and China, which was dominated by small and medium size businesses (Liu & Zhang, 2021; Suratno et al., 2021). Other findings indicated that government, in cooperation with financial services authorities, increased its financial literacy to deal with economic behavior of students (Johan et al., 2020; Suratno et al., 2021). Financial literacy can be provided starting from family to higher education. Similarly, educational policy attempts to provide a curriculum providing digital changes and economic behavior (Kusumojanto et al., 2021; Pimdee, 2020). Furthermore, the analyzed articles explained that financial education formed financial literacy and was essential knowledge for students in facing this complex world (Liu & Zhang, 2021; Mawardi & Shahputri, 2022; We & Goy, 2022).

### **Discussion and Conclusion**

From the preliminary analysis, it was found that financial literacy in family and the economic behavior of students has been recently concerned by the researchers in various countries. The demographic analysis showed that Indonesia was dominated by this systematic literature review and indicated that economic behavior was one essential issue in Indonesia. The primary rationale to support this finding was that Indonesia is a highly populated country, and dominates with the demography potentially driving the economic growth. This finding supported some previous studies showing that Indonesian economy was based on consumption, and Indonesia was also a market for free trade activities (Handayati et al., 2020; Patma et al., 2021). Similarly, another research explained that Indonesia had the second consumption communities to meet their needs (Suratno et al., 2021).

In addition, the analysis also showed that the economic behavior of students was explained in three activities: consumption, entrepreneurship, and finance behavior. The analysis results showed that the students concerned on consumption behavior instead of productive behavior. The research findings also showed that students at certain age still looked for their identity, while technology consequently resulted on more consumption activities. Therefore, the university and government call for attentions to enhance the number of entrepreneurs from schools and university graduates. Some researchers believed that increasing the number of entrepreneurs will boost the economy since entrepreneurship is considered as a motor for the

economic growth of a country (Patma et al., 2021; Saptono et al., 2020). The identification results also considered financial behavior (e.g., online debit, credit card) has become a hot issue in some countries. The findings of previous studies showed that students should be involved in economic and financial literacy to deal with the issues provided at schools and family education (Lyn & Sheerad, 2021; Suratno et al., 2021).

Thus, financial literacy in family is essential and plays an important role to shape the economic behavior of students. The results showed that financial literacy in family can be formed into four activities: through socialization, habituation, exemplary, and discussion among family members. Due to the classical model of stimulus-response theory, individuals or students are more likely to behave in a particular activity based on their evaluation, adopt what they see, watch, and hear. The stimulus-response (S-R) theory is primarily adopted in the marketing field to predict customer behavior (Abbasi et al., 2021). Some previous studies have supported this strong relationship between financial literacy in family and the economic behavior of students (Johan et al., 2021; Suratno et al., 2021). However, the findings indicated that understanding the economic behavior was dominated by the neo-classical assumption in which humans always maximize their satisfaction instead of considering other dimensions, such as psychology and religiosity. Thus, economic behavior is considered as an essential topic, and gaps can be seen from various perspectives.

The findings also showed that the economic behavior of students had been paid attention by policymakers from both university and government. Thus, it is essential to involve economic and financial literacy, starting from informal education to higher education because economic and financial understanding is the basis for each individual to constantly face and decide the choices. This finding supported some previous studies mentioning that financial literacy was greatly essential to deal with family education, while the other researchers mentioned the significant role of economic literacy (Fitri et al., 2022; Lyn & Sahid, 2021). Some studies also showed that the support of government and educational institutions to cooperate with the financial services authorities concerned with this economic behavior (Kusumojanto et al., 2021; Suratno et al., 2021).

### **Limitations**

This study has some limitations. First, it is not easy to find the precise terms for economic behavior of students. Second, this study was conducted in a short period, thus, future researchers can use a longer period. Third, the recent study is concerned with financial literacy in family and economic behavior of students, thus the future researchers are expected to explore other factors, such as financial literacy, entrepreneurial literacy, and economic literacy. Further research can be conducted with the extended period and adequate data to see the relationship.

### **Implications for Behavioral Science**

This resulted in some implications and behavioral science. First, this research has provided insights to behavioral economics by considering the role of financial literacy in family by predicting the economic behavior of students. Thus, behavioral science deals with the economic behavioral changes. Furthermore, this paper can expand the economic and psychological perspectives to provide a rational economic decision. Second, this paper followed up education involving new knowledge, critical thinking skills, and creative thinking abilities to deal with the development of technology and remarkable market changes beneficial to shape the economic behavior of students. Therefore, it is necessary to elaborate both formal and informal education. Third, the research findings showed that most researchers used the perspective of neoclassical paradigm to see the economic behavior of students and suggested to elaborate the proper economic behavior to predict the behavioral changes of students.

### **Conclusion**

This research concluded that economic behavior can be performed in financial, economic, saving, and entrepreneurship behaviors. Economic behavior of students has a strong relationship with the

educational background of family. The patterns of financial literacy in family are in the forms of socialization, habituation, exemplary, and discussion in finance, economics, and entrepreneurship. The findings also showed that government and educational policies concern with economic behavior of students. This study suggests that it is necessary to involve a sequence of education covering the economic, financial, and entrepreneurship materials starting from family, primary education level, and higher education to shape individual behavior.

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