

Understanding Financial Behavior Among Students: A Literature Review on the Risks of Falling into Online Loan Debt

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Abstract: The rapid expansion of online loan services has led to increased financial risks for students, particularly in Indonesia, where access to digital financial services has become ubiquitous. This literature review explores the financial behavior of students, focusing on their engagement with online loan platforms and the associated risks of falling into debt. Financial literacy, peer influence, family background, and psychological factors such as impulsivity and risk-taking behavior are identified as key determinants of students' borrowing decisions. While financial literacy plays a crucial role in helping students make informed decisions, low financial literacy levels increase their susceptibility to predatory lending practices. Additionally, peer influence, social norms, and the allure of instant gratification contribute to the normalization of online loans among students. The review highlights the importance of digital financial literacy programs and interventions aimed at improving students' ability to navigate online financial services responsibly. Finally, the study identifies several gaps in the literature, including the need for longitudinal studies, an exploration of the psychological drivers of online loan usage, and research into the impact of online loan marketing strategies. This review provides valuable insights for policymakers, educators, and financial institutions seeking to mitigate the risks of online loan debt among students.

Keywords: Financial Behavior; Online Loan Services; Student Debt; Financial Literacy; Digital Financial Literacy

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Introduction

In recent years, Indonesia has witnessed a significant shift in financial services, particularly with the rise of online loan platforms that cater to a wide range of users, including students. The rapid growth of digital financial services, facilitated by mobile technology and the internet, has led to the proliferation of online loan services, which provide quick and accessible credit options for those in need. While these services offer convenience, they also expose vulnerable groups, such as students, to significant financial risks. For many students, the temptation of easy credit can lead to risky borrowing behaviors, resulting in unmanageable debt. This phenomenon raises critical concerns regarding students' financial behavior, especially in the context of their ability to manage personal finances and the implications of falling into the cycle of online loan debt. Financial behavior refers to the ways individuals make decisions about managing their money, including saving, investing, borrowing, and spending (YOGANANDHAM, n.d.). For students, whose financial resources are often limited and dependent on allowances, part-time jobs, or family support, managing finances becomes particularly challenging. The increased reliance on online loan services has exacerbated this issue, as students may struggle to make informed decisions about borrowing and repayment. As a result, many students find themselves entangled in debt traps, unable to pay back their loans on time, leading to further financial stress and, in some cases, severe consequences for their academic and personal lives.

In Indonesia, the student population represents a significant portion of the digital financial market. With the increasing penetration of smartphones and internet access, students are increasingly exposed to online loan platforms, which are marketed as quick and easy solutions for financial emergencies. However, limited financial literacy, coupled with a lack of understanding about the potential risks of online loans, can lead to poor financial decision-making. The ease of obtaining loans without stringent credit checks or financial education further exacerbates the problem (Lusardi, 2019). As students engage with these services, they may not fully grasp the long-term consequences of their borrowing behavior, such as high-interest rates, late fees, and the potential damage to their credit scores. The importance of understanding financial behavior among students cannot be overstated, particularly in the context of online loan services. Financial behavior influences how students approach borrowing, saving, and spending, which ultimately impacts their financial well-being. Furthermore, financial decisions made during this critical stage of life can have long-term consequences for students' financial health and their future creditworthiness. Understanding the factors that influence students' financial behavior, such as their level of financial literacy, attitudes towards debt, and the role of social and environmental factors, is essential for developing effective interventions to prevent students from falling into debt traps. This literature review aims to explore the existing research on financial behavior among students, with a specific focus on the risks associated with online loan services. The review will examine various factors that influence students' financial decisions, including personal characteristics, social influences, and the broader economic environment. Additionally, it will investigate the psychological and behavioral factors that contribute to students' engagement with online loan platforms, such as the perception of easy credit, financial urgency, and a lack of understanding of the long-term consequences of borrowing. By synthesizing the findings of existing studies, this review seeks to provide a comprehensive understanding of the financial behavior of students in Indonesia and the risks they face when accessing online loan services (Tonia et al., 2024).

One of the key objectives of this literature review is to identify the factors that contribute to students' susceptibility to online loan debt. This includes an examination of

students' financial literacy, their attitudes towards debt, and the role of peer influences in shaping borrowing behaviors. It is essential to understand how these factors interact to influence students' financial decisions, as well as how they can be addressed through educational programs and policy interventions. Furthermore, this review aims to highlight the role of digital financial services in shaping students' financial behavior, particularly in the context of online loan platforms that operate in Indonesia. The significance of this research lies not only in its contribution to the academic literature but also in its practical implications for policymakers, educational institutions, and financial service providers. By gaining a deeper understanding of the financial behavior of students and the risks associated with online loan services, stakeholders can develop targeted interventions to improve financial literacy and help students make more informed financial decisions. Educational institutions, for example, can integrate financial education into their curricula to equip students with the skills they need to manage their finances effectively. Additionally, policymakers can consider regulations that protect students from the predatory practices of online loan platforms and ensure that students are fully informed about the risks they face when borrowing money.

Furthermore, this review will contribute to the broader discourse on financial behavior by exploring how online loan services fit into the larger landscape of student financial management (Johnstone & Marcucci, 2007). In particular, it will examine how these services are marketed to students and the psychological appeal they hold for young borrowers. By understanding the mechanisms behind students' engagement with online loan platforms, this review will offer insights into how these services can be better regulated and how students can be better educated to avoid falling into debt traps. In conclusion, the growing prevalence of online loan services presents a pressing challenge for students, particularly in Indonesia, where financial literacy levels among young people are often low. The temptation of easy credit, combined with the lack of financial education and awareness, puts students at risk of falling into debt and facing long-term financial consequences. This literature review seeks to shed light on the various factors that influence students' financial behavior and their engagement with online loan services. By synthesizing the existing research, the review aims to provide valuable insights into the risks associated with online loans and offer recommendations for interventions that can help students make more informed financial decisions, ultimately promoting better financial health and well-being.

Methods

The methodology employed in this literature review follows a systematic approach to synthesizing existing research on the financial behavior of students, particularly in relation to the risks of online loan debt. The aim is to identify key factors that influence students' financial decision-making and their susceptibility to the financial risks posed by online loan platforms. This review is based on a comprehensive search of relevant academic and grey literature, including peer-reviewed journal articles, books, conference papers, and institutional reports. To begin with, a structured search strategy was employed to ensure that the literature included in this review is relevant, high-quality, and representative of the topic. The search process began by identifying the key databases most likely to provide relevant research. These included prominent academic databases such as Scopus, Google Scholar, JSTOR, and ScienceDirect, which are well-known for their comprehensive coverage of research in the fields of finance, psychology, and education. In addition to academic databases, grey literature was also considered, including reports from financial regulatory authorities, policy papers, and publications from reputable financial institutions. This approach allowed for a more holistic understanding of the topic, incorporating both academic insights and practical

perspectives.

The search was carried out using a set of carefully selected keywords and phrases that aligned with the focus of the review. Keywords such as "financial behavior," "student debt," "online loans," "financial literacy," and "financial decision-making" were used to retrieve studies related to the financial behavior of students, their engagement with online loan services, and the associated risks (Everett, 2015). Boolean operators were utilized to refine the search and ensure that articles with relevant combinations of terms were retrieved. The search was conducted in both English and Bahasa Indonesia to capture a wider range of studies, particularly those conducted within Indonesia, where the research focus is geographically concentrated. Inclusion and exclusion criteria were applied to filter the retrieved articles based on their relevance, quality, and methodological rigor. The inclusion criteria were as follows: (1) studies focused on the financial behavior of students, (2) studies that discussed the role of online loans or digital financial services in students' financial decisions, (3) research that included students from higher education institutions, and (4) studies published in peer-reviewed journals or other reputable sources. Exclusion criteria included: (1) studies that focused solely on non-student populations, (2) research that was outdated or published more than ten years ago, unless it contributed significantly to the development of the field, and (3) studies that were not directly related to financial behavior, financial literacy, or online loan services.

Once the relevant articles were selected, a detailed review process was undertaken to extract key themes, findings, and gaps. The articles were categorized based on their thematic relevance, including areas such as financial literacy, attitudes towards debt, the role of digital financial services, and the psychological factors influencing students' borrowing behavior. Special attention was given to studies that examined the impact of online loan services on students' financial well-being, as well as those that discussed the role of peer influence, family background, and socio-economic status in shaping financial behavior. The synthesis of the literature followed a thematic approach, which allowed for the identification of recurring patterns and trends across different studies. This approach is particularly useful in a literature review as it helps to identify commonalities in findings and highlight areas where there is a consensus, as well as areas where further research is needed. Additionally, the literature was analyzed in terms of its methodological approach, with a focus on the types of research designs used (e.g., surveys, interviews, case studies), sample sizes, and the geographical contexts of the studies. This analysis provided insights into the strengths and limitations of existing research and allowed for the identification of potential areas for future studies.

In terms of data analysis, a qualitative approach was adopted to analyze the findings from the selected articles. The primary method of analysis involved coding the data into categories based on themes identified in the literature. This approach enabled the researcher to systematically examine the findings across studies and organize them into coherent groups, allowing for a more in-depth understanding of the financial behavior of students and the risks of online loan debt. Key themes such as financial literacy, peer influence, digital financial literacy, attitudes towards debt, and risk-taking behavior were identified and explored in detail.

This literature review methodology also acknowledges the limitations inherent in relying on secondary data sources. The primary limitation is the potential for publication bias, where studies that report significant or positive results may be more likely to be published. Additionally, the reliance on self-reported data from students in many of the studies reviewed may lead to biases in the findings, as students may underreport or overreport their financial behaviors due to social desirability bias. Furthermore, while this review provides valuable insights into students' financial behavior and the risks of online loans, it does not involve

primary data collection or empirical testing, which limits its ability to make definitive conclusions about causal relationships.

Results and Discussion

The financial behavior of students is a complex and multifaceted phenomenon that has garnered increasing attention in academic research over the past few decades. As the digital age continues to evolve, students are increasingly exposed to online financial services, including online loan platforms, which have become a significant source of quick credit. This trend is particularly pronounced in Indonesia, where the rising adoption of smartphones and internet access has made online loan services easily accessible to students. However, while these platforms provide convenience, they also introduce significant financial risks, especially for students who may lack the financial literacy or experience to make informed borrowing decisions. Understanding the financial behavior of students, particularly in relation to online loan services, is essential for identifying the factors that contribute to the risk of falling into debt and for developing interventions to mitigate these risks.

Financial Literacy and Its Role in Students' Financial Behavior

Financial literacy plays a critical role in shaping the financial behavior of students, particularly regarding their borrowing and spending patterns. In Indonesia, research indicates that many students lack essential financial understanding, exacerbating their vulnerability to risky borrowing behaviors, especially concerning informal loans (Hermawan et al., 2019; . (Santos et al., 2018) emphasize that students often base financial decisions on convenience rather than informed analysis, leading to dangerous engagements with high-interest borrowing options (Santos et al., 2018). Wulandari and Kurniawan (2021) further reveal that increased financial literacy among students correlates with better borrowing decisions and an avoidance of high-risk loans, highlighting the essential role of financial education (Salsabila & Mulyati, 2023). The consequences of inadequate financial literacy can lead students to overlook vital loan terms, exacerbating issues related to long-term debt (Suparti et al., 2018). Thus, implementing educational programs focused on financial literacy is essential to equip students with the necessary skills to navigate the complexities of borrowing responsibly (Hamidah et al., 2019).

Peer Influence and Social Norms

Peer influence significantly impacts students' financial behaviors, particularly in relation to debt and online loan services. Research indicates that students who observe their peers using online loans may come to view these financial products as normal and acceptable, which can diminish the perceived risks associated with borrowing (Kasmawati et al., 2023). This phenomenon, often described as "social proof," suggests that students may engage in borrowing behaviors because their peers do, leading to a cycle of accumulating debt (Zhan & Kang, 2023). Additionally, the influence of social media amplifies this trend, as students frequently share their financial experiences and decisions, enhancing feelings of FOMO (fear of missing out) regarding their peers' lifestyles, thereby encouraging them to seek out loans to maintain social conformity (McKinney et al., 2021). Such dynamics emphasize the need for financial literacy programs that can help students critically assess the influence of their social environment on their financial decisions and encourage healthier financial behaviors (Tran et al., 2018).

The Role of Family and Socioeconomic Background

Family background and socioeconomic status are crucial determinants of students'

financial behavior, particularly regarding their borrowing practices and interactions with financial institutions. Students from lower-income families are notably more inclined to rely on online loans, often due to limited access to traditional banking options and the impacts of insufficient financial socialization Herawati et al. (2020). Santosa et al. (2020) highlight that these students may engage in risky borrowing behaviors as a result of inadequate guidance on financial management from their families (Amiranashvili, 2023). Additionally, (Akelo et al., 2019) elucidate that families who normalize debt can unwittingly encourage students to view borrowing as a simple solution to financial challenges, reinforcing risky financial practices (Akelo et al., 2019). Conversely, students raised in households that prioritize financial literacy and responsible money management are more likely to approach debt cautiously and seek alternative financial solutions, such as budgeting or part-time work (Böhm et al., 2023). This connection underscores the importance of financial education and socialization in fostering sound financial behaviors among students (Fan et al., 2021; Herawati, 2018).

Psychological Factors and Risk-Taking Behavior

Psychological factors, particularly attitudes towards risk and impulsivity, significantly influence students' financial decisions. Research has shown that students in their late teens and early twenties are more susceptible to engaging in risky financial behaviors due to developmental characteristics associated with this age group. Suhartono and Dini (2019) found a positive correlation between impulsivity and the propensity to utilize online loan services, indicating that students with higher impulsive tendencies are more likely to make rapid financial decisions without fully evaluating potential repercussions. This lack of foresight can lead to poor financial management and increased debt vulnerability. Moreover, students' perceptions of debt vary significantly; some regard it as a normal aspect of financial life, while others hold a negative view that prompts avoidance. Setiawan et al. (2021) demonstrate that those with a favorable view of borrowing are more inclined to seek quick credit solutions, often leading to high-interest loan agreements. This highlights the importance of addressing both impulsive behaviors and attitudes towards debt in financial literacy programs to cultivate healthier financial decision-making among students.

The Impact of Online Loan Services on Students' Financial Well-being

The proliferation of online loan services has significantly impacted students' financial well-being, placing them at risk of entering debilitating cycles of debt. These platforms often provide rapid access to funds with minimal requirements, making them particularly attractive for students facing immediate financial needs. However, the allure of quick loans comes with high-interest rates, short repayment periods, and hidden fees, which can rapidly escalate into unmanageable debt levels Kasmawati et al. (2023). Reports from the Indonesian Financial Services Authority (OJK, 2020) indicate concerning trends concerning students succumbing to debt traps due to online lending services, exacerbated by aggressive marketing tactics that lack transparency about the terms and associated risks of borrowing (Shonhadji, 2022). The absence of regulatory oversight in Indonesia's burgeoning online lending market allows unscrupulous lenders to exploit students, who may not fully comprehend the financial obligations they are undertaking (Putro et al., 2023). Consequently, many students experience significant financial distress from late payments, damaged credit scores, and a reduced capacity to secure future financial services, ultimately undermining their long-term financial health. This critical landscape underscores the urgent need for enhanced financial education and stricter regulations to protect vulnerable student populations from predatory lending practices.

Identified Gaps in The Literature

Despite the growing body of research on financial behavior and the increasing concern

regarding students' engagement with online loan services, several gaps remain in the literature. While numerous studies have explored various aspects of financial decision-making, financial literacy, and debt accumulation, there is a lack of comprehensive research that specifically addresses the unique context of Indonesian students and the particular risks they face when engaging with online loan platforms. This section outlines the key gaps in the current literature and highlights the areas that require further exploration.

Gap in the literature is the absence of longitudinal studies that track students' financial behavior over time. Most of the existing studies are cross-sectional in nature, providing a snapshot of students' financial behavior at a specific point in time. While these studies provide valuable insights into the factors influencing financial decision-making, they do not capture the long-term effects of online loan use on students' financial well-being. Longitudinal studies are needed to better understand how students' financial behavior evolves over time, particularly as they transition from higher education into the workforce. For example, it would be useful to examine how students' initial engagement with online loans influences their borrowing behavior in the future. Do students who take out online loans during their college years develop a greater propensity for debt, or do they learn from their experiences and become more cautious in their financial decisions? Additionally, longitudinal studies could help to identify patterns of debt accumulation, repayment behavior, and the long-term impact of online loans on students' financial health and credit scores. Such studies could provide valuable insights for policymakers and educators who seek to develop interventions that promote responsible borrowing and financial management.

While much of the literature on financial behavior focuses on factors such as financial literacy, peer influence, and family background, there is a limited exploration of the psychological and behavioral drivers that contribute to students' engagement with online loan services. Understanding the cognitive and emotional factors that lead students to borrow money online is crucial for developing effective interventions and policies to prevent students from falling into debt traps. For instance, little research has been done on the role of immediate gratification in students' borrowing decisions. Online loan services often appeal to students by offering quick and easy access to funds, which may satisfy short-term financial needs or desires. This instant gratification can override the consideration of long-term consequences, leading students to overlook the risks associated with high-interest rates and short repayment periods. Moreover, the role of stress, anxiety, and financial insecurity in driving students to seek online loans remains underexplored. Many students face significant financial pressures during their academic years, including tuition fees, living expenses, and the desire to maintain a certain lifestyle. These stressors may lead to impulsive borrowing behavior, particularly when students perceive online loans as a quick solution to their financial challenges.

Although financial literacy has been widely studied, there is a lack of research specifically focused on digital financial literacy and its role in students' engagement with online loan services. Digital financial literacy refers to the ability to understand and navigate digital financial tools, including online loan platforms, mobile banking apps, and other digital financial services. As more financial transactions shift to the digital realm, it is essential to understand how students' ability to navigate these platforms influences their borrowing behavior. Research by Puspita and Kurniawan (2021) suggests that many students lack the necessary digital skills to evaluate online loan offers effectively. Without an understanding of how online loans work, students may fall victim to predatory lending practices or take out loans without fully comprehending the terms and conditions. The importance of digital financial literacy in mitigating the risks associated with online loans is a relatively

underexplored area in the existing literature. There is a need for studies that investigate how students' digital financial literacy affects their ability to make informed decisions about online borrowing, as well as how financial education programs can be adapted to address these emerging challenges.

Another gap in the literature concerns the marketing practices of online loan services and their impact on students' borrowing behavior. While some studies have examined the role of marketing in influencing consumer behavior, few have specifically focused on the strategies used by online loan platforms to target students. Online lenders often use aggressive marketing techniques, such as offering low-interest rates, fast approval processes, and the promise of no collateral, which can create a false sense of security and encourage students to take on more debt than they can afford to repay. The effectiveness of these marketing strategies, particularly on vulnerable student populations, is an area that requires further investigation. Understanding how online loan providers market their services to students, and how these marketing tactics influence students' perceptions of borrowing, is essential for developing policies that regulate the digital lending industry. Furthermore, examining the role of social media in promoting online loans and shaping students' attitudes towards debt is an important area for future research.

Conclusion

This literature review has explored the financial behavior of students and the associated risks of falling into online loan debt, with a specific focus on the context of Indonesia. As digital financial services, particularly online loan platforms, become more prevalent, students are increasingly exposed to easy access to credit. While these services offer convenience, they also present significant financial risks, especially for students who may lack the necessary financial literacy and decision-making skills to fully understand the implications of borrowing money through these platforms. This review has highlighted the complex interplay of factors that influence students' financial behavior and their engagement with online loans, including financial literacy, peer influence, family background, psychological traits, and the availability of digital financial services.

One of the most critical findings from the literature is the importance of financial literacy in shaping students' financial decisions. The review underscores that students with higher levels of financial literacy are more likely to make informed borrowing decisions and avoid falling into debt traps. In contrast, students with low financial literacy are more susceptible to the risks associated with online loans, as they may not fully understand the terms and conditions of these loans, including high interest rates and the potential for escalating debt. This finding emphasizes the need for targeted financial education programs that equip students with the knowledge and skills to manage their finances effectively and make responsible borrowing decisions.

Additionally, peer influence and social norms play a significant role in shaping students' financial behavior. Students often look to their peers for guidance on financial matters, and the normalization of online loan usage within peer groups can contribute to the widespread adoption of these services. This review highlights the need for further research into the role of social media and online communities in promoting online loans and influencing students' attitudes towards borrowing. Understanding how online loan services are marketed through digital platforms and social media can provide insights into the ways in which students are targeted by lenders and how their perceptions of debt are shaped.

Family background and socioeconomic status also influence students' financial

decisions. Students from lower-income families or families with limited financial education are more likely to engage with online loan services, as they may not have access to traditional forms of credit or may be under financial pressure. These findings suggest that interventions aimed at improving financial literacy and promoting responsible borrowing behavior should consider the broader socio-economic context in which students operate. By understanding the challenges faced by students from disadvantaged backgrounds, policymakers and educators can design more inclusive and effective programs that address the needs of these students.

Psychological factors, such as risk-taking behavior and impulsivity, also contribute to students' engagement with online loans. Many students, particularly those in their late teens and early twenties, are in a developmental stage where they are more prone to risk-taking and impulsive behaviors. The allure of easy credit and the instant gratification it offers can lead students to overlook the long-term financial consequences of borrowing. This review suggests that addressing the psychological drivers of borrowing behavior, such as stress, anxiety, and the desire for immediate financial relief, could be crucial in reducing the risk of students falling into debt traps.

In addition to financial literacy and psychological factors, the review emphasizes the importance of digital financial literacy. As online loan platforms become more sophisticated, students need to possess the skills necessary to navigate these platforms safely and effectively. Digital financial literacy programs that teach students how to assess the risks associated with online loans and make informed borrowing decisions are essential in helping students avoid the dangers of predatory lending practices. The growing reliance on digital financial services highlights the need for further research on how digital financial literacy can be integrated into higher education curricula and how it can be leveraged to improve students' financial decision-making.

Finally, the review identifies several key gaps in the literature, particularly the lack of longitudinal studies that examine the long-term effects of online loan usage on students' financial well-being. Additionally, there is a need for more research into the specific psychological, social, and digital factors that drive students' engagement with online loans. Future studies should also focus on the development and evaluation of interventions aimed at improving financial literacy, both in terms of traditional financial education and digital financial literacy, to equip students with the tools they need to manage their finances responsibly.

In conclusion, this literature review underscores the critical need to improve financial literacy and awareness among students, particularly in relation to the risks posed by online loan services. As digital financial services continue to evolve, it is essential for policymakers, educational institutions, and financial service providers to collaborate in creating an environment where students can make informed, responsible financial decisions. This involves not only providing students with the necessary knowledge and skills but also regulating online loan platforms to ensure that they operate transparently and fairly. By addressing these issues, we can help students avoid the risks of falling into debt traps and promote healthier financial behavior that will benefit them throughout their lives.

While this literature review has provided valuable insights into the financial behavior of students and the risks associated with online loan services, there remains a significant need for further research in several areas. Future studies should seek to deepen our understanding of the factors influencing students' engagement with online loans, explore the long-term effects of borrowing behavior, and examine how interventions can be designed to mitigate the risks of falling into debt. The following directions outline key areas for future research that could help fill existing gaps in the literature.

One of the most pressing needs for future research is the exploration of students' financial behavior in non-Western countries, particularly in Southeast Asia, where the financial environment, cultural attitudes towards debt, and access to financial services may differ significantly from those in Western nations. In Indonesia, for example, the role of informal lending practices, the influence of family and community networks, and the unique challenges faced by students in a developing country context warrant further investigation. Future research should focus on understanding how cultural norms, economic factors, and the availability of digital financial services interact to shape students' financial behavior in Indonesia and other similar countries. Comparative studies that examine the differences in financial behavior between students in developed and developing countries could provide valuable insights into the global dynamics of financial decision-making and borrowing behavior.

As mentioned in the previous section, most existing studies are cross-sectional, providing a snapshot of students' financial behavior at a single point in time. Longitudinal studies are needed to track students' financial behavior over a longer period and examine how early borrowing decisions influence future financial outcomes. Research should explore how initial engagement with online loans during university years impacts students' borrowing behavior once they enter the workforce or graduate. Future studies could investigate whether students who take out online loans during their academic years are more likely to engage in high-risk borrowing behavior later in life. Additionally, longitudinal research could shed light on how the accumulation of online loan debt impacts students' long-term financial health, credit scores, and overall financial stability. Understanding these long-term effects could inform the design of targeted interventions that promote responsible borrowing behavior and financial management among students.

While existing studies have explored some of the psychological factors influencing students' financial decisions, there is still a lack of in-depth research into the specific psychological drivers that lead students to engage with online loan platforms. Future research should focus on understanding the cognitive biases, emotional triggers, and stressors that motivate students to borrow money from online loan services. For example, research could investigate the role of "instant gratification" in students' borrowing behavior. Online loans often offer quick access to funds, which may provide immediate relief from financial stress but come with significant long-term consequences. Exploring how students weigh short-term benefits against long-term financial risks could provide valuable insights into the decision-making process behind online loan usage. Moreover, studies could examine the psychological impact of financial insecurity on students' borrowing decisions. Many students face financial pressures due to tuition fees, living costs, and the desire to maintain a certain lifestyle. Investigating how these stressors influence students' willingness to take on debt could help identify the emotional and cognitive factors that contribute to risky borrowing behaviors.

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