

Investment Intention Among Students: A Modified TPB with Financial Literacy and Social Media

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Abstract—This study aims to analyze the factors influencing the investment intentions of university students in Bali by modifying the Theory of Planned Behavior (TPB). The research integrates financial literacy and social media influence as additional exogenous variables alongside the core constructs of attitude and subjective norms. An explanatory quantitative approach was employed, with data collected from 100 students across Bali using purposive sampling. The data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS 3. The results of the hypothesis testing indicate that financial literacy and subjective norms have a significant positive effect on attitude towards investment, while social media influence does not. Furthermore, financial literacy, subjective norms, social media influence, and attitude all directly and positively affect investment intention. Attitude also acts as a significant partial mediator in the relationship between financial literacy and subjective norms on investment intention, but not for social media influence. The model demonstrates good predictive power, with an R-square of 0.586 for attitude and 0.660 for investment intention. The findings imply that fostering investment interest among the younger generation requires a dual approach: strengthening foundational knowledge and positive social reinforcement to cultivate supportive attitudes, while strategically leveraging social media as a direct channel for outreach and engagement. These findings provide practical implications for educational institutions and financial authorities in designing effective financial literacy programs and investment communication strategies for the younger generation.

Keywords: Investment Intention; Financial Literacy; Subjective Norms; Social Media Influence; Theory of Planned Behavior

1. INTRODUCTION

In the ever-changing dynamics of the global economy, Indonesia's capital market has shown significant development. The number of retail investors surpassed seven million as of May 2025, reflecting growing public optimism. However, this increase in quantity has not been matched by an improvement in financial literacy, especially among the younger generation, including university students. Bali Province, with investor growth reaching 143,402 SID (an annual increase of 22.83%), serves as a clear example where high investment participation is not aligned with adequate levels of financial understanding (OJK Bali, 2025). As potential future investors, many students still invest without sufficient knowledge of risks and investment instruments (Sharma & Goel, 2025).

Table 1. Increase in Investors in Indonesia

Date	Number of Investors (SID)
December 31, 2024	6.381.444
March 27, 2025	6.705.452
April 8, 2025	6.744.128
May 26, 2025	7.001.268

Source: (IDX, 2025)

Student investment intention can be understood through the framework of behavioral theory. The Theory of Planned Behavior (TPB), developed by (Ajzen, 1991), explains that an individual's intention to behave is shaped by attitudes toward the behavior, subjective norms, and perceived behavioral control. However, in the digital era, external factors such as financial literacy and social media influence have become new and significant determinants in shaping investment perceptions and decisions (Rahayu et al., 2022; Yoga et al., 2025). Social media platforms such as Instagram, TikTok, and YouTube have now become primary sources of financial information for students, playing a crucial role in shaping their beliefs and investment interest (Khatik et al., 2021; Mishra et al., 2022).

Several previous studies have examined similar topics, yet gaps remain that highlight the urgency of this research. First, the study by Agustin et al., (2023) investigated the influence of financial literacy and attitude on students' investment interest in the Islamic capital market but did not integrate social media influence as a key variable. Second, Ikhsan & Wulandari (2024) examined the effect of subjective norms on investment intention in green sukuk instruments, but did not sufficiently explore the context of students as digital natives. Third, Khatik et al., (2021) identified the role of social media in the investment decisions of Generation Z in India, but their analysis did not systematically link it to the attitude construct within the TPB model. Fourth, Yoga et al., (2025) studied the effect of social media on young investors' behavior with risk perception as a mediator, yet did not include financial literacy as a cognitive factor that strengthens the relationship.

Unlike previous studies, this research offers a simultaneous integration of financial literacy and social media influence into the basic TPB model to analyze students' investment intention. The focus on the unique local context of Bali Province characterized by a digitally adaptive society, rapid capital market growth, and financial literacy gaps

provides an empirical perspective that remains underexplored. In addition, this study examines the mediating role of attitude in the relationship between the three independent variables and investment intention, a mechanism that has not been widely explored in similar research.

The objectives of this study are to: (1) analyze the influence of financial literacy, subjective norms, and social media influence on students' investment attitudes; (2) examine the direct effects of these three variables and attitude on investment intention; and (3) test the mediating role of attitude in the relationship between financial literacy, subjective norms, and social media influence with investment intention. The urgency of this research is driven by the need to comprehensively understand the factors that encourage investment participation among the younger generation in the digital era, particularly in regions with dynamic socio-economic characteristics such as Bali.

This study offers both theoretical and practical contributions. Theoretically, it enriches the development of TPB by modifying it through the integration of contextual variables relevant to the digital era (financial literacy and social media influence). Practically, the findings are expected to serve as a foundation for universities, the Financial Services Authority (OJK), and the capital market industry in designing educational programs, financial literacy campaigns, and investment communication strategies that are more effective and well-targeted for students.

2. RESEARCH METHODS

2.1 Type of Research and Location

This study is a quantitative research employing an explanatory research approach, which aims to examine causal relationships between variables. The research was conducted in Bali Province, considering that the province has experienced rapid investor growth (22.83% annually) yet still faces challenges related to financial literacy among university students. The population of the study consists of all university students in Bali, totaling 150,382 individuals. A sample of 100 respondents was selected using purposive sampling with the following criteria: active students aged 18–25 years, having an active social media account, and possessing knowledge of or interest in investment..

2.2 Research Variables and Hypotheses

The research consists of five constructs:

- a. Financial Literacy (X1): refers to an individual's ability to understand and apply fundamental financial concepts in daily financial decision-making. This construct is measured using four indicators adapted from (Chen & Volpe in Herdiana, 2021:177), namely general personal financial literacy, savings and loan literacy, insurance literacy, and investment literacy. These indicators capture both basic and applied aspects of financial knowledge relevant to investment behavior.
- b. Subjective Norms (X2): reflect the perceived social pressure experienced by individuals from their immediate social environment regarding investment-related decisions. This variable is measured using three indicators developed by Yoopetch & Chaithanapat, (2020), including the influence of important others, social approval of investment interest, and social expectations to invest, which collectively represent normative social influences on investment intention.
- c. Social Media Influence (X3): represents the extent to which information and interactions on digital platforms shape individuals' perceptions and interests toward investment activities. This construct is measured using three indicators adopted from Mishra et al., (2022), namely investment-related social media engagement, the influence of social media recommendations, and the perceived usefulness of social media in shaping investment interest.
- d. Attitude (Z): is defined as an individual's positive or negative evaluation of engaging in investment behavior. This mediating variable is measured using three indicators from Mishra et al., (2022), which include investment belief, satisfaction with investment interest, and perceived benefits of investing, reflecting the cognitive and affective evaluation of investment activities.
- e. Investment Intention (Y): refers to an individual's tendency or willingness to engage in investment activities in the future. This construct is measured using three indicators adapted from Akhtar & Das, (2017), namely commitment to routine investing, encouragement to influence others to invest, and short-term investment plans, which together represent the strength and direction of investment-related intentions.

Based on the conceptual framework (Figure 1), this study proposes ten hypotheses (H1 to H10) that examine both the direct and indirect effects (the mediating effect of attitude) among the variables.

2.3 Conceptual Framework

The framework of this study is grounded in a modified Theory of Planned Behavior (TPB). According to Ajzen, (1991), the original TPB posits that behavioral intention is shaped by three core determinants, namely attitude, subjective norms, and perceived behavioral control. In order to better capture the complexity of investment decision-making among individuals, this study extends the original TPB model by incorporating two additional exogenous variables, namely financial literacy and social media influence. These variables are expected to play a significant role in shaping individuals' attitudes toward investment, while also exerting both direct and indirect effects on investment intention. Within this framework, attitude is positioned as a mediating variable that links financial literacy, subjective norms, and social media influence to investment intention. Through this modification, the model provides a more comprehensive understanding

of the behavioral mechanisms underlying investment intention. The conceptual framework of this study is illustrated in Figure 1.

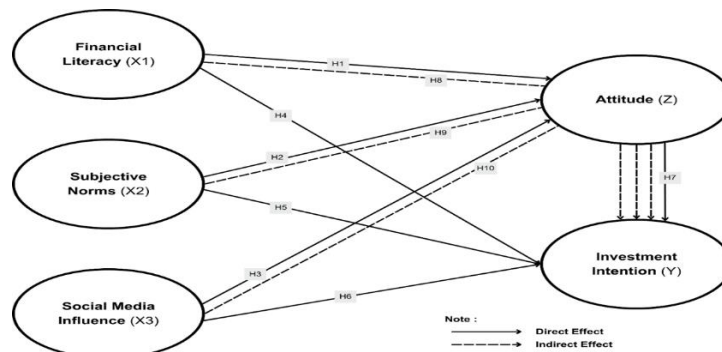


Figure 1. Framework for Thought

Based on the theoretical framework that has been developed, this study proposes ten hypotheses to examine the causal relationships among variables. These hypotheses are grounded in the assumption that financial literacy, subjective norms, and social media influence affect investment intention both directly and indirectly through the mediation of attitude.

2.3.1 The Influence of Financial Literacy on Attitude

Financial literacy plays an important role in shaping a positive attitude toward investing. The ability to understand basic financial concepts builds positive beliefs that form the foundation of attitude evaluation, in line with the Theory of Planned Behavior framework (Ajzen, 1991). Individuals with good financial literacy tend to have realistic and confident perceptions, thereby supporting investment activities. Empirical evidence further reinforces that financial literacy significantly influences the formation of positive financial attitudes and rational decision-making (Baroto, 2024; Susanto et al., 2024).

H₁: The higher the financial literacy, the more positive the student's attitude towards investment.

2.3.2 The Influence of Subjective Norms on Attitude

Subjective norms, which refer to social pressure from close individuals such as family and friends, significantly shape students' positive attitudes toward investing. This environmental support provides validation that investing is the right decision. The Theory of Planned Behavior Ajzen, (1991) positions subjective norms as a major determinant of behavioral intention, including investment behavior. Empirical studies confirm the strong influence of subjective norms in shaping investment attitudes, both among Muslim millennials (Ikhsan & Wulandari, 2024) and university students in general (Agustin et al., 2023).

H₂: The higher the subjective norms, the more positive the student's attitude towards investment.

2.3.3 The Influence of Social Media Influence on Attitude

Social media influence plays a role in shaping students' investment attitudes through exposure to investment-related content on platforms such as Instagram, TikTok, and YouTube. Educational content, success stories, and investment trends can create positive perceptions and internalize norms related to investing, as explained in the Theory of Planned Behavior (Ajzen, 1991). Empirical studies show that exposure to investment information on social media is strongly associated with the formation of positive attitudes toward investment decisions, particularly among Generation Z (Khatik et al., 2021) and young investors (Yoga et al., 2025). Thus, the greater the influence of social media, the more positive students' attitudes toward investing.

H₃: The higher the social media influence, the more positive the student's attitude towards investment.

2.3.4 The Influence of Financial Literacy on Investment Intention

Financial literacy directly and positively influences an individual's investment intention. A strong understanding of financial management, investment products, and associated risks and returns builds confidence in making decisions to begin investing. Within the Theory of Planned Behavior framework (Ajzen, 1991), financial literacy shapes behavioral beliefs that form the basis of intention to act. Empirical evidence shows that financial literacy significantly increases investment interest, both in conventional capital markets (Sharma & Goel, 2025) and in Islamic capital markets (Agustin et al., 2023).

H₄: The higher the financial literacy, the higher the investment intention of students.

2.3.5 The Influence of Subjective Norms on Investment Intention

Subjective norms serve as an important driver of students' investment intention. Support and expectations from social environments such as family, friends, or mentors act as strong motivators that create a sense of social approval, making

investing perceived as an acceptable and expected behavior. Within the framework of the Theory of Planned Behavior (Ajzen, 1991), subjective norms represent social factors that directly shape behavioral intention. Empirical studies confirm the positive and significant influence of subjective norms on investment intention, both in green sukuk instruments among Muslim millennials (Ikhsan & Wulandari, 2024) and in stock investment in general, where subjective norms often emerge as the most dominant factor (Yoopetch & Chaithanapat, 2020)

H₅: The higher the subjective norms, the higher the investment intention of students.

2.3.6 The Influence of Social Media Influence on Investment Intention

Social media influence plays a significant role in shaping students' investment intention through exposure to information, success stories, and viral investment trends on digital platforms. Inspirational content, easy-to-understand investment tips, and financial education campaigns can motivate students to start investing, while phenomena such as Fear of Missing Out (FOMO) further encourage action. Within the framework of the Theory of Planned Behavior (Ajzen, 1991), social media influence can shape subjective norms and positive attitudes toward investment behavior, as individuals tend to align themselves with prevailing trends and social perceptions. Empirical evidence shows that social media significantly affects investment intention among both millennials (Sukarno et al., 2024) and Generation Z (Khatik et al., 2021).

H₆: The higher the social media influence, the higher the investment intention of students.

2.3.7 The Influence of Attitude on Investment Intention

Attitude is a strong predictor of behavioral intention according to the Theory of Planned Behavior. A positive attitude toward investing reflecting a favorable evaluation enhances students' intention to invest because they perceive the activity as beneficial, appealing, and aligned with their goals. A positive attitude also reduces perceived barriers and increases motivation to take action. Empirical studies support this role, showing that attitude has a positive and significant effect on investment intention, both in the context of the Islamic capital market (Agustin et al., 2023) and mutual fund investments (Sharma & Goel, 2025).

H₇: The more positive the attitude, the higher the investment intention of students.

2.3.8 The Influence of Financial Literacy on Investment Intention through Attitude as a Mediating Variable

Financial literacy not only has a direct effect but also indirectly shapes investment intention through the formation of a positive attitude. A strong understanding of the benefits, risks, and mechanisms of investing fosters confidence and supportive evaluations toward investment activities. Within the Theory of Planned Behavior framework (Ajzen, 1991), attitude functions as a mediator that transmits the influence of financial literacy on investment intention by enhancing perceived behavioral control. Empirical studies support this mediating mechanism, showing that financial literacy indirectly affects investment intention through attitude, whether among investors in India (Sharma & Goel, 2025), university students in the Islamic capital market (Agustin et al., 2023), or Generation Z in Indonesia (Susanto et al., 2024).

H₈: Attitude mediates the influence of Financial Literacy on Investment Intention.

2.3.9 The Influence of Subjective Norms on Investment Intention through Attitude as a Mediating Variable

Subjective norms influence investment intention not only directly but also through the formation of a positive attitude. Support and expectations from one's social environment make investment activities perceived as valuable and acceptable, thereby shaping a positive evaluation that ultimately strengthens the intention to invest. Within the framework of the Theory of Planned Behavior (Ajzen, 1991), attitude serves as a critical mediator that bridges the influence of subjective norms on behavioral intention. Empirical evidence shows that attitude significantly mediates the relationship between subjective norms and investment intention, both in the context of green sukuk investment (Ikhsan & Wulandari, 2024), stock investment (Yoopetch & Chaithanapat, 2020), and the Islamic capital market (Agustin et al., 2023).

H₉: Attitude mediates the influence of Subjective Norms on Investment Intention.

2.3.10 Influence of Social Media Influence on Investment Intention through Attitude as a Mediating Variable

Social media influence can shape investment intention indirectly through the formation of a positive attitude. Exposure to investment-related content such as tips, young investor experiences, and digital investment trends creates positive perceptions that subsequently form supportive evaluations of investment activities. Within the Theory of Planned Behavior framework (Ajzen, 1991), attitude acts as a mediating variable that transmits the influence of social media on behavioral intention. Empirical studies support this mediating mechanism, showing that attitude significantly mediates the relationship between social media influence and investment decisions among Generation Z (Khatik et al., 2021), investment intention among millennials (Sukarno et al., 2024), and young investor's behavior related to risk and return (Yoga et al., 2025).

H₁₀: Attitude mediates the influence of Social Media Influence on Investment Intention.

2.4 Data Analysis Techniques

The data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with the assistance of SmartPLS 3.0 software. The use of PLS-SEM was chosen due to its capability to test structural models with relatively

small sample sizes, non-normally distributed data, and complex models involving mediating variables (Hair et al., 2019). The analysis was carried out in two stages:

- a. Outer Model: Assesses the validity and reliability of the instruments through loading factors (>0.7), Average Variance Extracted (AVE > 0.5), Composite Reliability (>0.7), and Cronbach’s Alpha (>0.7). Discriminant validity is tested using the Heterotrait-Monotrait (HTMT) ratio criterion (<0.9).
- b. Inner Model: Examines the hypothesized relationships through path coefficients, T-statistics, and P-values using the bootstrapping procedure (5,000 subsamples). The model’s predictive power is evaluated using R-square (R²), while predictive relevance is assessed using Q-square (Q²). Mediation effects are tested by examining the significance of the indirect effect.

3. RESULTS AND DISCUSSION

3.1 Respondent Characteristics

The study respondents consisted of 100 individuals, all of whom were active university students from various higher education institutions in the Province of Bali, aged 18–25 years. Most respondents were female (61%), aged 20–22 years (73%), and resided in Denpasar City (27%), Badung Regency (25%), Gianyar (19%), and Tabanan (18%). The majority were undergraduate (S1) students (83%) and came from Universitas Pendidikan Nasional (42%). In terms of economic background, the main source of income for most respondents came from their parents (51%), followed by a combination of parental support and their own income (34%). The estimated monthly allowance or income was predominantly within the range of Rp1,000,001–Rp2,500,000 (49%). These characteristics indicate that the sample is dominated by female undergraduate students living in urban areas of Bali, who are largely financially dependent on their families but already show an interest in financial literacy and investment.

3.2 Description of Variable Answers

The respondents answers to the research variables were measured using a Likert scale of 1–4 (from Strongly Disagree to Strongly Agree). The results show that all variables have average scores above 3.0, which fall into the high to very high category. The financial literacy variable (X1) has an average score of 3.42, subjective norms (X2) 3.28, social media influence (X3) 3.46, attitude (Z) 3.38, and investment intention (Y) 3.34. The highest-scoring indicator is “Social media influencers raise awareness of the importance of investing early” (3.49) under variable X3, while the lowest-scoring indicator is “I am motivated to invest because of expectations from important people around me” (3.24) under variable X2. Overall, respondents demonstrate positive understanding, social perceptions, digital influence, attitudes, and intentions toward investment.

3.3 Model Analysis Results

The model was tested using Partial Least Square (PLS) with the SmartPLS 4 software. The outer model stage examined the validity and reliability of the indicators. In the initial iteration, two indicators (X1.1 and X3.1) were removed due to having the lowest outer loading values and to satisfy discriminant validity requirements (HTMT ratio < 0.90). The final outer model results show that all remaining indicators have outer loadings > 0.70, AVE > 0.50, and Cronbach’s alpha as well as composite reliability values > 0.70, thus meeting the criteria for convergent validity and reliability. The inner model was assessed by examining VIF values (all < 5, indicating no multicollinearity), path coefficients, significance levels, and R-square values. The complete results are presented in Tables 2 to 6 and Figures 2 to 3.

Table 2. Final Outer Model Results

Indicator	Construct	Indicator Reliability	Convergent validity	Internal Consistency Reliability		Discriminant Validity*
		Indicator Outer Loadings	AVE	Cronbach’s Alpha	Composite Reliability (rho a)	HTMT Ratio
X1.2	Financial Literacy	0,824	0,691	0,776	0,777	√
X1.3		0,831				
X1.4		0,838				
X2.1	Subjective Norms	0,859	0,726	0,809	0,810	√
X2.2		0,901				
X2.3		0,792				
X3.2	Social Media Influence	0,919	0,835	0,802	0,804	√
X3.3		0,908				
Y.1		0,820				
Y.2	Investment Intention	0,776	0,679	0,762	0,768	√
Y.3		0,873				
Z.1		0,880				
	Attitude	0,880	0,748	0,832	0,834	

Indicator	Construct	Indicator Reliability	Convergent validity	Internal Consistency Reliability	Discriminant Validity*
		Indicator Outer Loadings	AVE	Cronbach's Alpha	Composite Reliability (rho a)
Z.2		0,857			√
Z.3		0,858			

Table 3. HTMT Ratio Results

	Attitude (Z)	Financial Literacy (X1)	Investment Intention (Y)	Social Media Influence (X3)	Subjective Norms (X2)
Attitude (Z)					
Financial Literacy (X1)	0,867				
Investment Intention (Y)	0,873	0,873			
Social Media Influence (X3)	0,542	0,784	0,780		
Subjective Norms (X2)	0,793	0,712	0,852	0,484	

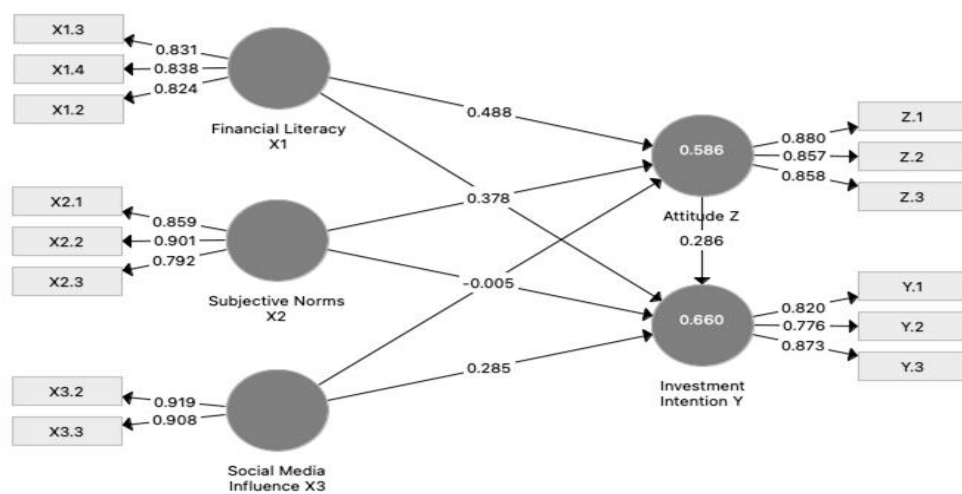


Figure 2. Final Outer Model PLS

After re-evaluating the model by removing indicators X1.1 and X3.1, which had the lowest outer loading values, all remaining indicators were deemed valid (outer loading > 0.70). The outer model results show significant improvement: the Average Variance Extracted (AVE) values are above 0.50 (indicating convergent validity), Cronbach's Alpha and Composite Reliability range from 0.762 to 0.834 (indicating reliability), and discriminant validity is achieved (HTMT Ratio < 0.90). Therefore, the model is now more valid and reliable for further analysis.

Table 4. Hypothesis Testing Results

Hipotesis	Pengaruh	Original Sample (O)	T-Statistik	P-Values	Hasil
H ₁	X1 → Z	0,488	4,071	0,000	Accepted
H ₂	X2 → Z	0,378	3,865	0,000	Accepted
H ₃	X3 → Z	-0,005	0,057	0,954	Rejected
H ₄	X1 → Y	0,257	2,147	0,032	Accepted
H ₅	X2 → Y	0,418	4,011	0,000	Accepted
H ₆	X3 → Y	0,283	3,468	0,001	Accepted
H ₇	Z → Y	0,286	2,753	0,006	Accepted
H ₈	X1 → Z → Y	0,140	2,106	0,036	Accepted
H ₉	X2 → Z → Y	0,108	2,469	0,014	Accepted
H ₁₀	X3 → Z → Y	-0,001	0,060	0,952	Rejected

The results of the direct effect testing show that most relationships between variables are significant (T-statistic > 1.96; P-value < 0.05). Specifically, financial literacy (X1) and subjective norms (X2) have a significant effect on attitude (Z) (H1 and H2 accepted). However, social media influence (X3) does not have a significant effect on attitude (Z) (H3 rejected). Furthermore, X1, X2, and X3 are proven to have a significant direct effect on investment intention (Y) (H4, H5, H6 accepted). Attitude (Z) also has a significant effect on Y (H7 accepted).

Based on the indirect effect test, attitude (Z) is proven to significantly mediate the relationships between financial literacy (X1) and subjective norms (X2) on investment intention (Y) (H8 and H9 accepted). However, attitude (Z) does

not mediate the relationship between social media influence (X3) and Y (H10 rejected). Thus, attitude functions as a partial mediator in the relationships between X1 and X2 toward Y, but not in the relationship between X3 and Y.

Table 5. Effect Size (f^2) Results

Hubungan Variabel	Effect Size	Kategori
X1 → Z	0,283	Medium
X2 → Z	0,233	Medium
X3 → Z	0,000	No Effect
Z → Y	0,100	Small
X1 → Y	0,016	Small
X2 → Y	0,155	Small to Medium
X3 → Y	0,147	Small to Medium

The effect size (f^2) test results indicate varying influence strengths within the model. Financial literacy and subjective norms have significant effects with medium effect sizes on attitude (values of 0.283 and 0.233, respectively), while the effect of social media influence on attitude shows no effect (value 0.000). On investment intention, attitude and financial literacy demonstrate small effect sizes (values 0.100 and 0.016), whereas subjective norms and social media influence fall within the small to medium effect size range (values 0.155 and 0.147). Overall, most variables contribute meaningfully to the model with differing levels of influence, and only one relationship (social media influence → attitude) shows no effect.

Table 6. R-square Results

Variabel	R ²	R ² Adjusted	Kategori
Attitude	0,586	0,573	Moderate
Investment Intention	0,660	0,646	Moderate

The R-square value for the attitude variable is 0.586 (moderate category), indicating that 58.6% of the variance in attitude can be explained by the exogenous variables in the model. Meanwhile, the investment intention variable has an R-square value of 0.660 (moderate category), meaning that 66% of the variance in investment intention can be explained by the model. These values indicate that the structural model in this study has a fairly good predictive capability, with substantive contributions from the exogenous variables to the endogenous variables examined.

The result of Q² calculation explained as follows:

$$Q2 = 1 - (1 - R1^2)(1 - R2^2)$$

$$Q2 = 1 - (1 - 0,586)(1 - 0,660)$$

$$Q2 = 1 - (0,414)(0,340)$$

$$Q2 = 1 - 0,141$$

$$Q2 = 0,859 \sim 85,9\%$$

The Q² value of 0.859, or 85.9%, indicates that the model has very strong predictive relevance, as this value is far above the minimum threshold of 0.35. Thus, it can be concluded that this research model has excellent predictive ability for the variables examined.

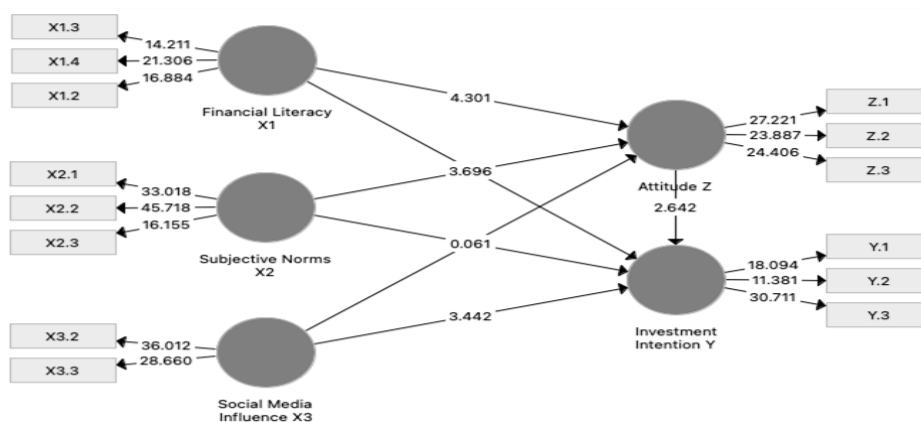


Figure 3. Inner Model PLS

3.4 Discussion

3.4.1 The Influence of Financial Literacy on Attitude

The findings of this study support the first hypothesis (H1) by showing that financial literacy significantly shapes students' positive attitudes toward investing. Knowledge of financial concepts such as risk management and planning provides a

strong cognitive foundation for individuals to evaluate investing as a wise and beneficial action (Baroto, 2024; Ilyas et al., 2021). The Theory of Planned Behavior (Ajzen, 1991) supports this by positioning financial literacy as an external variable that strengthens beliefs about behavioral outcomes (behavioral beliefs). These findings are consistent with previous studies that confirm the role of financial literacy in shaping rational attitudes toward financial decision-making (Agustin et al., 2023; Susanto et al., 2024). Furthermore, studies on students in the local context also show that adequate financial understanding is significantly correlated with positive perceptions of asset management and investment (Herawati et al., 2024). Thus, efforts to increase financial literacy are a fundamental step in fostering the right attitude before entering the capital market.

3.4.2 The Influence of Subjective Norms on Attitude

The results of the study confirm the second hypothesis (H2), that subjective norms, or social pressure from important people around individuals, significantly strengthen students' positive attitudes toward investment. Support and expectations from family, peers, and academic figures make investment activities perceived as valuable and socially accepted actions (Yoopetch & Chaithanapat, 2020). The concept of subjective norms in the Theory of Planned Behavior explains that individuals tend to internalize the values approved by their social reference groups (Ajzen, 1991). This result is supported by studies that found strong effects of subjective norms in the context of Islamic investment and sustainable investment among millennials (Ikhsan & Wulandari, 2024; Prakoso & Putra, 2025). In collective cultures such as Indonesia, social influence from close environments often becomes a primary consideration before forming personal beliefs, which in turn shapes attitudes (Hidayati & Destiana, 2023).

3.4.3 The Influence of Social Media Influence on Attitude

Contrary to the third hypothesis (H3), social media influence was found to be insignificant in shaping students' attitudes toward investment. This indicates that exposure to investment-related content on digital platforms such as Instagram, TikTok, or YouTube is not sufficient to alter individuals' underlying beliefs and evaluations, which are more likely formed through direct social interactions or structured personal knowledge (Elshaer & Sobaih, 2023). The Theory of Planned Behavior explains that attitude formation requires a complex cognitive evaluation process, in which social media may only function as a provider of surface-level information lacking deeper context (Shih et al., 2022). This finding offers a different nuance from several studies highlighting the role of social media in investment decisions (Khatik et al., 2021), and can be explained by the characteristics of the student sample who may be more critical in filtering information from social media or prioritize more formal sources of information.

3.4.4 The Influence of Financial Literacy on Investment Intention

The results of the analysis support the fourth hypothesis (H4), that financial literacy has a direct, positive, and significant influence on investment intention. Adequate knowledge about instruments, market mechanisms, and risk management provides the confidence and perceived behavioral control needed for students to form concrete intentions (Balagobei & Prashanthan, 2021; Jaya et al., 2024). The Theory of Planned Behavior explains this mechanism, in which external factors such as knowledge can directly enhance intention by increasing perceived control over behavior (Ajzen, 1991). This finding is consistent with research affirming the role of financial literacy, including digital financial literacy, as a primary driver of investment interest among young generations (Mubarokah et al., 2024; Sharma & Goel, 2025). This consistency is further strengthened by previous studies concluding that financial literacy has a significant and positive effect on students' investment decisions, where students with higher levels of understanding tend to make wiser and more informed decisions (Ulfah, 2022).

3.4.5 The Influence of Subjective Norms on Investment Intention

The findings of this study support the fifth hypothesis (H5), which states that subjective norms have a strong and significant direct influence on students' investment intentions. Support and expectations from the social environment particularly family and peer groups serve as powerful external motivators that encourage individuals to begin investing by reducing perceived risks and uncertainties (Gangopadhyay & Nilakantan, 2021). Within the Theory of Planned Behavior, subjective norms are a key determinant of behavioral intention, especially in contexts where the behavior is socially visible (Ajzen & Fishbein, 2010). These results are consistent with studies identifying subjective norms as a strong predictor of investment intention, particularly in collectivist cultures such as Indonesia (Ikhsan & Wulandari, 2024; Yoopetch & Chaithanapat, 2020).

3.4.6 The Influence of Social Media Influence on Investment Intention

In contrast to its effect on attitude, the findings of this study support the sixth hypothesis (H6), indicating that social media influence has a direct, positive, and significant impact on investment intention. Exposure to viral investment content, success narratives, or recommendations from influencers and online communities can immediately trigger the desire to take action (Kalia et al., 2023; Shah et al., 2024). This phenomenon is often driven by psychological mechanisms such as social proof and Fear of Missing Out (FOMO), which can motivate action without necessarily requiring a deeper change in underlying attitudes (Nurul Aisyah et al., 2025). These findings align with prior studies demonstrating the effectiveness

of social media in reaching younger generations and stimulating instant interest in investment (Sukarno et al., 2024; Yoga et al., 2025)

3.4.7 The Influence of Attitude on Investment Intention

The findings of this study support the seventh hypothesis (H7), that a positive attitude toward investment significantly contributes to an increase in investment intention. When students view investing as an appealing activity, financially beneficial, and aligned with their values and future goals, their desire to engage in it becomes stronger (Mishra et al., 2022). In the Theory of Planned Behavior, attitude is a core determinant of behavioral intention (Ajzen, 1991). These results are consistent with various TPB-based studies that confirm attitude as a strong indicator of investment intention, both in conventional and Islamic capital markets (Agustin et al., 2023; Hidayati & Destiana, 2023).

3.4.8 The Mediating Role of Attitude between Financial Literacy and Investment Intention

The mediation test results support the eighth hypothesis (H8), indicating that attitude serves as a significant mediator in the relationship between financial literacy and investment intention. This means that financial literacy not only has a direct effect on intention but also an indirect effect by first shaping a positive attitude. This mechanism aligns with the logic of the Theory of Planned Behavior, in which knowledge enhances positive beliefs (behavioral beliefs), which then develop into supportive attitudes, and ultimately increase intention (Ajzen, 1991). This mediation finding is supported by studies showing that the influence of financial literacy on intention is often transmitted through improvements in financial attitudes (Ilyas et al., 2021; Sharma & Goel, 2025).

3.4.9 The Mediating Role of Attitude between Subjective Norms and Investment Intention

The findings of this study also support the ninth hypothesis (H9), indicating that attitude is proven to be a significant partial mediator between subjective norms and investment intention. Subjective norms influence investment intention both directly and indirectly through the formation of a positive attitude. This process illustrates the internalization of social influence, where support and expectations from others (external pressure) are gradually adopted into one's personal belief system (internalized belief), shaping attitude and subsequently encouraging intention (Yoopetch & Chaithanapat, 2020). These results align with studies showing that social norms often operate by shaping individuals' perceptions and attitudes before eventually manifesting in intention (Ikhsan & Wulandari, 2024).

3.4.10 The Mediating Role of Attitude between Social Media Influence and Investment Intention

The mediation test results do not support the tenth hypothesis (H10), indicating that attitude does not serve as a mediator in the relationship between social media influence and investment intention. The non-significant mediation path is consistent with the rejection of H3, which shows that social media does not significantly affect attitude. This suggests that the influence of social media on investment intention is direct and instantaneous, operating through mechanisms such as impulsive encouragement, heuristic decision-making, or online normative influence, without requiring a prior deep change in attitude (Kalia et al., 2023; Shah et al., 2024). This finding offers a more nuanced perspective and emphasizes that in the digital era, social media can function as a direct trigger for rapid intention formation, independent of the deeper cognitive evaluations that shape attitude (Nurul Aisyah et al., 2025).

4. CONCLUSION

Based on the research findings, it can be concluded that the modified Theory of Planned Behavior (TPB) model is valid in explaining students' investment intention in Bali, which is significantly influenced by financial literacy, subjective norms, and social media influence through both direct and indirect pathways via investment attitude. Financial literacy and subjective norms have comprehensive effects by enhancing positive investment attitudes and strengthening investment intention, with attitude acting as a significant partial mediator, indicating that knowledge and social pressure shape positive beliefs that support investment decisions. In contrast, social media influence does not significantly affect attitude but has a strong direct effect on investment intention, highlighting its role as an immediate behavioral trigger rather than a mechanism for deep cognitive change. Therefore, fostering investment intention among young people requires a dual approach that combines strengthening foundational knowledge and positive social reinforcement to build supportive attitudes, while strategically utilizing social media as a direct engagement channel. However, this study has limitations, as it focuses on students in Bali, which may limit generalizability to other contexts, and measures intention rather than actual investment behavior; thus, future research is recommended to expand to other regions and examine factors that facilitate the translation of investment intention into real investment actions.

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