The Effect of Generational Affiliation on Saving Accumulation Motivation: The Role of Financial Literacy as a Mediating Variable (Case Study on Generations X, Y, and Z in Indonesia)

Maharani Dewika Putri[1]
Sutrisno Sutrisno[2]
[1]Universitas Islam Indonesia, Faculty of Business and Economics,
Condongcatur, Yogyakarta, Indonesia
[1]Universitas Islam Indonesia, Faculty of Business and Economics,
Condongcatur, Yogyakarta, Indonesia

Abstract
This study aims to analyze the influence of generational affiliation on savings accumulation motivation with financial literacy as a mediating variable. The research sample consisted of individuals representing Generation X, Generation Y (Millennials), and Generation Z, with a quantitative approach through the distribution of online questionnaires. Data analysis was conducted using multiple linear regression with the help of SPSS software version 30 and PROCESS Macro Model 4 by Andrew F. Hayes. The results showed that generational affiliation significantly influenced financial literacy and savings accumulation motivation, and financial literacy also significantly influenced savings accumulation motivation. Furthermore, the mediation analysis showed that financial literacy significantly mediated the relationship between generational affiliation and savings motivation. However, the results of the difference test using One-Way ANOVA did not show a significant difference in savings motivation between generational groups.

Keywords: Saving motivation; financial literacy; generational affiliation; Gen Z

1. Introduction

Saving behavior is a crucial pillar of individual financial stability and a nation's economic resilience. Globally, savings not only serve as an emergency fund but also serve as the foundation of financial management strategies for future needs such as education, retirement, and investment (OECD, 2021). The Theory of Planned Behavior (TPB) states that saving motivation is shaped by three main factors: attitudes toward saving, perceived social influence, and perceived self-control in doing so (Ajzen, 1991). Differences in saving motivation are not uniform across age groups but are influenced by the unique characteristics of each generation.

Data from the Financial Services Authority (OJK, 2023) shows that only 49.5% of Indonesians have active savings, indicating a generational gap in saving behavior. Generation X recorded the highest savings rate (58%), followed by Generation Y (42%) and Generation Z (32%). A 2023 Bank Indonesia survey revealed that 73% of Generation Z prioritized life experiences over saving, while Generation Y tended to follow a paycheck-to-paycheck consumption pattern (Kompas, 2023). This phenomenon shows that despite increasing access to digital finance, the motivation to save among the younger generation is actually declining.

Variations in savings behavior between generations are influenced not only by age but also by social and economic dynamics that shape individual financial perceptions. Factors such as financial inclusion policies, inflation rates, labor market conditions, and exposure to social media that promotes a consumerist lifestyle influence savings patterns. Furthermore, economic disparity, limited access to financial education, and digital inequality are significant structural factors. By considering these various dimensions, the analysis of savings motivation across generations becomes more comprehensive and relevant as a basis for data-driven policy development.

Significant differences in financial management characteristics between generations are apparent. Generation X tends to be conservative, saving for long-term goals such as children's education (Suryanto & Komalasari, 2020). Generation Y is torn between lifestyle demands and aspirations for asset ownership, such as property (42%). Meanwhile, Generation Z, who grew up in the digital era, tends to use digital wallets for short-term savings (Dewi et al., 2020), influenced by exposure to financial content on social media (Priyono & Nugroho, 2021).

The fundamental problem lies in two factors. First, the low motivation to save among Generation Z, who are digitally savvy but lack an understanding of the concept of long-term savings accumulation. Second, in Indonesia, studies comprehensively examining the role of financial literacy as a mediator between generational relationships and saving motivation across all three generations are still rare. In fact, a study by Lusardi & Mitchell (2017) in the US found that financial literacy mediated 35% of the generational influence on savings, but this approach has not yet been adapted in Indonesia.

Financial literacy acts as a mediating mechanism explaining the relationship between generational affiliation and saving motivation. Each generation has a different level of understanding and access to financial information, which shapes their perspectives and habits regarding saving. In Indonesia, the financial literacy of the younger generation, particularly Generation Z, is still relatively low and has not been optimally reached through conventional educational approaches (OJK, 2023; Dewi et al., 2020). This impacts a weak long-term orientation in personal financial management. Therefore, studying financial literacy within a generational context is crucial as a basis for formulating more adaptive educational policies, while simultaneously supporting the strengthening of financial literacy and inclusion for national economic development.

This research is based on the TPB theory with specific adaptations, where generational affiliation is assumed to represent variations in attitudes and subjective norms across age groups. Financial literacy is positioned as a form of perceived behavioral control, while the motivation to accumulate savings is the final observed behavior. In the context of Generation X, conservative attitudes toward finances and longer life experiences shape a long-term savings orientation, such as for children's education funds. Social norms are formed in an environment that values financial stability. Generation Y (Millennials), who are living through the digital transition and the pressures of an urban lifestyle, exhibit a tendency to be ambivalent about the desire to save and fulfill their lifestyle. Their subjective norms are influenced by social pressure from peers who have a consumptive lifestyle. Generation Z, who grew up as digital natives, exhibits a more open attitude toward financial technology but tends to prioritize experience over long-term planning. Their norms are shaped by social media and digital communities, while their perceived control over finances is influenced by their ability to quickly access and understand financial information.

Within this theoretical framework, financial literacy is a determining factor that strengthens the perception of behavioral control across generations. Individuals with high levels of financial literacy tend to feel more capable of managing their finances, thus encouraging them to save in a planned manner. The primary focus of this research is the importance of formulating financial education policies that are targeted and relevant to the needs of different generations. However, the implementation of these policies still faces several challenges, such as the digital access gap, low interest among the younger generation in formal financial education, and the suboptimal integration of financial literacy programs within the national education system. By adapting the theory of Planned Behavior to a cross-generational context, this research is expected to provide a stronger conceptual foundation for designing effective and sustainable financial literacy strategies in Indonesia.

The findings are expected to serve as a foundation for the Financial Services Authority (OJK) and financial industry players in designing a more segmented approach—a conventional approach for Generation X, a combination of digital and traditional approaches for Generation Y, and social media-based micro-content for Generation Z. By tailoring financial literacy strategies based on generational characteristics, this research is expected to contribute to strengthening the financial resilience of the Indonesian people as a whole. With these strategic adjustments, the study's findings contribute to strengthening intergenerational financial resilience, which is highly relevant in addressing national socioeconomic dynamics such as rising living costs, unequal financial access, and the expanding penetration of the digital economy.

In terms of scientific contributions, this study offers several novelties, including adopting a comparative approach that integrates three generations (X, Y, and Z) within a single analytical framework; positioning financial literacy as a mediating variable, rather than a sole predictor; and focusing attention on the motivational aspects of saving behavior, which are often overlooked in previous studies. Based on these foundations, this research is expected to enrich

the academic literature and provide practical recommendations for improving intergenerational financial well-being.

2. Literature Review and Hypotheses Development

Theory of Planned Behavior (TPB)
The Theory of Planned Behavior (TPB), developed by Ajzen (1991), is a theoretical approach that explains how three main components—attitude, subjective norms, and perceived behavioral control—influence an individual's intention to act. The TPB has been widely used in various studies, including in the financial field, to understand behaviors that require cognitive consideration and planning, such as saving (Ajzen, 2006).

Each component of the TPB is based on a specific type of belief: behavioral beliefs, normative beliefs, and control beliefs. In the financial context, control beliefs refer to an individual's perception of the factors that facilitate or hinder their ability to save. When individuals possess adequate financial literacy, are able to manage their expenses, and have access to formal financial services, their perceived behavioral control over saving activities tends to be higher. Therefore, the TPB is relevant for studying saving motivation, particularly considering the role of financial literacy as a factor that strengthens perceptual control over financial behavior (Ajzen, 1991; Ajzen, 2006).

Generational Affiliation and Savings Accumulation Motivation

Each generation has distinct characteristics, values, and perspectives on finances, including saving and preparing for the future. Generational affiliation refers to age groups born and raised during specific social, cultural, and economic periods, which shape their thinking, attitudes, and behaviors toward money and finances (Strauss & Howe, 1991). For example, Generation X is generally known for being more conservative and cautious in financial management and tending to focus on long-term financial stability. Millennials (1981–1996), who grew up during the transition to the digital age, tend to balance stability and lifestyle. Generation Z (1997–2012), who grew up in an era of rapid technology and digitalization, are more adaptable to financial applications, but also exhibit consumerist tendencies and a short-term orientation.

According to the Theory of Planned Behavior (Ajzen, 1991), motivation to save is influenced by individual attitudes, subjective norms, and perceived control over the behavior. Generational differences reflect differences in core values and time orientation, which ultimately impact financial behavior, including motivation to accumulate savings. A study by Twenge & Kasser (2013) showed that changes in values between generations also influence financial priorities. Generations with a long-term orientation are typically more motivated to save and accumulate funds for future goals, compared to generations that prioritize short-term consumption.

Given these differences in characteristics, the authors believe that generational affiliation can influence a person's level of motivation to accumulate savings. Individuals from generations who

are more aware of the importance of long-term financial planning tend to have higher levels of savings motivation than other generational groups.

H_1: Generational affiliation has a positive effect on savings accumulation motivation.

Generational Affiliation and Financial Literacy
Generational affiliation refers to groups of individuals born within a specific timeframe and experiencing similar social, technological, and economic events during their formative years (Strauss & Howe, 1991). Each generation has unique experiences, which ultimately influence their knowledge, attitudes, and behaviors regarding finance.

Developments in information technology and access to financial education resources are important factors that differentiate financial literacy levels between generations. As a generation raised amidst the development of digital technology, Generation Z demonstrates ease of access to financial information through the internet, social media, and other digital platforms, potentially enhancing their financial literacy compared to previous generations. Conversely, older generations (Generations X and Y) may have more limited access to information but may possess broader practical experience.

According to Lusardi and Mitchell (2014), financial literacy is influenced by demographic factors such as age, education, and life experiences, which are largely related to generational categories. Financial knowledge is acquired not only from formal education but also from the environment and social experiences unique to the era. Generations that directly experienced the economic crisis or developments in financial technology tend to have different financial literacy levels than other generations.

H_2: Generational affiliation has a positive effect on financial literacy.

Financial Literacy and Savings Accumulation Motivation
Financial literacy refers to an individual's level of understanding of the basic financial principles necessary for making wise and appropriate financial decisions (OECD, 2016). Individuals with high financial literacy tend to be better able to plan for their financial future, understand the importance of saving, and manage their financial resources effectively.

According to the TPB theory, one of the important components shaping a person's intention or motivation to perform a behavior is knowledge relevant to that behavior (Ajzen, 1991). In this context, financial literacy is a key factor influencing an individual's attitude and perception toward the importance of saving. Individuals who understand the benefits and strategies for saving will be more motivated to initiate and maintain a savings habit.

Previous research also supports this view. For example, a study by Robb & Woodyard (2011) showed that individuals with higher levels of financial literacy tend to have stronger savings motivation than those with lower levels. Financial knowledge provides an understanding of the

importance of accumulating funds for future financial stability. Differences in financial literacy levels between generations can directly impact differences in motivation to save.

H$_3$: Financial literacy has a positive effect on savings accumulation motivation.

The Mediating Role of Financial Literacy

Financial literacy plays a crucial role in financial decision-making. Individuals with high levels of financial literacy tend to be able to plan long-term finances, while low levels of financial literacy are often associated with consumptive behavior and a lack of financial control (Lusardi & Mitchell, 2014). Financial literacy encompasses an understanding of basic financial concepts, wise decision-making, and healthy financial behavior (Huston, 2010). With technological advances and the digitalization of financial services, financial literacy has also expanded to include an understanding of the use of modern financial technology to facilitate personal financial management.

In the context of the relationship between generational affiliation and motivation to accumulate savings, financial literacy is suspected to act as a significant mediating variable. Peiris et al. (2021) showed that financial literacy has a significant direct and positive effect on saving behavior, with saving intentions acting as a mediator in this relationship.

Each generational cohort has different social and economic backgrounds, and differs in terms of technological accessibility. Fan (2025) emphasized that a generational perspective is important because there is no universal solution to financial knowledge when attempting to meet the needs of diverse age groups and generations. This suggests that generational characteristics shape the level of financial literacy, which then becomes a determinant of an individual's decisions and motivation to manage and accumulate savings.

The mediating role of financial literacy can be explained through the TPB theoretical framework. Rodriguez et al. (2024) found in their research that financial behavior mediates the relationship between financial literacy and spending habits in Generation Z. Lusardi & Mitchell (2014) emphasized that individuals with high levels of financial literacy demonstrate better financial planning and more responsible behavior. Conversely, when financial literacy is low, the intention or motivation to save is weakened, regardless of underlying generational factors. Thus, it can be concluded that financial literacy is not only a consequence of generational affiliation but also serves as a mediating mechanism influencing motivation to accumulate savings.

H$_4$: Financial literacy mediates the effect of generational affiliation on savings accumulation motivation.

Analysis of Differences in Saving Motivation Based on Generational Affiliation (Generation X, Generation Y, and Generation Z)

In the context of financial behavior, generational affiliation is believed to influence differences in individual motivations for accumulating savings. Each generation is shaped by different social, cultural, and economic experiences, ultimately creating differences in the financial priorities and goals of each age group (Twenge & Kasser, 2013). Generation X tends to be oriented toward long-term financial stability and security. Generation Y exhibits a tendency toward asset ownership planning, such as property, while Generation Z focuses more on flexibility and short-term consumption experiences.

Research by Suryanto & Komalasari (2020) identified that Generation X saves primarily for family needs, Generation Y for long-term investments, and Generation Z lacks a clear savings goal. Data from the Financial Services Authority (OJK) (2023) also indicates a gap in financial literacy between the three generations, which also influences financial decision-making patterns and motivation to save.

These differences in intergenerational characteristics are relevant for further analysis to understand how collective values and experiences shape motivations for accumulating savings. Within the Theory of Planned Behavior (Ajzen, 1991), attitudes, subjective norms, and perceived behavioral control differ across generations and can explain variations in savings intentions. Thus, generational affiliation has the potential to create significant differences in savings accumulation motivation.

H_5: There are significant differences in savings accumulation motivation based on generational affiliation (Generations X, Y, and Z).

Based on the above discussion, a conceptual framework was developed, as shown in Figure 1. This framework is adapted from research by Ajzen (2002) and Shim et al. (2009). In this case, Generational Affiliation is considered to influence Savings Accumulation Motivation, both directly and indirectly through Financial Literacy as a mediating variable.
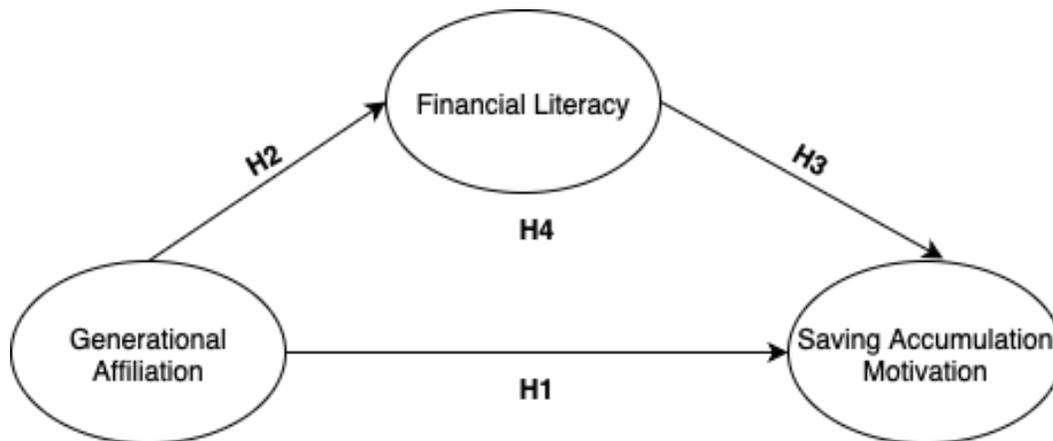
Figure 1. Research Framework

3. Method

Sample and Population

This study used a purposive sampling technique, a method for determining the sample based on specific criteria established by the researcher (Sugiyono, 2017). This technique was chosen because it is relevant for examining differences in savings motivation based on generational affiliation. The inclusion criteria for this study included individuals belonging to Generation X (1965–1980), Y (1981–1996), and Z (1997–2012), aged 18–60. This population was selected because these three generations have different financial mindsets, experiences, and behaviors, making it relevant for examining the influence of generational affiliation on savings accumulation motivation and the role of financial literacy.

Data Collection Techniques

Data were collected through online questionnaires distributed to Generation X, Y (Millennials), and Z respondents in various regions of Indonesia. After data collection, data cleaning, outlier detection using Mahalanobis Distance, and handling of missing values using mean imputation were performed (Hair et al., 2019). This study involved three main variables: Generational Affiliation, Saving Accumulation Motivation, and Financial Literacy. Generational Affiliation was classified by age group. Saving Accumulation Motivation was measured through indicators of intention, habits, and attitudes toward saving using a 5-point Likert scale, referring to the TPB theory (Ajzen, 1991). Financial Literacy was measured based on the dimensions of financial knowledge, understanding of basic concepts, and financial management skills (Huston, 2010). Data analysis was conducted using a one-way ANOVA using SPSS to determine differences in saving motivation and financial literacy between generations. All constructs were tested for validity and reliability before further analysis.

Research Variables

This study examined three main variables: generational affiliation as the independent variable, saving accumulation motivation as the dependent variable, and financial literacy as the mediating variable. Each of these variables was operationalized into several indicators based on theory and previous research. Each variable has indicators that describe the studied variable in a concrete and measurable manner, as shown in Table 1 below.

Table 1: Variable and Indicators

Variable	Research Indicators
Generational Affiliation	[GA1] I enjoy a flexible lifestyle and avoid rigid routines. [GA2] I prefer spending money on experiences (like traveling) over things. [GA3] I feel very dependent on digital technology in my daily life. [GA4] I quickly adapt to the latest digital technology or applications. [GA5] I prefer current financial satisfaction over saving for the future. [GA6] I am accustomed to using e-wallets or digital wallets for my daily transactions. [GA7] I am interested in financial content shared on social media. [GA8] I am more comfortable saving or investing conventionally (savings, deposits, gold). [GA9] I feel it is important to save for long-term goals, such as retirement or my children's education. [GA10] I strictly manage my spending to ensure I have savings every month.
Financial Literacy	[FL1] I understand how compound interest works in savings or loans. [FL2] I understand that inflation can reduce the purchasing power of money in the future. [FL3] I know that the higher the potential return, the higher the risk. [FL4] I regularly create and follow a personal financial budget. [FL5] I regularly set aside some money for savings. [FL6] I try to control my spending and avoid impulse purchases. [FL7] I believe that early financial planning is important for my future. [FL8] I feel confident in my ability to make wise financial decisions. [FL9] I consider it important to improve my knowledge of financial management. [FL10] I feel responsible for the financial decisions I make every day.
Saving Accumulation Motivation	[SAM1] I have long-term financial goals that motivate me to save.

[SAM2] I resist the urge to buy things so I can save more.
[SAM3] I save to be more financially prepared for unexpected events in the future.
[SAM4] I save regularly, even if it's only a small amount.
[SAM5] I believe that saving is important from a young age.
[SAM6] I prefer to save now rather than spend money on things that aren't really important.
[SAM7] I plan the amount and timeframe when saving.
[SAM8] I find saving helps me feel more financially secure.
[SAM9] I make a habit of setting aside some of my income before spending it on other expenses.
[SAM10] I am motivated to save to achieve specific goals, such as buying a house, a car, or a vacation.

Data Analysis

This study used descriptive analysis and inferential statistics to process the data. Descriptive analysis was conducted first to describe respondent characteristics, such as gender, age, generational group, and financial experience. The primary objective was to obtain a representative respondent profile and ensure a diverse data distribution.

In statistical testing, instrument validity and reliability were tested prior to the main analysis. Validity was tested using Pearson correlation and reliability using Cronbach's Alpha, with an α value ≥ 0.70 as an indicator of reliability. Mediation analysis was conducted using PROCESS Macro Model 4 by Hayes, using a bootstrapping method with 5,000 samples to test the significance of the mediation effect with a reference value of $p < 0.05$ and a CI not containing zero. Statistical analysis was conducted using SPSS version 30, including a one-way ANOVA test between generations and a mediation analysis based on the Baron and Kenny model. Normality tests (Shapiro-Wilk) and homogeneity of variance (Levene's Test) were performed as prerequisites for parametric testing, with a significance value of $p > 0.05$.

4. Results and Discussion

Respondent Characteristics

This study successfully collected data from 226 respondents, with characteristics categorized by generation, highest level of education, occupation, source of income, monthly income, and savings account ownership. The characteristics of the respondents in this study are shown in Table 2 below.

Table 2. Karakteristik Responden

Karakteristik Responden	Frekuensi	%
Generation Group		
Gen X	75	33,19%
Gen Y/Millenial	75	33,19%
Gen Z	76	33,63%
Last Education		
Junior High School/Equivalent	0	0%
High School/Vocational High School	39	17,3%
Diploma (D1/D2/D3)	40	17,7%
Postgraduate (S2/S3)	37	16,4%
Employment Status		
Students	29	12,8%
Employees	89	39,4%
Entrepreneurs	96	42,5%
Unemployed	12	
Source of Income		
Salaries from work	29	12,8%
Self-employment/self-employment	75	33,2%
Pocket money from parents	66	29,2%
Freelance	27	11,9%
Investment income/passive income	24	10,6%
Others	5	2,2%
Total income per month		
Less than Rp1.000.000	15	6,6%
Rp1.000.000 – Rp2.000.000	91	40,3%
Rp2.000.000 – Rp4.000.000	55	24,3%
Rp4.000.000 – Rp6.000.000	28	12,4%
More than Rp6.000.000	37	16,4%
Saving ownership		
Yes	226	100%
No	0	0

Source: Data processed (2025)

The survey results in Table 2 show that the respondents to this study were predominantly Gen Z (33.63%). In terms of educational attainment, the majority of respondents had a bachelor's degree (48.7%). Furthermore, the majority of respondents were entrepreneurs (42.5%) and earned their own income (33.2%). In terms of income, the majority of respondents earned between Rp1,000,000 and Rp2,000,000 per month (40.3%). All respondents to this study had savings (100%).

Research Instrument Test

First, a validity test is used to measure the extent to which the research instrument accurately and consistently reflects the variables to be measured (Ansari & Khan, 2023). The test was conducted using SPSS version 30 with Pearson correlation analysis (r-count). If the r-count value is greater than the r-table, all question items are valid. The r-table value for DF = n-2 = 226-2 = 224 with a significance level of 0.1 is 0.1097. Next, a reliability test was conducted on statement items that met the validity criteria. The instrument is considered reliable if the Cronbach's Alpha coefficient (α) exceeds 0.60, indicating that the measuring instrument has good internal consistency and is reliable for further analysis (Sugiyono, 2017 & Ghozali, 2018). A high α value indicates that each item in a variable is consistently correlated with each other. The results of the validity and reliability tests can be seen in Table 3 below.

Table 3. Research Instrument Test Result

Variabel	Measurement Item	R vale	R table	*Cronbach's Alpha*
General Affiliation	GA1	0,588	0,1097	0,628
	GA2	0,369	0,1097	
	GA3	0,589	0,1097	
	GA4	0,373	0,1097	
	GA5	0,481	0,1097	
	GA6	0,456	0,1097	
	GA7	0,476	0,1097	
	GA8	0,448	0,1097	
	GA9	0,516	0,1097	
	GA10	0,486	0,1097	
Financial Literacy	FL1	0,454	0,1097	0,633
	FL2	0,441	0,1097	
	FL3	0,515	0,1097	
	FL4	0,502	0,1097	
	FL5	0,414	0,1097	
	FL6	0,483	0,1097	
	FL7	0,497	0,1097	
	FL8	0,578	0,1097	
	FL9	0,398	0,1097	
	FL10	0,545	0,1097	
Saving Accumulation Motivation	SAM1	0,516	0,1097	0,649
	SAM2	0,481	0,1097	
	SAM3	0,493	0,1097	
	SAM4	0,484	0,1097	
	SAM5	0,446	0,1097	
	SAM6	0,395	0,1097	
	SAM7	0,550	0,1097	

SAM8	0,506	0,1097	
SAM9	0,463	0,1097	
SAM10	0,582	0,1097	

Source: Data processed by SPSS (2025)

Table 3 shows that the research instrument meets the data validity criteria, namely, the calculated r value > the table with an r value of 0.1097. Meanwhile, the reliability test results show that the Cronbach's alpha value for each variable is greater than 0.6, meeting the criteria. Thus, the instrument test results indicate that this research instrument is valid and reliable.

Hypothesis Testing: Mediation Analysis – PROCESS Hayes Model 4
Mediation testing was conducted using mediation regression using Macro PROCESS Hayes Model 4 and bootstrapping techniques for 5,000 samples. The effect is considered significant if $p < 0.05$ and the confidence interval does not include zero. The results of the tests for Hypotheses 1 through 3 are shown in Table 6 below.

Table 6. Result test of Hipothesis 1-3

Hyp	Variable	β	t-value	p-value	95% CI (LL UL)	R^2	F Value
1	GA →SAM	0,949	36,534	0,000	[0,898 - 1,0006]	0,856	1334,798
2	GA →FL	0,913	34,343	0,000	[0,8609 – 0,9657]	0,840	1179,458
	FL →SAM	0,554	10,276	0,000	[0,4478 – 0,6602]	0,902	1031,877
3	GA → SAM (kontrol)	0,443	8,257	0,000	[0,3377 – 0,5493]		

Source: Data processed by SPSS (2025)

Table 6 shows that hypotheses 1 to 3 are supported in this study. The first hypothesis indicates that generational affiliation has a significant effect on savings accumulation motivation (β = 0.9494; p = 0.000; t = 36.53). The R² value of 0.8563 indicates that 85.63% of the variation in savings motivation is explained by generational affiliation, supporting H1. The second hypothesis indicates that generational affiliation has a significant effect on financial literacy (β = 0.9133; p = 0.000; t = 34.34). The R² value of 0.8404 indicates that 84.04% of the variation in financial literacy is explained by generational affiliation. These results support H2. The third hypothesis indicates that financial literacy significantly influences savings accumulation motivation after considering generational affiliation (β = 0.5540; p = 0.000; t = 10.28). The R² value of 0.9025 supports H3, indicating a strong contribution of financial literacy to savings motivation.

Next, Hypothesis 4 was tested, examining the mediating role of financial literacy, as shown in Table 7. The bootstrapping results are shown in Table 8 below.

Table 7. Mediation Role test result

Type of Effek	Value	95% Boot CI (LL – UL)	Standard. Effek
Indirect Effect	0,506	[0,4003 – 0,6049]	0,4931
Direct Effect	0,443	[0,3377 – 0,5493]	0,4322
Total Effect	0,949	[0,8982 – 1,0006]	0,9254

Source: Data processed by SPSS (2025)

Table 8. Bootstrapping Test Result

Mediation Part	Indirect Effect	BootSE	BootLLCI	BootULCI	Standar. Indirect Effect
GA → FL → SAM	0,506	0,051	0,400	0,604	0,493

Source: Data processed by SPSS (2025)

Table 8 shows the results of the fourth hypothesis test, which examines the role of financial literacy (FL) as a mediator in the relationship between generational affiliation (GA) and savings accumulation motivation (SAM), using a bootstrapping analysis with 5,000 samples. The results indicate that the indirect effect of GA on SAM through FL is 0.5060 with a 95% confidence interval [0.4003–0.6049], which excludes zero, thus confirming the mediation as significant. Furthermore, Table 7 shows that the direct effect of GA on SAM remains significant at 0.4435 (p = 0.000) even with the inclusion of the mediator FL, indicating partial mediation. Thus, hypothesis H4 is supported, indicating that financial literacy significantly mediates the effect of generational affiliation on savings motivation.

One-Way ANNOVA Test
The results of the One-Way ANNOVA test can be seen in Table 9 below.

Table 9. One-Way ANNOVA test result

Hipotesis	Inependend Variabel	Dependend Variabel	F Value	Sig. (p-value)
There are differences in SAM between generations	Generational Affiliation (X, Y, Z)	Savings Accumulation Motivation (SAM)	1,064	0,347

Source: Data processed by SPSS (2025)

Table 9 shows the results of the fifth hypothesis test to determine significant differences in savings motivation (SAM) between generations X, Y, and Z using one-way ANOVA. The results showed an F-value of 1.064 with p = 0.347 (>0.05), indicating that the difference was not statistically significant. Therefore, H5 was not supported, indicating that savings motivation

between generations in this study did not differ significantly despite the differences in generational characteristics.

Finally, the overall results of the hypothesis test are summarized in Table 10 below.

Table 10. Summary of Hypothesis Test Results

Description	Hipothesis	Result
GA → SAM	**H1**	Accepted
GA → FL	**H2**	Accepted
FL → SAM	**H3**	Accepted
GA → FL → SAM	**H4**	Accepted (Partial)
Differences between SAM and GA	**H5**	Rejected

Source: Data processed by SPSS (2025)

The Influence of Generational Affiliation on Savings Accumulation Motivation

The results of the analysis of the first hypothesis indicate that generational affiliation has a positive and significant effect on savings accumulation motivation, with a regression coefficient of 0.9494 and a significance value of p = 0.000. This finding indicates that the preferences, values, and attitudes characteristic of each generational group influence an individual's propensity to save. Generation plays a role as a determinant variable shaping financial behavior, with differences in financial orientation between generations influenced by life experiences, access to technology, and macroeconomic conditions experienced during their productive years. Conceptually, generation is not simply a demographic category, but rather a psycho-sociocultural construct that shapes individuals' financial views, expectations, and priorities. Younger generations, such as Gen Z and Millennials, tend to focus on short-term goals and flexible needs, while older generations emphasize long-term financial security, such as retirement funds and property investments, reflecting a cautious attitude and economic stability.

This finding aligns with a study by Csiszárik-Kocsir et al. (2022) and Naanwaab & Antwi (2022), which confirmed differences in savings motivation and risk tolerance between generations. The younger generation is more oriented towards short-term goals and open to risk, while the older generation is more cautious and disciplined in long-term financial management. Therefore, a thorough understanding of generational characteristics is crucial in designing effective financial literacy programs based on generational segmentation.

The Influence of Generational Affiliation on Financial Literacy

The results of testing the second hypothesis indicate that generational affiliation has a positive and significant effect on financial literacy levels, with a regression coefficient of 0.9133 and a significance value of p = 0.000. This finding confirms a substantial relationship between generational characteristics and an individual's ability to understand and apply financial concepts in everyday life. Differences between generations are not only related to age, but also to

mindsets, access to information, technological advancements, and economic experience, which shape financial management perspectives. These results support the validity of the second hypothesis and emphasize the role of generational affiliation as a significant factor shaping variations in financial literacy in society.

This finding is consistent with a study by Potrich, Vieira, and Kirch (2015), which showed that demographic and socioeconomic variables, such as age and generational group, significantly influence financial literacy. Each generational group has advantages and limitations in mastering financial knowledge. While younger generations have extensive access to digital information, they may not be able to apply that knowledge effectively. Conversely, older generations rely on practical experience despite facing challenges in adopting new technologies, creating heterogeneity in financial literacy across generations.

Furthermore, research by Xie, Osińska, and Szczepaniak (2023) emphasizes the importance of improving financial literacy among younger generations in response to economic dynamics and the need for long-term financial security. Improved literacy can encourage changes in financial behavior toward more responsible and proactive ones. Thus, generational affiliation is a key predictor of financial literacy and a crucial factor in designing financial education programs that are relevant and adaptive to the characteristics of each generation.

The Influence of Financial Literacy on Savings Accumulation Motivation

Testing the third hypothesis showed that financial literacy had a positive and significant effect on savings accumulation motivation after controlling for generational affiliation. The analysis showed a regression coefficient between financial literacy and savings accumulation motivation of 0.5540, with a significance value of $p = 0.000$ and $t = 10.2766$. This value indicates that the higher an individual's level of financial literacy, the greater their motivation to set aside a portion of their income for savings. Therefore, hypothesis H3 was accepted. This finding confirms that an individual's understanding of basic financial concepts, such as income management, budgeting, and future planning, plays a crucial role in shaping prudent financial behavior, including the motivation to save.

The consistency of research findings regarding the influence of generational affiliation on financial literacy is also reflected in previous studies. Potrich et al. (2018) emphasized that financial literacy is not only influenced by socioeconomic factors but also plays a central role in shaping rational financial behavior. They highlighted that individuals with high levels of financial literacy tend to be more capable of making long-term financial decisions and avoiding impulsive behavior. This situation makes financial literacy a key foundation for fostering savings habits.

Yusuf et al. (2020), in their research on young people, found that financial literacy significantly influences savings behavior, especially when supported by positive financial attitudes. This finding indicates that an individual's understanding of financial aspects will foster wiser attitudes, which are then reflected in concrete behaviors such as savings habits. Although the

study did not specifically test the mediating role of attitudes, the results demonstrate the direct role of financial literacy in shaping individuals' motivation to save.

The Mediating Role of Financial Literacy

Analysis of the fourth hypothesis indicates that financial literacy plays a significant role as a mediator in the relationship between generational affiliation and savings accumulation motivation. Testing for mediation using bootstrapping techniques with 5,000 samples yielded an indirect effect of 0.5060 with a 95% confidence interval (0.4003–0.6049), which excludes zero, thus declaring the mediation effect significant. Furthermore, the direct effect of generational affiliation on savings accumulation motivation remained significant at 0.4435 (p = 0.000), indicating that financial literacy partially mediated the relationship. This finding indicates that generational affiliation's influence on savings motivation operates not only directly but also indirectly through increased financial literacy, which serves as an important pathway in the financial decision-making process.

The consistency of these findings is reflected in a systematic review conducted by Goyal and Kumar (2021), which concluded that financial literacy plays a central mediating role in various financial behavior models. Financial literacy often serves as a link between background variables such as age, education, and generational affiliation and various financial behavioral outcomes, including saving, investment, and debt management. Therefore, exposure to financial information or experience gained from a generational environment does not automatically result in optimal financial behavior unless individuals have sufficient understanding and skills to manage, interpret, and make rational decisions based on that knowledge.

Alhenawi and Elkhal (2022) emphasized financial literacy as a key mechanism in transforming social background—including education and generational characteristics—into targeted financial behavior. Generational affiliation represents differences in social and economic experiences, as well as access to information sources, which will only have a significant impact on savings behavior if supported by an adequate level of financial literacy. Thus, financial literacy is not only statistically relevant as a mediator but also has significant practical implications for designing generation-based financial education interventions and programs, enabling educational approaches to be tailored to the needs and characteristics of each age group in society.

Analysis of Differences in Savings Accumulation Motivation Based on Generational Affiliation

The fifth hypothesis was tested to evaluate whether there are significant differences in savings accumulation motivation based on generational affiliation: Gen X, Gen Y (millennials), and Gen Z. The One-Way ANOVA test yielded an F-value of 1.064 with a significance level of p = 0.347, which is greater than the 0.05 threshold. Therefore, hypothesis H5 was not supported, as no statistically significant differences in savings accumulation motivation were found between the three generational groups. Although there were variations in the mean scores within each generational group, these differences were not large enough to be considered statistically significant in this study population.

This finding aligns with the results obtained by Mahendra and Rafik (2022) in their study of financial literacy and spending behavior between Generations X and Y. The study confirmed that there were no significant differences in financial behavior, including savings motivation, between the two generational groups. In other words, generational factors are not always the primary determinant in the formation of savings habits or motivations, as savings motivation is also strongly influenced by other factors such as education, experience, and an individual's economic situation. Firdaus and Asandimitra (2022), in their study of factors influencing savings behavior among Generation Z, found that savings motivation and behavior in this age group tended to be uniform and showed no significant differences based on generational category. Financial knowledge among Gen Z also did not significantly influence savings behavior, further strengthening the argument that generational factors are not the primary determinant in shaping savings motivation. These findings confirm that differences in generational affiliation do not always result in significant variations in savings accumulation motivation, especially when environmental, socioeconomic, and information access factors are relatively similar.

5. Conclusions

This study examines the influence of generational affiliation on savings accumulation motivation, with financial literacy as a mediating variable, among respondents from various generational groups. The results confirm that generational affiliation positively influences savings accumulation motivation, with differences in values and financial behavior patterns across generations as determining factors. Furthermore, generational affiliation also influences financial literacy levels, with variations in age and access to technology contributing to differing financial understandings. Financial literacy has been shown to have a significant impact on increasing savings motivation and acts as a mediator strengthening the relationship between generation and savings motivation. However, no significant differences were found in savings motivation across generations, likely due to similarities in respondents' socioeconomic conditions and access to information. These findings underscore the importance of financial literacy as a key pathway in understanding the dynamics of savings motivation across generations.

The managerial implications of this research encompass three main aspects. First, for the government, a generation-based approach needs to be integrated into financial literacy policies, tailoring content, methods, and educational channels to suit the characteristics of each generation. Optimizing digital media for the younger generation and interpersonal approaches for the older generation, along with cross-sector collaboration, are key to creating an effective and measurable inclusive education ecosystem. Second, for companies, particularly the financial services sector, the research findings encourage the development of products and services oriented to generational segmentation and financial literacy levels. The use of digital technology and data analytics can strengthen personalized communications and increase customer loyalty, while simultaneously supporting broader financial inclusion. Third, the education sector needs to strengthen its role by integrating financial literacy into interactive and contextual curricula and extracurricular programs. A learning approach that adapts to generational characteristics and

technological developments is expected to foster sustainable positive financial understanding and behavior from an early age.

This study has several limitations that require attention and could be improved in future research. First, the sample used was limited to individuals with adequate digital access and literacy, thus underrepresenting groups with limited technology or living in areas with poor digital infrastructure. Second, the use of purposive sampling limits the generalizability of the results because it only includes respondents with certain characteristics based on generation and age, underrepresenting other demographic and social backgrounds. Third, data collection through self-reporting is susceptible to subjective bias, where respondents tend to provide idealized answers rather than actual behavior. Fourth, this study did not control for external contextual factors such as economic conditions, culture, and the social environment that could potentially influence financial literacy and savings motivation, so the results do not fully reflect the dynamics of behavior in a heterogeneous society.

Based on the findings of this study, several strategic steps are recommended. First, to improve financial literacy, especially regarding complex products such as mutual funds and long-term investments, educational institutions and financial institutions need to develop applicable and easy-to-understand educational materials, for example through case studies, digital simulations, short videos, and infographics that are tailored to the characteristics of generations, particularly Gen Z. Second, to strengthen long-term savings motivation, the development of simple and interactive financial planning tools, such as apps with visualization and reminder features, is highly recommended to encourage consistent savings behavior. Third, financial industry players are advised to adopt a more comprehensive segmentation approach, not only based on age but also qualitatively considering generational values and aspirations. Finally, educational institutions should integrate experiential and contextual financial literacy learning, such as simulations and cross-generational discussion forums, to foster sustainable positive financial attitudes and habits.

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