

The Influence of Overconfidence on Students' Investment Decisions in the Stock Market: The Moderating Role of Financial Literacy

Anisyah Eka Mandiri^{1*}, Sriwidharmanely^{2*}

^{1,2}Department of Accounting, Faculty of Economics, Universitas Bengkulu, Indonesia
Email: ¹⁾ ekamandirianisyah21@gmail.com, ²⁾ nely.bachsinn72@gmail.com

Received : 12 March - 2025

Accepted : 11 April - 2025

Published online : 30 April - 2025

Abstract

This study aims to examine the influence of overconfidence on students' investment decisions in the capital market by considering the moderating role of financial literacy. Overconfidence is a psychological bias in which individuals have excessive confidence in their knowledge and abilities when making investment decisions. This bias often occurs in financial markets, especially among novice investors such as students, who may not have sufficient experience and understanding of market dynamics. This study uses a quantitative approach involving the younger generation, especially students who have or are investing in the capital market. Researchers collected a sample of 378 respondents through a questionnaire distributed using Google Forms. Researchers then analyzed the data using the PLS-SEM method. The results of the study show that overconfidence has a negative impact on investment decisions. The higher the level of overconfidence, the worse the decisions taken by individuals. Conversely, financial literacy has a positive impact by helping individuals make more rational investment decisions. In addition, financial literacy also acts as a moderator that can reduce the negative impact of overconfidence, thereby improving the quality of investment decision making. These findings confirm that financial literacy has an important role in reducing the negative impact of overconfidence and encouraging individuals to make wiser investment decisions.

Keywords: Financial Literacy, Investment Decisions, Overconfidence, Stock Market.

1. Introduction

Technological developments bring changes in various aspects of life, including encouraging someone to behave consumptively in making investment decisions. Based on demographic data as of June 2024, most investments in Indonesia are under 30 years old, with a percentage of 55.38%. The increasingly easy access to the capital market through digital platforms has opened up opportunities for students to start investing at a young age; this progress is reinforced by investment applications that offer easy transactions, transparency of information, and attractive investment education features for the younger generation (Financial Services Authority, 2024). According to data from the Indonesia Stock Exchange (2024), there has been an increase in the number of individual investors among students, along with the increasing popularity of technology-based platforms that allow transactions to be made quickly and practically. This condition is one of the strategic choices for the younger generation, which is to use technology to build financial stability and achieve long-term goals in making investment decisions.

Investment decisions are an essential step, especially for students who are just starting to enter the world of the stock market. This decision not only reflects their courage to take



advantage of investment opportunities but also shows an increasing interest in taking advantage of investment opportunities and the capital market as an instrument to achieve financial goals. According to Song et al. (2023), investment decisions are influenced by psychological factors: financial literacy and other internal and external elements. The stock market offers great opportunities for asset growth, but investment decisions in it are not free from risk. Risks such as stock price fluctuations and changes in market conditions, as well as global economic uncertainty, are challenges that investor, including students, must face.

In this context, students often face a dilemma between pursuing profit opportunities and managing existing risks. Limited experience and lack of in-depth understanding of the market can increase the potential for mistakes when investing in the stock market, as the level of excessive overconfidence often makes them optimistic about their ability to take risks without considering all variables carefully.

Overconfidence is a psychological condition where someone has excessive self-confidence in their abilities or knowledge, including in making investment decisions. Overconfidence also encourages individuals to overestimate their ability to analyze the market or predict stock price movements. This condition often leads to overly optimistic decisions, ignoring risks, and excessive transactions, which can lead to financial losses. Research Banerjee et al. (2023) explain that the adverse effects of overconfidence appear in students who tend to be too high in making investment decisions; students often feel driven by the desire to learn from actual stock price information. Overconfidence is also associated with impulsive decisions, underestimation of risk, and lack of portfolio diversification, which can worsen investment results.

One way to overcome overconfidence is with financial literacy. Financial literacy plays a significant role in helping individuals understand the basic concepts of investment, risk, and financial management so that they can make investment decisions that are more rational and informed. With adequate financial literacy, students can evaluate risks more objectively and avoid decision-making that is affected by excessive overconfidence. However, financial literacy can also have a negative impact if it is not in psychological control. Jeon (2023) argues that there may be an alternative channel, that is, indirect adverse effects that cause students to be too confident, causing a lower level of investment in higher knowledge about finance, which can increase overconfidence because students feel more competent in making investment decisions. Hence, it tends to take a greater risk without considering the consequences.

The relationship between overconfidence and financial literacy is complex. Financial literacy can help reduce the negative impact of overconfidence by providing a deeper understanding of the market and investment risk. However, high financial literacy without awareness of the limitations of personal abilities can worsen overconfidence, increasing a tendency to make more aggressive or unwise investments. Therefore, a comprehensive approach that includes financial education and psychological management is needed to create wise and rational investors. As revealed by Lusardi & Mitchell (2023), good financial literacy plays a key role in wise financial decision-making and helps reduce the adverse effects of various cognitive biases.

Earlier research by Subedi & Bhandari (2024) has examined the effect of psychological factors on investment behaviour in the public, with financial literacy as a mediation variable. As the study progressed, it focused on the influence of overconfidence on student investment behaviour, with financial literacy as a moderation variable. This approach offers a new theoretical contribution by exploring the interaction between overconfidence and financial literacy in influencing investment behaviour in students who have not become the focus of earlier research.

This study aims to explore whether financial literacy can moderate the negative impact of overconfidence on student investment decisions, especially in fluctuating stock markets. In the context of increasingly developing digital investment trends, students have easier access to invest, but this increases the risk of making decisions that are less wise due to overconfidence. By understanding the role of financial literacy, this study aims to provide insight into how students can manage their excess overconfidence to be able to make rational investment decisions and support long-term financial stability. This study provides a significant contribution to overconfidence, the role of financial literacy as a moderator and can reduce the negative impact of overconfidence on students' investment decisions. Financial literacy can be a valuable tool to help students understand the volatile stock market horizon, thereby contributing to better decision-making. The results of this study can serve to increase student's awareness of the risks of being overconfident in investment decision-making.

2. Literature Review

2.1. Self-Attribution Theory

Self-attribution theory is a theory that explains a person's behaviour, both themselves and others. This theory was first introduced by Fritz Heider in 1958. Self-attribution theory explains that individuals tend to associate their success with internal factors and failure with external factors, such as uncontrollable circumstances. This theory is relevant to understanding how they view success and failure in investment decisions.

Students who experience investment success often attribute it to their skills or understanding of the market. This condition can increase overconfidence, which can potentially lead them to take more significant risks in the future. When faced with losses, they tend to blame external factors, such as market volatility or global economic conditions, rather than evaluating their decisions. According to research Willyanto & Wijaya (2021), it can cause bias in investment decision-making and tend to continue taking irrational risks. This phenomenon is also closely related to overconfidence behaviour, where individuals who experience success feel increasingly confident in their ability to predict market movements and make investment decisions. According to research by Czaja & Röder (2020), this tendency often leads to ignoring external factors that affect investment results, which can lead to less rational and high-risk investment decisions.

2.2. Overconfidence in investment decision-making

Overconfidence is the tendency of individuals to overestimate their ability to assess information or predict investment outcomes. Overconfident students often arise because of excessive beliefs that they have control over the market or the ability to predict stock price movements accurately. This situation worsens due to rapid market fluctuations, which are frequently seen as opportunities for large profits. As explained by Ul Abdin et al. (2022), biased overconfidence can cause students to misjudge risks, make impulsive decisions, or become engaged in overtrading behaviour that can end in financial losses. Self-attribution bias also plays a significant role in students' investment decisions. This bias occurs when individuals are successful at investing but blame external factors when they experience losses.

The volatile and uncertain stock market is a big challenge for students who tend to be overconfident. Research by Pratiwi & Anwar (2022) shows that overconfidence among students can encourage them to ignore potential loss and assess the market non-objectively. Excessive self-confidence often leads to misjudgment of existing risks, which can result in irrational investment decisions. According to Jeon (2023), this tendency is even more evident

among the younger generation because they do not understand the dynamics of the volatile stock market. This situation worsens further with the increasing access of the younger generation to digital investment, which makes it easier for them to invest through online platforms. However, this younger access increases the likelihood of investment decisions driven by overconfidence.

H1: Overconfidence has a negative impact on decision-making.

2.3. Investment Decisions

Investment decisions are a process that involves selecting instruments and strategies used by investors to achieve financial goals, including risk management and proper asset allocation. Students' investment decisions often depend on their understanding of risk and psychological factors such as overconfidence. This decision does not focus much on efforts to maximize profits but also considers the possibility of losses and market volatility that can affect investment results. Isywara et al. (2024) shows that students tend to be more open to investing through digital platforms, which provide easy access to the stock market but also increase the risk of decisions driven by excessive confidence or overconfidence.

According to research of Sudirman & Pratiwi (2022), overconfidence is a cognitive bias where individuals exaggerate their ability or knowledge in making predictions or assessing information, including in making investment decisions. Students who experience overconfidence often feel they can predict market movements or control investment results, even though this does not always follow reality. Research by Bahri et al. (2024) shows that students, like investors in general, tend to respond to profits but are more willing to take risks when facing losses. The theory of Self-attribution bias can further strengthen the effect of overconfidence in students' investment decision-making. When they experience profits, they will be more confident in their abilities and continue to increase their risk, but when experiencing losses, they tend to blame external factors such as market conditions or economic policies. This condition suggests that overconfident behaviour can affect students' investment decision-making, both in stable and volatile market conditions, and potentially cause them to ignore the risks involved in investing.

H2: Financial literacy affects investment decision-making.

2.4. Financial literacy as a moderating variable

Financial literacy, which includes basic knowledge of finance and the ability to manage personal finances, plays a significant role in investment decision-making (Ansari et al., 2022). According to Pompian (2012) in his book *Behavioral Finance and Wealth Management*, individuals with high financial literacy are more likely to have a diversified portfolio and make transactions wisely, which can reduce the negative impact of overconfidence. Conversely, according to study by Hasler et al. (2023), individuals with low financial literacy tend to make impulsive decisions, follow market trends without in-depth analysis, or invest speculatively.

According to Yuneline & Suryana (2020), financial literacy also involves attitudes toward financial management, such as future orientation and responsibility, which support rational investment decision-making. With adequate financial literacy, students can objectively assess risks and avoid decisions influenced by overconfidence. Based on self-attribution theory, this occurs when individuals attribute investment success to their abilities but blame external factors when they fail. Hidayah (2023) reveals that individuals with higher financial literacy make wiser financial decisions in managing investment risks well.

H3: Financial literacy moderates the effect of overconfidence on investment decisions.

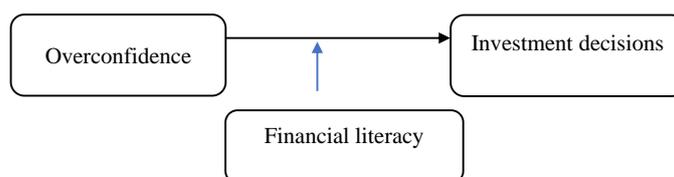


Figure 1. Research Framework

3. Methods

3.1. Types and research designs

This study uses a quantitative approach to measure the relationship between variables through numerical data collection; the data has been analyzed using statistical methods. The causal descriptive research design is to provide an overview of the level of overconfidence, financial literacy, and student investment decisions and to evaluate the effect of overconfidence on investment decisions moderated by financial literacy.

3.2. Operational Definition of Variable

In this study, the variables are independent, dependent variables, and moderating variables. The independent variable in this study is overconfidence, the dependent variable is investment decisions, and the moderating variable is financial literacy. The measurement of the three variables uses a Likert scale starting from 5 (strongly agree) to 1 (strongly disagree).

In this study, a questionnaire served as a research instrument. The questionnaire was disseminated to the informants via Google Form and measured using a Likert scale. In this questionnaire, there are three important parts of each variable: First, overconfidence is the tendency of individuals to overestimate their ability to assess information or predict investment outcomes. Gufon & Wibowo (2024) noted that overconfidence in this study measures the level of student confidence in making better investment decisions than in the market or other investors. This study measures students' confidence in predicting stock prices, even when market data or information does not support their predictions. It also examines how frequently students buy or sell stocks without considering market risk or uncertainty. The measurement was conducted using a five-point Likert scale.

Second, investment decisions depend on students' consideration of economic factors and other factors before making investments. Investment decisions are influenced on how often students buy or sell stocks, such as assessing stocks chosen by students to reduce risk. Students tend to often choose stocks based on fundamental or technical analysis or based on spontaneous decisions based on research (Setiawati & Venusita, 2024). Measurement of investment decisions uses a Likert scale for questions. Finally, financial literacy, as examined by Siregar & Anggraeni (2022) This section measures how often students seek information before investing, either through the Internet, books, or other information. Financial literacy in this study looks at the extent to which students understand the basic concepts of stock investment (types of stocks, market mechanisms, and how economic factors influence stock prices). Students must also be able to manage risk, diversify portfolios, and know about financial instruments (such as bonds, mutual funds, and insurance) that can help students make wiser investment decisions. Measurement of financial literacy uses a test scale or questionnaire.

3.3. Population and Sample

The population in this study were all students in Indonesia who met the criteria for the research sample. The determination of the research sample used the purposive sampling

technique, which is a method of selecting samples based on specific criteria. The respondents in this study were the young generation, with the criteria being students who invested or were investing in the stock market. The number of samples in this study was determined out using the Slovin formula. The Slovin formula is:

$$n = \frac{N}{1 + N(e)^2}$$

$$n = N / 1 + N(e)^2$$

$$n = 7.005 / 1 + 7.005 (0.05)^2$$

$$n = 7.005 / 1 + 7.005 (0.0025)$$

$$n = 7.005 / 1 + 17.5125$$

$$n = 7.005 / 18.5125$$

$$n = 378$$

Description:

n = number of samples

N = number of populations

e = Percentage of allowance for accuracy due to sample errors that are still tolerable (5%)

The sample size in this study was 7,005 populations, calculated using the Slovin formula. Sugiyono (2017) stated that the Slovin formula is a statistical formula used to calculate the number of samples needed in a study based on the existing population. Based on the sample calculation, the total number of samples taken in this study was 378 respondents.

3.4. Data Analysis Techniques

This study uses the Partial Least Squares Structural Equation Modeling (PLS-SEM) method and analyzes it with SmartPLS 4 software. The advantage of PLS is that it does not depend on various assumptions, such as data normality, number of samples, and model complexity. In the PLS-SEM analysis framework, two sub-models are required, namely the measurement model (outer model) and the structural model (inner model), both of which have important contributions to understanding the relationship between variables.

4. Results and Discussion

4.1. Research Results

4.1.1. Respondent Characteristics

Table 1. Respondent Characteristics

Characteristic	Category	Total	Percentage
Gender	Man	188	48,8
	Women	190	49,4
	Total	378	100
Age	18-20	258	68
	21-24	120	32
Year of Entry to College	2020	3	8
	2021	118	30.6
	2022	99	25.7
	2023	148	38.4
	2024	10	2.6
Educational level	Undergraduate student	178	100
Active as	Investor	194	50.4
	Trader	184	47.8

The results of this study indicate that the respondents consist of an equal number of men and women. The majority of them are in the age range of teenagers to adults. Based on the years of education, most of the respondents are from the last few years, with fewer from the older age group and the younger age group. In addition, the data reveals that students come from various regions in Indonesia and have a relatively high level of involvement in financial market activities. Most of them act as investors, while almost half are active as traders. These findings reflect students' awareness and participation in financial management and investment decision making.

4.1.2. Descriptive Statistics

Table 2. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Overconfidence	378	6	29	11.93	4.513
Investment Decision	378	7	35	30.28	3.635
Financial Literacy	378	5	25	21.66	2.483
Valid N	378				

The descriptive statistical analysis results indicate that the level of overconfidence among respondents varies significantly, with a considerable difference between the lowest and highest values. Meanwhile, investment decisions tend to be at a high level, with less variation compared to overconfidence. On the other hand, respondents demonstrate a high level of financial literacy, with a more evenly distributed data pattern compared to the other variables. Overall, overconfidence exhibits the greatest variation, while investment decisions have the highest average among the three variables studied.

4.1.3. Measurement model

Table 3. Measurement model

Variables	Item code	Loading	Outer Weight	CA	CR	AVE	VIF
Overconfidence	V1	0.827	0.201	0.863	0.865	0.594	2.529
	V2	0.790	0.250				1.961
	V3	0.741	0.200				1.748
	V4	0.731	0.215				1.753
	V5	0.734	0.222				1.636
	V6	0.798	0.212				2.039
Investment Decision	ID1	0.801	0.206	0.838	0.885	0.514	2.598
	ID2	0.706	0.227				1.778
	ID3	0.507	0.115				1.229
	ID4	0.787	0.209				2.117
	ID5	0.657	0.190				1.652
	ID6	0.698	0.209				1.605
	ID7	0.814	0.222				2.469
Financial Literacy	FL1	0.760	0.233	0.805	0.809	0.560	2.366
	FL2	0.739	0.328				1.455
	FL3	0.714	0.279				1.404
	FL4	0.755	0.232				2.286
	FL5	0.772	0.268				1.644

Note: Average variance extracted (AVE); Cronbach's alpha (CA); Composite reliability (CR).

The results of the validity and reliability analysis show that all variables in the research model show good internal consistency. This is evidenced by the high reliability value, both based on Cronbach's Alpha and Composite Reliability, which indicates that the instrument used is reliable. In terms of convergent validity, these indicators effectively explain the

construct, based on values that meet the minimum required limits. The results of the multicollinearity test confirm that there is no problem of excessive correlation between the independent variables, because all values are within a safe range. Thus, the research model meets the required validity and reliability requirements.

4.1.4. Discriminant Validity

Table 4. Discriminant Validity Result

Formerly-Larcker Criterion			HTMT Results	
Financial Literacy	Investment Decision	Overconfidence	Financial Literacy	Overconfidence
ID	0.717			
FL	0.608	0.748	0.715	
V	-0.445	-0.512	0.514	0.601

The results of the discriminant validity analysis show that each variable in the research model is clearly different from each other. This is indicated by the value indicating that each construct is more strongly represented by its own indicators than by its correlation with other variables. based on additional analysis confirms that there are no significant problems related to similarities between variables, because all values are within the acceptable range. Therefore, the research model meets the required discriminant validity criteria, ensuring that each variable is unique and does not overlap with other variables.

4.1.5. R-square and F-square Test

Table 5. R-square and Uji F-square Test

	R-square	R-square adjusted	F-square
ID	0.432	0.428	LF 0.049
			V 0.035

Based on the results of the R-square (R^2) analysis, it shows that the independent variables in the model can explain 43.2% of the variance of the Investment Decision (ID) variable, while other factors outside the research model influence the rest. The adjusted R-square value of 0.428 shows that after being adjusted for the number of predictors in the model, its predictive ability stays strong and stable. The results of the F-square (f^2) show that financial literacy has a more significant influence than overconfidence on investment decisions. Financial literacy significantly contributes to improving the quality of investment decisions, while overconfidence also has an effect, but with a minor effect. Overall, financial literacy plays a more dominant role in helping individuals make more rational investment decisions while reducing the negative impact of overconfidence.

4.1.6. Hypothesis

Table 6. Hypothesis

	Original sample	Sample mean	Standard deviation	T statistics	P values
V -> ID	-0.165	-0.173	0.079	2.082	0.037
FL-> ID	0.279	0.270	0.115	2.424	0.015
FL x V -> ID	0.182	0.179	0.069	2.658	0.008

Source: Data processed in 2025

The results of hypothesis testing in this study indicate that the level of overconfidence has a negative impact on investment decision making. The higher the overconfidence, the worse the investment decisions taken. based on financial literacy plays a positive and significant role in helping individuals make more rational investment decisions. Increasing financial understanding allows someone to be wiser in managing their investments. based on interaction analysis shows that financial literacy can reduce the negative impact of overconfidence on investment decisions. With a good financial understanding, it can help individuals avoid mistakes caused by overconfidence, resulting in better quality investment decisions.

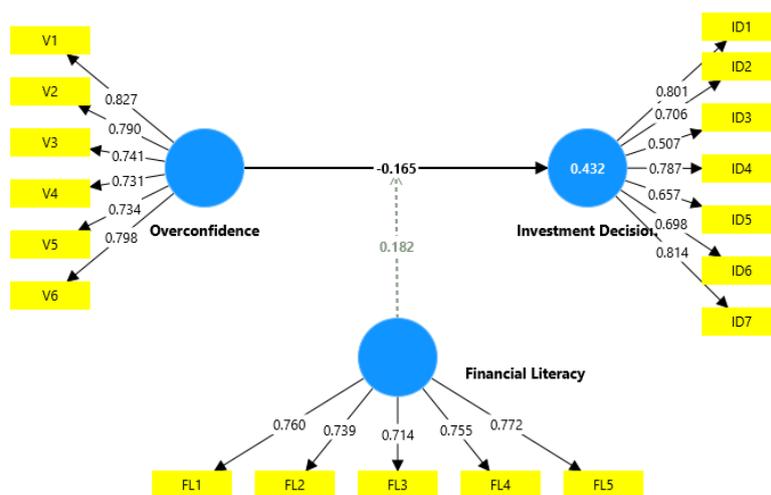


Figure 2. Graphical Output

4.2. Discussion

4.2.1. Overconfidence has a negative impact on decision-making

The results of the study show that overconfidence has a negative effect on investment decisions. This result means that the higher a person's level of overconfidence, the worse the decisions they make. The theory of self-attribution states that individuals tend to attribute their investment success to personal skills, while failure is perceived as a result of external factors. This bias reinforces overconfidence, encouraging individuals to ignore valuable information and make less rational decisions. Based on earlier research conducted by Ningrum et al. (2023), it was found that overconfidence has a significant negative effect on cryptocurrency investment decisions in students of the Faculty of Economics, Ganesha University of Education. The negative impact of overconfidence on students' investment decisions often occurs because students tend to underestimate risks and overestimate their ability to predict market movements. This can lead to impulsive, speculative, and less analytical investment decisions, increasing the occurrence of financial losses.

4.2.2. Financial literacy influences investment decision-making

Based on the results of the study, financial literacy has a positive and significant influence on investment decisions, so the higher the level of financial literacy of a person, the better the investment decisions taken. Financial literacy helps individuals understand the risks and potential benefits of various investment instruments so that they can make investment decisions. Financial literacy helps individuals understand the risks and potential benefits of various investment instruments so that they can make better decisions, manage risks, and avoid common mistakes in investing, such as following market trends without in-depth analysis. This result is in line with the theory of self-attribution, where individuals with

high financial literacy tend to attribute their investment success to personal understanding and skills so that they are more confident in making decisions based on rational analysis, not just external factors. Research by Ummah (2019) found that financial literacy has a significant positive effect on investment decisions for investors in Surabaya.

4.2.3. Financial literacy moderates excessive overconfidence in investment decisions

The results of the study showed that financial literacy can moderate the negative impact of overconfidence on investment decisions. Individuals who have an elevated level of financial literacy tend to be better able to control the adverse effects of overconfidence, so investment decisions become more rational and not only based on excessive overconfidence. This result supports the explanation that the self-attribution theory suggests that individuals with high financial literacy tend to base their investment decisions on objective analysis rather than excessive confidence in personal abilities. Hence, they are more rational when making investment decisions.

With a better understanding of finance and investment, overconfident individuals can be more controlled in making decisions and avoid impulsive actions. This result is relevant to the findings of the research of Jayati et al. (2023), which show that financial literacy can reduce the adverse effects of behavioural bias in investment. This study emphasizes the importance of financial literacy in investment decision-making. Increasing financial literacy can help individuals, especially students, to make wiser investment decisions and avoid behavioural biases such as overconfidence. Therefore, efforts to improve financial literacy among students should continue through formal education and other financial education programs. The results of this study confirm that financial literacy plays a significant role in improving the quality of investment decisions and reducing the negative impact of overconfidence. Therefore, improving financial education is necessary to help individuals manage their investments better, avoid mistakes caused by cognitive bias, and achieve better investment results.

5. Conclusion

Based on the results of the findings are as follows: first, overconfidence has a negative effect on investment decisions, where individuals who are too confident tend to make decisions without careful consideration, ignore risks and overestimate their ability to predict the market. This result can lead to investment errors, such as excessive risk-taking, lack of portfolio diversification and impulsive decisions. Second, financial literacy must have a positive influence on investment decisions. The higher a person's level of understanding of financial and investment concepts, the better the decisions they make. Individuals with more financial knowledge tend to be able to analyze risks, understand investment instruments, and make more rational and informed decisions. Third, Financial literacy can moderate the negative impact of overconfidence on investment decisions. A person who has a higher level of financial literacy tends to be better able to control excessive overconfidence, this is reflected in impulsive or irrational investment decisions.

This study has several limitations. First, this study only focuses on students who are investing, so the results may not be generalizable to a broader investor population. Second, the data used were obtained through self-reported questionnaires, which are at risk of having respondent bias. Third, the cross-sectional approach used only describes the relationship between variables at a certain point in time and does not capture the dynamics of changes in investment behaviour over time. For further research, it is advised that the population

coverage be broadened to include investors from various backgrounds, including retail and professional investors. In addition, more diverse methodological approaches, such as experiments or longitudinal studies, can offer deeper insights into changes in investment behaviour in the long term. Other factors, such as social influence, market regulation, or macroeconomic conditions, can also be examined to obtain a more comprehensive understanding.

The results of this study have important implications for investors, educational institutions, as well as regulators and financial institutions. For investors, improving financial literacy is a crucial step in reducing the negative impact of overconfidence in investment decisions. Educational institutions can consider integrating financial education into the curriculum to provide students with a better understanding of investment. Meanwhile, regulators and financial institutions can use these findings as a basis for designing financial education policies and programs aimed at improving public understanding and reducing speculative behaviour due to excessive overconfidence.

Further researchers are recommended to expand the population, and research samples, such as professional workers, entrepreneurs, or institutional investors, can provide a broader perspective. Exploration of other moderating and mediating factors, such as investment experience, capital market regulation, or social media influence, can also be an important contribution. External studies or market simulations can help understand how investors with various levels of financial literacy respond to investment information and risks. It can also develop financial education intervention models, such as digital-based or experience-based education programs, to evaluate their effectiveness in reducing over-assurance bias in investment decision-making. Further research can provide a broader contribution to understanding the role of financial literacy in making more rational and profitable investment decisions.

6. References

- Ansari, Y., Albarrak, M. S., Sherfudeen, N., & Aman, A. (2022). A study of financial literacy of investors—A bibliometric analysis. *International Journal of Financial Studies*, 10(2), 36. <https://doi.org/10.3390/ijfs10020036>
- Bahri, S., Maskudi, M., Aeni, D. S. N., & Risqiya, L. H. (2024). Keputusan Investasi Investor Pemula: Peran Literasi Keuangan, Persepsi Resiko Dan Overconfidence Dalam Mempengaruhi Keputusan Investasi Investor Pemula Di Lantai Bursa. *Journal of Accounting and Finance*, 3(1). <https://doi.org/10.31942/jafin.v3i1.10851>
- Banerjee, S., Huang, S., Nanda, V., & Xiao, S. C. (2023). Managerial overconfidence and market feedback effects. *Management Science*, 69(12), 7285–7305.
- Czaja, D., & Röder, F. (2020). Self-attribution bias and overconfidence among nonprofessional traders. *The Quarterly Review of Economics and Finance*, 78, 186–198.
- Gufron, A. M., & Wibowo, P. A. (2024). Faktor-Faktor Psikologis yang Mempengaruhi Keputusan Investasi Generasi Z: Studi tentang Anchoring, Loss Aversion, Overconfidence, Regret Aversion, dan Representativeness. *Jurnal Manajemen Dan Profesional*, 5(3), 342–361.
- Hasler, A., Lusardi, A., Yagnik, N., & Yakoboski, P. (2023). Resilience and wellbeing in the midst of the COVID-19 pandemic: The role of financial literacy. *Journal of Accounting and Public Policy*, 42(2), 107079. <https://doi.org/10.1016/j.jaccpubpol.2023.107079>
- Hidayah, N. (2023). The Impact of Financial Literacy on Overconfidence and Investment Decision. *Jurnal Akuntan Publik*, 1(2), 232–243. <https://doi.org/10.59581/jap-widyakarya.v1i2.499>
- Isywar, A. P., Tasia, W. R. N., Ramadhan, F., & Prastiwi, A. (2024). Pengaruh Bias Kognitif

- terhadap Pengambilan Keputusan Investasi di Platform Digital pada Generasi Y dan Z. *EL MUHASABA: Jurnal Akuntansi (e-Journal)*, 15(1), 51–65. <https://doi.org/10.18860/em.v15i1.22107>
- Jayati, N. D. N. S., Wiksuana, I. G. B., & Jatra, I. M. (2023). Peran Bias Perilaku Dalam Memediasi Pengaruh Literasi Keuangan Dan Faktor Sosiodemografi Terhadap Keputusan Investasi Saham. *E-Jurnal Manajemen Universitas Udayana*, 12(8).
- Jeon, H.-J. (2023). CEO overconfidence: A dual-detriment to investment-price sensitivity via market negligence and reduced informed trading. *Journal of Contemporary Accounting & Economics*, 19(3), 100378. <https://doi.org/10.1016/J.JCAE.2023.100378>
- Lusardi, A., & Mitchell, O. S. (2023). The importance of financial literacy: Opening a new field. *Journal of Economic Perspectives*, 37(4), 137–154. <https://doi.org/10.1257/jep.37.4.137>
- Ningrum, P. A. P., Herawati, N. T., & Sinarwati, N. K. (2023). Pengaruh Literasi Keuangan, Risk Tolerance dan Overconfidence Terhadap Pengambilan Keputusan Investasi Cryptocurrency Pada Mahasiswa Fakultas Ekonomi Universitas Pendidikan Ganesha. *Jurnal Akuntansi Profesi*, 14(02), 262–275. <https://doi.org/10.23887/jap.v14i02.61793>
- Pompian, M. M. (2012). *Behavioral finance and wealth management: how to build investment strategies that account for investor biases*. John Wiley & Sons.
- Pratiwi, C. M., & Anwar, M. (2022). Pengaruh Overconfidence Terhadap Keputusan Investasi Dimoderasi Pengalaman Keuangan pada Anggota HIPMI PT Surabaya. *Jurnal E-Bis*, 6(2), 620–632. <https://doi.org/10.37339/e-bis.v6i2.963>
- Setiawati, A. A., & Venusita, L. (2024). Pengaruh Media Sosial, Edukasi Pasar Modal Dan Penggunaan Analisis Fundamental Terhadap Keputusan Investasi Di Pasar Modal: Studi Pada Masasiswa Investor Saham Di Surabaya. *Jurnal Revenue: Jurnal Ilmiah Akuntansi*, 5(1), 1015–1025.
- Siregar, D. K., & Anggraeni, D. R. (2022). Pengaruh Literasi Keuangan Dan Perilaku Keuangan Terhadap Keputusan Investasi Mahasiswa. *Bussman Journal: Indonesian Journal of Business and Management*, 2(1), 96–112. <https://doi.org/10.53363/buss.v2i1.39>
- Song, C. L., Pan, D., Ayub, A., & Cai, B. (2023). The interplay between financial literacy, financial risk tolerance, and financial behaviour: the moderator effect of emotional intelligence. *Psychology Research and Behavior Management*, 535–548.
- Subedi, D., & Bhandari, D. R. (2024). Impact of psychological factors on investment decisions in Nepalese share market: A mediating role of financial literacy. *International Journal of Economics and Management*, 2(02), 124–138. [https://doi.org/10.21511/imfi.21\(3\).2024.26](https://doi.org/10.21511/imfi.21(3).2024.26)
- Sudirman, W. F. R., & Pratiwi, A. (2022). Overconfidence bias dalam pengambilan keputusan investasi: Peran perbedaan gender. *Muhammadiyah Riau Accounting and Business Journal*, 3(2), 81–92. <https://doi.org/10.37859/mrabj.v3i2.3493>
- Sugiyono. (2017). *Metode Penelitian Penelitian Kuantitatif, Kualitatif dan R&D*. Alfabeta.
- Ul Abdin, S. Z., Qureshi, F., Iqbal, J., & Sultana, S. (2022). Overconfidence bias and investment performance: A mediating effect of risk propensity. *Borsa Istanbul Review*, 22(4), 780–793. <https://doi.org/10.1016/j.bir.2022.03.00>
- Ummah, M. S. (2019). Metode Penelitian Kuantitatif. *Sustainability (Switzerland)*, 11(1).
- Willyanto, J., & Wijaya, G. V. (2021). *Pengaruh bias terhadap keputusan investasi saham pada investor muda di Surabaya*. Petra Christian University.
- Yuneline, M. H., & Suryana, U. (2020). Financial literacy and its impact on funding source's decision-making. *International Journal of Applied Economics, Finance and Accounting*, 6(1), 1–10. <https://doi.org/10.33094/8.2017.2020.61.1.10>