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The Influence of Information Technology on Students' Interest in Investing in Stocks at the Manado State Polytechnic Investment Gallery

Lietje Lumatauw[1], Mariska Walean[2*]
Manado State Polytechnic
Corresponding Author: Mariska Walean ikawalea@gmail.com

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ABSTRACT

Information technology will definitely have a positive influence in developing work activities for institutions, agencies, companies and organizations. Research objectives: 1. find out about information technology, 2. find out about students' interest in investing in shares, 3. find out how much influence information technology has on students' investment interest in Polimdo. The type of research is quantitative. The population is 143 and the sample is 38 where the incidental sample is used. Results and discussion, 1. Students who should be given the convenience of the available wifi network apparently cannot use the existing wifi network facilities for free. 2. Students do not fully understand shares so there is no desire to own shares. 3. There is a strong relationship, furthermore it has an influence of 52.1% on information technology and hypothesis testing states that motivation has a positive and significant influence on performance. Conclusion: 1. The ease of making investments related to the existence of a wifi network that helps students in buying and selling shares, is the lowest answer. 2. The lowest answer from student interest is desire related to wanting to own more shares. 3. The influence of information technology is quite large or 52.1% and has also been proven in hypothesis testing where there is a positive and significant influence. Suggestions: providing facilities related to information media such as computers, wifi networks that can be accessed directly and free of charge by students, knowledge about the use of information technology in supporting stock movement analysis activities and decision making techniques, available information technology that can be used quickly and easily, proficiency in using all features that support the stock transaction process

INTRODUCTION

In the current digital era, information technology (IT) has become a fundamental driver in transforming the way individuals access, process, and apply information across various sectors, including education and financial investment. The rapid development of IT tools such as high-speed internet, online trading platforms, and mobile applications has dramatically reshaped investment behavior, especially among young adults and students (Alfadhli & Setiawan, 2024). In academic settings, particularly within vocational higher education, IT integration has been increasingly emphasized not only to improve learning outcomes but also to foster students' financial literacy and investment engagement.

Investment interest, particularly in stocks, is a complex psychological construct influenced by multiple factors, including perceived ease of access, confidence, and prior exposure to relevant information (Rahmawati et al., 2025). Higher education institutions play a pivotal role in shaping this interest by providing practical courses, real-time investment simulations, and dedicated facilities such as investment galleries. Nevertheless, in many cases, the optimal use of IT facilities to support these activities remains a challenge.

At the Manado State Polytechnic (Politeknik Negeri Manado), the Department of Business Administration has introduced a portfolio investment practicum as part of its curriculum. This course is designed to equip students with essential knowledge and skills to engage in capital market activities. Despite this effort, several obstacles hinder the successful implementation of such initiatives. These include limited access to institutional Wi-Fi, lack of adequate IT tools (e.g., functioning computers and peripherals), and insufficient technical proficiency among students to operate stock trading software effectively. These barriers may significantly reduce students' interest and confidence in investing in the stock market.

Furthermore, the institutional management of the Investment Gallery at Polimdo faces issues related to the unavailability of facilitators during operating hours, compounding the students' difficulty in obtaining real-time support. Without timely assistance and accessible infrastructure, students' motivation to explore stock investments remains superficial or obligatory—often driven by academic requirements rather than genuine interest or strategic intention.

This research aims to analyze how effectively IT supports students' interest in stock investment and to what extent this technological engagement influences their decision-making process in the Investment Gallery. By identifying the gaps and potentials in IT utilization, the study is expected to provide strategic insights for educational policymakers and institutional leaders in improving financial education frameworks through technology-enhanced learning environments.

METHODS

This study adopted a **quantitative correlational research design** to analyze the influence of information technology (IT) on students' interest in investing in stocks. The correlational approach was selected to determine the direction and strength of the relationship between independent and dependent variables without manipulating any of them (Winarno & Mulyadi, 2024). The independent variable (X) in this study is information technology, while the dependent variable (Y) is students' interest in stock investment. The systematic stages of the research process are illustrated in Figure 1.

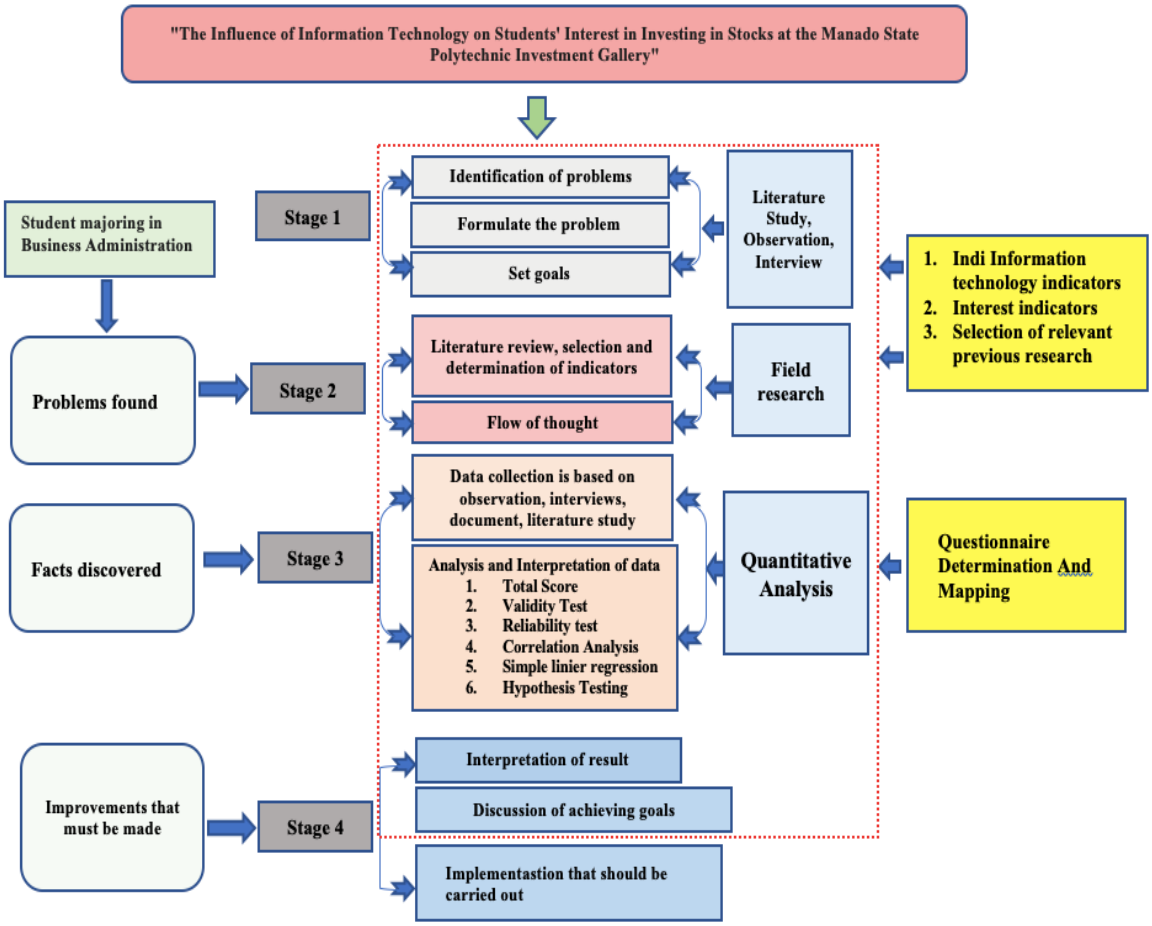

Figure 1. The Systematic Stages of the Research Process

Population and Sample

The target population in this study comprised all students in the Department of Business Administration at the Manado State Polytechnic who have taken the "Portfolio Investment Practice" course and had access to the Investment Gallery. From a population of 143 students, a sample of 38 respondents was selected using **incidental sampling**, a non-probability sampling technique where samples are selected based on availability and willingness to participate (Purnama et al., 2025). This technique was deemed appropriate due to the constraints in accessing students actively involved in investment activities during the research period.

Research Variables and Indicators

- **Information Technology (X):** This variable was measured through indicators such as ease of access to trading platforms, availability and use of Wi-Fi, IT-based stock analysis tools, and digital information media (Alfadhli & Setiawan, 2024).
- **Investment Interest (Y):** This variable was measured using indicators like interest, desire, willingness, and confidence in stock investment decisions (Rahmawati et al., 2025).

Each variable was operationalized into several questionnaire items rated on a Likert scale from 1 (strongly disagree) to 5 (strongly agree).

Data Collection Techniques

Primary data were collected using a structured questionnaire distributed directly to the students. The instrument was tested for **validity and reliability** prior to full-scale data collection. A **Pearson product-moment correlation test** was employed for validity testing, while **Cronbach's alpha** was used to assess internal consistency reliability, with a minimum threshold of 0.60 (Sugiyono, 2023).

Data Analysis Techniques

The collected data were analyzed using:

- **Descriptive statistics** to determine the distribution and trends in student responses.

- **Pearson correlation analysis** to evaluate the strength and significance of the relationship between IT and investment interest.
- **Simple linear regression** to assess the predictive effect of IT on investment interest.
- **Hypothesis testing (t-test)** to determine whether the observed effect is statistically significant at a 5% alpha level.

All statistical analyses were conducted using SPSS version 26, ensuring rigor and replicability of results.

RESULTS AND DISCUSSION

Descriptive Results

Figure 2 illustrates the distribution of total scores for the information technology variable (X), on an interval scale ranging from 380 to 1900. The actual score obtained from the questionnaire was 1320, equivalent to **69.47%** of the maximum possible score. According to the interval interpretation, this places the response in the **"Agree"** category, indicating that students perceive information technology as a relevant factor in investment activities, although the utilization is not yet fully optimal. The analysis of the Total Score of the Information Technology Variable (X) can be seen and the interval of the Total Score of Information Technology (X) can be seen in Figure 2

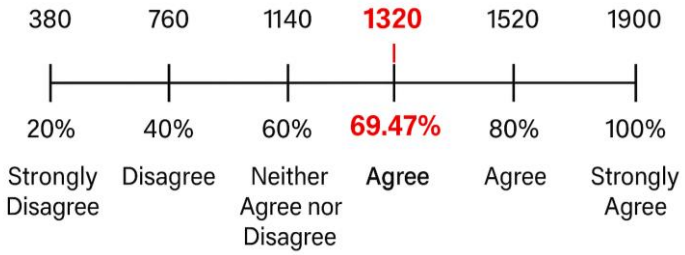

Figure 2. Total Score of Information Technology (x)

Student Investment Interest Results

The total score for the *Investment Interest* variable (Y) was also 1320, or 69.47% of the maximum score. This suggests that student interest in stock investment is relatively high, though there is room for improvement.

Validity and Reliability Test

All questionnaire items were valid as the correlation values exceeded 0.312. The reliability coefficients were 0.797 for variable X and 0.639 for variable Y, indicating that both instruments are reliable, surpassing the minimum threshold of 0.60 (Sugiyono, 2023).

Correlation and Regression Analysis

The Pearson correlation coefficient of 0.722 indicates a strong relationship between information technology and student investment interest. Simple linear regression produced the equation:

$$Y = 5.986 + 0.727X$$

meaning that a one-unit increase in the information technology variable would increase investment interest by 0.727 units.

Hypothesis Test (t-Test)

The t-test result of 6.254 exceeded the critical value of 1.688 (at $\alpha = 0.05$), with a p-value of 0.000, indicating a statistically significant and positive influence of information technology on students' stock investment interest.

Discussion

Although information technology is available, many students still face access limitations to institutional Wi-Fi. Technical barriers such as incomplete devices and limited digital skills significantly hinder their investment engagement. Furthermore, student interest in investing remains largely academic and not driven by personal conviction or initiative. Strategic interventions

including digital literacy training, infrastructure improvement, and supportive policy are thus essential.

CONCLUSION

The results of this study indicate that information technology has a strong and significant influence on students' interest in stock investment at the Investment Gallery of the Manado State Polytechnic. A correlation coefficient of 0.722 reflects a strong relationship, while the simple linear regression model reveals that a one-unit increase in IT usage could enhance investment interest by 0.727 units. Nevertheless, barriers such as limited internet access, inadequate digital infrastructure, and low technological proficiency among students remain challenges.

Students' investment interest tends to be formal and academically driven, lacking deeper personal financial awareness. Key indicators such as the desire to own more shares and confidence in making investment decisions are still relatively low. Therefore, adequate IT infrastructure and ongoing financial education are crucial to foster technology-driven investment literacy.

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