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THE MEANING OF MONEY FOR COLLEGE STUDENTS (STUDENT PHENOMENOLOGICAL STUDY KIP-LECTURE SCHOLARSHIP RECIPIENT)

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ABSTRACT

Money has an important role in student life because it is used to meet needs during lectures. For students who receive KIP-Lecture, the aid fund not only helps economic needs, but also becomes a means to learn to manage finances independently and responsibly. This research aims to understand the meaning of money for KIP-Lecture recipients and find out how they manage funds to meet their educational and daily life needs. This study uses a qualitative approach with phenomenological design and was carried out at PGRI MPU Sindok Nganjuk University. Informants were selected using purposive sampling techniques based on criteria that were in accordance with the research objectives. Data were collected through semi-structured interviews, observations, and documentation. Analysis is carried out through data reduction, data presentation, and conclusion drawn. The validity of the data is checked through triangulation of sources and techniques. The results of the study show that KIP-Lecture funds are used for lecture and daily needs, such as lecture supplies, printing assignments, internet quota, meals, and transportation. Students try to prioritize basic needs, limit expenses, reduce unnecessary purchases, and set aside money for urgent needs. This experience helps students distinguish between needs and wants, control expenses, and increase responsibility in using money. However, parental help or other resources are sometimes still needed when dealing with an urgent need. These findings show that fund management is related to the habit of making decisions according to the financial condition of each student. KIP-Lecture not only supports the sustainability of education, but also provides an experience for students to learn independently and be responsible in managing finances.Expense planning helps students use funds wisely according to their financial needs and capabilities.

Keywords: ***KIP-Lecture Scholarship, The Meaning of Money for Students.***

A. INTRODUCTION

Money has an important place in daily life because various economic activities such as exchange, consumption, saving, and meeting needs are closely related to money. However, money cannot only be understood based on its economic function. The meaning of money can also be formed through social relationships, personal experiences, economic conditions, and the way a person understands the source and use of money. (Rina et al., 2024) For some people, money can be interpreted as a tool to meet needs, a source of security, a form of independence, or a means to achieve certain goals. Therefore, the meaning of money can differ from one individual to another according to his or her experience and social environment. (Wolo et al., 2020)(Rp et al., 2024)(Rp et al., 2024)(Rp et al., 2024)(Rp et al., 2024)(Rp et al., 2024)(Wolo et al., 2020)(Wolo et al., 2020)(Wolo et al., 2020)(Wolo et al., 2020)(Wolo et al., 2020)

For students, money has a close relationship with the continuity of education and daily life. Students need money to meet various needs, such as transportation, food, housing, learning materials, communication, and academic activities. This condition makes students need to determine priorities in using money. The way students manage money can also be influenced by financial knowledge, attitudes towards money, self-control skills, and the surrounding social environment. One of the groups of students who have special

experience in managing money is KIP-Lecture recipients. (Harzeina & Agustin, 2020) KIP-Lecture is a form of assistance that provides support to students in pursuing higher education. For the recipients, the funds are not only related to meeting economic needs, but can also be related to the experience of undergoing education, independence, responsibility, and social life. Students who receive KIP-Lecture need to arrange the funds received so that they can be used to meet needs related to education and daily needs. (Nurjanah et al., 2025)(Harzeina & Agustin, 2020)(Harzeina & Agustin, 2020)(Harzeina & Agustin, 2020)(Harzeina & Agustin, 2020)(Harzeina & Agustin, 2020)(Nurjanah et al., 2025)(Nurjanah et al., 2025)(Nurjanah et al., 2025)(Nurjanah et al., 2025)(Nurjanah et al., 2025)

In student life, the use of money is also inseparable from the social environment. Interactions with friends, campus activities, and the need to participate in social activities can influence decisions about using money. This condition makes students need to consider their needs, desires, and financial capabilities. Thus, money not only has an economic function, but also has a social meaning that is formed through student experiences and interactions. (Diniyati et al., 2024)

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B. RESEARCH METHODS

This study uses a qualitative approach with phenomenological design. The qualitative approach was chosen because the research focuses on understanding the experiences, views, and meanings that students give to KIP-Lecture money in daily life. Phenomenological design is used to explore the life experiences of KIP-Lecture recipients and understand the meaning they give to these experiences. The research was carried out at PGRI University MPU Sindok Nganjuk with the research subject in the form of active students receiving KIP-Lectures. Informants were selected using the purposive sampling technique, which is the selection of informants based on criteria that are in accordance with the research objectives. (Suwendi & Fitroti, 2025) The informant criteria in this study are students who are still actively receiving KIP-Lecture and have experience in using and managing the aid funds. This research involves informants to obtain an overview of students' experiences in interpreting and managing KIP-Lecture money. (Hisa, 2024)(Suwendi & Fitroti, 2025)(Suwendi & Fitroti, 2025) ;(Pratama & Arifin, 2024)

The research data consists of primary data and supporting data. Primary data was obtained through semi-structured in-depth interviews with informants. The interview was conducted to explore students' experiences regarding the meaning of money, the use of KIP-Lecture funds, the fulfillment of educational needs and daily needs, self-control, and the relationship between money and social life. Interview questions are tailored to the focus of the research and can be developed based on the answers of each informant (Arifin et al., 2025). In addition to interviews, the study used observations to obtain an overview of the context of students' lives and activities related to money management. Observations are used as supporting data to understand the conditions found during the research process. (Marissangan et al., 2025);(Aryanda et al., 2025)

The data that has been obtained is analyzed qualitatively through several stages, namely data reduction, data presentation, and drawing conclusions. In the reduction stage, the data from interviews and observations were selected and grouped based on information related to the focus of the research. Furthermore, the data is presented in the form of a description of the interview results to make it easier to understand. The data was then analyzed based on several themes, namely the meaning of money, the use of KIP-Lecture funds, educational needs, daily needs, self-control, social life, and student independence. (Sianturi & Karubuy, 2025) The last stage is carried out by drawing conclusions based on patterns and meanings found from the experiences of the three informants. The validity of the data is carried out through source triangulation and technique triangulation. Source triangulation is carried out by comparing information obtained from informants. Meanwhile, technical triangulation was carried out by comparing the results of the interviews with the results of observations. In this way, the data obtained can be re-checked for suitability so that the results of the research are more reliable.(Sianturi & Karubuy, 2025);(Abdillah et al., 2026). In this study, the identity of the informant was kept confidential by using the Informant code. The use of the code aims to protect the identity of the informant while still

providing an overview of the results of the experience obtained during the research process.(Anggraini & Arifin, 2023).

C. RESULTS OF RESEARCH AND DISCUSSION

Research Results

Research Overview

This research was conducted on active students who received KIP-Lecture at PGRI MPU Sindok University. Informants are selected purposively based on criteria as active students who receive KIP-Lecture who have experience in using and managing the aid funds. To maintain identity confidentiality, this study has different experiences in using KIP-Lecture funds. These differences in experience are used to understand how students interpret money, determine needs, control expenses, and see the relationship between money and social life and independence. (Harzeina & Agustin, 2020);(Jannah et al., 2025).

Interview Results

The results of the interviews show that the KIP-Lecture fund has an important role in helping to meet the needs of students, both educational needs and daily needs. The funds are used for meals, transportation, internet quota, printing assignments, stationery, and other lecture needs. It also tries to set aside some funds for unexpected needs so that the money can be used until the next disburse. In addition to helping ease the financial burden, KIP-Lecture also makes learning to manage finances independently, determine priorities, reduce waste, and not depend too much on parents.

The management of KIP-Lecture funds is carried out by dividing funds based on needs and making expenditure limits so that they can be sufficient until the next disbursement. The main needs that are prioritized are food, transportation, and lecture needs. And recognize that the environment of friendship can influence the use of money, such as invitations to hang out or buy things together. However, try to adjust expenses to financial conditions. In distinguishing between needs and wants, informants prioritize something related to daily needs and lectures, while non-urgent expenses will be postponed.

Meanwhile, KIP-Lecture funds are more widely used to support lecture and daily life needs, such as buying lecture supplies, printing assignments, internet quotas, meals, and transportation. When funds start to run low, reduce non-essential expenses and divide the funds from the beginning so that they can be used evenly until the next disbursement. If there is an urgent need, still ask for help from parents or find other sources of funds. The experience of receiving KIP-Lecture also makes students better understand the importance of managing money wisely, distinguishing needs and wants, and using funds responsibly. Overall, the results of the interviews show that the KIP-Lecture funds not only help students meet their educational and daily needs, but also encourage students to learn to manage their finances, determine priorities, control expenses, and build financial independence.

Discussion

Based on the results of the interviews, the KIP-Lecture fund has a fairly important role in helping students meet their needs during lectures. The funds received are not only used for academic needs, such as buying lecture supplies, printing assignments, and buying internet quotas, but also for daily needs such as meals and transportation. This shows that KIP-Lecture can help students in reducing the burden of expenses during their education.

Management of KIP-Lecture funds

The results of the interviews show that students have their own ways of managing KIP-Lecture funds. Some students divide the funds from the beginning of disbursement and set spending limits so that the funds can be used until the next disbursement. The management is carried out by considering the most important needs, especially food, transportation, internet quota, and lecture needs. This method shows that there are efforts by students to regulate the use of funds so that they do not run out in a short time.

Prioritizing needs

Students tend to put basic needs and lecture needs as the top priority. Meanwhile, non-urgent needs, such as hanging out or buying items that are not needed, can be postponed. The ability to

distinguish needs and desires is an important part of the management of KIP-Lecture funds because students must adjust expenses to the amount of funds available.

Production control

Spending control is seen when students begin to reduce expenses that are considered non-essential, especially when funds begin to run low. The influence of the friendship environment is also one of the things that needs to be considered because invitations to hang out or make purchases together can increase expenses. Therefore, students need to consider their financial condition before participating in activities that do not include the main needs.

Student financial independence

In addition to helping meet needs, KIP-Lecture also provides experience for students to learn to manage finances independently. Students become more accustomed to making spending plans, determining priorities, saving or setting aside funds for unexpected needs, and reducing dependence on parents. However, in certain conditions, students still need the help of their parents or other sources of funds when facing urgent needs.

Overall, the results of the interviews show that KIP-Lecture not only serves as an aid to support the sustainability of education, but also as a means for students to learn to manage finances responsibly. Experience in managing funds makes students better understand the importance of determining priorities, controlling expenses, and adjusting their needs to their financial capabilities. Thus, the management of KIP-Lecture funds can support the formation of an independent and responsible attitude in the financial life of students.

D. CONCLUSION

Based on the results of the research, it can be concluded that the KIP-Lecture fund has an important role in helping students meet their needs during lectures. The funds are used for various needs, both academic needs such as internet quota, printing assignments, and lecture supplies, as well as daily needs such as food and transportation. In its use, students need to manage funds by determining priorities and limiting expenses so that the funds can be sufficient until the next disburse. The management of KIP-Lecture funds also provides an experience for students to learn to manage finances independently. Students become better able to distinguish between needs and wants, control expenses, and set aside some funds for unexpected needs. Thus, KIP-Lecture not only helps the sustainability of student education, but can also support the formation of an independent and responsible attitude in managing finances.

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