Understanding the Role of Economic Education on Generation Z's Lifestyle and Interest in Saving: Why Do Financial Literacy and Circle of Friends Matter?

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Abstract

The lifestyle of the people of a country can also be an illustration of how that country will experience growth in the economic sector. An individual's lifestyle and interest in saving must, of course, be accompanied by knowledge and literacy that can control this. This research aims to determine the influence of economic education on the generation's lifestyle and interest in saving, which is mediated by financial literacy and a circle of friends. The population in this study is generation Z, who live in Petasia District. The sampling technique used the Limeshow equation formula with a determined sample size of 700 respondents. The data collection method uses a questionnaire. The data analysis technique is partial least squares structural equation modeling (PLS-SEM) analysis. The results of this research show that economic education (X) has a positive and significant influence on Generation Z's lifestyle and interest in saving. Then, financial literacy and a circle of friends are able to mediate the influence between economic education and Generation Z's interest in saving. These findings encourage generation Z to optimize economic education, both formal and informal, as well as increase financial literacy, in order to maintain their lifestyle. It is also necessary to optimize learning access and provide great opportunities for Generation Z to increase their financial literacy.

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INTRODUCTION

Economic education has become a central issue in both developed and developing countries as a way to increase the level of economic welfare in the country (Akalpler, 2023). Several previous studies agree that an ideal country is one that has a savings contribution of at least 10% of its total population (Taha et al., 2023). Compared with countries such as Thailand, Singapore, and Malaysia, Indonesia's savings contribution is currently still low because it has only reached a savings ratio of 8.34%. Research by Choudhary and Jain (2023) found that one of the causes of the low contribution was the lack of effective economic education. Economic education is able to contribute to generation Z by instilling good character values, so it will play an important role in forming a strong generation Z for the future. However, the reality is that most of generation Z does not have a good economic education (Choudhary & Jain, 2023)

Generation Z includes individuals born between 1995 and 2012, categorized as young people, and is the largest contributor to unemployment in Indonesia based on data from the Central Statistics Agency (BPS) regarding the open unemployment rate (TPT) in Indonesia as of August 2023 of 5.32% (Adewole, 2024). The economic education program targets the younger generation as the main target, with various efforts made to change their mindset from just spending their income on daily needs to setting aside part of their income for savings (Yahaya et al., 2021). To reduce the hedonistic lifestyle at a young age and encourage interest in saving, financial literacy is needed. Financial literacy is defined as an understanding of how to manage finances. With financial literacy, a person's awareness of saving will increase, and economic stability will be realized (Schurr, 2020).

Interest in saving can be created through economic education, which is useful for encouraging awareness about the importance of savings in maintaining individual economic stability. With economic education, it is ho-ped that it can create a culture of thrift that contributes to individual awareness of saving (Yimer et al., 2023). Adegboyo et al. (2021) state that economic education is effective in increasing interest in saving. The key role of economic education is to provide important habits for practicing frugal living and avoiding a hedonistic lifestyle. Improving the quality of economic education is also associated with increasing the savings of the younger generation (Mengstie, 2022). Someone who has a good education is more controlled in how they use their income. Someone with a diverse education is more appropriate for making savings decisions (Geddafa et al., 2023). In this case, economic education is an important factor to help increase knowledge and form a person's interest in saving. Therefore, it is important to evaluate the influence of economic education on interest in saving in Indonesia.

In the last few decades, many researchers have conducted research regarding the relationship between economic education and a person's interest in saving (Mijangos et al., 2021). Apart from that, several researchers also focus on studying the critical role of financial literacy and economic education (Swathi et al., 2023). A study by Irimia-Diéguez et al. (2023) found that family economic education has a direct effect on an individual's savings awareness. In the context of conventional financial literacy and lifestyle towards saving awareness (Susnjak et al., 2022). However, there are still few researchers who look at the influence of economic education on interest in saving and lifestyle through financial literacy and a circle of friends. Although financial literacy has been considered previously, this research seeks to explore how financial literacy and a circle of friends can jointly moderate the influence of economic education on lifestyle and interest in saving.

The contribution of this research is twofold. First, the contribution to the literature is by elaborating on financial literacy and circle of friends, which were not present in previous research, as a moderation of economic education on lifestyle and interest in saving. Second,

through a theoretical approach, this research can help expand and develop concepts related to literacy. finance and circles of friends in the context of economic education. This research can provide valuable insight for the government to improve economic education and financial literacy programs for generation Z, which can stimulate economic development in Indonesia. Apart from that, this research also provides insight that can help prepare Generation Z to be more competitive in the ever-growing world of work.

Theory of Planned Behavior (TPB)

In his paper "From intention to action: A theory of planned behavior," Icek Ajzen proposed the Theory of Planned Behavior (TPB), a development of the Theory of Reasoned Action (TRA) (Banke & Yitayaw, 2022). According to the Theory of Planned Behavior, the majority of individuals behave rationally, considering their options after evaluating existing information. A person must have the intention to carry out an action before it actually happens (Yang et al., 2023). Subjective norms, perceived behavioral control, and attitudes toward behavior are three variables that may influence a person's intentions (Çakmak et al., 2023).

Behavioral attitudes are defined as good or bad evaluations of an individual during certain actions. Subjective norms are individuals' perceptions of social pressure to participate in an activity or not to participate in an activity, where most social pressure comes from people they consider important or have an impact on their lives. In other words, perceived control is related to individuals' beliefs regarding their capacity to carry out a particular task (Nijhawan et al., 2022).

Economic Education

Generation Z needs a set of knowledge that helps them survive and gives them a competitive edge in the workplace. The most prominent knowledge involves financial litera-cy, how to manage finances, spending control, and financial management (Breslyn, 2022). A study by Gochero (2020) revealed that economic education programs function as catalysts to increase the level of financial literacy of generation Z. Mothobi (2024) found that economic education was able to increase students' financial literacy.

Economic education can help Generation Z maintain relationships within their circle of friends. Meanwhile, the circle of friends involves how someone can influence the consumption patterns of friends in the circle of friends (Busse et al., 2023). Study Chang's (2023) research found that a person's education can influence who they are friends with. In his research, Al Mamun (2023) revealed that economic education has a positive effect on the friendship environment of the millennial generation.

Economic education will help Generation Z control their lifestyle. Individuals who have a high level of education tend to be able to choose a positive lifestyle. In line with research, Chattaraj (2021) found that a person's lifestyle is influenced by their level of education. Economic education often includes financial control and preventing hedonistic lifestyles among Generation Z. Increasing a person's economic education greatly supports a person's success in using their money and managing their time. Good economic education can develop a person's ability to manage their lifestyle better, especially for generation Z, who live in today's technological era (Corvellec et al., 2022). Research by Chen (2021) suggests that economic education has a positive influence on an individual's lifestyle control. Economic education can accustom someone to living frugally, buying goods according to their needs, and having the habit of setting aside part of their income for savings. A person's interest in saving also depends on their level of economic knowledge. A study by Adegboyo et al. (2021) shows that economic education and interest in saving have a significant influence

on each other. Through economic education, someone can learn how to manage their finances and convert them into savings.

H1: Economic education has a positive and significant direct effect on financial literacy.

H2: Economic education has a positive and significant direct effect on a circle of friends.

H3: Economic education has a positive and significant direct effect on lifestyle.

H4: Economic education has a positive and significant direct effect on interest in savings.

Lifestyle

A person's lifestyle or way of living is seen in terms of the values and attitudes inherited by the younger generation from the older generation, but now the picture has become more complex because it is influenced by the environment of children and teenagers, the multicultural environment, as well as the media and globalization (Kirikkaleli et al., 2021). When carrying out economic activities, a person must always pay attention to their lifestyle so that negative activities do not occur. Therefore, knowledge about finance is very necessary to control one's financial behavior (Khaleel et al., 2022). Lifestyle can reflect how Generation Z controls their finances (Ssempala et al., 2020). An individual who has a positive lifestyle will tend to prioritize saving rather than spending money on momentary pleasures (Arumugam et al., 2022). A study by Coulibaly (2021) found that a positive lifestyle will have a significant influence on generation Z's savings awareness. According to Lawal (2021), research states that interest in saving is influenced by lifestyle.

H5: Lifestyle has a positive and significant direct effect on the intention to save.

Interest in Savings

Savings can have various positive impacts on an individual. Someone who has savings tends to have a better and more organized future. Interest in saving can be interpreted as a customer's psychological expression for choosing savings products in which they are interested (Tajeddin, 2020). According to Gatti and Retali (2021), interest in saving is considered an attitude that arises as a result of a reaction to an object that directs the customer's desire to take action in order to obtain information. Grassi et al. (2022) state that interest in saving is a customer's desire to choose a product or take an activity related to the customer's decision to make a deposit at the bank.

Financial Literacy

Mastery of financial literacy is one measure of success in the education and economic sectors (Qian, 2020). Financial literacy can increase the ability to control finances and the lifestyle of the younger generation. A study by Alshubiri et al. (2020) found that the level of financial literacy has a positive influence on the lifestyle of Generation Z. Individuals who have good mastery of financial literacy will be able to control their lifestyle, not use money as they please, and always limit their spending (Levasseur et al., 2024). A lifestyle that is not based on a good level of financial literacy will result in uncontrolled financial expenditure (Kasililika et al., 2021).

Economic education seeks to educate someone to be able to understand economic opportunities and manage economic growth in their personal lives. Findings Endris et al. (2020) found that economic education can help develop financial literacy, and financial literacy can increase an individual's lifestyle control. Financial literacy can help economic education by improving positive lifestyles among today's workers (Al Sari et al., 2022).

The level of economic education is one element that can influence Generation Z's interest in saving. Meanwhile, financial literacy helps individuals understand how to manage their finances well. To create effectiveness and efficiency from savings, someone must know how to manage them. finances correctly, both in terms of knowledge and practice (Mijangos et al., 2021). In his research, Alobaid (2020) found that, on average, those who have a higher level of financial literacy have a greater savings capacity.

H6: Financial literacy has a positive and significant direct effect on lifestyle.

H7: Economic education has a positive and significant direct effect on lifestyle through financial literacy.

H8: Economic education has a positive and significant direct effect on interest in savings through financial literacy.

Circle of Friends

Generation Z needs an environment of friends that helps them survive and gives them an edge in the world of work. A good circle of friends will have an impact on decision-making, financial management, and savings management. Study An et al. (2023) suggest that the friendship environment is an influence outside the family that can influence a person's interest in saving. In line with their research, Arellano-Sánchez et al. (2021) found that the peer environment significantly influences generation Z's interest in saving.

A person's level of economic education greatly influences how they manage their finances. Influences from the external environment, such as friends, can contribute to strengthening or weakening a person's interest in saving. In line with research by Back et al. (2020), a friendship environment is able to mediate the influence of economic education on a person's interest in saving. The more positive the friendship environment, the more positive the impact it will have on individual financial management. Understanding good economic education will further trigger the development of a good lifestyle. An individual's lifestyle is influenced by several factors, such as their education level and who they are friends with. Findings Badawy et al. (2023) found that economic education can increase the level of financial literacy knowledge, and financial literacy can increase an individual's lifestyle control. Financial literacy can help develop a positive lifestyle among the younger generation.

H9: A circle of friends has a direct positive and significant effect on interest in savings.

H10: Economic education has a positive and significant direct effect on interest in saving through a circle of friends.

H11: Economic education has a positive and significant direct effect on lifestyle through the circle of friends.

METHODS

In this research, the research method applied is a quantitative approach and structural equation modeling partial least squares (SEM-PLS) analysis. In this research, economic education is used as an independent variable (X), lifestyle (Y1) and interest in saving (Y2) as dependent variables, financial literacy (Z1) and circle of friends (Z2) as moderator variables. The population in this study is generation Z, who live in Petasia District, North Morowali Regency. Based on the Limeshow formula calculation, the sample size in this study was 700 respondents. This research uses a non-probability sampling method with a purposive sampling technique. The criteria for determining the sample in this research are as follows: (1) community members aged 17–26 years; (2) have savings or a savings account; and (3) have an income or salary every month. This research was carried out from January to February 2024, using a questionnaire.

This research questionnaire includes 56 questions, followed by the respondent profile and research variables. Next, the research determines each construct using a five-point Likert scale starting from "strongly disagree" (1) and "strongly agree" (5). Finally, this research uses Structural Equation Modeling Partial Least Square (SEM-PLS) using SmartPLS 4.0 to calculate the relationship between variables. Partial Least Squares (PLS) analysis consists of two submodels, namely the measurement model and the structural model.
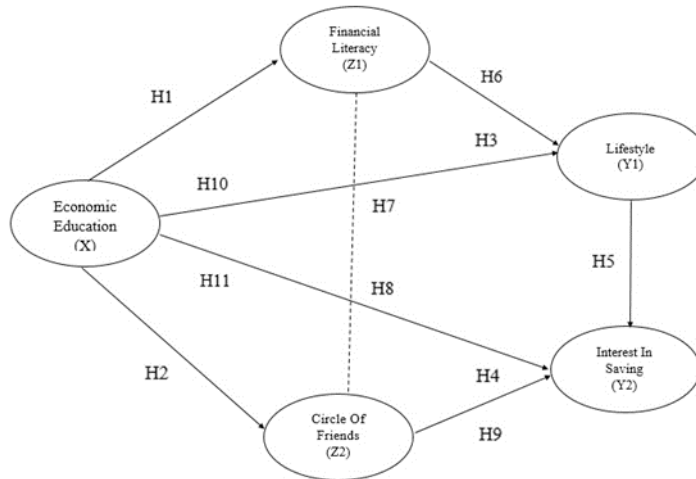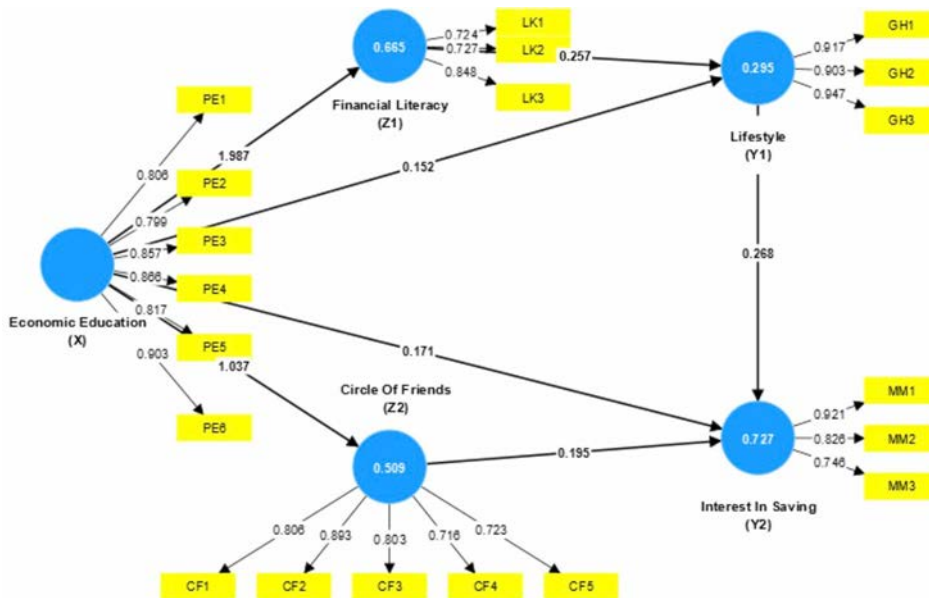
Figure 1. Theoretical Framework

Figure 2. Measurement Model Test Results

Table 1. Demographic Profile of Respondents

Aspect		Amount	Percentage
Gender	Man	450	64.3%
	Woman	250	35.7%
Amount		700	100%
Age	17 – 20	100	14.3%
	21 – 23	235	33.6%
	24 – 26	365	52.1%
Amount		700	100%

Aspect		Amount	Percentage
Work	Employee	550	78.6%
	Businessman	150	21.4%
Amount		700	100%
Bank Savings Account	Mandiri	426	60.9%
	BNI	190	27.1%
	BRI	84	12%
Amount		700	100%

Source: Processed Primary Data (2024)

RESULT AND DISCUSSION

Outer and Inner Model Test Results

This research uses four indicators for the outer assessment model: convergent validity, discriminant validity, composite reliability, and construct reliability (see Table 2). The results of convergent validity statistics show that all variables, including economic education (EE), lifestyle (LS), interest in saving (IS), financial literacy (FL), and circle of friends (CF), have loading factors ranging from 0.716 to 0.947. This shows that these variables achieve convergent validity (> 0.70) (Tilahun et al., 2023). At the same time, it can be seen from Table 2 that the AVE scores for all variables are more significant than 0.5, which illustrates that these variables meet the criteria for discriminant validity. Table 2 also explains the results of the reliability test in this PLSPLS test using two methods, namely Cronbach's alpha and composite reliability (CR). According to Tilahun et al. (2023), the composite

reliability value and Cronbach alpha value, accompanied by the mean of variance extracted (AVE), are used to check the reliability of the assessment model. All composite reliability coefficients and Cronbach's alpha reliability are higher than 0.7. The results showed that the composite reliability varied from 0.833 to 0.945 (>0.70) to meet the composite reliability criteria (Tilahun et al., 2023). Likewise, the Cronbach Alpha (a) of EE, LS, IS, FL, and CF were 0.918, 0.913, 0.848, 0.776, and 0.702, respectively (>0.70), indicating that they had achieved composite reliability indicators (see Table 2).

In addition, the convergent validity in Table 3 shows that the EE, LS, IS, FL, and CF values are higher than 0.70, which implies that these variables achieve convergent validity (Tilahun et al., 2023). Table 3 shows the results of cross-loading variables EE, LS, IS, FL, and CF greater than 0.70, which illustrates that these variables meet the requirements for convergent validity (Tilahun et al., 2023).

Table 2. Calculation of Measurement (Outer) Model

Variabel	Item	Loading	α (>0.7)	CR (>0.7)	AVE (>0.5)
Economic Education	EE1	0.806	0.918	0.936	0.709
	EE2	0.799			
	EE3	0.857			
	EE4	0.866			
	EE5	0.817			
	EE6	0.903			
Lifestyle	LS1	0.917	0.913	0.945	0.851
	LS2	0.903			
	LS3	0.947			
Interest in Saving	IS1	0.921	0.848	0.892	0.697
	IS2	0.826			
	IS3	0.746			

Variable	Item	Loading	α (>0.7)	CR (>0.7)	AVE (>0.5)
Financial Literacy	FL1	0.724	0.776	0.872	0.625
	FL2	0.727			
	FL3	0.848			
Circle of Friends	FL1	0.806	0.702	0.833	0.623
	FL2	0.893			
	CF3	0.803			
	CF4	0.716			
	CF5	0.723			

Source: Processed Primary Data (2024)

Table 3. Discriminant Validation

Variable	X	Y1	Y2	Z1	Z2
X (Economic Education)	0.842				
Y1 (Lifestyle)	0.543	0.923			
Y2 (Interest in Saving)	0.745	0.694	0.834		
Z1 ((Financial Literacy)	0.716	0.433	0.663	0.768	
Z2 (Circle of Friends)	0.713	0.546	0.752	0.683	0.791

Source: Processed Primary Data (2024)

R-Square Test

The R-squared test intends to correct predictions with standards of 0.67 (strong), 0.33 (medium), and 0.19 (weak) (Naz, 2023). The R-square test calculation shows that GH has a value of 0.295, which means that 29.5% of lifestyle variables are influenced by economic education. Furthermore, the R-square test shows that MM has a value of 0.727, which means that 72.7% of the interest in saving variable is influenced by economic education. Apart from that, the R-square value of FL is moderately indicated by EE, with a value of 0.665. Finally, the CF variable is substantially indicated by EE, with a percentage of 0.509.

F-Square Test

In this study, the effect size (f) test was determined by several criteria: small (0.02), medium (0.15), and large (0.35). Previous calculations show that the f value of EE on LS is 0.152, which implies that it has a small effect. The f value of EE on IS is 0.171, which shows a small effect. The f value of EE on FL is 1.987, which shows a large influence. In addition, the f value of EE on CF is 1.037, which shows a large influence. The f value of LS on IS is 0.268, which shows a moderate influence. The f value of FL on LS is 0.257, which shows a small influence. Finally, the f value of CF against IS is 0.195, which indicates a small effect.

Hypothesis Testing

This research highlights economic education on lifestyle and interest in saving among generation Z by involving several variables predicted to moderate it, namely financial literacy and circle of friends. Based on statistical calculations, this research agrees with the hypotheses proposed.

Table 4. Hypothesis Test Results

Hypothesis	Standard Deviation	T statistics	P values	Information
X -> Y1	0.088	6.432	0.000	Sig.
X -> Y2	0.126	2.528	0.011	Sig.
X -> Z1	0.037	22.072	0.000	Sig.
X -> Z2	0.067	10.668	0.000	Sig.
Y1 -> Y2	0.155	2.158	0.031	Sig.
Z1 -> Y1	0.128	5.741	0.000	Sig.
Z2 -> Y2	0.128	2.680	0.007	Sig.
X -> Z1 -> Y1	0.089	2.134	0.033	Sig.
X -> Z2 -> Y1	0.097	5.643	0.000	Sig.
X -> Z1 -> Y2	0.093	2.611	0.009	Sig.
X -> Z2 -> Y2	0.067	10.668	0.000	Sig.

Source: Processed Primary Data (2024)

The Effect of Economic Education on Financial Literacy

The results of this study are in line with research by Charfeddine et al. (2024), which stated that several initiatives to improve the quality of personal finances through economic education had been implemented starting in the 1950s and 1960s and obtained very significant results. Cicchiello et al. (2021), in their research, stated that the level of financial literacy increases along with the level of education and income. Factors such as gender and age do not have a significant influence on the level of financial literacy. Ho (2022) states the assumption that education level has the highest correlation with financial literacy. As stated by Suárez-Mesa and Gómez (2024), the level of education is also a determining factor in financial literacy. In research, it can be confirmed that education and educational focus influence the level of financial literacy. Madeira (2023) found that a standard curriculum is needed to increase financial literacy through economic education. Through these standards, knowledge, skills, and experience in financial education and personal financial management must be possessed by every stu-

dent. Based on this, it has been confirmed that economic education has a positive influence on financial literacy.

The Influence of Economic Education on the Circle of Friends

A good friendship environment will certainly have a positive impact on an individual's life (Rüdel & Steinmann, 2024). Shetu et al. (2022) stated that by getting economic information from the surrounding environment, such as friends, teachers, or parents, at least people will think about the importance of maintaining economic stability in everyday life. Agree with the theory Busse et al. (2023) revealed how important it is to create a friendly environment in the classroom. Friends are part of society and culture that shape the environment. Knowledge is first acquired by humans in the social realm between humans and then internalized by individuals. Because education is linked to a person's intellectual capacity, it has an impact on environmental health conditions. As a result, there may be a beneficial relationship between education and environmental problems (Marlina, 2013).

The results of the hypothesis test show that economic education has an influence on the circle of friends. Abebe (2023) stated that by getting economic information from the surrounding environment, such as friends, teachers, or parents, at least people will think about the importance of maintaining economic stability in everyday life. Agree with the theory Busse et al. (2023) emphasize the importance of utilizing the friendship environment in education.

The Influence of Financial Literacy on Lifestyle

A healthy lifestyle also correlates with financial knowledge. It is hoped that a positive lifestyle can increase with good financial management and financial literacy support. This applies to all income groups. No matter how rich a person is, achieving lifestyle control will be a challenge without good financial management skills (Swathi et al., 2023). This is supported by research by Levasseur et al. (2024), which states that financial literacy contributes positively and significantly to a person's lifestyle control. This research was supported by Swathi et al. (2023). The study claims that people with low levels of financial literacy have a tendency to look toward the short term and associate themselves with a hedonistic lifestyle. Therefore, even those who have enough money often experience financial difficulties.

The Influence of a Circle of Friends on Interest in Saving

The circle of friends is one of the factors that influences Generation Z's saving behavior. In line with this thinking, Tajeddin and Pakzadian (2020) said that socio-emotional development is influenced by the friendship environment. Most of the current generation Z are productive individuals who, of course, live far from their families. According to Endris et al. (2020), in their research, because generation Z is more focused on their peers, their peers have an impact on their saving behavior. This is in line with the findings. This is in line with the findings of Grassi et al. (2022), which prove that most of a person's behavior is influenced by their friend group because the friend group is the most prominent reference for the individual and will be very easily influenced by the behavior of their friendship environment. In a friendship environment, there will be positive or negative impacts due to interactions within that environment. Alnsour (2024) says that because a person's friend group is his or her most important source of reference and is highly susceptible to the actions of his or her friendship circle, these findings suggest that a person's friend group influences a large part of his or her behavior.

The Influence of Lifestyle on Interest in Saving

The results of this study are in line with research by Q. F. Yang et al. (2023). People who migrate tend to live positive, responsible lives, have a simple appearance, are resistant to external influences, and are free from a lifestyle centered on materialism and hedonism. The results of this research support the findings of Qian (2020), which state that consumer behavior is influenced by cultural, family, community, and perception factors. One of the variables in cultural factors is lifestyle. The results of this research support the theory presented by Qian (2020), which claims that perception, family, community, and cultural factors all impact consumer behavior. Lifestyle is one component of cultural factors. The results of this research are in line with research conducted by Susnjak et al. (2022) on bank customers, showing how lifestyle factors influence the choice to open a bank account. These findings suggest that living standards and educational attainment are in line with financial needs.

The Influence of Economic Education on Lifestyle

A person's economic education will have an impact on his uncontrolled, wasteful lifestyle and always buying things he wants to have, not something he really needs (Svensson

et al., 2022). The mindset toward handling assets and money is known as financial responsibility. This can improve a person's ability to make financial decisions, manage expenses, and control their lifestyle (Adewole, 2024). According to Yimer et al. (2023), a person can avoid unlimited desires or the desire to follow all lifestyle developments if that person has knowledge of the basics of economic education or how to manage their finances well. According to the statement by Yahaya et al. (2021), economic education is a basic habit in managing finances, such as pocket money obtained from parents to be used or budgeted wisely.

The Influence of Economic Education on Interest in Savings

The results of this study are in line with research by Mengstie (2022), who found out that there is a 76% influence of economic education on people's decisions to save at Sharia Banks. Results from research by Ribaj (2021) stated that, compared to other study programs that are not related to economics, academics who take part in or are directly involved in economic education programs have greater literacy regarding the banking industry. Every financial action and decision, including saving behavior, can be guided by the economic education that students have received (Çakmak et al., 2023).

The Effect of Economic Education on Lifestyle through Financial Literacy

Economic education and lifestyle are related to the extent to which an individual has the knowledge to control, maintain, and not follow bad changes from lifestyle developments (Akalpler, 2023). According to Nijhawan et al. (2022), the lack of teaching about personal finance in formal education is the cause of the low financial literacy of generation Z. One of the foundations for managing one's finances and lifestyle is knowledge about finance, especially financial management (Geddafa et al., 2023). Even with all their knowledge and skills, someone with a positive li-

festyle who is also financially literate will try to refrain from acting consumptive (Taha et al., 2023).

The Influence of Economic Education on Interest in Saving Through Financial Literacy

According to Naz (2023), the lack of personal finance education at the university level is the cause of low levels of financial literacy among students. Based on Alnsour (2024), if a person is competent in understanding financial institutions, products, and services and is confident in his knowledge of these matters, then he can be considered sufficiently literate. Generation Z is less interested in investing, saving, or even budgeting funds for the future or emergencies due to living a hedonistic lifestyle. Good financial planning, control, and management practices are indicators of healthy financial behavior.

Circle of Friends the Influence of Economic Education on Interest in Saving Through Circles of Friends

Generation Z's life is spent more with friends at their place of work than with the intensity of interaction with their parents. This is supported by the opinion of Mijangos et al. (2021), which explains that generation Z's ability to solve problems can be developed, and more frequent and intense communication with colleagues can help them express ideas and feelings more freely. The influence of peers who are good at managing finances and have an awareness of saving will certainly have a positive impact on someone (Ssempala et al., 2020). This is in line with Breslyn (2022). There is an influence of the peer environment on people's interest in saving in Malaysia. This is done in order to obtain information about savings products in a savings account. Someone sometimes gets a lot of information and recommendations from their friends. This is in line with research by Coulibaly (2021), who found that the friendship environment influences a person's interest in saving.

The Influence of Economic Education on Lifestyle through Circles of Friends

The education they have has potential if it is encouraged by a good friendship environment, so that generation Z can regulate their lifestyle. Therefore, the most important thing is how generation Z has the basis of economic education to control their lifestyle, which is then strengthened by the influence of a positive circle of friends (Arumugam et al., 2022). This is similar to research by Adegboyo et al. (2021) that the friendship environment, in this case the role of work friends, turns out to have an impact on the lifestyle of generation Z. In line with Kong (2021), in the process of economic education for an individual, the role of friends in the formal education environment plays a very important role in financial education because friends are a place of socialization for transferring financial knowledge. financial literacy variable.

Furthermore, the results of this research are supported by research from Sjöman et al. (2020), who concluded that a person's behavior can be changed by a circle of friends that allows them to manage their income and save for the future. According to research from Gochero (2020), minimizing consumptive behavior and consumption lifestyles requires economic education. Also supported by research by Mothobi (2024), if everyone has a high level of economic literacy, then he will be able to prioritize his needs, choose which goods to use, and adapt them to his abilities.

CONCLUSION

Based on the results of the analysis and discussion, it can be concluded that: (1) there is a positive influence between economic education on the lifestyle of generation Z; (2) there is a positive influence between economic education on generation Z's interest in saving; (3) there is a positive influence between economic education on the financial literacy of generation Z; (4) there is a positive influence between economic education on the circle of friends of generation Z; (5) there is a positive influence between lifestyle on generation Z's interest in saving; (6) there is a positive influence between financial literacy on the lifestyle of generation Z; (7) there is a positive influence between circle of friends on generation Z's interest in saving; (8) there is a positive influence between economic education on the lifestyle of generation Z, mediated by financial literacy; (9) there is a positive influence between economic education on the lifestyle of generation Z mediated by circle of friends; (10) there is a positive influence between economic education on generation Z's interest in saving, mediated by financial literacy; and (11) there is a positive influence between economic education on Z's interest in saving, mediated by circle of friends.

The results of this research show The results of this research show several implications. First, generation Z needs to optimize economic education, both formal and informal, as well as increase financial literacy so they can maintain their lifestyle. Second, policymakers are expected to help optimize learning access and provide great opportunities for generation Z to increase their financial literacy. Third, it is hoped that future research can examine in more depth the savings interest of generation Z by adding various new variables that have not been discussed in this research.

Based on these implications, the results of this research recommend that to increase interest in saving, additional economic education agents, such as families or schools, are needed. The task of economic education agents is to instill the mindset that saving provides many benefits. With this, it is hoped that more Generation Z will want to have savings after working and overcoming various existing economic problems. To increase financial literacy, participation is needed from family, friends, and people who are considered important in the form of support regarding Generation Z's interest in saving. Regarding lifestyle, Generation Z must have confidence in their abilities when they want to start socializing.

For Gen Z, individuals who are able to provide solutions to existing problems as well as individuals who can contribute to economic growth are needed. Therefore, Generation Z must be able to increase their interest in saving. By saving, it is hoped that each individual will be able to improve the economic level for the better.

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