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Analysis of Factors that Influence Student Consumptive Behavior

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Abstract

Purchasing or using goods or services solely to satisfy desires and needs without considering the benefits and needs is known as consumerism. The research is aimed at testing and analyzing several variables of consumer behavior, including family social and economic status, peer groups, and economic literacy. Quantitative methods are used, and data is collected through observations, questionnaires, and documentation. This research involved a sample of 80 students. Double linear regression is used to analyze data. The results of the study showed that the socio-economic status of the family has a positive and significant impact on the consumer behavior of the students; the factors of the peer group have a positive impact as well as a significant influence on the student's consumptive behavior; and the economic literacy factors have a negative impact that significantly influences the students' consumer behavior.

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INTRODUCTION

In contemporary times, individual needs are increasingly unlimited. Humans will never feel satisfied with everything they achieve. If humans are able to fulfill their basic needs, additional needs will arise. In their efforts to achieve financial satisfaction, people are faced with a limited number of goods and services. As a result, they must pay attention to efficiency and be able to separate everything they need and want to use. Although many Indonesians continue to engage in irrational or compulsive consumption. Despite the fact that humans are homo economicus, there are still many people in Indonesia who behave irrationally or lead to consumption.(Septiana, 2015). When consumers make purchasing decisions based on an item, it is not always to meet the buyer's needs, but can also fulfill the consumer's desires(Wulandari, et.al, 2016).

Consumptive behavior is a form of consuming behavior that is not only carried out for other reasons, but can also be carried out for other reasons such as simply following changes in trends and social acceptance in the existing environment.(Wulandari & Yanuari, 2022). Consumptive behavior, there are gifts offered to be purchased because individuals use them(Wulandari, et.al, 2016).

According to research by the MARS institute, 35.4% of Indonesian teenagers are in the upper middle socio-economic status group (SES AB). This shows that the unique socio-economic status of each family, according to the role of the family as a driver of a person's knowledge, is influenced by the existence of developing social interactions, as well as the socio-economic status of parents. Students will face an increasingly large material environment in their families if their finances are sufficient(Waruwu, 2018).

Teenagers can follow the consumption behavior of their peers to be accepted in society. So, if a friend buys a certain item or service, other young people in the same group tend to buy it too, even though the product is not really needed or has a negative impact. According to(Diantini et al., 2021)Peer group students often reject or accept peers in their peer group. They don't know what their peers have or use. This makes students only fulfill social needs without considering living frugally(Murti et al., 2022).

Students have a desire to consume for several reasons. Advertisements on smartphones can encourage students to consume. Peers often prioritize self-esteem so they don't miss out on trends, so they compete to show off new things. This can also be referred to as lifestyle demands(Astuti, 2016).

In addition, the importance of education in helping high school students develop consumer values or consumerism cannot be guessed. Students who have experience studying economics must be able to differentiate between needs and wants, so they can avoid consumer behavior(Suparno et al., 2022).

Economic education must be able to improve students' attitudes towards consumption while also increasing students' knowledge. To help people improve their consumption habits, economic studies must consider the most important aspects of everyday life. The aim is for students to be able to save money and change their behavior from irrational to rational after receiving educational or economic material(Mukarramah et al., 2020). However, evidence suggests many high school workers lack the skills necessary to improve their economic well-being in their daily lives or as consumers(Septiana, 2015).

Many high school students find it difficult to avoid irrational consumerist behavior. Economic literacy is an effort to achieve these goals, not the goal itself(Suratno et al., 2021). Apart from that, economic literacy is a condition that can show how an individual is able to grasp economic problems correctly, so that he is able to implement economic activities well. (Surindra, 2022).

This is proven by the large number of irrational consumption behaviors carried out by high school students. There is a lot of research on the tendencies of irrational or consumptive consumption behavior of teenagers

in high school life. According to(Khoiriyah & Rusdarti, 2020)In researching consumptive behavior, social sciences (IPS) majors, especially class Students rationally no longer fulfill their needs when shopping, but are also driven by anything unexpected when shopping. Therefore, the author chose the title "Analysis of Factors that Influence Consumptive Behavior in Students".

METHODS

This kind of investigation is carried out in the form of quantitative research. The research method used in this type of research is quantitative research. The quantitative approach is a structured scientific research technique that uses statistical analysis. This approach uses mathematical types, speculation, and hypotheses related to phenomena, either as a whole or separately(Sugiyono, 2018). Population can be interpreted as a generalization zone consisting of objects or subjects that have quantities and characteristics that are determined by investigators so that they can be studied and conclusions can be drawn later. (Sugiyono, 2018). The participants in the investigation carried out were all 212 students in class XI of SMA Negeri 1 Poso. The sample is a subset of the population in terms of size and characteristics. Samples are taken so that they can be researched if the research carried out is research with a good population size to increase the limitations of time, energy and funds. The results of research on completed tests can be used for the country's population. In this research, class The total number of X1 IPS students is around 80. As a result, the total number of class XI IPS students taken is less than 100 people, the sampling technique is a saturated sample.(Sugiyono, 2018).

Data were analyzed using linear regression using SPSS 20 version of the software. Also classic includes, normality, linearity tests, multicollinearity and heteroscedasticity. In addition, for hypothesis testing, the T Test is used to determine whether certain factors (social status, economic status, and economic literacy) have a statistically significant impact on a given variable. (consumption risk). And the F test, which is used to determine the impact of factors such as family socio-economic status (X1), peer group (X2), and economic literacy (X3) on the dependent variable, which is consumption (Y) at the same time.

RESULTS AND DISCUSSION

The results of the validity test on aspects of family socio-economic status (X1), peer group (X2), economic literacy (X3), along with consumer behavior (Y) show that all items are positively correlated, this can be seen in the r-calculation results which have higher values.

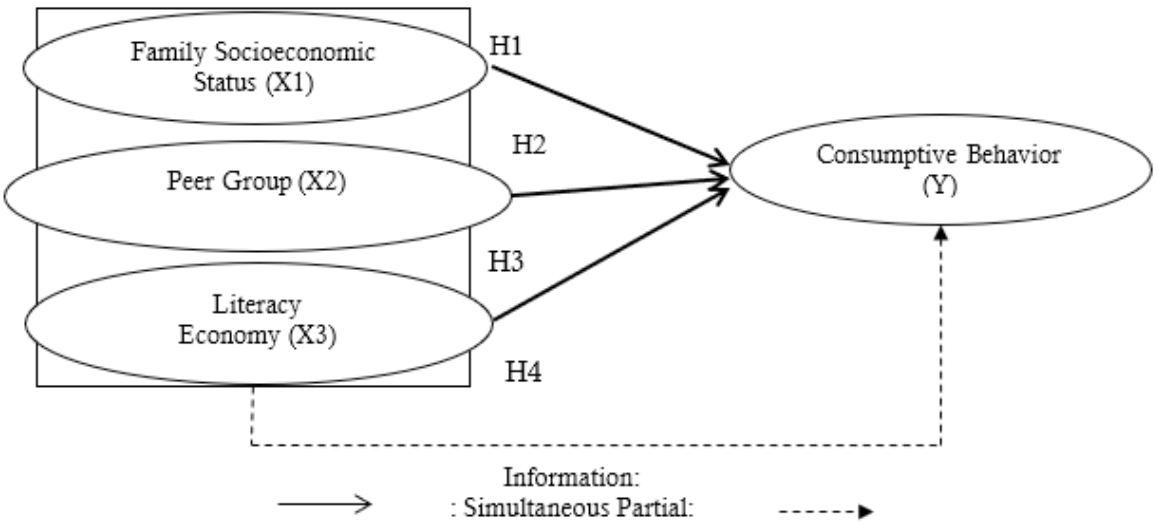

Figure 1. Research model

compared to the r-table, and the significance value is less than 0.05. Consequently, all statements are true. The following is an analysis of the questionnaire reliability test data.

Based on Table 1, the results obtained from each of these aspects state that Cronbach's alpha is > 0.60, so that the items for questions on family socio-economic status, peer group, economic literacy and consumer behavior can be said to be reliable.

Normality test according to Table 2, the result of using one sample of the Smirnov Kolmogrof method is that the residual of the independent and dependent variable sample size at 80 (N) is 0.997, indicating that the data from has a normal distribution because the residual value is 0.997 > 0.05 .

There islinear relationship between aspects of family socio-economic status, peer group, and economic literacy with consumer behavior, according to Table 3, which shows significant deviation results for linearity that exceed the significance level of 0.05.

Table 3. Test Linearity

Variable	Sig. Deviation for Linearity
Family Socioeconomic Status	0.212
Peer Groups	0.389
Economic Literacy	0.362

Source: Processed Primary Data, 2023

If the tolerance value for all independent factors increases from 0.1 and the VIF number for all independent factors decreases from 10, then it can be concluded that the independent factors in the regression form do

Table 1. Reliability Test

Variable	N	Cronbach's Alpha	Information
Family Socioeconomic Status	11	0.707	Reliable
Peer Groups	8	0.671	Reliable
Economic Literacy	7	0.710	Reliable
Consumptive behaviour	8	0.767	Reliable

Source: Processed Primary Data, 2023

Table 2. Normality Test

		Nonstandard residues
N		80
Normal Parameters. b	Average	0E-7
	Std. Deviation	4.16162398
Most Extreme Differences	Absolute	.045
	Positive	.035
	Negative	-.045
Kolmogorov-Smirnov Z		.398
Asymp. Sig. (2-tailed)		.997
a. Normal test distribution.		
b. Estimated from data.		

Source: Processed Primary Data, 2023

not have multicollinearity. This information is obtained from Table 4.

Table 4. TestMulticollinearity

Variable	Tolerance	VIF
Family Socioeconomic Status	0.987	1.013
Peer Groups	0.967	1.035
Economic Literacy	0.958	1.044

Source: Processed Primary Data, 2023

Table 5. Heteroscedasticity Test

Variable	Unstd. Residual Value
Family Socioeconomic Status	0.990
Peer Groups	0.842
Economic Literacy	0.807

Source: Processed Primary Data, 2023

Because there are no symptoms of heteroscedasticity in the regression model, table 5 states that independent variables such as economic literacy, family socio-economic status, and peer group can be used to predict student consumption behavior.

Multiple Regression Analysis

Multiple linear regression testing was used to determine the influence of family socio-economic status variables (X1), peer groups (X2), economic literacy (X3), on the consumptive behavior of students (Y) class XI SMA Negeri 1 Poso. The test results can be seen in the Table 6.

Data output can be formulated using the following linear regression equation based on the results of multiple regression tests.

$$Y = 13.213 + 0.190\ X1 + 0.561\ X2 - 0.369\ X3 + e$$

The conclusion of the analysis in multiple linear regression shows that it only consists of two independent aspects, namely the socio-economic status of the family and peer group, which have a positive value in the regression, while the economic literacy variable has a negative value.

By considering these equations, it can be explained as follows:

(1) The constant of 13.213 shows that the consumptive behavior factor will remain at 13.213 if the socio-economic status factors of family, peers and economic literacy are each equal to zero.

(2) The family socio-economic status coefficient (X1) is 0.190, indicating that if the family socio-economic status factor increases by one, there is a possibility of an additional influence of 0.190 on student learning outcomes.

(3) The peer group coefficient (X2) is 0.561, indicating that the influence of consumer behavior can increase by 0.561 if the peer group variable increases by one.

Table 6. Multiple Linear Regression Analysis Test Results

Model		Unstandardized Coefficients		Standardized Coefficients	Q	Sig.
		B	Std. Error	Beta		
1	(Constant)	13.213	5.577		2.369	.020
	Family Socioeconomic Status	.190	.089	.212	2.132	.036
	Peer Groups	.561	.132	.426	4.233	.000
	Economic Literacy	-.369	.146	-.255	-2.523	.014
Dependent Variable: Consumptive behaviour						

Source: Processed Primary Data, 2023

(4) The economic literacy coefficient (X3) is -0.369, thus indicating that if the economic literacy variable experiences a decrease of one point, then consumer behavior could decrease by -0.369.

Partial Test (T Test)

The significance of the t test can be determined based on a comparison of the t-count with the t-table and based on the sig value. The results of the t test using the SPSS program can be seen in the Table 7.

Table 7. Multiple Linear Regression Analysis Test Results

Variable	t-count	t-table	*Sig.*
Family Socioeconomic Status	2.132	1.990	0.036
Peer Groups	4.233	1.990	0.000
Economic Literacy	-2.523	1.990	0.014

Source: Processed Primary Data, 2023

The partial test results in Table 7 state that the family socio-economic status factor (X1) has a positive impact and has a significant influence on consumer behavior, as shown in the t-count value (2.132) and is greater than the t-table (1.990) and sig number (0.036) < 0.05. The peer group aspect (X2) also has a positive impact and has a significant influence on consumer behavior, as shown by the t-count value (4.233) which has more value than the t-table (1.990) and the sig number (0.000) > 0.05. As evidence that the economic literacy factor (X3) has a negative and significant impact on consumer behavior, the t-count number (-2.523) is more than the t-table number (1.990) and the sig number (0.014) < 0.05.

F test

Significance in the f test can be determined based on a comparison of f-count with f-table and based on the sig value. The results of the f test using the SPSS program can be seen in the Table 8.

Table 8. F Test Results

	Model	Sum of Squares	Df	Mean Square
1	Regression	469.277	3	156.426
	Residual	1368.210	76	18.003
	Total	1837.488	79	

Source: Processed Primary Data, 2023

As a result of simultaneous statistical tests, it can be concluded that the f-count value is 8.689 and the sig. as much as 0,000. The f-table value is obtained using the formula f-table = f (k; nk) = f(3;77) = 2.72, and it can be concluded that the calculated f-number of 8.689 is higher than the f-table of 2.72, and sig number. 0.000 is lower than 0.05. So it can be concluded that the dependent factor, namely consumer behavior, is significantly influenced by several independent factors, including family socio-economic status, peer group, and economic literacy.

Correlation and Determination Test

The strength of the correlation between family socio-economic status, peer group and economic literacy on consumer behavior is 0.505, which is a medium value. Meanwhile, the determination value of the independent variable is 25.5%, which shows that it has little influence, and other factors influence 74.5%.

Table 9. Correlation and Determination Test

Model	R	R Square	Adj. R Square	Std. Error of the Estimate
1	.505a	.255	.226	4.243

Source: Processed Primary Data, 2023

The Influence of Family Socioeconomic Status on Student Consumptive Behavior

Based on the partial test results, the t-count is 2.132 and the t table is around 1.990, with a significance level of 0.036, indicating that H1 is correct. This indicates that family socio-economic status factors have a significant influence on students' consumer behavior.

Where a person's behavior is influenced by their social status. The family's socioeconomic status influences the surrounding environment and activities; families with low socioeconomic status have greater consumption behavior. According to(Hermawan, 2023) The greater a person's status level, the higher their consumer behavior because of the many desires they want to fulfill and realize. Because, basically families whose socio-economic level is large or upper middle class are better able to provide more pocket money for their children, and in general students will consume more if they have more money.(Gunawan & Andani, 2018). According to Kotte and Witt in(Hardianti et al., 2018)revealed that students who come from finances, quality of goods, and urgent needs can occur at any time so they will be more selective in carrying out consumption activities.

Appearance is considered important for teenagers, both for parents who have high and low socio-economic status, to socialize and gain social acceptance. A good appearance will add to an attitude of self-confidence and an absence of obstacles in social interactions(Wulandari & Yanuari, 2022). Students who come from families with high socioeconomic status usually receive more pocket money than they need. The higher the level of social status of parents, the more pocket money parents will get to meet students' school needs, but this pocket money is sometimes misused by students.(Nikita & Hadi, 2018). They may have high purchasing power as a result. Kotler's theory, which shows that a person's social class or socioeconomic status influences their level of consumer behavior, was also strengthened(Eliza et al., 2023)which shows that the higher a person's social class, the more likely they are to behave consumptively, and vice versa. Thus, education and income are key to determining consumption behavior. The implication is that any effort to improve the direction of consumption must seek to increase income and education(Rakib, 2015).

Thus, it can be concluded that the findings of this study are in line with previous research(Hidayah, 2021)And(Wulandari & Yanuari, 2022), which shows that family socio-economic status factors have a significant impact on student consumption behavior. This is different from research findings(Maris & Listiadi, 2021)which shows that the family socio-economic status variable does not influence student consumption behavior.

The Influence of Peer Groups on Students' Consumptive Behavior

Based on the partial test results, H2 is accepted, with a t-count of 4.233 and a t-table of 1.990, and a significance figure of 0.000. This proves that the peer group aspect has a significant impact on students' consumer behavior. In other words, the greater the influence of the peer group, the more consumptive the students are. The types of consumptive actions are very diverse, but basically consumptiveness is the attitude of buying something without considering reasons or needs. Groups are components that influence consumer behavior. Teenagers who have social relationships with their peers in this case can influence their decisions about their consumption behavior. Teenagers will become more consumptive if they can better adapt to social groups within their peer group(Mahrunnisya et al., 2018). According to information processing psychology, social information influences individual conformity behavior(Xiao & Song, 2022). Students' consumptive behavior is influenced by social and informational norms. This social influence is based on the desire to be accepted and liked as well as the fear of being rejected in the social environment. As a result, conformity is caused by a strong desire to maintain harmony and get emotional

support during friendship. Thus, teenagers are encouraged to behave consumptively because they want to look like their peers and be accepted as a group(Rachmayanie et al., 2018). To gain a sense of security, students adapt. This is because people usually feel more comfortable when they are together or doing the same things as their friends than when they are different(Hidayanti et al., 2023). This is reinforced in Mangleburg's view in(Diantini et al., 2021)that consumption communication and peers influence teenagers' social motivation to consume goods, materialistic values and the tendency to use peers' preferences in evaluating products. Discussions between peers impact peers' choices about activities and the way they think; this explains why friends often make the same decisions and choices(Almeshal & Almawash, 2023).

Based on this explanation, it is known that the research findings carried out are in line with other research(Yudiana & Indrayani, 2016),(Diantini et al., 2021), And(Susilo, 2021)which found that peers have a significant influence on students' consumer behavior. In contrast, other research(Ridhayani & Johan, 2020)found that peer groups can have low or no influence on consumer behavior.

The Influence of Economic Literacy on Students' Consumptive Behavior

Based on testing the partial test, H3 is accepted with a significance value of 0.014 and t-count -2.523 and t-table 1.990 shows that economic literacy factors have a negative impact and have a significant influence on students' consumptive behavior. In other words, students in the medium category (score 25-29) have a percentage of 51.25%, or 40 out of 80 students, who have knowledge and understanding of economic literacy. Basically, the purpose of economic literacy is to increase a person's understanding of the costs or benefits of an item in economic activities, or to prevent someone from behaving consumptively.(Khoiriyah & Rusdarti, 2020). However, the fact is that some people do not have high economic literacy. As a result, opportunities to achieve prosperity by becoming more consumptive are increasingly limited(Paywala et al., 2021). Economic behavior or actions carried out by people show that economic knowledge and understanding can be obtained through the learning process(Rahmatullah, 2018). In principle, we should understand what will be implemented so that it does not have a negative impact on the problem. On the other hand, understanding our surroundings will help us make decisions, especially those related to money(Utami et al., 2021). It is hoped that students' or individuals' economic knowledge can help them reduce consumption in everyday life. It is hoped that students can suppress their consumption desires and get used to saving through consistent advice and habits.(Rahmatullah et al., 2020). As an economic actor, everyone should have the knowledge and skills to be able to manage funds well(Hasan et al., 2021).

In today's digital era, there are many promotional media that make it easier to obtain the desired product. Literacy helps students restrain themselves and think rationally(Muttaqin et al., 2020). According to Sulistyawati in(Nurlina & Suja'i, 2022)education is prioritized in increasing the excellence of human resources. Education can increase students' knowledge and increase their economic literacy. Human economic behavior will reflect the economic understanding learned in formal educational institutions(Rahmatullah et al., 2022). It is very important to have economic literacy to consider the value of goods or services for consumption. Economic literacy aims to obtain scientific knowledge about economic life both within society and the state in cultivating critical, innovative and independent scientific thinking.(Rismayanti et al., 2021). Economic literacy plays an important role in considering the use value of goods or services for consumption(Lestari et al., 2019). Students can learn more about consumption by studying economics in school. In other words, students who have learned how to manage their finances, choose high-quality goods, and choose the most important

necessities will be more selective when these things happen in the future(Puspitaningsih & Admoko, 2021). If a student shows changes in his behavior and attitude throughout his life, it is considered learning(Nurlina & Suja'i, 2022). Thus, economic learning in formal educational institutions aims to provide understanding and knowledge of economic principles and values that are in accordance with national identity(Rahmatullah et al., 2018). Students, who are the nation's next generation, have the ability to think and act in accordance with societal standards that must be followed(Rahmatullah et al., 2016).

Based on this explanation, it is known that the research findings carried out are in line with previous research which shows that students' economic literacy has a negative and significant impact on their consumer behavior. Other studies, such as(Khoiriyah & Rusdarti, 2020),(Isnawati & Kurniawan, 2021),(Nurjanah et al., 2019), And(Rachmah et al., 2021) it can be concluded that students' economic literacy has a positive impact. On the other hand, the investigation carried out according to(Muttaqin et al., 2020)shows that economic literacy does not influence consumer behavior.

The Influence of Family Socioeconomic Status, Peer Groups, and Economic Literacy on Students' Consumptive Behavior

The conclusion from the analysis that has been carried out shows that students' consumptive behavior is influenced by the socioeconomic status of the family, peer group, and economic literacy. The results of the F test state that the F-calculated value (8.689) is higher than the F-table (2.72) and the significance figure of 0.000 is too low than 0.05, so H4 is accepted.

The results of the analysis in multiple regression state that there is a coefficient of determination of 0.255, or 25.5%, which shows that the three independent variables contribute significantly to the dependent variable. So it can be stated that the factors of family socio-economic status, peer group, and economic literacy influence students' consumptive behavior by 25.5%. Other variables that are not part of the form of investigation carried out influence as much as 74.5% of the total consumer behavior of students.

CONCLUSION

The focus of the research carried out was to study and evaluate three factors of consumer behavior, namely family socio-economic status, peer group, and economic literacy - in 80 students. The findings state that peer group factors have the greatest impact on consumer behavior among students, while family socio-economic status factors also have a significant and positive influence. The following recommendations are based on the results of research conducted: (1) Economic literacy must be improved for all underprivileged students. Students are also expected to better understand economics and understand basic concepts, as well as apply this knowledge to their daily lives. In peer groups at school, it is hoped that students will be more considerate of friends' invitations to strengthen their stance and avoid buying things they don't need; (2) It is hoped that teachers and parents will play an active role in educating and guiding students about the negative effects of irrational consumption; (3) The role of peer groups is very important in influencing a student's consumption actions. Students must be able to be more selective in their relationships and not be easily influenced by the consumerist actions of their peers.

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