Determinants of Consumption Behavior Among Students

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Abstract

This research aims to determine if there is influence of peer group, parents' role, religiosity, and financial literacy towards consumption behavior among the students of Economics Faculty, Universitas Negeri Semarang in the academic year 2013. The population in this research was the students of Economics Faculty of Semarang State University in the Academic Year 2013. The number of the samples in this research was 250 students based on proportional random sampling technique. This research used quantitative approach. The method of data analysis used was descriptive analysis and path analysis. The result of the research based on Amos showed that the peer group influence towards consumption behavior was 34.5%, parents' role towards consumption behavior was 12.7%, financial literacy towards consumption behavior was 12.7%, peer group towards financial literacy was 14%, parents' role towards religiosity was 22.3%. Based on the result of the research, it can be concluded that there was influence of peer group, parents' role, religiosity, and financial literacy towards consumption behavior, whereas in peer group towards students' financial literacy had no influence. The suggestions were the students should minimize the conformity or interaction level with their friends who cause negative impact and the parents should keep controlling the students' consumption behavior naturally.

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INTRODUCTION

In concept, the economic development is very important to integrate the economic, social and environmental interests to meet the needs of the present generation without sacrificing the interests of the future generations for their needs (Hadi, S., & Mulyono, K., 2017). Behaviorism theory (Desmita, 2005) assumes that everything done by organisms including actions, thoughts, or feelings should be considered as behavior which is based on the proportion of the psychology philosophy. Consumption behavior can be related to the individual behavior of decision-making, brand-selection, and refusal on certain product (Suryani, 2008: 28).

According to Engel, James et al (2006) in consumer behavior, there are three factors that influence consumer behavior, there are: (a) Environmental influence, it consists of culture, social class, family, and situation. The main basis of consumer behavior is to understand the environmental influence that shapes or obstructs someone in decision-making of their consumption. (b) The individual difference and influence, it consists of motivation and involvement, knowledge, attitude, personality, lifestyle, and demographics. The individual difference is the internal factor (interpersonal) which moves and influence behavior. Psychology process consists of information processing, learning, then attitude and behavior changing.

Fromm (1995) stated that "people's wish in modern life era to consume something has lost its relation with the real needs." Based on the opinion, therefore, consumption behavior has 2 indicators, they are non-consumptive behavior and consumptive behavior. Non-consumptive behavior consisting of: (a) Wise in financial management. Financial management is an action which aims to help analyzing and managing individual finance in order to achieve the finance target or lifestyle as it is hoped. (b) Budget post planning. This thing can be done in planning budget post to clarify the finance posts so that there will be

no reason to waste pocket money for the needs which actually can be saved and tricked. (c) Budget post anticipation. What to do in anticipating budget post is with saving. Saving must be done for the future. The fund saved can be used to finance future needs. Saving program can works if the students have strong determination and high discipline in using the budget.

Consumptive Behavior: (a) there is a desire to consume excessively. This thing will cause wastefulness and even cost inefficiency. Moreover, for the students who have not had their own income yet. (b) The behavior is done to achieve satisfaction only. Instead of fulfilling the main needs, the common needs become the priority. There are such things as go with the flow, attracted to try the new product, and want to get social esteem without concerning whether it is needed or not. Everyone in fulfilling their needs has never been apart from economics activity; one of them is goods and service consumption. Consumption is the goods and service shopping activity which is done by individual or household in order to fulfill one's needs who do the shopping or even income shopped. (Dumairi, 1996 :79)

According to Fromm (1995), consumptive behavior is often done as the effort of someone to get pleasure or happiness, even though that is only apparent happiness. Consumptive behavior occurred because the people tend to be materialistic, a great desire to own tings without concerning on its needs. Based on Nielsen's research, Indonesia gets second rank as the most consumptive country in the world. "Indonesian people is regarded very consumptive, as proved that Indonesia now gets second rank as the most consumptive country in the world". That was stated by Tranggono, the Chairman of Indonesian Islamic Business Forum (IIBF) upon speaking in Buy Indonesia Movement socialization and Indonesia Economics Revival Congress in Riyadi Palace Hotel, Monday (May 2nd 2011) (Tarapti, 2013:5). It is considered that consumptive attitude in society is also happened among the students, as well as the students of Economics

Faculty, Universitas Negeri Semarang.

The definition of Student based on the Government Regulation No. 30 1990 is a registered learner and is studying at certain college. Students are the same as people or household, they also do daily economics activity including consumption. Consumption is an activity which aims to minimize or spend the usage of a thing (goods and service) in order to fulfill one's needs (Ahmadi, 2007). The students' consumption behavior tends to be consumptive.It is known that in Semarang there are lots of shopping centers like malls, supermarkets, minimarkets, stores, boutiques, and so forth so that consumer will be interested to do shopping. People also follow the trend, not to mention the students themselves. Some of the students follow the mode expansion that is on demand, like clothing, shoes, handbags, and accessories. In the field of technology, gadget is rapidly developing.

The newest released product for the consumer like smartphone, camera, to gadget accessories are so much atrracting the students' attention. Some of the students will left out of date if they do not own it so it will force them to do the purchase. The high tendency of students' consumption behavior can cause problems. "Many parents complain when their children grew up because the given money is used less for beneficial things" (Tambunan, 2008:13). For instance like robbing, corruption, and so forth, most of their motive is economics background. Recently their motive is not only about economics but also to fulfill their lifestyle.

This research analyzed the students' consumption behavior, in this case, the importance of managing finance for students which then was applied in real life. Especially the students of Economics Faculty of Universitas Negeri Semarang located in Sekaran, Gunungpati which is far enough from the center of the city.Besides, the students of Economics Faculty in the year 2013 get the most of the total course credits than the earlier year students, therefore the students of Economics Faculty can apply their gained knowledge.

Based on preliminary research of the average students' pocket money, college needs outcome and other needs (phone credit balance, hanging out, and so on) on the students of Universitas Negeri Semarang, Economics Faculty (appendix 1) the obtained data is as follow: (1) The average monthly pocket money is IDR 780.000. (2) The average monthly college needs is IDR 55.000. (3) The average of other monthly needs (phone credit balance, hanging out, and so on) is IDR 137.500. (4) Most of the students experiences lack of monthly pocket money at the end of the month.

Based on the preliminary research statement, the Economics faculty students "often experience lack at the end of the month. This result was based on the interview result which was done in the preliminary research where they said that they have consumptive attitude. This happened because of their behavior in doing excessive shopping at the early of the month which often caused lack at the end of the month. Therefore, most of them often take part-time jobs to fulfill their needs.

The total of the students' consumption could be influenced by their monthly budget. The budget could be gained from their parents' pocket money, fee and apprentice, or business perquisite, as well as from other sources (Arsyad: 2015). Pocket money from parents plus scholarship for the scholarship awardees or fee for part-time worker student was then used to fulfill their needs which are allotted to their routine or non-routine consumption outcome posts. There were lots of factors which could influence one's consumption rate, in this case was the students' consumption rate. The estimated influence factors to the students' consumption rate were peer group factor, parents' role, religiosity, and financial literacy.

In the preliminary research interview was also stated that their consumption behavior rate was influenced by their friends or group. Peer group according to Suryani (2008:248) was social environment, interaction area which directly or indirectly would influence one's consumption behavior. A research by Murisal (2007) stated that peer group

influences teenagers' consumption behavior because they did not want to get refusal from their group. Based on John C, Mowen Minor(2002) and Suryani, (2013: 165-167) peer group measurement consists of: (1) social interaction which is observed through peer group habit, pretention to imitate, (2) solidarity attitude, (3) giving knowledge or new experience which cannot be acquired from family satisfactorily (fashion sense, music, and certain action experience), (4) Peer group encouragement and support. These indicators were the measurement which would then be used to know how big does the peer group influences consumption behavior.

In doing consumption, the students cannot be apart from parents' and family's role. Family has an important role towards students' consumption behavior (Suryani, 2008). Whereas based definition by on Santrock (2012), parents' role as manager to the students' chances, controlling teenagers' relation, and as initiator and social life control. In this research, the measurement of parents' role was done through parents and children relation according to indicators by Yusuf (2009:49), but there were only 4 usable indicators. Those indicators were: (1) Strict supervision on children's activity, (2) tend to give what the children want rather than accept from them, (3) always give what they want, (4) communicate with children openly. The indicator selection was based on parents' characteristics which could be observed every day. Besides, the selection also tends to be appropriate for this research.

Religiosity is as parents' role mediation variable towards financial literacy variable. A previous research by Ancok (2001) stated that parents' role influenced children religiosity rate. The result of the research stated that whether directly or indirectly, parents' role had a very big role in shaping children character and personality values. In Sumarwan's book (2011) stated that religion manages life pattern, attitude, perception, and consumer behavior, even defines, buying decision making process in family. To measure the religio-

sity role in consumption behavior, the writer orientated on Ancok (2001:77), there are: (1) ideology dimension (believes), (2) ritualistic dimension (religion practice), (3) experiential dimension (experience), (4) intellectual dimension (religion knowledge),(5) experience dimension (consequential).

As stated by PISA (2012:8), financial literacy could push students' behavior changing towards more positive side in spending their money. This opinion is supported by a research by Irmawati, et al (2013) which proved that financial literacy was influential enough towards teenagers' consumption behavior with negative significances, when the financial literacy improved so the consumptive behavior will would decrease. People who have had high financial literacy tend to make long-term financial planning clearer and more specific so that it will influence them on their future prosperity.

Thomas, P., Mulyono, K., & Setiaji, K. (2016) stated that there is positive economics literacy (financial literacy) influence towards the students' consumptive behavior. Financial literacy consists of some financial aspects to be mastered. There are some aspects that can be used to find out one's financial literacy. These are financial literacy indicators that is used by the writer, based on a research by Cameron, et al (2013:6) in financial literacy measurement which consists of 5 indicators, they were: (1) the economic way of thinking, (2) earning income, (3) saving, (4) spending and using credit, (5) money management.

According to The Presidents Advisory Council on Financial Literacy (Schwab, 2008), a financial literacy is the ability to use knowledge and skills to manage financial resources effectively for a lifetime of financial well-being. Financial literacy is divided into several abilities, such as (a) a specific form of knowledge, (b) abilities or skills to apply the knowledge, (c) perceived knowledge, (d) good financial behavior, and (e) financial experiences. Financial literacy is the basic and essential tool in financial education (OECD, 2012).

Based on the above background of the

study and the preliminary researches which explain about students' consumptive behavior, few phenomenon which explain the students' high consumptive behavior, explanation about variables which can influence the students' consumptive behavior, and mode, trend as well as shopping center development in Semarang, therefore the title of this research is : "Determinants of Consumption Behavior among the Students". The students in this research were the sutdents of Economics Faculty of Semarang State University Year 2013. This research aims to determine if there is influence of peer group, parents' role, religiosity, and financial literacy towards consumption behavior among the students of Economics Faculty, Universitas Negeri Semarang.

METHODS

This research used primary data type which is based from questionnaire which had been distributed and responded by selected random students. The type of research was quantitative research. The method of this research was descriptive research. In this research, the population was all the students of Economics Faculty of Universitas Negeri Semarang Year 2013 consisted of 1064 students. The following data was the total regular undergraduate degree students of Economics Faculty, Universitas Negeri Semarang Year 2013.

Table 1. Total Students of Economics Faculty, Semarang State University Year 2013

Department	Total
Accountancy, S1	250
Developmental Economics, S1	168
Management, S1	250
Economics Education (Accountancy), S1	190
Economics Education (Cooperation), S1	122
Economics Education (Fishery Adm.), S1	130
Total	1064

Source: Processed Data (2018)

Estimation method used in this research was Generalized least squares and maximum like hood with the use of 200-500 samples (Kusnnedi, in Rully and Poppy, 2014 :185). It was complied in this research since the total respondents were 250. The sampling technique used in this research was proportional random sampling. According to Arikunto (2011), proportional random sampling is a technique of proportional interpretation to get representative sample, the subject interpretation was from every strata or area which are defined proportionally and equally in each area. In this research, the taken sample from each department was 25% so that the sample was 250 students as presented in the following table:

Table 2. Sample Proportion from Each Department

No	Department	Total
1.	Accountancy, S1	42
2.	Developmental Economics, S1	42
3.	Management, S1	42
4.	Economics Education (Accountancy), S1	41
5.		42
6.	Economics Education (Cooperation), S1	41
	Economics Education (Fishery Adm.), S1	
	Total	250

Source: Processed Data (2018)

The research variables consisted of exogenous variable (x) that was: peer group, parents' role, religiosity, as well as endogenous variable (y) that was: financial literacy and consumptive behavior. The method of collecting the data was through questionnaire. The data analysis method was descriptive statistics analysis and hypothesis test which consisted of path analysis and goodness of fit.

RESULT AND DISCUSSION

Based on descriptive analysis calculation from each variable which consisted of 5 variables, consumption behavior variable sho-

Table 3. Regression Weight Analysis Result

			Estima-tion	S.E.	C.R.	P	Label
Religiosity	<---	Parents '_Role	,165	,047	3,470	***	par_8
Financial_Literacy	<---	Religiosity	,189	,074	2,552	,011	par_3
Financial_Literacy	<---	Parents'_Role	,303	,057	5,357	***	par_4
Financial_Literacy	<---	Peer_Group	,054	,055	,977	,329	par_5
Consumption_Behavior	<---	Parents'_Role	,169	,071	2,381	,017	par_1
Consumption_Behavior	<---	Peer_Group	,424	,066	6,422	***	par_2
Consumption_Behavior	<---	Financial_Literacy	,425	,075	5,639	***	par_6

Source: Processed Primary Data (2016)

Table 4. Standardized Regression Weight Analysis Result

			Estimation
Religiosity	<---	Parents '_Role	.215
Financial_Literacy	<---	Religiosity	.153
Financial_Literacy	<---	Parents'_Role	.321
Financial_Literacy	<---	Peer_Group	.057
Consumption_Behavior	<---	Parents'_Role	.136
Consumption_Behavior	<---	Peer_Group	.343
Consumption_Behavior	<---	Financial_Literacy	.322

Source: Processed Data (2016)

wed a high consumption, parents' role showed good, religiosity variable showed good, financial literacy variable showed high, and peer group variable showed a high rate as well. Path analysis was used to know the exogenous variable relation toward endogenous variable with 95% confidence rate or 5% significance rate.

This research result showed that consumption behavior could be influenced of financial literacy, religiosity, peer group, and parents' role. Financial literacy influence to consumptive behavior gave estimation 0.322 with p-value 0.000. The significance value since the p-value < 0.05, therefore it could be concluded that financial literacy influences consumptive behavior. The influence of peer group to consumptive behavior gave estimation 0.343 with p-value 0.000,since p-value <0.05 therefore, peer group influences consumptive behavior. The influence of parents'

role to consumptive behavior gave estimation 0.136 with p-value 0.017. The influence was significance since the p-value <0.05, so it could be concluded that parents' role influences consumptive behavior.

The influence of peer group to financial literacy gave estimation 0.057 with p-value 0.329. The influence was not significance since the p-value > 0.05, so peer group gave negative influence to financial literacy. The influence of religiosity to financial literacy gave estimation 0.153 with p-value 0.011. The influence was significant since the p-value <0.05 so it could be concluded that religiosity influences financial literacy. The influence of parents' role to financial literacy gave estimation 0.321 with p-value 0.000. The influence was significant since the p-value <0.05 so it could be concluded that parents' role influences financial literacy. The influence of parents' role to religiosity gave estimation 0.215 with

p-value 0.000. The influence was significance wince the p-value <0.05 so it could be concluded that parents' role influences religiosity.

Table 5. Square Multiple Correlation

	Estimation
Religiosity	.046
Financial_Literacy	.154
Consumption_Behavior	.296

Source: Processed Data (2018)

The table shows the square multiple correlation value to religiosity variable value 0.046, which meant 4,6 % religiosity could be explained by parents' role, whereas the rest 95.4% was influenced by other factors. Financial literacy had square multiple correlation value 0.154, which meant 15.4 % could be explained by peer group, religiosity, and parents' role. The rest 84.6 % was influenced by other factors. Consumption behavior had square multiple correlation 0.296, which means 29.6 % could be explained by peer group, religiosity, parents' role, and financial literacy. The rest 70.4 % was influenced by other factors outside the research. The Amos output which could be used as the information source of how big the direct and indirect influence could be seen in the table 6.

In standardized direct effects table, the value of direct influence between variables was as follow: (1) Parents role's direct influence on religiosity is 0.215. (2) Parents role direct influence on financial literacy is 0.321. (3) Parents role direct influence on consumption behavior is 0.316. (4) Peer group's direct influence on financial literacy is 0.057. (5) Peer group's direct influence on consumption behavior is 0.343. (6) Religiosity's direct influence on financial literacy is 0.153. (7) Financial literacy's direct influence on consumption behavior is 0.322.

Indirect influence could also be seen in Standardized Indirect Effects, with the following result: (1) Parents' role's indirect influence on financial literacy is 0.031. (2) Parents' role's indirect influence on consumption behavior is 0.114. (3) Peer group's indirect influence on consumption behavior is 0.018. (4) Religiosity indirect influence on consumption behavior is 0.045. Based on the following figure, it could be inferred that the hypothesis which could be accepted and proved to influence was the influence of peer group, parents' role, and financial literacy on consumption behavior, parents' role on financial literacy, the influence of parents' role on religiosity. Therefore, the rejected hypothesis was peer group on financial literacy. The model of analysis result in this research could be shown with the figure 1
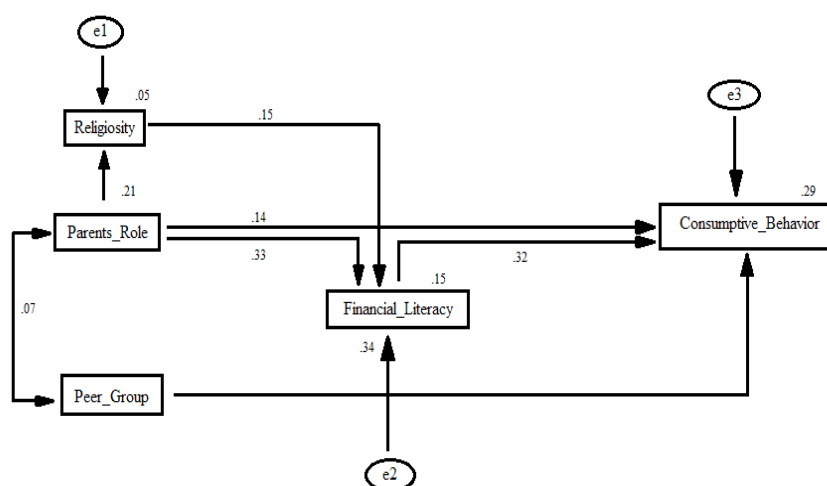
Table 6. Standardized Direct Effects

	Peer_Group	Parents'_Role	Religiosity	Financial_Literacy
Religiosity	,000	,215	,000	,000
Financial_Literacy	,057	,321	,153	,000
Consumption_Behavior	,343	,136	,000	,322

Source: Processed Data (2018)

Table 7. Standardized Indirect Effects

	Peer_Group	Parents'_Role	Religiosity	Financial_Literacy
Religiosity	,000	,000	,000	,000
Financial_Literacy	,000	,031	,000	,000
Consumption_Behavior	,018	,114	,045	,000

Source: Processed Data (2018)

Figure 1. Analysis Result

Table 8. Goodness of Fit Index Calculation Result

Goodness of fit index	Cut-off Value	Analysis Result	Model Evaluation
Chi-Square	Small	3,688	Fit
Probability	≥ 0,05	0,158	Fit
RMSEA	≤ 0,08	0,058	Fit
GFI	≥ 0,90	0,994	Fit
AGFI	≥ 0,90	0,956	Fit
CMIN/DF	≤ 2,00	1,844	Fit
TLI	≥ 0,90	0,937	Fit
CFI	≥ 0,90	0,987	Fit

Source: Processed Data (2018)

Table 9. Hypothesis Test

No	Hypothesis	Note
1	There was influence of peer group on the students' consumption behavior of Economics Faculty UNNES Year 2013	Accepted
2	There was influence of parents' role on the students' consumption behavior of Economics Faculty UNNES Year 2013	Accepted
3	There was influence of financial literacy on the students' consumption behavior of Economics Faculty UNNES Year 2013	Accepted
4	There was influence of peer group on the students' financial literacy of Economics Faculty UNNES Year 2013	Accepted
5	There was influence of parents' role on the students' financial literacy of Economics Faculty UNNES Year 2013	Accepted
6	There was influence of religiosity on the students' financial literacy of Economics Faculty UNNES Year 2013	Accepted
7	There was influence of parents' role on the students' religiosity of Economics Faculty UNNES Year 2013	Accepted

Source: Processed Data (2018)

The calculation result on table 8 shows that chi-square test on this construct was 3.688. It meant that the research model as a whole was stated as fit. The probability value was $0.158 \geq 0.05$ which could be stated that the model had a good conformity (fit). CMIN/DF with 1.844 which was less than 2, that meant that this model was fit. CFI 0.987, RMSEA 0.058 showed that the model was fit. GFI = 0.994, AGFI = 0.956 and TLI = 0.937 showed that this model was fit and acceptable.

Peer Group Influence on Consumption Behavior

In this research, regression test result showed significances for peer group variable on consumption behavior that was < 0.05, so H1 was accepted and significant. It showed that peer group influence played fairly important on students' consumption behavior. The more the time and interaction spent in peer group, the more it influences the teenagers or students.

The result of the research was in line with the previous research by Nurasyiah and Budiwati (2008) which the result was the peer group has positively influence on students' consumptive behavior. The higher the peer group influence, the higher the consumptive behavior.

Parents' Role Influence on Consumptive Behavior

In this research, regression analysis result showed significances for parents' role variable on students' consumptive behavior that was <0.05, so H2 was accepted. It showed that there was parents' role influence on students' consumptive behavior of Economics Faculty of UNNES in the Year 2013.Consumptive behavior among teenagers or students was influenced by parents' role. Parents' role according to Parke and Buriel, 1998, 2006 (Santrock, 2012:13) is as manager towards chances owned by the teenagers, keeping an eye on teenagers' social relation, and as initiator and social life control. Parents have roles as the teacher and as the earliest learning area for

children.

Therefore, family education is the basic institution in shaping the attitudes and the good values were started from the smallest economics activity. This was in line with the previous research by Rahayu (2013) which conlcluded that parents' role on consumptive behavior was linear.

Financial Literacy influence on Consumptive Behavior

In this research, regression analysis result showed significances for peer group variable on students' financial literacy, that was <0.05, so H4 was accepted. This showed there was financial literacy influence on students' consumptive behavior of Economics Faculty of Universitas Negeri Semarang academic year 2013.

Financial Literacy according to OJK (Otoritas Jasa Keuangan/Financial Services Authority) (2013) is a series of process or activity to improve knowledge, skill, and consumer's belief in order to be able in managing one's personal finance well. Financial Literacy in this research was the students' ability in implicating financial education (which related to Economics-Accountancy) had to manage finance wisely and planning long-term finance for the future needs. If the students had a good financial literacy, they would manage finance wisely so that they would stay out from over excessive or high consumptive behavior. This research result was in line with the previous study from Juliana (2013) which concluded that there was students' financial literacy influence on students' consumptive behavior of Economics Faculty UNNES Year 2013.

Peer Group Influence on Financial Literacy

In this research, regression analysis result showed significances for peer group variable on students' financial literacy, which was > 0.05, so H5 was rejected. This meant there was no influence between peer group on students' financial literacy of Economics Faculty UNNES Year 2013.

This research showed that the relation between peer group and financial literacy was not significance so that H4 was rejected. The main factor which causes insignificances of this research was the difference in students' pocket money. This was in line with opinion from a children financial intelligence expert, Cathy Malmrose, that to had a good skill in managing finance, at least they should be trained to save, do the independent paying of their extra needs, managing pocket money, do the certain homework, and invest (John C, Mowen Minor, 2002: 7).Financial literacy in the concepts of financial products, and financial products practical uses is considered not quite good which may result in inconsistencies that affect on financial literacy. When the students are poor in concepts, it may lead to their poor literacy that financial knowledge insignificantly affects on financial literacy(Thomas, P., Mulyono, K., & Setiaji, K. (2016).

Parents' Role Influence on Financial Literacy

In this research, the regression analysis result showed significances for parents' role variable on students' financial literacy, which was < 0.05, so H6 was accepted. This means that there was parents' role influence on students' financial literacy of Economics Faculty of UNNES Year 2013.

Family is the most dominant place in children socialization process about money problem. The education process which consists of mental, physical, and intellectual in family can be going on until the children grow up. Through the example, the students observe what was done by their parents. Social learning perspective theory by Bandura (Ahmadi, 2007) stated that most of the individual behavior was got from learning outcome through observation of behavior which was shown by other individuals as the model. The students learn through the direct interaction in family's financial activity. The student's experience in learning directly is easier to memorize in their mind. In this case, parents' role is really needed to shape students' financial literacy.

Religiosity Influence on Financial Literacy

In this research, the regression analysis result showed significances for religiosity variable on students' financial literacy, which was 0.05, so H6 was accepted. It meant there was religiosity influence on students' financial literacy of Economics Faculty of Universitas Negeri Semarang academicyear 2013.

According to Anshori in Ghufron and Risnawati (2010: 168), religion showed to formal aspects which related to rules and obligation, whereas religiosity showed on religion aspects which were comprehended by someone through his or her heart. Ghufron and Risnawati also confirmed that religiosity was the level of individuals' interrelation to their religion. If people had comprehended and applied their religion, so it would give effect on every action and view they made in their life.

Parents' Role Influence on Religiosity

In this research, the regression analysis result showed significances for parents' role variable on students' religiosity, which was < 0.05, so H6 was accepted. It meant there was parents' role influence on students' religiosity of Economics Faculty of Universitas Negeri Semarang academicyear 2013.

The aim of this parents' role is to form children's religiosity character which can be directly implemented in their daily life. Parents' role is so important in family life especially for children, since the first-time education the children received is from their family. This is one of the family functions that is socialization function. The children have seen and followed everything done and taught by older people and their parents about something which related to the use of religion (Jalaudin, 1997).

Dahl (2004) noted that during puberty (young people), changes occur in the neuronal system responsible for emotions and motivations, which facilitates the emergence of risk taking behaviors. At this stage, adolescents seek new experiences that generate pleasure, but the feeling of omnipotence can trigger a

lack of awareness of the consequences of their actions.Jackson C, Geddes R, Haw S, Frank J. (2012) also noted that School-age youth need education and prevention programs. In line with this, Fah & Sirisena (2014) confirmed in their research that environmental knowledge has no significant effect on eco-friendly behavior including green consumption, but environmental attitudes affecting students' environmentally friendly consumption behavior in Malaysia. Therefore, students who intentionally engage in environmental behavior should be responsible if their tendency towards environmental literacy is naturally increased.

In line with the findings of this research, Sarkar (2011) suggests that higher environmental attitudes will influence their behavior in the environment. In line with Sarkar's findings, Straughan and Roberts (1999) also pointed out that the education will change the perceived consumer environment (consumer perceptions of the environment) so that it will increase the ecologically conscious concerns and behaviors.The affective and psychomotor aspects are very important from the aspect of cognition because the attitude and conservation behavior are the goal of the education (Hadi, S., &Mulyono, K., 2017).

CONCLUSION

Based on the research conducted among the students of Economics Faculty of Universitas Negeri Semarang academic year 2013, the conclusions are as follows: (1) On descriptive analysis result is that students' peer group level of Economics Faculty Year 2013 in consumptive behavior was still relative high. It caused the students' consumptive behavior of Economics Faculty students in the academic year 2013 was relative high. (2) The analysis result on this research was got that religiosity and parents' role influenced on financial literacy. Whereas, peer group on the Economics Faculty Students Year 2013 had no influence on financial literacy since basically peer group on Economics Faculty students still head on negative so it did not cause on students' finan-

cial literacy to improve. This caused students, consumptive behavior of Economics Faculty tended to be high (consumptive). (3) The analysis result in this research was that peer group, parents' role, and financial literacy influenced on students' consumptive behavior of Economics Faculty students in the academic Year 2013. It was shown with p-value < 0.05. The peer group, parents' role, and financial literacy variables were 0.000, 0.017, and 0.000 with each of estimation values were 0.343, 0.136, and 0.322.

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