# DETERMINANTS OF CONCUMPTION BEHAVIOR AMONG STUDENTS

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| Info Artikel | Abstract |
|---|---|
| | *This research aims to determine if there is influence of peer group, parents' role, religiosity, financial literacy towards consumption behavior among the students of Economics Faculty, Semarang State University Academic Year 2013. The population in this research was the students of Economics Faculty Semarang State University 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 useddescriptive 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, financial literacy towards consumption behavior, whereas in peer group towards students' financial literacy had no influence. The suggestionswere: (1) 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**

Behaviorism theory (Dasmita, 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 James et al (1994) in consumer behavior, there are three factors that influence consumer behavior, there are:

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 obstruct someone in decision-making of their consumption.

The individual difference and influence, it consists of motivation and involvement, knowledge, attitude, personality, lifestyle, and demographics. The individual difference is the internal factors (interpersonal) whichmoves and influence behavior. Psychology process consists of information processing, learning, attitude and behavior changing.

Fromm (1995) in Aryani (2006:31) stats that "people wish in modern life era to consume something has lost its relation with the real needs." Based on the opinion, therefore in consumption behavior has 2 indicators, there are:

1. Non-consumptive behavior
   a. Wise in money management. Money 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 be worked if the students have strong determination and high discipline in using the budget.
2. Consumptive Behavior
   a. There is a desire to consume excessively. This thing will cause wastefulness and even inefficiency cost, 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 go with the flow, want to try the new product, and want to get social admittance 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 ones needs who do the shopping or even income shopped. (Dumairi, 1996 :79)

According to Fromm (1995) in Elfina (2010:14), consumptive behavior is often done as the effort of someone to get pleasure or happiness, eventhough 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 (Tiurma, 2009:21). Based on Nielsen's research, Indonesia gets second rank as the most consumptive country in the world (Safira, et al, 2012). "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) when spoke in Buy Indonesia Movement socialization and Indonesia Economics Revival Congress in Riyadi Palace Hotel, Monday

(2/5/11) (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, Semarang State University.

The student in the Government Regulation No. 30 1990 is a registered learning candidate and studying at certain college. The student is 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 use of a thing (goods and service) in order to fulfill the needs (Alam, 2006:5). The students' consumption behavior tends to be consumptive.

It is known 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 developed. The newest released product for the consumer like smartphone, camera, until gadget accessories are so much interesting the students' intension. Some of the students will fell out of dated if they do not buy it so it will force them to do the buying. The high tendency of students' consumption behavior can cause problems. "Many parents complain when their children grows up because the given money is less used for beneficial things" (Tambuna in Sonia, 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 case the importance of managing finance for students which then was applied in real life. Especially the students of Economics Faculty of Semarang State University located in Sekaran, Gunungpati which far enough from the center of the city. Besides that, the students of Economics Faculty 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 others needs (pulse, quota, hang out, and so on) on the students of UNNES Economics Faculty (appendix 1) the gaining data is as follow:

1. The average pocket money in a month : Rp 780.000
2. The average college needs in a month : Rp 55.000
3. The average of others needs (Pulse, quota, hang out, and so on) in a month : Rp 137.500
4. Most of the students thought lacked of the monthly pocket money at the end of the month.

Based on the preliminary research statement, the Economics faculty students "often"felt lacking 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 belonged to have consumptive attitude. This thing happened because of their behavior in doing excessive shopping at the early of the month which often caused of lacking at the end of the month. Therefore, most of them often did the part-time job 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 (Ashar: 2015). Pocket money from parents plus scholarship for the scholarship's receiver or fee for part-time's 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 ones 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.

**Peer Group**

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) is social environment, interaction area which directly or indirectly will influence ones consumption behavior. Based on Murisal (2007) research states that peer group influences teenagers'

consumption behavior because they do not want to get refusal from their group. Based on Mowen and Minor (in Suryani, 2013: 165-167) peer group measurement is consisted of:

1. Social interaction which is done
2. peer group habit, pretention to imitate
3. Solidarity attitude
4. Give knowledge or new experience which can not be got from family satisfactorily (fashion sense, music, and certain action experience)
5. Peer group encouragement and support.

These indicators were the measurement which would then be used to know how big was the per group influence toward consumption behavior.

**Parents' Role**

In doing consumption, the students can not be apart from parents and family role. Family has an important role towards students' consumption behavior (Suryani, 2008). Whereas based on Santrock (2012), he definedparents' role as manager to the students' chances, controlling teenagers' relation, and as initiatoras well as social life control. In this research, the measurement of parents' role was done through parents and children relation according to Yusuf (2009:49) as the indicators, but there were only 4 indicators to be used. Those indicators were:

1. Too much on supervising children 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 that, the selection also tends to be appropriate for this research.

**Religiosity**

Religiosity is as parents' role mediation variable towards financial literacy variable. The previous research, Valentine (2009) stated that parents' role influence children religiosity rate.

The result of the research stated that whether directly or indirectly, parents' role has 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 defining buying decision making process in family. To measure the religiosity role in consumption behavior, the writer orientated on Ancok (2001:77), there were:

1. Ideology dimension (believes)
2. Ritualistic dimension (religion practice)
3. Experiential dimension (experience)
4. Intellectual dimension (religion knowledge)
5. Experience dimension (Consequential)

**Financial Literacy**

As stated by PISA (2012: 8), financial literacy can push students' behavior changing towards more positive side in spending their money. This opinion is strengthened by Irmawati et all' (2013) research result which proved that financial literacy is influential enough towards teenagers' consumption behavior with negative significances, when the financial literacy improve so the consumptive behavior will decrease. People who have high financial literacy tend to make long-term financial planning clearer and more specific so that it will influence their on their future prosperity. Juliana (20130 stated that there are positive economics literacy influence (financial literacy) towards the students' consumptive behavior of UNTAN FKIP Economics Education. Financial literacy consists of some financial aspects to be mastered. There are some aspects can be used to know someone's financial literacy. These are financial literacy indicators that used by the writer in this research from Cameron, et all (2013:6) in financial literacy measurement which consists of 5 indicators, there were :

1. The economic way of thinking
2. Earning income
3. Saving
4. Spending and using credit
5. Money management

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 of Economics Faculty of Semarang State University Year 2013".

**METHOD**

This research used primer data type which based from questionnaire which had been spread off and filled by the selected random students. The type of research was quantitative research. The method of research was descriptive research method. In this research, the population was all the students of Economics Faculty of Semarang State University Year 2013 as there were 1064 students. The following data was the total S1 regular students of Economics Faculty, Semarang State University 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 | Education | 190 |
| Economics Education (Cooperation), S1 | Education | 122 |
| Economics Education (Fishery Adm.), S1 | (Fishery | 130 |
| TOTAL | | 1064 |

Estimation method used in this research was Generalized least squares and maximum likelihood with the use of sample size 200-500 (Kusnnedi, in Rully and Poppy, 2014 :185). It was fulfilled 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 proportion

interpretation to get representative sample, the subject interpretationwas from every strata or area 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 Each Department

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

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 method of analyzing the data used descriptive statistics analysis and hypothesis test which consisted of path analysis and goodness of fit.

**RESULT AND INTERPRETATION**

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

**Table 3**. Regression Weight Analysis Result

|  |  |  | Estimate | 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 |

**Table 4**. Standardized Regression Weight Analysis Result

|  |  |  | Estimate |
|---|---|---|---|
| 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 |

This research result showed that consumption behavior can 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

|  | Estimate |
|---|---|
| Religiosity | .046 |
| Financial_Literacy | .154 |
| Consumption_Behavior | .296 |

The table shows the square multiple correlation value to religiosity variable value 0.046, which meant 4,6 % religiosity could be explain 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 as the following table.

**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 |

In table standardized Direct Effects the value of direct influence between variables was as follow:

1. Direct influence parents role on religiosity : 0.215
2. Direct influence parents role on financial literacy: 0.321
3. Direct influence parents role on consumption behavior : 0.316
4. Direct influence peer group on financial literacy : 0.057
5. Direct influence peer group on consumption behavior : 0.343
6. Direct influence religiosity on financial literacy : 0.153
7. Direct influence financial literacy on consumption behavior: 0.322

**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 |

Indirect influence could also be seen in Standardized Indirect Effects, with the following result:

1. Indirect influence parents' role on financial literacy   : 0.031
2. Indirect influence parents' role on consumption behavior : 0.114
3. Indirect influence peer group on consumption behavior : 0.018
4. Indirect influence religiosity on consumption behavior : 0.045

Based on the following figure, it could be inferred that the hypothesis which could be accepted and provedtoinfluence 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 following figure:

**Figure 1. Analysis Result**
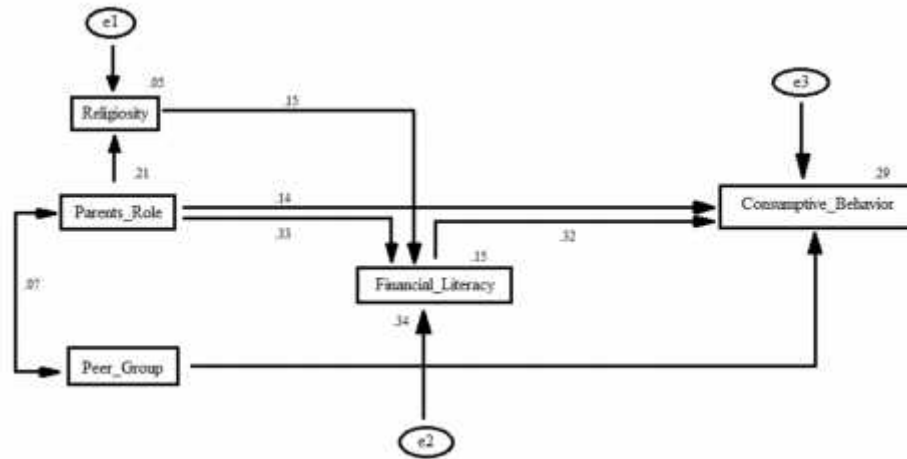
According to Ghazali (2012), goodness of fit test was used to know the relation between the observed variables.

**Table 8**. Index Goodness of Fit

*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 |

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 to be fit. The probability value was 0.158 ≥ 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.

**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 |

Peer Group Influence on Consumption Behavior. In this research, regression test

result showed significances for peer group variable on consumption behavior that was <

66

0.05, so H1 was accepted and significance. It showed that peer group influence played fairly important on students' consumption behavior. The more 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 from Nurasyiah and Budiwati (2008) which the result was the peer group influence was 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 UNNES Year 2013.

Consumptive behavior among teenagers or students was influenced by parents' role. Parents' role according to Parke & Buriel, 1998, 2006 (Santrock, 2012:13) is as manager towards chances had by the teenagers, keeping an eye teenagers' social relation, and as initiator and social life control. Parents have roles as the teacher and as the earliest learning area for someone. 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 resulted a conclusion 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 UNNES Year 2013.

Financial Literacy according to OJK (2013) defined financial literacy is a series of process or activity to improve knowledge, skill,

and consumer's belief in order to be able in managing ones 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 got a conclusion 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 (Mowen, 2002: 7)

**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. It meant there was parents' role influence on students' financial literacy of Economics Faculty 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 finance activity. The experience got by the students in learning directly is easier to memorize in their mind. In this case, parents' role is really needed to shape students' finance 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 UNNES Year 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 UNNES Year 2013.

The aim of this parents' role is to form children religiosity character which can be directly implemented in their daily life. Parents' role is so importance 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 (Jalaludin, 1997)

**CONCLUSIONS**

Based on the research done among the students of Economics Faculty UNES Year 2013, the following conclusions were drawn:
1. On descriptive analysis result was got 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 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' financial 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 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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