

## The Influence of Student Consumption, Social Status of Family, The Economic Parent Status, and The Economic Education of Family to Consumption Behavior

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### Abstract

Consumption Behavior Consumptive students due to the knowledge of consumption and the lack of parental role in modeling and low family economic education in providing education about consumption of their children led to consumptive behavior. The formulation of this problem is whether there is influence of students' consumption knowledge, family's economic social status, family economic education on consumption behavior of high school students. The variables in this research are Knowledge of Student Consumption, Parents Social Economic Status, Family Economic Education, and Student Consumption Behavior. The method used is data analysis with data collection techniques Student population of SMA Negeri IPS Class XII. Sample of the research amounted to 191 respondents with sampling technique using Proportional Random Sampling. Methods of data collection using questionnaires. Data analysis with Linear Regression. The result of research there is influence of student's consumption knowledge, socio-economic status of family, and family economic education either partially or simultaneously. Based on t test, the influence of students' consumption knowledge on the partial consumption behavior of students obtained value of 7.239, the influence of socioeconomic status of parents to student consumption behavior 3.852 and the influence of family economic education on student consumption behavior of 1.686. Simultaneously influence of knowledge of student consumption, parent economic status, family economic education to student consumption behavior based on F test obtained value 30, 375.

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## INTRODUCTION

High school students are groups of youth that are categorized as early levels that play a role in cultural transformation. Youth especially high school students is a national commodity so that guidance to the young generation needs to be invested in all aspects, both in the family and in school.

Cultural and environmental values greatly affect the behavior of a teenager in particular has a good culture pattern then the existing transformation will have a positive impact, so it will not be easily carried away patterns of life that is less profitable for example students more relaxed and having fun. The impact of behavior patterns of teenagers more to the lifestyle that reflected the consumptive pattern.

According to (Ellias G) (2010) the younger the respondents are 36, 4% the more often they shop twice a week and even more. This explanation implies that their older respondents have a family so the supply is more so thereby shopping sparse than the young yng tend to eat out and not many at home. The impact of such behavior patterns is influenced by the imitative lifestyle that reflected the consumptive pattern. In this study also found that young people aged 18-19 in high school to consumers who concluded that shopping is due to elements kesengan and awareness and freedom and without pressure.

Social change also has an impact on the culture of consumerism. This is disclosed by (Solomon) (2012) where the culture of consumerism and the lifestyle of the society that is considered luxury goods as a measure and pleasure so that consumerism arises which also means the desire to have goods - goods by buying melibihhi reasonable limits.

Preliminary study conducted in several high schools in the city of Tegal that most visitors in some shopping centers most of them are teenagers like high school students. This tendency is membaqwa impact of the pattern of fulfillment needs. Initially parents have a great influence in purchasing activities for the consumption of children. The role of parents in influencing the purchase began begeser in technological developments.

The existence of consumption pattern pattern of high school children influenced by factors from within that is age, sex, amount of money owned, education level, experience and others. External factors such as religious background, income level of parents, social economic sttsatus parents, advertising, association with friends, the pattern of education in the family and other factors.

The purpose of this research is to know and analyze the influence of students' consumption knowledge, the economic status of parents and the economic education of the family on the consumption behavior of the students.

## METHODS

This reserch is a powerful research that is doing hypothesis testing to explain the relation of free variable and dependent variable. This reserch is done all SMA Negeri in Tegal City which amount to 5 SMA Negeri. With a population of 607 students, with sampling with Proportional Random Sampling (Sugiono) (2012). The specified sample refers to the table of Harry King nomogram of 607 specified 191 samples. With details as follow SMA Negeri 1 as many as \$0 students, SMA Negeri 2 as 36 stusdens, SMA Negeri 4 as many as 37 student and SMA Negeri 5 38 student. The technic and data corellection used are questionnaires and quetionnares given to students. Of the questionnire data were analyzed by experimnetal reserch and realibility test forrepeating a questionare which is an indicator of a variable or construct. (Ghozali) (2011).

Method of data analysis used in thois research is descriptif statistic that descriptive statistic give picture or description of data which seen from mean, standardeviation, variance, maximum, minimum, sum, range, kutosis and skewness.(Ghozali) (2011).

Before the parametric inferensial statistic test, the data must pass in the assumption tes, the classical test can be specified as follows :multicolonierity test which aims to test whether the regriision model determined there is correlation of the variable independent variable. (Ghozali ) (2011).. The second test of heteroskesdesitas which aims to test whether in the

regression model there is a variance inequality of the residual one observation to another observation. (Gohozali) (2011). The third test of normality aims to test whether in the regression model, the residuals variable has normal attributes. How to detect the presence or absence of heteroskedasticity with or without heteroskedasticity that is by looking at the graph plot between the predicted value of the dependent variable that is ZPRED with residual SRESID. The latter by multiple regression tests. The data has been obtained then diskor and processed with tabulation data to be praised data normality. Data that has already met the standard or requirement followed by statistical testing. The research is to reveal the causal relationship between variables X1, X2, X3 to Y. After tabulation data is done next data analysis by using method multiple regression analysis the equation of the regression line to be formed is :

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + e$$

(Draper and Smith) (1966)

Y = consumption behavior

X1 = knowledge of consumption

X2 = the economic status of parents

X3 = family economic education

$\beta$  = coefficient

E = error

The accuracy of calculation result by using data processing in the form of software program SPSS version 19.0. (Statistical Product and Service Solution) for Windows.

## RESULT AND DISCUSSION

### Influence Knowledge Consumption on Student Consumption Behavior

Based on the analysis of multiple regression equations obtained data as follows:  $Y = 24.737 + 0.448 X_1 + 0.300 X_2 + 0.101 X_3$ .

In the first hypothesis states that the students' consumption knowledge affect the student's consumption behavior. SMA Negeri In Tegal City. In multiple regression analysis has regression equation with meaning that is: constant value 24, 737 mean if variable of student's consumption knowledge, socioeconomic status of

parent and family economic education equal to zero, then consumption behavior variable equal to 24, 737. Regression coefficient value for variable the knowledge of student consumption (X1) is 0.448 means that if there is an increase in the student's consumption knowledge variable (X1), with the parent socioeconomic status (X2) and family economic education (X3) constant it will cause the increase of consumption behavior of 0.448. The value of regression coefficient for the variables Parental socioeconomic status (X2) is equal to 0.300 means that

The socioeconomic status of the parents in the case of an increase in the variable (X2), with the students' consumption knowledge (X1) and the constant family economic education (X3) will lead to an increase in student consumption behavior of 0.300. The value of regression coefficient for family economic education variable (X3) is 0,101 meaning that if there is an increase in family economic education variable (X3), with knowledge of student consumption (X1) and family socioeconomic status (X2) constant it will cause the increase of consumption behavior students of 0.101. In the Individual Parameter Significance Test table (Test Statistic t) with SPSS on variable X1 (student consumption knowledge) obtained t value = 7,239, with sig = 0,000 < 0,05 so that there is influence of student consumption knowledge to acceptable consumption behavior. In the variable X2 (socioeconomic status of parents) obtained value t arithmetic = 3.852 with the value of sig = 0.003 < 0.05 so that there is influence of socioeconomic status of parents to acceptable consumption behavior. And on the variable X3 (Family economic education) obtained t value = 1.686 with the value of sig = 0.001 < 0.05 then there is the influence of family economic education on student consumption behavior is accepted.

The influence of consumption knowledge on consumption behavior has positive and significant effect. Good student consumption knowledge is the result of the learning process during the school, with good knowledge possessed by students in the hope that later can be used in conducting consumption activities.

Consumer knowledge variable shows 93 respondents stated strongly agree. A student is said to have good consumption knowledge is if able to

understand and apply the material learned and analyze and distinguish and arrange and plan in terms of consuming

The purpose of learning is to form students able to overcome the problems of life including economic problems, where students should be able to behave and behave economically fairly, expected patterns of consumption behavior should also be in accordance with the values, norms and mastery of the concept of knowledge obtained. But the reality has not shown so. Mastery of economics lessons is still low. In this case indicates the still low mastery of economic concepts, so there is a conjecture that the level of mastery of student economic material has not been understood that affect the behavior patterns in the student's consumption.

According to research (Suyanto) (1999) said economic learning is a basic concept of economics is important in economic learning. Concepts including the concept of economics is a building stone (building block) in thinking. Conceptual economic learning can serve as a bridge to build a mental framework for students in analyzing new examples, to see the relationship between concepts and causal relationships, so that economic learning models become provision for them to analyze critical economic problems and be able to search for various alternative ways to overcome them

Thus, economic learning to students should be more emphasized on aspects of attitude and skills in analyzing rational situations and economic issues. After graduation, students are expected to think rationally and carefully in the face of their economic problems including my rational attitude and cycles in daily consumption.

Knowledge of the consumption of high school students in Tegal City in general has a knowledge of moderate consumption, descriptively 62% has a very high creteria 0, 52%, high creteria 24%, low creteaia 12%, kereteria very low 1.5%.

From the result of SPSS data processing above obtained t arithmetic for student consumption knowledge variable (X1) equal to 7,239 when compared with t table equal to 1,9706. From these results proves that the null hypothesis ( $H_0: b_i = 0$ ) which states that the student's consumption knowledge variable is not a significant explanation of student consumption

behavior variable and declared rejected. On the contrary the alternative hypothesis ( $H_a: b_i \neq 0$ ) which states the student's consumption knowledge variable is a significant explanation of the student's consumption behavior variable is accepted.

Knowledge of student consumption in the category is influenced by the level of knowledge, understanding, application of the material being studied, the ability analyzeis for example in distinguishing, the ability in preparing and planning in terms of consuming. Knowledge is also obtained from the learning process that is observing and understanding so that there is a change in a person that is the change of knowledge, understanding and behavior. Widiyanto (2012).

The same thing is also expressed byParthono Thomas (2017) that the behavior of a person is influenced by motivation and encouragement by the interests of holding the fulfillment or satisfaction of the needs that exist in the individual. Behavior arises not solely because of encouragement but because of learning factors, where student learning behavior includes character characters absorbed by students and the influence of the family environment, school and community.

So also expressed by Bloom experience in daily life that students are then students in the consumption can not do consumption with good principles that tend to be wasteful and consumptive, while the indicators of knowledge itself is very good, here means that students only want academic targets with a value high so that from the knowledge that obtained is not in accordance with the behavior in consuming.

Knowledge of student consumption is influenced by several factors, namely motivation. The results of this study motivation in the consumption of good categorized that is 50, 2%. In this case, motivation indicates that students are strong encouragement in studying material about consumption so as to encourage students to be encouraged to recognize the needs by performing actions that aim to meet their needs by way of coming or getting as much information as possible in buying to meet their needs.

The second factor that influences the consumption knowledge is attitude. From the results of research students have a good attitude

that is equal to 63, 35%. The attitude of students in consumption is categorized both because of the feeling as a consumer in the decision to buy goods in accordance with his wishes and the students' trust on the packaging through advertising, packaging, media, and the quality and price of the product itself.

While the third factor is the personality. From the results of research students have a fairly good personality that is equal to 51, 30%. Personality in the research here means that students have different personalities and the fastest affect the personality is the social environment that will direct how the students are in meeting their needs, because basically human wants to try to meet their needs individually and society. Similar thing was told by Sumarwan that the one who distinguish individual one with other is permanent and consistent nature, so that someone will do tendency of behavior according to personality traits.

#### **Influence of Parents' Socioeconomic Status to Student Consumption Behavior**

The influence of socio-economic status on consumption behavior has a positive and significant effect. Socioeconomic status of parents greatly influence student consumption behavior.

Social Economic Status variable shows 100 respondents agreed. A student is said to have a good socioeconomic status when in fulfilling his needs always adjust the financial ability of his parents.

The socioeconomic position of the parent of the student forms a social position or class where there is a grouping of the same person in behavior based on the economic position in the market. So that in the students will tend to be in accordance with social class because indirectly students whose parents are high social class will use the cost of living in accordance with the financial ability of his parents. From this social class has an impact on the lifestyle of students in using time and money.

For parental social status variables (X2) obtained t arithmetic of 3.852 when compared with t table of 1.9706. From these results proves that the null hypothesis ( $H_0: b_i = 0$ ) which states that the variable of social status of parents is not a significant explanation of student consumption

behavior variable, declared rejected. On the other hand, the alternative hypothesis ( $H_a: b_i \neq 0$ ) which states that the parental social status variable is a significant explanation of the consumption behavior of students, is accepted.

The results showed that lifestyle was in the medium category of 57.6%. The same thing is expressed by Nugroho (2010) that lifestyle reflects the real problem that exist in pilikran customers who tend to blend and share things related to consumer psychological emotion problems is what students feel, how the attitude of students and opinions to the facts of life so as to bring the implications of perforation-the change of taste, the habit of consuming. Lifestyle of the parents are often identified with their children so that students tend to want the same thing when in consumption so that students tend to do the same expenditure or consumption with adults. It is potentially huge students in consuming to be wasteful. Parents should be in high category but they should provide good guidance on how to consume, so they do not fully submit purchasing decisions to their children without priority giving priority. This is what causes consumptive student behavior.

#### **Influence of family economic education on Student Consumption Behavior**

The influence of Family Economic Education on consumption behavior has a positive and significant impact. The family's economic education affects the consumption behavior of the students

The variable of family economic education shows 80 respondents agreed. A student is said to get a good family economic education then in fulfilling his needs will be in accordance with the education obtained from his family.

The regression coefficient variable of Family Economic Education (X3) is sebesar 0,101. The constant of 24,737 states that if there is no increase in the value of the Family Economic Education variable (X3) then the value of Student Consumption Behavior (Y) is 24.737. Multiple regression coefficient of 0.101 states that each addition of one point or the value of Family Economic Education will provide a rise of 0.101 points against Student Consumption Behavior.

The study of economic education of parents is categorized as good as 41.88% or as much as 80. The indicator of family economic education is good categorized care pattern that is 50.78%. While the pattern of cultivation values is categorized very well 33, 50%. And the pattern of the norms is also categorized either 57.06%. While the indicator of family member involvement is also categorized either that is 44, 50%.

The role of parents in this case is to teach the child to be an effective consumer. The child's behavior toward product selection should also be instilled by the family. This is evident from the apparent consumption behavior of children is the cultivation of values and economic norms by parents in the family. Attitudes and behavior of high school children is the result of a process that begins since childhood, this is in line with the opinion of Sumarwan (2011) that the role of family members in decision making such as the initiator is to have ideas in buying a product to other family members to consider and make a decision in order to buy goods are not consumptive.

The same thing is also expressed by John (2008) consumer decision in buying preceded by the recognition of the needs of the nearest environment and information searching to evaluate alternatives of the various choices of needs.

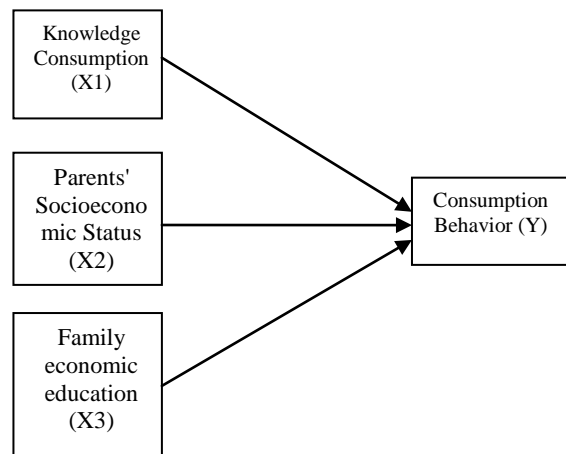
**Knowledge of student consumption, Social Economic Status and family economic education simultaneously to Behavior of student consumption.**

Together all independent variables affect the dependent variable, this statement is supported by the results of regression test and output display SPSS shows Adjusted R Square value is 0.317. This means that 31.7% Student Consumption Behavior is explained by the student's consumption knowledge variable, the socioeconomic status of the parents, and the family's economic education, while the remaining 78.3% (100% - 31.7%) is explained by other variables not examined in this study.

This is revealed by Peter Dober (2005) which reveals that the pattern of consumption behavior of children can not be separated from the status of parents who form the personality in

behaving. Mastery of economic concepts also embody the objectives of economic learning that impact on students' behavior in consuming. From this behavior comes a consumptive lifestyle.

F test results seen in the ANOVA table in the sig column, it can be stated that the probability  $0.000 < 0.05$ , or it can be said there is a significant influence together the variables of student consumption knowledge, socioeconomic status of parents, and family economic education on student consumption behavior .



**CONCLUSIONS**

The results of this research can be drawn some permasalahan put forward in the study of knowledge about consumption of socioeconomic status of students, parents and family economics education a positive and significant effect simultaneously against perilaku consumption at high school students in the city of Tegal.

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