

The Influence of Family, School and Peer Groups on Student's Consumption Behavior Through Student Engagement of Senior High Schools in Pemalang Regency

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Abstract

Consumer behavior in general is a study of how someone decides to buy or consume a product. The influence of peer groups towards student's consumption behavior can be seen through their daily lives. Among them are by having the same brand of goods such as cellphones, shoes, watches, accessories; watching the same movies that they consider to be good; idolizing the same actors and actresses; and consuming the same foods and drinks. Those behaviour indicate the influence of peer groups on student's consumption behavior. It becomes problematic because the consumption behavior done by most of these students often cause economic problems for their families, their first environment before entering school. This phenomenon of student's consumption behavior becomes more interesting considering into what extent economics knowledge they get in school being implemented in their daily decision makings. Factors influencing the consumption behavior of high school students in Pemalang Regency were suspected to be family, school and peer groups.

The method of analysis used in this study was path analysis using Amos software. The calculation results showed that students' engagement had a significant influence on student's consumption behavior with a CR value of 2.647, peer groups had a significant influence on student's consumption behavior with a CR value of 5.446, family environment had no significant influence on student's consumption behavior with a CR value of 1.322 (smaller than 1.96), the school environment had a significant influence on student's consumption behavior with a CR value of 3.276. This study used data from Dapodik Academic Year 2018/2019 of Social Science students of Public Senior High Schools in Pemalang Regency.

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INTRODUCTION

Economic education can be explored in three elements, namely Input, Environment and Outcome (I-E-O) as stated by Astin (1999). Input includes demographics, student's background and prior experience. Environment includes various experiences encountered during learning activities. The environment is regulated by student engagement which is a process of learning activities in school. Whereas the outcome can be seen in the form of character, knowledge, attitude, belief and values that appear after the learning process. This study examines the I-E-O model to develop student's consumption behavior of Public High School students in Pematang Rejang.

The educational inputs examined in this study are family, school and peer groups. The environment is in the form of student engagement, while the outcome is in the form of student's consumption behavior. Family environment is a psychological condition and atmosphere created in the family that can shape children's consumptive behavior and can be measured by certain indicators based on children's perceptions, as Yusuf (2009) said family functions as a simulator for the development of children's ability to achieve good results in school or society.

The role of family in supporting student engagement in learning activities in school will affect student achievement both in the academic and non-academic fields, in this case is how it shapes the student's consumptive behavior. However, according to the research of Darmawati et al. (2007), the family environment does not influence the children's consumptive behavior. Likewise, Rumingsih (2016) also states that the family environment does not influence children's consumptive behavior due to the rapid advance in technology and information through various information media such as social media and advertisements that are often used by marketing actors.

Consumer behavior in general is a study of how someone buys or consumes a product. While according to Kotler and Armstrong (2012) consumer behavior can be interpreted as consumer buying behavior, both individuals and households who buy products for personal consumption. The phenomenon that occurs in SMA Negeri 1 Pematang Rejang (the initial observation)

where peer groups influence student's consumption behavior can be seen in their daily lives. Among the students, it can be seen that they have many similarities of models and brands of the goods that they normally use in public places, such as cell phones, clothes and accessories (watches, shoes, etc.). They also watch the same type of movies and music, have the same favorite actors and actresses, also consume the same food and drink. This indicates the influence of peer groups on student's consumption behavior that needs to be proven by this study. Teen's or student's consumption behavior tend to be influenced by peer groups other than family. This is in line with Peter and Olson (2010) which states that in addition to parents, purchasing decisions in children and adults are both strongly influenced by their peers. Schiffman and Kanuk (2008) assert that most pre-adolescent children obtain the norms of their consumer behavior through observation of their parents and older siblings, as a model and source of guidance in learning consumption material on basic goods. Conversely, teens may see their friends as a model of accepted consumption behavior. So for teens, their consumption behavior tend to be more referring to peers than their families.

The student's consumptive behavior is the attitude obtained through the learning process. Based on the I-E-O model, inputs have a positive influence on the environment (Astin, 1999). Input also influences student engagement as an intervening variable. Economics as one of the fields of science certainly has analysis and economic theories that can be applied in everyday life. The emergence of economics is based on the limited number of resources but unlimited needs and desires. Therefore, economics is one of the sciences related to human actions and behavior in fulfilling human actions and behavior in daily needs through economic activities (Isma, 2015: 2)

In relation with daily lives of individuals, companies, and society as a whole will always encounter economic problems, namely the problem that requires a person or company or community member to make a decision about the best way to carry out an economic activity, or to help making a decision whether or not to take an opportunity. This can be learned through

economic theories as an act of decision making (Rachmadi, 2012).

In decision making, there are known considerations, namely the first consideration is consideration for current or present interests and the second is consideration for future interests. Consideration is the basis for carrying out economic actions, namely all activities of the community in order to achieve prosperity where prosperity is a condition where humans fulfill their needs in the form of goods and services (Manullang, 2001). Every human effort is based on the best and most profitable choices. Economic actions can be divided into two, namely: a) rational economic action, fulfillment of needs in accordance with the needs of the resources they have. For example, buying goods in accordance with the ability and purchasing power. Studying in school diligently and thoroughly is also considered as rational economic action because learning can fulfill long-term spiritual needs for the future and can increase prestige, b) Economic actions that are not rational / irrational are actions to fulfill needs that are not in accordance with the resources owned, but it is based on other things such as prestige, praise, or following a lifestyle. For example, buying goods which are not in accordance with the needs and purchasing abilities, whereas it only aims to be praised or flattered. (Habernas, 1981)

In everyday life, it is sometimes inseparable from economic activities that link economic concepts with economic activities in practice. However, sometimes some obstacles in realizing each of these economic activities such as the imbalance between the number of needs and the means of satisfying these needs bring consequences that every human being must have an action to choose tools (or goods) that can satisfy needs. Fulfilled needs show the attainment of prosperity for humans. The welfare condition will be achieved if humans carry out economic actions using economic principles and the principles of efficiency and effectiveness.

Economics as one of the subjects in high school is expected to be able to provide knowledge for students to have skills in the field of economics

so that students are able to become rational economic actors. High school students already have sufficient economic knowledge because they have known and studied economics since 7th grade or in junior high school. But empirically, the experience of high school students in daily life or in economic behavior still do not meet expectations. A person will be able to understand something if he/she wants to learn. Through the learning process students are expected to be able to make decisions wisely and rationally, this is obtained not only by understanding economic theory or concepts, but students must also be able to analyze each economic phenomenon.

RESEARCH METHODS

This research is a quantitative research. The sampling technique used is proportional cluster random sampling with the distribution of research samples by region. The sample in this study is 97 students of high school students in Pemalang Regency. The data collection technique in this study is using questionnaires that must be answered by each respondent, namely students of grade XI majoring social studies of the public high schools in Pemalang Regency. The analytical tool used in this study is path analysis using the SPSS 20.0 for Windows. In this study, the dependent variable is student's consumption behavior, the independent variables are the family environment, peer groups and school environment, while the intervening variable is student engagement. The results of this study describes the analysis of the description of the research variables, the classic assumption test and the hypothesis test. The classic assumption test consists of tests of normality, linearity, multicollinearity, and heteroscedasticity. Hypothesis testing consists of t test, f test, coefficient of determination test, and Goodness of Fit Test.

DISCUSSION

The results of the study show the index values of the Goodness of Fit Test produced are as follows:

Table 1. Value of Goodness of Fit

Criteria	Critical Value	Model Test Result	Explanation
Chi Square	≤ 123.86 . where chi square for df 97; Sig grade 5% = 123.86	1.078	Good
Probability	≥ 0.05	0.299	Good
GFI	≥ 0.90	0.996	Good
AGFI	≥ 0.90	0.933	Good
TLI	≥ 0.90	0.996	Good
CFI	≥ 0.90	1.000	Good
RMSEA	≤ 0.08	0.028	Good

The calculation results show that the model suitability criteria provide the appropriate index than recommended, so the model developed by the researcher is not good and needs to be modified.

Hypothesis test is done to determine whether or not the independent variables influence the dependent variable. The hypothesis is accepted if the prob value (P) is <0.05 or 5% and the P value is <0.1 or 10%. Hypothesis test results can be seen in the table below:

Table 2. Regression Weights

	Estimate	P	Explanation
TS <--- LK	0.251	0.004	Accepted
TS <--- LS	0.517	***	Accepted
KS <--- LS	0.316	0.001	Accepted
KS <--- TS	0.333	***	Accepted
KS <--- LK	0.190	0.027	Accepted
PKS <--- LK	0.109	0.186	Accepted
PKS <--- TS	0.497	***	Accepted
PKS <--- KS	0.243	0.008	Accepted

Source : Amos Output Data 22, 2019

After knowing the coefficient value of each variable, the next stage is to test the hypothesis by using the CR value and its probability. Parameters

Table 3. Regression Weight Causality Test

Causality Relations		Std. Estimate	SE	CR	P-value
Peer Groups	<--- Family Environment	0.425	0.146	2.911	0.004
Peer groups	<--- School Environment	0.48	0.08	6.003	***
Student Engagement	<--- School Environment	0.386	0.118	3.276	0.001
Student Engagement	<--- Peer Groups	0.438	0.128	3.415	***
Student Engagement	<--- Family Environment	0.423	0.192	2.208	0.027
Student's consumption behavior	<--- Family Environment	0.183	0.139	1.322	0.186
Student's consumption behavior	<--- Peer Groups	0.494	0.091	5.446	***
Student's consumption behavior	<--- Student Engagement	0.183	0.069	2.647	0.008

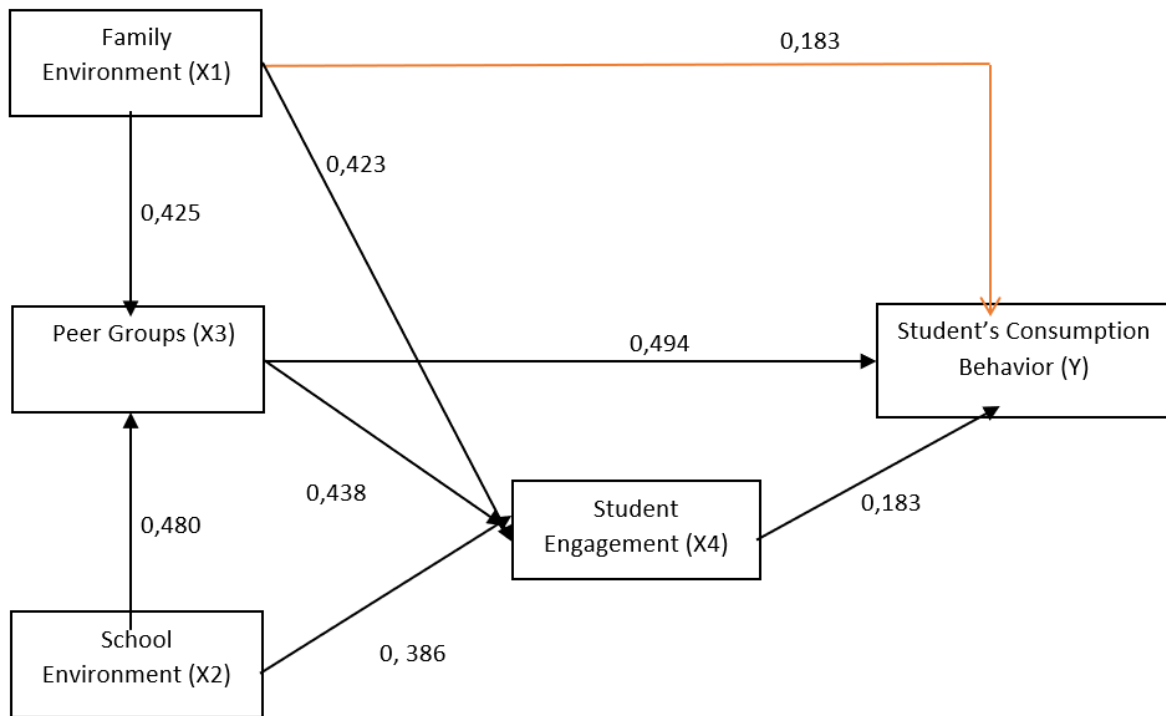
of the presence or absence of influence can be partially identified based on the CR (Critical Ratio) value. To determine whether there is an influence of exogenous and endogenous variables on endogenous variables, the following conventions are used:

1. The first parameter is to compare CR count > 1.96 or $-CR$ count < -1.96 , so there is influence of exogenous variables on endogenous variables or endogenous variables on endogenous variables. Conversely, if the CR count < 1.96 , there is no influence of exogenous variables on endogenous variables or endogenous variables on endogenous variables.
2. Or it can also be seen from the level of significant $\alpha = 0.05$. If the significance value is ≤ 0.05 , there is the influence of exogenous variables on endogenous variables. Conversely, if the significance value is > 0.05 , there is no influence of exogenous variables on endogenous variables or endogenous variables on endogenous variables.

The following are Regression Weight and Standardized Regression Weight structural equation models:

Based on table 4.19 above, it can be described the relationship between each variable using the path coefficient value. The path

coefficients in each relationship between variables are shown in the following figure:



Red: non significant path

Figure 1. The path coefficients in each relationship between variables

1. Student engagement has a significant influence on the consumption behavior of grade XI students majoring Social Studies in Public High Schools in Pemalang Regency, Central Java. The estimation result of the variable parameters of student engagement on student's consumption behavior based on the indicators show significant results with the value of CR 2.647, this value is greater than 1.96. Besides, a significance level of 0.008 ($p \leq 0.05$) was obtained. So, the first hypothesis which explains that student engagement has a significant influence on the consumption behavior of grade XI students majoring Social Studies in Public High Schools in Pemalang Regency, Central Java is proven to be true.
2. Peer groups have a significant influence on the consumption behavior of grade XI students majoring Social Studies in Public High Schools in Pemalang Regency, Central Java. The parameter estimation result of the peer groups variable on student's consumption behavior based on the indicators show significant results with the value of CR 5.446, this value is greater than 1.96. Besides that, a significance

- level of 0.000 ($p \leq 0.05$) was obtained. So that the second hypothesis which explains that peer groups have a significant influence on the consumption behavior of grade XI students majoring Social Sciences in Public High Schools in Pemalang Regency, Central Java, is proven to be true.
3. The family environment has a significant influence on the consumption behavior of grade XI students majoring Social Sciences in Public High Schools in Pemalang Regency, Central Java. The result of parameter estimation of family environment variable on student's consumption behavior based on the indicators show insignificant results with a value of CR 1.322, this value is smaller than 1.96. Besides that, the significance level was 0.186 ($p \geq 0.05$). So, the third hypothesis that explains that the family environment has a significant influence on the consumption behavior of grade XI students majoring Social Studies in Public High Schools in Pemalang Regency, Central Java, is not proven to be true.

4. The family environment has a significant influence on the engagement of grade XI students majoring Social Sciences in Public High Schools in Pemalang Regency, Central Java. The results of parameter estimation of family environment variables on student engagement based on their indicators show significant results with a value of CR 2.208, this value is greater than 1.96. Besides that, a significance level of 0.027 ($p \leq 0.05$) was obtained. So that the fourth hypothesis which explains that the family environment has a significant influence on the engagement of grade XI students majoring Social Sciences in Public High Schools in Pemalang Regency, Central Java, is proven to be true.
5. Peer groups have a significant influence on the engagement of grade XI students majoring Social Sciences in Public High Schools in Pemalang Regency, Central Java. The result of the peer groups variable parameter estimation on student engagement based on the indicators show significant results with a value of CR 3.415, this value is greater than 1.96. Besides that, a significance level of 0.000 ($p \leq 0.05$) was obtained. So that the fifth hypothesis which explains that peer group have a significant influence on the engagement of grade XI students majoring Social Sciences in Public High Schools in Pemalang Regency, Central Java, is proven to be true.
6. The school environment has a significant influence on the engagement of grade XI students majoring Social Sciences in Public High Schools in Pemalang Regency, Central Java. The results of parameter estimation of school environment variable on student engagement based on the indicators show significant results with a value of CR 3.276, this value is greater than 1.96. Besides that, the significance level was 0.001 ($p \leq 0.05$). So that the sixth hypothesis which explains that the school environment has a significant influence on the engagement of grade XI students majoring Social Studies in Public High Schools in Pemalang Regency, Central Java, is proven to be true.
7. The school environment has a significant influence on peer groups of grade XI majoring Social Sciences in Public High Schools in Pemalang Regency, Central Java. The results of the parameter estimation of school environment variables on student peer groups based on the indicators show significant results with the value of CR 6.003, this value is greater than 1.96. Besides that, a significance level of 0.000 ($p \leq 0.05$) was obtained. So that the seventh hypothesis which explains that the school environment has a significant influence on peer groups of grade XI students majoring Social Sciences Public High School in Pemalang Regency, Central Java, is proven to be true.
8. The school environment has a significant influence on peer groups of grade XI majoring Social Sciences in Public High Schools in Pemalang Regency, Central Java. The results of the parameter estimation of family environment variables on student peer groups based on the indicators show significant results with a value of CR 2.911, this value is greater than 1.96. Besides, a significance level of 0.004 ($p \leq 0.05$) was obtained. So that the eighth hypothesis explains that the family environment has a significant influence on peer groups in grade XI majoring Social Sciences in Public High Schools in Pemalang Regency, Central Java, is proven to be true.

CONCLUSION

There is a significant influence of student engagement on student's consumption behavior. There is a significant influence of peer groups on student's consumption behavior. Family environment have no positive nor significant influence on student's consumption behavior. This shows if the family environment does not guarantee the economic welfare of the students, the child has less emotional support which influences the daily lifestyle of students. However, the family environment contributes significantly to the engagement of students in the school, which is shown to have a positive influence on student's consumption behavior indirectly through student engagement. This is indicated by the significant influence of the family environment on student engagement. There is a significant peer groups influence on student engagement. The school environment has a significant influence on student

engagement. The school environment has a significant influence on peer groups and the school environment has a significant influence on peer groups. Peer groups have a positive influence on student's consumption behavior. To involve students in daily consumption behavior, parents are advised to involve children's emotion in the family. Besides that parents should monitor their children's social environment so that they are being selective in choosing friends and peer groups. This is related to peer groups factor as a source of information in decision making while monitoring information obtained through the internet.

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