



The Influence of Peer Group, Economic Literation and Use of Social Media on Consumtive Behavior of State Senior High School Students in Brebes

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Abstract

Consumptive behavior is an act of consuming goods and services not based on needs but for mere desire and satisfaction. The purpose of this study is to analyze the influence of peer groups, economic literacy and the use of social media, both jointly and partially on the consumptive behavior of Social Sciences Department students at state senior high school students in Brebes. The research method used in this study is a quantitative method. The subjects of this study were all students of class X and XI majoring in social studies at SMA Brebes regency with a population of 664 students and then a random sample of 166 students was obtained. The data collection method uses a questionnaire that is tested for validity and reliability. Data analysis uses descriptive analysis and multiple linear regression analysis. The results of this study indicate (1) there is a peer group influence, economic literacy and the use of social media, together towards consumptive behavior by 79.30%, positive and significant effect, (2) peer group has a positive and significant effect on consumptive behavior by 29.05%. (3) economic literacy has a negative and significant effect on consumptive behavior of 21.34%, (4) the use of social media has a positive and significant effect on consumptive behavior of 9.86%. (5) The results of the regression equation $Y = 57.029 + 0.239 X1 - 0.174 X2 + 0.123 X3$. Conclusions, (1) there is a peer group positive influence on the consumptive behavior of State Senior High School students in Brebes economic literacy has a negative effect and the use of social media has a positive effect on consumer consumptive behavior (2) there is a peer group effect on consumptive behavior State Senior High School students in Brebes (3) there is a negative influence of economic literacy on consumptive behavior of students majoring in social studies State Senior High School students in Brebes (4) there is a partially positive influence on the use of social media on consumptive behavior of State Senior High School students in Brebes. Suggestions students are expected to choose peer group associations group well in conducting learning activities that are more beneficial for the future, economics teachers must instill about economic literacy so that students are not only expected to master the material, but can apply it in daily life, the need for collaboration between teachers and parents nature pay attention to students in the use of social media so that students use social media wisely and in accordance with their needs, this research is expected to make renewal by expanding the scope of research such as other factors that influence consumer behavior in students such as perception, motivation, culture, conditions parent's economy, and self control.

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INTRODUCTION

The impact of globalization is things that smell up to date in various aspects that we refer to as trends and changes in people's lifestyles. Changes in people's lifestyles from simple to modern are caused by the increasing number of franchise businesses, malls, supermarkets, and convenience stores.

Sukari, et al (2013: 17) state that consumptive and hedonism behaviors have been attached to human life. Because living in the world of consumerism does not look at age, gender or social status. Consumptive life patterns are often found among the younger generation, whose orientation is directed towards enjoyment, pleasure, and satisfaction in consuming excessive goods which have become commonplace in their lives.

Consumptive behavior in adolescents carried out continuously without any control will have an impact on the future. The negative impact of consumptive behavior is the wasteful lifestyle that can reduce the opportunity to save and tend not to think about future needs because it consumes more goods at this time. Savings is future investments that have little risk, if to meet the needs until ends not having a reserve of money to save it will be difficult for someone to manage future finances. Teenagers today have a lot of pressures, ranging from the development of physiology, environmental and socio-cultural conditions and the development of increasingly rapid technology.

The main players in the consumptive lifestyle are teenagers. Characteristics of teenagers who are easily persuaded about things that are fun, going along with friends, and tending to be wasteful in using money make them behave wastefully by buying things that are not needed. This attitude is widely used by sellers to market goods so that they can easily sell and get results from their products. The 2013 curriculum equips students in secondary education with the ability of the real sector. It starts with observing the products on the market and their characteristics, analyzing the structure of the components forming the product, analyzing the structure and sequence of processes and equipment needed, including market analysis, costs and prices. To support

students' understanding needs, learning is combined with economic learning so that students are not only able to understand consumption behavior, but also apply it in real form in real life.

State High Schools in Brebes Regency have two majors, namely Natural Sciences and Social Sciences. Economic material is given to students of class XI IPS. They get lessons about needs and needs fulfillment tools. This learning activity is carried out in the school environment so that students get maximum supervision by the school authorities. State High Schools in Brebes Regency have adequate facilities for more effective and efficient teaching and learning activities.

The Department of Social Sciences (IPS), especially class XI, was chosen as the object of research because it was considered the most appropriate criteria for the age of adolescents who experienced turmoil in their behavior, including consumptive behavior. The Department of Social Sciences has economic subjects related to the problem of economic literacy, so that it hopes to be able to control the consumptive behavior of high school students. Class XI is a period where high school students feel they want to do many things, are more socially oriented and always want to try new things. While class XII has begun to mature and focus on preparing for the national exam and applying to college. In fact all this time, there are still many class XI students majoring in Social Sciences who apply consumptive behavior in clothing, gadgets and others.

Preliminary research, has carried out preliminary observations conducted in several State High Schools in Brebes on July 24, 2019 with objects of class XI IPS students to find out about the allowance of students they get from 62 students of State High School in Brebes. They tend to have an allowance of between Rp 21,000 - Rp. 25,000 and this is a big enough nominal. Self confidence is really needed by Brebes State that the H1 hypothesis in this study was accepted.

The simultaneous determination coefficient (R^2) test in this study shows the magnitude of the influence of peer groups, economic literacy and the use of social media together on the consumptive behavior of students with an R Square value of 0.793. This means that 79.3% of the variation in consumption behavior variables can be explained by variations in peer group

variables, economic literacy, and the use of social media. While the remaining 20.7% is influenced by other variables not examined in this study or other variables outside this regression model.

The results of descriptive analysis of the variables of students' consumptive behavior have an average score of 82.69 which is included in the high category. This means that the description of students majoring in Social Sciences at Brebes State High School has a tendency to behave in high consumptive behavior. This shows that students buy goods that are less or not needed, but are more concerned with the desire factor rather than the need. Hidayatun (2015: 3) unwittingly this consumptive behavior has become a rapidly developing culture in everyday life so that hedonic consumptive practices are commonplace in modern society today. This means that consumptive behavior has developed among people who no longer recognize true needs, but are always tempted to satisfy desires rather than needs.

The results of this study are in accordance with the opinion of Sumarwan (2011: 10) which states that the consumer purchasing decision process is influenced by individual differences and consumer environment differences. The individual differences factor associated with knowledge and learning process is economic literacy. Whereas environmental difference factors associated with reference groups, the environment, and the situation of consumers and technology are peer groups and the use of social media. This study is also in line with the research of Kadani and Srijani (2018) that social media and peer groups influence consumptive behavior and its influence is significant.

The research findings show that the influence of peer groups on the consumptive behavior of high school students in Brebes Regency is positive, economic literacy has a negative effect and the use of social media has a positive effect on the consumer consumptive behavior. The effect of peer group on the consumptive behavior of students with positive signs can be interpreted if the peer group is getting better, the student's consumptive behavior increases and vice versa. While economic literacy has a negative effect on student consumptive behavior, this can be interpreted if the mastery of

economic literacy is getting better or higher, the consumer behavior will decrease and vice versa. Furthermore, the use of social media has a positive effect on the consumptive behavior of students, this can be interpreted that the use of social media the better the consumer consumptive behavior increases and vice versa.

Peer groups as a social environment for students have an important enough role for the development of their personality. The influence of peer groups makes students tend to be more consumptive and irrational in consumption behavior, because basically adolescents are easily influenced and join in with friends, for example in terms of dressing or buying fashion products it looks like there is competition in them. Teenagers are more focused on lifestyle to choose items that are not needed or not basic needs, it is influenced by the characteristics of typical teenagers, such as being easily attracted to fashion, like using their money, not realistic, so it is easy to get entangled in inefficient buying behavior. The results of this study are in line with the theory put forward by (Yudha, 2018: 110) peer group is an environment consisting of a group of people who have social similarities, such as the level of similarity with various individual characters that are able to influence individual behavior. Students often gather to spend their free time for various information and experiences. The results of this study are also in line with research conducted by Dewi, Rusdarti, & Sunarto (2017) stating that there is a positive and significant influence of peers on consumer behavior in FEB Unisbank Semarang students. This means that someone who has a peer group, consumption behavior is increasing (consumptive) because someone is always adjusting and following the reference group in his life. Therefore the peer group needs to be considered so that the consumer behavior possessed by students tends to decrease.

Effect of Peer group on Consumptive Behavior of Social Sciences Department Students at State High Schools in Brebes Regency

Peer groups as a social environment for students have an important enough role for the development of their personality. The influence of peer groups makes teens tend to be more consumptive and irrational in consumption

behavior, because basically adolescents are easily influenced and joined in by friends, for example in terms of dressing or buying fashion products it looks like there is competition in it. Teenagers are more focused on lifestyle to choose items that are not needed or not basic needs, it is influenced by the characteristics of typical adolescents, such as being easily attracted to fashion, like to use their money, unrealistic, so it is easy to get entangled in inefficient buying behavior. peer group has a big enough role especially for adolescents in attitude formation.

Based on descriptive analysis of peer group variables in class XI high school students in Brebes regency classified in both categories of 70.48% with an average of 64.27. The results showed that the peer group partially had a positive effect on consumptive behavior in class XI students of SMA Negeri 1 Brebes Regency. This means that the second hypothesis proposed is accepted. The magnitude of the effect of peer groups on student consumptive behavior of 29.05%. This means that the peer group has a contribution to the consumptive behavior of the eleventh- grade students of SMA Negeri Brebes Regency. This is indicated from the results of the t test (partial) obtained a significance value of 0,000 <0.05 and has a t value of 7,738 which indicates that there is a peer group effect on consumptive behavior at high school students in Brebes regency. The positive and significant influence means that if the relationship in the peer group is getting closer, the consumptive behavior of students will increase. Students tend to be irrational in consumption behavior because these students always adjust and follow the reference group in their lives. Therefore the peer group needs to be considered so that the consumer behavior possessed by students tends to decrease. The results of multiple linear regression analysis showed the regression coefficient of the peer group variable (X1) was positive with respect to Y. This means that if there is a change in the peer group variable, the consumptive behavior of high school students in Brebes regency also experienced changes in the same direction.

The findings of this study are that the influence of peer groups on the consumer behavior of high school students in Brebes regency is the biggest or dominant influence in this study

compared to other variables examined in this study. The results of this study are in line with the theory put forward by (Yudha, 2018: 110) peers or peer group is an environment consisting of a group of people who have social similarities, such as the level of similarity with various individual characters that are able to influence individual behavior. Students often gather to spend their free time for various information and experiences. In this meeting they discussed light topics related to fashion, hairstyles, as well as items that are in fashion. Even if one member already possesses these items is often a source of information for other members. The results of this study are also in line with research conducted by Amaliya (2017) stating that there is a positive and significant influence of peers or peer groups on consumptive behavior of 16 , 46% of students in class XI of SMA Negeri 1 Semarang. Thus, someone who has a peer group consumption behavior is increasing (consumptive) because someone is always adjusting and following the reference group in his life. Therefore, peer groups need to be considered so that the consumer behavior possessed by students tends to decrease and students are more rational in using their allowance.

The results of this study are also in line with previous studies conducted by Nurfarika (2015) with the results of the study showing that there is a positive and significant influence of peer groups on the consumptive behavior of students. In line with research conducted by Andin (2016), there is a positive and significant relationship between peer interaction or peer group with consumptive behavior in class XI students of SMA Negeri 6 Yogyakarta. This means that the higher the peer group interaction, the higher the consumptive behavior. Conversely, the lower the peer group interaction, the lower the consumptive behavior. Therefore, the peer group influences students' consumptive behavior.

The Effect of Economic Literacy on Consumptive Behavior of Social Sciences Department Students at State Senior High School in Brebes Regency

The results showed that overall the effect of economic literacy on the consumptive behavior of

students majoring in social studies at Brebes State High School has an average of

64.05 in the good category. The third hypothesis (H3) proposed in this study is that there is a negative influence of economic literacy on the consumptive behavior of students majoring in social studies at Brebes State High School. The partial test results (t test) of economic literacy variables have a significant value of $0,000 < 0,05$ with a t value of -5.613, so this shows that there is a negative effect of economic literacy on the consumptive behavior of students majoring in social studies at Brebes State High School. These results indicate that the third hypothesis (H3) in this study was accepted.

The results of the partial determination coefficient test (r^2) in this study indicate the magnitude of the contribution of the effect of economic literacy variables on the consumptive behavior of students majoring in social studies at Brebes State High School by 21.34% with the assumption of peer group variables and the use of social media are constant. The results of multiple linear regression analysis showed a regression coefficient of economic literacy variable (X2) negative value of Y of -0.049. This means that if the economic literacy variable is increased by 1 point, the consumptive behavior of students decreases by -0,174 assuming the other independent variables are of fixed value. The results showed a negative sign means that if the economic literacy of students majoring in social studies at Brebes State High School is getting better then the consumer behavior decreases. Conversely, if the economic literacy of students is getting lower then the higher consumptive behavior of students. The findings of this study are in accordance with economic theory that the level of understanding and application of economic literacy in students' daily lives is good.

The results of this study are in line with previous studies conducted by Kanserina (2015: 8) proving that economic literacy negatively influences adolescent consumptive behavior. The higher the level of economic literacy the lower the consumptive behavior and vice versa. if the economic literacy is low, the consumptive behavior will increase. In addition, according to Solihat and Arsanik (2018: 13) that economic literacy has a significant influence on consumptive

behavior, meaning that if there is an increase in economic literacy the consumptive behavior of students will be rational. Students are expected to have extensive knowledge about economics both in theory and its implementation in everyday life. Basically economic literacy aims to open up knowledge about the costs or benefits of an item in economic activity, in other words to prevent a person from consumptive behavior.

The Influence of the Use of Social Media on Consumptive Behavior of Social Sciences Department Students at State High School in Brebes Regency

Based on a descriptive analysis of the use of social media students majoring in social studies at Brebes State High School has an average of 45.90 which is included in the quite good category. That is because of the easy access to shop for a product online. This must start to be controlled with direction from teachers and parents, so that the use of social media for high school students in Brebes Regency is within reasonable limits or not excessive. The hypothesis in this study is that there is a positive influence of the use of social media on the consumptive behavior of students majoring in social studies at Brebes State High School. Partial test results (t test) variable use of social media has a significant value of $0,000 < 0,05$, so that partially there is a positive influence of the use of social media on the consumptive behavior of students majoring in social studies at Brebes State High School. These results indicate that H3 in this study was accepted.

Based on the results of the partial determination coefficient test (r^2) in this study showed the magnitude of the contribution of the influence of the variable use of social media by students to the consumer consumptive behavior of $(0.314)^2 \times 100\% = 9.86\%$ assuming the peer group variables and economic literacy are constant. The results of multiple linear regression analysis showed a positive variable regression coefficient of social media use (X3) on consumptive behavior of 0.314. This means that if the social media usage variable is increased by 1 point, the consumptive behavior of students increases by 0.314 assuming the other independent variables in this study are of fixed value. The use of social media students majoring in social sciences in Brebes State High

School has the least influence on consumer behavior compared to other variables in this study. In this study the use of social media for high school students in Brebes regency is relatively restrained because its contribution to the smallest consumer behavior is only 9.86%. These findings along with the development of technology, a student will use social media not only to establish communication but also to find or imitate the latest model trends that they apply in everyday life. Besides that, increasingly sophisticated social media will make it easier for someone to transact online.

The results of this study are in line with the study of Amaliya (2017) which explains that there is a positive influence of the use of social media on the consumer behavior of class XI students of SMA N 1 Semarang in 2016/2017 partially that is equal to 11.28%. It is also in accordance with Hidayatun's research (2015) that there is a positive influence of the use of social media on consumptive behavior in class XI students of Muhammadiyah 3 Yogyakarta High School in 2014/2015 academic year. The results showed a positive and significant effect between the intensity of the use of social media on teenage consumer behavior. This proves that the higher the use of social media by students, the higher the consumptive behavior of students. Conversely, the lower the use of social media by students, the lower the consumptive behavior of students.

The findings above are strengthened by research from predecessors including:

Research conducted by Eunsoo Baek (2015) under the title effects of peer consumption on hedonic purchase decisions. The result is "The results supported our hypothesis that, in a hedonic consumption situation, the presence of peer consumption influences consumers' purchase decisions" which means that the results support in the situation of hedonic consumption, the presence of peer consumption influences consumer purchasing decisions.

Luthje and Franke (2003) The result is that student attitudes are influenced by students' personalities, namely the tendency to take risks and internal locus of control. The results showed that the locus of control had a strong influence on students' consumption behavior.

Research conducted by Dewi, Rusdarti, and St. Sunarto (2017) about the Influence of Family Environment, Peers, Self-Control, and Financial Literacy on Consumptive Behavior of Students. Consumptive behavior begins to emerge when there is a change in consumption behavior patterns, which is to be irrational consumption behavior or simply because of emotional factors. Whereas in this study using the same independent variable, namely peers. The results of his research show that, there is a positive and significant influence of peers on consumptive behavior in FEB Unisbank Semarang students meaning that the higher the influence of peers the higher the consumptive behavior.

Qiuxue LuoPaul TJJJames (2011: 7) Influences on buying behavior of purchasing commercial housing in Nanning city of Guangxi province, China, found that peers did not significantly influence consumption behavior. The above findings can be said that peers do not always influence economic behavior. Theory of Planned Behavior Model is very open to be added by other predictor variables to predict intentions and behaviors about the object under study (Ajzen: 1991).

Further research by Sari Noviana (2014) The results of the study illustrate that the value of student consumption based on functional aspects is relatively high with a percentage of 65.00%. According to Sipunga Puspita (2014) the consumptive behavior of the whole group of subjects is in the medium category. According to Khotimah Kusnul (2016) there is an influence of consumer attitudes, lifestyles and buying interest on purchasing decisions of fashion products directly or indirectly through buying interest as an intervening variable. According to Putri Sheila (2016) financial literacy variable influences rationality by 26%. Triwidisari Asri (2017) states that Instagram social media is positively related significantly to the consumptive behavior of students. According to Mawo Theodorus (2017) states financial literacy has a negative effect on consumer behavior. While self- concept and culture have a positive and significant effect on consumptive behavior. Anggaraeni Elly (2018) Social media and socioeconomic status of parents simultaneously influence the consumer behavior of the Faculty of Economics, Semarang State

University. Safitri Nur (2018) financial behavior in the 2015 Faculty of Economics Students of Semarang State University Class is quite good. Based on the results of this study it is known that the variables of gender, age, cumulative achievement index, income of parents, and personal financial awareness simultaneously influence the financial behavior of 3.9%. Hidayah Nailatul (2018) The results showed that the allowance, locus of control, and peer environment affect consumer behavior. Partial allowance has a positive and significant effect on consumptive behavior. Locus of control has a negative and significant effect on consumptive behavior. And the peer group environment has a positive and significant effect on consumptive behavior.

CONCLUSION

Based on the results of research and discussion that has been described then it can be concluded as follows: (1) There is a peer group influence on the consumptive behavior at state senior high school students in Brebes is positive, economic literacy has a negative effect and the use of social media has a positive effect on consumer behavior of students. The effect of peer group on the consumptive behavior of students with positive signs can be interpreted if the peer group is getting better then the consumptive behavior of students increases and otherwise While economic literacy has a negative effect on student consumptive behavior, this can be interpreted if the mastery of economic literacy is getting better or higher, the consumer behavior will decrease and vice versa While economic literacy has a negative effect on student consumptive behavior, this can be interpreted if the mastery of economic literacy is getting better or higher, the consumer behavior will decrease and otherwise. Next, the use of social media has a positive effect on the consumptive behavior of students, this can be interpreted that the use of social media the better the consumer consumptive behavior increases and otherwise. (2) There is a peer group influence on consumptive behavior at state senior high school students in Brebes. This is shown from the results of the t test (partial) which obtained a significance value of $0,000 < 0.05$ and has a t value of 7.738 (3) There is a negative influence of economic literacy

on the consumptive behavior of students majoring in social studies behavior at state senior high school students in Brebes. This can be seen from the results of the partial test (t test) the economic literacy variable has a significant value of $0,000 < 0.05$ with a t value of -5.613. (4) There is a partial positive effect on the use of social media on the consumptive behavior of students majoring in social studies at state senior high school students in Brebes. This can be seen from the results of the partial test (t test) the variable of social media use has a significant value of $0,000 < 0.05$.

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