

The Influence of Family Economic Education, Lifestyle On Consumption Behavior Through Economic Literacy In FEB UM Students

Andi Wisnu Murti¹⁾*, Sri Umi Mintarti Widjaja²⁾, Wening Patmi Rahayu³⁾

^{1,2,3)} Faculty of Economics and Business, Universitas Negeri Malang, Indonesia

*Corresponding Author

Email : andiwisnu14@gmail.com

Abstract

This study aims to examine the influence between variables whether there is a direct or indirect effect between the independent (exogenous) variables on the (endogenous) variables. This study uses a quantitative approach using data analysis techniques, namely SEM (Structural Equation Model) analysis. The population of this study were all FEB UM students, totaling 1118. The sample in this study were 295 respondents consisting of FEB UM students class of 2020. The sampling technique used a proportional random sampling technique, which is a random technique that is balanced and proportional to the number of subjects. Data collection techniques with questionnaires, and documentation. The results of this study indicate that there is a positive and significant influence of family economics education on the economic literacy of 2020 FEB UM students. There is a positive and significant influence of lifestyle on the economic literacy of 2020 FEB UM students. There is a positive and significant influence of family economics education on consumption behavior in 2020 UM FEB students. There is a positive and significant influence of lifestyle on consumption behavior in 2020 UM FEB students. There is a positive and significant influence of economic literacy on the consumption behavior of FEB UM 2020 students. There is an indirect positive and significant effect of family economics education on consumption behavior through the economic literacy of 2020 FEB UM students. There is an indirect positive and significant influence of family lifestyle on consumption behavior through the economic literacy of 2020 FEB UM students, so the seventh hypothesis is accepted .

Keywords: Family Economic Education, Lifestyle, Consumption Behavior, Economic Literacy

INTRODUCTION

Consumptive behavior tends to change a person's lifestyle, especially among teenagers. This phenomenon can be seen in the changing lifestyle of a teenager who is increasingly diverse. Consumption activities cannot be avoided because almost everyone carries out these activities, therefore currently the information circulating is increasingly diverse with the aim of influencing consumers. Producers are competing to make a product to attract consumers' interest. Various ways are used by producers to influence potential buyers, one of which is by placing large billboards along urban streets, this is done to inform the product being promoted.

The phenomenon that stands out at the moment in Indonesia is economic progress and the development of a consumption culture, which is increasingly in various forms, from hanging out to *cafes* every day, buying things that are not needed just for the sake of prestige, as that is what is happening in urban communities. The habit of excessive consumption by spending on things that are not needed, having a hobby of visiting shopping centers and places of entertainment is an example of a lifestyle that occurs in people who live in urban areas. This activity is a manifestation of people's behavior at this time. Meanwhile, according to (Azizah, 2014), what is meant by luxurious living is excessive consumption of goods where this occurs in various layers of society in different ways.

Lifestyle changes are more directed towards consumptive behavior that tends to occur in today's teenagers. This research was conducted by (Enrico et al., nd 2014) that the phenomenon of consumptive behavior has an impact on students, especially those in urban

areas. Students carry out activities to meet social needs such as going to the *mall* and hanging out at cafes *which* make students behave consumptively with less consideration of frugal living. This can be seen from the phenomenon of lifestyle changes, as well as various kinds of needs.

Students whose parents are in the upper middle economic class have a different lifestyle, namely wanting to show their economic status by spending on various kinds of needs such as clothes, cellphones, etc. with the latest fashions that are currently busy in society. According to (Suryani, 2008) a developing mode will always change according to the times, with this students often do not care about their financial condition.

At present, the economic behavior of adolescents is more inclined to consumptive behavior, which is meant here, namely consumer behavior, because there is a desire to buy goods that are not needed just to satisfy the desire to shop. Consumptive behavior that occurs in today's modern society tends to be emotional motives, consumption also forms a person's self-identity to shape the lifestyle of certain groups to determine their status. Engel et al in (Bagus Shady, 2013) suggests that consumer behavior is basically included in consumption behavior which can be influenced by factors such as the following: (1) influenced by the environment such as social class, culture, situation, personal influence, and family . (2) individual differences and influences such as: motivation and involvement, consumer resources, lifestyle, attitudes and demographics, (3) psychological processes including: learning, information management, changes in attitudes and behavior.

These changes give rise to various kinds of consumptive behavior that should not be bought but must be bought just to satisfy the desire to shop without thinking about the needs that really need it or just prestige. The irony is that those who don't have money take out loans to buy necessities that shouldn't be bought. The phenomenon that occurs is also supported by various advertisements that influence teenagers to spend their money by buying things that are not supposed to be needed. Sometimes a person is more concerned with prestige than the value and usefulness of the goods purchased (Tambunan, 2001).

Consumer behavior is influenced by several factors in buying including psychological factors, personal factors, socio-cultural factors. Lifestyle can be interpreted as how a person spends his money quickly. Many students fall for the empty dreams given by the capitalist system. Unknowingly they fall into a hedonic path, by becoming a gamble and an empty hope (Aviani & Hardinto, 2014). Students are a consumer group whose consumption activities are influenced by the environment around them. (Witherington in (Suprapti, 2010) argues that teenagers who engage in consumption activities tend to be psychologically related and cannot be separated from the influence of the surrounding environment.

Education has a very important role to improve the quality of human resources. Education is a process that changes in behavior. According to Venon S, & Donal P, in (Nurjanah, 2019) learning is a way for someone to show changes in behavior in their life, by making decisions based on considerations that consider them reasonable in accordance with the rules allowed in the world of education. The family has a very strong influence on children's development in the present and in the future. Children's education should provide knowledge for children. Behavior, attitude patterns and cultural values that are instilled in children are the basis for the further development of children's behavior (Wahyono, 2001).

Another function of the family is to build a lifestyle that is in accordance with the wishes of the family. Personality, education, and experience determine the important goals of couples towards education, career, television viewing, on reading and selecting and choosing other recreational activities. Lifestyle commitment includes time allocation which greatly influences consumption behavior (Schiffman & L, nd, 2008).

According to (Satrio, 2012) students who manage finances independently for their consumption needs are obtained from parents' income or those obtained independently, they tend to carry out their economic activities in an unhealthy or unprofessional manner. It can be seen from the tendency that there is no management of priority scales in carrying out an economic activity, such as no consumption considerations, a lack of programmed patterns of consumption patterns. on the other hand in fulfilling desires to meet the consumption of goods and services, they will reduce various basic needs to be allocated to non-essential needs, thereby having an impact on financial arrangements and student consumption behavior.

Consumption behavior among adolescents is influenced by education obtained by the family environment through exemplary, habituation and forming the mindset of their students. According to (Siswoyo, 2005) forming a good mindset will provide good attitude patterns and behavior patterns as well. Meanwhile, according to (Schiffman & L, nd, 2008) family socialization given to their children as consumer behavior is defined as the process of a child how to acquire the process of knowledge about consumption, goods and services and bargaining.

Parents have the task of providing basic education as a child's knowledge for the process in which children learn from an early age to provide the most basic forums for forming values and attitudes, as well as providing the planting of economic values starting from the smallest. Meanwhile, according to (Wahyono, 2001) education is the values, behaviors, patterns, attitudes that are given by parents to their children is a basis for the development of children's behavior henceforth.

Family education, lifestyle has another function to build and form good economic literacy by getting used to a frugal way of life from an early age, with explanations and examples that will provide a good mindset. Good economic literacy is formed from the embodiment of a good mindset. According to Vygotsky's theory (Santrock, 2007) regarding family economic education, formal schools are a place or culture to determine the growth of their students. In addition, the attitude of parents participates in shaping the knowledge and mindset of children. The first foundation is to provide education to children in order to get a logical mindset for the future. Internalization of one's knowledge is obtained from the family environment or from the individual's environment.

There is a change in consumption behavior towards the importance of economic literacy to increase the competence of each individual in making personal and social decisions regarding the many economic issues that will be faced, according to Walstad, in (Bagus, 20013). Economic literacy has a close relationship with poverty if a person not having good consumption behavior will cause a lot of harm to himself, therefore economic literacy has a close relationship with technological literacy and literacy. Economic problems are motivated by interrelated aspects of life. From education in the family environment to tertiary institutions Economic literacy has been given, with the hope that students will have a rational attitude towards consumption.

Malang City is one of the areas in East Java, with various universities, both public and private. One of the state universities in the city of Malang is the State University of Malang with many students coming from outside the city to gain knowledge at the college. For example, one of the Faculty of Economics and Business at the State University of Malang, which is well known for its fashionable and trendy dress style. so that many students become insecure about this situation which makes them follow their social environment.(Mardiani, 2007.) lifestyle *experiencers* with consumptive tendencies have higher conformity with their peers, teenagers carry out activities that behave the same as their peers. (Rianton, 2013) concluded that there is a positive significant relationship between peer conformity and a

consumptive lifestyle. Students who tend to follow the surrounding environment will do more consumptive behavior and cannot control themselves if they do not have self-control that has been instilled since the family.

Students of the Faculty of Economics and Business, State University of Malang tend to have a hedonic lifestyle and consumptive behavior to follow their social environment, moreover by facilitating an instant lifestyle that makes students lazy. Research conducted by (Astuti, 2016.) concluded that lifestyle has a significantly positive effect with a contribution of 59.26% to impulsive buying behavior. Furthermore (Nurvitria, 2015) the hedonic lifestyle has a positive and significant effect of 59.6% on impulsive purchases. The amount of information on social media with various existing promotions can influence students to carry out consumption activities which are sometimes beyond common sense with promotions that are so tempting .

Consumptive behavior comes from someone who cannot control himself to carry out consuming activities, sometimes students who do not have money by seeing promotions that are so tempting they will be willing to make loans to pursue these promotions, therefore education from the family has a very large influence on the formation of attitudes and child character.

Based on the problems discussed above, this research is important to carry out because consumption behavior is increasing day by day among students with various promotions that are increasingly diverse to influence young people such as students who are easily influenced and still unstable and tend to be individuals who will behave consumptively towards financial management. An educator who graduates from the Faculty of Economics and Business is expected to set a good example for his students in the future.

With this the researcher is interested in taking the title "The Influence of Family Economic Education, Lifestyle on Consumption Behavior Through Economic Literacy in FEB Students, State University of Malang"

RESEARCH METHODS

The research was conducted using proportional random sampling method. The variables in this study are (1) Family Economic Education; (2) Lifestyle; (3) Consumption Behavior; (4) Economic Literacy. This relationship is described in the form of numbers, so the nature of this research is quantitative. The population of this study were students of the Faculty of Economics and Business, State University of Malang, class of 2020, totaling 1118. The sampling technique used the slovin technique so that a sample of 295 students was obtained. Data collection techniques using questionnaires and multiple choice tests. Before the questionnaire is distributed, it will be tested through validity and reliability. The research hypothesis testing was carried out using the *Structural Equation Model* (SEM) approach based on *Partial Least Square* (PLS). Data collection techniques in this study used *online* and distributed via *Google form*.

RESULT AND DISCUSSION

The results of the research validity test on the data in this study are as follows:

Table of Validity Test Results for Family Economic Education Variables (X1)

No.	Questions	Rcount	Rtabel	information
1.	X _{1.1}	0,750	0,113	Valid
2.	X _{1.2}	0,557	0,113	Valid

No.	Questions	Rcount	Rtabel	information
3.	X _{1.3}	0,750	0,113	Valid
4.	X _{1.4}	0,685	0,113	Valid
5.	X _{1.5}	0,717	0,113	Valid
6.	X _{1.6}	0,664	0,113	Valid
7.	X _{1.7}	0,768	0,113	Valid
8.	X _{1.8}	0,442	0,113	Valid
9.	X _{1.9}	0,717	0,113	Valid

Source: Primary data processed (2022)

Based on the table, it can be seen that the validity test of the family economics education variable (X1) which consists of 9 questions is proven valid. This is because the value of rcount > rtabel, thus all the questions in the questionnaire can be used and can be trusted as research data. To test the validity of lifestyle variables (X2) can be seen in the following table:

Table of Validity Test Results for Lifestyle Education Variables (X2)

No.	Questions	Rhitung	Rtabel	information
1.	X _{2.1}	0,957	0,113	Valid
2.	X _{2.2}	0,645	0,113	Valid
3.	X _{2.3}	0,957	0,113	Valid
4.	X _{2.4}	0,963	0,113	Valid
5.	X _{2.5}	0,957	0,113	Valid
6.	X _{2.6}	0,923	0,113	Valid
7.	X _{2.7}	0,957	0,113	Valid
8.	X _{2.8}	0,688	0,113	Valid

Source: Primary data processed (2022)

Based on the table, it can be seen that the validity test of the lifestyle variable (X2) which consists of 8 questions is proven valid. This is because the value of rcount > rtabel, thus all the questions in the questionnaire can be used and can be trusted as research data. To test the validity of the economic literacy variable (Z) can be seen in the following table:

Table of Validity Test Results for Economic Literacy Education Variables (Z)

No.	Questions	Rhitung	Rtabel	Description
1.	Z _{1.1}	0,506	0,113	Valid
2.	Z _{1.2}	0,446	0,113	Valid
3.	Z _{1.3}	0,617	0,113	Valid
4.	Z _{1.4}	0,456	0,113	Valid
5.	Z _{1.5}	0,555	0,113	Valid
6.	Z _{1.6}	0,486	0,113	Valid
7.	Z _{1.7}	0,481	0,113	Valid
8.	Z _{1.8}	0,750	0,113	Valid
9.	Z _{1.9}	0,680	0,113	Valid
10.	Z _{1.10}	0,557	0,113	Valid
11.	Z _{1.11}	0,617	0,113	Valid
12.	Z _{1.12}	0,717	0,113	Valid
13.	Z _{1.13}	0,555	0,113	Valid
14.	Z _{1.14}	0,694	0,113	Valid
15.	Z _{1.15}	0,750	0,113	Valid
16.	Z _{1.16}	0,470	0,113	Valid

No.	Questions	Rhitung	Rtabel	Description
17.	Z _{1.17}	0,446	0,113	Valid
18.	Z _{1.18}	0,486	0,113	Valid
19.	Z _{1.19}	0,481	0,113	Valid
20.	Z _{1.20}	0,694	0,113	Valid

Source: Primary data processed (2022)

Based on the table, it can be seen that the validity test of the economic literacy variable (Z), which consists of 20 questions, is proven valid. This is because the value of $r_{count} > r_{table}$, thus all the questions in the questionnaire can be used and can be trusted as research data. To test the validity of the consumption behavior variable (Y) can be seen in the following table:

Table of Validity Test Results for Consumption Behavior Education Variables (Y)

No.	Questions	Rhitung	Rtabel	Description
1.	Y _{1.1}	0,551	0,113	Valid
2.	Y _{1.2}	0,673	0,113	Valid
3.	Y _{1.3}	0,567	0,113	Valid
4.	Y _{1.4}	0,551	0,113	Valid
5.	Y _{1.5}	0,451	0,113	Valid
6.	Y _{1.6}	0,549	0,113	Valid
7.	Y _{1.7}	0,673	0,113	Valid
8.	Y _{1.8}	0,673	0,113	Valid
9.	Y _{1.9}	0,464	0,113	Valid
10.	Y _{1.10}	0,567	0,113	Valid

Source: Primary data processed (2022)

Based on the table, it can be seen that the validity test of the consumptive behavior variable (Z), which consists of 10 questions, is proven valid. This is because the value of $r_{count} > r_{table}$, thus all the questions in the questionnaire can be used and can be trusted as research data.

The reliability test here is to test the consistency of the questionnaire used in this study if the measurements are repeated. Knowing whether or not a questionnaire is reliable or not in this study uses *Cronbach's coefficient alpha*, which is a test of the reliability coefficient by showing how good the positive correlation is between one item and another. (Ghozali, 2007) a questionnaire can be said to be reliable if the *Cronbach alpha* > 0.60. *Cronbach alpha* was calculated using *SPSS for Windows version 25 software*. The results of the reliability test on research data are presented as follows:

Table of Reliability Test Results

No.	Variabel	Cronbach's Alpha	Description
1.	Family Economic Education (X1)	0,850	Reliabel
2.	Lifestyle (X2)	0,959	Reliabel
3.	Economic Literacy (Z)	0,862	Reliabel
4.	Consumption Behavior (Y)	0,740	Reliabel

Source: Primary data processed (2022)

Based The reliability test results in the table above show that for the reliability test on the family economics education variables, lifestyle, economic literacy, and consumption behavior are in the reliable category, because the Cronbach's alpha value is > 0.60.

1. The Effect of Family Economics Education on the Economic Literacy of 2020 FEB UM Students

Based on the research that has been done, it can be seen that the family economics education of 2020 FEB UM students is quite good. This shows that the better the family economics education obtained by students, the better the economic literacy of students. That is why family economics education is very important for students. So, having family economics education can affect the literacy of FEB UM 2020 students.

2. The Effect of Lifestyle on the Economic Literacy of FEB UM 2020 Students

Based on the research conducted, it can be seen that the lifestyle of FEB UM 2020 students is quite high. This can also have an impact on economic literacy. Students who have a high lifestyle, economic literacy will also be high. This is because even though the lifestyle of students is high, it is still adapted to the abilities and needs of these students. That is why there is a positive and significant effect of lifestyle on the economic literacy of 2020 FEB UM students.

3. The Influence of Family Economics Education on Consumption Behavior in 2020 FEB UM Students

Based on the research that has been done it can be seen that good family economics education can also have an impact on the consumption behavior of FEB UM students. With family economics education, students can adjust to the level of needs in consumption behavior. Students who lack good family economics education will tend to be more hedonic and have excessive consumption behavior. That is why there is a positive and significant influence of family economics education on consumption behavior in 2020 FEB UM students.

4. The Influence of Lifestyle on Consumption Behavior in 2020 FEB UM Students

Based on the research that has been done it can be seen that the lifestyle of FEB UM students influences behavior consumption. Students who have a high lifestyle tend to have high consumption behavior as well. Therefore, lifestyle has a positive and significant influence on the consumption behavior of 2020 FEB UM students.

5. The Effect of Economic Literacy on the Consumption Behavior of 2020 FEB UM Students

Based on the research that has been conducted, it can be seen that economic literacy is closely related to the consumption behavior of FEB UM students. This is because the higher the economic literacy of students, the consumption behavior of students will also be higher. However, the high consumption behavior is in accordance with the level of abilities and needs of students. It is because of that that economic literacy has a positive and significant influence on the economic behavior of 2020 FEB UM students.

6. The Influence of Family Economics Education on Consumption Behavior Through Economic Literacy of 2020 FEB UM Students

Based on the research that has been done it can be seen that with good family economics education can affect the consumption behavior of FEB UM 2020 students. This is because students who experience an increase in family economics education will automatically experience an increase in consumption behavior that suits the needs of students. With economic literacy, student consumption behavior becomes more focused. So even though there is an increase in consumption behavior, it is still in accordance with their needs. That is why there is an indirect influence of family economics education on consumption behavior through the economic literacy of FEB UM 2020 students.

7. The Influence of Lifestyle on Consumption Behavior Through Economic Literacy of 2020 FEB UM Students

Based on the research that has been done, it can be seen that lifestyle can influence the consumption behavior of 2020 FEB UM students. This is because students who experience an increase in lifestyle will automatically experience an increase in behavior consumption. However, with the existence of economic literacy, even though there is an increase in consumption behavior, it is adjusted to the level of needs of these students. So, with economic literacy, student consumption behavior becomes more focused and not hedonic because it suits their needs. Therefore, there is an indirect influence of lifestyle on consumption behavior through the economic literacy of FEB UM 2020 students.

CONCLUSION

The results of this study indicate that there is a positive and significant influence of family economics education on the economic literacy of 2020 FEB UM students. There is a positive and significant influence of lifestyle on the economic literacy of 2020 FEB UM students. There is a positive and significant influence of family economics education on consumption behavior in 2020 UM FEB students. There is a positive and significant influence of lifestyle on consumption behavior in 2020 UM FEB students. There is a positive and significant influence of economic literacy on the consumption behavior of FEB UM 2020 students. There is an indirect positive and significant effect of family economics education on consumption behavior through the economic literacy of 2020 FEB UM students. There is an indirect positive and significant influence of family lifestyle on consumption behavior through the economic literacy of 2020 FEB UM students, so the seventh hypothesis is accepted

REFERENCES

- Ekonomi dan Life Style terhadap Perilaku Konsumsi
- Aviani, E., & Hardinto, P. (2019). *The Effect of Modernity, Economic Literacy, and Social Environment on Consumption Behavior of Senior High School Students*. Classroom Action Research Journal, 3(3), 102–109. <https://doi.org/10.17977/um013v3i32019p010>
- Azizah, N. 2014. Pengaruh Pendidikan Ekonomi Keluarga Terhadap Perilaku Ekonomi yang Domoderasi Oleh Literasi Ekonomi Mahasiswa Fakultas Ekonomi dan Bisnis Universitas Muhammadiyah Malang. Tesis tidak Diterbitkan. Malang: PPS UM.
- Bagus Sandi N. (2013). *Pengaruh Pendidikan Ekonomi Keluarga Terhadap Perilaku Konsumsi Dimediasi Literasi keuangan Dan Gaya Hidup Pada Mahasiswa Fakultas Ekonomi Universitas Negeri Malang Angkatan 2011*
- Enrico, A. Aron, R & Oktavia W. 2014. The Factors that Influenced Consumptive Behavior: A Survey of University Students in Jakarta, International Journal of Scientific and Research Publications, Volume 4, Issue 1, ISSN 2250 3153. (online).(<http://www.ijsrp.org/research-paper-0114/ijsrp-p2518.pdf>). diakses maret 2022.

- Mardiani. (2007). Hubungan antara Konformitas terhadap Teman Sebaya dengan Kecenderungan Gaya Hidup Experiencers pada Siswa Kelas XI SMA Lab school Jakarta. Semarang: Fakultas Kedokteran UNDIP
- Nurjanah, S. (2019). Pengaruh Literasi Ekonomi Dan Self Control Terhadap Perilaku Konsumtif Mahasiswa Fakultas Ekonomi Universitas Negeri Jakarta. *Parameter*. <http://journal.unj.ac.id/unj/index.php/parameter/article/view/12856>
- Nurvitria, Agnes Lestari. (2015). Pengeruh Gaya Hidup Hedonis terhadap Perilaku Pembelian Impulsif pada Mahasiswa Jurusan PPB 2013 FIP UNY. *Jurnal Bimbingan dan Konseling*, Edisi 11 Tahun ke-4 Tahun 2015. Yogyakarta: Universitas Negeri Yogyakarta.
- Rianton. (2013). Hubungan antara Konformitas Kelompok Teman Sebaya dengan Gaya Hidup Hedonis pada Mahasiswa Kab. Dhamasraya di Yogyakarta. *EMPATHY Jurnal Fakultas Psikologi*, 2(1)
- Santrock, JW 2007. *Remaja*, edisi kesebelas Jakarta: Penerbit Erlangga
- Satrio, YD 2012 *Analisis Financial Literacy Mahasiswa Fakultas Ekonomi Universitas Negeri Malang* Tesis tidak diterbitkan Malang: PPS UM
- Schiffman, L & Kanuk L 2008 *Perilaku Konsumen Jakarta PT Indeks*
- Siswoyo, 2005, *Ideologi Perkoperasian Indonesia Seminar Regional Jawa timur di Unmer Malang*
- Suprapti, S.W.N. 2010. *Perilaku Konsumen Pemahaman Dasar dan Aplikasinya Dalam Strategi Pemasaran*. Bali: Udayana University Press
- Suryani, T. 2008 *Perilaku Konsumen, implikasi pada strategi pemasaran Yogyakarta: graha ilmu*
- Tambunan, R. 2001 *Remaja dan perilaku Konsumtif*. (online) (<http://www.asmakmalaikat.com>) diakses tanggal 2 Oktober 2021
- Wahyono, H. (2001). *Pengaruh Perilaku Ekonomi Kepala Keluarga terhadap Intensitas Pendidikan Ekonomi di Lingkungan Keluarga*. Disertasi tidak diterbitkan. Malang. Universitas Negeri Malang