

**The Influence of Lifestyle, Financial Literacy and Income on the
Consumptive Behavior of Students**

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ARTICLE INFO	ABSTRACT
Published: 15 July 2024	<i>In general, if a person's needs have been met, other needs will arise. Expenditures for food, clothing and other needs are included in consumption. Consumption activities are related to consumer behavior where this behavior is the behavior carried out by consumers in deciding to consume. Therefore, this research aims to determine the influence of lifestyle, financial literacy and income which can influence the consumer behavior of students majoring in Economic Education, Faculty of Education and Social Sciences, Indraprasta University PGRI. This research uses quantitative research, and the population in this research is all students majoring in Economic Education. The sampling method in this research is probability sampling. The sampling technique in this research used Proportionate stratified random sampling, namely even semester students who were active until 2024. So the number of samples taken was proportional. The sample in this research consisted of 40 students. The research results show (1) lifestyle has a positive effect on consumer behavior; (2) financial literacy has a negative effect on consumer behavior by; (3) income has a positive effect on consumer behavior; (4) lifestyle, financial literacy and income simultaneously influence consumer behavior. The author's advice to readers is to stay away from consumptive behavior by diligently increasing your understanding of financial literacy so that you can express your lifestyle with the income that we have.</i>
Keywords: Lifestyle, Financial literacy, Income, Consumptive Behavior.	

INTRODUCTION

In general, if a person's needs have been met, other needs will arise. Spending on food, clothing and other necessities is included in consumption. Consumption activities are related to consumer behavior where this behavior is the behavior carried out by consumers in deciding to behave consumptively. Engel, Blackwell, and Miniard (in Sumarwan, 2021: 4) define consumer behavior as actions directly involved in obtaining, consuming and disposing of products and services, including the decision processes that precede and follow these actions. Consumptive behavior is carried out by all people at various age levels, but each age level has related characteristics of consumer behavior. One layer of consumers who carry out consumptive behavior activities are teenagers. Students are one group of teenage consumers. Apart from college students' consumptive activities, consumptive activities are also carried out to support their appearance by buying goods, for example consuming make-up, clothes, watches, shoes, bags and gadgets. This shows that human needs are not only about clothing, food and shelter (primary).

The phenomenon of consumer behavior for the younger generation can say that everything is instantaneous, not appreciating a process before a certain achievement occurs and

is also not accompanied by good financial planning, which will trigger shopaholic behavior which can be detrimental to oneself in the future, especially for many students. who still asks their parents for help to pay for all their purchases. This is supported by the findings of independent provenance research institutions. Based on an online survey of 7,757 respondents. This research institute found that 38% of them still use money from their parents to make transactions. And this institution also found a shift in savings goals among this younger generation. As many as 41% of the 7,809 conversations about reasons for saving, the younger generation admitted to saving to be able to buy tickets to watch concerts of idol musicians and travel. One of the youth groups targeted in this research is students. Student behavior tends to be towards rational consumption activities and irrational consumption activities. If students consume irrationally, they tend to behave consumptive. Students are expected to take economical actions when carrying out consumptive activities.

However, lifestyle has become an icon of modernity and is an option to select and choose what is the most important need for students so as not to fall into the flow of the times. Knowledge of more modern information, as well as changes in students' lifestyles, starting from clothing, socializing and other activities that often influence their activities. The lives of today's students have many internal contradictions, starting from lifestyles that are not in accordance with their ethics and level of education, and many are at odds with their family's economy. However, most students still force themselves to be comparable to the people around them who may be well established in their economy. Without realizing it, they have entered into a city society that places great emphasis on appearance. Those who come from villages and remote villages or cities, automatically they are far from family supervision, making them free to apply themselves to whatever environment they are in, without thinking long about the impacts that will occur.

Students live in a diverse and complex economic environment so an increased need for financial education is very necessary. Based on the 2017 SNLKI, a person can be said to be well literate if they have knowledge and confidence about financial institutions, products and services, as well as skills in knowing these financial products and services. Education plays a very important role in the formation of financial literacy, both informal education in the family environment and formal education in the university environment. Effective and efficient learning will help students have the ability to understand, assess and act in their financial interests. With good knowledge from an early age, it is hoped that students can have a prosperous life in the future (Widyawati, 2022).

According to Sina (2022: 135) economic literacy is a useful tool for changing behavior from unintelligent to intelligent. Such as how to use income to save, invest, protect and meet life's needs. The importance of economic literacy will minimize students' consumptive behavior in consuming. As stated by Budiwaty (2014), low economic literacy will have an impact on consumers' consumptive attitudes. This is the knowledge needed to master certain tasks related to economic issues and to have a good understanding of money, business and the economic issues being discussed (Kotte and Witt, 2022: 162). Students who have knowledge of how to manage finances, quality of goods, and urgent needs that can occur at any time will be more selective in carrying out consumptive activities.

Raharda and Manurung (2020) in their book wrote about Keynes's consumption theory, stating that current consumption depends on the income that is ready to be spent at the moment (disposable income). Thus, the greater the income, the greater the consumption expenditure. According to Rachman (2021), patterns of consumer behavior and household expenditure generally differ between agroecosystems, between income groups, between ethnicities or tribes and over time. The structure of consumption patterns and expenditure is an indicator of the level of household welfare. Thus, several of these factors can influence

consumer behavior patterns, but many consumption theories state that income is one of the dominant factors influencing consumption.

The influence of income level on consumer behavior has a close relationship, as Kadariah (2022) said, income and wealth are the main determining factors in consumption. Muana (2015) said that a person's income is the main factor that determines consumption patterns. According to Sukirno (2021), in developing consumption patterns, generally a person will prioritize basic needs, while secondary needs will be met when income levels increase.

In this research, income is a person's source of income to meet daily needs and is very important for a person's survival and livelihood, directly or indirectly. Keown (2017), regarding the level of wealth, a person's income level is associated with their level of financial literacy, that someone who has a higher income tends to have a higher level of financial knowledge, thus supporting better financial management.

METHOD

The type of method used in this research is quantitative research, namely research that uses a lot of numbers, starting from data collection, interpretation of the data and the appearance of the results (Arikunto, 2020). Research with a quantitative approach emphasizes analysis on numerical data (numbers) which are processed using statistical methods.

The type of data in this research is primary data. Primary data is a data source that directly provides data to data collectors (Sugiyono, 2022). Primary data was obtained by filling out questionnaires by students majoring in Economic Education even at the Faculty of Education and Social Sciences, Indraprasta University PGRI. The data collection technique uses a questionnaire. The questionnaire in this research is, respondent profile, lifestyle variables, financial literacy, income and consumer behavior.

The population in this study were students from the Faculty of Education and Social Sciences, Indraprasta PGRI University, majoring in Economic Education. The number of observations or members of a population is called population size. The population size in this study is a finite population, that is, a population size that, no matter how large, can still be counted (countable). The sample in this research was students majoring in Economic Education at Indraprasta PGRI University, totaling 40 students, consisting of Semester 2 Stambuk 2023, Semester 4 Stambuk 2022, Stambuk 2021 Semester 6. Stambuk 2020 semester 8. The sampling method in this research was probability sampling, namely a sampling technique that provides equal opportunities or opportunities for each element or member of the population to be selected as a member of the sample (Sugiyono, 2022).

The sampling technique in this research uses Proportionate stratified random sampling, which is a sampling technique used when the population has members/elements that are not homogeneous and proportionally stratified (Sugiyono, 2022). The strata referred to in this research are Semesters 2, 4, 6 and 8. This is because students majoring in Economic Education at UNINDRA are even semester students who are actively studying until 2024, so the number of samples taken is proportional. The technique for analyzing research data uses multiple linear regression analysis, aimed at finding out how much influence the lifestyle variables (X_1), financial literacy (X_2), income (X_3) have on the consumer behavior variable (Y). The equation model is $Y = \alpha + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \varepsilon$ (Note: Y = consumptive behavior; α = constant; β_1 - β_3 = regression coefficient; confounding factors outside the model).

Based on the existing phenomenon, researchers want to study it more deeply by conducting research with the title "The Influence of Lifestyle, Financial Literacy and Income on the Consumptive Behavior of UNINDRA Students". The focus of the problem in this research is the transaction motives of students majoring in Economic Education, Faculty of Education and

Social Sciences in spending on necessities and fashion products as well as strategies for allocating money.

RESULT AND DISCUSSION

Tabel 1 Uji T

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	10,307	3,455	2,983	,005
	X1	,745	,162	,582	4,587
	X2	-,769	,189	-,618	-4,069
	X3	,390	,177	,352	2,212

a. Dependent Variable: Y

Based on the values in the table above, the multiple linear regression equation will be:

$$Y = 6.301 + 0.500 X_1 + 0.306 X_2 + 0.284 X_3 + 0.481$$

Testing the first hypothesis, the influence of lifestyle (X₁) on consumer behavior (Y). To analyze this hypothesis, the author uses the t test. The t test is used to determine whether lifestyle has a significant individual (partial) effect on consumer behavior or not. At the level $\alpha = 0.05$ the t value for $n = 40 - 3 = 37$ is 2.012. Meanwhile, the tcount value is 4,587. Thus, tcount is greater than ttable $4.587 > 2.012$ and the significant value of lifestyle is $0.001 < 0.05$, meaning that H₀ is rejected and H_a is accepted.

Based on the research hypothesis testing carried out, lifestyle has a positive and significant effect on student consumptive behavior. It can be concluded that the more luxurious and hedonistic a student's lifestyle, the more their consumptive behavior will increase. On the other hand, if the luxurious attitude and hedonistic lifestyle of students decreases, it will reduce the level of consumer behavior of students majoring in Economic Education, Faculty of Education and Social Sciences, Indraprasta University PGRI.

This is in accordance with expert opinion (Kotler, 2022) in a study. Lifestyle is a person's lifestyle in the world which is expressed in their activities, interests and opinions (Susanto, 2023). This means that in general a person's lifestyle can be seen from the routine activities they do, what they think about everything around them and how much they care about it and also what they think about themselves and the outside world.

Testing the second hypothesis, the influence of financial literacy (X₂) on consumer behavior (Y). Testing this hypothesis uses the t test, namely to find out whether financial literacy has a significant individual (partial) effect on consumer behavior or not. At the level $\alpha = 0.05$ the t value for $n = 40 - 3 = 37$ is 2.012. Judging from tcount, the value is -4.069 Sign (-) on ttable. The economic literacy variable means that economic literacy has a negative effect (in the opposite direction) on consumer behavior. Therefore, tcount is smaller than ttable $-4.069 < 1.984$ and the significant value of product quality is $0.001 < 0.05$, meaning that H₀ is rejected and H_a is accepted.

Based on the hypothesis testing above, it can be concluded that financial literacy has a negative and significant effect on the consumptive behavior of students majoring in Economic Education, Faculty of Education and Social Sciences, Indraprasta University, PGRI. This can be explained that the higher the student's ability in terms of economic literacy, the lower the student's consumptive behavior. in consumption activities. And conversely, if students' economic literacy is low, the level of student consumptive behavior will also increase.

This is in line with research that assesses financial literacy and lifestyle on student consumptive behavior (Kanserina, 2019). The results of the research are that financial literacy has a negative and significant effect on students' consumptive behavior because these students already understand the science of financial literacy, so they will think rationally to behave consumptively.

Testing the third hypothesis, the influence of income (X_3) on consumer behavior (Y). Testing this hypothesis still uses the t test, namely to find out whether income has a significant individual (partial) effect on consumer behavior or not. At the level $\alpha = 0.05$ the t value for $n = 40 - 3 = 37$ is 2.012. Judging from tcount, the value is 2,212. Therefore, tcount is greater than ttable $2.212 > 1.984$ and the significant value of product quality is $0.033 < 0.05$, meaning that H_0 is rejected and H_a is accepted.

Based on the research hypothesis testing carried out, income has a positive and significant effect on student consumptive behavior. It can be concluded that the higher a student's income, the higher the student's consumptive behavior. Vice versa, if a student's income is low then the consumer behavior of students majoring in Economic Education, Faculty of Education and Social Sciences, Indraprasta University PGRI.

The results obtained are in line with what was said by (Sukirno, 2023) that household income determines consumptive behavior in the smallest unit or in the entire economy. The results obtained are also in line with what Godam said in (Sutanti, 2016), that the higher the income, generally the expenditure on consumptive behavior can increase. In this way, it can be concluded that the level of income can be determined from how much one spends, buys and exchanges needs and desires using the money earned or generated by students majoring in Economic Education, Faculty of Education and Social Sciences, Indraprasta University PGRI.

Tabel 2 Uji F

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	201,581	3	67,194	12,948	<,001 ^b
	Residual	186,819	36	5,189		
	Total	388,400	39			

a. Dependent Variable: Y

b. Predictors: (Constant), X_3 , X_1 , X_2

Testing the fourth hypothesis, to analyze this hypothesis, the author uses the f test. The f test is used to determine whether lifestyle, financial literacy and income have a significant effect together (simultaneously) or not on consumer behavior. From the results of simultaneous hypothesis testing, it was concluded that the influence of lifestyle, financial literacy and income had a significant effect on students' consumptive behavior. This means that these three independent variables greatly influence the consumer behavior of students majoring in Economic Education, Faculty of Education and Social Sciences, Indraprasta University PGRI.

It cannot be denied that researchers see that the lifestyle of students majoring in Economics Education tends to be more hedonistic and quite luxurious, this is evident from those who follow the models or style trends of today's young people who are influenced by social media such as Instagram, Facebook and other social media. However, with the financial literacy variable, students majoring in management also understand that by managing their finances well, they will also be free from wasteful behavior and can save more to avoid consumptive behavior. The high needs of a student are also closely related to the level of income, which can be seen from the student's obligations, including tuition fees, buying textbooks and examination bills that must be paid to support aspects of the education that is being undertaken. Therefore,

the higher a person's income level, the easier it will be to meet their needs and they will tend to be more responsible for the income they manage.

Tabel 3 Koefisien determinasi

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.720 ^a	.519	.479	2,278

a. Predictors: (Constant), X3, X1, X2

From the determination results obtained, it was concluded that income, lifestyle and gender together had a significant effect on the consumptive behavior of students majoring in Economic Education. Apart from that, from the calculation results, the coefficient of determination (R^2) value was 0.519 or 51.9%. This value shows that 51.9% of consumer behavior is influenced by lifestyle, financial literacy and income. Meanwhile, the remaining 48.1% was influenced by other independent variables that were not studied. Apart from the three independent variables in this research, it is known that there are many other factors that can influence consumer behavior, especially students, for example thrift attitudes, economic conditions, future estimates, and predictions of price changes. The results obtained are also in line with previous research conducted by (Resi Karoma, 2023), that simultaneously age, GPA, scholarship, major, and gender have a significant effect on the consumptive behavior of students who board in Makassar City.

CONCLUSION

Based on the results of the research and discussion, the following conclusions can be drawn; Lifestyle has a positive and significant effect on students' consumptive nature. This is shown by the X_1 Ho coefficient value being accepted, namely a significant level of $0.001 < 0.05$. H_1 is accepted because T count is $4.587 > 2.012$. So H_0 is accepted and H_1 is accepted. These results can be concluded that if the student's lifestyle is high then the consumption level of Indraprasta PGRI University students will be high; Financial literacy has a negative and significant effect on students' consumption levels. So if students do not have a good and correct understanding of financial literacy, it will have a low impact on consumption levels. This is indicated by the X_2 coefficient value having a negative sign, namely with a significance level of $-4.069 < 0.05$. These results can be concluded that if students do not have the right understanding then it can reduce the consumptive nature of Indraprasta PGRI University students; Student income has a positive and significant effect on consumption levels. If student income increases, consumerism will increase. This is indicated by the positive X_3 coefficient value with a significance level of $0.033 < 0.05$. These results can be concluded that if student income increases, the consumption level of Indraprasta University students will increase; The influence variables of lifestyle, financial literacy and income have a significant effect together (simultaneously) on the consumptive behavior of Unindra students by 0.519 or 51.9%.

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