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The Effect of Financial Literacy and Peers on Consumptive Behavior in Students of the Economics Education Study Program, University of Riau

Diana Septiani[1] Almasdi Syahza[2] R. M. Riadi[3]
Economic Education Study Program, Faculty of Teacher Training and Education, Universitas Riau, Pekanbaru City, Riau Province, Indonesia[1,2,3]
Email: diana.septiani4407@student.unri.ac.id[1] almasdi.syahza@lecturer.unri.ac.id[2] rm.riadi@lecturer.unri.ac.id[3]

Abstract
The problem in this study is the low financial literacy and the high influence of peers which have an impact on the consumptive behavior of economic education students. This study aims to determine whether there is influence of financial literacy and peers on consumptive behavior in students of the economics education study program. This research was conducted at the Economics Education Study Program, with a population of 258 students and a sample of 91 respondents. The data collection instrument used was a questionnaire. The results of data analysis using multiple linear regression and hypothesis testing and concluded that financial literacy, peers, and influence on student consumptive behavior. From the results of the analysis of the significant value between financial literacy and consumptive behavior, it can be seen from the tcount 4.915 > ttable 1.987 and a significant value (0.000 <0.05). And for the significant value between peers on consumptive behavior seen from the tcount 6.744 > ttable 1.987 and significant (0.000 <0.05). Simultaneously (F test) is indicated by Fcount 26.818 > 3.10 Ftable with a significant value of 0.000 <0.05. Thus, it can be concluded that financial literacy and peers have a positive and simultaneous influence on consumptive behavior in students of the Economics Education Study Program, University of Riau.
Keywords: Financial Literacy, Peers, Consumptive Behavior

INTRODUCTION

Lalrinmawia and Gupta (2015) stated that those who most often make mistakes in making financial decisions are those who lack/do not have financial literacy. In terms of financial knowledge, it is not only about how we can manage finances, but whether we can benefit from current and future economic conditions. Suarman and Gusnardi (2019) financial knowledge is very important for every individual to have, but not only for the benefit of the individual himself but also for the benefit of the people (society).

Financial literacy is related to peers which are several people whose ages are not so far away from each other. Peer association is very influential for a person's life and that influence can be positive as well as negative. The positive influence of peer association among students, for example studying together or doing other useful social activities, but peer association among students can also have a negative influence, for example in terms of carrying out economic activities, students can tend to behave consumptively.

Humans are also referred to as social beings because they cannot live alone without the help of others. As social beings, humans have the instinct to get along with other people in a social group, namely with their peers. And hanging out with peers will usually be more unified because the vulnerable ages are not much different so that the mindset, character and even desires are almost the same too. Relationships between peers are a very important part of a person's life, especially for students, because interactions with peers can be more frequent than interactions with family and parents at home. Especially for students of the 2018-2020 Economics Education FKIP, University of Riau, the majority of whom come from outside the region and certainly spend more of their daily lives with their peers (fellow students).

According to Jahja (2015) that peer groups are the main source of reference in terms of perceptions and attitudes of adolescents related to lifestyle. Teenagers are also easily influenced by the words of sales, easily persuaded by advertising, do not think economically or thrifty, and are easily persuaded or implicit. This indicates that teenagers who do not have financial literacy will easily behave consumptively. Dewi (2017) consumptive behavior is a consumption activity that is not based on needs but on desires and satisfaction alone. In his life, someone who behaves consumptively spends his money to buy the goods and services he wants without regard to the needs that should be met first. If a person's needs are not met, it will interfere with the survival of that person.

Sofia and Evawani (2017) Consumptive behavior is the act of a person buying an item without reasonable consideration where a person purchases goods not based on the factor of need. Consumptive behavior is a human tendency to consume without limit, buy something excessive or unplanned (Chita et al, 2015) unplanned purchase of goods or services caused by not making a budget based on priority scale. Lusardi and Mitchell (2014) stated that if someone who has financial knowledge tends to use his income to save and a little to meet consumptive needs, and can be used in the future when there is a decrease in income, then it can be said that someone with good financial literacy will increase financial security and reduce financial problems in the future.

One way that can be used to reduce the negative impact of consumptive behavior is to have good financial knowledge or what is known as financial literacy. Financial literacy is reflected in students' economic behavior. In this case through the process of understanding financial literacy where one of the implementations of the learning process is an option that students can use to become rational consumers in making choices based on considerations. Based on the problems that the authors stated above, the authors are interested in conducting research with the title "The Influence of Financial Literacy and Peers on Consumptive Behavior in the Study Program of Economics Education Students at the University of Riau". Based on the background that the researchers have conveyed, the formulation of the problem in this study is: How does financial literacy influence consumptive behavior in students of the Economics Education Study Program, University of Riau? What is the influence of peers on the consumptive behavior of students of the Riau University Economics Study Program? How does financial literacy and peers influence consumptive behavior in students of the Economics Education Study Program at the University of Riau?

In this study, we will discuss the effect of financial literacy and peers on consumptive behavior in economic education students by conducting research by distributing questionnaires to collect the required data. After the data is collected, the researcher will describe the final results according to the data obtained. So in line with this the results of this study are there any influences or not. Thus, the purpose of this study was to determine the effect of financial literacy and peers on consumptive behavior in students of the Economics Education Study Program, University of Riau.

RESEARCH METHODS

This study uses a descriptive research method with a quantitative approach. Quantitative descriptive method is a method used to test certain theories by examining the relationship between variables. These variables are measured by data consisting of numbers that can be analyzed based on statistical procedures, namely data that can be seen from or presented in the form of numbers. This study uses a descriptive research method with a quantitative approach.

Quantitative research is a type of research whose specifications are systematic, planned, and clearly structured from the start to the creation of the research design (Siyoto, Sandu and Ali Sodik, 2015). This study aims to determine how much influence financial literacy and peers have on consumptive behavior in students of the Economics Education Study Program, University of Riau. Meanwhile, the purpose of this descriptive research is to make systematic, factual and accurate descriptions of hostages or descriptions of facts and population characteristics of certain areas (Syahza, 2021). This study aims to determine how much influence financial literacy and peers have on consumptive behavior in students of the Economics Education Study Program, University of Riau.

The sampling technique in this study used a random sampling technique. The sample to be taken is 91 students. Determination of the sample using a simple random sampling technique (simple random sampling), namely the sampling of members of the population is done randomly without regard to the existing strata in the population (Sugiyono, 2014). The data used in this study used a questionnaire regarding the effect of financial literacy and peers on consumptive behavior in students of the Economics Education Study Program. The population and sample in this study were students of the Riau University Economics Education Study Program class of 2018-2020. The data in this study has 5 alternative answers, namely: Strongly Agree, Agree, Disagree, Disagree, Strongly Disagree. Questionnaire data will be processed using data analysis techniques. This research uses regression analysis with the help of SPSS to determine the effect of financial literacy and peers on consumptive behavior in Economics Education students at the University of Riau.

RESEARCH RESULTS AND DISCUSSION

Data Normality Test

The method used in the normality test in this study is the One-Sample Kolmogorov-Smimov method. It is said to be normal if the sign level value is > 0.05. Likewise, the sign level <0.05 is not normal. It is known that financial literacy and peers have normal consumptive behavior. Significance of Monte Carlo Sig. greater than 0.05, which is equal to 0.200, or Ho is accepted and the variable is normally distributed.

Multicollinearity Test

Detecting whether there is multicollinearity is by looking at VIF and Tolerance. The regression model is independent and multicollinearity if the VIF is below or <10, the tolerance value is > 0.1 (10%). The following are the results of the multicollinearity test for the regression model in this study.

Table 1. Multicollinearity Test

Variable	Tolerance	VIF	Information
(Constant)			
Financial Literacy	0.735	1.361	There is no multicollinearity
Friends of the same age	0.735	1.361	There is no multicollinearity

The table above shows that the tolerance value of each independent variable is greater than 0.1, where the tolerance value of financial literacy is 0.735 and that of peers is 0.735. while the Variance Inflation Factor (VIF) value of each independent variable is not greater than 10, where the VIF value of financial literacy is 1.361 and that of peers is 1.361. This proves that among the independent variables in this regression model there is no correlation or is free from the classical assumption of multicollinearity.

Heteroscedasticity Test

The heteroscedasticity test is usually tested using Glejser statistical analysis, namely by regressing the residual absolute value of the independent variable. The regression model is said to have no heteroscedasticity if sig. > 0.05. A good regression model is that there is no heteroscedasticity. Following are the results of the heteroscedasticity test for the regression model in this study.

Table 2. Heteroscedasticity Test

Variable	Sig.	Information
(Contant)	0.598	
Financial Literacy	0.296	There is no heteroscedasticity
Friends of the same age	0.997	There is no heteroscedasticity

The table above shows that Sig. of financial literacy is greater than 0.05, namely 0.296, and peers is 0.997 (> 0.05). So the value of sig. of each of these variables is greater than 0.05. This can prove that the regression of this study does not occur heteroscedasticity.

Multiple Linear Regression Test

This study uses multiple linear regression analysis techniques to see how the condition of the dependent variable is when using two or more independent variables. The results of the multiple linear regression analysis can be seen as illustrated.

Table 3. Multiple Linear Regression Test

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	3,882	4,163		,933	,354
	Financial Literacy	,311	,130	,231	2,395	,019
	Friends of the same age	,534	,110	,467	4,837	,000
a. Dependent Variable: Consumptive Behaviour						

The regression equation from the results of statistical calculations is obtained: Y=a+b_1 x_1+b_2 x_2. Y = 3.882 + 0.311 + 0.534. The meaning of the multiple linear regression equation is: A constant of 3,882 states that if the independent variable is zero, then the consumptive behavior variable does not change. The financial literacy variable has a coefficient of b1 = 0.311, meaning that the financial literacy variable has a positive influence on consumptive behavior of 0.311 assuming that other variables are not examined in this study. The peer variable has a coefficient of b2 = 0.534, meaning that the peer variable has a positive influence on consumptive behavior of 0.534 assuming that other variables are not examined in this study.

Determination Coefficient Test

The coefficient of determination test (R2) was conducted to find out how much the endogenous variables were simultaneously able to explain the exogenous variables. The higher the R2 value means the better the prediction model of the proposed research model. It is known that the coefficient of determination (R2) is 0.379 or 37.9%. This means that the effect of financial literacy and peers on the consumptive behavior of students of the Economics Education study program is 0.379 or 37.9%.

Hypothesis Test

T test

The t test was conducted to determine the effect of the independent variables partially having a significant effect on the dependent variable. With a significance value <0.05 or tcount> ttable, it can be stated that the independent variables simultaneously influence the dependent variable.

Table 4. X1 T Test Results Against Y

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12,866	4,168		3,087	,003
	Financial Literacy	,622	,127	,462	4,915	,000
a. Dependent Variable: Consumptive Behaviour						

Based on Table 4, namely the results of the t (partial) test indicate that the sig. the effect of financial literacy (X1) on consumptive behavior (Y) is 0.000 <0.05 and the tcount is 4.915 > the ttable is 1.987, so there is a significant effect of financial literacy on consumptive behavior.

Table 5. X2 T Test Results Against Y

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	9,370	3,566		2,627	,010
	Friends of the same age	,664	,098	,582	6,744	,000
a. Dependent Variable: Consumptive Behaviour						

Based on Table 5, the results of the t (partial) test show that the sig. peers (X2) on consumptive behavior (Y) is 0.000 <0.05 and the tcount is 6.744 > the ttable value is 1.987, so there is a significant influence of peers on consumptive behavior.

F Test

The F test was conducted to determine the effect of the independent variables simultaneously having a significant effect on the dependent variable. With a significance value of <0.05 or Fcount > Ftable, it can be stated that the independent variables simultaneously influence the dependent variable.

Table 6. F Test Results

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1309,434	2	654,717	26,818	,000[b]
	Residual	2148,412	88	24,414		
	Total	3457,846	90			
a. Dependent Variable: Consumptive Behaviour						
b. Predictors: (Constant), Friends of the same age, Financial Literacy						

Based on Table 6 it is known that the sig. for the effect of financial literacy (X1) and peers (X2) on consumptive behavior (Y) is 0.000 <0.05 and the Fcount test value is 26,818 > 3.10 Ftable. This can prove that financial literacy and peers simultaneously have a positive and significant influence on consumptive behavior.

Discussion

This study aims to determine the effect of financial literacy and peers on consumptive behavior in students of the Economics Education study program. And from the data obtained with a population of 258 students and a sample of 91 people as respondents. In this study, data were obtained from the independent variable or X1 variable (financial literacy) which was said to be valid and from the independent variable or X2 variable (peers) which was said to be valid for the dependent variable or Y variable (consumptive behavior). This is said to be valid which has been carried out using the SPSS 25.0 measuring tool.

The results that have been tested from each respondent's data have been collected, so that each respondent is declared 91 normally distributed so that it is feasible to be tested further with the classical assumption test. This can be proven by the results of the data normality test which was carried out using the Kolmogorov-Smirnov technique with a significant level of 5% (0.05). The data will be declared normally distributed if the significance is greater than 0.05. From the results of this test it was found that the residual unstandardized value was 0.200. Thus the test results are declared to be normally distributed because it has an unstandardized residual value > 0.05. Furthermore, there are three results of hypothesis testing, namely multiple linear regression test, R2 coefficient of determination test, t test and F test. The coefficient of determination aims to find out how much the independent variable (X1) and (X2) contribute to the dependent variable (Y). The result of the coefficient of determination (R2) is 0.379 or 37.9%. This means that the effect of the independent variables (financial literacy and peers) on the dependent variable (consumptive behavior) of Economics Education study program students is 0.379 or 37.9%. This gives the assumption that the effect of the independent variables (X1 and X2) on the dependent variable (Y) is 37.9% while the remaining 62.1% is influenced by external factors from this study.

The results of the hypothesis test, namely the t test, concluded that the sig. the effect of financial literacy (X1) on consumptive behavior (Y) is 0.000 <0.05 and the tcount is 4.915 > the ttable is 1.987, so there is a significant effect of financial literacy on consumptive behavior. And the results of the t (partial) test show that the sig. peers (X2) on consumptive behavior (Y) is 0.000 <0.05 and the thtung value is 6.744 > ttable value 1.987, so there is a significant influence of peers on consumptive behavior. The results of the F test concluded that the sig. for the effect of financial literacy (X1) and peers (X2) on consumptive behavior (Y) is 0.000 <0.05 and the Fcount test value is 26,818 > 3.10 Ftable. Thus financial literacy and peers simultaneously have a positive and significant influence on consumptive behavior. Ha is rejected and Ho is accepted, in other words, there is an influence between financial literacy and peers on consumptive behavior in students of the Economics Education study program. Financial literacy and peers jointly have a significant effect on the consumptive behavior of students of the Economics Education study program at the University of Riau.

CONCLUSION

Based on the results of the research conducted, it can be concluded that the influence of financial literacy and peers on consumptive behavior in students of the Economics Education Study Program at the University of Riau, as a whole it can be seen that there is a positive influence. Financial literacy and peers have a positive effect on consumptive behavior among students of the Economics Education study program at the University of Riau. This means that the higher the influence of financial literacy and peers, the higher the consumptive behavior.

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