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Role of moderate financial literacy as the influence of lifestyle on consumption behavior in senior high school students

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ABSTRACT

This study aims to determine how moderation of financial literacy affects lifestyle on consumptive behavior in high school students in the Special Region of Yogyakarta. This research was conducted with a quantitative technical approach through causal associative research. Collecting data using a questionnaire questionnaire distributed in 3 high schools in the city of Yogyakarta. The research subjects were high school students consisting of 115 respondents. The results of the study show that there are problems with students' shopping behavior that leads to a consumptive lifestyle and financial literacy variables as a moderator in this study. with simple linear regression data analysis method and Moderated Regression Analysis (MRA) test. The results of the partial calculation show that the T-count has a number that is greater than the T-table with a T-count of 5.935 and a T-table of 1.981 with a tig sig of 0.000 <0.05 and a regression coefficient of 0.357, which means that lifestyle has a significant influence on consumptive behavior of class XI students of SMA Yogyakarta. The results of calculations using multiple linear regression analysis obtained that tcount is greater than ttable 5,640>1,960 with a sig value. 0.004 <0.05 so that it can be said that the financial literacy variable strengthens the lifestyle variable on the consumptive behavior of the eleventh grade students of SMA Yogyakarta.

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Introduction

Activities will certainly not be separated from human life, driven by developments and technology that is changing towards modernization in this 21st century era which allows consumers to buy something easily so that it is more directed towards behavior (Permarupan et al., 2013). consumptive, this is due to the fact that human needs are not limited which in essence the needs of human fulfillment are increasingly diverse and always feel dissatisfied with something. Consumptive behavior is often associated with a tendency to overspend as humans are willing to sacrifice various things in order to have something they want. According to Kanserina et al. (2015) activities that use goods or services with the aim that their life needs can be fulfilled are called consumption. In addition, according to Meiranti (Romadloniyah & Setiaji, 2020) in fact, gender has a large enough influence on people's lifestyles with women tending to buy goods not based on needs compared to men. One of the factors that come from within that can influence consumptive behavior is lifestyle (Simamora, 2007 in Wirapraja et al., 2021). Kapantouw & Mandey (2015) reveal that lifestyle is influenced by the surrounding environment, a person will follow the lifestyle in his group to make it look the same. A

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person's lifestyle can show his daily lifestyle and then consider how his activities, tastes and identity are in buying a product. The research conducted by

Kanserina (2015) concluded that lifestyle has a positive effect on consumptive behavior. Another study conducted by Haryono (2014) the results of this study indicate that there is a relationship between lifestyle and conformity with consumptive behavior in students of SMA Negeri 5 Samarinda. From the results of the initial observation questionnaire, the three high schools located in Yogyakarta, namely SMA Muhammadiyah 2, SMA Bopkri 2 and SMA Negeri 1 Godean related to consumptive behavior were still relatively high with a total of 20 respondents as follows:

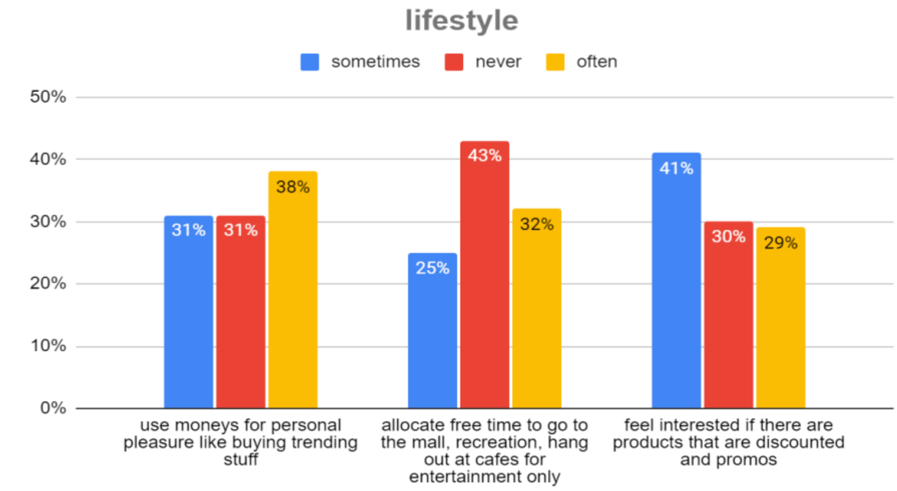

Figure 1. Lifestyle

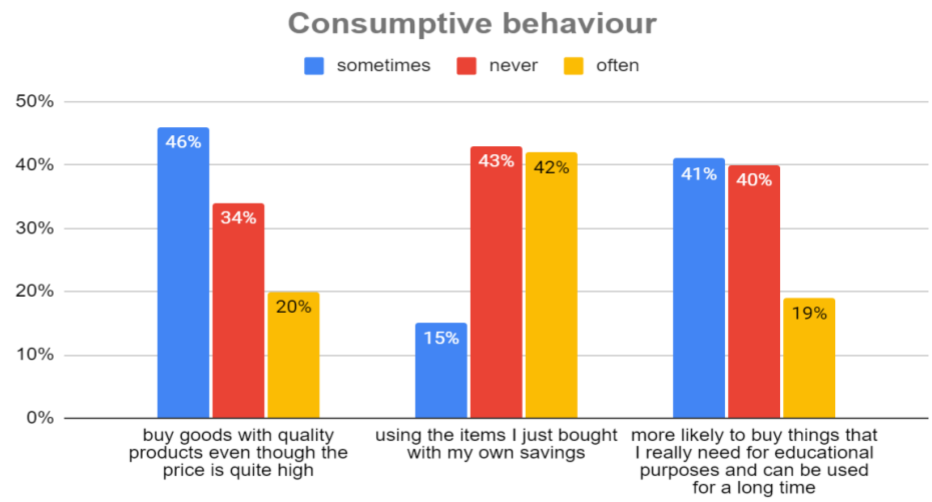

Figure 2. Consumtive Behaviour Class XI IPS Student. 2020

This is supported by the results of interviews conducted with 10 students where they often shop for clothing products within a month as much as three to four times shopping, besides that some students still use the pocket money given by their parents not for educational purposes but for pleasure. like spending the time they spend buying make-up products, going to the mall, shopping online, going to entertainment places for healing (healing). However, it is undeniable that a person's lifestyle shows how the pattern of life of the person concerned is reflected in his activities, interests and opinions, including among students. If the concept of lifestyle is used by a person well, it can help to understand the changing consumption values and how these values influence consumer behavior. From an economic perspective, lifestyle is seen from the way a person allocates his income and how his consumption pattern is (Saleem & Ali, 2019). An individual who has consumptive behavior will do everything possible to follow a trending lifestyle (Paramitalaksmi et al., 2022). Seeing the various symptoms of consumptive behavior that occur in students based on the results of the initial survey, lifestyle is a factor that influences consumptive behavior in this study (Enrico et al., 2014; Haruna, 2021; Krishnan, 2011).

Knowledge of finance (financial literacy) which is associated with internal learning outcomes (Delgadillo, 2014; Harli et al., 2015; Hussain et al., 2018). Sipua (Romadloniyah & Setiaji, 2020) learning can be interpreted as individual knowledge to understand a knowledge related to finance. financial literacy should have been taught by parents, schools and the surrounding environment either directly or indirectly, such as learning to save, reduce snacks, and so on. In essence, economic education is educating students to be wise in using limited resources to meet their needs. This is in line with the national curriculum for economics subjects applied at the high school level, if it is associated with consumptive consumer behavior, education should produce characteristics of each individual who are selective in managing finances such as for consumption needs, in this case including teenagers who are students SMA with the assumption that they have better knowledge of finance than other teenagers. Based on the background described, the authors are interested in conducting research on "The Moderating Role of Financial Literacy as the Effect of Lifestyle on High School Students".

Method

The research approach uses a quantitative approach through causal associative with the application of SPSS 25. The data obtained from the results of respondents' responses to the questionnaire. Yogyakarta high school students consisting of 3 Muhammadiyah 2 high school, Bopkri 2 Yogyakarta high school and Godean 1 high school were used as research subjects as many as 115 students. Sampling using Random Sampling. Data were obtained from observations and questionnaires distributed by 3 schools located in the Special Region of Yogyakarta. The variables used consist of independent variables, namely lifestyle and the dependent variable is represented by consumptive behavior and the moderating variable is financial literacy.

Results and Discussions

Research results are based on the responses to statements of respondents who are students at SMA Yogyakarta which consists of 3 schools as samples taken in this study as many as 115 respondents.

Results Of Analysis Pre-Requirements
Validity Test

Table 1. Results Instrument Validity Test

Total.statement item X1.1-X1.10	Pearson Correlation	.600**	.652**	.724**	.531**	.528**	.634**	.587**		.555**	.416**	.602**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	
	N	115	115	115	115	115	115	115		115	115	115	115
Total.statement item Y1.1-Y1.10	Pearson Correlation	.318**	.465**	.247**	.429**	.448**	.414**		.352**	.381**	.533**	.393**	1
	Sig. (2-tailed)	.001	.000	.008	.000	.000	.000		.000	.000	.000	.000	
	N	115	115	115	115	115	115		115	115	115	115	115
Total.statement item M1.1-M1.10	Pearson Correlation	.370**	.506**	.526**	.318**	.297**	.281**		.487**	.554**	.602**	.487**	1
	Sig. (2-tailed)	.000	.000	.000	.001	.001	.002		.000	.000	.000	.000	
	N	115	115	115	115	115	115		115	115	115	115	115

Validity is a measure that shows whether a variable has the validity of an instrument to be measured. The validity test method used is the product moment correlation method by collaborating between each question item. Using the significance value (p-value) for the significance value of 3 variables X, Y, M is declared valid if the significance value < 0.005 then it can be said to be valid, from the output of the validity test, each of which is obtained from 10 statement items for the lifestyle variable (x), financial literacy (m) and consumptive behavior (Y), the significance value of 0.000 < 0.005 is thus declared valid.

Reliability Test

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Testing the reliability of the measuring instrument in this study used the Cronbach Alpha formula. This formula is used when a reliability coefficient reflects how well the items in a series are positively related to one another. Based on the results of the reliability test on each variable, it can be concluded that all variables are reliable because the value of Cronbach's alpha > 0.60.

Table 2. Instrument Reliability Test Results

Variable	Cronbach's Alpha	Kriteria	Conclusion
Lifestyle (X)	0,745	0,6	Reliabel
Financial literacy (M)	0,681	0,6	Reliabel
Consumptive behaviour (Y)	0,647	0,6	Reliabel

Normality Test
The results of the data normality test indicate whether each observation variable in this study is normally distributed or not, with the Kolmogorov Smirnov and Shapiro Wilk tests.

Table 2. Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Lifestyle	.124	115	.000	.982	115	.114
Financial Literacy	.084	115	.047	.984	115	.204
Consumptive Behavior	.076	115	.113	.984	115	.208

a. Lilliefors Significance Correction

If the significance value is > 0.005 then the data is normally distributed, so for variables X, Y and M, the level of Shapiro Wilk tested shows a significance level of more than 0.005 or 0.114 > 0.005 (lifestyle X1), and 0.204 > 0.005 (financial literacy M) and 0.208 > 0.005 (consumptive behavior) thus the variable is declared to be normally distributed

Homogeneity Test

Table 3. Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Lifestyle	1.529	13	96	.121
Financial Literacy	1.625	13	96	.091
Consumptive Behavior	1.005	14	97	.455

The basis for decision making is based on the value of sig < 0.05, so the group types are not the same or not homogeneous. Vice versa. So from the results of the calculation of the significance value of the lifestyle variable 0.121 > 0.05 the variance of the group is homogeneous.

Test Linearity
The linearity test was carried out to determine whether the variables selected in this study had a linear relationship or not.

Table 4. Consumptive behavior*lifestyle

			Sum of Squares	df	Mean Square	F	Sig.
Consumtive behaviour* lifestyle	Between Groups	(Combined)	586.332	23	25.493	2.270	.003
		Linearity	384.015	1	384.015	34.191	.000
		Deviation from Linearity	202.317	22	9.196	.819	.695
	Within Groups		1022.051	91	11.231		
	Total		1608.383	114			

Table 5. Consumptive behavior*lifestyle*financial literacy

			Sum of Squares	df	Mean Square	F	Sig.
Consumtive behaviour* lifestyle * Financial Literacy	Between Groups	(Combined)	229.500	17	13.500	.950	.520
		Linearity	75.996	1	75.996	5.346	.023
		Deviation from Linearity	153.504	16	9.594	.675	.812
	Within Groups		1378.883	97	14.215		
	Total		1608.383	114			

Table 6. Test Results Recapitulation of Linearity

Variabel	*Deviation from Linearity*	batas	Keterangan
lifestyle * Financial Literacy	0,695	0,05	Linier
XM* Consumtive behaviour	0,812	0,05	Linier

Based on Table 3 the results of the recapitulation of the linearity test show that between each independent variable used in the study has a probability value greater than 0.05, thus the variables proposed in this study have a linear relationship with the dependent variable. used.

Autocorrelation

Test to test in the linear regression model whether or not there is a correlation between the confounding error in period t and the confounding error in period t-1 or the previous period. The autocorrelation test in this study used the Durbin Watson test. Based on Table 6 above, Durbin Watson's value of 1.348 is in the range of comparative calculation figures of 1.55 - 2.46, so it can be concluded that there is no autocorrelation.

Table 7. Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.506[a]	.256	.242	3.269	1.348

a. Predictors: (Constant), Financial Literacy, lifestye
b. Dependent Variable: consumptive behaviour

Multicollinearity test

To determine the presence or absence of multicollinearity, it can be seen from the Variance Inflammation Factor (VIF) and tolerance (α) values, provided that if the tolerance value is 0.10 or equal to the VIF value 10.

Table 8. Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	17.614	2.739		6.432	.000		
	lifestyle	.339	.061	.464	5.600	.000	.966	1.035
	Financial Literacy	.128	.080	.132	1.596	.113	.966	1.035

a. Dependent Variable: Perilaku Konsumtif

Based on the table above, it can be It is known that the tolerance value is 0.966 > 0.10 or the VIF value is 1.035 < 10, so there is no multicollinearity.

Heteroscedastic test

Table 9. Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	6.406	1.533		4.179	.000
	Lifestyle	-.057	.034	-.157	-1.678	.096
	Financial Literacy	-.073	.045	-.151	-1.613	.110

a. Dependent Variable: RES2

Based on Table 8, it can be seen that the probability value or significance number is greater than = 0.05, thus the variables proposed in the study do not occur heteroscedasticity.

Hypothesis Analysis
Results of Linear Regression

Table 10. Linear Regression

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	21.165	1.607		13.170	.000
	lifestyle	.357	.060	.489	5.953	.000

a. Dependent Variable: consumptive behaviour

Table 11. Linear Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.489[a]	.239	.232	3.292

a. Predictors: (Constant), lifestyle

The regression equation obtained:
Y = 21.165 + 0.357X
With a significance value of 0.000 < 0.05, this indicates that lifestyle has an effect on consumptive behavior. The results of regression analysis 1 show that the t count of lifestyle variables is 5.953 > t table 1.981 with a sig level of 0.000 <0.05 and a regression coefficient of 0.357, this means that lifestyle has a positive and significant influence on consumptive behavior.

Regression Model II

Table 12. Regression Model II Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.507[a]	.257	.263	3.267

a. Predictors: (Constant), financial literacy* gaya hidup

The adjusted R square figure shows the coefficient of determination or the role of the variance of the independent variable in the dependent variable relationship, it can be seen that the increase in the value of the adjust r square from regression model 1 to regression model II is 3.1% (adjust r square regression model 1 is 23.2%) with regression model II the R Square value is 26.3%, the financial literacy variable can strengthen the relationship between lifestyle and consumptive behavior and the remaining 73.7% is influenced by other variables not examined.

Table 13. Uji ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	412.727	2	206.364	19.331	.000[b]
	Residual	1195.655	112	10.675		
	Total	1608.383	114			

a. Dependent Variable: lifestyle
b. Predictors: (Constant), financial literacy, lifestyle

The results of data processing in the table. 5 above, regarding the simultaneous effect, the Fcount value is greater than the Ftable value, which is 19.331 > 1.96 with a significance level of 0.000 which means it is smaller than (0.000 < 0.05). Based on multiple linear regression analysis, it shows the magnitude of the coefficient of determination (squarer2)= 0.257, meaning that the independent variable consisting of a lifestyle moderated by financial literacy jointly affects the dependent variable, namely the consumptive behavior of Yogyakarta High School students by 25.7% while the rest by 74.33%.

Table 14. Consumptive Behaviour

Model		Coefficients[a] Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	21.685	1.626		13.334	.000
	Lifestyle	.183	.121	.251	1.511	.034
	Lifestyle*Financial literacy	.105	.003	.273	5.640	.004

a. Dependent Variable: consumptive behaviour

Equation obtained:
Y = 21.685 + 0.183 (x) + 0.105 (x*m)
Regressiont count is greater than ttable, namely 5,640 > 1,960. As for the constant number (a) of 21.685 and the value of the regression coefficient (b) of 0.105, it can be concluded that this means that the Financial Literacy can strengthen the influence of lifestyle on the consumptive behavior of class XI students of SMA Yogyakarta.

There is a positive and significant influence of lifestyle variables on the consumptive behavior of class XI students of SMA Yogyakarta.
In this study, students' lifestyles have a more prominent value which proves positive from the results of linear regression calculations on students' consumptive behavior in 3 schools located in the city of Yogyakarta. Moving on from the opinion of Enrico et al. (2014) lifestyle and purchasing power, economy, prestige and satisfaction affect the tendency of a person's consumptive behavior. The phenomenon of consumptive behavior for the younger generation can be said to be everything that is instantaneous, does not appreciate a process before a certain achievement occurs and is also not accompanied by good financial planning, it will trigger consumptive behavior that can harm oneself in the future (Pulungan & Febriaty, 2018). As for another opinion, Al Mamum, et al (2014) explain that the personality of students with an excessive lifestyle has the most significant effect on students' consumptive behavior, so that it has a relationship with a person's economic condition. The results of this study were then reinforced by similar research results from Lodeng (2018) explaining that individuals who have a hedonic lifestyle will always prioritize those that are not the most important needs in their lives, resulting in consumptive behavior that encourages them to shop without thinking. Consumptive behavior that occurs in class XI SMA Yogyakarta is based on a high lifestyle.

The Role Financial Literacy in Moderating the Effect of Lifestyle on Consumptive Behavior of Class XI Students at SMA Yogyakarta
The results of this study are supported by Pratiwi & Susanti (2022) that financial literacy has a positive effect on consumptive behavior. The phenomenon of consumptive behavior for the younger generation can be said everything that is instant, does not appreciate a process before the occurrence of a certain achievement and also not accompanied by planning good finances will trigger shopaholic behavior which can harm yourself in the future (Pulungan & Febriaty, 2018). In line with Chendy Dewianty research (2020) When students have financial literacy in the high category, students should not behave consumptively or have low consumptive behavior, but with the fact that there are students who on average have financial literacy in the high category, student consumptive behavior is still high. This knowledge can be used to manage finances, the higher the financial literacy, the lower the consumptive behavior. On the other hand, the lower the financial literacy, the higher the consumptive behavior.

Conclusions

Based on the results of regression data analysis II in the test results of multiple linear regression analysis show: (1) The partial effect shows that lifestyle has an effect on consumptive behavior with a significance value of 0.000 < 0.05 and t count of lifestyle variables is 5.953 > t table 1.981 with a sig level of 0.000 < 0.05 has an effect and the regression coefficient is 0.357, this means that lifestyle has a positive and significant influence on consumptive behavior. (2) The results of the linear regression analysis II show that there is a significance value of (0.004 < 0.05) in other words, tcount is greater than ttable, namely 5,640 > 1.960. As for the constant number (a) of 21.685 and the value of the regression coefficient (b) of 0.105, it can be concluded that this means that the Financial Literacy can strengthen the influence of lifestyle on the consumptive behavior of class XI students of SMA Yogyakarta. Regarding this research, a good understanding of financial literacy that each student has will be able to suppress consumptive attitudes because students control their feelings more about an item so that the purchased item can be used according to its benefits. Not easily influenced by the surrounding environment and more rational in managing spending according to needs and limitations, especially for school needs and not following trends that provide satisfaction, the role of financial literacy can weaken the influence of lifestyle on student consumptive behavior. It is better to pay more attention and filter back according to needs that are in accordance with what is needed, especially in terms of education so that the money they use is useful such as saving for their study purposes rather than just throwing money away based on pleasure alone, and students can also control their personal spending wise not to follow the existing trend.

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