The Influence of Financial Literacy, Family Economic Education and Self Control on the Consumtif Behavior Students Sebelas Maret University Surakarta

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Article Info	Abstract
	This research aims to analyze the influence of financial literacy, family economic education and self control on the consumtif behavior students Sebelas Maret University Surakarta. This research is a quantitative descriptive study with a population of 30.219 bachelor and vocation UNS students 2021/2022. The sampling technique used in this research was proportionate random sampling which resulted in a sample of 395 respondents. Data collection is carried out through questionnaires. The data analysis used is multiple linear regression analysis with SPSS 25. The results shown from this research are financial literacy has a negative & significant effect on the consumtif behavior UNS students as evidenced by the regression coefficient of -0,487, t value (12,587) > t table (1.966) and sig. (0.000) < 0.05, family economic education has a negative & significant effect on the consumtif behavior UNS students as evidenced by the regression coefficient of -0,433, t value (9,581) > t table (1.966) and sig. (0.000) < 0.05, self control has a negative & significant effect on the consumtif behavior UNS students as evidenced by the regression coefficient of -0,495, t value (6,779) > t table (1.966) and sig. (0.000) < 0.05, financial literacy, family economic education and self control simultaneously has an effect on the consumtif behavior UNS students as evidenced by the calculated F value (123,710) > F table (2.630) and the sig value. (0.000) < 0.05.

INTRODUCTION

The era of globalization has caused a shift in consumption activities that tend to lead to consumptive behavior. During the era of globalization, all human needs have changed (Stofkova & Sukalova, 2020; Candrakanta et al., 2023). This is due to the rapid advances in technology and information that have enabled humans to obtain information about their various needs easily and without restrictions (Septiani & Santoso, 2024). As a result, humans have more and more diverse wants. Consumptive behavior is a serious threat to teenagers because everyone's consumption patterns are formed during adolescence (Fariana et al., 2021). In addition, the current generation of teenagers is very quick to accept technological changes that can also have a negative impact (Nainggolan, 2022).

Students or teenagers follow or use something that is trending because they have a desire to need to be accepted and recognized in their environment (Rahmawati & Putri, 2023). This is natural if done in moderation, but it will have a bad impact if done excessively and does not consider more important needs (Khoiriyah, 2021). Students are also more concerned withappearance than their needs as students, such as in terms of buying books (Septiansari & Handayani, 2021). Therefore, teenagers are an ideal target for marketing company products because they are easily captivated. The results of research conducted by Pohan et al., (2022) show that one of the causes of adolescents having consumptive behavior is their desire to get what they want by any means so that it has the potential to cause consumptive behavior that harms themselves or others.

The Financial Services Authority (OJK) submitted a statistical report on Fintech Lending for the November 2022 period on January 3, 2023. In the report, active borrowers in fintech lending online loans are dominated by the age range 19-34 years. The number of active loan recipient accounts at that age increased in each period, until in the November 2022 period it reached 14,706,249 borrowers.

The results of the 2022 National Survey on Financial Literacy and Inclusion (SNLIK) show that the financial literacy index of the Indonesian people is 49.68%. As for the youth category, the financial literacy index is 52.88%. The percentage of financial literacy <60% is categorized as low. In this modern era, it is very important for a student to understand the importance of managing finances appropriately. Financial literacy is closely related to financial management (Syahnaz et al., 2023). According to Mubarokah & Rita (2020), someone who does not care about their financial condition will experience losses due to wasteful and consumptive behavior. Thus, financial literacy is expected to help someone manage their finances so that they can be better off in the future.

In managing their finances, students are influenced by both formal and informal education (Thomas & Subhashree, 2020; Chuah et al., 2020). Informal education is obtained through the family by providing support in the form of financial literacy and discussing economic issues which can influence at every stage of maturation (Narmaditya & Wibowo, 2021; Rahmah et al., 2021). Families can provide informal education outside of formal education at school by teaching children in terms of economic activity, namely regarding decision making on product selection and solving economic problems in their lives (Novitasari & Septiana, 2021).

Every student has different preferences in making purchasing decisions because it is still controlled by the self-control of each consumer (Widiyanti et al., 2022). Consumptive behavior comes from within and outside students, usually with the desire to achieve enjoyment or pleasure as a goal. Based on this background description, researchers want to prove that financial literacy factors, family economic education and self-control can have a negative and significant effect on student consumptive behavior. Researchers will examine "The Effect of Financial Literacy, Family Economic Education, and Self-Control on the Consumptive Behavior of UNS Students".

METHODS

This research was conducted with a descriptive quantitative approach. Sugiyono (2021) explained that positivism-based quantitative research is used to study certain populations or samples. According to Hardani et al. (2020), quantitative research is a type of research that uses a lot of numbers from the beginning of data collection, interpretation, and presentation of the results. The population in this study were UNS strata-1 and vocational students class of 2021/2022. This research uses probability sampling technique, namely propotional random sampling. The propotional random sampling technique is used on the grounds that the number of students in each faculty at Sebelas Maret University is different. The sample taken amounted to 395 UNS students. Researchers used primary and secondary sources in data collection. Primary data in this study were obtained through questionnaires distributed to Sebelas Maret University students in the strata-1 and vocational programs in the 2021/2022 academic year. Meanwhile, secondary data used in this study are in the form of literature studies on supporting theories, previous research, data on financial literacy levels. The data collection method used in this study is using a questionnaire or questionnaire and the data analysis used is multiple linear regression analysis with SPSS 25.

RESULTS AND DISCUSSION
A. Result
1) Multiple Linear Regression Analysis

Multiple linear regression analysis aims to predict the value of the dependent or dependent variable if the value of the independent or dependent variables is known. The following are the results of multiple linear regression analysis processed using the SPSS 25 application:

Table 1. Results of multiple linear regression analysis processed

	Unstandardized Coefficients	Sig.
(Constant)	39,549	0,000
Financial Literacy (X1)	-0,487	0,000
Family Economic Education (X2)	-0,433	0,000
Self Control (X3)	-0,495	0,000

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Table 2. T-Test Results (Partial)

Variabel	t	Sig.
(Constant)	27,181	0,000
Financial Literacy (X1)	-12,587	0,000
Family Economic Education (X2)	-9,581	0,000
Self Control (X3)	-6,779	0,000

Table 3. F Test Results (Simultan)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	4643,034	3	1547,678	123,710	,000b
Residual	4904,125	392	12,511		
Total	9547,159	395			

B. Discussion

Based on the results of the multiple linear regression equation, it can be described as follows the constant value in the regression results is 39,549 which indicates that if X1, X2 and X3 have a value of 0, then the Y variable will be 39,549. This shows that if financial literacy, family economic education and self-control have no effect on consumptive behavior, then the value of the consumptive behavior variable is 39,549. The financial literacy variable (X1) is negative -0.487. This means that if there is an increase of 1 unit in the financial literacy variable (X1), the value of the consumptive behavior variable (Y) will decrease by -0.487 with the assumption that other variables remain. The family economic education variable (X2) is negative -0.433. This means that if there is an increase in the family economic education variable by 1 unit, it will reduce the value of the consumptive behavior variable (Y) by -0.433. The value of the other variables is assumed to be constant. The coefficient value of the self-control variable (X3) is negative at -0.495. This means that if there is an increase in the self-control variable by 1 unit, it will reduce the value of the consumptive behavior variable (Y) by -0.495. The value of the other variables is assumed to be constant.

In this study, the calculated t values obtained from X1, X2 and X3 are -12.587, -9.581, -6.779 and a significance value of 0.000. Based on the test criteria, it is known that the t value> t table or -12.587, -9.581, -6.779> 1.966 which means H0 is rejected. In addition, the significance value is 0.000 <0.05, which means H0 is rejected. Therefore, it can be concluded that H0 is rejected and Ha is accepted. This shows that there is a negative and significant influence between financial literacy, family economic education and self-control on the consumptive behavior of UNS strata-1 and vocational students class of 2021/2022.

In this study, the calculated F value obtained was 123.710 and the significance value was 0.000. Based on the test criteria, it is known that the value of F count> F table or 123.710> 2.630 which means H0 is rejected. In addition, the significance value is 0.000 <0.05, which means H0 is rejected. Therefore, it can be concluded that H0 is rejected and Ha is accepted. This shows that there is a simultaneous influence between financial literacy, family economic education, and self-control on the achievement of consumptive behavior of UNS strata-1 and vocational students class of 2021/2022.

CONCLUSIONS AND SUGGESTIONS
A. Conclusion

Based on the results of the analysis that has already been carried out, this study offers a few important takeaways. There is a negative and significant influence between financial literacy, family economic education, and self-control on the consumptive behavior of UNS strata-1 and vocational students class of 2021/2022. This is shown in the F test, it is known that the calculated f value is greater than the f table or 123.710> 2.630 and the significance value is 0.000 <0.05. In addition, the Adjusted R Square value is 0.482, which means that the influence of financial literacy variables, family economic education, and self-control on student consumptive behavior is 48.2%.

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B. Suggestion

For future researchers, they can expand the object of research. This research is only limited to undergraduate students and UNS vocational schools class of 2021/2022. Future researchers can expand the object by increasing the number of classes and adding other regions. In addition, this study used a quantitative approach through a questionnaire. Future researchers can take a qualitative approach with interview techniques, so that it can be known more deeply about the effects of financial literacy, family economic education, and self-control on consumptive behavior.

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