

The Effect of Financial Literacy and Online Shopping on Student Consumptive Behavior

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ABSTRACT

This study aims to determine the effect of financial literacy and online shopping on student consumptive behavior. This research method is quantitative using primary data with survey techniques using an online questionnaire tool on Google form with measurements using a Likert scale with a population of respondents in this study of 85 students of Muhammadiyah University of Palopo. The sample collection technique was carried out using the Slovin Method. The data analysis used was descriptive analysis, multiple linear regression analysis, Validity test, Reliability test, coefficient of determination, hypothesis test and F statistic test. The data analysis technique used was multiple linear regression analysis using the SPSS 25 application. The results showed that the independent variable Financial Literacy had a positive effect on Student Consumptive Behavior. This could be seen at a significant $0.002 < 0.05$, meaning that there was a positive and significant influence on Student Consumptive Behavior. And the Independent Online Shopping Variable has a positive and significant effect on Student Consumptive Behavior. This can be seen at a significant $0.000 < 0.05$ meaning that there is a positive and significant influence on student consumptive behavior.

INTRODUCTION

We can observe many changes in all aspects of modern life because of the progress of time. The Internet is one of the most prominent advancements in the field of technology and information. Today, the Internet serves as a tool for information research as well as communication (AENI, 2019). Society begins to compete in meeting their needs, even something that is not a need will be fulfilled because there is a strong desire to own or consume. If this behaviour continues, it will develop into consumptive behaviour. This behaviour pattern leads to excessive buying and fulfilling needs without any planning. This is caused by the tendency for one's desires to take precedence over needs when consuming a product. In fulfilling goods or services it is no longer based on a priority scale but based on desires and desires so that it can lead to waste. (Putri, Luthfi and Saidek, 2020).

Currently the use of the internet has become a global trend, like the trend of life in the business world. Various facilities to make it easier for users to access all types of information needed to pamper internet users with existing facilities, internet use is becoming increasingly popular among teenagers, including students. Students continue their presence in Indonesia through various environmental means. Not only digging information for learning needs, but this technological development has also changed the way students live. This situation allows students to access the internet for other needs such as online shopping (Afilla, Junaidi and Asriyani, 2020).

Convenience shopping can result in losses for consumers if they are careless and unwise with their purchases. Therefore, here comes the role of financial literacy. Low financial literacy tends to make a person less aware of the value of saving and investing, making it easier for them to succumb to the temptation to spend money on things they don't really need. Usually, when a certain object or service is provided at a good price, the temptation to purchase this item arises. The goal of the company's sales

promotion is to achieve this. By generating eye-catching appearances and activities and encouraging impulse purchases, these sales promotions will no doubt increase a company's short-term sales volume. (Winarta, Djajadikerta and Wirawan, 2019), in helping consumers make buying decisions. When faced with attractive advertisements, a person with poor financial literacy can overspend and waste money. If this pattern of behaviour continues, it will develop into consumptive behaviour. The tendency of people to continuously consume, buy excessively, or make impulse purchases is known as consumptive behaviour. This behaviour pattern leads to buying and fulfilling excessive needs without planning (Agatha, Honggo, Winarta, 2019).

Increasing financial understanding for youth is important because they face risks from financial products and services that are more complex than their parents. However, in reality, most students currently spend the money they have to fulfill their desires, such as buying branded items to keep up with the latest trends and to gain recognition from other people or their peers for the items they own (Putri, Luthfi and Saidek, 2020). This impulsive behaviour among students can be driven, for example, by their desire to imitate the lifestyle of their peers by buying high-end items or their desire to avoid being seen as out of date. In order to fulfill the environmental lifestyle, a person will be consumptive, even though this is contrary to the real needs and capabilities he has. (Afilla, Junaidi and Asriyani, 2020).

In terms of consumption, Rasulullah SAW was always careful and limited himself according to needs and did not indulge his desires or lust. However, due to the increasingly advanced development of the internet and the proliferation of online shopping sites, shopping behaviour is very close to the community, especially among students. Students are among those who are "literate" of technology and are very close to the world of the internet so that the phenomenon of online shopping is very close to them (Afilla, Junaidi and Asriyani, 2020).

Most of the students are included in the independent category. They are considered to have a high level of intelligence, as well as intelligence in thinking and planning. Most students are no longer closely supervised by their parents. They are responsible for the consequences of their own actions. Making investments and purchases is one example. Students are equipped with learning about finance. Therefore, students are expected to have a basic understanding of finance and be able to make wise financial decisions. Students are also encouraged to use good judgment when choosing what to buy so that, regardless of the current deal, they can still identify what actually fits their current needs (Winarta, Djajadikerta and Wirawan, 2019).

Based on research conducted by (Fauzia and Nurdin, 2019) The results of this study indicate that the financial literacy variable partially has a significant effect on the consumptive behaviour of students of the Bandung Islamic University Management Study Program. This indicates that the financial literacy variable can contribute to the consumptive behaviour variable. And based on research conducted by (Septiansari and Handayani, 2021) entitled "The Influence of Online Shopping on Consumptive Behaviour in Students During the Covid-19 Pandemic" This study aims to determine the effect of online shopping on the consumptive behaviour of Economics Education students of FKIP UHAMKA. The population in this study are Economics Education students of FKIP UHAMKA for the 2020/2021 Academic Year totalling 307 students with a research sample of 174 students. This study used a quantitative approach. Then the results of the information were analysed using correlation and regression analysis. The results showed that there was a significant correlation and influence between online shopping on consumptive behaviour, namely 25.8%. This means that online shopping has a positive and significant effect on consumptive behaviour among students in using shopping applications online.

RESEARCH METHOD

This study uses a quantitative method. Where this quantitative research is a type of research where the research data uses numbers, and the analysis uses statistical analysis (DIANINGSIH, 2020). This

research was conducted on the Palopo Muhammadiyah University campus which is located on Jl. Jendral sudirman km 3, Binturu, Palopo city. The time needed during the research, approximately 2 months after the Community Service Program (KKN) in 2022. The population used as research data is Muhammadiyah Palopo University students majoring in Management with a total of 575 students. This study used a population of students at Muhammadiyah University of Palopo. In determining the number of research samples using the slovin formula.

The data collection method used is the survey method. The survey method uses an online questionnaire tool on Google Form, in the form of a series of questions or written sentences sent to respondents to be answered. Questionnaires will be delivered or sent directly to Muhammadiyah Palopo University students. Questionnaires were prepared with statements and multiple answer choices. Respondents gave answers by providing the available choices so that they could measure respondents' attitudes towards the statements submitted using a Likert scale. The Likert scale according to Djaali (2008: 28) in research (Suwandi, Imansyah and Dasril, 2018) is a scale that can be used to measure attitudes, opinions, and perceptions of a person or group of people about an educational symptom or phenomenon. With a Likert scale, namely measuring attitudes by agreeing or disagreeing where points 1 (strongly disagree), 2 (disagree), 3 (Disagree), 4 (agree) and 5 (strongly disagree). In this study data management was carried out after the required data had been collected. The data management method uses the SPSS version 25 for Windows program.

The analysis used is descriptive analysis, multiple linear regression analysis, validity test, reliability test, coefficient of determination, t test (partial) and F test (simulation). The results of the description of the data analysis illustrate the Effect of Financial Literacy and Online Shopping on Student Consumptive Behavior at the Muhammadiyah University of Palopo.

RESULTS AND DISCUSSION

Based on the objectives and methods used in this study, the following is an explanation of the results of this study, namely:

Descriptive Analysis Test

This test is used to determine the minimum and maximum scores, the highest scores, rating scores and standard deviations of each variable (Harsanto et al, 2017)Following are the output results from the data that has been processed through the SPSS 25 application, namely:

Table 1. Descriptive Test Results

Descriptive Statistics					
	N	Minimum	Maximum	Means	std. Deviation
Financial Literacy	85	9	20	17.75	2.104
Online shopping	85	4	20	16.79	2,816
Consumptive behaviour	85	10	25	21.51	2,793
Valid N (listwise)	85				

Source: SPSS output 25, primary data to be processed in 2023

Based on the Descriptive Test Results above, it can be concluded that:

- a. Financial Literacy Variable (X1), from these data it can be described that the minimum value is 9 while the maximum value is 20 and the average value of Financial Literacy is 17.75. The standard division of Financial Literacy data is 2.104.

- b. Online Shopping Variable (X2), from these data it can be described that the minimum value is 4 while the maximum value is 20 and the average online shopping value is 16.79. The Strander of Online Shopping data division is 2,816.
- c. Consumptive Behavior Variable (Y), from these data it can be described that the minimum value is 10 while the maximum value is 25 and the average value of Consumptive Behavior is 21.51. The standard division of Consumptive Behavior data is 2.793.

Multiple Linear Regression Analysis

Multiple linear regression analysis is used in research to determine how much influence the independent variables have on the dependent variable (Afilla, Junaidi and Asriyani, 2020). The multiple linear regression formula used in this study is:

$$Y = a + \beta_1X_1 + \beta_2X_2$$

Table 2. Multiple Linear Regression Test Results
Coefficients^a

		Unstandardized Coefficients		Standardized Coefficients		
	Model	B	std. Error	Betas	t	Sig.
1	(Constant)	7,381	2.143		3,444	.001
	Financial Literacy	.424	.131	.319	3,242	.002
	Online shopping	.393	.098	.397	4,027	.000

a. Dependent Variable: Consumptive Behavior

Source: SPSS output 25, processed primary data, 2023

Based on the table above, a constant value of 7.381 is obtained and the coefficient value for the Financial Literacy variable is 0.424 and Online Shopping is 0.393, so the regression equation is obtained as follows:

$$Y = a + b_1X_1 + b_2X_2$$

$$Y = 7.381 + 0.424X_1 + 0.393X_2$$

Based on the regression equation above, we can conclude that:

- a. The constant value of Consumptive Behavior (Y) is 7.381 which states that if the variables X1, X2 are equal to zero, namely Financial Literacy and Online Shopping, then Consumptive Behavior is 7.381.
- b. The regression coefficient of the Financial Literacy variable (X1) is 0.424 which states that every time there is an increase in the Financial Literacy variable (X1) of 1%, the Consumptive Behavior increases by 0.424 (42.4%) or vice versa if there is a decrease in the Financial Literacy variable (X1) by 1% then consumptive behavior decreased by 0.424 (42.4%).
- c. The regression coefficient of the Online Shopping variable (X2) is 0.393 which states that every time there is an increase in the Online Shopping variable (X2) of 1%, the Consumptive Behavior increases by 0.393 (39.3%) or vice versa if there is a decrease in the Online Shopping variable (X2) by 1% then consumptive behavior decreased by 0.393 (39.3%).

It can be concluded that the variables Financial Literacy (X1) and Online Shopping (X2) influence Consumptive Behaviour (Y).

t test (Partial)

The t test is used to test the hypothesis of the effect of the independent variable partially on the dependent variable with a significant level used is 5% or $\alpha = 0.05$. The basis for decision making in research is to compare t count with tables or by looking at the probability value, namely: if t count > t table, then H0 is accepted and Ha is rejected (Afilla, Junaidi and Asriyani, 2020).

**Table 3. t test results (partial)
Coefficients^a**

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	std. Error	Betas			
1	(Constant)	7,381	2.143		3,444	.001
	Financial Literacy	.424	.131	.319	3,242	.002
	Online shopping	.393	.098	.397	4,027	.000

a. Dependent Variable: Consumptive Behaviour

Source: SPSS output 25, primary data to be processed in 2023

Based on the table above in column t and it is significant that Financial Literacy has a positive and significant effect on student Consumptive Behaviour. This can be seen in the first known hypothesis for Financial Literacy (X1) count = 3.242 > t table = 1,989 with a significant 0.002 < 0.05 meaning that there is a positive and significant influence on Student Consumptive Behaviour, then H0 is accepted.

Based on the table above in column t and it is significant that the Online Shop has a positive and significant effect on Student Consumptive Behaviour. This can be seen in the second hypothesis known for Online Shopping (X2) t count = 4.027 > t table = 1,989 with a significant 0.000 < 0.05 meaning that there is a positive and significant influence on Student Consumptive Behaviour, then H2 is accepted.

F Test (Simultaneous)

The F test is a simultaneous test of the regression coefficient. This test is conducted to determine the effect of all the independent variables contained in the model together (simultaneously) on the dependent variable (Afilla, Junaidi and Asriyani, 2020).

Table 4. F Test Results (Simultaneous)

ANOVA ^a						
Model		Sum of Squares	df	MeanSquare	F	Sig.
1	Regression	246,973	2	123,486	24,802	.000b
	residual	408,274	82	4,979		
	Total	655,247	84			

a. Dependent Variable: Consumptive Behaviour

b. Predictors: (Constant), Online Shopping, Financial Literacy

Source: SPSS output 25, primary data to be processed in 2023

Based on the output of SPSS 25, it can be concluded that the significant value is 0.000 < 0.05 and the calculated F value = 24.802 > F table = 3.107. Thus, that all the independent variables in this study simultaneously affect the dependent variable.

Effect of Financial Literacy (X1) on Consumptive Behaviour (Y)

Based on the results of data testing and data analysis carried out using SPSS 25 management, then a discussion will be carried out from the results of data analysis on how the Effect of Financial Literacy as X (Independent) with the variable Consumptive Behaviour as Y (Dependent). From the results of testing the first hypothesis (H1) using multiple linear regression, namely $Y = 7.381 + 0.424X1 + 0.393X2$ which means that the + sign indicates the direction of a unidirectional relationship, where an increase or decrease in the Financial Literacy variable (X) will result in an increase or decrease in variable Consumptive Behaviour (Y). the results of the coefficient of determination data show that Financial Literacy (X1) and Online Shopping (X2) on Consumptive Behaviour (Y) is 37.7% while 63, 3% is influenced by other variables not discussed in this study. The results of data management regarding the t test obtained t count = 3.242 > t table = 1,989 with a significant 0.002 < 0.05 meaning that there is a positive and significant influence on Student Consumptive Behaviour, then H0 is accepted.

The Effect of Online Shopping (X2) on Consumptive Behaviour (Y)

Based on the results of data testing data and data analysis carried out using SPSS 25 management, then a discussion will be carried out from the results of data analysis on how Online Shopping Influences as X (Independent) with the variable Consumptive Behaviour as Y (Dependent). From the results of testing the second hypothesis (H2) using multiple linear regression, namely $Y = 7.381 + 0.424X1 + 0.393X2$ which means that the + sign indicates the direction of a unidirectional relationship, where an increase or decrease in the Online Shopping variable (X) will result in an increase or decrease in variable Consumptive Behaviour (Y). the results of the coefficient of determination data show that Financial Literacy (X1) and Online Shopping (X2) on Consumptive Behaviour (Y) is 37.7% while 63.3% is influenced by other variables not discussed in this study.

CONCLUSION

Based on the analysis results show that Financial Literacy influences Student Consumptive Behaviour with a significant value of 0.002 < 0.05 meaning that there is a positive and significant influence on Student Consumptive Behaviour, then H0 is accepted. This shows that the higher or lower Financial Literacy can affect Student Consumptive Behaviour. Based on the results of the analysis, it shows that online shopping influences student consumptive behaviour with a significant value of 0.000 < 0.05, meaning that there is a positive and significant influence on student consumptive behaviour, so H2 is accepted. This shows that the higher or lower online shopping can affect Student Consumptive Behaviour. Simultaneously all Independent Financial Literacy (X1) and Online Shopping (X2) variables affect the Dependent variable Consumptive Behaviour (Y) with a significant value of 0.000 < 0.05.

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