

The Influence of Modernity, Lifestyle and Economic Literacy on the Consumptive Behavior of Economics Education Students at Universitas Negeri Gorontalo



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ABSTRACT: People's consumption choices no longer reflect their ability to distinguish between urgent needs and less important wants. Consumption patterns can be recognized by cues evident in an individual's purchasing habits, like acquiring items or services solely for gift-giving purposes without considering their utility, or purchasing based solely on appealing packaging that distinguishes them from similar products.

Parents entrust students with the responsibility of managing their finances, granting them the freedom to spend without constant supervision. Consequently, students may exhibit less rational spending habits, indicating a departure from prioritized consumption choices. Students, as members of society, also engage in consumption behaviors which correlates with modernity, lifestyle and economic literacy.

The purpose of this study was to determine and analyze the influence of modernity, lifestyle, economic literacy on consumptive behavior in undergraduate students of Economics Education at Universitas Negeri Gorontalo. This research uses quantitative methods with data collection techniques using questionnaires with a sample of 144 students. Data analysis using Structural Equation Models (SEM) based on Partial Least Square (PLS) using the SmartPLS version 3.0 application. The results showed that modernity has an influence on lifestyle, modernity has no influence on economic literacy, lifestyle has an influence on economic literacy, modernity has an influence on consumptive behavior, lifestyle has an influence on consumptive behavior, economic literacy has an influence on consumptive behavior, modernity, lifestyle and economic literacy have an influence on the consumptive behavior of UNG Economics Education undergraduate students.

KEYWORDS: Modernity, Lifestyle, Economic Literacy, Consumptive Behavior, SEM-PLS.

I. INTRODUCTION

The development of increasingly advanced technology makes everything easier and faster as well as spending on people's daily consumption. The consumption level of the Indonesian population according to the results of the 2022 Indonesian Central Bureau of Statistics survey, the average per capita expenditure a month for food groups is 665,757 rupiah with a fairly large comparison between urban areas and rural areas. The average monthly per capita expenditure in the non-food group is 662,025 rupiah where expenditure in urban areas is almost twice that of rural areas. In the last five years, the average monthly per capita expenditure in the food group has increased by more than two hundred thousand rupiah. On the other hand, the average per capita expenditure in the non-food group in the last six years has increased by more than one hundred thousand rupiah (BPS, 2022).

The determination of consumption undertaken by society no longer shows the capacity of a person to separate between primary and urgent needs and which desires are not important. Consumptive behavior describes personal attitudes that are no longer based on logical estimates, consumption activities are no longer aimed at meeting needs but are intended for pleasure, prestige, or just fulfilling the desire to buy solely (Septiansari & Handayani, 2021). Consumptive behavior can be identified through indicators that appear in the pattern of one's consumption activities, such as buying objects or services only targeting gifts and not caring about the benefits, buying only because attractive packaging is uniquely different from similar products in the circle, buying because of prestige in order to maintain self-existence in the friendship environment buying because of exclusivity both from form and price even though the use value of the benefits of these goods and services can be found in more affordable products (Insana & Johan, 2021).

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According to Engel in Chrisnawati and Abdullah (2011: 5) factors that influence consumptive behavior are factors that come from within and outside consumers. Factors from within include motivation, learning process and experience, personality and self-concept, economic circumstances, lifestyle, and attitudes. While external factors are cultural factors, social class factors, family factors, and reference groups.

Students who are part of the community also take part in consumptive behavior. Based on the results of research conducted by Kompas Indonesia in 2012 on the Indonesian Sociological Braindilog website on July 1, 2018, it shows that students have an interest in shopping and are more likely to behave consumptively compared to parents and high school students. Generally, students do shopping not based on needs alone, but for fun and lifestyle that leads to extravagance. Similar to society in general, the needs of students also vary. Students have been given trust and responsibility by their parents, in managing their own finances. Thus they feel free to use their money without direct supervision from parents, this causes students to often be less rational in spending their money. This shows that the selection of consumption that is carried out is no longer based on the priority scale.

Based on this, researchers looked at consumptive behavior in Economic Education students of Universitas Negeri Gorontalo. As an initial observation, researchers spread a poll on Whatsapp filled by active S1 students of Economic Education, Universitas Negeri Gorontalo, totaling 30 students. It is known that as many as 23 students' source of income comes from parental gifts and the rest from scholarships. This shows that most of them do not yet have their own income. Based on these observations, students have a tendency to consumptive behavior, this can be seen from 13 students often buy goods because of promos even though they are not needed, 10 students often buy goods because they see artists/celebrities/influencers on social media, 13 students often buy things because the items look funny compared to their functions, 4 students choose to snack / hang out and buy goods at Shopee when they have more money and 24 students always ran out of money at the end of the month.

In today's modern era, students behave more consumptively. Modernization is seen as a process of change in the way of feeling, expressing, and judging. Modernization studies are more focused on the individual, as individuals have a set of psychological characteristics such as beliefs, attitudes, and behaviors. Modernity between individuals is different, depending on the surrounding community environment. Turner in Muhammad (2013: 115) says that modern does not only refer to periods or times, but also a form of awareness of renewal. Modernity owned by a person tends to be high if the society is advanced, and vice versa modernity tends to be low if the society is not advanced (traditional). The characteristics of modernity that can have an impact on changes in people's lifestyles and consumption behavior include the presence of shopping centers, entertainment venues and other public facilities that are all practical and modern.

Rosida (2018: 223) explained that modernity is rooted in high rationality, because people think more objectively, affectively and efficiently in their activities. Modernity should be able to change a person to be more rational and full of consideration in making decisions so that every decision becomes affective and efficient. However, now that the matter of appearance and lifestyle is starting to become a serious concern, Astuti (2016: 56) explained that the more luxurious and hedonic one's lifestyle, the more one's consumption behavior will increase. The desire for luxury goods will arise if there is a change in lifestyle, so that the fulfillment of needs is no longer based on a priority scale.

The lavish lifestyle is very attractive to teenagers, where the behavior in teenagers only wants pleasure. This behavior will eventually take root in the lives of teenagers which eventually becomes like a culture. The lifestyle owned by a person is related to consumer behavior, especially in the decision to buy a product in accordance with traditional values formed in a society. It can be concluded that the higher the lifestyle owned, the higher the consumption behavior of students. The consumption patterns carried out by students can be seen from every activity carried out in spending time in life.

In addition to modernity and lifestyle, students' understanding of economic literacy plays an important role in the formation of rational attitudes, especially in economic decision making. The impact of understanding economic literacy that is not good enough, will be seen when someone experiences mistakes when making spending decisions and other things (Sina, 2012). With good economic literacy, students can process their finances smartly, where students still get money given by their parents, so students must really understand the needs that are prioritized as a student and be able to be wise in making consumption decisions.

Pandey & Bhattacharya (2012) add that economic literacy is an ability to apply basic economic concepts to make decisions about income, spending, saving and sharing money. Economic literacy can be a guide when making decisions before carrying out economic activities such as in economic activities so that later they can be rational in consuming. The basis for measuring the level of economic literacy of students is by using 20 indicators of economic literacy according to NCEE (National Council On Economic Education).

These indicators include being able to analyze changes in demand for money, being able to manage the role of entrepreneurs, being able to analyze price levels against saving tendencies, being able to allocate individual income, being able to allocate national income, being able to analyze changes in supply and demand, being able to analyze the impact of international trade policies, being able to analyze the impact of government policies on pricing, being able to explain the role of economic actors, Producers, consumers, and governments in the economy, able to explain the benefits of international trade, able to analyze the

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impact of changes in demand and supply on the price of goods, able to explain the use of limited resources, able to explain the role of capital markets in the economy, able to analyze the costs and benefits of economic transactions, able to analyze costs and benefits From decision making, able to explain the role of the government in the economy, able to explain the state budget and expenditure, able to analyze the impact of inflation, able to analyze industrial development, and able to explain the function of money. Thus, economic literacy is expected to help students to understand economic problems by considering between needs and wants, so that they are smart in making economic decisions in everyday life.

Based on the explanation above that modernity, lifestyle and economic literacy have an impact on consumptive behavior. Modernity can make us think more rationally as well as more objectively, affectively and efficiently in making decisions. With digitalization we can see the rise of expensive goods, endless fashion, and tempting advertisements and promos. If not followed a good lifestyle will be difficult for us not to behave consumptively. Economic literacy also makes us more able to take economic action rationally with the economic basics that we have learned before.

The aim of this research was to examine the impact of modernity, lifestyle, and economic literacy on the consumption habits of undergraduate students majoring in Economics Education at Universitas Negeri Gorontalo. Specifically :

- To determine and analyze the effect of modernity on lifestyle in undergraduate students of Economics Education Universitas Negeri Gorontalo.
- To determine and analyze the effect of modernity on economic literacy in undergraduate students of Economics Education Universitas Negeri Gorontalo.
- To determine and analyze the effect of lifestyle on economic literacy in undergraduate students of Economics Education Universitas Negeri Gorontalo.
- To determine and analyze the effect of modernity on consumptive behavior in undergraduate students of Economics Education Universitas Negeri Gorontalo.
- To determine and analyze the effect of lifestyle on consumptive behavior in undergraduate students of Economics Education Universitas Negeri Gorontalo.
- To determine and analyze the effect of economic literacy on consumptive behavior in undergraduate students of Economics Education, Universitas Negeri Gorontalo.
- To determine and analyze the effect of modernity, lifestyle and economic literacy on consumptive behavior in undergraduate students of Economics Education Universitas Negeri Gorontalo.

II. THEORETICAL OVERVIEW

Theory of Planned Behavior

The theory of planned behavior or commonly referred to as the Theory of Planned Behavior (TPB) is the result of the development of the Theory of Planned Action (TRA) by Icek Ajzen into the Theory of Planned Behavior (TPB) in 1985 through an article entitled "From intentions to actions: A Theory of planned behavior" (Ajzen, 1985). SDGs are intended to predict specific individual behavior.

In psychology, planned behavior theory is a theory related to the relationship between beliefs and behavior. This theory states that attitudes towards behavior, subjective norms, and perceptions of behavior control, together shape individual behavioral intentions (Manuntung, 2018). A major factor in the theory of planned behavior comes from an individual's intention to perform a particular behavior. It is assumed that intention serves to capture the motivational factors that influence behavior. So, the stronger the intention possessed, the greater the performance produced (Ajzen, 2005).

In the process of developing TRA into TPB, Ajzen (2005) added one factor that became the influence of the intention factor, namely the perception of control (perceived behavioral control). Therefore, the Theory of Planned Behavior is described with a structural diagram model as follows (Ajzen, 1991):

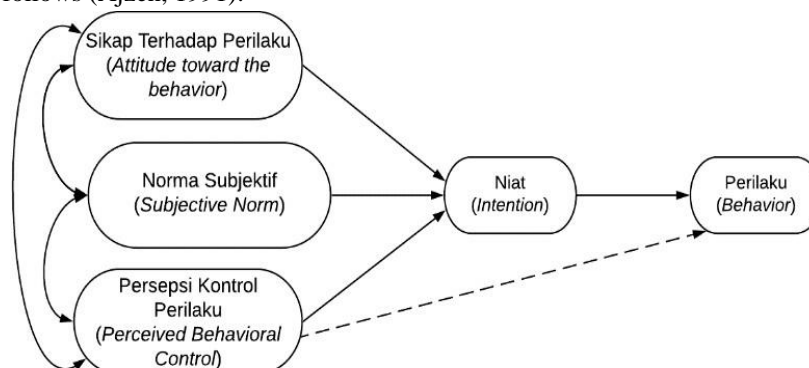


Figure 1. Theory of Planned Behaviour

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Based on the figure, there are three factors that influence independent conceptual intentions: attitudes toward behavior, subjective norms, and perceptions of behavioral control. The first factor is attitude towards behavior which refers to the extent to which the individual has good judgment or vice versa based on the behavior in question. Therefore, every individual tends to behave if he gets a good assessment of the behavior he does, so he thinks he will get a positive impact on himself and others.

Consumptive Behavior

The term consumptive often has negative connotations. This is due to the view of consuming a product that is only for the satisfaction of the desire to obtain false and temporary pleasure without taking into account the use value of the product. Consumptive society is synonymous with modern society, a society that tends to continuously consume a product, which is very rarely the consumption of the product is carried out on the basis of functional needs that are mandatory and urgent to be met. At this time consumers buy a product as an effort to fulfill social status symbols in society and also only to obtain pleasure, although basically the pleasure is only pseudo and temporary.

Consumptive itself is closely related to consumer behavior problems. According to Philip Kotler and Kevin Lane Keller (2009: 166), states that consumer behavior is the study of how individuals, groups, and organizations choose, buy, use, and how to product goods, services, ideas, or experiences to satisfy a consumer's needs and desires. Consumer buying behavior is influenced by a variety of cultural, social, and personal factors.

Sumartono (2002) states that consumptive behavior is behavior that is carried out not on the basis of rational consideration, but because of desires or desires that have reached irrational levels anymore. Consumptive behavior will be attached to a person if he buys something that is not in accordance with his needs (need) but has been on the desire factor (want).

Modernity

The term modernity is closely related to the concept of modern, which generally means advanced and developed. According to KBBI, modern is the latest, updated, attitudes, ways of thinking and acting in accordance with the demands of the times. The perspective of modernity cannot be separated from society's view of the concepts of traditional and modern.

The expressions modern, modernity, modernism, modernization (the process of modernization) are still within the same scope of understanding. Modernization can be interpreted as a social change in traditional/simple society towards modern/complex. Modernization arises along with the development and improvement of education/science and communication technology and information media in society, with increasingly sophisticated and developing technology, it is hoped that humans will be able to save energy and time to meet the needs of life in an ever-changing era.

Modernity can be interpreted as a change in thinking and behavior that is more rational, efficient, individual, and pragmatic to achieve goals that have been planned systematically. Modernity has increased people's knowledge and ability to access information, the development of information and communication technology has changed people's mindset to become more modern and dynamic, more open and creative in accepting new elements of progress.

According to Koenjaraningrat, modernity is defined as an effort to adjust to life with a world constellation based on advances in science and technology, which is not only physical material, which is more advanced than that, and is based on an advanced mental attitude, rational thinking, entrepreneurial spirit, future-oriented and so on.

It can be synthesized that modernity is defined as a person's attitude and behavior that reflects the lifestyle of modern society with high rationality accompanied by the use of information and communication technology objectively, effectively and efficiently as well as being more open and creative in accepting new elements of progress.

Lifestyle

According to (Atmoko Dwi & Bambang, 2012) said that lifestyle is broadly defined as a way of life identified by how other people spend their time (activities) seen from work, hobbies, shopping, sports, and social activities and interests consisting of food, fashion, family, recreation and also opinions consisting of themselves, social issues, business, and products. Lifestyle encompasses more than just a person's social class or personality.

According to (Liliweri, 2017) lifestyle is a pattern of money consumption that reflects a person's choice of various things and how to spend his time and money. According to (Nasrullah & Ruli, 2015) Lifestyle is broadly defined as a person's life pattern in the world which is revealed in his activities, interests and opinions. Lifestyle describes "the whole person" who interacts with his environment.

Based on the explanations according to experts, the author synthesizes that lifestyle describes more about a person's behavior, namely how they live, use their money and make use of their time.

Economic Literacy

According to the Organization for Economic Co-operation and Development or OECD (2016), economic literacy is the knowledge and understanding of economic concepts, along with the skills, motivation, and confidence to apply this knowledge

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and understanding in order to make effective financial decisions, improve the financial well being of individuals and communities, and participate in the economic field.

Economic literacy according to Bank Indonesia is basic knowledge of economic and financial principles (Economic & Financial Knowledge) and has the skills (financial skill) and confidence (financial confidence) in managing its financial resources (financial behavior) in an appropriate manner to achieve well-being.

Meanwhile, according to Mathews in Endah Murtianingsih, explaining that economic literacy is the ability of individuals to recognize and use various economic concepts and ways of thinking economically to improve and achieve a welfare.

So, it can be synthesized that economic literacy is the knowledge and skills to apply an understanding of economic concepts, skills in order to make effective decisions in a financial and economic context to improve welfare.

III. LITERATURE REVIEW

Ivo Selvia Agusti and Nining Dewanti Gultom (2019), *The Effect of Economic Literacy and Modernity on Student Consumptive Behavior*. The results of the research in this study (1) The economic literacy variable (X1) has a negative (not positive) and significant effect on student consumptive behavior as indicated by the results of the t test (partial), namely that $t_{count} < t_{table}$ ($-2.457 < 1.662$), with a significance level α ($0.016 < 0.05$). (2) The modernity variable (X2) has a negative and significant effect on the consumptive behavior of students as indicated by the results of the t test (partial), namely that $t_{count} < t_{table}$ ($-2.657 < 1.662$), with a significance level α ($0.009 < 0.05$). (3) The results of simultaneous testing (F test) that economic literacy and modernity have a negative and significant influence on student consumptive behavior are shown from the results of the F test (simultaneously), namely the value of $F_{count} > F_{table}$ or $7.024 > 3.10$ with a significant value of α $0.001 < 0.05$. (4) The results of the coefficient of determination (R²) test showed that the percentage of contribution of independent variables, namely economic literacy and modernity, to student consumptive behavior was 13.9%, while the remaining 86.1% was influenced by other factors outside this study.

Maria Ulfah, Noor Ellyawati and Ratna Fitri Astusi (2022), *Based on the results of the research that has been done, it can be concluded that the modernity and lifestyle of students in consumption behavior can be seen from how students purchase an item. Students prioritize reasoning compared to their emotional opinions, while the lifestyle of students when carrying out daily activities in meeting their needs is shown by the consumption behavior of students by adjusting their needs and desires.*

Andi Wisnu Murti, Sri Umi Mintarti Widjaja and Wening Patmi Rahayu (2022). *The influence of family economic education, lifestyle on consumption behavior through economic literacy in FEB UM students* The results of this study indicate that there is a positive and significant effect of family economic education on the economic literacy of FEB UM students class of 2020. There is a positive and significant effect of lifestyle on the economic literacy of FEB UM 2020 students.

Riska Aprilia Agustin (2021). *The Effect of Economic Literacy, Peer Conformity, and Modernity on the Consumptive Behavior of IAIN PONOROGO Students*. Based on the analysis that has been carried out, it is concluded that the results of this study are as follows: There is a significant negative influence between economic literacy on the consumptive behavior of IAIN Ponorogo students. This states that the higher the level of economic literacy of IAIN Ponorogo students, the lower the level of consumptive behavior of IAIN Ponorogo students. There is a significant positive influence between peer conformity on the consumptive behavior of IAIN Ponorogo students. This states that the higher the level of peer conformity among IAIN Ponorogo students, the more consumptive behavior of IAIN Ponorogo students will increase.

There is a significant positive influence between modernity on the consumptive behavior of IAIN Ponorogo students. This states that the higher the level of modernity in IAIN Ponorogo students, the more consumptive behavior of IAIN Ponorogo students will increase. There is a simultaneous influence between economic literacy, peer conformity, and modernity on the consumptive behavior of IAIN Ponorogo students.

Arista Elok Dwi Rangga, Agung Haryono, and Sugeng Hadi Utomo (2022). *The influence of family economic education, self-control, and individual modernity on consumptive behavior through financial literacy in bachelor students of the faculty of economics and business, State University of Malang class of 2020*. The results showed that family economic education, self-control, and individual modernity affect students' financial literacy. Economic education in the family is carried out from an early age so that children recognize, understand and manage finances. With modernity, individual students know broader management so that students can also pay more attention to their consumption behavior. The results showed that family economic education, self-control, individual modernity, and financial literacy affect students' consumptive behavior. Since childhood, students are given economic lessons in the family so that they can have good consumptive behavior and not be impulsive in buying goods because students also have an understanding of the knowledge of how to manage finances.

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A. Framework Thoughts

The framework is basically derived from several theories and concepts that are in accordance with the problems studied. The framework explains theoretically the link or flow of influence between the variables studied. The framework used in this study is as follows:

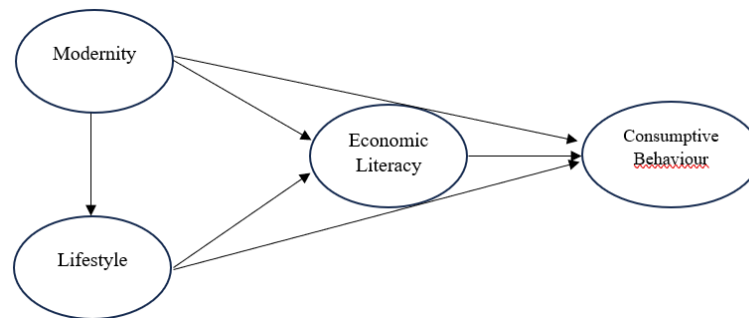


Figure 2. Framework Thoughts

B. Research Hypothesis

From this explanation, the hypothesis which is an initial guess or temporary answer which must be proven by further research, the researcher proposes the following research hypothesis:

1. H1 : There is an influence of modernity on the lifestyle of undergraduate students of Economics Education at Universitas Negeri Gorontalo.
2. H2 : There is an influence of modernity on the economic literacy of undergraduate students of Economics Education, Universitas Negeri Gorontalo.
3. H3 : There is an influence of lifestyle on the economic literacy of undergraduate students of Economics Education, Universitas Negeri Gorontalo.
4. H4 : There is an influence of modernity on the consumptive behavior of undergraduate students of Economics Education, Universitas Negeri Gorontalo.
5. H5 : There is an influence of lifestyle on the consumptive behavior of undergraduate students of Economics Education, Universitas Negeri Gorontalo.
6. H6 : There is an influence of economic literacy on the consumptive behavior of undergraduate students of Economics Education, Universitas Negeri Gorontalo.
7. H7 : There is an influence of modernity, lifestyle and economic literacy on the consumptive behavior of undergraduate students of Economics Education, Universitas Negeri Gorontalo.

III. RESEARCH METHOD

This research uses quantitative research. Quantitative methods are used to examine specific populations and samples, data collection using research instruments, statistical data analysis with the aim of testing predetermined hypotheses (Sugiyono, 2011: 8).

The purpose of this research is to determine simultaneously and partially the influence of modernity, lifestyle and economic literacy on consumptive behavior of students majoring in Economic Education at Universitas Negeri Gorontalo.

The research approach used is a causal associative approach. The causal associative is a relationship that explains the cause and effect between exogenous variables (variables that influence) and endogenous variables (variables that are influenced) according to Sugiyono (2008: 37).

A. Research Design

The research design used is a conclusive research design, which means that the research design is used to measure the influence of variables that affect each other. In this study, the effect of modernity, lifestyle, and economic literacy on consumptive behavior of students majoring in economic education at Universitas Negeri Gorontalo will be measured.

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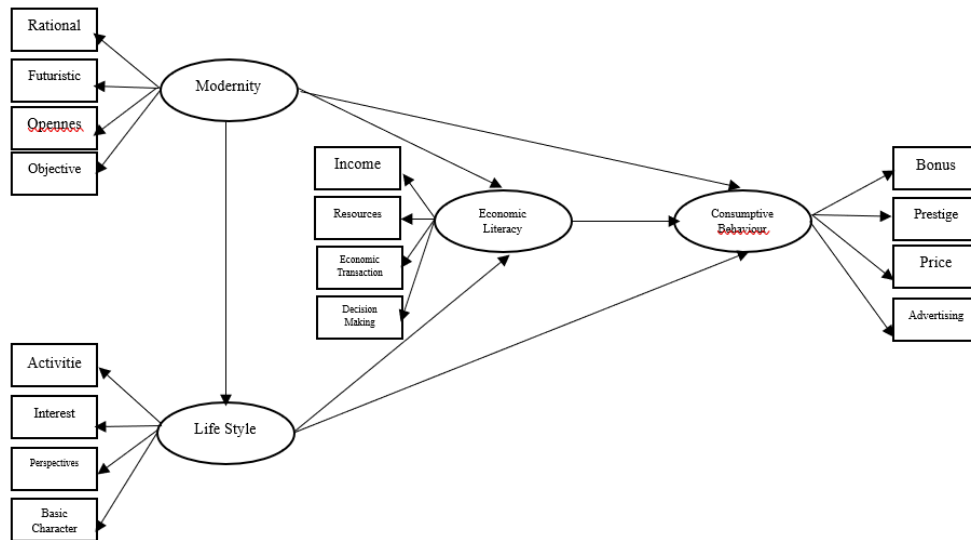


Figure 3. Research Design

B. Population and Sample

The population in this study were 719 students majoring in Economic Education at Universitas Negeri Gorontalo. From the number of students who have been calculated, the number of samples in this study are 144 consist of 4 batches namely batches 2020, 2021, 2022, and 2023.

C. Data Collection Technique

Data collection in this study is a questionnaire method with a research instrument using a Likert scale. By using a Likert scale, researchers can find out the response given by each respondent. In this study, researchers used a Likert scale made in the form of a checklist where the respondent gave a check mark (√) in the desired alternative answer column. Then each answer obtained is given a score:

Score Category :

- Strongly Agree (SS) 5
- Agree (S) 4
- Disagree (KS) 3
- Disagree (TS) 2
- Strongly Disagree (STS) 1

D. Variables and Operational Definition

Table below defines the definition of variables and the indicators of each variables.

Table 1. Operational Variable Definition

Variables	Operational Definition	Indicator	Questions Item	Sources
Consumptive Behaviour (Y)	Consumptive behavior is defined as excessive consumption behavior of a person without rationality considerations that prioritize satisfaction and pleasure alone and without paying attention to the priority scale of his needs.	1. Consumers are quickly attracted to the lure of gifts or bonuses. 2. Consumers choose products because of prestige. 3. Buying products against price considerations is not due to benefits. a. Conformity of models advertising products	1,2 3,4 5,6 7,8	Sumartono (2002)

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Modernitas (X1)	Modernity is defined as a person's attitude and behavior that reflects the lifestyle of modern society with high rationality accompanied by the use of information and communication technology objectively, effectively and efficiently and more openly and creatively in accepting new elements of progress.	Be rational 2. Futuristic Open 4. Thinking objective	9,10 11,12 13,14 15,16	Deliar Noer in Gitaroso (2016)
Lifestyle (X2)	A person's lifestyle is a person's lifestyle expressed in his activities, interests and opinions.	1. Activity 2. Interest 3. One's view of oneself and others a. Basic characters	17,18 19,20 21,22 23,24	Musfar and Hasanuddin, 2013.
Economic Literacy (X3)	Economic literacy is the knowledge and ability to apply an understanding of economic concepts, skills in order to make effective decisions in financial and economic contexts to improve welfare.	1. Can explain individual income. 2. Can explain how to maximize the use of limited resources. 3. Can analyze the costs and benefits of an economic transaction. 4. Can analyze the costs and benefits of an economic decision-making.	25,26 27,28 29,30 31,32	<i>The National Council on Economic Education (NCEE) dalam Endah Murniatiningsih.</i>

E. Data Analysis Technique

Data analysis will begin with instrument testing which consists of validity testing and data reliability testing. To test the instrument can be used on a computer against the SPSS (Statistical Product and Service Solution) application. An instrument is said to be valid if in the calculation it is known that $r_{count} > r_{table}$ against the value of the error rate $\alpha = 5\%$, otherwise if the value of $r_{count} < r_{table}$ then the instrument is said to be invalid. While the reliability test is carried out by doing the Cronbach Alpha test, if the value of a variable has an Alpha Cronbach value of more than 60% or (0.6) then the variable is said to be reliable, and vice versa if the Alpha Cronbach value is less than 60% (0.6) then the variable is not reliable.

Research conducted with Partial Least Squares (PLS) Models. In this study using data analysis methods using smart PLS software version 3.0 This Partial Least Square (PLS) test is a variant-based structural equation approach or Structural Equation Modeling (SEM). This approach is used to conduct path analysis which is widely used in behavioral studies, so PLS is a statistical technique used in models with more than one dependent variable and independent variables (Muniarti, 2013).

IV. RESULT AND DISCUSSION

Instrument Quality Testing

Instrument quality testing was carried out on 30 respondents (students) outside the research sample. The testing of the quality of the instrument (questionnaire test) is described as follows:

a. Validity Test

The validity test is used to measure whether a questionnaire is valid or not. The validity test criteria are if $r_{count} > r_{table}$ means valid. The results of testing the validity of the variables can be seen as follows:

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Table 2. Validity Testing

No.	Variabel X1		Variabel X2		Variabel X3		Variabel Y	
	r	Status	r	Status	r	Status	r	Status
1	0,430	Valid	0,640	Valid	0,417	Valid	0,395	Valid
2	0,421	Valid	0,491	Valid	0,504	Valid	0,715	Valid
3	0,367	Valid	0,702	Valid	0,706	Valid	0,586	Valid
4	0,592	Valid	0,690	Valid	0,473	Valid	0,651	Valid
5	0,524	Valid	0,701	Valid	0,749	Valid	0,757	Valid
6	0,654	Valid	0,583	Valid	0,598	Valid	0,414	Valid
7	0,497	Valid	0,629	Valid	0,371	Valid	0,528	Valid
8	0,531	Valid	0,670	Valid	0,426	Valid	0,567	Valid

Source : Data Processed, 2024

b. Reliability Test

Decision making based on Cronbach's alpha value if the alpha value exceeds or is equal to 0.6 then the variable statement is reliable and vice versa (Ghozali, 2016). The results of the reliability test for each variable can be seen as follows:

Table 3. Reliability Test

No.	Variabel	Cronbach Alpha	Standar	Status
1	Modernity	0,826	0,6	Reliable
2	Life Style	0,797	0,6	Reliable
3	Economic Literacy	0,829	0,6	Reliable
4	Consumptive Behaviour	0,761	0,6	Reliable

Source : Data Processed, 2024

SEM-PLS ANALYSIS

SEM-PLS analysis is carried out through 2 analyses, namely measurement model analysis (outer model) and structural model analysis (inner model).

A. Measurement Model Evaluation Results (Outer Model)

Data processing in this study used the Smart PLS 3.0 application. The filled data is made into 1 in a CSV (Comma Separated Values) type data tabulation. This data processing is to determine the shape of the model, loading factor, significant in each latent variable. Data processing using SEM-PLS is carried out running data repeatedly so that the validity and reliability values are met. There are 3 measurement criteria for assessing the outer model, namely Convergent Validity, Discriminant Validity, and Composite Validity.

Convergent validity with reflective indicators can be seen from the correlation between other indicators and their construct values. Indicators with a loading factor value are said to be valid / reliable if they have a correlation value above 0.7, however, for early stage research from developing a measurement scale, a loading value of 0.5 to 0.6 is considered sufficient (Chin, 1998 in Ghozali, 2014). However, if the resulting value is not > 0.5, the indicator is declared invalid and the indicator must be removed from the model so that data processing (running data) must be done again.

From the results of SEM-PLS data processing, the following modeling and data are generated :

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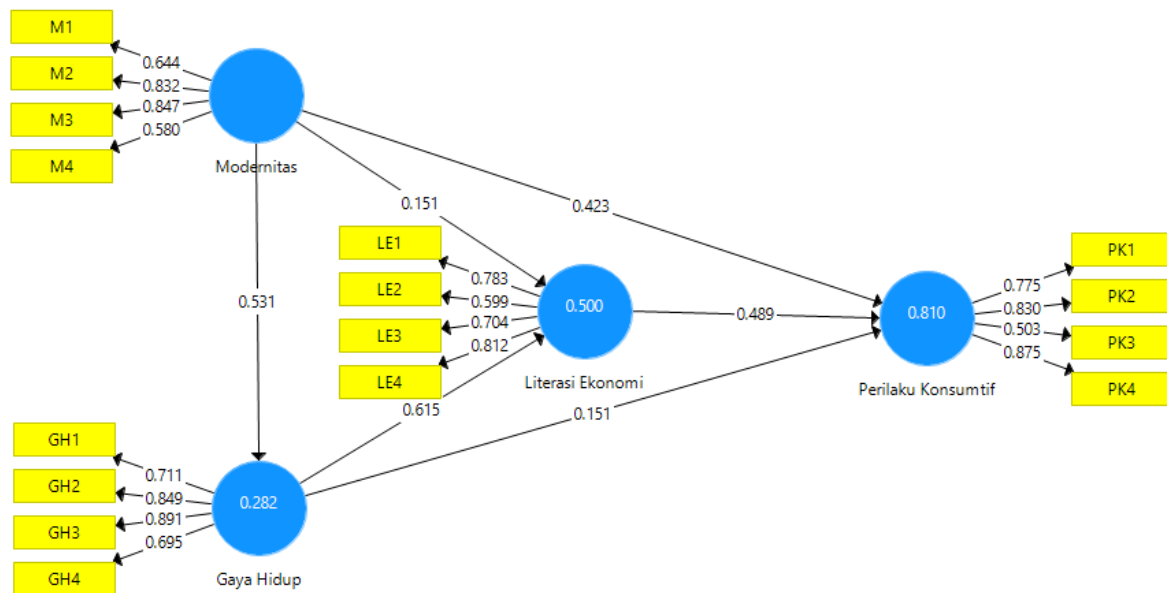


Figure 4. SEM Diagram Result
Source : Data Processed, 2024

Table 4. Outer Loading Value in SEM-PLS data processing

	Modernitas	Lifestyle	Economic Literacy	Consumptive Behaviour
M1	0,644			
M2	0,832			
M3	0,847			
M4	0,580			
GH1		0,711		
GH2		0,849		
GH3		0,891		
GH4		0,695		
LE1			0,783	
LE2			0,599	
LE3			0,704	
LE4			0,812	
PK1				0,775
PK2				0,830
PK3				0,503
PK4				0,875

From the SEM-PLS data processing results in Figure 4.1 and Table 4.10 above, it is found that all indicators are valid / have met the loading factor value > 0.5. Apart from evaluating the loading factor value, construct validity can also be assessed by looking at the AVE (Average Variance Extracted) value, where the AVE value is able to show the ability of the latent variable value to represent the original data score. The greater the AVE value, the higher its ability to explain the value of the indicators that measure latent variables. The AVE cut-off value used is 0.50, where the AVE value of at least 0.50 indicates a good measure of convergent validity, meaning that the probability of indicators in one construct entering other variables is lower (less than 0.50) so that the probability of the indicator converging and entering the construct whose value in the block is greater than 50% of the convergent validity value. The following AVE values are generated from SEM-PLS data processing:

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Tabel 5. AVE value in SEM-PLS data processing

	Average Variance Extracted (AVE)
Modernity	0,540
Lifestyle	0,626
Economic Literacy	0,532
Consumptive Behaviour	0,577

Source : Data Processed, 2024

From Table 5, it can be seen that the SEM-PLS data processing in testing results in the AVE value of each variable can be declared good because it has met the requirements with a value of more than 0.5. This shows that the latent variable can explain more than 50% of the variance of its indicators. So from the table it can be concluded that all indicators and constructs in the model have met the convergent validity test criteria.

Furthermore, the discriminant validity test is carried out, to test whether the indicators of a construct are not highly correlated with indicators of other constructs. Discriminant validity of the measurement model with reflective indicators is assessed based on cross loading measurements with constructs. If the correlation of the construct with the measurement item is greater than the size of the other constructs, it indicates that the latent construct predicts the size of the block better than the size of the other blocks. The following are the results of the loading and cross loading values from the SEM-PLS data processing results:

Table 6. Loading and Cross Loading

	Modernity	Lifestyle	Economic Literacy	Consumptive Behaviour
M1	0,644	0,245	0,093	0,325
M2	0,832	0,491	0,311	0,582
M3	0,847	0,481	0,439	0,656
M4	0,580	0,267	0,454	0,508
GH1	0,374	0,711	0,323	0,443
GH2	0,492	0,849	0,522	0,574
GH3	0,522	0,891	0,775	0,764
GH4	0,219	0,695	0,465	0,375
LE1	0,221	0,641	0,783	0,539
LE2	0,203	0,354	0,599	0,335
LE3	0,630	0,445	0,704	0,757
LE4	0,259	0,557	0,812	0,596
PK1	0,494	0,751	0,787	0,775
PK2	0,645	0,492	0,699	0,830
PK3	0,412	0,246	0,184	0,503
PK4	0,676	0,575	0,573	0,875

Source : Data Processed, 2024

An indicator can also be declared valid if it has a loading factor higher than the cross loading value. From Table 4.12, it can be seen that the construct correlation of all loading values has a value greater than cross loading. Modernity to its indicators is higher than the correlation of modernity indicators to other constructs. The correlation of lifestyle constructs to their indicators is higher than the correlation of lifestyle indicators to other constructs. The correlation of economic literacy constructs to their indicators is higher than the correlation of economic literacy indicators to other constructs, and finally the correlation of consumptive behavior constructs to their indicators is higher than the correlation of consumptive behavior indicators to other constructs. This shows that each construct predicts indicators in each block better than indicators in other blocks.

Another method for finding discriminant validity is to compare the square root value of the AVE of each construct with the correlation value between the construct and other constructs (latent variable correlation). The model has sufficient Discriminant Validity value if the AVE root for each construct is greater than the correlation between the construct and other constructs which can be seen in table 7 below :

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Table 7. Discriminant Validity Value

	Modernity	Lifestyle	Economic Literacy	Consumptive Behaviour
Modernity	0,735			
Lifestyle	0,531	0,791		
Economic Literacy	0,478	0,695	0,729	
Consumptive Behaviour	0,738	0,716	0,797	0,759

Source : Data Processed, 2024

Table 4.1 above shows that all the root AVE values of each construct are greater than the correlation between constructs and other constructs. So that from table 4.12 and table 4.13 it can be concluded that all constructs in the estimated model have met the Discriminant Validity test criteria.

The last thing done in the Outer Model evaluation is to do the Composite Reliability test. The Composite Reliability test is a better method than the Cronbach alpha value for testing reliability in the SEM model. Composite reliability that measures a construct can be evaluated with two kinds of measures, namely internal consistency and Cronbach's alpha (Ghozali, 2014, p.75). Cronbach's alpha tends to be a lower bound estimate in measuring reliability, while composite reliability does not assume reliability, while composite reliability is a closer approximation with the assumption that parameter estimates are more accurate (Ghozali, 2014, p.76). The interpretation of composite reliability is the same as Cronbach's alpha, where the limit value of 0.7 and above is acceptable. The following presents the results of composite reliability and Cronbach's alpha from SEM-PLS data:

Table 8. Composite Reliability and Cronbach Alpha values

	Composite Reliability	Cronbach's Alpha
Modernity	0,821	0,711
Lifestyle	0,869	0,801
Economic Literacy	0,818	0,709
Consumptive Behaviour	0,840	0,750

Source : Data Processed, 2024

From Table 8, it can be seen that the research model is considered reliable because the Composite Reliability and Cronbach's Alpha values of all variables are at the limit value above 0.7. Thus, it can be concluded that the four variables have reliable reliability because they meet the Composite Reliability test criteria.

B. Structural Model Evaluation Results (Inner Model)

Inner Model Analysis is also known as structural model analysis, which is carried out to ensure that the structural built is robust and accurate. Inner model evaluation can be seen from several indicators which include (Vicenzo, 2016: 55):

1. Q2 Predictive Relevance

In PLS or Partial Least Square analysis, Q2 the predictive power of the model. The Q2 Model value of 0.02 indicates that the model has weak predictive relevance, the Q2 Model value of 0.15 indicates that the model has moderate predictive relevance and the Q2 Model value of 0.35 indicates that the model has strong predictive relevance.

The following for testing the inner model can be done by looking at the Q2 value (predictive relevance). To calculate Q2, the formula can be used:

$$Q^2 = 1 - (1 - R_1^2)(1 - R_2^2) \dots (1 - R_p^2)$$

$$Q^2 = 1 - (1 - 0,810^2)(1 - 0,282^2)(1 - 0,500^2)$$

$$Q^2 = 1 - (1 - 0,6561)(1 - 0,080)(1 - 0,25)$$

$$Q^2 = 1 - (0,3439 \times 0,92 \times 0,75)$$

$$Q^2 = 1 - 0,2373$$

$$Q^2 = 0,7627$$

From the above calculations, the Q2 value = 0.7627 means that the predictive relevance model is strong.

2. Model Fit Test

This model fit test is used to determine whether a model has a match with the data. The model fit test can be seen from the SRMR model. The PLS model is declared to have met the fit model test criteria if the SRMR value is <0.1 and the model is declared perfect SRMR <0.08.

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Table 9. Model Fit

	Saturated Model	Estimated Model
SRMR	0,144	0,144
d_ ULS	2,816	2,816
d_ G	1,319	1,319
Chi-Square	842,222	842,222
NFI	0,491	0,491

Source : Data Processed, 2024

From Table 9 above, it can be seen that the SRMR value is > 0.144 and the NFI value is 0.491, so it is concluded that the data does not describe the overall model or model fit with the data.

3. Effect Size (f^2)

The f^2 value obtained can be categorized into the categories of small effect ($f^2 = 0.02$), medium effect ($f^2 = 0.15$) and large effect ($f^2 = 0.35$).

Table 10. f-square

	Modernity	Lifestyle	Economic Literacy	Consumptive Behaviour
Modernity		0,394	0,033	0,656
Lifestyle			0,543	0,056
Economic Literacy				0,629

Source : Data Processed, 2024

From Table 10 above, it can be seen that the f^2 value of modernity and lifestyle is 0.394, which means that the modernity and lifestyle categories have a big effect. The f^2 value of modernity and economic literacy is 0.033, which means that the category of modernity and economic literacy has a small effect. The f^2 value of modernity and consumptive behavior is 0.656, which means that the category of modernity and consumptive behavior has a big effect. The f^2 value of lifestyle and economic literacy is 0.543, which means that the lifestyle and economic literacy categories have a big effect. The f^2 value of lifestyle and consumptive behavior is 0.056, which means that the lifestyle category and consumptive behavior have a small effect. The f^2 value of economic literacy and consumptive behavior is 0.629, which means that the categories of economic literacy and consumptive behavior have a large effect.

4. Coefficient Determination (R^2)

The coefficient of determination is used to determine the percentage change in the independent or exogenous variable (Y) on the dependent or endogenous variable (X). There are several stages in evaluating the relationship between constructs. This can be seen from the path coefficient which describes the relationship between constructs. The sign in the path coefficient must be in accordance with the hypothesized theory, to assess the significance of the path coefficient can be seen from the t test (critical ratio) obtained from the bootstrapping process (resampling method).

The next step is to evaluate R^2 , the explanation is the same as R^2 in linear regression, the amount of endogenous variables can be explained by exogenous variables. Chin (1998) in Sarwono (2014: p. 23) explains, "the criteria for limiting the value of R^2 is in three classifications, namely 0.67 as substantial; 0.33 as moderate and 0.19 as weak". Changes in the R^2 value are used to see whether the measurement of exogenous latent variables on endogenous latent variables has a substantive effect. From the results of SEM-PLS stage 2 data processing, the R^2 value obtained is as follows:

Table 11. R Square

	R Square
Consumptive Behaviour	0,810
Lifestyle	0,282
Economic Literacy	0,500

Source : Data Processed, 2024

Table 11 shows that the construct of consumptive behavior can be explained by lifestyle variables by 28.2%, economic literacy by 50.0%, consumptive behavior by 81% while the rest is explained by other variables outside the research model.

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C. Hypotesis Testing

Hypothesis testing between constructs, namely exogenous constructs on endogenous constructs and endogenous constructs on endogenous constructs, is carried out using the bootstrap resampling method developed by Geisser (Ghozali, 2014: p. 25). The test statistic used is the t statistic or t test, the application of the resampling method allows the validity of freely distributed data does not require normal distribution assumptions, and does not require a large sample.

Hypothesis testing using full model Structural Equation Modeling (SEM) analysis with smartPLS. In the full SEM model with PLS in addition to predicting the model, it also explains whether or not there is a relationship between latent variables. The relationship of the path analysis of all latent variables in PLS in the study is as follows:

1. Outer model that specifies the relationship between indicators and latent variables
2. Inner model which specifies the relationship between latent variables
3. Weight relation where the case value of the latent variable can be estimated.

Decision making on the acceptance of the hypothesis in this study was carried out with the provisions of the one tail test t-table value determined in this study is 1.96 for a significance of 0.05. Furthermore, the t-table value is used as a cut off value for acceptance or rejection of the proposed hypothesis. No more than three levels of headings should be used.

Table 12. Hypotesis Testing Result

	Original Sample	t Statistics (O/STDEV)	P Value	Conclusion
Modernitas -> Lifestyle	0,531	8,239	0,000	Ha Accepted
Modernitas -> Economic Literacy	0,151	1,667	0,096	Ha Rejected
Lifestyle -> Economic Literacy	0,615	8,601	0,000	Ha Accepted
Modernitas -> Consumptive Behaviour	0,423	7,929	0,000	Ha Accepted
Lifestyle -> Consumptive Behaviour	0,151	2,146	0,032	Ha Accepted
Economic Literacy -> Consumptive Behaviour	0,489	6,934	0,000	Ha Accepted

Source : Data Processed, 2024

D. Simultaneous Hypothesis Test

Table below show the simultaneous hypotesis test

Table 4. 20 Simultaneous Hypotesis Testing

	Original Sample	T Statistics (O/STDEV)	P Value	Conclusion
Modernity, Lifestyle and Economic Literacy on Consumptive Behavior	0,160	4,341	0,000	Ha Accepted

Source : Data Processed, 2024

The magnitude of the parameter coefficient of the effect of modernity variables, lifestyle and economic literacy on consumptive behavior (original sample) is 0.160, which means that there is a positive influence between the two variables. Or it can be interpreted that the better the modernity, lifestyle and economic literacy, the better the consumptive behavior will be. Then the resulting t-statistic value is 4.341, which means that these results are said to be significant because the t-statistic value is greater than the t-table (4.341 > 1.97) or it can be said that the hypothesis is accepted.

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The results of testing modernity, lifestyle and economic literacy on consumptive behavior show a probability value (P-value) of 0.000. The P-value is smaller than the probability value of 0.05 ($0.000 < 0.05$), which means that modernity, lifestyle and economic literacy are significant and have a positive effect on consumptive behavior. Thus the results of this study can prove empirically that modernity, lifestyle and economic literacy will increase consumptive behavior in undergraduate students of Economic Education UNG.

DISCUSSION

1. The influence of modernity on the lifestyle of undergraduate students of Economics Education Universitas Negeri Gorontalo

Descriptive testing results found that overall students are still very influenced by modernity. With developments in the modern and sophisticated era coupled with the demands of the times and technology, students still often make decisions emotionally rather than rationally, such as buying products with attractive shapes / packaging and trying out various newly opened shops / shopping centers. Students also prefer to fulfill current needs rather than needs for the future or the future, such as preferring to fulfill desires rather than saving and replacing existing items because they look bad even though they are still functioning properly. Some students are still not ready to accept critical feedback on goods owned and purchased.

The results of descriptive testing found that overall students are still affected by lifestyle. A person's lifestyle pattern can be expressed through activities, interests and opinions. Activities can be seen from hobbies, sports, and social activities that are followed as students today spend a lot of time outside of college such as traveling, hanging out and healing. Interests can be seen from food, recreation, fashion, family such as following the development of fashion / fashion trends, contemporary snacks, makeup, gadgets and so on. Opinions can be seen from tastes and products / items purchased to maintain the appearance or personal branding that you want to display on social media.

This research is in line with research from Nienda (2022) the influence of modernization on lifestyles based on time is fast. The mindset is one of the causes while rapid social change includes the desire to make changes. The influence of modernization on lifestyle based on point of view includes the desired changes. The positive influence of modernization is seen in several fields, namely the fields of education, economy, and socio-culture.

2. The effect of modernity on the economic literacy of undergraduate students of Economics Education Universitas Negeri Gorontalo

The results of descriptive testing found that overall students of Economic Education at Universitas Negeri Gorontalo have good economic literacy. It can be seen from income, resources, economic transactions, and economic decisions made. From the data, it is known that 85 percent of students get KIP (Smart Indonesia Card) scholarships and use them for college purposes. Students also follow economic developments by reading and watching from various sources, managing finances, buying according to budget, bargaining when buying. However, students often use paylater in buying goods.

Although sometimes we have known and learned about economics, in practice it will be different. With so many technological advances with advertisements and promotions that always pop up not only on television but on cellphones that we always use every day. With the increasing number of advertisements that appear, let alone buying by involving emotional and prestige, not wanting to be left behind and inferior to others will affect economic decisions, especially in terms of shopping which makes us behave more consumptively.

This research is in line with the research of Risnawati, et al (2018) which states that individual modernity has a positive and significant effect on economic literacy. Modernity can affect economic literacy, namely in behavior including a person's consumptive behavior. Consumptive behavior related to understanding the concepts of economics, namely in consumer behavior material that has been obtained in family and school education. After getting education about economics, namely consumer behavior with the modern development of this nation, it will affect attitudes in terms of knowledge, feelings and behavioral tendencies so that there will be a direct influence on a person's individual modernity on his consumptive behavior.

3. The effect of lifestyle on economic literacy of undergraduate students of Economics Education Universitas Negeri Gorontalo

With the development of the times in the modern era everything is getting faster, easier and visible on all social media platforms making everyone stylish to show the best version of themselves. Fear of missing out (Fomo) or often called fear of being left behind, old school, or not updated which makes all lifestyles increasingly changing and different. If it is not balanced with good knowledge or economic literacy, it will be easily affected. With the development of technology and information, it is easier to be able to learn anywhere and anytime, let alone learn economics. There will always be positive and negative things all depending on the choices and decisions that will be taken.

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The influence of lifestyle on the economic literacy of Economics Education students at Universitas Negeri Gorontalo is very large. Because both are very related and related to each other. If students have good economic literacy, they will not have a wasteful lifestyle and vice versa. The phrase that we always hear from ancient times "bigger peg than pole" is always remembered. Which means, more expenses than income / income. This is the relationship between lifestyle and economic literacy. This research is in line with the research of Murti, et al (2022) which states that there is a positive and significant effect of lifestyle on student economic literacy. Education has a very important role in improving the quality of human resources. Education is a process that changes behavior in life, namely by making decisions based on considerations that make sense in accordance with the rules that are obtained in the world of education. Family education has another function to build and shape good economic literacy by familiarizing from an early age to live frugally.

4. The influence of modernity on the consumptive behavior of undergraduate students of Economics Education Universitas Negeri Gorontalo

The increase in social media users and the rise of e-commerce that is always displayed makes shopping faster and easier. From having to come to the store, we can now directly see on the cellphone screen while lying down to choose the items we want. With the ease of the shopping process, consumptive behavior will be high. Coupled with the ease of payment processes such as paylater and Cash On Delivery (COD). This will give modernity an influence on consumptive behavior.

Modernity in Economics Education students at Universitas Negeri Gorontalo is still not good enough. It can be seen from Economic Education students who shop more emotionally involved than rational thoughts. It can be seen from when buying goods preferring goods because of cute or attractive packaging rather than function, well-known brands, or even following friends. Students should think more about the future by saving money or investing when they have money rather than momentary desires.

With the many choices that exist and are displayed today, we must think rationally, openly, futuristically, and objectively in making economic decisions. Because the modern concept makes everything more advanced, developed, easy, practical, newest and updated and will affect the way we think because it adapts to the demands of the times.

This research is in line with research from Riska (2021) which states that there is a significant positive influence between modernity on student economic literacy. This states that the higher the level of modernity in students, the more consumptive behavior of students will increase.

5. The influence of lifestyle on the consumptive behavior of undergraduate students of Economics Education Universitas Negeri Gorontalo

Lifestyle with consumptive behavior is closely related to the number of discounts / price cuts, shopping vouchers, prizes / bonuses will increase consumptive behavior. Without realizing it, students sometimes often spend needs other than college needs such as hanging out with friends, eating at the latest cafe, trying various skincare brands without paying attention to the money they have. If this consumptive behavior is ignored, it will get worse over time.

Students of Economic Education at Universitas Negeri Gorontalo basically have a simple lifestyle. However, all economic education students have 1 or 2 shopping applications that are used to buy. With one click, we can buy very easily without having to come to the store. Likewise, with the many cafes or hangouts that exist today, students will choose to do coursework at the café rather than at home and without realizing it and they do it continuously, they will behave very consumptively.

In addition, a few years earlier due to the corona crisis which resulted in many recreational places closing which made people have to be at home. After all was over recently people began to actively socialize and recreate outside. With more and more recreational places, especially those that are widely uploaded on social media, it makes it easier for students to spend money and ultimately behave consumptively.

This research is in line with research from Maria, et al (2022) which states that the lifestyle of students in consumption behavior can be seen from how students purchase an item. Students in activities when carrying out daily activities in meeting their needs are shown by consumption behavior according to their needs and desires.

6. The effect of economic literacy on the consumptive behavior of undergraduate students of Economics Education Universitas Negeri Gorontalo

Economic literacy starts as a child when watching parents shop, the first learning we get from family. If the family has a habit of consumptive behavior, there will be an influence to follow it. Then get economic literacy from school to college or from books read and videos watched. With better economic literacy, the influence to behave consumptively will be reduced.

Economic literacy is closely related to finance. How does one manage their finances, save and even invest. A person can maximize their resources, analyze the costs and benefits of an economic transaction and make economic-related decisions. Moreover, the current situation is uncertain after the crisis due to covid which greatly affected the country's economy and is still felt today. If you do not prepare yourself well by adding literacy about a good economy, it will be increasingly difficult.

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Economic literacy in Economics Education students at Universitas Negeri Gorontalo varies greatly because economic education students start from semester 2, 4, 6, 8 students. Where students at the beginning of the semester may not have received too much material or literacy about economics in lectures compared to final year students. Because economic literacy is influenced by one's age and experience. Sometimes even though we already know the economic principles that we learn in theory, it will be different in daily practice. The existence of self-control and awareness in shopping by considering what has been learned will make consumptive behavior less.

This research is in line with research from Solihat, et al. It states that economic literacy has a significant influence on the consumptive behavior of students, meaning that if there is an increase in economic literacy, the more rational the consumptive behavior of students.

7. The influence of modernity, lifestyle, and economic literacy on the consumptive behavior of undergraduate students of Economics Education at Universitas Negeri Gorontalo.

In the era of modern development, the way of living is changing by expressing oneself to the surrounding environment is the process of lifestyle formation. In addition, uncertain economic changes will affect many things. With all the factors of modernity, lifestyle and economic literacy all will greatly affect daily consumptive behavior.

Modernity, lifestyle and economic literacy are related to each other. If a person's modernity is high, it will affect the daily lifestyle he lives. Decisions from the lifestyle lived will affect economic actions such as shopping which is also influenced by one's economic literacy. If someone has good economic literacy, modernity and lifestyle will help in making economic decisions. With the development of technology and social media, it is easier for generations, especially students, to shop and spend money. E-Commerce provides a paylater system that results in people not having to have money when shopping. Coupled with the increasingly widespread phenomenon of online loan applications, both legal and non-legal, which only requires an ID card, which makes it easier for everyone to borrow money whether in an urgent situation or not.

By having good economic literacy, we will not be affected by this. With the existence of technology, we should be able to use it as well as possible by choosing the right media and information. Like learning about economic literacy on social media with trusted people who have experience. By having modernity, a good lifestyle and economic literacy will affect consumptive behavior for the better.

This research is in line with research from Ulum (2023) which states that modernity, lifestyle and economic literacy all have a direct impact on the rationality of student consumption simultaneously. The rationality of student consumption will be disrupted due to the excessive use of technology and information due to modernity. The rationality of student consumption will also be disrupted if the student has a bad lifestyle and vice versa. And if students have good economic literacy, it will certainly affect the rationality of consumption which will be good.

CONCLUSIONS

Based on the results of the analysis and discussion that has been carried out, the following conclusions are obtained:

1. Modernity has an influence on the lifestyle of UNG Economics Education undergraduate students. This shows that if the higher the modernity, the lifestyle will increase.
2. Modernity has no influence on the economic literacy of undergraduate students of Economics Education UNG. This shows that modernity has no effect on economic literacy.
3. Lifestyle has an influence on the economic literacy of undergraduate students of Economics Education UNG. This shows that lifestyle will affect economic literacy.
4. Modernity has an influence on the consumptive behavior of undergraduate students of Economics Education UNG. This shows that if modernity is higher, consumptive behavior will increase.
5. Lifestyle has an influence on the consumptive behavior of undergraduate students of Economics Education UNG. This shows that if the lifestyle is higher, the consumptive behavior will increase.
6. Economic literacy has an influence on the consumptive behavior of undergraduate students of Economic Education UNG. This shows that if economic literacy is getting better, consumptive behavior will be better.
7. Modernity, lifestyle and economic literacy have an influence on the consumptive behavior of undergraduate students of Economics Education UNG. This shows that if modernity, lifestyle and economic literacy have an influence on consumptive behavior.

For future researchers, so that they can develop indicators and question items given so that students are consistent in giving answers. Future researchers can re-test this research model by adding new variables such as conformity, self-control, social media etc. Then maybe secondary data-based indicators are developed in measuring research variables that pivot on consumer behavior. Then it is also possible to develop secondary data-based indicators in measuring research variables that pivot on consumptive behavior.

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