

The Influence of Conformity and Family Economic Education on Consumption Behavior of High School Students in Mojokerto City

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ABSTRACT

Objective: High school students who are in their teens tend to consume or buy because they always follow trends without seeing the motives for their needs, and without paying attention to whether the items purchased are really needed or not. This study aims to analyze the influence of conformity and family economic education on the consumption behavior of High School Students in Mojokerto City. **Method:** The analysis technique used was multiple linear regression analysis using IBM SPSS 22 software. The number of samples in this study were 323 students. **Results:** In this study, there are results that there is a partial influence of conformity on consumption behavior, there is a partial influence of family economic education on consumption behavior. Also, there is a simultaneous influence of conformity and family economic education on consumption behavior. The results of this study indicate that all independent variables in this model can be said to be appropriate and significant and have a contribution to the dependent variable. **Novelty:** This research can provide an overview of the influence of economic education in the family environment and conformity to the consumption behavior of high school students in Mojokerto City.

INTRODUCTION

In meeting their needs, humans carry out consumption activities. Consumption activity itself is an activity or work that uses or uses services or goods made by producers (Rahayu, 2020). As time goes by, consumption activities occur for several other reasons such as following what is booming or viral, the desire to be recognized from the social environment, and the like. Luxury products that were previously categorized as tertiary goods can now become secondary goods, and secondary goods can become primary/primary needs (Khairinal et al., 2022). Nowadays, the way humans consume or buy something has undergone a significant change in its meaning. Initially, the purpose of consumption was for survival and meeting needs, but now it is shifting to satisfying desires and lifestyle (Bakti et al., 2019).

Often humans consume/buy products or services without paying attention to whether their basic needs have been met or not, and whether the goods purchased are really needed or not. Things like that usually happen to teenagers, which is supported by survey data conducted (CNN Indonesia, 2018) 82,5% from the total respondents, it was found that teenagers tend to buy because they always follow trends without looking at the motives of their needs. What's more, many teenagers consume something that doesn't match their portion and their parents' financial ability just because friends join them. Supported by research results by Khrishananto & Adriansyah (2021) obtained from the results of interviews with the subject that teenagers buy because of invitations from friends, and when the money is lacking, they will borrow money from their friends.

One aspect that has a significant impact on adolescents in their decision to consume something is due to social pressure or conformity (Dezianti & Hidayati, 2021).

Conformity is a social phenomenon in which an individual's behavior changes in response to influences from other people, so that the individual displays similar behavior (Vatmawati, 2019). Consumption behavior in adolescents can be influenced by this conformity, because they have a desire to look attractive like their peers, and a desire to be accepted as a group member. Teenagers are more susceptible to being influenced by their peers than when they were children, this can be seen in the choices of clothing they wear, hair styles, and music preferences according to the latest or newest trends (Khrishananto & Adriansyah, 2021).

Mahrunnisya (2018) in his research also revealed that conformity through money attitude has an impact on consumption behavior, individuals who have the view that money is a symbol of power tend to use money to buy luxury goods that can be exhibited to others, with the hope of being accepted and recognized by their group. Also supported by Romadloniyah & Setiaji's research (2020) which indicates that students at SMAN 1 Bae Kudus in grades X and XI IIS have spent more money on shopping for snacks than for learning needs which are considered as investments for their future, which this phenomenon is inseparable from the influence of conformity with peers. Adapun hasil wawancara dari penelitian (Khrishananto & Adriansyah, 2021) didapatkan bahwa subjek penelitiannya ini ketika membeli atau mengonsumsi sesuatu, cenderung mengikuti temannya.

Conformity is one of the factors that has an influence on someone in consuming, especially for students, especially when conformity to students is not always positive, it can make students have consumption that tends to be irrational or consumptive in order to be accepted in their group (Hayati et al., 2020). Conformity influences students in consuming during the Covid-19 pandemic, but the limited interaction during the pandemic and the financial conditions that are mostly affected make students more selective in consuming and does not cause them to become consumptive (Anggraini et al., 2021). Meanwhile in research (Trisnani et al., 2019) It was found that conformity has no influence on consumer behavior in consuming. Conformity contributes 29.3% in influencing teenagers to consume irrationally or consumptive (Rahmatika & Kusmaryani, 2020). It can be seen from this percentage, of course there are other variables that can influence a person's consumption behavior besides conformity.

Family economic education also plays an important role in influencing the consumption behavior of individuals. Economic education is part of education that takes place in the family environment to foster economic awareness in children from an early age through habituation, exemplary and knowledge transfer (Rahmatullah et al., 2020). The smallest economic environment starts from the family, that's why the family is the main source in the formation of the economic mindset of individuals (Novitasari & Septiana, 2021) Based on the mindset that is owned, of course it will influence the actions taken, including in carrying out consumption behavior.

Consumption behavior in individuals is influenced by economic education in the family environment (Hafid et al., 2021). Research from Novitasari & Septiana (2021) found that the consumption behavior of these students was significantly caused by family

economic education, with a positive or unidirectional research direction. Mulyani et al (2018) also got the results in his research, family economic education is a variable that can significantly influence consumption behavior with a positive (unidirectional) research direction. However, it is different from research by Hafid et al (2021) which states that economic education in the family has a significant influence but the direction of the research shows negative results on the consumption behavior of fishing communities. Apart from that, the population in this research has used never been studied in previous research, whereas the very strategic location of Mojokerto City has shopping centers (malls) and has many hangout places for young people, which makes students have the potential to spend money for other purposes outside. learning interests.

Referring to the issues explained by the author in the previous paragraph, this topic is interesting to re-analyze, bearing in mind that students as the forefront of change in Indonesia should be wiser in managing their finances to be used in consuming a service or product to fulfill their needs and desires according to their portion. If students are forced to consume things that are not in accordance with their portions as students, let alone not paying attention to the financial capabilities of their parents, of course this will harm them and those around them.

The subjects of this study were high school students in Mojokerto City, which based on interviews with ten high school students in Mojokerto City, eight out of ten students there had managed their finances independently. Parents have given them authority to manage the money given as weekly or monthly pocket money, but there are times when the allowance is lacking because they are made to go to concerts, buy motorcycle accessories, so they have to ask their parents for more money. Apart from that, from an interview with one of the students there, it was found that some students already have a circle or group of friends. Some circles or groups of friends also have differences in consumption, where there are groups who like to buy things like those used by trending K-Pop idols, but there are also those who use their money to buy new books to support their learning needs. This made the authors decide to conduct research on the effect of conformity and family economic education on student consumption behavior using high school students in Mojokerto city as the subject.

RESEARCH METHOD

Based on the method, this research is categorized as a quantitative study, which uses a systematic investigation of the phenomenon under study, with data collection techniques using mathematical, statistical and computational measurements (Ramdhan, 2021). Meanwhile, based on the research objectives, it is intended that the independent variable with the dependent variable can be identified, so it can be said that this is a correlational study. The population in this study were high school students in Mojokerto City, totaling 4212 students. Determination of the sample size is determined based on the issac and michael tables. The error rate taken is 5%. The total population in this study was 4212 which was rounded off to 4500 and the minimum sample size was 323 students.

The variables in this study include conformity (X1), family economic education (X2), and consumption behavior (Y). The following is a research framework that will be implemented:

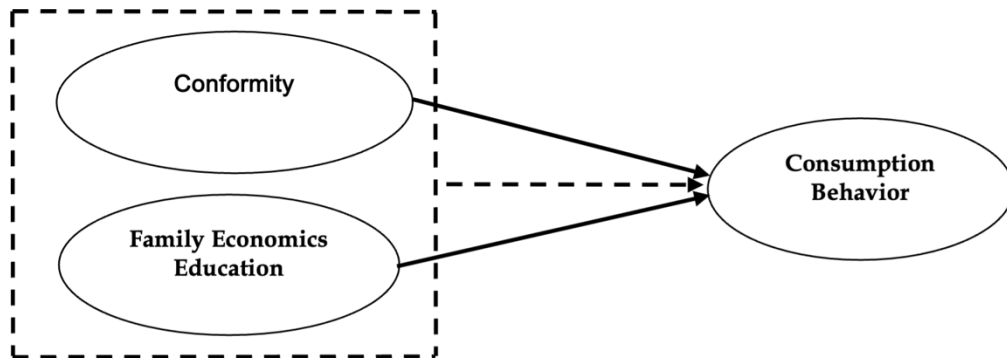


Figure 1. Research Framework

Information:

The dash (-) means partially affect.

The dash (- - -) means to influence simultaneously

Data was collected using interview and questionnaire techniques through the G-Form. The initial research hypothesis was obtained from the results of pre-research using interview techniques. After the instrument is validated, data collection uses a research questionnaire. In collecting data using alternative questionnaire answers based on a Likert scale of 5 answers, namely strongly agree, agree, doubt, disagree, and strongly disagree.

Table 1. Likert Scale

Positive Statements (+)			Negative Statements (-)		
Alternative Answers	Symbol	Score	Alternative Answers	Symbol	Score
Strongly Agree	(SS)	5	Strongly Agree	(SS)	1
Agree	(S)	4	Agree	(S)	2
Doubt	(RG)	3	Doubt	(RG)	3
Disagree	(TS)	2	Disagree	(TS)	4
Strongly Disagree	(STS)	1	Strongly Disagree	(STS)	5

The following is an indicator used to measure each variable to be studied.

Table 2. Indicators of Consumption Behavior

No	Indicators	No. Question Items
Indicator adopted (Adiwinata et al., 2021)		
1.	Prior Purchasing Activities	1,2,3,4
2.	Purchasing Activity	5,6,7,8
3.	Consuming Activities	9,10,11

Table 2. Conformity Indicator

No	Indicators	No. Question Items
Indicator adopted (Nurjanah et al., 2018)		
1.	Individuals adapt to act the same as the group so as not to be isolated	12, 13, 14
2.	Individuals try to equalize group opinions and adjust existing norms	15, 16, 17
3.	Individuals always ask the group's opinion because it is considered that the group's information is wider than their own.	18, 19, 20, 21
4.	Individuals follow consumption behavior based on group thinking	22, 23, 24, 25
5.	Individuals trust group members.	26, 27, 28 29

Table 3 Family Economic Education Indicators

No	Indicators	No. Question Items
Indicator adopted (Novitasari & Septiana, 2021)		
1.	Exemplary	30, 31, 32, 33
2.	Habituation	34, 35, 36, 37
3.	Explanation	38, 39, 40, 41

In this study using data analysis techniques, namely multiple linear regression using the IBM SPSS Statistics 22 application to see the effect of variable X on variable Y obtained through the t test to see the effect partially and the f test to know the effect simultaneously, and by using the coefficient of determination to see how much the independent variable can affect the dependent variable.

RESULTS AND DISCUSSION

Results

Multiple Linear Regression Analysis

This study uses two independent variables and one dependent variable, researchers use multiple linear regression analysis, in which multiple linear regression is a regression model that involves more than one independent variable, with the equation, namely:

$$Y = a + b_1X_1 + b_2X_2 + e$$

Information:

Y = Student Consumption Behavior

X₁ = Conformity

X₂ = Family economic education

a = Constant

b = Regression coefficient number

e = Other factors outside the research

The results of multiple linear regression tests with the help of the SPSS program are as follows:

Table 4 The Results of Multiple Linear Regression

Model	Unstandardized Coefficients		Standardized Coefficients	t	sig
	B	Std. Error	Beta		
	(Constan)	19.947	2.390		
X1	.204	.030	.352	6.825	.000
X2	.257	.036	.363	7.048	.000

Source: SPSS Output Results

Judging from the results of the SPSS program in table 5 above, the multiple regression equation is obtained as follows:

$$Y = 19,947 + 0,204X_1 + 0,257X_2 + e$$

The results of the multiple linear regression equation above can be explained as follows: 1) Based on the results of the regression coefficient of the conformity variable (X1), which is equal to 0.204 which is positive, this indicates a unidirectional influence between the conformity variable (X1) and the consumption behavior variable (Y). That is, the higher the conformity, the higher the consumption behavior; 2) Based on the results of the regression coefficient of the family economic education variable (X2) which is equal to 0.257 which is positive, this indicates a unidirectional influence between the family economic education variable (X2) and the consumption behavior variable (Y). If the family's economic education is getting better, then the consumption behavior that is carried out will also be better too.

t_{test} (partial test)

The t test is used to test the magnitude of the influence of each independent variable on the dependent variable (partially). The t test was carried out to test the significance of the constants of each independent variable that would affect the dependent variable.

According to (Sahir, 2022) the hypothesis used in this test is:

H0: t count ≤ t table, so there is no influence between the dependent variable on the independent variable.

H1: t count > t table, so there is influence between the dependent variable on the independent variable.

The results of the t test can be seen in the table below:

Table 5 Results t_{test}

Model	T	Sig.	Keterangan
Conformity (X1)	6.825	.000	Signifikan
Family economic education (Y)	7.048	.000	Signifikan

Source: SPSS Output Results

From the results of the t test which can be seen in table 6, it is known that there is a significant influence between the conformity variable on the consumption behavior variable, which can be seen from the significance value of 0.000 < 0.05 and tcount 6.825 > ttable 1.968. Thus, it can be concluded that Ha1 is accepted or in other words there is a significant influence between the conformity variable on the consumption behavior variable

From the results of the t test which can be seen in table 4.11, it is known that there is a significant influence between the family economic education variable on the consumption behavior variable, which can be seen from the significance value of $0.000 < 0.05$ and $t_{count} 7.048 > t_{table} 1.968$. Thus it can be concluded that H_{a2} is accepted or in other words there is a significant influence between the variables of family economic education on consumption behavior variables.

F_{test} (Test simultaneously)

F test used to see whether there is influence between the independent variable (X) on the dependent variable (Y) simultaneously or together. In deciding on the f test, it can be seen from the significance value < 0.05 or it can also be seen from $f_{count} > f_{table}$ which means H_{a3} is accepted and it can be concluded that there is a simultaneous influence between the independent variable (X) on the dependent variable (Y). The following are the results of the f test using the SPSS program:

Table 6 The Results Ftest

Model	F	Sig.	Keterangan
Regression	60.021	.000	Signifikan

Source: SPSS Output Results

From the SPSS output results in table 7 above, it can be seen that the significance value is $0.000 < 0.05$ and the f_{count} value is $60.021 > f_{table} 2.246$. In this case it can be concluded that there is a simultaneous and significant influence between conformity (X_1) and family economic education (X_2) on consumption behavior (Y).

Coefficient of determination (R²)

The coefficient of determination (R²) is used to see how far the ability of a model to explain the variation in the dependent variable. The value of the coefficient of determination is generally between 0 (zero) and 1 (one). This means that a small R² value means that the ability of all independent variables to explain the dependent variable is limited, and vice versa if the value shown is close to one, the independent variables provide large information or almost all the information needed to predict the dependent variable. In this study, data were processed using the SPSS program and the results below were obtained.

Table 7 coefficient of determination

Model	R Square	Adjusted R Square	Std. Error of the Estimate
1	.306	.301	4.787

Source: SPSS Output Results

From the display of the SPSS output in table 4.13 above, the results of the multiple linear regression test show that the coefficient of determination seen from the Adjusted R Square is 0.301 or 30.1%. In this case it shows that the influence of the independent variable on the dependent variable is 30.1% and the remaining 69.9% is influenced by other variables.

Discussion

The Influence of Conformity on Consumption Behavior of High School Students in Mojokerto City

According to Wijaya et al (2021) Conformity is an unwritten request from a friendship group that is strong enough to cause certain behaviors among group members. In this study, the conformity of high school students in Mojokerto city students had a moderate tendency and it was found that conformity had a partial effect on the consumption behavior of high school students in Mojokerto city. This indicates that conformity can influence students in consuming behavior, both in decisions before buying, when buying, and also when consuming. So, it is true that the Theory of Planned Behavior is still relevant to be used in this research.

The existence of conformity can influence the students of high school students in Mojokerto city in carrying out consumption behavior, be it actions before purchasing, activities when purchasing, or when using or consuming the goods and services they have purchased. This is also the same as research by (Mahrunnisya et al., 2018) in which students with high conformity will have a high level of agreement in their group, this is indicated by students always buying products purchased by their group mates and have full trust in their group for their best appearance.

Before buying, high school students in Mojokerto city tend to ask or ask for recommendations from their friendship groups in order to get information about a product they will buy, the information obtained from this group is then used by students to consider a purchasing decision. This was also conveyed by Wijaya et al (2021) who stated that students who are teenagers, in terms of physical appearance, are still closely related to other people's assessment of them. When a friend group of high school students in Mojokerto city uses an item, students will ask about the group's opinion about the item, students tend to want to participate in buying it, so they can identify with their circle of friends and not be ostracized. It is also supported by research (Alfiah & Budiani, 2014; Arini & Karsiyati, 2022) that when individuals conform, they will be preoccupied with group opinions about an item that the group has purchased, in the end individuals will tend to equate themselves and also buy the item.

This study also found that when students decide to buy and then spend the use value of the items purchased, students also consider whether the product is still being used by their friends or not, if it turns out that the items purchased by students are no longer a trend and are no longer being used by their friends. their circle of friends, they also consider whether or not to use the items they have already bought. Likewise in research (Ramakastin, 2015) that when individuals consume or use a particular item, it is this conformity that has an important role in the individual's decision.

The Effect of Family Economic Education on Consumption Behavior of High School Students In Mojokerto City

In the field results, high school students in Mojokerto city were given economic education by their parents. Parents provide economic education to their children through example, habituation and explanation. In this study, it was found that high school students in Mojokerto city had family economic education with a high tendency and family economics education had a partial effect on the consumption behavior variable of high school students in Mojokerto city. This indicates that the existence of family economic education can influence a student in carrying out consumption behavior.

Habituation by parents makes children obey what is ordered or do things like what parents are accustomed to, this does not necessarily make children rational. However, over time, when a child does what is told or what his parents are used to, he becomes aware and able to think about what things he will do based on the experience he has gone through. Like when parents accustom their children to saving, saving money, children will obey and over time, through the experiences they go through, they will be able to think more economically. Likewise with research (Mulyani et al., 2018) in which family economic education has a positive and significant effect on consumption behavior, parents have a role in educating children to become effective consumers, children's behavior in choosing a product (activities before buying) must also be instilled so that children can choose products based on careful consideration.

Parents can also be an example (exemplary) for a child to consume. When parents give examples of how to set priorities, manage finances so that they are sufficient to meet life's needs, children will consider their behavior with the behavior exemplified by their parents. Is what he does in accordance with what his parents exemplify or not, and so on. In addition, it is also in line with research by (Wisnu Murti et al., 2022) which also states that family economic education has a positive and significant influence on student consumption behavior, students whose family economic education is poor will tend to be more hedonic and have consumption behavior. excessive. In this case, students who do not have a good example or example in their families in carrying out consumption behavior, when they want to make a purchase or consumption, the considerations they make become immature.

The results of this study which show that family economic education has a positive effect on students' consumption behavior, has different results from (Hafid et al., 2021), where in his research shows when the higher the family economic education which includes exemplary forms, verbal explanations and demands relevant behavior, the lower the consumption behavior of fishing communities (has a negative direction of influence). There can be differences because the subjects studied are also different, the population in this study using students is of course different from (Hafid et al., 2021) which uses traditional fishing communities as subjects.

The Influence of Conformity and Family Economic Education on Consumption Behavior of High School Students In Mojokerto City

The results of testing the hypothesis on the f test show that there is a simultaneous influence between conformity and family economic education on the consumption behavior of high school students in Mojokerto city. The results of this study are consistent with the theory used, namely the theory of planned behavior (Ajzen, 1991) according to which attitudes, subjective norms, and self-control can influence a person's behavior. With someone getting a good economic education from the family environment, it will produce knowledge that can shape a person's attitude in carrying out consumption behavior, as well as with conformity, the existence of subjective norms from a friendship environment will also make a person able to shape one's attitude in carrying out consumption behavior.

Based on the tests carried out in this study, it was found that family economic education and conformity had a joint effect on students' consumption behavior. When students carry out consumption behavior, the people around them will have influence in making decisions before buying, when buying, and when consuming. The influence of

the surrounding environment such as family and friendship will further encourage the behavior that will be carried out by the individual. This was also conveyed in research (Dewi et al., 2017) that consumers who are part of family members, will often interact with other family members, so that indirectly, the consumption behavior that is generated is the result of this interaction.

CONCLUSION

Fundamental Finding: Conformity shows a partial and significant effect on the consumption behavior of high school students in Mojokerto city which is positive. Family economic education shows a partial and significant influence on the consumption behavior of high school students in Mojokerto city which is positive. Conformity and family economic education have a simultaneous influence on the consumption behavior of high school students in Mojokerto city. High school students in Mojokerto city in carrying out consumption behavior still consider the opinions of their circle of friends and also consider what their parents teach them, indeed through habituation that their parents make does not necessarily make them rational, but habituation makes them know and over time, based on experience they have they go through allows these individuals to consider their consumption behavior. **Limitation:** This study has limitations on the effect of conformity and family economic education on consumption behavior, the subject being only high school students in Mojokerto city with a sample of only 323 students. **Future Research:** Given the limitations of existing research, it is hoped that further research will be able to look for other variables besides conformity variables and family economic education that can influence student consumption behavior that is more in line with the characteristics of the population to be studied in order to get an even greater percentage of influence, as well as with the population and sample size. which is much more.

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