The Effect of Lifestyle and Self-Concept on Consumptive Behavior in Students of the Department of Economics Education STKIP Pembangunan Indonesian Makassar

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ABSTRACT

Modernization brings social change, including in the fields of science, technology, philosophy, economy, and other things. With the influence of the times and the development of products that are increasingly fast and dynamic, it has an impact on people's consumption patterns, especially at the age of teenagers. This type of research is descriptive quantitative research, namely research that uses data in the form of numbers that are analyzed using statistical analysis. This study aims to determine whether or not there is an influence of lifestyle and self-concept on consumptive behavior in students of the Department of Economics Education STKIP Pembangunan Indonesian Makassar. The results of this study indicate that simultaneously Lifestyle and Self-Concept have a significant influence on student consumer behavior with a significance value of 0.004. While partially Lifestyle has a significant influence on Consumptive Behavior with a significance value of 0.010 and Self-Concept has no significant influence on Consumptive Behavior with a significance value of 0.297. This research can be used as a reference to find out about student lifestyles in the higher education sector because previous research focused on upper-middle level research.

Keywords: Lifestyle, self-concept, consumptive behavior;

INTRODUCTION

Modernization brings social change, including in the fields of science, technology, philosophy, economy, and other things (Nugraha, 2013). The existence of this modernization era makes the level of diversity of human needs increase. This is an opportunity for manufacturers to compete to provide innovations (Agarwala, 2009). Attractive products with good quality become a reference for every consumer so that more and more products and services are offered by producers to consumers (Li et al., 2018; Deng et al., 2018).

With the influence of the times and the development of products that are increasingly fast and dynamic, it has an impact on people's consumption patterns, especially at the age of teenagers (Cahyani, 2016; Sarwoko, 2008). Theories about the level of fulfillment of needs seem to be ignored to follow trends which ultimately have an impact on a lack of awareness in determining priorities in shopping or it can be said that teenagers sometimes prioritize wants over more important needs. Based on the aspects contained in the theory of Erich Fromm (Kholilah, 2008) it can be concluded that the general characteristics of consumptive behavior are impulsive purchases, irrational purchases, and wasteful purchases.

Lifestyle is the way students spend their time (activities), what they consider important in their environment (interests), and what they think about themselves and the world around them (Sarwoko, 2008; Solihat & Arnasik, 2018; Kanserina, 2015). Self-concept is a picture that a

person has of himself that is formed through experiences gained from interaction with the environment (Trisnawati, 2017; Suminar & Meiyuntari, 2016; Mawo et al., 2017). Consumptive behavior is a behavior that is no longer based on rational considerations, but because of a desire that has reached an irrational level (Anggraini & Santhoso, 2019; Yuangga & Susanti, 2019).

Irrational purchases are also made by consumers with emotional motives. Many emotional factors are related to a person's decision to buy a product such as love, comfort, pride, practicality, and social status, to just wanting to have fun (Fitria, 2014).

The desire to always look attractive, follow trends, have sophisticated electronic goods, as well as the existence of habits such as hanging out in slang places, watching movies at the cinema, karaoke, shopping for expensive products and other pleasures become a reality that occurs in Indonesia. Current students. This high consumptive behavior has then transformed into a shopaholic trend (excessive shopping that is not according to needs) in students (Agus et al., 2020). A large number of students in big cities in Indonesia makes students a promising market share for business people. This lifestyle can be seen in how to get along. Those who adopt this trend will usually always look attractive, wear branded fashion (starting from clothes, bags, shoes, etc.), wear models that are happening (usually loved by female students), keep up with the times very quickly (usually like changing things) (Hartuti & Manik, 2020). Change the brand of gadget used, brand of glasses, etc.), and the average way of appearance tends to show an upper-middle standard of living

Students who are academics should prioritize their academic needs to support the college process precisely because the times have become complacent about a consumptive lifestyle. The lack of awareness to determine the priority scale in buying a product ultimately has an impact on the purchase or consumption of a product which is not a need that is too important for a student. Consumptive behavior will certainly have a negative impact on someone, one of which is if the behavior is not supported by a balance between income and expenses. This behavior will bring economic problems for himself and his family.

Based on the above background, the researchers feel it is important to research "The Effect of Lifestyle and Self-Concept on Consumptive Behavior in Students of the Economic Education Department, STKIP Pembangunan Indonesian Makassar".

METHOD

This type of research is descriptive quantitative research, namely research that uses data in the form of numbers that are analyzed using statistical analysis. This study aims to determine whether or not there is an influence of lifestyle and self-concept on consumptive behavior in students of the Department of Economics Education STKIP Pembangunan Indonesian Makassar. This study consists of two variables, namely the independent variable and the dependent variable. The independent variables in this study are lifestyle (X1) and self-concept (X2) while the dependent variable is consumptive behavior (Y). This research was carried out for 5 months, with planning to be carried out in June-November 2021. This study uses an active student population majoring in Economics Education STKIP Pembangunan Indonesian Makassar in the academic year of 2020-2021. Based on data from the Academic and Student Affairs Bureau of STKIP Pembangunan Indonesia Makassar, the number of active students was 604 students, so the total

population in this study was 604 active students for the academic year of 2020-2021. While the sample used in this study was 60 students.

RESULT AND DISCUSSION
Result

To proceed to the data analysis stage, the step that needs to be done is to collect data. The data in this study was conducted using a questionnaire which was distributed online using the Google Form application to the student of the Department of Economics Education, STKIP Pembangunan Indonesian Makassar. Lifestyle Data (X1), Self-Concept (X2), and Consumptive Behavior (Y).

Research Instrument Test

Validity test was used to test the validity of the questionnaire used by the researcher. The validity test for the variables of Self-Concept (X1), Lifestyle (X2) and Consumptive Behavior of Students (Y) with the amount of data (N) = 60, df = N-2 = 60-2 = 58 and a significance value of 5% or 0 0.05 which is shown in table 1.

Table 1.
Test Validity

Variable	r_{table}	r_{count}	Description
	0,254	0,378	Valid
	0,254	0,423	Valid
	0,254	0,643	Valid
	0,254	0,654	Valid
	0,254	0,525	Valid
Self-Concept (x_1)	0,254	0,454	Valid
	0,254	0,756	Valid
	0,254	0,550	Valid
	0,254	0,587	Valid
	0,254	0,651	Valid
	0,254	0,608	Valid
	0,254	0,666	Valid
	0,254	0,616	Valid
	0,254	0,655	Valid
	0,254	0,699	Valid
Lifestyle (x_2)	0,254	0,744	Valid
	0,254	0,487	Valid
	0,254	0,620	Valid
	0,254	0,563	Valid
	0,254	0,469	Valid

Consumptive	0,254	0,331	Valid
Behavior (Y)	0,254	0,475	Valid
	0,254	0,600	Valid
	0,254	0,623	Valid
	0,254	0,709	Valid
	0,254	0,631	Valid
	0,254	0,664	Valid
	0,254	0,517	Valid

Source: Processed SPSS Data

In table 1 it can be seen that all variables have a value of r-count > r-table which can be said that all items are **valid** for use in multiple linear regression analysis.

The reliability test is used to determine whether the items used are reliable or not on the variables of Self-Concept (X1), Lifestyle (X2), and Student Consumptive Behavior (Y). Reliability is determined by the Cronbach alpha value > 0.60 (reliable limit) which is shown in table 2.

Table 2.
Reliability Test

Variable	Limits Reliability	Cronbach alpha value	Description
Self-Concept (x_1)	0,6	0,917	Reliabel
Lifestyle (x_2)	0,6	0,751	Reliabel
Consumptive Behavior (Y)	0,6	0,718	Reliabel

Source: SPSS Processed Data

Based on table 3, it can be seen that the value of Cronbach's alpha > 0.6 on all variables which can be said that all items can be said to be **reliable** in multiple linear regression analysis.

Description of Research Variables

Descriptions of research variables were used to determine the average value (mean), standard deviation, maximum, and minimum on the variables in the variables of Self-Concept (X1), Lifestyle (X2), and Consumptive Behavior of Students (Y) which were studied show in Table 3.

Table 3.
Description of Research Variables

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Self-Concept (x_1)	60	11	23	17,10	2,760
Lifestyle (x_2)	60	13	38	28,17	4,677
Consumptive Behavior (Y)	60	8	31	21,83	5,060

Source: Processed Data SPSS

Based on table 3, it can be seen that the amount of data (N) of all variables is the same, namely 64 with the Self-Concept variable (X1) having a minimum data of 11, a maximum data of 13, and a mean (average) of 17.10 and std. deviations 2,760. Lifestyle variable (X2) has a minimum data of 13, a maximum data of 38, and a mean (average) of 28.17 and std. deviation 4,677. Student's Consumptive Behavior Variable (Y) has a minimum data of 8, a maximum data of 31, and a mean (average) of 21.83 and std. deviation 5.060.

Classical Assumption Test

There are 3 assumption tests carried out, namely normality test, multicollinearity test, and heteroscedasticity test.

The normality test aims to find out whether the residuals from the regression equation are normally distributed or not. Normality test is done by looking at thegraph *Normal PP Plot*.
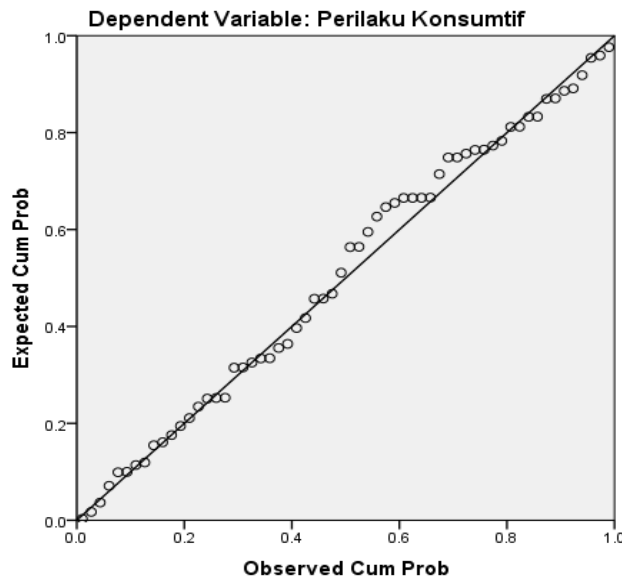

Figure 1. *Normal PPPlot* **Residual**

From Figure 1 it can be seen that the distribution of data (dots) is relatively around the line which can be said that the distribution of data in the regression model is normally distributed.

The multicollinearity test was conducted to determine whether in the regression model there was a correlation between independent variables in the regression model. The existence of multicollinearity can be known by the VIF value < 10 or vice versa by looking at the tolerance value > 0.1ysng shown in table 4:

Table 4.
Multicollinearity Test

Model	Collinearity Statistics	
	Tolerance	**VIF**
x_1	0,848	1,179
x_2	0,848	1,179

Source: Processed SPSS Data

In table 4 it can be seen that the Self-Concept (x_1) and Lifestyle (x_2) variables have a VIF value < 10 and a tolerance value > 0.1 which can be said that there is no identification of multicollinearity in the Multiple Linearregression model.

The heteroscedasticity test aims to test whether there is an inequality of variance in a regression model. The heteroscedasticity test was carried out with the scatterplot in figure 2.
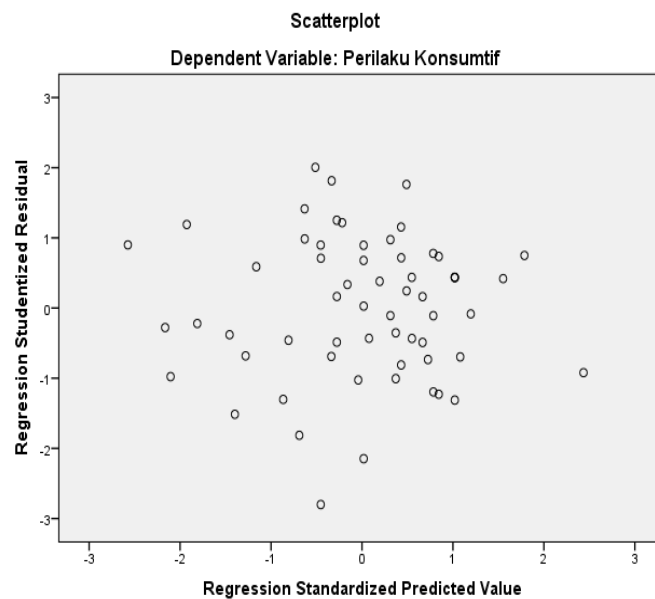

Figure 2. *Scatterplot*

In figure 2 it can be seen that the points are spread out and do not follow a certain data pattern which can be said that the resulting regression equation does not occur heteroscedasticity.

Hypothesis Testing

There are 2 hypothesis tests, namely simultaneous test (F) and partial test (t) with the following description.

Simultaneous test (F) aims to find out whether there is a joint (simultaneous) effect of Self-Concept (X1) and Lifestyle (X2) on Consumptive Behavior (Y) which is shown in table 5:

Table 5.
Simultaneous Test (F)

Model	F	Sig.
Regression	6,142	0,004
Residual		
Total		

Source: Processed SPSS

Based on table 5, it can be seen that the value of sig < 0.05 ($0.004 < 0.05$). So it can be said that there is a joint (simultaneous) influence between Self-Concept (X1) and Lifestyle (X2) on Consumptive Behavior of Students (Y).

The partial test aims to determine the effect of the variable Self-Concept (X1) to Consumptive Behavior of Students (Y) and Lifestyle (X2) to Consumptive Behavior of Students (Y) which is shown in table 6.

Table 6.
Partial Test (t)

Model	T	Sig.
(Constant)	1,539	0,129
x_1	1,053	0,297
x_2	2,668	0,010

Source: Processed SPSS Data

Based on table 6 it is known that the value of sig < 0.05 ($0.197 > 0.05$) means it is accepted which can be concluded that there is no influence of Self-Concept on Consumptive Behavior of Students. For the value of sig < 0.05 ($0.010 < 0.05$) it means that it is rejected which can be said that there is an influence of Lifestyle on Consumptive Behavior of Students.

Based on hypothesis testing, the coefficients of multiple linear regression analysis are shown in table 7.

Table 7.
Multiple Linear Regression Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients
		B	Std. Error	Beta
1	(Constant)	6,921	4,496	
	Self-Concept X1	0,252	0,329	.380
	Lifestyle X2	0,377	0,141	.052

Source: Processed SPSS Data

In table 7, multiple regression equations are formed as follows:

$$y = 6,921 + 0,255x_1 + 0,377x_2$$

In the multiple regression model/equation, it can be seen that the constant (β_0) is 6.921; it means that if Self-Concept (X_1) and Lifestyle (X_2) are 0, then Student Consumptive Behavior (Y) is 6.921. The self-concept variable regression coefficient is 0.255; it means that if the other independent variables remain and the Self-Concept has increased by one point, then the Student Consumptive Behavior has increased by 0.255, the coefficient is positive, meaning that there is no positive influence between Self-Concept and Student Consumptive Behavior. Lifestyle variable regression coefficient is 0.377; it means that if the other independent variables are fixed and Lifestyle has increased by one point, then Student Consumptive Behavior has increased by 0.377, a positive coefficient means that there is a positive influence between Lifestyle to Student Consumptive Behavior.

CONCLUSION

Based on the results of research and discussion on the Influence of Lifestyle and Self-Concept to Consumptive Behavior in Economic Education Students, STKIP Pembangunan Indonesian Makassar, it can be concluded as follows: Partially, lifestyle influences consumptive behavior in Economic Education students at STKIP Pembangunan Indonesia Makassar with a significance value of 0.010; Partially, self-concept has no effect on consumptive behavior in Economic Education students at STKIP Indonesia Development Makassar with a significance value of 0.297; Simultaneously, lifestyle and self-concept affect consumptive behavior in Economic Education students at STKIP Pembangunan Indonesia Makassar with a significance value of 0.004.

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