



The Influence of Financial Literacy, Household Socioeconomic Conditions, and Peer Lifestyle on Student Consumption at SMA Negeri 1 Tana Tidung

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Received: October 1, 2026

Accepted: October 12, 2026

ABSTRACT

This research aims: (1) To determine the influence of financial literacy on the consumption of students at SMA Negeri 1 Tana Tidung, (2) To determine the influence of household socio-economic conditions on the consumption of students at SMA Negeri 1 Tana Tidung, (3) To determine the influence of peer lifestyles on the consumption of students at SMA Negeri 1 Tana Tidung, (4) To determine the influence of financial literacy, socio-economic conditions of the household, and the lifestyle of peers simultaneously on the consumption of students at SMA Negeri 1 Tana Tidung. This type of research is correlational research with a quantitative approach. The population in this study were all students in class X and XI at SMA Negeri 1 Tana Tidung. The sample in this study consisted of 100 students selected using purposive sampling technique. The instrument used is a closed questionnaire in the form of a Likert scale questionnaire to measure financial literacy variables, household socio-economic conditions, peer lifestyles, and students' consumption behavior. The data analysis techniques used include prerequisite tests (normality, multicollinearity and heteroscedasticity tests), as well as multiple linear regression tests to determine the influence of each independent variable partially or simultaneously on the dependent variable. It is hoped that the research results can contribute to understanding the factors that influence students' consumption behavior, as well as become the basis for developing financial literacy programs in schools. The research results show that: (1) There is a significant influence between financial literacy on the consumption behavior of students at SMA Negeri 1 Tana Tidung, with a contribution of 31.4%. (2) There is a significant influence between household socio-economic conditions on students' consumption behavior, with a contribution of 40.1%. (3) There is a significant influence of peer lifestyle on students' consumption behavior, with a contribution of 70.1%. (4) There is a significant simultaneous influence between financial literacy, household socio-economic conditions, and peers' lifestyles on students' consumption behavior, with a total contribution of 33%.

Keywords: Financial Literacy, Socio-Economic Conditions, Peer Lifestyle, Student Consumption.

1. INTRODUCTION

Economic and technological developments in the era of globalization also affect people's consumption behavior. The ease of obtaining financial information and products makes individuals need to have the ability to make appropriate financial decisions. These decisions are influenced by internal and external factors, such as financial understanding, socioeconomic conditions, and the social environment and peers (Mancone et al., 2024). In adolescents, consumption behavior is a concern because this period is related to identity formation and high vulnerability

to social and media pressure. Letkiewicz and Fox (2014) explain that consumption behavior is related to low financial literacy and lifestyle formed from the social environment. This condition can also be seen in students who do not have healthy financial management habits (Ridhayani & Johan, 2020).

Financial literacy is one of the factors related to consumption behavior because it includes an understanding of money management, budget planning, and financial decision-making. Caplinska and Ohotina (2019) show that financial education from an early age can improve an individual's ability to make consumption decisions. For students, good financial literacy can

help reduce irrational consumptive decisions (Jenanu et al., 2025). Conversely, low financial literacy, especially in adolescents with lower-middle socioeconomic conditions, can be related to less controlled consumption (Gautam et al., 2023). Limited understanding of money management can also make students more oriented to momentary needs than long-term financial planning (Letkiewicz & Fox, 2014).

Household socioeconomic conditions also play a role in shaping students' consumption behaviors. Family socioeconomic status can influence adolescent behavior and consumption decisions (Rowe et al., 2014). Households with higher incomes generally have wider access to financial information and learning experiences that support healthy consumption behaviors (Zhang et al., 2024). Conversely, the limited financial condition of the family can make attention more focused on meeting basic needs and limited understanding of financial management. These conditions can be related to the emergence of impulsive consumption patterns influenced by trends in social media and the friendly environment (Watts et al., 2024).

In addition to financial literacy and household socioeconomic conditions, peer lifestyles also influence adolescent consumption behavior. Strong attachment to peer groups makes friends one of the references in making decisions, including consumption (Hafizha Mayara et al., 2023). The consumptive lifestyle of peers can encourage students to imitate these behaviors (Alexander et al., 2024). Peer influence is also seen in consumption decisions in the digital environment, including online shopping festivals (Wang, 2024). Social media then strengthens the formation of consumptive norms in adolescent groups, so that the desire to be accepted and exist socially can encourage excessive consumption without considering the long-term value of spending (Cole et al., 2024). Based on these conditions, this study was conducted to determine the influence of financial literacy, household socioeconomic conditions, and peer lifestyle on the consumption behavior of students at SMA Negeri 1 Tana Tidung.

This study was limited to students in grades X to XII at SMA Negeri 1 Tana Tidung. The variables studied included financial literacy, household socioeconomic conditions, and peer lifestyle as factors that affect consumption behavior. Data collection was carried out using questionnaires and focused on students' personal consumption for daily needs. The research was carried out in the odd semester of the 2025/2026 school year, so the results of the research were limited to the context of students at SMA Negeri 1 Tana Tidung.

This study aims to determine the influence of financial literacy on the consumption behavior of students at SMA Negeri 1 Tana Tidung, to determine the influence of household socioeconomic conditions on students' consumption behavior, and to determine the influence of peer lifestyle on students' consumption behavior. In addition, this study aims to determine the influence of financial literacy, household socioeconomic conditions, and peer lifestyle simultaneously on the consumption behavior of students at SMA Negeri 1 Tana Tidung.

2. LITERATURE REVIEW

2.1 Financial Literacy

Financial literacy is an ability that includes knowledge,

understanding, skills, beliefs, and the ability of a person to manage various aspects of finance. OJK (2013) explained that financial literacy is related to understanding financial concepts that can be used to make choices and manage finances effectively in daily life. Lusardi (2012) views financial literacy as a skill that individuals need to improve their standard of living through planning and allocating financial resources appropriately and efficiently. Meanwhile, Huston (2010) defines financial literacy as an individual's expertise in managing income to achieve prosperity. In line with this, the National Financial Educators Council (NFEC) states that financial literacy includes knowledge and skills that enable a person to take financial actions effectively to meet personal, family, and community goals. The OECD also defines it as knowledge and understanding of financial concepts and risks accompanied by skills, motivation, and confidence to apply them in decision-making so as to improve the financial well-being of individuals and communities.

This study uses financial literacy indicators that refer to Oseifuah (2010), namely Financial Knowledge, Financial Attitudes, and Financial Behavior. Financial Knowledge refers to individual knowledge of various financial terms and concepts, such as bank interest rates, credit cards, bankruptcy, stock markets, banking services, taxation, pension management, and family sources of income. Financial Attitudes are related to the interest in improving financial knowledge, financial planning, implementation of government policies in taxation, and the use of various banking services. Meanwhile, Financial Behavior describes behavior in spending and saving, personal financial record-keeping, future financing planning, and debt and credit management adjusted to cash flow.

The introduction of financial literacy from an early age is also seen as able to form habits that carry over into adulthood. The National Financial Educators Council (NFEC) emphasizes that financial understanding from childhood can help build a healthy relationship with money. Data from the Program for International Student Assessment (PISA) shows that some adolescents in the United States still do not have basic financial skills, so financial education needs to be strengthened (NEFE, 2017). RBC Wealth Management (2022) states that financial literacy can help individuals face various unexpected events while supporting family economic stability. In consumption behavior, Mancone et al. (2024) show that effective financial literacy programs can encourage adolescents to be more careful when using money. Investopedia (2023) also explains that skills such as budgeting, managing debt, and saving are important parts of financial literacy that need to be learned from adolescence. FICO (2022) found that 60% of young adults rated personal finance learning in high school as more beneficial in dealing with real life than other academic subjects.

The importance of financial education in schools is also emphasized by the Council for Economic Education (2022), especially to help students prepare for future financial conditions and avoid debt problems. United Way NCA (2023) also places financial literacy as one of the efforts to reduce socio-economic disparities while supporting young people's economic independence. Therefore, financial literacy in adolescence is not only related to how to use money at this time, but also becomes the basis for building financial independence in the future.

Financial education has a role in shaping financial knowledge and habits, especially in adolescents who are developing their financial behavior. Through proper education, basic financial concepts can be understood and applied in daily life. Johnson and Sherraden (2007) explain that financial education aims to develop financial literacy so that individuals, especially young age groups, are able to make the right financial decisions.

The effectiveness of financial education is supported by a number of studies. Lučić et al. (2020) show that financial education interventions carried out systematically can improve adolescents' financial knowledge. Mancone et al. (2024) also found that financial literacy programs can influence adolescents' consumption behaviors so that they are better able to make informed financial choices. Meanwhile, Letkiewicz and Fox (2014) link financial literacy to better financial decision-making and asset accumulation.

Early financial education is also related to the formation of healthy relationships with money and lifelong skills (NFEC). Program for International Student Assessment (PISA) data shows that there are still adolescents in the United States who have not mastered basic financial literacy skills. RBC Wealth Management (2022) adds that increasing financial literacy can strengthen individuals' ability to deal with various life events and support general well-being and stability. In its application, Mancone et al. (2024) show that financial literacy programs can form a pattern of using money more carefully. Investopedia (2023) places budget management, saving activities, and investments as important skills in financial decision-making.

The implementation of financial education through schools has also received attention from the Council for Economic Education (2022), which emphasizes the need for financial literacy to be included in the curriculum to help students prepare for future financial conditions and avoid debt traps. United Way NCA (2023) views investing in financial literacy as one way to empower the younger generation to have economic independence. Thus, financial education is one of the important means of improving financial literacy while forming better financial management habits from adolescence.

2.2 Household Socio-Economic Conditions

Household socioeconomic status (SES) is one of the factors related to adolescent consumption behavior. SES is generally seen from the level of family income, parental education, and employment, which describes the socioeconomic position of the family (American Psychological Association). Adolescents from families with low SES tend to face limited educational resources and financial information so that it can affect their ability to make financial decisions. Levesque et al. (2021) show that changes in family economic conditions can affect the health, social behavior, and consumption patterns of children and adolescents. Conger et al. through the Family Stress Model explain that economic stress can trigger family stress and conflict which then affects the development and behavior of children and adolescents. In addition, Bosakova et al. (2020) found that adolescents from families with low SES tend to have lower satisfaction with school and education, which can be related to their aspirations and consumption behaviors. Therefore, household socioeconomic conditions play a role in shaping adolescent consumption behavior, so increased financial literacy and social support for

families with low SES are needed to encourage more responsible consumption behavior.

2.3 Peer Lifestyle

Lifestyle is a person's pattern in living a life that can be seen from how to use time, spend money, and determine things that are considered important. Setiadi (2018) explained that lifestyle describes how a person lives his life, uses money, and allocates time. Lifestyle can be seen through individual activities, interests, and opinions. Silvia (2009) stated that activities include various activities carried out by individuals, interests show interest in something, while opinions are ideas or views of a person towards certain ideologies or perspectives.

Peers are individuals or groups that have certain similarities, such as age, education level, and status. Kharisma (2015) explained that peers can provide comfort so that a person can share personal problems, experiences, and career choices. Meanwhile, Sinay (2017) views peers as relationships between individuals who have the same age and status. According to Santosa (2006), peer relationships can be seen through cooperation, competition, opposition, acculturation, accommodation, and assimilation. Cooperation is a joint effort to achieve goals, while competition occurs when individuals try to achieve success compared to other parties. Conflict is related to efforts to achieve goals by facing other parties, while acculturation is the entry of foreign cultural elements into a group. Accommodation is related to the termination of conflicts, while assimilation is a mixture of cultures that produces new cultures.

The lifestyle of peers is one of the social factors that can shape adolescent consumption behavior. In adolescence, acceptance and social identity in the group become important so that consumption behavior can be adjusted to the group's habits and norms. Gina Tomé et al. (2012) showed that peer groups can have a direct influence on adolescents' risky behaviors. Salvy et al. (2019) also found that interactions with peers can influence eating behaviors, including the tendency to consume energy-dense and low-nutrient foods.

This influence is stronger through the use of social media. Holmberg et al. (2021) show that social media in peer groups can influence adolescents' eating behavior, both on healthy and unhealthy food consumption. Exposure to peer lifestyles and consumption habits through social media can encourage adolescents to imitate these behaviors. In purchasing decisions, Almeshal and Alkawash (2023) show that peer influence can influence adolescents' purchasing decisions through social forces, such as rewards and legitimacy. Mangleburg et al. (2004) also explain that adolescents can follow peer consumption behavior to gain social acceptance and increase status in the group.

2.4 Student Consumption

Consumption behavior of students, especially adolescents and college students, is not only related to the purchase of goods and services, but also reflects values, identity, and social influences that affect financial decisions. Solomon (2018) explained that consumption behavior is influenced by internal factors, such as motivation, attitudes, and perceptions, as well as external factors in the form of social and cultural environments. In students, these factors interact with psychosocial development that takes place in adolescence and young adulthood.

Financial literacy is one of the aspects related to students' ability

to manage finances. Letkiewicz and Fox (2014) emphasize that financial literacy plays a role in asset accumulation and proper financial decision-making. Good financial understanding can help adolescents manage their pocket money and reduce excessive consumptive behavior. In line with this, Caplinska and Ohotina (2019) show that a well-designed financial education curriculum can help individuals deal with economic and financial complexities and increase productivity and adaptability. Therefore, financial education in the school curriculum is important to support the formation of wise consumption behaviors.

Thus, students' consumption behavior is formed through the interaction of various factors, both internal and external. The peer environment is one of the social factors that can influence consumption choices and decisions, while literacy and financial education can support students' ability to manage finances. Peer influence can produce positive or negative consumption behavior according to the norms and habits that develop in the group.

3. RESEARCH METHODOLOGY

This research is a quantitative research with a causal-comparative approach. Quantitative research uses statistically analyzed numerical data to test hypotheses and determine the relationship or influence between variables (Sugiyono, 2017). The causal-comparative approach is used to analyze the cause-effect relationship without providing treatment or manipulation of the research variables (Sugiyono, 2017). Therefore, this study observes the influence of financial literacy, household socioeconomic conditions, and peer lifestyle on students' consumption without intervention.

The research was carried out at SMA Negeri 1 Tana Tidung, Tana Tidung Regency, North Kalimantan Province. The location was chosen because it has a diversity of socioeconomic conditions of students and is related to consumption behavior problems in the school environment. The research was conducted in the odd semester of the 2025/2026 school year, namely August to November 2025, by adjusting teaching and learning activities and the availability of students as respondents.

The research population includes all students in grades X, XI, and XII of SMA Negeri 1 Tana Tidung for the 2025/2026 school year with a total of around 300 students. The population was chosen because it reflects students related to the influence of financial literacy, household socioeconomic conditions, and peer lifestyle on consumption behavior.

The sample was determined using *purposive sampling* by considering certain criteria, including the readiness and willingness of students to participate in the research. The number of samples used was 100 students and was considered to be representative of the characteristics of the population so that the data obtained could be analyzed and used to describe the student population of SMA Negeri 1 Tana Tidung.

This study consists of independent variables and dependent variables. Independent variables include financial literacy, household socioeconomic conditions, and peer lifestyles. Financial literacy is related to students' knowledge, attitudes, and skills in managing personal finances. Household socioeconomic conditions include income, education and parental work, as well as household assets related to the family's ability to meet the

needs of students. Meanwhile, peer lifestyle refers to peer consumption patterns, habits, and values that can affect individual consumption behavior.

The dependent variable in this study is student consumption, namely behavior in buying and using goods or services which can be seen through the frequency of consumption, the type of product used, and the spending patterns of students.

Data collection is carried out using questionnaires that have been validated by experts. The instrument used is in the form of a closed questionnaire with several answer options that have been provided, so that students only choose answers that are in accordance with their conditions or opinions. Questionnaires are given to students of SMA Negeri 1 Tana Tidung to obtain data on financial literacy, household socioeconomic conditions, peer lifestyle, and student consumption. The instrument is compiled based on the indicators of each variable and has gone through a validation process to meet the requirements for validity and reliability. The use of closed questionnaires also facilitates grouping and statistical analysis of data.

4. RESULTS AND DISCUSSION

This study analyzed four variables, namely financial literacy, household socioeconomic conditions, peer lifestyle, and consumption behavior of students at SMA Negeri 1 Tana Tidung. Data were obtained through a closed questionnaire that had been validated and given to 100 students in grades X and XI. Descriptive analysis was used to describe the characteristics of each variable based on respondents' answers through minimum, maximum, *mean*, median, mode, and standard deviation. The *mean* value indicates the general tendency of the data, while the standard deviation describes the extent of its spread. The results of data processing using SPSS 23 showed that each variable had the following characteristics.

The financial literacy variable (X1) had a *mean* of 36.60, a median and mode of 40, a standard deviation of 6.411, a maximum score of 40, and a minimum of 13. Based on the classification results, as many as 18 respondents (18%) were in the very high category, 46 respondents (46%) were in the high category, 28 respondents (28%) were in the low category, and 8 respondents (8%) were in the very low category. Thus, the financial literacy of students in general is in the high category. These results show that most students have a fairly good understanding of personal financial management, including the use of pocket money and the distinction between needs and wants.

Household socioeconomic conditions (X2) had a *mean* of 41.56, median and mode of 44, standard deviation of 6.961, a maximum value of 44, and a minimum of 11. The results of the classification showed that 14 respondents (14%) were in the very high category, 44 respondents (44%) were in the high category, 32 respondents (32%) were in the low category, and 10 respondents (10%) were in the very low category. In general, the socioeconomic conditions of students' households are in the high category. This shows that most of the students come from families with relatively stable economic conditions and are able to meet basic needs, although there are still respondents who are in low economic conditions.

The peer lifestyle variable (X3) obtained a *mean* of 30.14, median and mode 32, standard deviation of 5.127, a maximum value of 32, and a minimum of 8. Based on the classification,

there were 20 respondents (20%) in the very high category, 48 respondents (48%) in the high category, 26 respondents (26%) in the low category, and 6 respondents (6%) in the very low category. Thus, the lifestyle of peers is generally in the high category. This condition shows that the friendship environment has a strong relationship with the lifestyle of students, including in the choice of activities, how to dress, and consumption habits. Meanwhile, the consumption behavior of students (Y) had a *mean* of 39.18, median and mode of 41, standard deviation of 5.149, a maximum value of 44, and a minimum of 19. The results of the classification showed that 16 respondents (16%) were in the very high category, 50 respondents (50%) were in the high category, 28 respondents (28%) were in the low category, and 6 respondents (6%) were in the very low category. Thus, the consumption behavior of students is generally in the high category. This finding shows that most students have a tendency to manage expenses quite well, although there are still some respondents who show consumptive behavior, such as buying goods that are less necessary or following the trend of the friendly environment.

The normality test was performed to determine whether the residual in the regression model had a normal distribution. The data was declared normal if the *asymp significance* value ≥ 0.05 , while the < 0.05 value indicated that the data was not normally distributed. Based on the results of the *one sample Kolmogorov-Smirnov*, the residual significance value in financial literacy was 0.217, household socioeconomic conditions were 0.200, peer lifestyle was 0.212, and students' consumption behavior was 0.180. All of these values were greater than 0.05 so that the four research variables were declared to be normally distributed.

b. Data Linearity Test

The linearity test is used to determine whether or not there is a significant linear relationship between variables. The basis for decision-making refers to the value of *deviation from linearity sig.*, that is, if the value is > 0.05 , the relationship between variables is declared linear. The test results showed a deviation from linearity value of 0.672 for the relationship between financial literacy and students' consumption behavior, 0.506 for household socioeconomic conditions with students' consumption behavior, and 0.385 for the lifestyle of peers with students' consumption behavior. Because all of these values are greater than 0.05, the relationship between variables in this study is stated to be linear.

After all prerequisites tests are met, the test is continued using simple linear regression analysis to determine the relationship or influence of independent variables on the dependent variables. Hypothesis testing uses H_0 (*zero hypothesis*) which indicates no influence and H_a (*action hypothesis*) which indicates influence. H_a is accepted and H_0 is rejected if the value of t is calculated $> t$ of the table or the significance value of < 0.05 . Conversely, H_a is rejected and H_0 is accepted if t is calculated $< t$ of the table or the significance value of > 0.05 .

The results of the analysis showed an R value of 0.575 and an R square of 0.330. This value showed a positive relationship between financial literacy, household socioeconomic conditions, and peer lifestyle and the consumption behavior of students at SMA Negeri 1 Tana Tidung. The R square value of 0.330 showed that the three variables had an influence of 33% on the consumption behavior of students. Meanwhile, the regression coefficient was obtained of 3.180 with a constant of 25.725, so that the regression equation was $Y = 25.725 + 3.180 X_1 + X_2 + X_3$. This means that an increase of 1 in financial literacy, household

socioeconomic conditions, and peer lifestyle was followed by an increase in consumption behavior of 3.180.

The test results also obtained a calculated t value of 8.090, greater than the t table of 1.984, with a significance value of $0.000 < 0.05$. Thus, H_a was accepted and H_0 was rejected. The results showed that financial literacy, household socioeconomic conditions, and peer lifestyles simultaneously affected the consumption behavior of students at SMA Negeri 1 Tana Tidung.

1. Financial literacy has a significant effect on student consumption at SMA Negeri 1 Tana Tidung

The results of the first hypothesis test showed that financial literacy had a positive and significant effect on the consumption of students at SMA Negeri 1 Tana Tidung. This was shown by the beta coefficient value of 0.737, t_{hitung} of 7.386, and the significance value of $p < 0.05$, so the first hypothesis was accepted. These findings show that students with a fairly good level of financial literacy tend to be able to manage pocket money, determine priorities, plan expenses, and distinguish between needs and wants. The use of pocket money is also more directed to school, transportation, meals, and savings needs than less important expenses.

According to John Maynard Keynes' theory of consumption, consumption is an individual's expenditure to meet life needs related to income and the ability to manage economic resources. In the context of students, pocket money is the main source of consumption so that the ability to manage it can determine daily consumption patterns. Letkiewicz and Fox (2014) stated that financial literacy helps adolescents make more wise and planned consumption decisions, including avoiding waste and prioritizing needs. Caplinska and Ohotina (2019) also explained that financial education can improve individuals' ability to face the complexities of the modern economy and form healthier consumption. Meanwhile, Gulati and Singh (2024) found that adolescents with *financial self-efficacy* tend to be more planned in determining expenses, developing simple budgets, and considering the benefits of purchases.

Based on the results of the research and previous research, financial literacy is not only related to the amount of expenses, but also to the ability to determine the use of money according to needs and goals. Thus, the higher the financial literacy of students, the better the consumption patterns carried out in daily life.

2. Household socio-economic conditions have a significant effect on student consumption at SMA Negeri 1 Tana Tidung

The second hypothesis test showed that household socioeconomic conditions had a positive and significant effect on the consumption of students at SMA Negeri 1 Tana Tidung. The results were shown by a beta coefficient of 0.025, a t_{hitung} of 1.68, and a significance value of $p < 0.05$, so the second hypothesis was accepted. Family socioeconomic conditions also determine the ability of students to use pocket money and meet daily needs. Students from families with better economic conditions tend to have greater purchasing power and access to learning facilities, while students from families with lower economic conditions tend to be more selective and prioritize basic needs, such as stationery, transportation, and school needs.

In John Maynard Keynes' theory of consumption, the level of consumption is closely related to income. The greater the income of an individual or household, the greater the ability to consume. In line with that, Engel's theory from Ernst Engel explains that an increase in income causes the proportion of expenditure on basic needs to decrease, while expenditure on secondary and tertiary

needs increases. This condition can be seen in students from families with better economic abilities who in addition to meeting educational needs can also meet additional needs, such as gadgets, entertainment, and lifestyle needs.

These findings are in accordance with Rowe et al. (2014) who show that family socioeconomic status affects adolescent consumption patterns. Maris and Listiadi (2021) also explained that the family environment and socioeconomic conditions play a role in shaping student consumption, especially through support for educational and social needs. Hidayah et al. (2022) stated that family socioeconomic conditions are directly related to adolescents' lifestyle and consumption decisions. Furthermore, Anisah (2024) emphasized that family income, parental work, and household ability to manage finances are indicators that affect students' consumption. Thus, the better the household's socio-economic condition, the greater the ability of students to meet their daily consumption needs according to priorities.

3. The lifestyle of peers has a significant effect on the consumption of students at SMA Negeri 1 Tana Tidung

The results of the third hypothesis test showed that the lifestyle of peers had a positive and significant effect on the consumption of students at SMA Negeri 1 Tana Tidung. The significance value of 0.000 was smaller than 0.05 so that H_0 was rejected and H_1 was accepted. These results show that the friendship environment has a role in shaping students' consumption patterns. In adolescence, peers can be a reference in determining consumption choices, ranging from clothes, food, *gadgets*, to the use of pocket money. The desire to gain acceptance in a group can encourage students to adjust consumption to the habits of their friends.

According to Philip Kotler's theory of consumer behavior, consumption decisions are influenced by social factors, including reference groups or peers. Mangleburg et al. (2004) explain that adolescents tend to follow peer consumption patterns to gain social acceptance and improve status within the group. Zhang et al. (2022) also found that peer groups can shape adolescents' consumption habits, tastes, and priorities. This influence can be seen when learners follow *fashion* trends, use the latest *gadgets*, or engage in entertainment activities with friends.

Chung et al. (2024) stated that peer group pressure can increase consumption tendencies when adolescents try to maintain their image and social status in their environment. Abbas et al. (2021) also found that the lifestyle of peers has an effect on adolescents' spending, especially on secondary and non-essential needs. Meanwhile, Wang (2024) emphasized that social interaction in the school environment plays a role in shaping students' consumption patterns and lifestyles. However, peer influence is not always negative because the peer environment can also encourage healthy consumption habits, such as saving, managing pocket money, and reducing unnecessary purchases. Thus, the stronger the influence of peer lifestyles, the greater its influence on students' consumption patterns in daily life.

4. Financial literacy, household socio-economic conditions, and peer lifestyles simultaneously have a significant effect on the consumption of students at SMA Negeri 1 Tana Tidung.

The results of the fourth hypothesis test showed that financial literacy, household socioeconomic conditions, and peer lifestyles simultaneously had a positive and significant effect on the consumption of students at SMA Negeri 1 Tana Tidung. This was shown through a beta coefficient of 10.711, a t_{hitung} value of 1.087, and a significance of $p < 0.05$, so that the fourth hypothesis was declared accepted. These findings show that students' consumption behavior is formed through the interconnectedness

of internal and external factors. Financial literacy plays a role in the ability to manage pocket money and determine prioritized needs, while household socioeconomic conditions are related to the economic ability of the family and the lifestyle of peers are related to the influence of the friendship environment.

The findings are in accordance with John Maynard Keynes' theory of consumption which states that consumption is related to individual or household income. In the context of students, this income is reflected through the pocket money provided by the family, so that the family's economic conditions can affect the ability to meet consumption needs. However, the use of pocket money is still influenced by the ability of students to manage finances. Meanwhile, the theory of consumer behavior from Philip Kotler explains that consumption decisions are influenced by personal, social, and psychological factors. In this case, peers are one of the social factors that can encourage students to adjust consumption patterns with their group of friends.

The results of multiple regression analysis showed that the three variables together were able to explain changes in students' consumption. This finding is in line with Thompson and Glaso (2021) who stated that psychological factors and the social environment play a role in individual economic decisions. Moschis and Mathur (2024) also explain that family economic conditions, parental support, and interaction with peers play a role in shaping adolescent consumption patterns. Furthermore, Di Domenico (2022) shows that social motivation from peers can increase adolescents' involvement in consumption activities, especially when there is an impulse to gain group acceptance.

Thus, students' consumption patterns are not only determined by financial understanding, but also related to the economic conditions of the family and the environment of friends. These three factors simultaneously contribute 33% to the change in student consumption. Therefore, the formation of rational and responsible consumption behavior requires support from the family, school, and social environment of students.

Conclusion

Based on the results of the research, it can be concluded that financial literacy has a positive effect on the consumption of students at SMA Negeri 1 Tana Tidung. A good financial understanding helps students manage pocket money, set priorities, and distinguish between needs and desires so that consumption decisions become more rational and responsible.

Household socioeconomic conditions also have a positive effect on student consumption. Income levels, parents' jobs, and the family's ability to meet their needs are factors that affect consumption patterns. Students with better family economic conditions tend to have wider access to meet educational needs and personal needs.

In addition, the lifestyle of peers has a positive effect on student consumption. The friendship environment also shapes consumption behavior, especially through habits in dressing, using money, following trends, and social activities. Students tend to adjust to their social groups so that the habits of their peers can influence daily consumption decisions.

Together, financial literacy, household socioeconomic conditions, and peer lifestyles have a positive effect on the consumption of students at SMA Negeri 1 Tana Tidung. This shows that consumption patterns are influenced by the ability to manage finances, family economic conditions, and the social

environment. Therefore, the formation of wise and responsible consumption behavior requires the involvement of schools, families, and the peer environment.

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