The Influence of Family Economic Education, Lifestyle, Social Media Addiction on Consumptive Behavior Through Economic Literacy

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Abstract: The study underlines the importance of family economic education, lifestyle control, and the usage of social media in reducing students' consumption habits. The practical consequences of this research include the need to improve awareness of the basic sciences of economics through formal and non-formal education in order for learners to make more reasonable and responsible economic decisions. The purpose of this study is to examine the direct and indirect effects of family economic education, lifestyle, social media addiction, and economic literacy characteristics on consumer behavior. This study takes a quantitative method, similar to explanatory research. The data analysis technique used is SEM (Structural Equation Model) analysis, using primary data obtained from respondents through questionnaires and secondary data of the number of students in class X of the 2023/2024 year of education from the business manager of Muhammadiyah High School 2 Surabaya. Sampling technique uses probability sampling techniques by applying simple random samplings. The population of this study is the entire student class X of Muhammadiyah High School 2 Surabaya who totaled 369 people. The sample in this study amounted to 192 respondents who consisted of some students of X class Muhammadiyah high school 2 Surabaya. The results of this study show that there is a positive and significant influence of family economic education on the economic literacy of pupils of classes X of Muhammadiyah High School 2 Surabaya. There is a negative and non-significant influence on the consumptive behavior of pupiles of classes x of Muhammadiah High School 2, Surabaya. The lifestyle of the pupils is positive and not significant. There is a negative and non-significant influence of economic literacy on the consumptive behavior of students of the X class of Muhammadiyah High School 2 Surabaya. The results of this study also show that economic literature does not play a role in mediating family economic education, lifestyle, and social media addiction to the consumtive behaviour of students. It is said to be irrelevant, because p-value > 0.05 means insignificant.
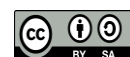
Introduction

Every individual must have experienced a trade-off and this situation is a major problem in the economy. A trade-off occurs when people are faced with many choices of economic activity and have to make a decision (Mankiw, 2020). Some decisions made by individuals are grounded with different purposes and sometimes these objectives are in conflict with each other (Narmaditya et al.,

2021). Furthermore, technological and economic developments in the digital age have provided an incredible choice and opportunity (Polas & Raju, 2021). In the face of such situations, having an economic understanding coupled with economic literacy can help individuals to decide the best choice (Fazira et al., 2020).

Economic literacy is crucial to supporting more complex economic decision-making (Efendi et al., 2019). For example, some academics claim that students will make better consumer choices if they learn the basics of economics (Nurjanah et al., 2018). As far as the decision-making forms are concerned, they include aspects of management, dissemination, and investment (Bhattacharjee et al., 2011). However, the current phenomenon among pupils, especially those who are responsible for their own expenditure, whether from their own income or from their parents, tends to conduct their economic activities in an unhealthy or unprofessional way. This tendency can be seen from the inability of students to set a priority scale over economic activities. Examples are unprogrammed consumption patterns; no consideration of consumer needs or other needs (Habybillah et al., 2016).

Current lifestyle changes, especially among teenagers, are more inclined toward over-shopping habits. Based on previous research carried out by (Enrico et al., 2014) shows that consumptive behavior phenomena have a significant impact on pupils, especially those living in urban areas. Students are happy to follow the fashion stream. They just want to try out a variety of new products that are popular and want to gain social recognition. It can be seen from the behavior of students who often eat in restaurants, walk and shop in shopping malls, hang out in cafes, have various kinds of practices and a variety of other items at fairly affordable prices. Consumptive behavior that occurs in modern society today tends to be emotionally motivated, it also shapes a person's identity to form a specific lifestyle group to determine their status.

Consumptive behavior can be understood as an individual's tendency to engage in unlimited consumption activities, in which they constantly buy or use goods and services without considering financial constraints, real needs, or their long-term impact. Often, individuals have a preference for branded or luxury goods, even though they are not actually needed (Nugraha et al., 2021). People with consumer behavior spend money buying the goods and services they want without considering what needs should be met first. Thus, people who are consumers are more likely to consume food impulsively without regard to what is most important to them (Hidayah & Bowo, 2018).

According to (Zahra & Anoraga, 2021) lifestyle is one of the determinants of consumer behavior. Lifestyle affects how one lives, spends money, and allocates time. Lifestyle often reflects an individual's habit of spending money spontaneously and without mature consideration. Many individuals are plunged into empty dreams given by the capitalist system, without realizing that they are trapped in a hedonistic path, which promises only emptying bets and hopes (Aviani & Hardinto, 2019). There are three types of lifestyle: consumer lifestyle, hedonistic lifestyle, and leisure lifestyle. The hedonist lifestyle influences individuals to prioritize pleasure in their lives, so they ignore other aspects that may have greater value (Pratminingsih et al., 2021). Thus, individuals who adopt a hedonistic lifestyle often show other behaviors, such as consumptive behavior (Akdağ & Şule, 2021; López et al., 2016)

Social media addiction is also known to trigger a person to consume higher goods or services. This is supported by a study (Ramnarain & Govender, 2013) that said that the majority of respondents ranging from 80% stated that browsing social media affects their purchasing behaviour, with 43% stating that they have purchased goods through social media more than eight times, 23% buying goods between five and eight time, 10% of goods purchased between two and four times, and

only 4% that indicated that they had purchased one time. As the development of communication technology, especially in the field of economics will have an impact on the birth of consumer behavior and by looking at the phenomenon that is happening in connection with the influence of advertising on social media, it will affect a wide range of communities. The youth, as one of the groups in society, is not free from the influence of consumerism. The millennial generation that tends to follow the evolution of the times has always had a desire to follow trends on social media including imitating someone's appearance especially in terms of fashion. A preliminary study by (Wilcox & Stephen, 2013) noted that one's self-esteem would rise as a result of the use of social media networks that could lower one' s self-control and then lead to consumer behavior.

In addition, there are changes in consumption patterns that highlight the urgency of economic literacy to enhance the ability of individuals to make personal and social decisions related to diverse economic issues (Walstad et al., 2013). Economic literacy has a strong link to the problem of poverty; a lack of understanding of good consumer behaviour can have a negative impact on the individual himself (Riady & Hutabarat, 2023). Therefore, economic literacy has a close relationship with literacy in general. Economic problems originate from a wide range of interrelated aspects of life, ranging from education in the family environment to the college level. Economic literacy is expected to shape a rational attitude towards consumption, especially among students.

Another supposed factor influencing the consumptive behavior of students is the family economic education variable. According to (Schell et al., 2018), the family is a social group that has communal life, reproduces, and fosters economic co-operation. The family has a considerable share in providing education for the life of the community (Dilek et al., 2018). Family education introduces lifelong skills, career choices, basic investment skills, and goal achievement (Megra & Grady, 2017). Economic education in the family has an impact on child consumption behaviour because generally children's consumer decisions are determined by parents (Suratno et al., 2021). Family economic education contributes to increased economic engagement that leads to changes in consumptive behavior through a long and continuous process that produces economic knowledge (Narmaditya & Sahid, 2023). Individuals who learn a lot of economic problems from their parents will have higher economic knowledge proxied by economic literacy (Rahmatullah et al., 2020).

The city of Surabaya is one of the districts in East Java where there are various institutions of higher secondary education, both public and private. One of the institutions of upper secondary education that exists in the city of Surabaya is Muhammadiyah High School 2 Surabaya. The majority of students attending Muhammadiyah High School 2 Surabaya come from high-income families. They tend to use branded products and follow the latest trends. The ease in social media will provide a variety of information and the abundance of advertisements on social media make the students of Muhammadiyah 2 Surabaya High School always know what is the current trend, so they can behave consumerly higher.

Consumptive behavior is a phenomenon that can be linked to the social and economic dynamics of the evolving post-modern society, as well as the tremendous growth in access to information. This growth triggered a significant acceleration in consumer behaviour, which is reflected in increased online shopping activity and the presence of accessible shopping centres. This causes teenagers to tend to adopt consumptive behavior and make impulsive purchases. Support for this phenomenon was identified in a situation found in a group of 10.8-grade pupils, where pupils tend to have more than one smartphone device from a leading brand, although only one device is actively used, while the others serve only as accessories. These findings are consistent with the

results of research carried out by (Mai et al., 2016). Having a smartphone that can access the internet can make it easier for students to shop online on the social media they use. Social media can be a driving factor for consumptive behavior in students (Misi et al., 2023).

Based on the explanation above, it is known that consumer behavior variables can be influenced by various factors, such as family economic education, lifestyle, social media addiction, and others. Research on consumptive behavior as a dependent variable has been a lot of research. However, independent variables are used differently. In this study the economic literacy variable is used as an intervening variable that has an influence between family economic education, lifestyle, social media addiction on consumptive behavior. It can be found through VOSViewer results using the consumptive behavior variable with a total of about 100 articles referenced from Google Scholar and Scopus, with searches from 2018 to 2022.
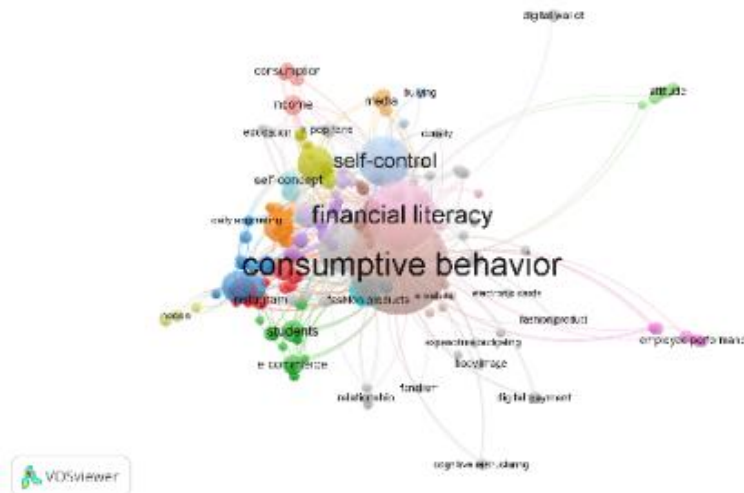
Based on analysis using VOSviewer software in the context of consumer behavior research, it was found that the relationship between social media addiction and consumer behavior has not been widely explored. The results of the interpretation of this software show that although social media addiction has a direct impact on consumer behavior, this relationship is still not the focus of research simultaneously.

Apart from that, the lifestyle and family economic education variables also show potential for further research in the context of internally regulated consumptive behavior, considering the limited research that has been conducted on this topic. Apart from that, there are no studies that specifically examine economic literacy as an intervening variable that mediates the four variables mentioned above. So that research on the role of economic literacy in mediating family economic education, lifestyle, and social media addiction on consumer behavior is still rarely conducted. In fact, day by day, this consumptive behavior is increasing among students with increasingly diverse promotions to influence the younger generation, such as students who are very easily influenced, still tend to be unstable, and are still individual in their consumptive behavior regarding financial management. Moreover, it is supported by the proliferation of smartphones and internet packages, which can make it easier for students to access social media. This condition will make it easier for students to do something. For example, purchasing an item is not only aimed at fulfilling a need but is also

motivated by less important desires, such as following trends, increasing prestige, achieving prestige, and various other reasons that are considered less essential.

Thus, researchers are interested in conducting research that analyzes the influence of various factors on the economic literacy and consumer behavior of class 10 students at SMA Muhammadiyah 2 Surabaya. The factors studied include family economic education, lifestyle, and social media addiction. Specifically, this research will look at how family economic education influences students' economic literacy and consumer behavior, as well as how lifestyle and social media addiction influence their economic literacy and consumption behavior. Apart from that, this research will also analyze the role of economic literacy as a mediator in the relationship between family economic education, lifestyle, and social media addiction and students' consumptive behavior.

Research Method

The type of research used in this study is explanatory research using quantitative approaches. The population in this study was a student of the X class of Muhammadiyah High School 2 Surabaya. The sample was used by 192 respondents using a simple random sampling technique. Simple random sampling is a simple way of taking samples where sample data from a population is randomly selected irregularly regardless of the population level. The simple random sampling technique in this study is done by voting (Arieska & Herdiani, 2018). To obtain the data required in this study, the researchers used the data obtained from the observation results and the dissemination of the questionnaire directly to the respondents through the Google form with an alternative to select one of the answers with an alternate choice of one of answers given on a likert scale of 1 to 5.

In this study, the researchers used SmartPLS 4 software based on Structural Equation Modeling (SEM) with the Partial Least Squares (PLS) method to analyze hypothetical test data. The use of this method is necessary because all the variables that researchers examine have latent properties that require indicators or statements to measure respondents' perceptions. The SEM-PLS method in SmartPLS 4 provides an effective approach to overcome the complexity of models involving latent variables in this research. According to (Husein, 2015), measuring perception will be difficult to obtain normally distributed data, whereas SEM-PLS does not question the assumption of data normality. Therefore, a suitable analysis technique is to use SEM-PLS. Apart from that, this research carried out a mediation test. SmartPLS version 4 is software whose conceptual model reflects the concept of mediation more than the previous version. The data analysis process is carried out in two stages. First, test the measurement model (outer model), specifically the validity and reliability of the construction of each indicator. In the analysis using Structural Equation Modeling with Partial Least Squares (SEM-PLS), there are two methods for testing the validity of a construct, namely the convergent validity test and the discriminant validity test. In the convergent validity test, the criteria evaluated are the loading factor value and the average variance inflation factor (AVE) value. This method is important to ensure that the measured construct accurately reflects the latent variables in the model. According to the rule of thumb, convergent validity can be considered achieved when the average variance inflation factor (AVE) value exceeds 0.5 and the loading factor value exceeds 0.7 in the context of confirmatory research and between 0.6 and 0.7 for exploratory research. In the context of evaluating discriminant validity, it is important to consider the cross-loading value as well as the correlation between latent constructs. These values are the criteria used to assess whether a measurement instrument is able to discriminate between different constructs. Discriminant validity is considered fulfilled if each statement item in a particular variable shows a

cross-loading value that is greater on the variable itself compared to the correlation value between the statement item and other variables. Thus, cross-loading and correlation analysis between latent constructs is a crucial step in ensuring the validity of the measurement instruments used. The next step is to test discriminant validity by comparing the root value of average variance extracted (AVE) with the correlation between latent constructs. If there are variable indicators that still show a cross-loading value below 0.70, then further evaluation needs to be carried out. Discriminant validity can be categorized as valid if the correlation value between latent variables is lower than the square root value of the related AVE value (Ghozali & Latan, 2015). Then to test the PLS-SEM reliability by calculating Cronchbach alpha and composite reliability. Data that has a Cronbach alpha value above 0.50 and a composite reliability value greater than 0.70 is considered reliable. Cronbach's Alpha can provide lower starting values, so composite reliability is recommended to be used (Ghozali & Latan, 2015).

Second, testing the hypothesis, performing the internal model test, and r-square value. The R-Square value of the model shows how much variation in the endogenous variable can be explained by the related exogenous variable (Ghozali & Latan, 2015). Furthermore, significance is used as an important indicator in evaluating the structural model (inner model). In the context of testing the inner model, the path coefficient value is calculated, and the bootstrapping method is applied to obtain precise estimates regarding the path relationships in the model structure. This approach is important to ensure the accuracy and validity of the analysis results as well as to avoid biases that may occur in the interpretation of empirical data.

Result and Discussion
Profile of Respondents

Based on the data collected from 192 respondents, the following respondent characteristics were obtained:

Table 1. Profile of Respondents

Criterion	Classification	Total	Persentase
Class	Class 10.7	31	16,1%
	Class 10.8	30	15,6%
	Class 10.9	35	18,3%
	Class 10.11	31	16,1%
	Class 10.12	33	17,2%
	Class 10.13	32	16,7%
Gender	Male	97	50,52%
	Female	94	49,48%
Age	15 Years Old	78	40,6%
	16 Years Old	114	59,4%

Source: Data Processed by Researcher (2024)

Furthermore, the characteristics of the distribution of respondents based on class, there are 31 or 16.1% of students from class 10.7, 30 or 15.6% of students from class 10.8, 35 or 18.3% of students from class 10.9, 31 or 16.1% students from class 10.11, 33 or 17.2% of students from class 10.12, and 32 or 16.7% of students from class 10.13. The gender distribution of the 192 respondents was 97 or 50.52% male and the remaining 94 or 49.48% male. Age distribution of 192 respondents,

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at least 78 or 40.6% of respondents were 15 years old and the remaining 114 or 59.4% of respondents were 16 years old.

Validity and Reliability

Discriminant and convergent validity were used to test the validity of the measurement instruments. Cronbach's alpha and composite reliability were used to evaluate the reliability of the instruments. Of all the indicators on each variable in this study have a loading factor value of more than 0.70. This indicates that the indicators are valid and suitable for use in further testing, as shown in Table 2.

Table 2. Discriminant Validity and Reliability Test

Variabel	Item	*Outer Loading*	Average Variance Extracted (AVE)	Cronbach's Alpha	Composite Reliability
Family Economic Education (X1)	X1.1	0,826	0,689	0,925	0,925
	X1.2	0,834			
	X1.3	0,810			
	X1.4	0,817			
	X1.5	0,839			
	X1.6	0,828			
	X1.7	0,857			
Lifestyle (X2)	X2.1	0,830	0,635	0,974	0,976
	X2.2	0,817			
	X2.3	0,806			
	X2.4	0,829			
	X2.5	0,816			
	X2.6	0,828			
	X2.7	0,829			
	X2.8	0,814			
	X2.9	0,780			
	X2.10	0,757			
	X2.11	0,756			
	X2.12	0,745			
	X2.13	0,746			
	X2.14	0,813			
	X2.15	0,779			
	X2.16	0,739			
	X2.17	0,816			
	X2.18	0,756			
	X2.19	0,835			
	X2.20	0,827			
	X2.21	0,811			
	X2.22	0,796			
	X2.23	0,781			
Social Media Addiction	X3.1	0,794	0,667	0,938	0,943
	X3.2	0,804			

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(X3)	X3.3	0,853			
	X3.4	0,833			
	X3.5	0,781			
	X3.6	0,808			
	X3.7	0,835			
	X3.8	0,843			
	X3.9	0,796			
Consumptive Behavior (Y)	Y1.1	0,750			
	Y1.2	0,813			
	Y1.3	0,773			
	Y1.4	0,777			
	Y1.5	0,817			
	Y1.6	0,793			
	Y1.7	0,801			
	Y1.8	0,758	0,618	0,959	0,960
	Y1.9	0,854			
	Y1.10	0,723			
	Y1.11	0,825			
	Y1.12	0,727			
	Y1.13	0,787			
	Y1.14	0,723			
	Y1.15	0,845			
	Y1.16	0,796			
Economic Literacy (Z)	Z1.1	0,732			
	Z1.2	0,705			
	Z1.3	0,715			
	Z1.4	0,715			
	Z1.5	0,711			
	Z1.6	0,702			
	Z1.7	0,715			
	Z1.8	0,725			
	Z1.9	0,710			
	Z1.10	0,710	0,506	0,949	0,949
	Z1.11	0,717			
	Z1.12	0,712			
	Z1.13	0,708			
	Z1.14	0,701			
	Z1.15	0,706			
	Z1.16	0,709			
	Z1.17	0,705			
	Z1.18	0,722			
	Z1.19	0,705			
	Z1.20	0,707			

Source: Data Processed SmartPLS Researcher (2024)

Convergent validity and reliability tests are determined using the following indicators:

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1) Outer loading is used to measure the level of convergent validity of research indicators, where the expected outer loading value is > 0.70.
2) Average Variance Extracted (AVE) is used to measure the level of convergent validity of research indicators, where the AVE value must be > 0.5.
3) Cronbach's Alpha is used to measure the level of reliability, which must be > 0.60.
4) Composite reliability is used to show reliability, where the value must be > 0.7.

Based on the results of the analysis, the average variance extracted (AVE) value for family economic education is 0.689, for lifestyle it is 0.635, for social media addiction it is 0.667, for economic literacy it is 0.506, and for consumptive behavior it is 0.618. These results show that each variable has an AVE value greater than 0.5. All variable indicators have a loading factor value greater than 0.70 and an AVE value greater than 0.5, so they can be said to meet convergent validity. Based on the results of the analysis, the correlation value of the construct with its indicators is higher than the correlation value of the construct with other constructs. All indicators for variable family economic education, lifestyle, social media addiction, economic literacy, and consumptive behavior already have cross-loading values greater than 0.70. Further evaluation is done by comparing the correlation between constructs with the AVE root value and looking at the Fornell-Larcker criterion table. The analysis results show that the correlation value for each construct is lower than the square root value of AVE. Likewise for other latent variables, the correlation between X1 and X2, X3, Y, and Z is greater than the square root of the AVE of X1. This indicates that each of the five constructs can be considered valid. Therefore, all indicators based on cross-loading and the Fornell-Larcker criterion have met the requirements and have good discriminant validity.

Table 3. Cross Loading

	CB	EL	FEE	L	SMA
X1.01	-0.079	0.690	0.826	0.001	0.069
X1.02	-0.000	0.651	0.834	0.023	0.116
X1.03	-0.004	0.684	0.810	-0.003	0.111
X1.04	-0.054	0.731	0.817	-0.001	0.040
X1.05	-0.033	0.703	0.839	0.023	0.118
X1.06	-0.011	0.717	0.828	0.009	0.135
X1.07	0.048	0.710	0.857	0.066	0.111
X2.01	0.550	0.026	-0.023	0.830	0.427
X2.02	0.512	0.058	0.001	0.817	0.450
X2.03	0.536	0.033	-0.007	0.806	0.465
X2.04	0.603	0.062	0.017	0.829	0.548
X2.05	0.603	-0.010	-0.005	0.816	0.524
X2.06	0.583	0.089	0.046	0.828	0.538
X2.07	0.537	0.002	-0.075	0.829	0.499
X2.08	0.563	0.032	0.003	0.814	0.471
X2.09	0.462	0.102	0.022	0.780	0.490
X2.10	0.490	0.151	0.066	0.757	0.463
X2.11	0.481	0.105	0.052	0.756	0.456
X2.12	0.432	0.117	0.033	0.745	0.466
X2.13	0.409	0.078	0.047	0.746	0.425
X2.14	0.486	0.089	0.042	0.813	0.440
X2.15	0.609	0.150	0.066	0.779	0.465
X2.16	0.458	-0.008	-0.001	0.739	0.348

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X2.17	0.549	-0.031	-0.055	0.816	0.452
X2.18	0.440	-0.017	-0.017	0.756	0.341
X2.19	0.615	0.056	-0.003	0.835	0.543
X2.20	0.541	0.132	0.043	0.827	0.474
X2.21	0.492	0.095	0.079	0.811	0.437
X2.22	0.435	0.035	-0.007	0.796	0.494
X2.23	0.434	0.087	0.057	0.781	0.435
X3.01	0.322	0.137	0.096	0.470	0.794
X3.02	0.346	0.104	0.091	0.456	0.804
X3.03	0.468	0.103	0.067	0.507	0.853
X3.04	0.412	0.073	0.025	0.504	0.833
X3.05	0.355	0.171	0.148	0.478	0.781
X3.06	0.368	0.235	0.160	0.417	0.808
X3.07	0.378	0.161	0.129	0.400	0.835
X3.08	0.515	0.082	0.058	0.559	0.843
X3.09	0.446	0.187	0.121	0.486	0.796
Y.01	0.750	0.009	0.003	0.538	0.411
Y.02	0.813	0.013	-0.031	0.594	0.392
Y.03	0.773	-0.035	-0.050	0.446	0.369
Y.04	0.777	-0.079	-0.059	0.460	0.302
Y.05	0.817	0.084	0.017	0.535	0.439
Y.06	0.793	-0.012	-0.031	0.468	0.393
Y.07	0.801	-0.014	-0.055	0.476	0.367
Y.08	0.758	-0.012	-0.023	0.544	0.425
Y.09	0.854	0.055	0.001	0.580	0.416
Y.10	0.723	0.033	-0.018	0.483	0.443
Y.11	0.825	0.081	0.016	0.549	0.447
Y.12	0.727	0.121	0.050	0.417	0.414
Y.13	0.787	-0.076	-0.048	0.475	0.326
Y.14	0.723	-0.029	-0.052	0.522	0.322
Y.15	0.845	0.045	-0.001	0.589	0.394
Y.16	0.796	-0.000	-0.022	0.477	0.398
Z.01	-0.026	0.732	0.647	0.084	0.066
Z.02	0.106	0.705	0.590	0.124	0.154
Z.03	-0.012	0.715	0.596	0.097	0.133
Z.04	-0.005	0.715	0.580	0.096	0.110
Z.05	-0.080	0.711	0.581	0.006	0.136
Z.06	-0.062	0.702	0.622	0.032	0.079
Z.07	0.007	0.715	0.599	0.033	0.131
Z.08	-0.043	0.725	0.611	-0.027	0.077
Z.09	0.028	0.710	0.572	-0.012	0.115
Z.10	0.012	0.710	0.575	0.039	0.143
Z.11	0.025	0.717	0.599	0.024	0.085
Z.12	0.035	0.712	0.563	0.080	0.171
Z.13	0.042	0.708	0.609	0.094	0.247
Z.14	0.045	0.701	0.579	0.065	0.108
Z.15	-0.026	0.706	0.605	-0.007	0.020
Z.16	0.088	0.709	0.621	0.096	0.177

Z.17	0.022	0.705	0.636	-0.008	0.086
Z.18	-0.003	0.722	0.616	0.081	0.189
Z.19	0.095	0.705	0.549	0.156	0.176
Z.20	-0.008	0.707	0.615	0.063	0.015

Source: Data Processed SmartPLS Researcher (2024)

Table 4. Fornell-Larker Criterion

	CB	EL	FEE	L	SMA
CB	0.786				
EL	0.017	0.842			
FEE	0.023	0.712	0.830		
L	0.653	0.078	0.020	0.797	
SMA	0.499	0.169	0.120	0.585	0.817

Source: Data Processed SmartPLS Researcher (2024)

The application of cross loading approach has a prerequisite, the outer loading value of an indicator on its latent variable > the outer loading value of the indicator on other latent variables. The Fornell-Larcker Criterion method requires the square root of the average variance extracted (AVE) correlation value between latent variables and other latent variables. Cross loading numbers in Table 3 and Table 4 Fornell-Larcker criterion, which indicates that the discriminant validity requirements of the study have been met.

Based on the data shown in table 2, the composite reliability value for the family economic education variable is 0.925, lifestyle is 0.976, social media addiction is 0.943, economic literacy is 0.949, and consumptive behavior is 0.960. All composite reliability values in this study are greater than 0.70, which indicates that the composite reliability of all variables can be considered good in this study. The Cronbach's alpha value for the family economic education variable is 0.925, lifestyle is 0.974, social media addiction is 0.938, economic literacy is 0.949, and consumer behavior is 0.959. All Cronbach's alpha values in this study are greater than 0.60, which indicates that Cronbach's alpha of all variables can be considered good in this study. The prerequisites for composite reliability and Cronbach's alpha have been fulfilled for each construct or latent variable in this research, namely that it has high reliability.

Hypothesis Testing Results
Variant Analysis (R2) or Determination Test

Table 5. R-Square

	R-Square	R-Square Adjusted
CB	0.451	0.439
EL	0.714	0.710

Source: Data Processed SmartPLS Researcher (2024)

In this study, there were several independent variables, so the adjusted R-square value was used. The adjusted R-squared value for path model I is 0.710, meaning that the ability of variables

X1, X2, and X3 to explain Z is 71.0% (medium). While the adjusted R-squared value for path model II is 0.539, meaning that the ability of variables X1, X2, and X3 through Z to explain Y is 53.9% (medium).

Variant Analysis (R2) or Determination Test

Rules of thumb for hypothesis testing include the path coefficient, t-statistic> 1.96 with a significance level of p-value 0.05 (5%). The results of hypothesis testing are shown in Table 6 and the research model is shown in Figure 1.
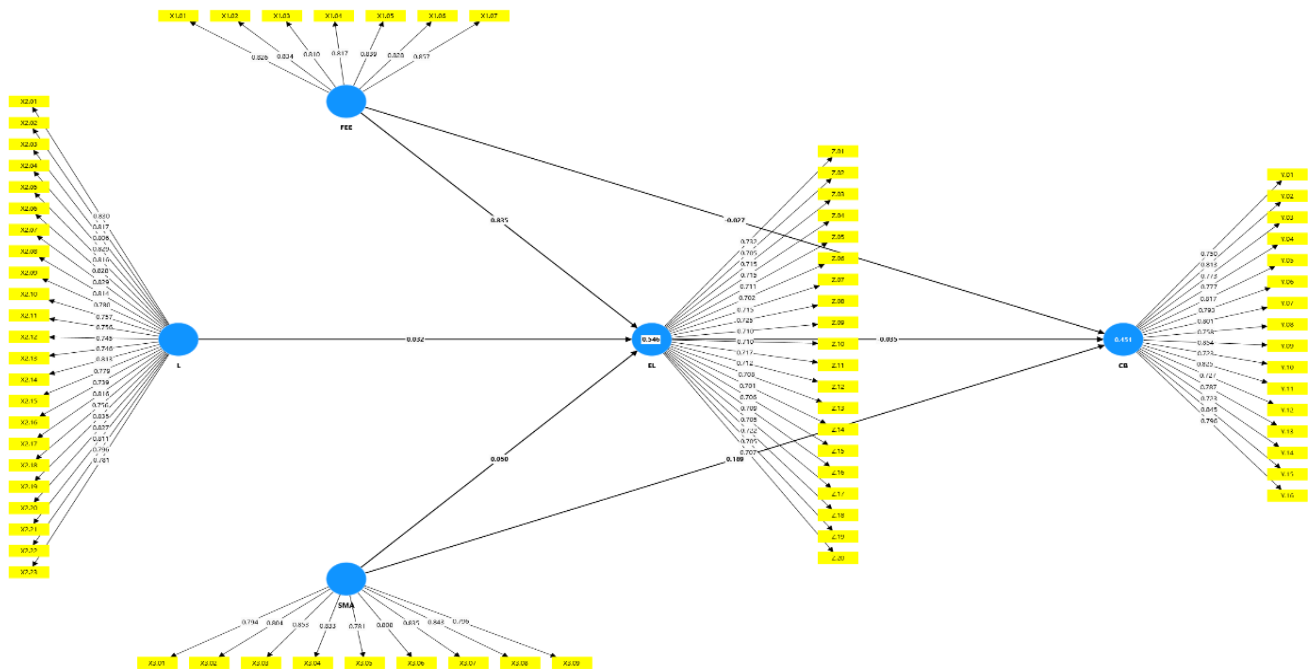

Figure 1. Research Model
Source: Data Processed SmartPLS Researcher (2024)

In the context of this research, convergent validity is used to evaluate the validity of the relationship between indicators and related constructs or latent variables. This study sets the criterion that the loading factor value must be greater than 0.70 to ensure the validity of the indicator. The results of data analysis using SmartPLS show that all indicators on each variable in this study have a loading factor value of more than 0.70. This indicates that the indicators are valid and suitable for use in further testing.

Table 6. Path Coefficient Result

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
FEE -> EL	0.835	0.836	0.034	24.814	0.000
FEE -> CB	-0.057	-0.058	0.055	1.031	0.304
L -> EL	0.032	0.031	0.049	0.657	0.512
L -> CB	0.544	0.547	0.071	7.679	0.000
SMA -> EL	0.050	0.049	0.050	1.000	0.318

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SMA -> CB	0.188	0.190	0.073	2.573	0.011
EL -> CB	-0.035	-0.039	0.112	0.317	0.752
FEE -> EL -> CB	-0.030	-0.033	0.094	0.314	0.754
L -> EL -> CB	-0.001	-0.001	0.007	0.174	0.862
SMA -> EL -> CB	-0.002	-0.002	0.008	0.230	0.819

Source: Data Processed SmartPLS Researcher (2024)

Table 6 explains the findings of the hypothesis testing is:

1. The first hypothesis tests whether family economic education affects economic literacy. The test results show that family economic education has a path coefficient value of 0.835, a t-statistic of 24.814, and a p-value of 0.000. Based on this value, it shows that family economic education has a positive and significant effect on economic literacy. Based on this finding, it can be concluded that H1 is accepted.

2. The second hypothesis tests whether family economic education affects consumptive behavior. The test results show that family economic education has a path coefficient value of -0.057, a t-statistic of 1.031 and a p-value of 0.304. Based on this value, it shows that family economic education has a negative and insignificant effect on consumptive behavior. Based on this finding, it can be concluded that H2 is rejected.

3. The third hypothesis tests whether lifestyle affects economic literacy. The test results show that lifestyle has a path coefficient value of 0.032, a t-statistic of 0.657, and a p-value of 0.512. Based on this value, it shows that lifestyle has a positive and insignificant effect on economic literacy. Based on these findings, it can be concluded that H3 is rejected.

4. The fourth hypothesis tests whether lifestyle affects consumptive behavior. The test results show that lifestyle has a path coefficient value of 0.544, a t-statistic of 7.679, and a p-value of 0.000. Based on this value, it shows that lifestyle has a positive and significant effect on consumptive behavior. Based on these findings, it can be concluded that H4 is accepted.

5. The fifth hypothesis tests whether social media addiction affects economic literacy. The test results show that social media addiction has a path coefficient value of 0.050, a t-statistic of 1.000, and a p-value of 0.318. Based on this value, it shows that social media addiction has a positive and insignificant effect on economic literacy. Based on these findings, it can be concluded that H5 is rejected.

6. The sixth hypothesis tests whether social media addiction affects consumptive behavior. The test results show that social media addiction has a path coefficient value of 0.188, a t-statistic of 2.573, and a p-value of 0.011. Based on this value, it shows that social media addiction has a positive and significant effect on consumptive behavior. Based on these findings, it can be concluded that H6 is accepted.

7. The seventh hypothesis tests whether economic literacy affects consumptive behavior. The test results show that economic literacy has a path coefficient value of -0.035, a t-statistic of 0.317, and a p-value of 0.752. Based on this value, it shows that economic literacy has a negative and insignificant effect on consumptive behavior. Based on these findings, it can be concluded that H7 is rejected.

8. The eighth hypothesis tests whether economic literacy mediates the effect of family economic education on consumptive behavior. The test results have a path coefficient value of -0.030, a t-statistic of 0.314 and a p-value of 0.754. This value explains that economic literacy does not play a role in mediating the effect of family economic education on consumptive behavior. It is said

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that it does not play a role because the p-value> 0.05 which means it is not significant. Based on these findings, it can be concluded that H8 is rejected.

9. The ninth hypothesis tests whether economic literacy mediates the effect of lifestyle on consumptive behavior. The test results have a path coefficient value of -0.001, a t-statistic of 0.174 and a p-value of 0.862. This value explains that economic literacy does not play a role in mediating the effect of lifestyle on consumptive behavior. It is said that it does not play a role because the p-value> 0.05 which means it is not significant. Based on these findings, it can be concluded that H9 is rejected.

10. The tenth hypothesis tests whether economic literacy mediates the effect of social media addiction on consumptive behavior. The test results have a path coefficient value of -0.002, a t-statistic of 0.230 and a p-value of 0.819. This value explains that economic literacy does not play a role in mediating the effect of social media addiction on consumptive behavior. It is said to play a role because the p-value> 0.05 which means it is not significant. Based on these findings, it can be concluded that H10 is rejected.

Discussion

The Effect of Family Economic Education on Economic Literacy

Based on the analysis of respondents' data, it is found that this study states that family economic education has a positive and significant effect on the economic literacy of grade 10 students at SMA Muhammadiyah 2 Surabaya. This illustrates that H1 is accepted. Referring to the t-statistic test results of 24.814 > 1.96, the p-value of 0.000 <0.05, and the positive path coefficient of 0.835. This shows that the better the family economic education obtained by students, the better their economic literacy.

The family is the first and most important social agent in economic education. Families not only provide basic economic knowledge but also shape children's economic attitudes and behaviors through habituation and modeling. Therefore, it is important for parents to realize their role in economic education and be active in teaching financial skills to their children.

Family economic education should include teaching about money management, the importance of saving, how to budget, and how to make wise purchasing decisions. It is also important to teach values such as hard work, discipline, and financial responsibility. Learners who receive good economic education at home tend to have a better understanding of basic economic concepts and are able to manage their personal finances more effectively.

The explanation of literacy behavior in economics is indicated by basic knowledge at the senior high school level which includes macroeconomics and microeconomics. In this study, the economic literacy obtained by grade 10 students at SMA Muhammadiyah 2 Surabaya was 87% in the very high category. The results of this study are in line with Vygotsky's theory (Santrock, 2007), which emphasizes that learning is very important in life in the surrounding environment, including the family environment. The process of acquiring knowledge by learners starts from social interaction, which is then internalized into individual understanding. In this process, the family plays an important and biggest role in shaping individual attitudes and behaviors so that it can shape children's habits and behavior in influencing their lifestyle. Therefore, economic education provided by parents, through habits, examples, and explanations both directly and indirectly, will provide a strong foundation in economic literacy.

The findings of this study are in line with research conducted by (Risnawati et al., 2018) which states that family economic education instilled in children will produce a mindset that guides economic literacy. Given that children will not always be with their parents, instilling good economic literacy in the family is very important. Economic education in the family environment is the first step to forming individuals who are wise in their consumption behavior. Some of the things that are taught in the family include examples of frugal living, habitual saving, prioritizing consumption between needs and wants, and good financial management. A good understanding of money management will make students wiser in their economic activities, especially in terms of consumption.

Based on (Risnawati et al., 2018) research underlines the importance of economic literacy as a provision for children in facing various economic situations in the future. In line with (Wulandari & Narmaditya, 2022) who state that family is the first and main knowledge for individuals to better master various subjects, including economics which is proxied by economic literacy. Thus, theoretically, the research findings state that family economic education has a positive effect on economic literacy proven in grade 10 students at SMA Muhammadiyah 2 Surabaya.

The Effect of Family Economic Education on Consumptive Behavior

Based on the analysis of respondents' data, the results show that this study states that family economic education has a negative effect and does not significantly affect the consumptive behavior of 10th grade students at SMA Muhammadiyah 2 Surabaya. This illustrates that H2 is rejected. Referring to the t-statistic test results of $1.031 < 1.96$, the p-value of $0.304 > 0.05$, and the path coefficient of -0.057. This means that when the family economic education that students have is high, the consumptive behavior that students have is low, and vice versa, if the family economic education obtained by students is low, the consumptive behavior shown by students will be higher, so that students will tend to be more consumptive in consuming goods.

Economic education in the family environment is generally based on a habituation process that emphasizes exemplary and real experiences in everyday life. Through habituation, example, and explanation, patterns of attitudes and actions that reflect consumption behavior are formed. The better the family provides education, role models, and habituation in terms of utilizing and managing money, the easier it will be for students to control their consumptive behavior. For example, giving pocket money that is not excessive will encourage children to be more selective in using their money. Accustoming children to buy goods according to their needs will form a good mindset, which in turn will affect the pattern of consumption.

This research is supported by previous studies that show the effect of family economic education on consumptive behavior. One of them is Anisaputri's research (2019), which found that there is an influence of family economic education on the consumptive behavior of students in the 2017 Economics Education Study Program at the State University of Malang. In line with (Suryani, 2018), who states that the role and function of the family are closely related to the socialization of children as consumers, Socialization given to children as consumers is defined as the process by which a child acquires knowledge, skills, and attitudes that are relevant to his function as a consumer in the market. The socialization process is also defined as the process of how a child acquires knowledge about goods and services as well as consumption knowledge, information seeking, and skills to bargain for goods and services (Schiffman & Kanuk, 2008). Thus, theoretically, the research findings state that family economic education has a negative influence on the consumptive behavior of grade 10 students at SMA Muhammadiyah 2 Surabaya.

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The Effect of Lifestyle on Economic Literacy

Based on the analysis of respondents' data, the results show that this study states that lifestyle has a positive effect and does not significantly affect the economic literacy of grade 10 students at SMA Muhammadiyah 2 Surabaya. This illustrates that H3 is rejected. Referring to the t-statistic test result of 0.657<1.96, the p-value of 0.512>0.05, and the path coefficient of 0.032, This means that the lower the economic literacy possessed by students, the less rational their lifestyle. Economic literacy includes people's skills and abilities that can be applied to economic activities and decision-making processes. By having economic literacy, students will be encouraged to find solutions to complex economic problems and can apply the theory obtained to solve problems (Nurjanah et al., 2018; Suratno et al., 2021).

In learners' social environments, relationships between fellow humans affect their consumptive behavior. Learners who have economic knowledge tend to form more prudent consumption behaviors to achieve their needs. Practical experiences and learning opportunities as needed can help learners make the right decisions in forming an appropriate and rational lifestyle. That is why there is an influence on lifestyle and economic literacy. In addition, the environment also influences children's personal experiences, especially in the era of technology that provides easy access to a variety of information. However, a lack of a basic understanding of economics can lead to an irrational lifestyle. In line with research by (Wirawan & Puspitaningsih, 2019), which shows that economic literacy can increase students' entrepreneurial awareness and behavior, which in turn can positively affect their lifestyle, However, the results of this study are not in line with research conducted by (Risnawati et al. 2018), which shows that lifestyle does not directly affect students' economic literacy.

The Effect of Lifestyle on Consumptive Behavior

Based on the analysis of respondents' data, the results show that this study states that lifestyle has a positive and significant effect on the consumptive behavior of 10th grade students at SMA Muhammadiyah 2 Surabaya. This illustrates that H4 is accepted. Referring to the t-statistic test results of 7.679 > 1.96, the p-value of 0.000 <0.05, and the path coefficient of 0.544, This means that the higher the lifestyle owned by students, the higher their consumptive behavior. The relationship between lifestyle and consumptive behavior is an important concern in the social and economic context, especially among students who are still in the phase of forming behavior patterns and consumption habits. Lifestyle plays an important role in shaping consumptive behavior among learners. Lifestyle here refers to the pattern of activities, interests, and opinions that individuals choose to reflect their identity in a social and cultural context. According to (Belk, 1988) and (Solomon, 1983), lifestyle includes not only what we do on a daily basis but also how these activities portray who we are in society. Learners who adopt an active lifestyle, tend to follow the latest trends, and prioritize social status often show a tendency to be more active in purchasing and consuming certain products or services (Hogg et al., 2001; Schiffman & Kanuk, 2010). They see consumption as a way to express themselves and maintain or improve their social position in the neighborhood (Solomon, 1983; Veblen, 1899).

Furthermore, a lifestyle that focuses on social status may encourage individuals to choose products or services that can increase prestige and demonstrate success in their community (Eastman et al., 1994; Schiffman & Kanuk, 2010). This suggests that their consumption decisions are not only based on functional needs but are also influenced by their social aspirations and values. The concept of perceived behavioral control in planned behavior theory (Ajzen, 1991) illustrates that individuals'

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perceptions of the ease or difficulty of adopting a particular lifestyle can influence their consumptive behavior. Therefore, the increase in a more luxurious lifestyle tends to increase consumptive behavior, in accordance with the findings supported by previous research (Alamanda, 2018; Haryono, 2015; Romadhoni et al., 2015). According to (Engel et al., 1994) and (Kotler, 2002), lifestyle has a significant influence on a person's consumption behavior, which includes influencing their needs, desires, and consumptive behavior patterns. Students with a high lifestyle tend to have high consumptive behavior as well. However, this is not in line with the research findings of (Risnawati et al., 2018), which show a negative relationship between research findings and theory. Thus, the results of this research analysis illustrate that learners' lifestyles can be influenced by various factors, including their perception of trends and the desire to follow or reject them.

The Effect of Social Media Addiction on Economic Literacy

Based on the analysis of respondents' data, the results show that this study states that social media addiction has a positive effect and does not significantly affect the economic literacy of grade 10 students at SMA Muhammadiyah 2 Surabaya. This illustrates that H5 is rejected. Referring to the t-statistic test results of $1.000<1.96$, the p-value is $0.318>0.05$, and the path coefficient is negative 0.050. This shows that the higher the level of social media addiction, the higher the economic literacy owned by students.

The results of this study are consistent with existing literature, which suggests that social media addiction often leads users to engage in critical and creative thinking as they assess and share information. For example, when they come across interesting economic information, they may look for more sources to verify its accuracy or discuss it with others to get different perspectives. With the wide and diverse access to economic information through social media, learners who have a high level of social media addiction tend to be exposed to more economic information. This can improve learners' understanding and knowledge of economic concepts, thus strengthening their economic literacy. However, it is still important to ensure that the use of social media is positively directed and balanced so that the educational benefits can be maximized. Thus, with proper utilization, social media addiction can be used as a means to improve the economic literacy of grade 10 students at SMA Muhammadiyah 2 Surabaya.

In addition, there are many social media platforms, such as YouTube, Instagram, and TikTok, that present educational content about economics in an interesting and easy-to-understand way. Short videos, infographics, and animations can help learners understand economic concepts faster and better than just reading a textbook. Social media can also allow learners to join online communities and discussion forums that discuss economic topics. Interacting with fellow learners or economics experts through comments, group discussions, and webinars can deepen learners' understanding of various economic issues and how to deal with them. Therefore, this study provides some important implications for educators, parents, and policymakers to raise awareness of the impact of social media addiction and develop strategies to reduce the negative impact of social media use among adolescents. Digital and economic literacy education also needs to be introduced in schools to help learners understand and manage their spending more wisely.

This study is also related to other studies that examine the effect of social media addiction on economic literacy. However, the results of this study are not in line with research conducted by (Förster & Happ, 2019), which found that social media addiction has a negative impact on economic literacy. Teenagers who experience social media addiction tend to have a low understanding of personal financial management and basic economic concepts. As a result, these adolescents are more

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prone to consumptive behavior due to their lack of knowledge and skills in managing their finances effectively. According to Förster & Happ, the use of social media is just one of the ways to satisfy interest in economic topics, taking into account the assumption that interest is directly related to the state of economic knowledge. Based on (Förster & Happ 2019) also revealed that an internationally accepted economic literacy test to explore the gender gap in economic knowledge was significantly influenced by social media use.

The Effect of Social Media Addiction on Consumptive Behavior

Based on the analysis of respondents' data, the results show that this study states that social media addiction has a positive and significant effect on the consumptive behavior of 10th grade students at SMA Muhammadiyah 2 Surabaya. This illustrates that H6 is accepted. Referring to the t-statistic test results of 2.573 > 1.96, the p-value of 0.011 <0.05, and the path coefficient of 0.188, This shows that the higher the level of social media addiction, the higher the consumptive behavior shown by students.

The results of this study are in line with theory and previous research, which states that exposure to social media can influence individual consumptive behavior. Attractive content, advertisements targeting teenagers, and social encouragement to follow the latest trends can encourage learners to behave consumptively. On social media, individuals often see friends or influencers they follow showing off new products or certain lifestyles. This phenomenon is known as "social proof," where people tend to follow the behavior of others who are considered the standard or norm. This social pressure can push individuals to make purchases in order to conform to the group or maintain their social image. Furthermore, social media addiction can lead to a reduced ability to control shopping desires, so learners tend to make excessive purchases. This is because social media often displays a glamorous and idealized lifestyle, which in turn affects adolescents' perceptions of their needs and wants. Therefore, collaborative efforts from various parties are needed to address this issue and help adolescents develop healthy social media usage habits and more controllable consumptive behavior.

The results of this study are in line with theory and previous research which states that exposure to social media can affect individual consumptive behavior. For example, research by (Andreassen et al., 2017) indicated that social media addiction is related to increased consumptive behavior. In the study, it was found that individuals who have a tendency to social media addiction are more often exposed to advertisements and content that promotes a consumptive lifestyle, thus encouraging them to shop more often and in larger quantities. Furthermore, research by (Lee et al. ,2016) shows that social media addiction can reduce self-control in financial terms, because addicted social media users are more likely to engage in impulse purchases due to exposure to tempting content and attractive offers. The research findings of (Sari & Subaida, 2019) show that social media addiction makes individuals tend to purchase a good or service so that it becomes a factor that affects a person's level of consumerism.

In the context of students, the results of this study corroborate previous findings that adolescents who frequently use social media and show signs of addiction are more prone to consumptive behavior. This is due to a variety of factors, including the social urge to follow trends, the desire for peer recognition, and constant exposure to advertising content.

The Effect of Economic Literacy on Consumptive Behavior

Based on the analysis of respondents' data, the results show that this study states that economic literacy has a negative effect and does not significantly affect the consumptive behavior of

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10th grade students at SMA Muhammadiyah 2 Surabaya. This illustrates that H7 is rejected. Referring to the t-statistic test result of 0.317<1.96, the p-value of 0.752>0.05, and the path coefficient of -0.035, This means that although there is a tendency that an increase in economic literacy is associated with a decrease in consumptive behavior, this relationship is not strong or consistent enough to be considered statistically significant. In other words, increasing economic literacy does not clearly reduce consumptive behavior in grade 10 students at SMA Muhammadiyah 2 Surabaya.

According to (Hamalik, 2018), the result and evidence of the learning process is a change in behavior. Human behavior consists of various aspects, and learning results will be seen from changes in these aspects, including knowledge, habits, skills, appreciation, emotions, social relationships, physical health, ethics, and attitudes. When a person is involved in the learning process, changes in one or more of these aspects of behavior will be seen.Based on this theory, economic literacy can be considered a learning outcome that reflects the quality of learning and is one of the determinants of students' level of economic mastery and understanding. Research conducted on grade 10 students at SMA Muhammadiyah 2 Surabaya shows that most students have a sufficient level of economic literacy, while consumptive behavior is in the very high category. So from the results of the data analysis that has been done, it can be concluded that economic literacy has an inversely proportional relationship with the consumptive behavior of Muhammadiyah 2 Surabaya High School students.

The results of this study support the theory of planned behavior, which illustrates that behavioral control and the availability of necessary resources play an important role in shaping individual behavior. Economic literacy, as part of behavioral control, reflects the ability of individuals to participate in consumptive behavior more effectively and improve their overall well-being (Said & Iskandar, 2020). The results of this study are also in line with research conducted by (Sina, 2022), which states that economic literacy will provide understanding for making smart economic choices. According to Sina, economic literacy should help individuals understand and analyze when faced with the right decisions and thus greatly influence one's consumption decisions. However, the findings of this study are not in line with previous research by (Risnawati et al., 2018), which also showed that there was no direct effect between economic literacy and consumptive behavior. Similar findings are also shown from the results of research presented by (Jannah, 2019), indicating that economic literacy has no influence on a person's consumptive behavior.

The Effect of Family Economic Education on Consumptive Behavior through Economic Literacy

Based on the analysis of the data, respondents obtained the result that the study stated that economic literacy less can mediate family economic education against consumptive behavior. The test results had a path coefficient value of -0,030, t-statistics of 0.314, and p-value of 0.754. The value explains that economic literacy does not play a role in mediating the influence of family economic education on the consumptive behavior of 10th grade students at Muhammadiyah High School 2 Surabaya.

Based on the findings in this study related to family economic education, it is known that most learners have family economic education that is classified as very high, according to the number of respondents who show the classification level of economic education in the family. This level is not enough to have a significant effect. Based on data analysis, the indirect effect of family economic education on consumptive behavior through economic literacy has a p-value of 0.754. This shows that family economic education through economic literacy does not have a significant effect (the

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effect is direct) on the consumptive behavior of grade 10 students at SMA Muhammadiyah 2 Surabaya. So the intervening variables in this study can be said to have no role in mediating the relationship between exogenous variables and endogenous variables.

The results of this study are not in line with research conducted by Efendi et al. (2019) which states that economic literacy acts as a mediator in predicting individual behavior. Literacy in the economy is very important because a person is able to choose products that can improve the country's economy. Smart economic decisions will be based on the ability to determine resources to create benefits. So literacy is becoming increasingly important to make decisions, namely how to invest well, how much to borrow and spend money, and how to understand the consequences in the future (Jappelli, 2010). This is not in line with the opinion (Pandey and Bhattacharya, 2012) that economic literacy is the ability to use economic concepts to make decisions about saving income, spending, and allocating money. According to Andi Wisnu et al. (2022), good family economic education can affect students' consumptive behavior. This is because students who experience an increase in family economic education will automatically experience an increase in consumptive behavior in accordance with their needs. Risnawati et al. (2018 show that in the results of the data analysis regarding family economic education on consumptive behavior through economic literacy, there is an indirect effect of 0.562%. This shows that family economic education through economic literacy does not have a significant influence on consumptive behavior.

The Effect of Lifestyle on Consumptive Behavior through Economic Literacy

Based on the analysis of respondent data, the results show that this study states that economic literacy cannot mediate the influence of lifestyle on consumptive behavior. The test results have a path coefficient value of -0.001, t-statistic of 0.174, and p-value of 0.862. This value explains that economic literacy does not play a role in mediating the effect of lifestyle on the consumptive behavior of 10th grade students at SMA Muhammadiyah 2 Surabaya.Based on data analysis, there is a direct effect of lifestyle on consumptive behavior through economic literacy with a p-value of 0.862. This shows that lifestyle through economic literacy has an insignificant effect (the effect is direct) on the consumptive behavior of 10th grade students at SMA Muhammadiyah 2 Surabaya. So the intervening variables in this study can be said to have no role in mediating the relationship between exogenous variables and endogenous variables.

Thus, the findings in this study are not in line with the results of previous research conducted by Risnawati et al., (2018), which states that the more modern a person's lifestyle is, the more rational it will be because one of the characteristics of modern humans is to have planning and orientation that is based on a rational mindset. Students who experience an increase in lifestyle will automatically experience an increase in consumptive behavior. However, with economic literacy, even though there is an increase in consumptive behavior, it can still be adjusted to meet the level of needs of these students. So, with economic literacy, individual consumptive behavior becomes more directed and not hedonistic because it is in accordance with their needs.

The Effect of Social Media Addiction on Consumptive Behavior through Economic Literacy

Based on the analysis of respondent data, the results show that this study states that economic literacy cannot mediate the effect of social media addiction on consumptive behavior. The test results have a path coefficient value of -0.002, t-statistic of 0.230 and p-value of 0.819. This value explains that economic literacy does not play a role in mediating the effect of social media addiction on consumptive behavior. Based on data analysis, it is known that there is a direct effect of social media addiction on consumptive behavior through economic literacy, with a p-value of 0.819. This shows

that social media addiction through economic literacy has an insignificant effect (the effect is direct) on the consumptive behavior of grade 10 students at SMA Muhammadiyah 2 Surabaya. So the intervening variables in this study can be said to have no role in mediating the relationship between exogenous variables and endogenous variables.

Economic literacy is increasingly becoming an important element for individuals. Economic literacy will enable individuals to manage limited economic resources by applying basic economic concepts to achieve welfare (Suratno et al., 2021). Previous research states that economic behavior is determined by the level of knowledge about economic literacy (Lyn & Sahid, 2021). The results of this study are not supported by the findings of Margaret which reveal that the use of social media by companies can increase consumer satisfaction, customer loyalty, and consumer awareness of brands (Margaret, 2018).

Conclusion

Based on the results of the analysis of data and discussion on this study, the conclusion is as follows: (1) Family economic education has a positive and significant effect on economic literacy. This indicates that the better the family economic education obtained by students, the better the economic literacy of students. Therefore, family economic education is very important for students. So the existence of family economic education can affect the economic literacy of grade 10 students at SMA Muhammadiyah 2 Surabaya. (2) Family economic education has a negative effect and does not have a significant effect on consumptive behavior. This means that when the family economic education that students have is high, the consumptive behavior of students is low, and vice versa if the family economic education obtained by students is low, the consumptive behavior shown by students will be higher, so that students will tend to be more consumptive in consuming goods. (3) Lifestyle has a positive effect and has no significant effect on economic literacy. This means that when the economic literacy possessed by students is low, their lifestyle will be less rational. This indicates that students who have a high lifestyle will also have high economic literacy because even though the lifestyle of students is high, it is still adjusted to the abilities and needs of these students. Therefore, there is a positive and significant influence between lifestyle on the economic literacy of 10th grade students at SMA Muhammadiyah 2 Surabaya. (4) Lifestyle has a positive and significant effect on consumptive behavior. This means that the higher the lifestyle owned by students, the higher their consumptive behavior. This indicates that the increase in a more luxurious lifestyle tends to increase consumptive behavior. Therefore, there is a positive and significant influence between lifestyle on the consumptive behavior of 10th grade students at SMA Muhammadiyah 2 Surabaya. (5) Social media addiction has a positive effect and has no significant effect on economic literacy. This means that the higher the level of social media addiction, the higher the economic literacy possessed by students. (6) Social media addiction has a positive and significant effect on consumptive behavior. This means that the higher the level of social media addiction, the higher the consumptive behavior shown by students. This indicates that social media addiction can encourage students to buy products or services promoted through the platform as well as social encouragement to follow the latest trends that make students increasingly consumptive behavior (7) Economic literacy has a negative effect and does not significantly affect consumptive behavior. This means that although there is a tendency that an increase in economic literacy is associated with a decrease in consumptive behavior, this relationship is not strong or consistent enough to be considered statistically significant. In other words, increasing economic literacy does not clearly reduce consumptive behavior in grade 10

students at SMA Muhammadiyah 2 Surabaya. (8) Family economic education through economic literacy does not have a significant effect (the effect is direct) on the consumptive behavior of 10th grade students at SMA Muhammadiyah 2 Surabaya. So that the intervening variables in this study can be said to have no role in mediating the relationship between exogenous variables and endogenous variables. (9) Economic literacy, which refers to a person's understanding and ability to manage finances and make wise economic decisions, has no role as an intermediary or mediator in the relationship between lifestyle and consumptive behavior. In this context, a person's lifestyle may affect their consumptive behavior directly, without being influenced by their level of economic understanding. Thus, economic literacy here does not change or modify how lifesyle impacts consumptive behavior. (10) Social media addiction balanced with adequate economic literacy can help individuals manage their finances when making purchases. The results showed that social media addiction through economic literacy has an insignificant effect (the effect is direct) on the consumptive behavior of grade 10 students at SMA Muhammadiyah 2 Surabaya. So that the intervening variables in this study can be said to have no role in mediating the relationship between exogenous variables and endogenous variables.

Recommendation

This study proves that there is a significant influence of family economic education, lifestyle, social media addiction, and economic literacy on consumptive behavior. Therefore, researchers advise students to improve and expand their understanding of economic literacy in order to reduce consumptive behavior that can harm themselves. In addition, students are also advised to manage their lifestyle in order to reduce the level of consumptive behavior. By reducing hedonistic daily activities and considering needs rather than wants, consumptive behavior can be minimized. Furthermore, students should also be able to control themselves in social media addiction well. Reducing excessive use of social media can help reduce the urge to consumptive behavior and focus more on productive activities. By combining efforts to increase economic literacy, lifestyle management, and control social media addiction, it is hoped that students can reduce unnecessary consumptive behavior and they can be wiser in managing finances. In addition, the population coverage in this study was only in one school and one batch, namely class X students at SMA Muhammadiyah 2 Surabaya, researchers did not conduct research on the entire batch. Therefore, suggestions for future research that has relevant research can increase the coverage of a wider population by using or adding other variables that have not been examined in this study.

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