ECONOMIC LITERACY, LIFESTYLE AND SELF-CONTROL OF STUDENT CONSUMPTIVE BEHAVIOR FACULTY OF ECONOMICS, JAKARTA STATE UNIVERSITY

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Article Info	Abstract
	This study aims to determine the effect of economic literacy, lifestyle, and self-control on the consumptive behavior of students at the Faculty of Economics, Jakarta State University. The method used in this study is a quantitative method. The reachable population in this study were all undergraduate students at the Faculty of Economics, Jakarta State University for the 2021/2022 academic year with a total of 97 students. Sampling technique with simple random sampling, with data collection using questionnaires and tests. The analysis technique used in this research is path analysis. The results of this study indicate that: 1) Economic Literacy has a negative and significant effect of -62.7% on Consumptive Behavior, 2) Lifestyle has a positive and significant effect of 76.6% on Consumptive Behavior, 3) Self-control has a negative effect of -43.5% on Consumptive Behavior, 4) Economic Literacy, Lifestyle and Self-control together have a positive and significant effect of 79.3% and the rest are influenced by other factors.

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh literasi ekonomi, gaya hidup, dan *self- control* terhadap perilaku konsumtif mahasiswa Fakultas Ekonomi Universitas Negeri Jakarta Metode yang digunakan dalam penelitian ini adalah metode kuantitatif. Populasi yang terjangkau pada penelitian ini adalah seluruh mahasiswa S1 Fakultas Ekonomi Universitas Negeri Jakarta tahun ajaran 2021/2022 sebanyak 97 mahasiswa. Teknik pengambilan sampel dengan simple random sampling, dengan pengumpulan data menggunakan kuesioner dan tes. Teknik analisis yang digunakan daam penelitian ini yakni Analisis Jalur atau *path analysis.* Hasil penelitian ini menunjukan bahwa: 1) Literasi Ekonomi berpengaruh negatif dan signifikan sebesar -62,7% terhadap Perilaku Konsumtif, 2) Gaya Hidup berpengaruh positif dan signifikan sebesar 76,6% terhadap Perilaku Konsumtif, 3) Self-control beperngaruh negatif sebesar - 43,5% terhadap Perilaku Konsumtif, 4) Literasi Ekonomi, Gaya Hidup dan *Self-control* secara bersama sama berpengaruh positif dan signifikan sebesar 79,3% dan sisa lainya dipengaruhi oleh factor lainnya.

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INTRODUCTION

Consumption has a close relationship with economic activities carried out by humans. Because every human being is required to meet their needs by consuming goods and services. Human needs are unlimited and in essence humans always feel lacking or dissatisfied with something. Indonesia is a developing country that is trying to carry out development in various sectors, one of which is the economic sector. Based on the Central Statistics Agency (BPS) said that Indonesia's cumulative economic growth in January-June 2021 increased by 3.1 percent when compared to semester I/2020 (Elena, 2021). Household consumption expenditure is an important component for stabilizing the Indonesian economy. The Central Statistics Agency (BPS) notes that in 2021 household consumption will grow by 5.93 percent compared to 2020 (Budy, 2021).

If viewed from the micro or individual side, increasing public consumption is a negative thing because people will tend to have an extravagant lifestyle. And when viewed from the macro side, this is a positive thing, but if in the long term consumption is too high without being offset by public savings, it will become a risk for a country.

According to (Asisi, 2020) that consumptive behavior is the behavior of buying goods without strong consideration and prioritizing wants rather than needs. Consumptive behavior refers to the process of selecting decisions and purchases in the consumption of goods and services to fulfill desires (Hervé & Mullet, 2009). Therefore consumptive behavior has an excessive pattern of life not based on needs but the desire to fulfill pleasure desires alone.

The growing development of science and technology has changed the world and supports a person to have unlimited access to all the desired products and services thereby influencing consumptive behavior (Mitra et al., 2019). This can be seen from the increasing number of offline and online shopping centers, the proliferation of coffee shops, various online foods, online transportation or other entertainment facilities that can be purchased by the public, both from the upper class to the lower class. This phenomenon can indirectly affect the pattern of people's consumption behavior.

According to Ratih in (Haryana, 2020) the initial purpose of the presence of technological advances is to facilitate communication and various other activities. But the reality is not as expected, people are becoming irrational in using technology, especially in consumption. The Ministry of Communication and Information said that 89% of Indonesia's population uses smartphones, both for communication and consumption.

Economics is very important to act according to the knowledge he gets in the learning process so that he can make wise decisions about consumption (Drifanda, 2018). Economic literacy is reflected in economic behavior in its main activity which is an act of consumption. If individuals have a low level of economic literacy, it will have an impact on consumptive behavior. So that low economic literacy makes individuals not smart in carrying out consumption activities.

Then what influences consumptive behavior is lifestyle. Lifestyle describes all people who interact with their surroundings (Gunawan, 2019). Today there are many phenomena of a consumptive lifestyle that follow contemporary fashion, especially among students. Taking excessive actions in consuming goods or services to fulfill lifestyle results in waste. Most students like to buy products that are trending, usually because they are influenced by promotional advertisements, follow friends, and just to look fashionable because they are proud if they don't follow the trend.

One that plays an important role in controlling consumptive behavior is self-control. This self-control is an individual's way of controlling behavior and controlling decisions. Self-control can be used as behavior control before deciding something to act (Kumalasari & Soesilo, 2019). If a student has a high level of self-control, then the student can consider before making a decision whether purchasing the item is really needed or just following a whim, so as to avoid consumptive behavior. From the results of the questionnaire data (pre-survey) with 30 students of the economics faculty State University of Jakarta. In terms of economic literacy, it is known that 86.7% of students know about the concept of economic literacy. Then 56.7% of students agree that they have not been able to apply the concept of economic literacy in everyday life. Furthermore, 70% of students agree in prioritizing needs but sometimes they have not been realized properly, and 66.7% of students agree that they prefer to shop online because they are tempted by the promo and cashback.

Table 1 Student Consumption Behavior Based on Lifestyle

Gaya Hidup Mahasiswa	Frekuensi (Per bulan)			Jumlah
	1-2 Kali (%)	>3 Kali (%)	Tidak Pernah (%)	
Shopping/ Nongkrong di Mall	36,7	46,7	16,7	100
Nongkrong di *Coffee Shop*	40	43,3	16,7	100
Berlibur / bertamasya	26,7	56,7	16,7	100
Menabung	60	20	20	100

(Source: processed by researchers, 2022)

From processing questionnaire data (pre-survey) from 30 students of the Faculty of Economics, Jakarta State University, it was found that student activities were driven by a lifestyle which had a fairly high percentage. But besides that, there are still students who allocate their money for savings at least once a month, reaching 60%. In addition, students who spend their free time doing assignments or just hanging out in coffee shops have a fairly high percentage. This is due to the strategic location of the Jakarta State University with the Arion mall area, Green Pramuka Square, and several trending coffee

shops, so that this can make it easier for students to buy various products and consume without limits.

In self-control, based on questionnaire data (pre-survey), it was found that 80% of students were able to control themselves when products purchased online did not meet their expectations. However, the percentage of 53.3% of students is still hesitant in controlling the purchase of needs rather than their desires, and 73.3% of students are more influenced by the opinions of others to buy a product.

Based on the data described above and the results of previous research, the factors that influence consumptive behavior still do not show data incompatibility. So that researchers are interested in conducting further research with the title "The Influence of Economic Literacy, Lifestyle and Self-Control on Consumptive Behavior of Students of the Faculty of Economics, Jakarta State University".

LITERATURE REVIEW

Consumptive Behavior

According to (Asisi, 2020) consumptive behavior is the behavior of buying goods without strong consideration and prioritizing wants rather than needs. This consumptive behavior has a tendency to consume without limits to buy something that is excessive and not planned (Dikria, 2016). James F. Engel also argues that consumptive behavior is the action or behavior of someone who is directly involved in obtaining and using the desired goods, including decisions in determining other actions. Then according to (Riana, 2019) the actions that underlie a person in buying something will lead to consumptive behavior because it is not based on top priority needs but based on his desires so that this can lead to waste

According to Sumartono in (Nurjanah, 2019) the indicators used to measure consumptive behavior are: 1) buying products to lure gifts, 2) buying products because

the packaging is attractive, 3) buying products to maintain self-appearance and prestige, 4) buying products on the basis of high prices is considered prestige, 5) buying products just to protect the symbol, and 6) using products because of conformity to the advertised model.

Economic Literacy

Economic literacy comes from English which is called Economic Literacy or commonly called economic literacy. Literacy means that "can catch or understand what is meant by something". According to Pandey & Bhattacharya in (Nurjanah, 2019) economic literacy is the ability to use economic concepts to make decisions regarding receipts, savings, spending and allocating money. According to (Solihat & Arnasik, 2018) economic literacy or economic literacy is

a basic understanding and knowledge of economic theory, concepts and applications. And according to Mathews in (Estrella, 2021) economic literacy is a term commonly used to describe a person's ability to use economic concepts and economic ways of thinking to improve welfare. According to The Standards in Economics Survey in (Estrella, 2021) the indicators used to measure economic literacy are:

1) Microeconomics
a) Main economic problems
b) Markets and prices
c) Request and offer
d) The role of government
e) Income distribution
f) Comparative advantage

2) Macroeconomics
a. National income
b. Inflation
c. Fiscal policy

Lifestyle

According to Setiadi in the journal (Sari, 2019) says that lifestyle is broadly defined, namely how people spend their time (activities) with their environment (interest/interest) and what individuals think about themselves and also the world around them (opinion). According to Mowen & Minor in the journal (Pulungan & Febriaty, 2018) says that lifestyle is a person's lifestyle which is expressed in activities, interests and habits in spending money and how to allocate time. According to Assauri in (Rismayanti & Oktapiani, 2020) that indicators used to measure lifestyle, namely: activity (activities), interest (interest), and opinion (opinion).

Self-Control

Self control has various terms, namely self-control and self-control. According to Tangney in the journal (Sari, 2019) defines that self-control is the individual's ability to determine actions based on certain standards such as morals, values and rules in society so that they lead to positive behavior. According to Averil in (Mutrofin, 2018) self-control is the individual's ability to control direct actions towards the environment, understanding the meaning of events and control over alternative choices. According to Mowen in (Asisi, 2020) that the indicators used to measure self-control are: behavior control, cognitive control, and decision control (decisional control).

RESEARCH METHODOLOGY

In carrying out trading activities, business actors, both large and MSMEs, of course have different ways to maintain their resistance in the business field they are involved in. Some of these business actors run or manage their business with or without being equipped with good financial literacy. The focus on the business actors being researched is MSMEs by measuring the extent to which financial literacy is understood.

Results

The number of respondents with female gender was 54 people while the respondents with male gender were 43 people. Based on the results of the distribution, the frequency of women is greater with a percentage of 55.7% and men with a percentage of 44.3%.

Figure 1 Pie chart of the frequency distribution of respondents based on university origin
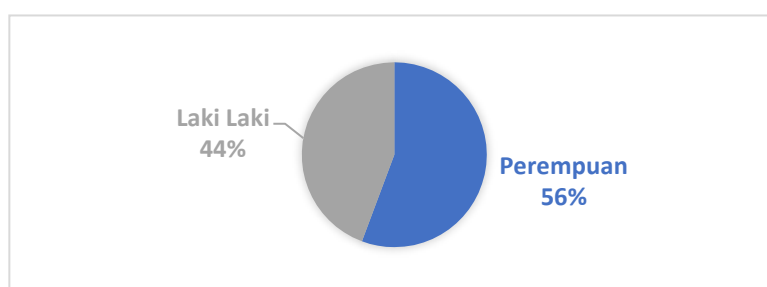
Source: primary data processed by researchers, 2022

Next, on the variable student economic literacy, it is necessary to calculate the percentage score for each indicator. The categories of economic literacy used are as follows:

Table 2 Categories of Economic Literacy

Rentang Indeks	Ketegori
76-100%	Tinggi / Well literate
51-75%	Sedang /Suff Literate
26-50%	Rendah / Less Literate
1-25%	Sangat Rendah /Not Literate

Source: OJK (2014)

Table 3 Presentation of Economic Literacy Scores

No	Dimensi	Indikator	Skor Ideal	Jumlah Skor	%	Interval
1	**Ekonomi Mikro**	Masalah poko k ekonomi	485	409	84,3	Tinggi/Well Literate
		Pasar dan harga	291	231	79,4	Tinggi/Well Literate
		Penawaran da n permintaan	291	235	80,8	Tinggi/Well Literate
		Peranan pemerintah	194	165	85,1	Tinggi/Well Literate
		Distribu si pendapa tan	194	149	76,8	Tinggi/Well Literate
		Comparat ive advantage	194	126	64,9	Sedang/ Suff Literate
2	**Ekonomi Makro**	Pendapatan nasional	194	145	74,7	Tinggi/Well Literate
		Inflasi	291	229	78,7	Tinggi/Well Literate
		Kebijakan monete r dan fiskal	291	225	77,3	Sedang/ Suff Literate
TOTAL			**2425**	**1914**	**78,9**	**Tinggi/Well Literate**

Source: Primary data processed by researchers, 2022

The first indicator on basic economic issues gets a percentage of 84.3%, the second indicator on markets and prices gets a percentage of 79.4%, the third indicator of supply and demand gets a percentage of 80.8%, the fourth indicator the role of government gets a percentage of 85.1%, the fifth indicator regarding income distribution gets a percentage of 76.8%, the sixth indicator regarding comparative advantage gets a percentage of 64.9%. Then on the macroeconomic dimension, the first indicator on national income gets a percentage of 74.7%, the second indicator on inflation gets 78.7%, and the third indicator of monetary and fiscal policy gets a percentage of 77.3%. Overall, the total score of all indicators gets percentage of 78.9%. Based on the category of economic literacy, it can be said that the economic literacy of students at the Faculty of Economics, Jakarta State University, for the 2021/2022 academic year is in the high/well literate category according to the OJK.

Next in calculating lifestyle variables, as follows

Table 4 Lifestyle Categories

Rentang Skor	Kategori
16-21	Rendah
22-27	Sedang
28-33	Tinggi

Source: processed by researchers, 2022.

The following is a calculation of the lifestyle level category for 97 students of the Faculty of Economics, Jakarta State University for the 2021/2022 academic year:

Table 5 Distribution of Lifestyle Levels

		Frequency	Percent	Kategori
Valid	16-21	23	23,7	Rendah
	22-27	44	45,4	Sedang
	28-33	30	30,9	Tinggi
	Total	97	100.0	

Source: processed by researchers, 2022.

Based on the table above, the student lifestyle level is obtained in the high category of 30.9%, the medium category is 45.4%, and the low category is 23.7%. So the conclusion is that the lifestyle level of undergraduate students at the Faculty of Economics, Jakarta State University in 2021/2022 is in the moderate and very high category with a total percentage of 76.3%. Furthermore, in calculating self-control variables, the following categories are used:

Table 6 Self-control category

Rentang Skor	Kategori
20-25	Rendah
26-31	Sedang
32-37	Tinggi

Source: processed by researchers, 2022

The following is the calculation of the self-control level category for 97 students of the Faculty of Economics, Jakarta State University for the 2021/2022 academic year:

Table 7 Distribution of Levels of Self-control

		Frequency	Percent	Kategori
Valid	20-25	6	6,2	Rendah
	26-31	42	43,3	Sedang
	32-37	49	50,5	Tinggi
	Total	97	100.0	

Source: primary data processed by researchers, 2022.

Based on the table above, it is obtained that the level of self-control of students in the high category is 43.3%, the medium category is 43.3%, and the low category is 6.2%. So the conclusion is that the majority of students' self-control levels of the Faculty of Economics, Jakarta State University in 2021/2022 are in the medium and very high categories with a total percentage of 93.8%. And finally the consumptive behavior variable and the criteria for consumptive behavior are used, namely:

Table 8 Categories of Consumptive Behavior

Rentang Skor	Kategori
13-19	Rendah
20-26	Sedang
27-34	Tinggi

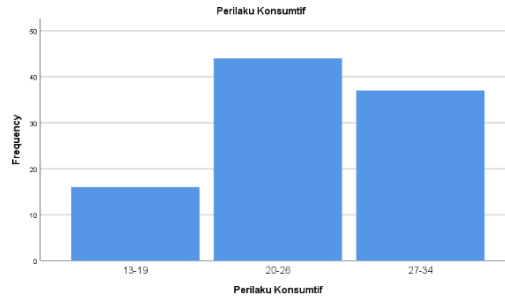Source: processed by researchers, 2022

Figure 2 Results of Consumptive Behavior Frequency

Based on the picture above, the level of consumptive behavior of students in the high category is 38.1%, namely 37 students, the medium category is 45.4%, namely 44 students, the low category is 16.5%, namely 16 students. So the conclusion is that the majority of the level of consumptive behavior of undergraduate students at the Faculty of Economics, Jakarta State University in 2021/2022 are in the medium and high categories with a total percentage of 83.5%.

1. Normality Test
In the normality test of economic literacy, lifestyle, and self-control variables on consumptive behavior, the value of the normality test with the One Sample Kolmogorov-Smirnov Test shows an Asympt.Sig (2-tailed) value of 0.200. Thus it can be concluded that the distribution of data is normally distributed because it has a probability value of > 0.05.

2. Path Analysis
➢ **Structure Sub-Structure Analysis 1**
a) Sub Structure Correlation Value 1
    The correlation test shows that the economic literacy variable has a correlation coefficient of 0.307 to lifestyle with a sig value of 0.001 > 0.05, which means that economic literacy has a positive and significant effect on lifestyle. Then the self-control variable has a correlation coefficient of 0.1500 with a Sig. namely 0.071 which means that self control has a positive and insignificant effect on lifestyle.

b) Test the Coefficient of Determination (R2) Sub Structure 1
    In the test of the coefficient of determination of the R2 value, it is known that the influence of economic literacy variables, self-control on lifestyle is 0.673 or 67.3%. While the rest is influenced by other variables not examined. The magnitude of the influence of other variables is also called the error, the value of this error can be calculated using the formula $e = \sqrt{(1 - R\ Square)}$ then $e1 = = \sqrt{(1 - R\ Square)} = \sqrt{(1 - 0.666)} = 0.577$. So that the magnitude of the Lifestyle variable (X2) which is not influenced by Economic Literacy (X1) and Self-control (X3) is 0.577.

c) Sub Structure t test 1

On the results of the t test that the significance value of the Economic Literacy variable is 0.000 <0.05, it is concluded that economic literacy has a direct and significant effect on lifestyle variables. Then on the self-control variable it is known that the significance value is 0.000 <0.05, so it is said that the self-control variable has a direct influence on lifestyle variables. Based on the path, the structural equation is obtained and the image obtained in substructural model 1 is as follows:

$$X2 = \rho 31.X1 + \rho 32.X3 + \varepsilon 1$$

$$X2 = 0.734.X1 + 0.339.X3 + 0.577$$
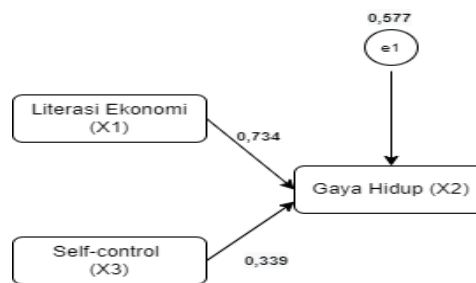
d) Sub-Structure F Test 1

Figure 3 Sub Structure Path Diagram 1

Based on the results of the F test, it is known that the significance value is 0.000, meaning that the Economic Literacy variable (X1) and the Self-control variable (X3) simultaneously influence the Lifestyle variable (X2).

➢ **Path Sub Structure Analysis 2**
a) Sub Structure Correlation Value 2

In the correlation test the Economic Literacy variable (X1) has a coefficient of -.021 with a significance value of 0.024 <0.05 which means that the economic literacy variable has a significant relationship to the Consumptive Behavior variable (Y). Furthermore, the Lifestyle variable (X2) has a coefficient value of 0.251 with a significance value of 0.007 <0.05, which means that Lifestyle (X2) has a significant relationship with variable (Y). And in the Self Control variable (X3) it can be seen from the output result of -0.169 with a significance value of 0.049 <0.05, it means that the Self-control variable (X3) has a significant relationship to Consumptive Behavior (Y).

b) Test the Coefficient of Determination (R2) Sub Structure 2

In the test of the coefficient of determination of the R2 value, it is known that the influence of economic literacy, lifestyle and

self-control variables on lifestyle is 0.793 or 79.3%. While the remaining 20.7% is influenced by other variables not examined. The magnitude of the influence of other variables is also called error, the value of this error can be calculated using the formula e =$\sqrt{(1 - R\ Square)}$ then el= = $\sqrt{(1 - R\ Square)}$ = $\sqrt{(1 - 0.793)}$= 0.454. So that the consumptive behavior (Y) variable that is not influenced by economic literacy (X1) lifestyle (X2) and self-control (X3) is 0.454 or 45.4%.

c) Sub Structure t test 2

On the results of the t test that the significance value of the Economic Literacy variable (X1) is 0.000 <0.05, it is concluded that economic literacy has a direct and significant effect on the Consumptive Behavior variable (Y). Then the Lifestyle variable (X2) with a significance value of 0.000 <0.05 is said to have a direct influence on the Consumptive Behavior variable (Y). And on the Self-control variable (X) it is known that a significance value of 0.000 <0.05 has a direct influence on the Consumptive Behavior variable (Y). Based on the path, the structural equation is obtained and the image obtained in substructural model 1 is as follows:

Y= $\rho yx1.X1$+ $\rho yx2.X2$+ $\rho y3.X3$+$\varepsilon 2$
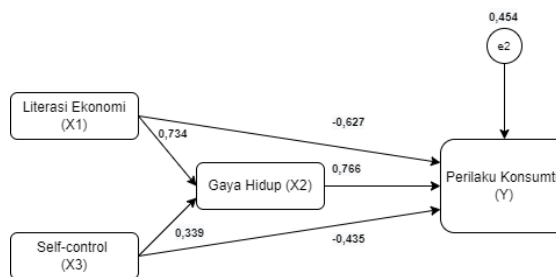Y= -0.627.X1 + 0.766.X2 − 0.435.X3 + 0.454

Figure 4 Sub Structure Path Diagram 2

d) Sub-Structure F Test 2

Based on the results of the F test, it is known that the significance value is 0.000, meaning that the Economic Literacy variable (X1), Lifestyle variable (X2) and Self-control variable (X3) simultaneously influence the Consumptive Behavior variable (Y).

3) Sobel test

The following are the results of testing the significance value of the indirect effect through the Sobel test, which are as follows:

Input:		Test statistic:	Std. Error:	p-value:
a	0.299	Sobel test: 9.61262715	0.01269081	0
b	0.408	Aroian test: 9.60012066	0.01270734	0
s_a	0.024	Goodman test: 9.62518265	0.01267425	0
s_b	0.027	Reset all	Calculate	

Figure 5 Sobel Test Results of Economic Literacy on Consumptive Behavior through Lifestyle

In the picture above, the Sobel test shows that the p-value is 0 (p <0.05), so it can be said that lifestyle variables can mediate economic literacy variables on consumptive behavior.

Input:		Test statistic:	Std. Error:	p-value:
a	0.185	Sobel test: 5.39957318	0.01397888	0,00000007
b	0.408	Aroian test: 5.38928899	0.01400556	0,00000007
s_a	0.032	Goodman test: 5.40991646	0.01395216	0,00000006
s_b	0.027	Reset all	Calculate	

Figure 6. Sobel Self-control Test Results for Consumptive Behavior through Lifestyle

Then the Sobel test shows that the p-value is 0.0000007 (p <0.05) so it can be said that lifestyle variables can mediate self-control variables on consumptive behavior.

DISCUSSION
a) Economic Literacy (X1) has a positive and significant effect on Lifestyle (X2)
On the results of the t test, the tcount value of the economic literacy variable is 12,436 > 1.661 and a significance of 0.000, which means that hypothesis 1 is rejected because the path coefficient value is positive. This means that economic literacy is directly proportional and in the same direction to lifestyle and the results of the t test show significance (0.000 <0.05). This indicates that the higher the economic literacy, the higher the lifestyle of a person. So hypothesis one (H1) states that economic literacy has a negative and significant effect on style

life is neither accepted nor rejected. This is in line with the opinion of Rika Pristian F.A in (Hastuti & Padmawati, 2019) that economic literacy has a positive effect on lifestyle, this means that students who do not understand economic literacy have a low level of lifestyle. Economic literacy should have a negative relationship with lifestyle, in line with the opinion (Kanserina, 2015) that economic literacy has a negative effect on lifestyle, the higher the ability of economic literacy, it can reduce one's lifestyle and vice versa if economic literacy is low, the lifestyle increases.

b) Self-control (X3) has a positive and significant effect on Lifestyle (X2)
On the results of the t test, the tcount value of the self-control variable is

5,746 and a significance of 0.000, which means that hypothesis 2 is rejected because the path coefficient value is positive. This means that self-control is directly proportional and in the same direction to lifestyle and the results of the t test show significance (0.000 <0.05). This indicates that the higher the self-control, the higher one's lifestyle. So the second hypothesis (H2) states that self-control has a negative and significant effect on lifestyle is not accepted or rejected. This is not in line with Anggraeni and Fatimah in their research (Aifah, 2020), which states that self-control has a negative and significant effect on lifestyle. However, this study states that self-control has a positive and significant influence on lifestyle. So that students who have good self-control will have an influence on lifestyle. This is due to the lack of self-control of students who do not follow the trends of their peers, so that the degree of self-control influences lifestyle.

c) Economic Literacy (X1) has a negative and significant effect on Consumptive Behavior (Y)

On the results of the t test, the tcount value of the economic literacy variable is -12,658 which is negative and has a significance of 0.000, which means that hypothesis 3 is accepted, because the path coefficient value is negative, meaning that economic literacy is inversely proportional to consumptive behavior and the results of the t test show significance (0.000<0.05). This indicates that the higher the economic literacy, the lower a person's consumptive behavior. So the third hypothesis (H3) states that economic literacy has a negative and significant effect on consumptive behavior is accepted. This is in line with (Nurjanah, 2019) and (Kanserina, 2015) that the low behavior of a student's economic literacy has an impact on high consumer behavior

d) Lifestyle (X2) has a positive and significant effect on consumptive behavior (Y)

In the results of the t test, the tcount value of the lifestyle variable is 15.285 which is positive and has a significance of 0.000, which means that hypothesis 4 is accepted, because the path coefficient value is positive, meaning that economic literacy is directly proportional to consumptive behavior and the results of the t test show significance (0.000 <0.05) . This indicates that the higher the lifestyle, the higher a person's consumptive behavior will be. So that the fourth hypothesis (H4) states that lifestyle has a positive and significant effect on consumptive behavior is accepted. This is supported by research by (Haryana, 2020) and (Anifah, 2020) which say that lifestyle has a positive and significant effect on consumptive behavior.

e) Self-control (X3) has a negative and significant effect on consumptive behavior (Y)

On the results of the t test, the tcount value of the self-control variable is -9.124 which is negative and has a significance of 0.000, which means that

hypothesis 5 is accepted, because the path coefficient value is negative, meaning that self-control is inversely proportional to consumptive behavior and the t-test results show significance (0.000 <0 , 05). This indicates that the higher a person's self-control, the lower a person's consumptive behavior will be. So that the fifth hypothesis (H5) states that self-control has a negative and significant effect on consumptive behavior is accepted. This is supported by research (Nurjanah, 2019), (Dikria, 2016) and (Haryana, 2020) saying that self-control has a negative and significant effect on consumptive behavior.

f) Economic Literacy (X1) has a negative and significant effect on Consumptive Behavior (Y) through Lifestyle (X2).

The direct effect of economic literacy on consumer behavior is -0.627, then the indirect effect is 0.562 so that the total effect is -0.065. Furthermore, it was shown through the Sobel test that the result was a p-value of 0 (p <0.05). This is in line with (Kanserina, 2015) who concluded that economic literacy has a negative and significant effect on consumptive behavior. This means that economic literacy has a negative and significant effect on consumptive behavior through lifestyle.

g) Self control (X3) has a negative and significant effect on consumptive behavior (Y) through lifestyle (X2)

The direct effect of self-control on consumptive behavior is -0.435 then the indirect effect is 0.259 so that the total effect is -0.176. Furthermore, it was shown through the Sobel test that the result was a p-value of 0.000007 (p <0.05). This is in line with Anggraeni and Fatimah in (Anifah, 2020) who say that there is a negative and significant relationship between self-control and one's lifestyle. It can be said that the magnitude of the influence of self-control on consumptive behavior will be stronger because it is mediated by lifestyle.

CLOSING

The results of the research analysis regarding the Effects of Economic Literacy, Lifestyle and Self-control on Consumptive Behavior of S1 Students at the Faculty of Economics, Jakarta State University, it can be concluded that:
1. There is a positive and significant influence between Economic Literacy on the Lifestyle of S1 Students at the Faculty of Economics, Jakarta State University.
2. There is a positive and significant influence between self-control on the lifestyle of undergraduate students at the Faculty of Economics, Jakarta State University.
3. There is a negative and significant influence between Economic Literacy on Consumptive Behavior of S1 Students at the Faculty of Economics, Jakarta State University.
4. There is a positive and significant influence between Lifestyle on Consumptive Behavior of S1 Students of the Faculty of Economics, Jakarta State University.

5. There is a negative and significant influence between self-control on consumptive behavior of undergraduate students at the Faculty of Economics, Jakarta State University.

6. There is a negative and significant influence between Economic Literacy on Consumptive Behavior through the Lifestyle of S1 Students at the Faculty of Economics, Jakarta State University.
7. There is a negative and significant influence between self-control on consumptive behavior through the lifestyle of undergraduate students at the Faculty of Economics, Jakarta State University.

Limitations

In this study, the population and sample used were undergraduate students at the Faculty of Economics, Jakarta State University. This study has not proven whether the same results can be produced if the population and sample of respondents used are all faculties of Jakarta State University or all universities in the Greater Jakarta area. Therefore, further research is needed on a more varied population and sample.

This study examines three factors, namely economic literacy, lifestyle and self-control so that this study only provides information on how much influence these three variables have on consumptive behavior. Meanwhile, there are many factors that were not examined in this study.

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