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THE INFLUENCE OF TIKTOK USAGE AND DIGITAL FINANCIAL LITERACY ON CONSUMPTIVE BEHAVIOR WITH SELF-CONTROL AS A MODERATING VARIABLE

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ABSTRACT

Advances in digital technology have transformed students' consumption patterns through greater access to information, digital promotions, and technology-based financial services. This study examines the relationships between TikTok usage, digital financial literacy, and consumptive behaviour, with self-control as a moderating variable Accounting Education students at Universitas Negeri Jakarta. The design utilized a quantitative cross-sectional research design 222 students were sampled using proportional stratified random sampling technique. A four-point Likert scale questionnaire was employed to collect data while Partial Least Squares Structural Equation Modeling (PLS-SEM) using SmartPLS 4.1.1.8 was employed for analysis. According to the results, while self-control has an adverse and strong correlation with consumption behavior, digital financial literacy and use of TikTok have positive correlations with consumptive behavior. Self-control also negatively moderates the correlations between digital financial literacy and consumptive behavior and TikTok usage and consumptive behavior. The positive connection digital financial literacy and consumptive behaviour contrasts with the hypothesised negative relationship, suggesting that greater digital financial capabilities and transactional convenience may also facilitate consumption in a highly digitalised environment. This outcomes highlight the part of self-control as a behavioural regulation mechanism that may limit the TikTok use and digital financial literacy into consumptive behaviour.

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INTRODUCTION

The quick advancement of digital technology has changed how people consume by making information, financial services, and purchasing increasingly accessible and convenient. This transformation is particularly relevant among Generation Z students, who actively engage with social media, digital wallets, mobile banking, and online shopping (Abdillah., 2024; Monica et al., 2025; Widiantari et al., 2023). However, such convenience may also facilitate impulsive purchasing through continuous exposure to promotions, trends, and product recommendations, potentially encouraging individuals to prioritise wants over needs and spend beyond planned budgets (Kamalapatrisa & Lestari, 2025; Murniawaty et al., 2023; Rey-Ares et al., 2021). This issue is evident among Accounting Education students at Universitas Negeri Jakarta, where preliminary findings showed that 86.7% frequently made spontaneous purchases, more than 80% prioritised wants over needs, and 53.3% reported spending beyond their planned budgets.

TikTok is particularly relevant to this phenomenon because its short-form videos, personalised For You Page (FYP), influencer promotions, and shopping-related features continuously expose users to products and consumption trends. TikTok's strong presence among Generation Z in Indonesia further increases the relevance of examining its relationship with consumptive behaviour (Asosiasi Penyelenggara Jasa Internet Indonesia., 2025). Previous studies have reported significant relationships between social media use and consumptive behaviour, while others have found insignificant effects (Ismawan & Pamungkas., 2023; Pakpahan et al., 2021; Narwastu & Ramadhani., 2024). These inconsistent findings suggest that digital exposure alone may not fully explain students' consumption behaviour and that other individual factors should be considered.

Another relevant factor is digital financial literacy, which refers to persons' knowledge also skills in using digital financial products and services while creating appropriate financial decisions (Rahayu et al., 2022). Indonesia had a financial inclusion index of 80.51%, a financial literacy index of 66.46% in the 2025 National Survey on Financial Literacy and Inclusion, indicating that access to financial services exceeds financial literacy (A. P. Putri, 2025). Theoretically, greater financial literacy should encourage more rational financial decisions and reduce excessive consumption. However, in a highly digitalised environment, greater digital financial literacy may also enable individuals to use digital payment services more easily, quickly, and confidently, thereby reducing transaction barriers and potentially facilitating more frequent consumption. This creates an important theoretical and empirical question of whether higher digital financial literacy necessarily reduces consumptive behaviour or may, under certain digital conditions, be associated with higher consumption.

The connection digital exposure, digital financial literacy, consumptive behaviour may further depend on individuals' self-control. Self-control is the capacity to restrain emotions and impulses, decision-making processes, enabling individuals to evaluate their needs and financial circumstances before purchasing (D. Abdullah et al., 2022). Students who possess greater self-control may be more capable of withstanding promotional impulses, digital trends, and convenient payment opportunities, whereas those with weaker self-control may be more susceptible to impulsive consumption (F. R. C. Putri & Artanti, 2022). Thus, self-control may function not only as a direct factor associated with consumptive behaviour but also as a moderating mechanism that weakens the relationship between digital influences and consumption.

Previous studies have examined social media, financial literacy, self-control in relation to consumptive behaviour, but several gaps remain. First, much of the existing research examines social media in general rather than TikTok specifically. Second, previous studies more frequently focus on conventional financial literacy than digital financial literacy, particularly regarding its potentially counterintuitive relationship with consumptive behaviour. Third, the part of self-control as a moderating mechanism digital exposure, digital financial literacy, consumptive behaviour remains insufficiently examined (Umami & Syofyan., 2023; Kamalapatrisa & Lestari., 2025). Addressing these gaps is important for understanding how digital environments and individual self-regulation jointly shape students' consumption behaviour.

Therefore, examines the connection TikTok use and digital financial literacy also students' consumptive behaviour, self-control examined as a moderating variable Accounting Education learners at Universitas Negeri Jakarta. By integrating these variables within a single model, the research seeks to present actual data regarding the impact of digital exposure, digital financial capabilities, and self-regulation in students' consumptive behaviour. The outcomes should add to the body of knowledge regarding consumption in the digital environment and provide practical insights into strengthening students' responsible financial and consumption decisions.

LITERATURE REVIEW

The Theory of Planned Behaviour (TPB)

According to Ajzen (1991) TPB, attitude, subjective standards, perceived behavioural control all have an impact on behavioural intentions. In digital consumption, TikTok use may shape attitudes and subjective norms toward purchasing, while digital financial literacy may influence persons' ability to utilize digital financial services and make financial decisions. Thus, TPB offers a framework for comprehension how digital influences also financial capabilities relate to consumptive behaviour. Within this framework, self-control is relevant to behavioural regulation, particularly in controlling impulses and responses to digital consumption stimuli. Therefore, self-control is examined as a moderating variable to assess whether stronger behavioural regulation weakens the relationships between TikTok use, digital financial literacy, and consumptive behaviour. Self-control should be distinguished from perceived behavioural control (PBC) in TPB. PBC means to an person's perceived ability also control over performing a particular behaviour, whereas self-control means to the psychological capacity to regulate impulses, emotions, behaviour. Therefore, in this study, self-control is not treated as a substitute for PBC but as an individual self-regulation mechanism that may moderate the relationships between digital influences and consumptive behaviour.

Consumptive behaviour

Consumptive behaviour means to the purchase and use of goods or services without rational consideration, characterised by excessive consumption and a tendency to prioritise wants over needs (D. Abdullah et al., 2022). Dzakiyyah et al. (2022) describe consumptive behaviour as an individual's tendency to purchase goods or use services beyond actual needs, caused by the desire for personal satisfaction and social recognition. Meanwhile, Pamungkasari & Priono (2025) state that consumptive behaviour represents an individual's response influenced by personal experiences and social interactions. Thus, consumptive behaviour can be described as an person's tendency to purchase or use goods and services excessively without rational consideration, resulting in the neglect of the priority of needs. Based on Lina & Rosyid (1997), this study adopts three indicators of consumptive behaviour: non-rational buying, impulsive buying, and wasteful buying.

TikTok Use

Users of the highly interactive social media site TikTok can create, share, discover a wide range of digital content. Among

Generation Z, TikTok has become a key leading social media platforms due to its For You Page (FYP) algorithm, viral content, live shopping, and TikTok Shop features. According to Mahardika et al. (2021), the interactive and personalised nature of TikTok can increase user engagement with promotional content and consumption trends. In this study, TikTok use refers to individuals' activities involving accessing, interacting with, and responding to various types of content on the TikTok platform. Based on (M. N. F. Abdullah & Suja'i, 2022; Kristiawan & Sarwono, 2025; Muttaqin et al., 2022; Romadhona et al., 2025), the research adopts four indicators of TikTok use: content, interaction, credibility, and accessibility.

Digital Financial Literacy

Digital financial literacy represents the development of traditional financial literacy in response to technological advancements and means to a person's knowledge, skills, ability to use digital technologies also financial services effectively in financial decision-making (Rahayu et al., 2022). Azeez & Akhtar (2021) define digital financial literacy as an individual's ability to recognise risks associated with digital financial services, products, and manage such risks effectively. Meanwhile, Wibowo et al. (2025) state that understanding financial ideas and being able to use digital technologies in financial activities are both included in digital financial literacy. The ability to utilise and handle digital financial services properly is a necessary component of digital financial literacy, assess financial risks, and make appropriate financial decisions in digital contexts. Based (Alysa et al., 2024; Choung et al., 2023; Kamalapatrisa & Lestari, 2025; Mubarokah et al., 2024; Rahayu et al., 2022), adopts four indicators of digital financial literacy: knowledge, experience, skills, awareness

Self-Control

Self-control means to an person's ability to control and handle behaviour appropriately, thereby preventing actions that may lead to regret (Rahmawati et al., 2022). Meanwhile, based on N. L. T. Putri et al. (2023), describe self-control as an person's ability to manage internal and external impulses, particularly those associated with consumptive behaviour. Meanwhile, Dzakiyyah et al. (2022) state that self-control means to an person's ability to control behaviour while considering the consequences before taking action. Thus, the ability to regulate one's own internal and exterior impulses is known as self-control, enabling the individual to consider the consequences of each action and avoid behaviours that may result in negative consequences or future regret. Based on (Inaya et al., 2025; Latifah & Paramita, 2023), this study adopts three measures of self-control: cognitive, decisional, behavioural.

Research Hypotheses

TikTok Use and Consumptive Behaviour

Based on the TPB proposed by Ajzen (1991), TikTok use may shape attitudes and subjective norms toward consumption through content, social interactions, creator recommendations, and shopping trends. These influences may increase social pressure and fear of missing out (FOMO), encouraging consumptive behaviour. Previous studies have found positive relationships social media utilize also consumptive or impulsive purchasing behaviour (Chen et al., 2022; Narwastu & Ramadhani, 2024; Pakpahan et al., 2021), suggesting that digital content, social influence, and consumption trends may contribute to this relationship, although its strength may vary across platforms and individual responses.

H_1: TikTok use is positively associated with consumptive behaviour.

Digital Financial Literacy and Consumptive Behaviour

Digital financial literacy may support informed financial decisions through knowledge, risk awareness, the ability to control digital financial activities. Based on the TPB, these capabilities may encourage rational financial attitudes and reduce consumptive behaviour. Previous studies have reported a negative connection financial literacy also consumptive behaviour (Houbianbian et al., 2026; Murdiyanti et al., 2022; Suratno et al., 2021). However, in a highly digitalised environment, greater digital financial literacy may also enhance confidence in managing digital financial activities and using digital financial services. Combined with convenient payment systems and digital consumption stimuli, this may reduce transaction barriers and facilitate more frequent purchasing. Thus, the relationship may depend not only on financial decision-making ability but also on how digital financial capabilities are used in everyday consumption.

H_2: Digital financial literacy is negatively associated with consumptive behaviour.

Self-Control and Consumptive Behaviour

Self-control enables individuals to regulate impulses, emotions, and purchasing decisions when facing consumption stimuli. This behavioural regulation may help individuals resist excessive consumption and make decisions consistent with their needs. Previous studies have found a negative connection self-control also consumptive or impulsive purchasing behaviour (Atmaja & Mariyati, 2026; Dewi et al., 2021; Murdiyanti et al., 2022), suggesting that the ability to regulate impulses and consider purchasing consequences plays an important role in limiting excessive consumption.

H_3: Self-control is negatively associated with consumptive behaviour.

Self-Control Moderates the Relationship between TikTok Use on Consumptive Behaviour

TikTok use involving content, interactions, and consumption trends may increase purchasing impulses and social pressure. However, stronger self-control enables individuals to regulate these impulses, evaluate information, and resist unnecessary consumption. Thus, self-control may weaken the connection TikTok use also consumptive behaviour by limiting the translation of digital stimuli into purchasing behaviour. Previous studies support this moderating part of self-control in the connection among social media utilize also impulsive purchasing (Chen et al., 2022; Kumala et al., 2024; Tanzeem et al., 2025), suggesting that individuals stronger self-control allows people to better control how they react to digital stimuli and resist consumptive impulses arising from TikTok use.

H_4: Self-control negatively moderates the relationship between TikTok use and consumptive behaviour.

Self-Control Moderates the Relationship between Digital Financial Literacy and Consumptive Behaviour

Digital financial literacy may facilitate the utilize of digital financial services also increase transactional convenience, potentially contributing to more frequent consumption. However, stronger self-control enables individuals to regulate purchasing impulses, evaluate their needs, and use digital financial services more carefully. Thus, self-control may weaken the connection digital financial literacy also consumptive behaviour by limiting the extent to which digital financial capabilities translate into excessive consumption. Previous studies support the moderating part of self-control financial literacy also consumptive or impulsive purchasing behaviour (Agasi & Aryani, 2024; Houbianbian et al., 2026; Octaviani & Yuniningsih, 2024), indicating that financial capabilities alone may not determine consumption outcomes.

H_5: Self-control negatively moderates the connection digital financial literacy and consumptive behaviour.

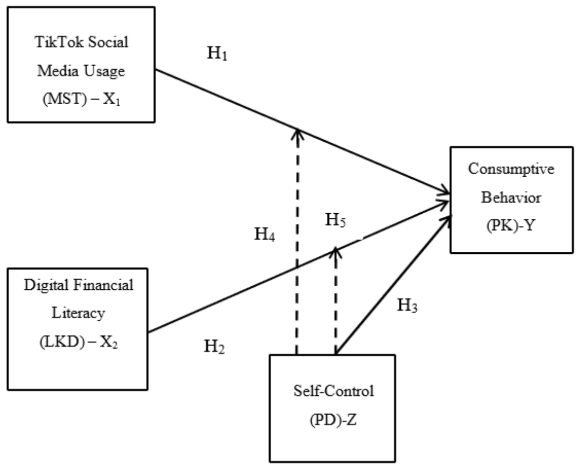

Figure 1. Research Framework Model

Source: Research data processed by the author (2026)

RESEARCH METHODS

Research Design

The research used a cross-sectional, quantitative survey design to examine the relationships TikTok use, digital financial literacy, self-control, consumptive behaviour. Partial Least Squares Structural Equation Modelling (PLS-SEM) with SmartPLS 4.1.1.8 was used to evaluate the data, gathered via a self-administered questionnaire. The study examines hypothesised associations among the variables, including the moderating part of self-control.

Population and Sample

This population consisted of 411 learners registered in the Accounting Education Programme at Jakarta State University from the 2022–2025 cohorts. In order to guarantee equal selection opportunities within each stratum and proportionate representation of each cohort, proportionate stratified random sampling was used. A minimum sample requirement of roughly 203 respondents was established using Slovin's calculation with a 5% margin of error. Slovin’s formula was selected as a practical sample-size approach because the population size was known and finite, while the study required a manageable sample under a specified margin of error. Data collection ultimately yielded 222 valid respondents, exceeding the minimum requirement.

Data Collection Techniques

An online self-administered questionnaire using a 4-point Likert scale from 1 (strongly disagree) to 4 (strongly agree) was used to gather data. Even-numbered scales were used to minimise respondents’ tendency to select a neutral midpoint also encourage more decisive responses. However, the absence of a neutral option may reduce response variability by requiring respondents with genuinely neutral views to choose either a positive or negative response. The forced-choice format was therefore considered appropriate for obtaining clearer response direction, while its potential implications for measurement validity were addressed through outer-model assessment, including convergent and discriminant validity, reliability assessment using Cronbach’s alpha also composite reliability.

Instrument Development

The questionnaire items were developed according to founded indicators from previous researchs and adapted to the context of Accounting Education students. Prior to the main survey, a pilot test was carried out to evaluate the clarity and applicability of, potential overlap among the questionnaire items. The results of the pilot test were utilized to refine the items before the main data collection.

Data Analysis Techniques

PLS-SEM with SmartPLS 4.1.1.8 was used to analyse the data. PLS-SEM was chosen because it does not require multivariate normality assumptions and enables simultaneous assessment of relationships among latent constructs. There were two phases to the analysis: the measurement model (reliability test, convergent, discriminant validity) also structural model (R^2, f^2, and bootstrapping to test the hypothesised relationships and moderating effects) (Ghozali & Kusumadewi, 2024; Hair et al., 2021) . Because all hypotheses were formulated directionally, hypothesis testing employed a 5% significance threshold one-tailed test. A critical t-value of 1.645 was therefore used as the decision criterion. The directional hypotheses were theoretically formulated based on the expected positive or negative relationships developed from the literature and theoretical framework.

RESULTS AND DISCUSSION

Respondent Profile

The research involved 222 learners from the Accounting Education Study Programme at Jakarta State University as respondents.

Table 1 Distribution of the Respondent Class

Class	(N)	(%)
2022	38	17,10%
2023	44	19,80%
2024	54	24,30%
2025	86	38,70%
Total	**222**	**100%**

Source: Author's analysis of the research data (2026).

Table 1 most of those that responded were from the 2025 class (38.7%), meaning that the respondents were predominantly students from the most recent class.

Table 2 Frequency of TikTok Use

Frequency of TikTok Use	(N)	(%)
1–2 times a week	6	2,70%
3–5 times a week	22	9,90%
daily < 2 hours	65	29,30%
daily > 2 hours	129	58,10%
Total	**222**	**100%**

Source: Author's analysis of the research data (2026).

Table 2 most of those responded use TikTok very frequently (58.1%), followed by those who use it frequently (29.3%) and occasionally (9.9%), with only a small proportion using TikTok rarely. The findings show that most respondents use TikTok frequently.

Table 3 Frequency of use of Digital Financial Services

Frequency of use of Digital Legal Services	(N)	(%)
< 6 months	4	1,80%
6 months - 1 year	36	16,20%
> 1 year	182	82%
Total	**222**	**100%**

Source: Author's analysis of the research data (2026).

Table 3 most of those that responded 82% have been using digital financial services for more than a year, whilst 16.2% have been using them for between six months and a year. The findings indicate that respondents have considerable experience with digital financial services.

Descriptive Statistics

Each variable's descriptive statistics are shown in the below.

Table 4 Descriptive Statistics for the Variable TikTok Usage

Range	Min	Max	Mean	Std. Dev
34,00	14,00	48,00	38,01	10,045

Source: Author's analysis of the research data (2026).

As shown Table 4 this variable for TikTok usage observed a mean score of 38.01 with a standard deviation measuring 10.045. Respondents demonstrated considerable tendencies toward TikTok usage, while the distribution of the research data remained fairly homogeneous.

Table 5 Arithmetic Mean of the TikTok Usage Variable

Indicator	Total Score	Mean	%
Content	2121	707	25,14%
Interaction	2078	693	24,63%
Credibility	2089	696	24,76%
Accessibility	2150	717	25,48%

Source: Author's analysis of the research data (2026).

As shown in Table 5, The accessibility indicator had the highest percentage at 25.48%, indicating that TikTok's accessibility may facilitate engagement with product information and purchasing stimuli. Furthermore, the content indicator, at

25.14%, shows that product reviews and promotional content attract respondents' attention. The credibility indicator, at 24.76%, indicates that reflects respondents' trust in content creators' recommendations, while the interaction indicator, at 24.63%, indicates that user interactions also influence product.

Table 6 Descriptive Statistics for the Variable Digital Financial Literacy

Range	Min	Max	Mean	Std. Dev
31,00	17,00	48,00	34,43	8,891

Source: Author's analysis of the research data (2026).

As shown in Table 6, the digital financial literacy the variable's mean score was 34.43, with an 8.891 standard deviation. Respondents demonstrated considerable tendencies toward digital financial literacy, while this distribution data remained fairly homogeneous.

Table 7 Arithmetic Mean of the Digital Financial Literacy Variable

Indicator	Total Score	Mean	%
Knowledge	2072	691	27,11%
Experience	1874	625	24,52%
Skill	1795	598	23,48%
Awareness	1903	634	24,90%

Source: Author's analysis of the research data (2026).

As shown in Table 7, the knowledge indicator has the highest percentage at 27.11%, indicating that responded have a good understanding of digital financial services. Furthermore, this awareness indicator, at 24.90%, indicates that respondents are conscious of this security and hazards connected to online financial services. The experience indicator, at 24.52%, indicates that respondents are fairly accustomed to using digital financial services in day-to-day operations, whilst this skills indicator, at 23.48%, indicates that respondents are fairly capable of utilising digital financial features to manage their personal finances.

Table 8 Descriptive Statistics for the Variable Self-Control

Range	Min	Max	Mean	Std. Dev
26,00	10,00	36,00	26,34	8,953

Source: Author's analysis of the research data (2026).

As shown in Table 8, the self-control variable yielded a mean score of 26.34 with an 8.953 standard deviation. Respondents demonstrated considerable tendencies toward self-control, while the distribution of the research data remained fairly homogeneous.

Table 9 Arithmetic Mean of the Self-Control

Indicator	Total Score	Mean	%
Control Cognitive	2035	678	34,80%
Decisional Control	1936	645	33,11%
Behavioral Control	1877	626	32,10%

Source: Author's analysis of the research data (2026).

As shown in Table 9, the control cognitive indicator had the highest percentage at 34.80%, indicating that respondents were able to consider financial aspects before making a purchase. Furthermore, the decisional control indicator, at 33.11%, indicates that respondents are reasonably capable of controlling purchasing decisions and prioritising needs over wants. Meanwhile, the behavioural control indicator, at 32.10%, indicates that respondents are reasonably capable of applying self-control in their day-to-day financial management.

Table 10 Descriptive Statistics for the Variable Consumptive Behavior

Range	Min	Max	Mean	Std. Dev
27,00	9,00	36,00	20,95	8,079

Source: Author's analysis of the research data (2026).

As shown in Table 10, the variable for consumptive behaviour recorded a mean score of 20.95 a standard deviation measuring 8.079. Respondents demonstrated considerable tendencies toward consumptive behaviour, while the distribution of the research data remained fairly homogeneous.

Table 11 Arithmetic Mean of the Consumptive Behavior Variable

Indicator	Total Score	Mean	%
Impulsive Buying	1564	521	33,63%
Non Rational Buying	1599	533	34,39%
Wasteful Buying	1487	496	31,98%

Source: Author's analysis of the research data (2026).

As shown in Table 11, the non-rational buying indicator had the highest percentage at 34.39%, indicating that respondents tend to make purchases based on emotional impulses and personal desires. Furthermore, the impulsive buying indicator, at 33.63%, shows that respondents quite frequently make spontaneous purchases as a result of promotions and social media. Meanwhile, the wasteful buying indicator, at 31.98%, indicates that there is still a tendency towards excessive purchasing.

Outer Model Analysis

Conducted to test the construct validity and reliability.

Table 12 Convergent Validity

Indicator	Loading Factor	AVE
MST - 1	0,856	
MST - 2	0,867	
MST - 3	0,880	
MST - 4	0,857	
MST - 5	0,876	
MST - 6	0,892	0,672
MST - 7	0,861	
MST - 8	0,861	
MST - 9	0,847	
MST - 10	0,862	
MST - 11	0,890	
MST - 12	0,890	
LKD - 1	0,827	
LKD - 2	0,809	
LKD - 3	0,821	
LKD - 4	0,822	
LKD - 5	0,844	
LKD - 6	0,790	0,757
LKD - 7	0,795	
LKD - 8	0,835	
LKD - 9	0,836	
LKD - 10	0,778	
LKD - 11	0,823	
LKD - 12	0,852	
PD - 1	0,897	
PD - 2	0,903	
PD - 3	0,895	0,781
PD - 4	0,901	
PD - 5	0,908	
PD - 6	0,888	
PD - 7	0,823	
PD - 8	0,860	
PD - 9	0,878	
PK - 1	0,853	
PK - 2	0,851	
PK - 3	0,836	
PK - 4	0,777	
PK - 5	0,837	0,684
PK - 6	0,825	
PK - 7	0,841	
PK - 8	0,793	
PK - 9	0,829	

Source: Author's analysis of the research data (2026).

Table 12 all indicators for each variable had factor loadings > 0.70 and AVE > 0.50, fulfilling convergent validity requirements.

Table 13 Cross Loading

Variabel	MST	LKD	PD	PK
MST-1	0,856	0,297	0,162	0,124
MST-2	0,867	0,291	0,108	0,192
MST-3	0,880	0,352	0,194	0,094
MST-4	0,857	0,195	0,043	0,227
MST-5	0,876	0,298	0,140	0,153
MST-6	0,892	0,356	0,160	0,185
MST-7	0,861	0,339	0,102	0,203
MST-8	0,861	0,246	0,129	0,126
MST-9	0,847	0,274	0,068	0,221
MST-10	0,862	0,327	0,191	0,133
MST-11	0,890	0,347	0,133	0,166
MST-12	0,890	0,357	0,145	0,169
LKD-1	0,288	0,827	0,346	0,074
LKD-2	0,330	0,809	0,314	0,088
LKD-3	0,249	0,821	0,219	0,113
LKD-4	0,251	0,822	0,309	0,099
LKD-5	0,310	0,844	0,217	0,114
LKD-6	0,327	0,790	0,334	0,081
LKD-7	0,295	0,795	0,300	0,038
LKD-8	0,301	0,835	0,288	0,054
LKD-9	0,274	0,836	0,274	0,118
LKD-10	0,222	0,778	0,180	0,134
LKD-11	0,317	0,823	0,348	0,080
LKD-12	0,315	0,852	0,306	0,126
PD-1	0,184	0,366	0,897	-0,398
PD-2	0,170	0,344	0,903	-0,435
PD-3	0,098	0,283	0,895	-0,416
PD-4	0,141	0,277	0,901	-0,494
PD-5	0,106	0,327	0,908	-0,453
PD-6	0,148	0,320	0,888	-0,470
PD-7	0,036	0,202	0,823	-0,420
PD-8	0,154	0,307	0,860	-0,434
PD-9	0,081	0,267	0,878	-0,460
PK-1	0,177	0,117	-0,430	0,853
PK-2	0,186	0,167	-0,383	0,851
PK-3	0,184	0,068	-0,431	0,836
PK-4	0,228	0,253	-0,299	0,777
PK-5	0,120	0,021	-0,444	0,837
PK-6	0,237	0,123	-0,376	0,825
PK-7	0,068	-0,004	-0,486	0,841
PK-8	0,239	0,187	-0,361	0,793
PK-9	0,072	0,001	-0,519	0,829

Source: Author’s analysis of the research data (2026)

Table 13 the criteria for discriminant validity are met, as each indicator exhibits the highest loading on the relevant construct

Table 14 Fornell-Larcker Criterion

	LKD	MST	PD	PK
LKD	**0,820**			
MST	0,348	**0,870**		
PD	0,338	0,141	**0,884**	
PK	0,124	0,202	-0,502	**0,827**

Source: Author’s analysis of the research data (2026).

Table 14 shows that the square root of AVE for each construct is greater than its correlations with the other constructs, thereby satisfying the Fornell-Larcker criterion for discriminant validity.

Table 15 Heterotrait-Monotrait Ratio (HTMT)

	LKD	MST	PD	PK	PD x LKD
MST	0,371				
PD	0,364	0,157			
PK	0,148	0,204	0,523		
PD x LKD	0,186	0,127	0,251	0,043	
PD x MST	0,121	0,251	0,094	0,206	0,211

Source: Author’s analysis of the research data (2026)

Table 15, the HTMT < 0.90, thus, meeting the criteria for discriminant validity.

Table 16 Cronbach’s Alpha dan Composite Reliability

Variable	Cronbach's alpha	Composite reliability
LKD	0,956	0,968
MST	0,971	0,982
PD	0,965	0,966
PK	0,942	0,943

Source: Author’s analysis of the research data (2026).

As shown in Table 16, the reliability assessment showed that every construct's composite reliability and Cronbach's alpha exceeded the 0.70 cutoff. Although the alpha values were relatively high (0.942–0.971), the questionnaire items were developed from established indicators and refined through pilot testing to assess potential overlap and minimise item redundancy. These results, together with the convergent also discriminant validity assessments, indicate adequate measurement quality.

Inner Model Analysis

Conducted to test the relationships between latent variables (Hair et al., 2021).

Table 17 R-square Values (R^2)

	R^2
PK	0,460

Source: Author’s analysis of the research data (2026).

As shown in Table 17, with an R2 of 0.460, the structural model explains 46.0% of the variance in consumptive behaviour, with factors outside the model accounting for the remaining 54.0%.

Table 18 Effect Size Values (f²)

	f-square
LKD -> PK	0,123
MST -> PK	0,028
PD -> PK	0,716
PD x LKD -> PK	0,018
PD x MST -> PK	0,086

Source: Author's analysis of the research data (2026).

As shown in Table 18, the f² results indicated small effect sizes for digital financial literacy (0.123) and TikTok use (0.028), and a large effect for self-control (0.716).

Table 19 Predictive Relevance Values (Q²)

	Q²predict
PK	0,426

Source: Author's analysis of the research data (2026).

As shown in Table 19, the Q² value for consumptive behaviour is 0.426, it is > 0, signifying the predictive relevance of the model.

Table 20 Goodness of Fit Indeks (GoF)

	Saturated model	Estimated model
SRMR	0,063	0,063

Source: Author's analysis of the research data (2026).

Table 20, SRMR values for both the estimated and saturated models were 0.063, indicating an acceptable model fit.

Hypothesis Testing

Table 21 Path Coefficient

	(O)	(|O/STDEV|)	P values	Notes
MST -> PK	0,144	2,352	0,009	Supported
LKD -> PK	0,310	3,826	0,000	Not Supported
PD -> PK	-0,677	12,131	0,000	Supported
PD x MST -> PK	-0,211	4,381	0,000	Supported
PD x LKD -> PK	-0,103	1,867	0,031	Supported

Source: Author's analysis of the research data (2026).

The Relationship between TikTok Use and Consumptive Behaviour

The outcomes indicate that TikTok use is positively significantly related with consumptive behaviour (β = 0.144; t = 2.352; p = 0.009). The finding indicates that more intensive TikTok use is associated with a greater tendency toward consumptive behaviour.

Descriptive analysis shows that TikTok use was in the high category, with accessibility (25.48%) and content (25.14%) as the highest indicators. These findings suggest that easy access to TikTok and exposure to promotional content, reviews, unboxing videos, and consumption trends may increase users' engagement with product-related information and purchasing stimuli. Credibility and interaction also indicate that users respond to creator recommendations and social interactions when evaluating products.

From the TPB perspective, TikTok use may shape attitudes and subjective norms toward consumption through product-related content, creator recommendations, social interactions, and consumption trends. These influences may encourage favourable evaluations of purchasing and strengthen social pressure to follow consumption trends, thereby increasing the tendency toward consumptive behaviour. The outcomes is in line with earlier research showing links social media utilize and impulsive or consumptive buying (Chen et al., 2022; Narwastu & Ramadhani, 2024;

Pakpahan et al., 2021). Therefore, H_1 is supported, indicating a positive significant association TikTok use also consumptive behaviour.

The Relationship between Digital Financial Literacy and Consumptive Behaviour

The results show that digital financial literacy is positively significantly related with consumptive behaviour ($\beta = 0.310$; $t = 3.826$; $p < 0.001$). Higher levels of digital financial literacy are linked to a greater tendency toward consumptive behaviour. Thus, H2 is not supported because the observed relationship is positive, whereas the hypothesis predicted a negative relationship.

Descriptive analysis shows that digital financial literacy was in the high category, with knowledge (27.11%) and awareness (24.90%) as the highest indicators. These findings indicate that respondents possess knowledge of and awareness regarding digital financial activities and services. However, greater digital financial capability, combined with convenient payment systems and continuous digital consumption stimuli, may reduce transaction barriers and facilitate more frequent purchasing.

From the TPB perspective, digital financial literacy may support financial decision-making and individuals' perceived capability to manage digital financial activities. Nevertheless, in a highly digitalised consumption environment, greater capability and convenience may also facilitate purchasing by making digital transactions easier and more accessible. Thus, financial knowledge and digital capability do not necessarily result in lower consumption when they are accompanied by frequent digital consumption stimuli and convenient transaction mechanisms. The outcome is in line with earlier research showing positive relationships between digital or financial literacy and consumptive or online shopping behaviour (A.-R. Abdullah et al., 2023; Kamalapatrisa & Lestari, 2025; Prihatini & Irianto, 2021). Therefore, although the relationship is statistically significant, H_2 is not supported because its observed direction contradicts the hypothesised negative relationship.

The Relationship between Self-Control and Consumptive Behaviour

The outcomes show that self-control is negatively significantly associated with consumptive behaviour ($\beta = -0.677$; $t = 12.131$; $p < 0.001$). The finding indicates that stronger self-control is related with a lower tendency toward consumptive behaviour.

Descriptive analysis shows that self-control was in the high category, with cognitive control (34.80%), decisional control (33.11%), and behavioural control (32.10%). This outcomes show that respondents generally have the ability to evaluate purchasing decisions, regulate consumption impulses, and consider the consequences of their actions.

From a behavioural regulation perspective, stronger self-control allows persons to control impulses and purchasing responses when facing consumption stimuli. Individuals with stronger self-control may therefore be better able to evaluate their needs and resist excessive consumption. This outcomes is in line with earlier research that reported negative relationships between self-control and consumptive or impulsive purchasing behaviour (Atmaja & Mariyati, 2026; Dewi et al., 2021; Murdiyanti et al., 2022). Therefore, H_3 is supported, indicating a negative and significant association between self-control and consumptive behaviour.

Self-Control Moderates the Relationship between TikTok Use and Consumptive Behaviour

The interaction between self-control and TikTok use is negative significant ($\beta = -0.211$; $t = 4.381$; $p < 0.001$), showing that stronger self-control weakens the positive association between TikTok use and consumptive behaviour.

Individuals with stronger self-control may be better able to regulate purchasing impulses, evaluate their needs, and resist consumption stimuli arising from TikTok content, social interactions, and consumption trends. Thus, self-control may function as a behavioural regulation mechanism that limits the extent to which digital stimuli are translated into consumptive behaviour. The outcome is in line with earlier research demonstrating that self-control can mitigate the link impulsive buying and social media utilize (Chen et al., 2022; Kumala et al., 2024; Tanzeem et al., 2025). Therefore, H_4 is supported, indicating that self-control negatively moderates the connection TikTok use also consumptive behaviour.

Self-Control Moderates the Relationship between Digital Financial Literacy and Consumptive Behaviour

The interaction self-control and digital financial literacy is negative significant ($\beta = -0.103$; $t = 1.867$; $p = 0.031$). Based on the one-tailed test specified for the directional hypotheses, the result is significant at the 5% level. The finding indicates that stronger self-control weakens the positive connection digital financial literacy also consumptive behaviour.

Although digital financial literacy may facilitate the use of digital financial services and increase transactional convenience, stronger self-control may limit the extent to which such digital financial capabilities are translated into excessive consumption. Stronger self-control may increase a person's likelihood of consider their needs also regulate purchasing impulses when using convenient digital financial services. The outcomes is in line with earlier research showing that self-control moderates the association financial literacy and impulsive or consumptive buying behaviour (Agasi & Aryani, 2024; Houbianbian et al., 2026; Octaviani & Yuniningsih, 2024). Therefore, H_5 is supported, indicating the connection digital financial literacy and consumer behaviour is adversely moderated by self-control.

CONCLUSION

The study found that TikTok utilize was positively significantly associated with consumptive behaviour among Accounting Education students at Jakarta State University. More intensive TikTok use was associated with a greater tendency toward consumptive behaviour, particularly in the context of product-related content, creator recommendations, social interactions, and consumption trends. Digital financial literacy was also positively significantly associated with consumptive behaviour. Although digital financial literacy may support financial decision-making, greater digital financial capability also transaction convenience may also facilitate more frequent consumption in a highly digitalised environment. However, this finding was contrary to the hypothesised negative relationship. Self-control was negatively and significantly connected with consumptive behaviour. Furthermore, self-control negatively moderated the connection TikTok use also consumptive behaviour and digital financial literacy and consumptive behaviour. This results emphasise how self-control functions as a behavioural regulatory mechanism that may limit the extent to which digital consumption stimuli and transactional convenience are translated into excessive consumption.

IMPLICATIONS

This outcomes assist to the application of the TPB in understanding consumption behaviour in a digital environment by showing that digital exposure and financial capabilities may be associated with consumption outcomes, while self-control can function as a behavioural regulation mechanism. The positive association between digital financial literacy and consumptive behaviour also implies that financial knowledge and digital transaction skills alone may not be sufficient to promote rational consumption when digital purchasing is highly accessible and convenient.

From a practical perspective, higher education institutions can translate these findings into targeted financial education interventions. Rather than focusing only on financial knowledge, institutions can incorporate modules on digital spending management, needs-versus-wants evaluation, impulse-buying control, budgeting for digital transactions, and post-purchase financial evaluation into student development programmes. Institutions could also provide practical exercises in which students set monthly digital spending limits, monitor e-wallet and mobile-banking transactions, and evaluate purchasing decisions against predetermined financial priorities.

For digital platform stakeholders and regulators, the findings suggest the importance of strengthening consumer-protection mechanisms in digital consumption environments. Relevant measures may include clearer disclosure of promotional content, more transparent presentation of purchasing information, accessible spending-monitoring features, and reminders that encourage users to review purchases before completing transactions. Such measures could help users make more deliberate purchasing decisions without restricting access to digital financial and social media services. The findings suggest that addressing consumptive behaviour among university students requires not only improving digital financial literacy but also developing practical self-regulation skills and a more responsible digital consumption environment.

RESEARCH LIMITATIONS

Although the present research adds of previous literature, should be evaluated with for a number of limitations. First, research was carried out exclusively among Accounting Education students at Jakarta State University; therefore, the results cannot yet be extended to the wider population of university students in Indonesia. Second, this study examined only the variables of TikTok social media usage, digital self-control, financial literacy, consumptive behaviour; consequently, there remains this possibility that other factors influencing consumptive behaviour have not yet been investigated. Third, data were gathered through a questionnaire, meaning that the respondents' answers may have been influenced by subjective perceptions and response bias.

RECOMMENDATIONS

Given the limitations of the present research, subsequent studies should be encouraged to expand the respondent population by involving students from various study programmes and universities to obtain findings that are more representative. In addition, future researchers may incorporate other variables that potentially influence consumptive behaviour, including lifestyle, social environment, financial technology usage, and income level. Moreover, future studies are encouraged to apply more diverse research methods to produce deeper and more comprehensive insights into students' consumptive behaviour in the digital era.

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APPENDIX

LIST OF STATEMENTS IN THE RESEARCH QUESTIONNAIRE

Use of TikTok (X_1)

Code	Item
Content	
MST 1	Product review and unboxing content on TikTok makes me interested in finding out more about the product.
MST 2	The frequency of product promotional content is quite high amidst the entertainment videos I watch.
MST 3	TikTok presents promotional product content in a way that is both informative and engaging.
Interaction	
MST 4	Other users' interactions in the comments section influence my assessment of the product.
MST 5	Sellers' responses to user queries on TikTok make it easier for me to obtain detailed product information
MST 6	TikTok's live feature allows me to obtain product information directly
Credibility	
MST 7	Product testimonials on TikTok make me more confident in the product's quality.
MST 8	Recommendations from *content creators* are one of the factors I consider when evaluating a product.
MST 9	The reputation of *content creators* influences my level of trust in the recommended products
Accessibility	
MST 10	TikTok makes it easy for me to find product information quickly.
MST 11	I can access TikTok at any time to view trending products.
MST 12	Shopping features such as the yellow basket or TikTok Shop make it easier for me to purchase products.

Digital Financial Literacy (X_2)

Code	Item
Knowledge	
LKD 1	I have a clear understanding of the types as well as the functions of digital financial products.
LKD 2	I possess the knowledge to utilise the features of digital financial services to support financial decision-making.
LKD 3	I am aware of service fees and interest rates for digital financial products.
Experience	
LKD 4	I am accustomed to using various e-wallet and m-banking services in my daily activities.
LKD 5	I have used digital financial tracking or management features.
LKD 6	I use *fintech* for investments or loans
Skill	
LKD 7	I am able to manage my personal finances using digital financial applications.
LKD 8	I am able to utilise transaction history or digital financial reporting features to monitor and control expenditure.
LKD 9	I can use bill reminder or budgeting features for financial planning.
Awareness	
LKD 10	I am aware of the potential risks related to digital financial services, including one-click payment features and pay-later facilities, as well as their possible effects on my personal financial situation.
LKD 11	I make sure that digital financial service providers are legitimate before using their services.
LKD 12	I pay attention to the security of personal data when using digital financial applications.

Self-Control (Z)

Code	Item
Control Cognitive	
PD 1	I compare prices and product quality before deciding to make a purchase.
PD 2	I consider the long-term benefits before buying a product.
PD 3	I think about the financial impact before making an unplanned purchase.
Decisional Control	
PD 4	I am able to delay a purchase even when there are attractive discounts or promotions.
PD 5	I do not easily follow others' lifestyles when making purchases.
PD 6	I prioritise needs over wants when making purchasing decisions.
Behavioural Control	
PD 7	I create a budget and record my expenses regularly every month.
PD 8	I limit the use of pay-later or credit cards when shopping.
PD 9	I consistently save in line with the financial plan I have set.

Consumptive Behaviour (Y)

Code	Item
Impulsive Buying	
PK 1	I often buy products spontaneously without prior planning.
PK 2	Discounts or promotions make me make a purchase immediately.
PK 3	Promotional content on social media prompts me to buy products on the spur of the moment.
Non-Rational Buying	
PK 4	I buy products to gain personal satisfaction or pleasure.
PK 5	I buy items because I want to follow popular trends.
PK 6	Curiosity about a product prompts me to buy it.
Wasteful Buying	
PK 7	I buy items in quantities that exceed my needs.
PK 8	I tend to increase my spending when I have extra funds or after receiving an income.
PK 9	I buy the latest items even though I already own similar ones.