

## **LIFESTYLE AS A MEDIATOR BETWEEN ECONOMIC LITERACY, SELF-CONTROL, AND HIGH SCHOOL STUDENTS' CONSUMPTIVE BEHAVIOR**

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### **ABSTRACT**

This study investigates the influence of economic literacy and self-control on students' consumer behavior, with lifestyle serving as a mediating variable. A quantitative approach was employed using SEM-PLS, involving a sample of 243 11th-grade students from public senior high schools in Cibinong District. The findings revealed that economic literacy and self-control have a significant negative impact on consumer behavior. In addition, self-control has a negative and significant effect on lifestyle, while lifestyle has a positive and significant effect on consumer behavior. Furthermore, lifestyle was found to mediate the relationship between self-control and consumer behavior, but not between economic literacy and consumer behavior. These results highlight the important role of economic understanding and self-regulation in shaping students' consumption tendencies.

**Keywords: Lifestyle, Economic literacy, Self-control, Consumptive behavior**

### **ABSTRAK**

Penelitian ini menyelidiki pengaruh literasi ekonomi dan pengendalian diri terhadap perilaku konsumtif siswa, dengan gaya hidup berfungsi sebagai variabel mediasi. Pendekatan kuantitatif digunakan menggunakan SEM-PLS, melibatkan sampel 243 siswa kelas 11 dari SMA Negeri di Kecamatan Cibinong. Temuan ini mengungkapkan bahwa literasi ekonomi dan kontrol diri memiliki dampak negatif yang signifikan pada perilaku konsumtif. Selain itu, kontrol diri berpengaruh negatif dan signifikan terhadap gaya hidup, sedangkan gaya hidup secara positif dan signifikan mempengaruhi perilaku konsumtif. Selain itu, gaya hidup ditemukan memediasi hubungan antara kontrol diri dan perilaku konsumtif, tetapi tidak antara literasi ekonomi dan perilaku konsumtif. Hasil ini menyoroti peran penting pemahaman ekonomi dan pengaturan diri dalam membentuk kecenderungan konsumsi siswa.

**Kata kunci: Gaya hidup, Literasi ekonomi, Kontrol diri, Perilaku konsumtif**

### **INTRODUCTION**

Indonesians consumption habits have evolved as a result of globalization and technological advancements. Consumptive lifestyles have increased in Indonesia, a growing nation with fast economic expansion. With these changes, it is important for individuals, especially adolescents, to have a good understanding of economic literacy. However, low economic literacy among adolescents can exacerbate the negative impact of globalization on their consumptive behavior (Putri et al., 2024) Based on data from the Organization for Economic Cooperation and Development in 2023, the financial literacy score in Indonesia of

57 is still below the global average of 60 (Kemdikbud, 2024) This shows that the level of economic literacy is still low. Therefore, learning economic literacy is essential to help adolescents make better economic decisions and manage their finances. Research by Kaiser et al (2020) found that financial education significantly improves financial knowledge and behavior, particularly in younger populations. However, low levels of economic literacy among adolescents can exacerbate impulsive consumption and lead to financial mismanagement (OCDE, 2020).

Data from the BPS (2024) shows that Indonesia's per capita expenditure from 2019 to 2024 shows a post-pandemic economic recovery with growth of 9.22%, reflecting an increase in purchasing power and a shift in people's consumption patterns towards a more consumptive direction (Pohan et al., 2022). The younger generation, especially Generation Z, is a major contributor to these consumption patterns, driven by the penetration of e-commerce and the influence of the social environment. The Mandiri Institute (Katadata.co.id, 2024) revealed that although basic needs dominate spending (51%), the allocation of funds for personal care, electronics, and other lifestyle needs is also significant, indicating that consumption is no longer oriented only to basic needs.

Lifestyle is one of the elements that reinforces consumption. Teenagers today are influenced not only by their basic needs but also by the desire to conform to social group norms. In terms of consumptive behavior, the ability to control oneself plays an important role in directing and managing one's purchases (Anggraeni, 2022). Self-control is very important because it is able to motivate people to make smart and wise financial decisions in regulating their spending behavior according to the current circumstances. Everyone has different personality characteristics that affect their purchasing behavior (Ittaqullah et al., 2020). According to research by Wahyudi and Rochmawati (2020), students' consumption behavior is significantly influenced by their lifestyle. However, according to research by Sudiro and Asandimitra (2022), a person's lifestyle has no bearing on their consumption habits.

According to Nurjanah et al (2018), the factor that can control consumptive behavior is economic literacy as a guideline for students in determining the scale of consumption priorities and another factor is *self-control*. The impact of economic knowledge on consumer behavior (Pratiwi et al., 2023). However, Jannah (2019) found that there is no discernible relationship between economic literacy and consumer behavior. Furthermore, previous research has not thoroughly explored lifestyle as a mediating variable between economic literacy and self-control on consumptive behavior, especially among high school students in the Indonesian context. The novelty of this study lies in the use of lifestyle as a mediating variable, which remains underexplored in the context of Indonesian students. This research is also relevant to the current era, marked by a surge in digital consumption among adolescents, especially Generation Z, influenced by e-commerce and social media. Therefore, this study aims to fill this research gap by focusing on 11th-grade students at a public high school in Cibinong District. Based on the explanation, the aim of this study is to investigate the influence of economic literacy and self-control on students' consumer behavior, with lifestyle functioning as a mediating variable.

## LITERATURE REVIEW

### Theoretical Foundation

#### *Economic Literacy*

Economic literacy is a crucial tool for transforming initially foolish activity into more intelligent and focused behavior. This is especially important amid the increasingly complex financial management challenges of the modern era. Examples include the ability to manage income to invest, save, protect assets, and meet daily needs (Irawan, 2023). Economic literacy is essential for addressing economic problems and making profitable economic choices. The

absence of social capital in terms of economic and financial understanding suggests that wrong economic decision-making leads to economic risks and uncertainties (Susetyo & Firmansyah, 2023).

### *Self-Control*

One definition of self-control is the capacity to alter an individual's internal reactions as well as to distract oneself from unwanted and unwanted behaviors and self-control is also an important part of self-regulation that allows one to resist momentary desires for the sake of achieving greater goals (Tangney et al., 2018). According to Silooy (2019), self-control behavior helps a person to be more disciplined in setting aside part of their income for savings or investments, which makes them more financially stable and prepared to face emergency situations.

### *Lifestyle*

Kotler dan Keller (2018) define lifestyle as an individual's way of living that is expressed through their interests, activities, and viewpoints. Lifestyle captures the relationship between the individual and his or her environment as a whole. Consumers need products that match their desires, lifestyles and interests. Sumarwan (2015) stated a person's activities, interests, and attitudes are frequently used to characterize their lifestyle. A person's lifestyle typically fluctuates rapidly in response to changes in his life. People in one society will lead a different lifestyle than those in other societies. Over time, a person's or a group of people's lifestyle will even alter.

### *Consumptive Behavior*

Consumptive behavior is defined as an action driven by impulses that transcend the bounds of reason rather than being founded on logical grounds. Based on the theory put forward by Fardhani and Izzati (2013), it is said that the existence of consumptive behavior is caused by two elements, First, an individual's motivation, personality, self-concept, learning process, and lifestyle are all internal elements that influence their purchase decisions. Second, external factors which originate from the environment and influence an individual's attitudes and consumption patterns include socioeconomic class, culture, family, and reference groups. These two factors are interrelated and contribute to shaping patterns of consumptive behavior, especially in adolescents who are vulnerable to social influences and modern lifestyles.

## **Hypothesis Development**

### *Economic Literacy and Consumer Behavior*

Economic literacy is considered a key factor in developing rational consumption behavior. It encompasses individuals' ability to understand economic principles and apply them in everyday financial decision-making. Adolescents with sufficient economic literacy are better equipped to distinguish between needs and wants, evaluate the consequences of their spending, and make informed consumption choices. Prior studies have indicated that students who possess higher levels of economic literacy tend to show more responsible financial behavior and are less likely to engage in excessive consumption (Putri et al., 2024). Therefore, it is expected that economic literacy negatively influences consumptive behavior (H1).

### *Self-Control and Consumer Behavior*

Self-control, defined as the ability to regulate impulses, emotions, and behaviors, also plays a significant role in shaping consumption patterns. Adolescents with low self-control are more likely to make impulsive purchases without considering future consequences. Emotional responses and peer pressure often trigger such behaviors. Research has consistently shown that

higher levels of self-control are associated with more restrained and purposeful consumption. Individuals with strong self-control tend to plan and budget effectively, exhibit reduced impulsive spending, and demonstrate more prudent financial behaviors (Davydenko et al., 2021). Accordingly, this study proposes that self-control has a negative effect on consumptive behavior (H2).

#### *Economic Literacy and Lifestyle*

Economic literacy is increasingly recognized as a key determinant of individual financial behavior and lifestyle choices. It encompasses the ability to understand, analyze, and apply economic concepts in daily decision-making, including budgeting, saving, investing, and consuming. Prior studies have shown that individuals with higher economic literacy are more likely to engage in prudent financial behaviors, avoid excessive debt, and plan for long-term financial stability. For instance, Maulidina and Kurniawati (2022) emphasized that economic literacy is critical for effective retirement planning and financial resilience. Furthermore, economic literacy influences lifestyle by fostering rational consumption patterns and reducing susceptibility to impulsive or status-driven spending (Céspedes et al., 2003). In the context of young adults and emerging consumers, economic literacy also contributes to shaping sustainable consumption habits aligned with income levels and personal values. Thus, strengthening economic literacy is not merely an academic endeavor but a strategic approach to cultivating responsible lifestyles that support both individual well-being and broader economic stability. Based on the literacy study, the H3 can be proposed: Economic literacy has a significant influence on lifestyle.

#### *Self-Control and Lifestyle*

Similarly, self-control contributes to the formation of lifestyle patterns. Adolescents with high self-control are more likely to maintain a moderate and planned lifestyle that prioritizes needs over desires (Guo et al. 2023). They are less susceptible to social media influence and are more capable of resisting the urge to conform to excessive consumer trends. Individuals with strong self-control also tend to delay gratification, allocate resources more wisely, and engage in health-promoting behaviors that reflect long-term thinking. This internal regulation mechanism becomes a key factor in avoiding impulsive actions that can lead to unsustainable lifestyles. Based on this rationale, it is hypothesized that self-control negatively influences lifestyle (H4).

#### *Lifestyle and Consumptive Behavior*

Lifestyle itself is a central element in understanding consumer behavior. It reflects a person's values, preferences, and behavior patterns in daily life. A consumptive lifestyle is characterized by frequent shopping, prioritization of branded goods, and purchasing based on social prestige. Adolescents who adopt such lifestyles often display higher levels of consumptive behavior, especially when they seek social validation or emotional satisfaction through material possessions (Fennis, 2022). Therefore, lifestyle is hypothesized to have a positive effect on consumptive behavior (H5).

#### *Lifestyle as a Mediating Variable*

Lifestyle may act as a mediating variable in the relationship between economic literacy and self-control with consumptive behavior (Guo et al. 2023). Even individuals with good financial knowledge or self-regulation may still engage in excessive consumption if their lifestyle encourages it. Conversely, a less consumptive lifestyle may buffer the negative effects of low economic literacy or low self-control. Hence, this study also explores the mediating role

of lifestyle in the relationships between economic literacy and consumptive behavior (H6), and between self-control and consumptive behavior (H7).

**METHOD**

With an emphasis on numerical and statistical data analysis, this study employs a descriptive quantitative methodology. Students in the eleventh grade from Public Senior High School (SMAN) including SMAN 1, SMAN 2, SMAN 3, and SMAN 4, for public high schools in Cibinong, participated in the study. With a sample of 243 students, who were selected through proportionate random sampling technique. The research instrument in this study used a questionnaire developed based on the results of previous research. SmartPLS 3.0 was employed for data analysis using SEM-PLS due to its capability to handle complex models and small sample sizes. The tests conducted in this study consisted of descriptive statistical analysis used to understand the distribution of data and detect outliers (Hair Jr. et al., 2021). The outer model test included convergent validity with an AVE value of  $\geq 0.5$ , discriminant validity and reliability through composite reliability and Cronbach's Alpha. The multicollinearity test was performed by looking at the VIF value, which ideally  $< 5.0$  Inner models were analyzed through the values of *R Square*, *F Square* and mediation tests with bootstrapping techniques to assess the significance of direct and indirect pathways The mediation effect was declared significant if the P value  $< 0.05$ .

**RESULTS AND DISCUSSION**

**Validity Test**

Convergent validity serves to evaluate the extent to which each indicator accurately represents its corresponding construct. An indicator is deemed valid when it exhibits a loading factor exceeding 0.7, otherwise, it is considered invalid. Based on the outer model analysis conducted through SmartPLS 3.0, as presented in Table 1, all constructs including the independent variables economic literacy and self-control, the mediating variable lifestyle, and the dependent variable consumptive behavior demonstrated loading values above the threshold of 0.7. These results indicate that all indicators employed in this study possess adequate convergent validity and are therefore appropriate for further analysis.

Table 1. Outer Loading Value

	<b>Lifestyle</b>	<b>Self-Control</b>	<b>Economic Literacy</b>	<b>Consumptive Behavior</b>
GH1	0.880			
GH3	0.900			
GH4	0.896			
GH6	0.900			
GH7	0.884			
GH8	0.865			
GH9	0.891			
GH10	0.904			
GH11	0.892			
GH12	0.857			
KD1		0.781		
KD3		0.826		
KD4		0.745		
KD5		0.805		
KD6		0.768		
KD7		0.807		
KD8		0.800		
KD9		0.749		
LE1			0.731	
LE2			0.740	

	Lifestyle	Self-Control	Economic Literacy	Consumptive Behavior
LE3			0.779	
LE4			0.744	
LE5			0.768	
LE6			0.742	
LE8			0.795	
LE9			0.703	
LE10			0.707	
LE11			0.740	
LE12			0.737	
LE13			0.741	
PK1				0.825
PK2				0.793
PK3				0.768
PK4				0.781
PK6				0.836
PK7				0.856
PK8				0.774
PK9				0.874
PK10				0.812
PK11				0.814
PK12				0.855

### Discriminant Validity

As presented in Table 2, the results of the discriminant validity test indicate that each indicator has the highest loading on its respective construct compared to others. This suggests that the indicators can clearly differentiate each construct accurately.

Table 2. Cross Loading Value

	Lifestyle	Self-Control	Economic Literacy	Consumptive Behavior
GH1	<b>0.880</b>	-0.210	-0.128	0.288
GH10	<b>0.900</b>	-0.212	-0.136	0.297
GH11	<b>0.896</b>	-0.25	-0.140	0.267
GH12	<b>0.900</b>	-0.266	-0.166	0.305
GH3	<b>0.884</b>	-0.239	-0.165	0.352
GH4	<b>0.865</b>	-0.202	-0.111	0.291
GH6	<b>0.891</b>	-0.256	-0.157	0.297
GH7	<b>0.904</b>	-0.234	-0.162	0.266
GH8	<b>0.892</b>	-0.273	-0.200	0.312
GH9	<b>0.857</b>	-0.168	-0.135	0.258
KD1	-0.258	<b>0.781</b>	0.357	-0.259
KD3	-0.164	<b>0.826</b>	0.397	-0.23
KD4	-0.221	<b>0.745</b>	0.318	-0.165
KD5	-0.217	<b>0.805</b>	0.364	-0.233
KD6	-0.203	<b>0.768</b>	0.390	-0.245
KD7	-0.180	<b>0.807</b>	0.389	-0.296
KD8	-0.211	<b>0.80</b>	0.365	-0.280
KD9	-0.190	<b>0.749</b>	0.293	-0.238
LE1	-0.147	0.275	<b>0.731</b>	-0.340
LE10	-0.216	0.324	<b>0.740</b>	-0.374
LE11	-0.118	0.347	<b>0.779</b>	-0.166
LE12	-0.018	0.343	<b>0.744</b>	-0.081
LE13	-0.087	0.386	<b>0.768</b>	-0.22
LE2	-0.098	0.384	<b>0.742</b>	-0.165
LE3	-0.087	0.393	<b>0.795</b>	-0.267
LE4	-0.176	0.294	<b>0.703</b>	-0.336

	<b>Lifestyle</b>	<b>Self-Control</b>	<b>Economic Literacy</b>	<b>Consumptive Behavior</b>
LE5	-0.106	0.328	<b>0.707</b>	-0.177
LE6	-0.112	0.363	<b>0.740</b>	-0.270
LE8	-0.036	0.353	<b>0.737</b>	-0.199
LE9	-0.118	0.362	<b>0.741</b>	-0.232
PK1	0.324	-0.295	-0.331	<b>0.825</b>
PK10	0.273	-0.217	-0.266	<b>0.793</b>
PK11	0.266	-0.122	-0.19	<b>0.768</b>
PK12	0.223	-0.251	-0.265	<b>0.781</b>
PK2	0.267	-0.285	-0.332	<b>0.836</b>
PK3	0.285	-0.277	-0.334	<b>0.856</b>
PK4	0.162	-0.267	-0.225	<b>0.774</b>
PK6	0.324	-0.329	-0.343	<b>0.874</b>
PK7	0.240	-0.232	-0.287	<b>0.812</b>
PK8	0.325	-0.204	-0.261	<b>0.814</b>
PK9	0.262	-0.287	-0.319	<b>0.855</b>

### Reliability Test

Composite reliability is carried out to show that the variables used in this study are accurate, consistent, and precise when using instruments to measure construction. Reliability can be said if the minimum value of the composite reliability test is  $> 0.7$ . Composite reliability test in Table 4. It can be found that the results of the values are 0.974, 0.928, 0.937, and 0.957. Therefore, it can be concluded that each of these variables has met the requirements and reliability because it has a  $>$  value of 0.7.

Table 4. Composite Reliability Result

	<b>Composite Reliability</b>
Lifestyle	0.974
Self-Control	0.928
Economic Literacy	0.937
Consumptive Behavior	0.957

### Average Variance Extracted (AVE)

To reinforce the results of the discriminant validity test, it is necessary to calculate the Average Variance Extracted. An AVE value greater than 0.5 indicates acceptable validity. As shown in Table 3, the AVE scores for lifestyle (0.787), self-control (0.617), economic literacy (0.554), and consumptive behavior (0.669) all exceed the required threshold of 0.5, confirming that each construct meets the criteria for discriminant validity.

Table 3. Values Average Variance Ectracted

	<b>Average Variance Extracted (AVE)</b>
Lifestyle	0.787
Self-Control	0.617
Economic Literacy	0.554
Consumptive Behavior	0.669

### Cronbach's Alpha

Cronbach's alpha was carried out in this study with the aim of strengthening the results of the composite reliability test. A  $>$  value of 0.7 must be achieved to qualify for reliability on Cronbach's alpha assay. Based on the results of Cronbach's alpha test in Table 5. It can be found that the results of the values are 0.970, 0.911, 0.929, and 0.950. So the variable has met the requirements and reliability because it has a value of  $> 0.70$ .

Table 5. Cronbach's Alpha Result

	<i>Cronbach'a Alpha</i>
Lifestyle	0.970
Self-Control	0.911
Economic Literacy	0.929
Consumptive Behavior	0.950

### T-Statistics

An analysis of T-statistics was carried out to evaluate the significance of each hypothesized relationship within the structural model. The evaluation applied a significance level of 5%, using a critical T-value benchmark of 1.645 to determine statistical relevance. As presented in Table 6, economic literacy significantly influenced consumptive behavior ( $t = 4.209 > 1.645$ ), and so did self-control ( $t = 1.705 > 1.645$ ). However, economic literacy did not significantly affect lifestyle ( $t = 0.810 < 1.645$ ), while self-control showed a significant impact ( $t = 3.493 > 1.645$ ). Lifestyle was also found to significantly influence consumptive behavior ( $t = 3.330 > 1.645$ ). Additionally, the indirect effect of economic literacy on consumptive behavior through lifestyle was not significant ( $t = 0.723 < 1.645$ ), whereas self-control had a significant indirect effect through lifestyle ( $t = 2.372 > 1.645$ ).

Table 6. Values T-Statistics

	<i>T-Statistics (O/STDEV)</i>
Economic Literacy → Consumptive Behavior	4.209
Self-Control → Consumptive Behavior	1.705
Economic Literacy → Lifestyle	0.810
Self-Control → Lifestyle	3.493
Lifestyle → Consumptive Behavior	3.330
Economic Literacy → Lifestyle → Consumptive Behavior	0.723
Self-Control → Lifestyle → Consumptive Behavior	2.372

### R-Square

The R-Square ( $R^2$ ) coefficient is employed to measure the extent to which the independent and mediating variables account for the variance in the dependent variable. An  $R^2$  value greater than 0.67 is categorized as strong, below 0.33 as moderate, and below 0.19 as weak. Based on the R-Square test results presented in Table 7, the lifestyle variable shows a weak level of influence ( $R^2 = 0.072$ ), whereas the consumptive behavior variable demonstrates a moderate level of influence ( $R^2 = 0.216$ ).

Table 7. Values R-Square

	<i>R-Square</i>
Lifestyle	0.072
Consumptive Behavior	0.216

### F-Square

The F-Square ( $F^2$ ) test is applied to evaluate the magnitude of the effect exerted by each independent variable on the dependent variable within the structural model. An  $F^2$  value below 0.02 indicates a small effect, values above 0.15 indicate a moderate effect, and those above 0.35 represent a large effect. As shown in Table 8, the lifestyle variable (0.077) and economic literacy (0.065) each had a small impact on consumptive behavior, while self-control (0.016) showed a very minimal effect.

Table 8. Values F-Square

	Lifestyle	Self-Control	Economic Literacy	Consumptive Behavior
Lifestyle				0.077
Self-Control	0.046			0.016
Economic Literacy	0.003			0.065
Consumptive Behavior				

### Hypothesis Test

The results of hypothesis testing were obtained through path coefficient analysis utilizing T-statistics. The corresponding T-statistic and P-value were calculated via the T-test. A hypothesis is considered statistically supported when the T-statistic exceeds the threshold value of 1.645 or when the P-value falls below 0.05, indicating significance at the 5% level.

Table 9. Bootstrapping Hypothesis Test Result

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Economic Literacy → Consumptive Behavior	-0.254	-0.265	0.060	4.209	0.000
Self-Control → Consumptive Behavior	-0.130	-0.132	0.076	1.705	0.044
Economic Literacy → Lifestyle	-0.064	-0.068	0.079	0.810	0.209
Self-Control → Lifestyle	-0.234	-0.243	0.067	3.493	0.000
Lifestyle → Consumptive Behavior	0.255	0.254	0.077	3.330	0.000
Economic Literacy → Lifestyle → Consumptive Behavior	-0.016	-0.02	0.023	0.723	0.235
Self-Control → Lifestyle → Consumptive Behavior	-0.06	-0.064	0.026	2.372	0.009

### Discussion

#### *Economic Literacy Influences Consumptive Behavior*

The hypothesis testing results revealed that the original sample value was -0.254, with a T-statistic of 4.403, which exceeds the critical value of 1.645, and a P-value of 0.000, which is below the 0.05 threshold. These findings indicate that the economic literacy variable has a negative and significant effect on the consumptive behavior of public high school students in Cibinong. This outcome aligns with previous studies by Prasanti and Kamalia (2022) as well as Khairulanam and Surjanti (2024), both of which found that economic literacy influences consumptive behavior. Furthermore, the research by Puspitaningsih and Admoko (2021) also supports this, demonstrating a significant relationship between economic literacy and consumer behavior. Additionally, an international study by Amagir et al (2018) found that among high school students in the Netherlands, higher levels of financial literacy were associated with lower levels of impulsive consumption and more deliberate spending habits, reinforcing the connection between economic literacy and prudent financial behavior. This evidence highlights a correlation between economic literacy and the ability to exercise restraint in personal spending decisions.

#### *Self-Control as a Determinant of Consumptive Behavior*

The original sample had a value of -0.130, according to the hypothesis test results. T-Statistics had a value of 1.712 > 1.645, and the P Value result had a value of 0.088 > 0.05. Thus, in general, it can be said that the self-control variable has no detrimental and noteworthy impact on State High School students' consumptive behavior. In this study, self-control significantly and negatively impacted consumptive behavior. These findings are consistent with a number of earlier investigations (Khairulanam & Surjanti, 2024; Prasanti & Kamalia, 2022; Virginia et al., 2024). Furthermore, this study contradicts the findings of Yolanda et al.

(2025), who discovered a significant and partial influence of self-control on excessive consumption.

#### *The Effect of Economic Literacy on Lifestyle*

The hypothesis testing results showed that the original sample value was -0.064, with a T-statistic of 0.800, which is less than the critical value of 1.645, and a P-value of 0.424, which exceeds the significance level of 0.05. Based on these findings, it can be concluded that economic literacy does not have a negative and significant influence on the lifestyle of public high school students in Cibinong. The discrepancy between this result and the theoretical expectations may be attributed to other, more dominant factors that shape adolescents' lifestyles, such as social media, current cultural trends, and social pressure from their surroundings. These findings are consistent with previous research by Tetep et al. (2020), which found that economic literacy does not significantly affect lifestyle. That study explained that even individuals with a high level of economic knowledge may not necessarily apply it in their daily lifestyle decisions, particularly in terms of consumption. This suggests that lifestyle choices are more strongly driven by other influences rather than solely by economic understanding.

#### *The Influence of Self-Control on Lifestyle*

The hypothesis testing results revealed that the original sample value was -0.234, with a T-statistic of 3.432, which exceeds the threshold of 1.645, and a P-value of 0.001, which is below the 0.05 significance level. This indicates that the self-control variable has a negative and significant effect on the lifestyle of public high school students in Cibinong. This finding aligns with prior local studies by Rachmat & Herik (2024) and Sa et al. (2024), and is further supported by study of inactive university students in Seoul, Korea, self-control and autonomy in choosing to participate in regular exercise significantly predicted improvements in healthy lifestyle behaviors, including better daily habits and psychological well-being Ahn and Kim (2022) demonstrates that self-control consistently plays a crucial role in structuring healthier, more disciplined lifestyle patterns across different adolescent and young adult populations.

#### *Lifestyle Significantly Influences Consumptive Behavior*

The hypothesis testing results indicated that the original sample value reached 0.255, accompanied by a T-statistic of 3.436 exceeding the critical threshold of 1.645 and a P-value of 0.001, which falls below the 0.05 level of significance, thereby confirming statistical significance.. These findings indicate that lifestyle has a positive and significant influence on the consumptive behavior of public high school students in Cibinong. This highlights the importance for both schools and families to instill values of mindful and modest spending in students to help foster a more balanced lifestyle and reduce tendencies toward overconsumption. According to Aditya (2023), lifestyle significantly influences consumptive behavior, as supported by hypothesis testing results showing that the more elevated a person's lifestyle, the greater the tendency toward consumptive actions. This conclusion is further reinforced by a number of previous studies by (Annisa Fitrah & Taufiq Chaidir, 2024; Cahyaningtyas & Gufron, 2023; Jannah, 2019; Sugiarto & Amri, 2023; Virginia et al., 2024), all of which demonstrate a consistent positive and significant correlation between lifestyle and consumptive behavior.

#### *Economic Literacy has an Impact on Consumptive Behavior mediated by Lifestyle*

The hypothesis testing results indicated that the original sample value was -0.016, with a T-statistic of 0.705, which is below the critical threshold of 1.645, and a P-value of 0.481, exceeding the significance level of 0.05. These findings suggest that economic literacy does

not have a negative and significant indirect effect on consumptive behavior through lifestyle among public high school students in Cibinong. The lack of significance in this relationship may be attributed to the presence of more dominant psychological and social influences, such as peer pressure, the role of social media, and the desire for social acceptance. This result aligns with the study conducted by Tetep et al (2020), which found that economic literacy has no significant impact on lifestyle, indicating that knowledge of financial concepts such as money management, distinguishing between needs and wants, and budgeting does not necessarily translate into lifestyle choices. Similarly, Jannah (2019) also reported that economic literacy does not exert a significant influence on consumptive behavior. These findings highlight the complexity of consumer behavior among adolescents, where cognitive understanding may be overshadowed by socio-cultural dynamics.

#### *Self-Control Affects Consumptive Behavior through Lifestyle*

The hypothesis testing results revealed that the original sample value was -0.06, with a T-statistic of 2.269 (greater than the critical value of 1.645) and a P-value of 0.024 (less than the significance level of 0.05). These outcomes indicate that self-control has a negative and significant indirect effect on consumptive behavior through lifestyle among public high school students in Cibinong. This finding underscores the critical role of self-control in fostering a financially conscious lifestyle, which in turn contributes to the development of more prudent and accountable consumption patterns. The significance of lifestyle as a mediating factor is further supported by previous studies (Annisa Fitrah & Taufiq Chaidir, 2024; Cahyaningtyas & Gufron, 2023; Jannah, 2019; Sugiarto & Amri, 2023; Virginia et al., 2024), which consistently demonstrate that lifestyle exerts a positive and significant influence on consumptive behavior.

## **CONCLUSION AND RECOMMENDATION**

### **Conclusion**

The findings from the hypothesis analysis reveal that economic literacy and self-control significantly and negatively impact the consumptive behavior of students at State Senior High Schools in Cibinong District. This indicates that higher levels of economic literacy and self-control reduce students' tendency toward consumptive behavior. While self-control acts as an internal mechanism to curb excessive consumption, economic literacy provides the knowledge needed to manage consumption patterns. As a solution, schools can develop contextual learning through financial case studies, budget simulations, and character education that emphasizes emotional management and wise decision-making. Parental support through habituation of pocket money management and balanced consumption examples are also key in forming more controlled consumptive behavior.

However, the findings indicate that lifestyle plays a major role in influencing consumer behavior and mediating the association between self-control and consumption, but not the relationship between economic literacy and consumption. This demonstrates that while students' lifestyles reflect their self-control, they are insufficient to convey the significance of economic literacy. Therefore, the approach to learning economic literacy needs to be directed at real practices that are able to form frugal living habits, such as conscious consumption challenges, entrepreneurial projects, and simulations of personal financial management. With the strengthening of self-control and the integration of economic values in lifestyle, students are expected to be able to develop wise and responsible consumption patterns amid the influence of strong trends and social pressures.

## Recommendation

According to the results derived from the research, it is recommended that schools and parents collaborate in strengthening students' economic literacy and self-control through applicable learning approaches, character development, and daily financial practices. Schools can integrate economic material contextually through case studies, simulations, or entrepreneurship projects, as well as develop self-control strengthening programs such as emotion management and financial planning training. Parents are also expected to set an example of a frugal lifestyle and wise money management. Promoting a simple lifestyle can serve as a mechanism through which self-control influences students' consumptive behavior. This integrated approach is important to build a more rational and responsible mindset and consumption habits among adolescents.

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