



## The Influence of Financial Literacy on Students' Consumptive Behaviour

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**Abstract:** This study aims to determine the extent to which financial literacy influences the consumer behaviour of senior high school students in Pondok Gede District, Bekasi City. The research was conducted at State Senior High School 5 and State Senior High School 21 in Bekasi, with a sample of 96 students selected through proportional stratified random sampling. Data were collected using questionnaires and analyzed with statistical tests. The findings show that financial literacy has a positive and significant effect on students' consumer behaviour, suggesting that students with greater financial literacy tend to make more rational and responsible consumption decisions. This result highlights the importance of strengthening financial education among adolescents, particularly in school settings, as a preventive measure against excessive consumerism. In practice, the study suggests that integrating financial literacy programs into the school curriculum can equip students with the skills to manage their finances wisely and avoid wasteful spending habits.

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**Abstrak:** Penelitian ini bertujuan untuk mengetahui sejauh mana literasi keuangan memengaruhi perilaku konsumtif siswa SMA di Kecamatan Pondok Gede, Kota Bekasi. Penelitian dilakukan di SMA Negeri 5 dan SMA Negeri 21 Bekasi dengan sampel sebanyak 96 siswa yang diperoleh melalui teknik *proportional stratified random sampling*. Data dikumpulkan menggunakan kuesioner dan dianalisis dengan uji statistik. Hasil penelitian menunjukkan bahwa literasi keuangan berpengaruh positif dan signifikan terhadap perilaku konsumtif siswa, yang berarti semakin baik literasi keuangan siswa maka semakin rasional dan bijak pula keputusan konsumsi yang mereka ambil. Temuan ini menegaskan pentingnya penguatan pendidikan literasi keuangan di kalangan remaja, khususnya di sekolah, sebagai upaya pencegahan terhadap perilaku konsumtif yang berlebihan. Secara praktis, penelitian ini mengimplikasikan bahwa integrasi program literasi keuangan dalam kurikulum sekolah dapat membekali siswa dengan keterampilan mengelola keuangan secara bijaksana serta mengurangi kecenderungan gaya hidup boros..

## A. Introduction

The rapid development of globalization and digital technology has significantly influenced adolescents' lifestyles, particularly in urban areas. Advances in information and communication technology have transformed consumption patterns by enabling easy access to online shopping platforms and digital payment systems, thereby encouraging instant, trend-oriented purchasing behaviour (Ginting et al., 2024). Adolescents are especially vulnerable to these changes because they are in a developmental phase characterized by identity formation and a strong desire for social recognition, making them more susceptible to peer influence and lifestyle pressures (Abdullah & Suja'i, 2022). As a result, shifts in consumption culture are not only occurring at the societal level. However, they are also increasingly embedded in adolescent daily life, shaping how they perceive needs, desires, and social status through material ownership.

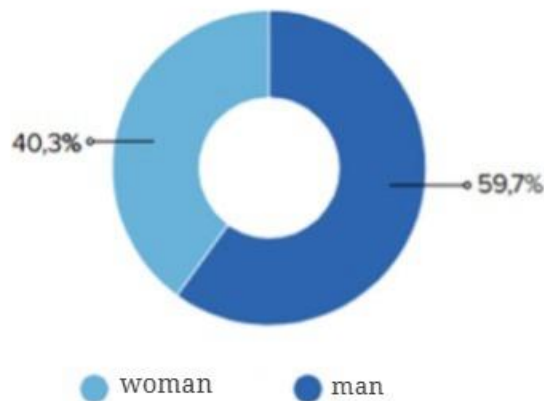
Consumptive behaviour refers to excessive consumption driven by desires rather than actual needs, often at the expense of rational financial considerations (Siallagan et al., 2021). Adolescents tend to exhibit impulsive spending behaviour due to limited self-control, strong peer influence, and the need to conform to their social environment (Suviona, 2020). If such behaviour persists, it may lead to long-term financial problems, including poor financial planning, difficulty saving, and increased financial vulnerability in adulthood (Sasmito et al., 2023). This phenomenon becomes more critical when adolescents live in urban environments where consumption stimuli are continuously reproduced through advertising exposure, digital marketplaces, and lifestyle trends.



**Figure 1.** Number of Consumers by Province (Kredivo & Katadata, 2023)

Empirical data indicate that consumptive behaviour is particularly prominent in urban regions with high economic activity – Figure 1. As shown in Figure 1, West Java ranks first in Indonesia in terms of consumption levels, accounting for 35.4% of total consumption, with major urban areas such as Jakarta, Tangerang, and Bekasi contributing significantly to

transaction volume (Kredivo & Katadata, 2023). This condition reflects a strong consumer culture in urban environments, where adolescents are continuously exposed to intensive consumption stimuli. Such exposure not only increases purchasing frequency but also normalizes impulsive buying as part of modern lifestyle expression.



**Figure 2.** Number of Consumers By Gender (Kredivo & Katadata, 2023)

Consumption levels also vary by gender. Figure 2 Men show a higher proportion of total consumption (59.7%) compared to women (40.3%). This demonstrates that consumptive behaviour is not exclusively associated with women but is also significant among men, particularly in adolescence. The data reinforce the view that consumptive culture among youth cuts across demographic boundaries and is shaped more by lifestyle construction than by biological differences.



**Figure 3.** Number Of Consumers By Age (Kredivo & Katadata, 2023)

Furthermore, consumption patterns can also be observed across age groups. Figure 3 shows that individuals aged 18–25 years constitute a substantial proportion of consumers in Indonesia (Kredivo & Katadata, 2023). This age group overlaps with late adolescence, indicating that adolescents are not only exposed to consumptive culture but also actively involved as consumers. These findings highlight the urgency of addressing consumptive behaviour among adolescents, particularly in urban areas where economic activity and access to digital consumption are highly concentrated.

In response to this phenomenon, financial literacy is considered a key factor in shaping adolescents' consumption behaviour. Financial literacy refers to the ability to understand and apply financial knowledge in managing personal finances, including budgeting, saving, and making rational consumption decisions (Choerudin et al., 2023; Lusardi & Mitchell, 2017). Adolescents with higher levels of financial literacy tend to demonstrate better financial decision-making and lower tendencies toward excessive consumption. Previous research has also shown that financial attitude, financial knowledge, and parental income significantly influence individuals' financial management behavior, indicating that financial behavior is shaped not only by cognitive competence but also by psychological and family-context factors (Herdjiono & Damanik, 2016). Integrating these insights, financial literacy among adolescents can be viewed as both a knowledge base and a behavioral capacity that potentially reduces the likelihood of excessive, unplanned consumption. Conversely, limited financial literacy is often associated with higher levels of consumption and weaker financial management skills. From a behavioural finance perspective, financial literacy serves as a cognitive foundation that guides individuals in evaluating financial risks, prioritising needs, and controlling impulsive spending and controlling impulsive spending (Xiao & Porto, 2017).

The importance of financial literacy is also emphasized in public policy and educational initiatives. Presidential Regulation Number 82 of 2016 on the National Strategy for Inclusive Finance highlights financial education as a strategic effort to promote responsible financial behaviour, including among students (BPK RI, 2016). Educational institutions, therefore, play a crucial role in integrating financial literacy into learning processes, particularly for adolescents who are vulnerable to the negative impacts of consumptive behaviour (Prasanti & Kamalia, 2022; Amagir et al., 2018). Schools are positioned not only as knowledge transmitters but also as socialisation agents that shape students' financial attitudes and behaviours.

Several previous studies have examined the relationship between financial literacy and consumptive behaviour with varying results. Yudasella & Krisnawati (2019) found that financial literacy accounted for 15.9% of consumptive behaviour among high school students, whereas Anjarwati et al (2023) reported a contribution of only 7.8%. These findings suggest that consumptive behaviour is influenced by multiple factors, including lifestyle and self-control (Sudiro & Asandimitra, 2022; Pulungan & Febriaty, 2018). Although these studies confirm the role of financial literacy, the magnitude of its influence remains inconsistent, suggesting that contextual variables may strengthen or weaken its effect.

However, most existing studies focus on university students or general youth populations, leaving limited empirical evidence on senior high school students in specific urban contexts. In addition, prior research has not sufficiently examined adolescents who live in metropolitan consumption environments with high exposure to digital marketplaces and lifestyle commodification. Therefore, a clear empirical research gap exists regarding how financial literacy influences consumptive behaviour among senior high school students embedded in high-intensity urban consumer ecosystems.

By situating the study within Pondok Gede District, Bekasi City – an urban area characterized by dense commercial activity and high digital consumption penetration – this research offers contextual novelty in examining the relationship between financial literacy and consumptive behaviour. The novelty of this study lies in its contextual and demographic specificity, integrating financial literacy analysis with exposure to urban consumer culture while focusing specifically on state senior high school students. This group has received limited empirical attention in previous literature.

Therefore, this study aims to analyze the effect of financial literacy on the consumption behaviour of state senior high school students in Pondok Gede District, Bekasi City. Based on the identified gap and novelty, the research question formulated in this study is: To what extent does financial literacy influence the consumptive behaviour of senior high school students in urban areas?

Accordingly, the research hypothesis proposed is that financial literacy has a positive and significant effect on students' consumptive behaviour. With this focus, the study is expected to fill existing empirical gaps and provide evidence-based recommendations to strengthen school-based financial literacy education as a preventive strategy against excessive consumption among adolescents.

## B. Method

This study employed a quantitative research design with a correlational approach to analyse the effect of financial literacy on student consumption behaviour. A quantitative approach was selected because it allows objective measurement and statistical testing of relationships between variables (Sugiyono, 2021). The research procedure followed a systematic sequence, starting from problem identification, literature review, research design, data collection, data analysis, and conclusion drawing, as illustrated in the research flow diagram (see Figure 4).



**Figure 4.** Research Flow Diagram

The study population consisted of all students at state senior high schools in Pondok Gede District, Bekasi City, totalling 1,966 students. The distribution of the student population across schools is presented in Table 1.

**Table 1.** Student Population in Research Sites

Population of State High School students in Pondok Gede District	Total Students
State Senior High School 5, Bekasi City	1.148 Students
State Senior High School 21, Bekasi City	818 Students
<b>Total</b>	<b>1.966 Students</b>

Source: Data analysis by the researchers, 2025

The sampling technique was conducted in two stages. First, purposive sampling was used to determine the research sites, namely State Senior High School 5 Bekasi and State Senior High School 21 Bekasi, given that both schools are public schools located in the same urban district with high consumption intensity. After determining the research locations, proportionate stratified random sampling was used to select respondents from each school to ensure proportional representation and equal opportunity for each student to be selected.

Using the Slovin formula with a 10% margin of error, a sample of 96 students was obtained. The sample was proportionally distributed by school size, resulting in 56 respondents from State Senior High School 5, Bekasi, and 40 from State Senior High School 21, Bekasi. This sampling procedure is consistent with the systematic research flow presented in Figure 4, which emphasizes proportional and structured sampling.

This study involved two variables: financial literacy (X) as the independent variable and consumptive behaviour (Y) as the dependent variable. Financial literacy was operationally defined as students' ability to understand and apply basic financial knowledge in managing personal finances. This variable was measured using a 20-item questionnaire that assessed indicators of basic financial knowledge, budgeting skills, saving behaviour, and rational financial decision-making, adapted from established financial literacy concepts (Choerudin et al., 2023).

Consumptive behaviour was operationally defined as students' tendency to consume goods or services excessively, driven by desires rather than actual needs. This variable was measured using 25 statement items that reflect indicators such as impulsive buying behaviour, preference for wants over needs, lifestyle-oriented consumption, and lack of spending priority (Siallagan et al., 2021).

Data were collected using a structured questionnaire distributed through Google Forms. All items were measured using a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). Before data collection, the instrument was tested for validity and reliability. Validity testing was conducted using product-moment correlation, comparing item correlation coefficients with the critical r-value at the 5% significance level. Reliability testing was conducted using Cronbach's Alpha, with a coefficient greater than 0.70 indicating instrument reliability (Sugiyono, 2021).

Data analysis was conducted using descriptive and inferential statistical techniques in accordance with the research stages shown in Figure 4. Descriptive statistics were used to describe respondent characteristics and the distributions of variables. Inferential analysis included normality testing with the Kolmogorov-Smirnov test, homogeneity testing with Levene's test, and hypothesis testing with simple linear regression. Pearson product-moment correlation analysis was also employed to determine the strength of the relationship between financial literacy and consumptive behaviour, with a significance level of 5%.

### C. Result

This study involved 96 senior high school students from two public schools in Bekasi City: SMA Negeri 5 Bekasi and SMA Negeri 21 Bekasi. Respondent characteristics were first analyzed to provide a general overview of the research sample.

**Table 2.** Respondent Characteristics Based on Gender

Gender	Number of Students
Male	35
Female	61
Total	96

*Source: Processed by the authors, 2025*

As shown in Table 2, female students represent a larger proportion of respondents than male students. This distribution reflects the composition of the sample used in this study and provides contextual information for interpreting subsequent findings.

### Descriptive Analysis of Consumptive Behaviour (Variable Y)

This subsection presents descriptive statistics of consumptive behaviour to illustrate the overall pattern of students' consumption tendencies.

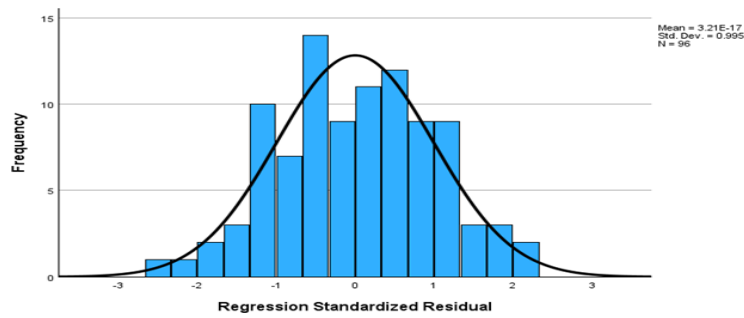
**Table 3.** Descriptive Statistics of Consumptive Behaviour

N	Valid	96
	Missing	0
Mean		12.67
Median		13.00
Std. Deviation		3.758
Variance		14.119
Range		16
Minimum		4
Maximum		20

*Source: Processed by the authors, 2025*

The data indicate that consumptive behaviour scores vary among students, with values spread across a relatively wide range. This variation suggests differences in students' consumption patterns and spending tendencies.

To further examine the distribution of consumptive behaviour scores, a histogram is provided in Figure 5.



**Figure 5.** Histogram of Consumptive Behaviour Scores  
 Source: Processed by the authors, 2025

The histogram illustrates the frequency distribution of consumptive behaviour scores and shows that the data span multiple score intervals, indicating heterogeneity in students' consumptive behaviour.

**Descriptive Analysis of Financial Literacy (Variable X)**

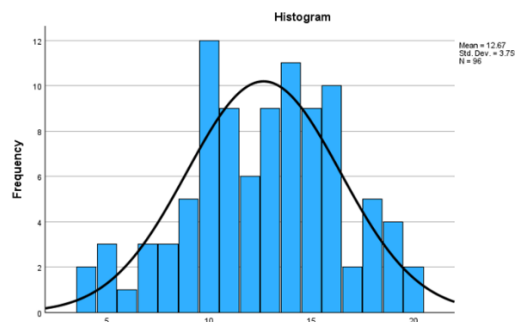
Financial literacy scores were analysed descriptively to provide an overview of students' financial knowledge.

**Table 4.** Descriptive Statistics of Financial Literacy

N	Valid	96
	Missing	0
Mean	81.22	
Median	81.50	
Std. Deviation	8.054	
Variance	64.867	
Range	38	
Minimum	63	
Maximum	101	

Source: Processed by the authors (2025)

The results show that students' financial literacy scores are distributed across the observed scale range. To visually represent this distribution, a histogram is presented in Figure 6.



**Figure 6.** Histogram of Financial Literacy Scores  
 Source: Processed by the authors (2025)

The histogram shows variation in financial literacy levels among respondents, indicating that students have varying degrees of financial understanding.

### Homogeneity Test Results

Before conducting the regression analysis, a homogeneity-of-variance test was performed to ensure that the data variances were equal across groups. The homogeneity test was conducted using Levene's test.

**Table 5.** Tests of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Perilaku Konsumtif (Y)	Based on Mean	1.028	15	79	.437
	Based on Median	.833	15	79	.639
	Based on Median and with adjusted df	.833	15	63.890	.638
	Based on the trimmed mean	1.026	15	79	.438

Source: Processed by the authors (2025)

The results show that the significance value exceeds the 0.05 threshold, indicating that the data meet the assumption of homogeneity of variance.

### Normality Test Results

The normality test is a crucial step in determining whether the data obtained has a distribution close to normal. One simple method for assessing normality is to present the data as a frequency distribution graph. The successful interpretation of this test depends heavily on the accuracy of reading the distribution pattern. Large but not entirely normal data analysis results can be misleading. In this study, the Lilliefors test was used to assess data normality. This test is an extension of the Kolmogorov-Smirnov test and is considered more practical to apply.

Guidelines for interpreting the results of the normality test are as follows:

- When the significance value (Sig.) exceeds 0.05, the data are normally distributed.
- On the other hand, if the significance value (Sig.) is below 0.05, it suggests that the data do not follow a normal distribution.

**Table 6.** Results of Normality Test

		Unstandardized Residual
N		96
Normal Parameters	Mean	.0000000
	Std. Deviation	5.36599055
Most Extreme Differences	Absolute	0.58
	Positive	0.58
	Negative	-0.41
Test Statistic		0.58

		Unstandardized Residual
Asymp. Sig. (2-tailed)		.200
Monte Carlo Sig. (2-tailed)	Sig.	.581
	99% Confidence Interval	
	Lower Bound	.568
	Upper Bound	.593

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction

d. This is a lower bound of the true significance

e. Lilliefors method based on 10000 Monte Carlo samples with starting seed 2000000

Source: processed by researchers, 2025

Based on the table above, the sample size (N) is 96, and the Kolmogorov-Smirnov Test shows a p-value of 0.200 (20%). Based on the hypothesis of the normality test, if the Sig value in the Kolmogorov-Smirnov Test is greater than 5%, it can be concluded that the data come from a normally distributed population. So the data in this study comes from a normally distributed population because the Sig value is 20%.

### Significance & Linearity Test Results

Significance and linearity tests are essential preliminary steps before applying Pearson's correlation or linear regression. These tests aim to assess whether a statistically significant linear relationship exists between the two variables under investigation. If a linear relationship is confirmed, then it is appropriate to proceed with correlation and regression analyses. The obtained p-value guides the decision in a linearity test: a value above 0.05 indicates a linear relationship, while a value below 0.05 suggests a nonlinear relationship. The outcomes of the significance and linearity assessments are presented in the following table:

**Table 7.** Significance Test Result

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	3426.990	1	3426.990	117.765	<.001 <sup>b</sup>
Residual	2735.416	94	29.100		
Total	6162.406	95			

a. Dependent Variable: Consumer Behaviour (Y)

b. Predictors: (Constant), Financial Literacy (X)

Source: Data analysis by the researchers, 2025

The ANOVA results indicate that the regression model is statistically significant, suggesting that financial literacy has a significant effect on consumptive behaviour.

**Table 8.** Linearity Test Results

			Sum of Squares	df	Mean Square	F	Sig.
Consumer Behaviour (Y) Financial Literacy (X)	Between Groups	(Combined)	3838.245	16	239.890	8.154	<.001
		Linearity	3426.990	1	3426.990	116.486	<.001
		Deviation from Linearity	411.255	15	27.417	.932	.533
	Within Groups		2324.161	79	29.420		
Total			6162.406	95			

Source: Data analysis by the researchers, 2025

Based on the data in the table above, the following results were obtained:

- The significance test shows that the Sig. The value for Deviation from Linearity is 0.533, which is greater than the standard threshold of 0.05. This suggests that the relationship between Financial Literacy (X) and Consumptive Behaviour (Y) is linear and statistically significant.
- Referring to the F test results, the obtained F value of 0.932 is lower than the critical F table value of 1.878. Consequently, it can be interpreted that there is no significant linear relationship between Financial Literacy (X) and Consumptive Behaviour (Y).

### Hypothesis Testing

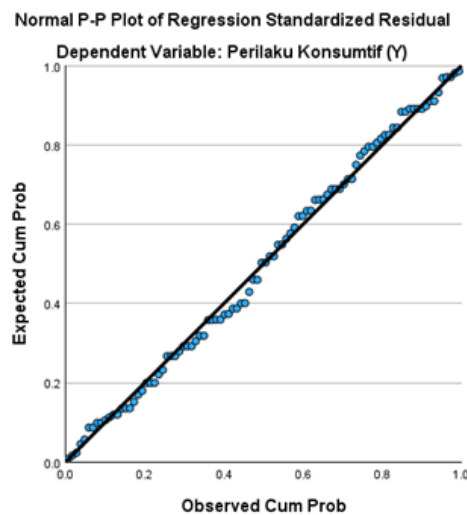
Once all preliminary analytical requirements are satisfied, hypothesis testing is performed to assess the validity of the alternative hypothesis ( $H_1$ ) and the null hypothesis ( $H_0$ ). This stage employs methods such as simple linear regression, the Pearson correlation test, coefficient of determination analysis, and significance testing of the regression coefficient.

### Simple Regression Analysis

Simple linear regression is a commonly used statistical method in research to examine the relationship between variables. This approach estimates the dependent variable's value from a single independent variable. The main goal is to illustrate the functional relationship between the two variables. In this study, the resulting regression equation model is presented as follows.

$$Y = 60.972 + 1.598 (X).$$

Based on the results of the simple linear regression analysis, the constant value of 60.972 suggests that if Financial Literacy (X) is zero or remains unchanged, the level of Consumptive Behaviour remains at 60.972. Additionally, the regression coefficient of 1.598 indicates a positive, direct relationship, implying that for every 1.598-unit increase in Financial Literacy, Consumptive Behaviour is expected to rise by 60.972 units.



**Figure 7.** Simple Regression Analysis  
*Source: Data analysis by the researchers, 2025*

The visual depiction of the regression model suggests a positive relationship between the examined variables. This is indicated by the distribution of data points, which forms an increasing trend from left to right on the graph. Furthermore, this pattern indicates a linear correlation because the dots appear to follow a straight line or one approximating it.

### Pearson Product-Moment (PPM) Correlation

Pearson Product-Moment (PPM) correlation analysis is a parametric statistical technique used with interval- and ratio-scale data under certain conditions (Riduwan, 2013). Correlation itself is a measure of the strength of the relationship between the variables of Financial Literacy and Consumer Behaviour. The table below presents the results of the Pearson Product-Moment (PPM) correlation test.

**Table 9.** Pearson Product-Moment Correlation

	Consumer Behaviour (Y)	Financial Literacy (X)
Consumer Behaviour (Y)	Pearson Correlation	1
	Sig. (2-tailed)	<,001
	N	96
Financial Literacy(X)	Pearson Correlation	.746**
	Sig. (2-tailed)	<,001
	N	96

*Source: Data analysis by the researchers, 2025*

The table shows a strong positive correlation between students' financial literacy levels and their consumer behaviour in Bekasi City, as evidenced by a correlation coefficient of 0.746 and a p-value of 0.001. The hypothesis was further tested using a 0.005 significance threshold.

According to the testing criteria, when the p-value is less than 0.05, the alternative hypothesis ( $H_1$ ) is accepted, and the null hypothesis ( $H_0$ ) is rejected. Conversely, if the significance value exceeds 0.05,  $H_1$  is rejected, and  $H_0$  is accepted. In this study, the significance value was 0.001, which is below the 0.05 threshold. Therefore,  $H_1$  is accepted, and  $H_0$  is rejected, indicating a statistically significant relationship between financial literacy and consumer behaviour.

To assess the degree of association between financial literacy competencies and consumer behaviour among high school students in Bekasi City, the following guidelines for interpreting correlation coefficients are used.

**Table 10.** Interpretation of Correlation Coefficient

Correlation Coefficient	Relationship Level
0,00 – 0,199	Very Low
0,20 – 0,399	Low
0,40 – 0,599	Medium
0,60 – 0,799	Strong
0,80 – 1,00	Very Strong

Source: Sugiyono, 2021

Based on the interpretation criteria, the Pearson correlation value of 0.746 lies within the interval of 0.60 to 0.799, signifying a strong correlation. Thus, it can be concluded that there is a strong relationship between financial literacy and the consumer behaviour of public high school students in Bekasi City.

### Test of the Coefficient of Determination

To evaluate the extent to which Financial Literacy affects variations in Consumer Behavior, the coefficient of determination is used. This statistical measure ranges from 0 to 1, with lower values indicating that Financial Literacy explains only a small proportion of the variance in Consumer Behaviour. The exact contribution can be determined through the following calculation:

**Table 11.** Results of the Determination Coefficient Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.746 <sup>a</sup>	.556	.551	5.394

a. Predictors: (Constant), Financial Literacy (X)

b. Dependent Variable: Consumer Behaviour (Y)

Source: Data analysis by the researchers, 2025

According to the table, the coefficient of determination ( $R^2$ ) is 0.556, which is the square of the correlation coefficient of 0.746. This indicates that the financial literacy variable explains 55.6% of the variance in consumer behaviour. The remaining 44.4% may be influenced by other variables not included in this study, such as demographic factors, financial resources, individual self-control, and lifestyle choices.

### Testing the Significance of the Correlation Coefficient

To verify the statistical significance of the correlation between Financial Literacy and Consumer Behaviour, a significance test was conducted. The Pearson Product-Moment correlation values obtained were tested using SPSS, and the results are displayed in the table below.

**Table 12.** Results of the Correlation Coefficient Significance Test

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	60.972	1.945		31.344	<,001
	Financial Literacy (X)	1.598	.147	.746	10.852	<,001

a. Dependent Variable: Consumer Behaviour (Y)

Source: Data analysis by the researchers, 2025

Based on the table above, the obtained t-value is 10.852 with a significance level of 0.001. At a 5% significance level and degrees of freedom ( $df = n - 2 = 94$ ), the critical t-value is 1.986. Since the calculated t-value is greater than the critical value ( $10.852 > 1.986$ ), the null hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_1$ ) is accepted. This result confirms that Financial Literacy has a statistically significant influence on students' Consumer Behaviour in public senior high schools in Bekasi City.

### D. Discussion

This study aims to examine the relationship between financial literacy and consumptive behaviour among senior high school students in Bekasi City. The analysis indicates that financial literacy significantly influences students' consumption behaviour, thereby answering the research question of whether it shapes students' consumption patterns. The significant relationship found in this study suggests that students with a stronger understanding of financial concepts tend to make more deliberate consumption decisions. Financial literacy equips students to distinguish between needs and wants, evaluate the consequences of spending decisions, and manage limited financial resources more rationally. This finding supports the basic assumption of financial behaviour theory, which states that financial knowledge influences individual attitudes and behaviours related to consumption and spending.

The findings of this study are consistent with several previous studies. Research by [Siallagan et al \(2021\)](#) found that financial literacy significantly affects consumptive behaviour among high school students, indicating that students with better financial knowledge are less likely to engage in excessive consumption. Similarly, a study by [Anjarwati et al \(2023\)](#) reported that financial literacy plays an important role in controlling consumptive tendencies among adolescents, particularly in urban areas with high exposure to consumer culture. In addition, [Choerudin et al \(2023\)](#) found that financial literacy contributes to more responsible financial decision-making among students, especially when combined with self-control. The alignment between the present findings and prior research reinforces the argument that financial literacy serves as a fundamental cognitive foundation in shaping rational consumption behaviour among adolescents.

However, this study's results also show that financial literacy does not fully explain students' consumption behaviour. The proportion of variance in consumption behaviour explained by financial literacy indicates that factors beyond financial knowledge influence a substantial portion of it. This suggests that consumptive behaviour among adolescents is a complex phenomenon shaped by multiple determinants. Several possible factors may account for the remaining unexplained variance. Peer influence is one of the most prominent factors shaping adolescent consumption, as students often adjust their behaviour to gain social acceptance. In addition, exposure to digital marketing and social media platforms may intensify consumptive tendencies through persuasive advertising, discounts, and lifestyle portrayals ([Nadhirah et al., 2023](#)). Family economic background and parental financial socialization may also influence students' spending behaviour, as financial habits are often formed within the family environment ([Herdijono & Damanik, 2016](#)). Furthermore, psychological factors such as self-control and lifestyle orientation have been shown in previous studies to play a significant role in shaping adolescents' consumption behaviour.

In the context of education and social conditions in Bekasi City, students are increasingly exposed to consumer-oriented environments, particularly through online shopping platforms and social media. This contextual condition strengthens external consumption stimuli and may explain why financial literacy alone is insufficient to control consumptive behaviour fully. Urban adolescents are situated within an ecosystem in which consumption is not merely an economic activity but also a means of expressing social identity. Therefore, financial education programs in schools should not only focus on cognitive aspects of financial knowledge but also integrate character education, self-control development, and critical awareness of consumer culture.

Overall, the findings of this study support previous research indicating that financial literacy is an important factor influencing students' consumptive behaviour. However, the results also highlight the need for further research to explore additional variables that may contribute to consumptive behaviour. Future studies are encouraged to include factors such as peer influence, lifestyle, self-control, and digital media exposure to obtain a more comprehensive understanding of adolescent consumptive behaviour.

## E. Implication

The findings of this study indicate that financial literacy contributes significantly to students' consumptive behaviour, explaining 55.6% of the variance, and therefore hold important implications for educational practice and policy development. From an educational perspective, these results emphasise the urgency of strengthening financial literacy education at the senior high school level. Financial literacy should not be confined to theoretical instruction. However, it should be integrated into practical learning experiences that develop students' financial skills, including budgeting, prioritizing/prioritising needs over wants, and critically evaluating consumption decisions. Accordingly, schools are encouraged to incorporate financial literacy more explicitly within economics subjects and cross-curricular learning activities. At the policy level, these findings support the need for systematic curriculum integration through competency-based financial literacy guidelines, accompanied by teacher professional development programs – particularly for economics and social studies educators – to ensure effective, contextually relevant classroom implementation.

From a broader social perspective, inadequate financial literacy among adolescents may contribute to consumptive behaviour that places financial pressure on families and shapes unsustainable financial habits in adulthood, such as excessive spending and limited saving. Strengthening financial literacy can therefore function as an early preventive strategy to foster responsible consumption patterns and support long-term financial well-being. However, given that factors beyond financial literacy influence 44.4% of consumptive behaviour, educational interventions should be complemented by more integrative approaches, including strengthening students' self-control, promoting critical awareness of digital marketing exposure, and involving parents in financial socialisation at home (Oktafikasari & Mahmud, 2020). Such multidimensional efforts are essential, particularly in urban consumer environments, to support adolescents in developing balanced, responsible consumption behaviour within their socio-cultural context.

## F. Limitation and Suggestion for Further Research

Despite this study's contributions to explaining the influence of financial literacy on students' consumptive behaviour, several limitations should be acknowledged. First, the research was conducted only among students from two public senior high schools in Bekasi City, which limits the generalizability of the findings to other regions, private schools, or different educational levels. The urban context of the sample may also shape consumption patterns differently compared to rural or semi-urban student populations. Second, data were collected using self-reported questionnaires distributed through an online platform, which may introduce response bias and limit deeper insights into students' actual consumption practices. Self-perception responses may not always fully reflect real financial behaviour in everyday life. Furthermore, the coefficient of determination indicates that a substantial portion of the variance in consumptive behaviour is influenced by factors

beyond financial literacy, suggesting that this study does not fully capture the multidimensional determinants of adolescent consumption behaviour.

Given these limitations, future research is recommended to broaden the scope of investigation by including more diverse samples across regions, school types, and socio-economic backgrounds to enhance external validity. Subsequent studies are also encouraged to examine additional predictive variables, such as lifestyle orientation, peer influence, self-control, parental financial socialisation, and exposure to digital marketing, to develop a more comprehensive explanatory model of consumptive behaviour. Moreover, the use of mixed-methods or qualitative approaches, such as interviews or behavioural observations, may provide deeper insights into how financial literacy is internalised and applied in real-life consumption decision-making among adolescents.

## G. Conclusion

This study examined the influence of financial literacy on the consumptive behaviour of senior high school students in Bekasi City. The findings reveal that financial literacy has a positive and significant effect on students' consumption behaviour, indicating that greater financial understanding is associated with more rational and responsible consumption decisions. Financial literacy enables students to distinguish between needs and wants, evaluate the consequences of spending, and manage financial resources more prudently in increasingly consumer-oriented environments.

Statistical analysis further shows that financial literacy accounts for 55.6% of the variance in students' consumptive behaviour, underscoring its substantial role as a determinant of adolescent consumption patterns. However, the remaining variance suggests that other external and psychological factors beyond financial knowledge also shape consumptive behaviour. Overall, this study reinforces the importance of strengthening financial literacy as a strategic educational effort to foster responsible financial behaviour among adolescents, particularly in urban contexts characterised by high exposure to consumer culture.

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