International Journal of Current Economics & Business Ventures, 5 (2) 2025, 316-330
International Journal of Current Economics & Business Ventures
https://scholarsnetwork.org/journal/index.php/ijeb

# THE INFLUENCE OF ECONOMIC LITERACY, SOCIAL MEDIA, AND DIGITAL PAYMENTS ON STUDENTS' CONSUMPTIVE BEHAVIOR (CASE STUDY OF STUDENTS OF THE FACULTY OF ECONOMICS AND BUSINESS (FEB) CLASS 2021, STATE UNIVERSITY OF JAKARTA)

**Shafa Dea Adristi**
Email: shafadeaadristi@gmail.com
Faculty of Economics and Business, State University of Jakarta, Indonesia

**Prof. Dr. Ari Saptono, S.E., M.Pd**
Faculty of Economics and Business, State University of Jakarta, Indonesia

**Siti Fatimah Zahra, S.E.I., M.E**
Faculty of Economics and Business, State University of Jakarta, Indonesia

**Abstract**

This study aims to analyze the influence of economic literacy, social media, and digital payments on students' consumptive behavior partially. This study uses a quantitative approach with multiple linear regression analysis techniques. The sample in this study amounted to 279 students of the Faculty of Economics and Business (FEB) class of 2021, State University of Jakarta, selected through purposive sampling technique. The results of the analysis show that: (1) Economic Literacy has a significant effect on the Consumptive Behavior of FEB UNJ Students class of 2021. (2) Social Media has a significant effect on the Consumptive Behavior of FEB UNJ Students in the Class of 2021. (3) Digital Payments has a significant effect on the Consumptive Behavior of FEB UNJ Students class of 2021. These findings emphasize the importance of increasing economic literacy among students to form wiser consumption behavior, as well as the need for awareness in using digital technology to avoid being trapped in consumptive behavior.

**Keywords:** Economic Literacy, Social Media, Digital Payments, Consumptive Behavior

## BACKGROUND

Current technological advances have simplified various human economic activities, such as production, distribution, and consumption. Production has become easier thanks to the use of increasingly effective and efficient modern tools, distribution has accelerated due to increased mobility, and consumption has been facilitated by ease of transactions. These technological advances have also resulted in shifts in consumption patterns, along with easier access to needed goods and services (Muttaqin et al., 2022).

With the conveniences afforded by the development of the digital economy, if people lack self-control, this can lead to consumptiveism, as they engage in consumption activities based on desires rather than needs (Amalia, 2022). Consumptive behavior is an act of consumption undertaken not solely out of necessity but also influenced by other factors, such as following trends or seeking social acceptance. When someone makes a purchasing decision, it's not always about fulfilling a need, but can also be about fulfilling personal desires (Wulandari et al., 2022).

In the digital age, social media has become increasingly important and influential. Social media is defined as an online platform used by individuals to share various types of information with others on topics of interest to them (Alwi et al., 2020). Social media use can also influence a person's motivation and decisions when purchasing goods or services (Indriyani & Suri, 2020). Social media has a major influence on consumptive behavior because it presents advertisements and product information, and enables virtual communication that influences consumptive perceptions of a product's brand as a whole (Neti et al., 2020).

Besides social media, technological advances in digital payment systems also play a role in shaping people's consumption habits. Based on various existing practices, digital payments are not only more efficient in facilitating transactions but also provide convenience that can increase spending tendencies (Anggorowati & Sari, 2024). Digital payments themselves refer to the process of electronically transferring funds via debit cards, credit cards, or digital wallets connected to e-commerce platforms or social media. Several factors influencing this payment method include perceptions of ease of use, convenience, and confidence in transactions (Mubarak et al., 2022). By using only one device and an interface available anytime and anywhere, the payment process becomes faster and more efficient (Marginingsih et al., 2019).

According to trenasia.com, the banking and digital payment sector in Indonesia continues to show significant growth. As of October 2024, national digital banking transactions grew by 37.1% year-on-year (yoy). Furthermore, a survey conducted by Populix, reported by renkia.id in June 2024, revealed that four major apps controlled over 70% of the digital wallet market share in Indonesia: GoPay (88%), DANA (83%), OVO (79%), and ShopeePay (76%). This development demonstrates a shift in Indonesian society's preference for digital transactions due to their practicality and efficiency, in line with the rapid growth of the digital economy and the widespread use of financial technology (Anggorowati & Sari, 2024).

Students are often a target market for manufacturers because they are among the youth seeking identity and frequently engage in consumptive behavior. They are easily influenced by trends, both to increase trust and to gain social prestige. They are often deceived by advertising, follow their peers, have unrealistic expectations, and tend to overspend without considering their budget (Muttaqin et al., 2022). Therefore, understanding basic economic concepts is crucial so individuals can make wiser and more balanced consumption decisions to meet their needs (Nurhayati et al., 2024). Understanding economic literacy helps individuals effectively manage their economic resources to achieve economic prosperity by applying economic principles and concepts (Agustina et al., 2020). Economic literacy is the science and knowledge that helps individuals make wiser decisions, particularly in financial and economic matters. With a good understanding of economic literacy, individuals can shift from initially lacking understanding to understanding how to manage their income wisely, such as investing, saving, being more careful with spending, and meeting daily needs with greater planning (Bayu Surindra, 2022).

Consumptive behavior among students is increasingly becoming a concern, especially in the digital era, which is rife with easy access to information and transactions. Ease of access to social media, the increasing use of digital payments, and low levels of economic literacy are suspected to be factors driving uncontrolled consumption patterns. This is reinforced by research conducted by Yuriza Maulidina & Tri Kurniawati (2022) entitled "The Effect of E-Money, Economic Literacy and Parents' Income on Consumptive Behavior." The results of this study found that e-money has a positive and significant effect on student consumptive behavior, and that the economic literacy of students in the Faculty of Economics can be said to be quite low. Another study by Uray Neti, Maria Ulfah, Husni, and Syahrudin (2020) entitled "The Influence of Social Media Use Intensity on Consumptive Behavior of Students in the Economics Education Study Program at Tanjungpura University" also supports this finding, where the intensity of social media use was shown to influence student consumptive behavior. However, existing research has not comprehensively examined the influence of economic literacy, social media, and digital payments on consumptive behavior, which is the main focus of this study.

Based on these issues, the researcher was interested in conducting a study entitled **"The Influence of Economic Literacy, Social Media, and Digital Payments on Students' Consumptive Behavior (Case Study of Students from the Faculty of Economics and Business (FEB) Class of 2021, State University of Jakarta)."** This is important because if students' economic literacy is low, they are more likely to be influenced by the consumptiveist lifestyle promoted on social media and facilitated by the convenience of digital payments. If left unaddressed, this consumptiveist behavior can negatively impact students' personal finances and lead to financial problems in the future.

Therefore, the results of this study are expected to provide students with insights into the importance of economic literacy, understanding the impact of social media use, and behaving wisely on the development of digital payments. This will enable students to manage their finances more intelligently, distinguish between needs and wants, and avoid excessive consumptiveism.

## THEORETICAL FRAMEWORK

### Consumptive Behavior

Consumptive behavior refers to the act of purchasing goods or products that are not actually needed or are not particularly important (especially to fulfill secondary needs that are not actually necessary). This behavior arises because society tends to be materialistic, has a strong desire to own things without considering their true needs, and most purchases are made solely to satisfy personal desires or pleasure (Pulungan & Febriaty, 2018). Consumptive behavior is often carried out to demonstrate social status, wealth, prestige, and to gain satisfaction from followers. Furthermore, consumptive behavior has become an inseparable part of people's lifestyles. The three dimensions of consumptive behavior are impulsive shopping, wastefulness, and pleasure-seeking (Fransisca & Erdiansyah, 2020).

According to Sumartono (2002) in (Hijrianti & Fitriani, 2020) the following are characteristics or indicators that indicate someone is behaving in a consumptive manner, including the following: 1) Purchasing a Product because of the Promise of a Gift, 2) Purchasing a Product because of the Appearance of the Packaging, 3) Purchasing a Product to Maintain Prestige and Appearance, 4) Purchasing a Product based on Price, Not Benefits, 5) Purchasing a Product for Status Symbols, 6) Using a Product because it is in Accordance with the Advertisement, 7) Believing that Purchasing a Product at a High Price Increases Self-Confidence, 8) Trying More than One Similar Product with a Different Brand.

**Economic Literacy**

Economic literacy is a person's ability to understand, understand, and apply economic concepts to make wiser decisions for improved well-being. With a good understanding of economics, a person can manage their resources more intelligently to achieve a more stable and prosperous life. The better their understanding of economics, the wiser they will be in managing their finances and spending (Ibrahim et al., 2023).

According to Mu Afifah in (Ristiliana et al., 2024), economic literacy indicators encompass several important aspects related to an individual's understanding of basic economic concepts. These indicators include: 1) Understanding Needs, 2) Understanding Scarcity, 3) Understanding Economic Principles, 4) Understanding Economic Motives, and 4) Understanding Consumption Activities.

**Social Media**

Based on the Uses and Effects theory, individuals use media because they have specific needs. Social media provides a wealth of information, including information about various products. This means that when someone needs a product, they tend to use social media to search for and obtain information about it (Neti et al., 2020). Social media is a platform that can have a significant impact on the lifestyles of students, especially with the wide range of products offered through various platforms. Currently, social media allows users to easily buy and sell products directly, simplifying the transaction process and increasing consumptive tendencies (Kusmayanti et al., 2024).

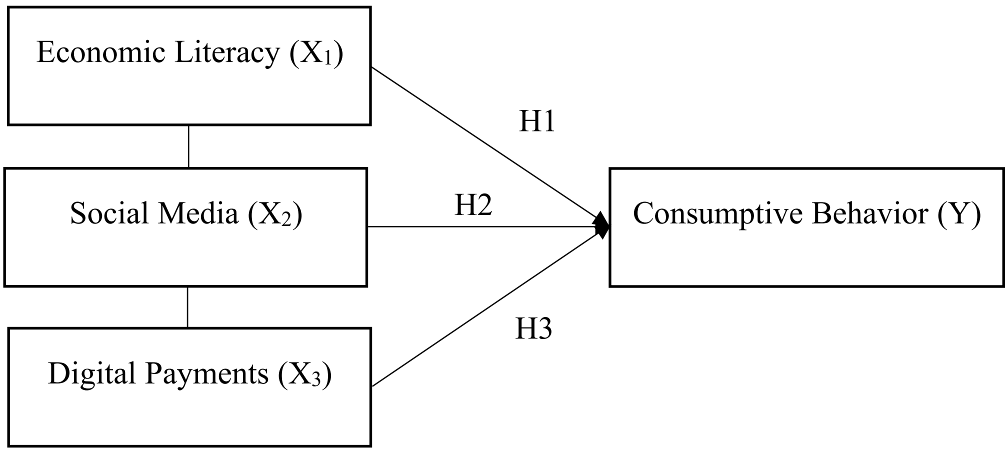
According to Ardianto (2004) in (Neti et al., 2020), the intensity of social media use can be measured through two main indicators: frequency and duration. The higher the frequency and duration of social media use, the greater the chance of a person being influenced by consumptive behavior. The indicators of social media are as follows: 1) Frequency of Social Media Use, 2) Duration of Social Media Use.

**Digital Payments**

Digital payments are payments that do not use cash or checks, thus providing convenience in transactions. The entire payment and receipt process is conducted digitally, allowing users to make transactions anytime and anywhere as long as they are connected to the internet (Puspita, 2019). This system allows for fast and efficient sending and receiving of funds through various platforms, such as internet banking, mobile banking, digital wallets, QR codes, or payment cards (Athalia Asta Dewi, 2024).

According to Davis et al (1998) developed by Gosal and Linawati (2008) in (Salsabila et al., 2024), to explain how users accept and use a technology, the Technology Acceptance Model (TAM) can be used. The indicators for using digital payments using the Technology Acceptance Model (TAM) are: 1) Perceived Effectiveness, 2) Perceived Ease of Use, 3) Perceived Credibility.

The following is a schematic of the framework of thought that is the basis for carrying out this research:




**Picture 1. Framework**
*Source: Data processed by researchers in 2025*

## METHOD

The research approach used in this study is a quantitative approach, which aims to measure and analyze the influence between existing variables numerically. The research method used is a survey method, a type of quantitative method used to collect data systematically through questionnaires. The questionnaire was structured using a Likert scale so that respondents could rate each statement based on their experiences and views. Data processing in this study was carried out using IBM SPSS Statistics 25 to analyze the relationship between the independent variables, namely Economic Literacy, Social Media, and Digital Payments, with the dependent variable, namely the Consumptive Behavior of FEB students Class of 2021, State University of Jakarta. Meanwhile, the data analysis technique used is multiple linear regression analysis. The sample in this study will be taken using a purposive sampling technique, where respondents are selected based on certain criteria relevant to the research objectives. The researcher determined the sample size using a table developed by the Slovin Formula, where the number of samples required for this study is 279 respondents.

## RESULT

Based on the research results, it can be concluded that the variables of economic literacy, social media, and digital payments contribute differently to the consumptive behavior of students from the Faculty of Economics and Business, Class of 2021, State University of Jakarta. Descriptive results indicate that the level of economic literacy of students is in the fairly good category, although there are still several indicators that are not fully mastered by respondents, such as understanding the function of money, the role of economic actors, and the role of government in the economy. On the other hand, the use of social media and digital payments is quite high, considering that the majority of students actively use both in their daily lives, especially for online shopping.

This study involved respondents who met the research criteria, namely students from the Faculty of Economics and Business (FEB) of State University of Jakarta, graduating class of 2021. A total of 279 respondents were collected. Based on their characteristics, the respondents were male and female, and came from various study programs, including S1 Accounting, S1 Digital Business, S1 Management, S1 Office Administration Education, S1 Business Education, S1 Economics Education, D4 Digital Office Administration, D4 Public Sector Accounting, and D4 Digital Marketing.

The classical assumption tests that were conducted included the first, a normality test using the One-Sample Kolmogorov-Smirnov method, which showed that the residual data were normally distributed. This is evidenced by a significance value (Asymp. Sig.) of 0.200, which is greater than 0.05 (0.200 > 0.05). Therefore, it can be concluded that the data in this study met the assumption of normality.

Second, a multicollinearity test: a good regression model should not contain symptoms of multicollinearity. This is indicated by a VIF value < 10 and a Tolerance value > 0.10. The results of the multicollinearity test indicate that variable $X_1$ has a Tolerance value of 0,828 and a VIF of 1,208; variable $X_2$ has a Tolerance value of 0,972 and a VIF of 1,029; and variable $X_3$ has a Tolerance value of 0,809 and a VIF of 1,236. Because all VIF values are below 10 and all Tolerance values exceed 0.10, it can be concluded that the three independent variables in this study do not experience symptoms of multicollinearity.

Third, the heteroscedasticity test using the Glejser test shows that the significance value for variable $X_1$ is 0,702, variable $X_2$ is 0,529, and variable $X_3$ is 0,056. Since all significance values are > 0.05, it can be concluded that there are no symptoms of heteroscedasticity in this regression model.

**Tabel 1. Multiple Linear Regression Test**

| | **Unstandardized Coefficients** | | **Sig.** |
|---|---|---|---|
| | B | Std. Error | |
| **(Constant)** | 14,181 | 6,773 | 0,037 |
| **X1** | 0,463 | 0,068 | 0,000 |
| **X2** | 0,547 | 0,208 | 0,009 |
| **X3** | 0,170 | 0,064 | 0,008 |

*Source: Data processed by researchers in 2025*

$$Y = 14{,}181 + 0{,}463\, X_1 + 0{,}547\, X_2 + 0{,}170\, X_3 + e$$

Based on this equation, it can be concluded that:

1. The constant value of 14,181 indicates that if the variables Economic Literacy ($X_1$), Social Media ($X_2$), and Digital Payments ($X_3$) are set to 0 or unchanged, then the value of Consumptive Behavior (Y) is estimated to be 14,181.
2. The regression coefficient of the Economic Literacy variable ($X_1$) is 0.463, indicating a positive influence. This means that for every 1 point increase in Economic Literacy (assuming other independent variables remain constant), Consumptive Behavior is estimated to increase by 0.463. In other words, students who are more knowledgeable about finance and economics tend to be more active in shopping or consumptive. One possible reason is because they feel more capable of managing money, know how to differentiate between needs and wants, and have confidence in making financial

decisions. As a result, they may feel comfortable shopping frequently, because they feel they can manage their money well.

3. The regression coefficient for the Social Media variable ($X_2$) is 0.547, indicating a positive effect. This means that every 1-point increase in social media use (assuming other independent variables remain constant) will increase student consumptive behavior by 0.547. The more frequently and for longer periods students access social media, the higher their tendency to engage in consumptive behavior. Repeated exposure to various content such as product promotions, consumptive lifestyles, and advertisements displayed extensively on digital platforms encourages students to make purchases, both planned and impulsive.
4. The regression coefficient for the Digital Payment variable ($X_3$) is 0.170, indicating a positive effect. This means that every 1-point increase in digital payment method use (assuming other independent variables remain constant) will increase student consumptive behavior by 0.170. This indicates that ease of access, perceived benefits, and trust in using digital payments can encourage students to make more frequent transactions without considering their actual needs.

**Tabel 2. Multiple Linear Regression Test**

| Variable | t-value | t-table | Interpretation |
|---|---|---|---|
| Economic Literacy ($X_1$) | 6,827 | 1,969 | $H_0$ rejected<br>$H_a$ accepted |
| Social Media ($X_2$) | 2,636 | 1,969 | $H_0$ rejected<br>$H_a$ accepted |
| Digital Payments ($X_3$) | 2,660 | 1,969 | $H_0$ rejected<br>$H_a$ accepted |

*Source: Data processed by researchers in 2025*

The t-table value at a significance level of 5% (0.05) with degrees of freedom (df) of n – k – 1 = 279 – 3 – 1 = 275 yields a t-table value of 1.969. The partial test results indicate that:

1. Economic literacy ($X_1$) has a significant influence on consumptive behavior, with a calculated t value of 6.827 < t table of 1.969, so $H_0$ is rejected and $H_a$ is accepted. This means that the higher the economic literacy of students, the higher their tendency to be consumptive. Substantively, this can be explained that students who understand finances may feel more confident in spending their money because they feel they can manage their

expenses wisely.

2. Social media ($X_2$) has a significant influence on consumptive behavior, with a calculated t of 2.636 > ttable of 1.969, so $H_0$ is rejected and $H_a$ is accepted. This indicates that the more frequently students access social media, the higher their tendency to think consumerist. This means that exposure to advertising content, lifestyle trends, and product recommendations on social media can encourage the desire to buy, even impulsively.
3. Digital payments ($X_3$) has a significant influence on consumptive behavior. The calculated t value of 2.660 > t table of 1.969, so $H_0$ is rejected and $H_a$ is accepted. This means that ease of access, perceived benefits, and the level of trust in using digital payments make students make purchases more often, especially for consumptive goods. Dependence on this fast and practical payment method can trigger greater spending because the process does not feel like "spending money" directly.

**Tabel 3. Multiple Linear Regression Test**

| | F | Sig. |
|---|---|---|
| Regression | 32,068 | 0,000 |

*Source: Data processed by researchers in 2025*

The F-table value at a significance level of 5% (0.05) with 1 degree of freedom (df 1) = k = 3, while 2 degrees of freedom (df 2) = n – k – 1 = 279 – 3 – 1 = 275 produces an Ftable value of 2.64.

Based on the analysis results shown in Table 3, it is known that the calculated F value of 32.068 is > Ftable 2.64 with a significance level (Sig.) of 0.000 < the 5% significance level (0.05), which means $H_0$ is rejected and $H_a$ is accepted. Therefore, it can be concluded that the variables of economic literacy ($X_1$), social media ($X_2$), and digital payments ($X_3$) have a significant influence on student consumptive behavior (Y) simultaneously.

The coefficient of determination (R2) of 0.259 indicates that the three independent variables in this study, namely Economic Literacy ($X_1$), Social Media ($X_2$), and Digital Payments ($X_3$), are able to explain 25.9% of the changes that occur in Consumptive Behavior. Meanwhile, the remaining 74.1% is influenced by other factors not examined in this model.

## DISCUSSION

### The Influence of Economic Literacy on Consumptive Behavior

Based on the results of the multiple linear regression test, it was obtained that the Economic Literacy variable ($X_1$) has a regression coefficient value of 0.463 with a significance value (Sig.) of 0.000 < 0.05. This result is also strengthened by the t test, where the calculated t is 6.827 > t table of 1.969, so that $H_0$ is rejected and $H_a$ is accepted. The results of the study indicate that economic literacy has a positive and significant effect on student consumptive behavior. This means that the higher the student's knowledge about economics, such as how to manage money, save, or make financial decisions, the higher their tendency to behave consumptively.

In other words, students who understand economics may feel more confident in managing their finances, making them feel secure when they want to buy something, even if it's not a basic necessity. They know how to manage their money, know their financial limits, and feel they can stay "safe" even if they spend frequently. Therefore, they are less afraid to engage in consumerism, as long as they feel they can control it. This finding aligns with Ajzen's Theory of Planned Behavior, which explains that people are more likely to act (including making purchases) if they feel they can control the impact. This finding is also supported by research by Ai Nur Solihat and Syamsudin Arnasik (2018), which found that students with high economic literacy may still engage in consumerism because they feel they can manage their spending effectively (Nur Solihat & Arnasik, 2018). Research by Alfiani Rizky Syahputri et al., (2025) also found a similar finding, namely that the higher a student's financial understanding, the more confident they are in making purchases (Syahputri et al., 2025).

### The Influence of Social Media on Consumptive Behavior

Based on the results of the multiple linear regression test, it was obtained that the Social Media variable ($X_2$) has a regression coefficient value of 0.547 with a significance value (Sig.) of 0.009 < 0.05. This result is also supported by the t-test, where the calculated t is 2.636 > t table of 1.969, so $H_0$ is rejected and $H_a$ is accepted. This shows that social media has a positive and significant effect on student consumptive behavior. This means that the more often students use social media, the greater their tendency to make purchases, both planned and impulsive.

In other words, students who frequently access social media are more susceptible to being influenced by promotional content, consumptive lifestyles, and trends circulating on platforms like Instagram, TikTok, or Shopee Live. This exposure can trigger emotional impulses that lead them to purchase items, even if they are not essential needs. This aligns with the Stimulus-Organism-Response (SOR) Theory, which states that social media, as a stimulus, can influence the psychological state of an individual (organism), which then results in a response in the form of consumptive behavior. These results are also supported by research by Uray Neti et al. (2020), which showed that the intensity of social media use influences student consumptive behavior (Neti et al., 2020). Research by Deni Ramadhan et al. (2025) also found that social media significantly influences student consumptive behavior, with the frequency and duration of use being the main triggers that make students more susceptible to being influenced by advertisements, promotions, and lifestyle displays on these platforms (Ramadhan et al., 2025).

**The Influence of Digital Payments on Consumptive Behavior**

Based on the results of the multiple linear regression test, it was found that digital payments ($X_3$) have a positive and significant influence on student consumptive behavior, with a regression coefficient of 0.170 and a significance value (Sig.) of $0.008 < 0.05$. The t-test also supports this finding, because t count > t table, so $H_0$ is rejected and $H_a$ is accepted. This means that the higher the students' perception of ease of use, benefits, and trust in the digital payment system, the greater their tendency to behave in a consumptive manner.

Substantively, perceived ease of use makes students feel confident in making transactions, eliminating the hassle of carrying cash. Meanwhile, perceived usefulness, such as efficiency, promotions, and cashback, increases their motivation to shop. Trust in the security of digital payment systems also increases their sense of security, making them feel comfortable making transactions at any time. This combination of factors creates a digital environment that facilitates seamless consumption. These results align with Davis's Technology Acceptance Model (TAM), which states that perceived ease of use and perceived usefulness are the primary factors influencing technology adoption, specifically digital payments, and ultimately consumptive behavior. These findings align with research by Sulisti Afriani and Rina Trisna Yanti (2023) that found that digital payment variables partially influence consumptive behavior. This means that ease of access, perceived usefulness, and trust in using digital payment services can encourage student consumptive behavior (Afriani & Yanti, 2023).

## CONCLUSION

The following is a summary of the conclusions obtained from the results of hypothesis testing and discussion in this study:

1. Economic literacy has a positive and significant impact on the consumptive behavior of FEB UNJ students in the class of 2021. This means that students who have a good understanding of economics, such as how to manage finances, save, or distinguish between needs and wants, do not necessarily become non-consumerists. In fact, because they feel more capable of managing their money and making financial decisions, they tend to be more daring in spending.
2. Social media has a positive and significant influence on the consumptive behavior of FEB UNJ students in the class of 2021. Students who frequently access social media tend to be more easily exposed to various content such as promotions, endorsements, lifestyle trends, and testimonials from other users. This constant exposure can lead to the urge to purchase something, either planned or impulsive.
3. Digital payments have also been shown to have a positive and significant impact on the consumptive behavior of FEB UNJ students in the 2021 intake. However, the influence lies not in frequency of use, but rather in ease of access, perceived benefits, and students' level of trust in digital payment systems. When students perceive digital payments as fast, practical, and secure, they tend to be more comfortable making transactions.

## BIBLIOGRAPHY

Afriani, S., & Yanti, R. T. (2023). The Influence of Digital Payment of Consumptive Behavior (Case Study Students of the Faculty Economics, UNIVED Bengkulu). *International Journal of Economics, Businessand Accounting Research (IJEBAR)*, *VIII*(I), 1–19.

Agustina, R., Zainudin, M., & Mujahidin, A. (2020). Pengaruh Literasi Ekonomi Dan Tingkat Pendapatan Orang Tua Terhadap Perilaku Konsumtif Siswa. *Jurnal Pendidikan Edutama*, *1*, 1–11.

Alwi, N. M., Pandang, A., & Syahril, M. F. (2020). Penerapan Teknik Self Management untuk Mereduksi Kecanduan Gadget dalam Jejaring Sosial pada Siswa. *Jurnal Konseling Andi Matappa*, *4*(3), 143–150.

Amalia, R. J. (2022). Analisis Perilaku Konsumtif dan Daya Beli Konsumen Terhadap Belanja Online Di Masa Pandemi Covid-19. *Jurnal Ilmu Ekonomi Dan Bisnis Islam*, *4*(1), 1–16.

https://doi.org/10.24239/jiebi.v4i1.87.1-16

Anggorowati, A., & Sari, D. E. (2024). the Effect of Digital Payment and E-Service Quality on Consumptive Behavior Among Shopee Users. *Indonesian Interdisciplinary Journal of Sharia Economics (IIJSE)*, *7*(1), 973–987.

Athalia Asta Dewi. (2024). The Effect of Digital Payment on Generation Z's Consumptive Behaviour. *International Journal Administration, Business & Organization*, *5*(3), 75–85. https://doi.org/10.61242/ijabo.24.321

Bayu Surindra. (2022). The Influence of Economic Literacy and Digital Literacy on Consumptive Behaviour of Students. *International Journal Of Humanities Education and Social Sciences (IJHESS)*, *1*(5), 696–703. https://doi.org/10.55227/ijhess.v1i5.143

Fransisca, C., & Erdiansyah, R. (2020). Media Sosial dan Perilaku Konsumtif. *Prologia*, *4*(2), 435. https://doi.org/10.24912/pr.v4i2.6997

Hijrianti, U. R., & Fitriani, A. M. (2020). Peran Konformitas sebagai Mediator Hubungan Harga Diri dan Perilaku Konsumtif pada Mahasiswa. *Mediapsi*, *6*(1), 48–59. https://doi.org/10.21776/ub.mps.2020.006.01.6

Ibrahim, A. D. P., Suherti, H., & Sartika, S. H. (2023). Peran Literasi Ekonomi pada Perilaku Konsumtif Masyarakat Tasikmalaya Berdasarkan Veblen Effect Theory. *JIIP (Jurnal Ilmiah Ilmu Pendidikan)*, *6*(November), 9057–9062.

Indriyani, R., & Suri, A. (2020). Pengaruh Media Sosial Terhadap Keputusan Pembelian Melalui Motivasi Konsumen Pada Produk Fast Fashion. *Jurnal Manajemen Pemasaran*, *14*(1), 25–34. https://doi.org/10.9744/pemasaran.14.1.25-34

Kusmayanti, Nasrullah, A., & Solikatun. (2024). Penggunaan Media Sosial Dalam Belanja Online Terhadap Perilaku Konsumtif Mahasiswa (Studi Pada Program Studi Sosiologi Universitas Mataram). *Kusmayanti, 2*, 377–386.

Marginingsih, R., Widiyanti, W., Susilowati, I. H., Retnowulan, J., & Soraya, I. (2019). Mobile Payment As Financial Transactions in the Digital Era: An Empirical Analysis. *IOP Conference Series: Materials Science and Engineering*, *662*(2). https://doi.org/10.1088/1757-899X/662/2/022133

Mubarak, D. A., Akhmadi, M. H., & Wati, E. N. (2022). Implementasi Sistem Aplikasi Pembayaran Digital Payment Dalam Pelaksanaan Pembayaran Berbasis Cashless di Masa Pandemi Covid-19. *Jurnal Manajemen Keuangan Publik*, *6*(2), 115–122. https://doi.org/10.31092/jmkp.v6i2.1699

Muttaqin, F. N., Noviani, L., & Sudarno, S. (2022). Pengaruh Media Sosial, Literasi Ekonomi, dan Kelompok Teman Sebaya Terhadap Perilaku Konsumtif Mahasiswa Pendidikan Ekonomi. *Jurnal Pendidikan Ekonomi (JUPE)*, *10*(3), 237–246. https://doi.org/10.26740/jupe.v10n3.p237-246

Neti, U., Ulfah, M., & Syahrudin, H. (2020). Pengaruh Intensitas Penggunaan Media Sosial Terhadap Perilaku Konsumtif Mahasiswa Prodi Pendidikan Ekonomi Universitas Tanjungpura. *Jurnal Penelitian*, 23–44.

Nur Solihat, A., & Arnasik, S. (2018). Pengaruh Literasi Ekonomi Terhadap Perilaku Konsumtif Mahasiswa Jurusan Pendidikan Ekonomi Universitas Siliwangi. *OIKOS Jurnal Kajian Pendidikan Ekonomi Dan Ilmu Ekonomi*, *II*(X). https://doi.org/10.23969/oikos.v2i1.915

Nurhayati, N., Ahman, E., & Pradja, N. S. (2024). The Influence of Income and Needs Preferences on Consumptive Behavior with Economic Literacy as a Moderator Variable. *International Journal of Bunga Bangsa Cirebon (IJOBBA)*, *3*(1), 27–38.

Pulungan, D. R., & Febriaty, H. (2018). Pengaruh Gaya Hidup dan Literasi Keuangan Terhadap Perilaku Konsumtif Mahasiswa. *Jurnal Riset Sains Manajemen*, *2*(3), 1–8. https://doi.org/10.5281/zenodo.1410873

Puspita, Y. C. (2019). Analisis Kesesuaian Teknologi Penggunaan Digital Payment pada Aplikasi OVO. *Jurnal Manajemen Informatika*, *9*(2).

Ramadhan, D., Steffany, C., Ahmad, R., & Zanah, R. S. (2025). Pengaruh Media Sosial Terhadap Perilaku Konsumtif Mahasiswa. *Jurnal Pustaka Aktiva (Pusat Akses Kajian Akuntansi, Manajemen, Investasi, Dan Valuta)*, *5*(1), 11–17. https://doi.org/10.55382/jurnalpustakaaktiva.v5i1.823

Ristiliana, Damayanti, N., Salmiah, & Wati, I. (2024). Pengaruh Literasi Ekonomi terhadap Perilaku Konsumtif Mahasiswa. *Jurnal Pendidikan Ekonomi Dan Kewirausahaan*, *7*(2). http://dx.doi.org/10.24014/ekl.v7i2.34385

Salsabila, F., Susanti, V., & Ermawati, L. (2024). Pengaruh Penggunaan Digital Payment dan Service Quality terhadap Perilaku Konsumtif Masyarakat dengan Consumptive Trust sebagai Variabel Mediasi dalam Perspektif Islam serta dalam perkembangan zaman yang semakin modern . Berkembangnya bisnis financial melalu. *Journal of Islamic Economics and Finance*, *2*(4), 71–91. https://doi.org/10.59841/jureksi.v2i4.1909

Syahputri, A. R., Mulkhan, B. I., Yanti, I. N., Prislin, L. C., Maisyarah, Br.Bangun, P. R., &

Athar, G. A. (2025). Pengaruh Tingkat Literasi Finansial dan Persepsi Risiko terhadap Perilaku Konsumtif Impulsif pada Mahasiswa Ekonomi Institut Syekh. *Kajian Ekonomi Dan Akuntansi Terapan*, *2*(1), 1–13.

Wulandari, Y., Yanuari, S. W., Ekonomi, P. P., & Pgri, U. B. (2022). Pengaruh Status Sosial Ekonomi Orang Tua Dan Gaya Hidup Terhadap Perilaku Konsumtif Siswa-Siswi Kelas XI SMAN 1 Tulungagung Tahun Pelajaran 2021/2022. *JPEK (Jurnal Pendidikan Ekonomi Dan Kewirausahaan)*, *6*(2), 344–355. https://doi.org/10.29408/jpek.v6i2.6707

Afriani, S., & Yanti, R. T. (2023). The Influence of Digital Payment of Consumptive Behavior (Case Study Students of the Faculty Economics, UNIVED Bengkulu). *International Journal of Economics, Businessand Accounting Research (IJEBAR)*, *VIII*(I), 1–19.

Agustina, R., Zainudin, M., & Mujahidin, A. (2020). Pengaruh Literasi Ekonomi Dan Tingkat Pendapatan Orang Tua Terhadap Perilaku Konsumtif Siswa. *Jurnal Pendidikan Edutama*, *1*, 1–11.

Alwi, N. M., Pandang, A., & Syahril, M. F. (2020). Penerapan Teknik Self Management untuk Mereduksi Kecanduan Gadget dalam Jejaring Sosial pada Siswa. *Jurnal Konseling Andi Matappa*, *4*(3), 143–150.

Amalia, R. J. (2022). Analisis Perilaku Konsumtif dan Daya Beli Konsumen Terhadap Belanja Online Di Masa Pandemi Covid-19. *Jurnal Ilmu Ekonomi Dan Bisnis Islam*, *4*(1), 1–16. https://doi.org/10.24239/jiebi.v4i1.87.1-16

Anggorowati, A., & Sari, D. E. (2024). the Effect of Digital Payment and E-Service Quality on Consumptive Behavior Among Shopee Users. *Indonesian Interdisciplinary Journal of Sharia Economics (IIJSE)*, *7*(1), 973–987.

Athalia Asta Dewi. (2024). The Effect of Digital Payment on Generation Z's Consumptive Behaviour. *International Journal Administration, Business & Organization*, *5*(3), 75–85. https://doi.org/10.61242/ijabo.24.321

Bayu Surindra. (2022). The Influence of Economic Literacy and Digital Literacy on Consumptive Behaviour of Students. *International Journal Of Humanities Education and Social Sciences (IJHESS)*, *1*(5), 696–703. https://doi.org/10.55227/ijhess.v1i5.143

Fransisca, C., & Erdiansyah, R. (2020). Media Sosial dan Perilaku Konsumtif. *Prologia*, *4*(2), 435. https://doi.org/10.24912/pr.v4i2.6997

Hijrianti, U. R., & Fitriani, A. M. (2020). Peran Konformitas sebagai Mediator Hubungan Harga Diri dan Perilaku Konsumtif pada Mahasiswa. *Mediapsi*, *6*(1), 48–59.

https://doi.org/10.21776/ub.mps.2020.006.01.6

Ibrahim, A. D. P., Suherti, H., & Sartika, S. H. (2023). Peran Literasi Ekonomi pada Perilaku Konsumtif Masyarakat Tasikmalaya Berdasarkan Veblen Effect Theory. *JIIP (Jurnal Ilmiah Ilmu Pendidikan)*, *6*(November), 9057–9062.

Indrajaya, Idham Nur. (2024). trenasia.com. 49 Persen Masyarakat Indonesia Sudah Gunakan Layanan Bank Digital. https://www.trenasia.com/49-persen-masyarakat-indonesia-sudah-gunakan-layanan-bank-digital. Accessed on March 1, 2025.

Indriyani, R., & Suri, A. (2020). Pengaruh Media Sosial Terhadap Keputusan Pembelian Melalui Motivasi Konsumen Pada Produk Fast Fashion. *Jurnal Manajemen Pemasaran*, *14*(1), 25–34. https://doi.org/10.9744/pemasaran.14.1.25-34

Kusmayanti, Nasrullah, A., & Solikatun. (2024). Penggunaan Media Sosial Dalam Belanja Online Terhadap Perilaku Konsumtif Mahasiswa (Studi Pada Program Studi Sosiologi Universitas Mataram). *Kusmayanti, 2*, 377–386.

Kristardi, Febrian Surya. (2024). rankia.id. 3 Dompet Digital Terbesar di Indonesia: Ulasan, Fitur, Kelebihan dan Kekurangan. https://rankia.id/dompet-elektronik-terbaik-indonesia/. Accessed on March 1, 2025.

Marginingsih, R., Widiyanti, W., Susilowati, I. H., Retnowulan, J., & Soraya, I. (2019). Mobile Payment As Financial Transactions in the Digital Era: An Empirical Analysis. *IOP Conference Series: Materials Science and Engineering*, *662*(2). https://doi.org/10.1088/1757-899X/662/2/022133

Mubarak, D. A., Akhmadi, M. H., & Wati, E. N. (2022). Implementasi Sistem Aplikasi Pembayaran Digital Payment Dalam Pelaksanaan Pembayaran Berbasis Cashless di Masa Pandemi Covid-19. *Jurnal Manajemen Keuangan Publik*, *6*(2), 115–122. https://doi.org/10.31092/jmkp.v6i2.1699

Muttaqin, F. N., Noviani, L., & Sudarno, S. (2022). Pengaruh Media Sosial, Literasi Ekonomi, dan Kelompok Teman Sebaya Terhadap Perilaku Konsumtif Mahasiswa Pendidikan Ekonomi. *Jurnal Pendidikan Ekonomi (JUPE)*, *10*(3), 237–246. https://doi.org/10.26740/jupe.v10n3.p237-246

Neti, U., Ulfah, M., & Syahrudin, H. (2020). Pengaruh Intensitas Penggunaan Media Sosial Terhadap Perilaku Konsumtif Mahasiswa Prodi Pendidikan Ekonomi Universitas Tanjungpura. *Jurnal Penelitian*, 23–44.

Nur Solihat, A., & Arnasik, S. (2018). Pengaruh Literasi Ekonomi Terhadap Perilaku

Konsumtif Mahasiswa Jurusan Pendidikan Ekonomi Universitas Siliwangi. *OIKOS Jurnal Kajian Pendidikan Ekonomi Dan Ilmu Ekonomi*, *II*(X). https://doi.org/10.23969/oikos.v2i1.915

Nurhayati, N., Ahman, E., & Pradja, N. S. (2024). The Influence of Income and Needs Preferences on Consumptive Behavior with Economic Literacy as a Moderator Variable. *International Journal of Bunga Bangsa Cirebon (IJOBBA)*, *3*(1), 27–38.

Pulungan, D. R., & Febriaty, H. (2018). Pengaruh Gaya Hidup dan Literasi Keuangan Terhadap Perilaku Konsumtif Mahasiswa. *Jurnal Riset Sains Manajemen*, *2*(3), 1–8. https://doi.org/10.5281/zenodo.1410873

Puspita, Y. C. (2019). Analisis Kesesuaian Teknologi Penggunaan Digital Payment pada Aplikasi OVO. *Jurnal Manajemen Informatika*, *9*(2).

Ramadhan, D., Steffany, C., Ahmad, R., & Zanah, R. S. (2025). Pengaruh Media Sosial Terhadap Perilaku Konsumtif Mahasiswa. *Jurnal Pustaka Aktiva (Pusat Akses Kajian Akuntansi, Manajemen, Investasi, Dan Valuta)*, *5*(1), 11–17. https://doi.org/10.55382/jurnalpustakaaktiva.v5i1.823

Ristiliana, Damayanti, N., Salmiah, & Wati, I. (2024). Pengaruh Literasi Ekonomi terhadap Perilaku Konsumtif Mahasiswa. *Jurnal Pendidikan Ekonomi Dan Kewirausahaan*, *7*(2). http://dx.doi.org/10.24014/ekl.v7i2.34385

Salsabila, F., Susanti, V., & Ermawati, L. (2024). Pengaruh Penggunaan Digital Payment dan Service Quality terhadap Perilaku Konsumtif Masyarakat dengan Consumptive Trust sebagai Variabel Mediasi dalam Perspektif Islam serta dalam perkembangan zaman yang semakin modern . Berkembangnya bisnis financial melalu. *Journal of Islamic Economics and Finance*, *2*(4), 71–91. https://doi.org/10.59841/jureksi.v2i4.1909

Syahputri, A. R., Mulkhan, B. I., Yanti, I. N., Prislin, L. C., Maisyarah, Br.Bangun, P. R., & Athar, G. A. (2025). Pengaruh Tingkat Literasi Finansial dan Persepsi Risiko terhadap Perilaku Konsumtif Impulsif pada Mahasiswa Ekonomi Institut Syekh. *Kajian Ekonomi Dan Akuntansi Terapan*, *2*(1), 1–13.

Wulandari, Y., Yanuari, S. W., Ekonomi, P. P., & Pgri, U. B. (2022). Pengaruh Status Sosial Ekonomi Orang Tua Dan Gaya Hidup Terhadap Perilaku Konsumtif Siswa-Siswi Kelas XI SMAN 1 Tulungagung Tahun Pelajaran 2021/2022. *JPEK (Jurnal Pendidikan Ekonomi Dan Kewirausahaan)*, *6*(2), 344–355. https://doi.org/10.29408/jpek.v6i2.6707