



THE INFLUENCE OF INTENSITY USE SOCIAL MEDIA AND PEERS ON HEDONIC LIFESTYLE WITH ECONOMIC LITERACY AS A MODERATOR VARIABLE

Ecín Kuraesin^{1✉}, Iskandar Iskandar², Agie Hanggara³

^{1,2,3}Universitas Kuningan, Indonesia

Email : ¹ecinkuraesin932@gmail.com, ²iskandar@uniku.ac.id, ³agie.hanggara@uniku.ac.id

Received: 2024-04-18; Accepted: 2024-05-13; Published: 2024-06-30

ABSTRACT

The problem behind this research is the high hedonic lifestyle of class IX students at SMP Negeri 1 Jalaksana. There are several factors that cause students' high hedonic lifestyle, namely, the intensity of use of social media, peers and economic literacy. This research aims to describe whether economic literacy moderates social media on the influence of students' hedonic lifestyles. Does economic literacy moderate peers' influence on students' hedonic lifestyles? The method used in this research is a survey method with descriptive and verification analysis with a sample of 354 class IX students at SMP Negeri 1 Jalaksana. The instrument used in this research is a questionnaire that measures attitudes and behavior scales with 5 (five) alternative answers. The data analysis technique used is to test the moderated regression model. Based on the research results, the following results were obtained: The intensity of use of social media and peers on students' hedonic lifestyle, after being moderated by economic literacy with a Beta value of 0.2330, and a t-count value of $X_1 = 3.336$ with a sig value = $0.03 < 0.05$ in other words, there is a positive influence between social media on hedonic lifestyle; Furthermore, it was found that the Beta "beta" value was 0.252 and tcount Apart from that, it is known that the "beta" value is -0.240 and the t-count value of $M_0 = 2.271$ with a sig value = $0.010 < 0.05$, thus economic literacy influences hedonic lifestyle; then it is known that the "beta" value is 0.250 and tcount In other words, economic literacy moderates the influence of social media on hedonic lifestyle; and it is known that the "beta" value is 0.190 and tcount In other words, economic literacy moderates the influence of peers on hedonic lifestyle. It can be concluded that the test results also show that the social media*economic literacy variable ($X_1 * M$) and the peer*economic literacy variable ($X_2 * M$) show a significant influence. significant, it can be concluded that the economic literacy variable (Variable M) moderates the influence of social media (variable X_1) and peers (variable X_2) on hedonic lifestyle (variable Y), so the moderation is called Quasi Moderation

Keywords: *Social Media, Hedonic Lifestyle, Economic Literacy .*

INTRODUCTION

Students are a group of people who are teenagers, teenagers show an age of growth and self-discovery. Often teenagers show less reasonable behavior and tend to be more responsive to elements that are specific to them, for example the decision to buy something (Grohmann et al., 2015). Adolescents tend to be wasteful, less able to socialize and appearance becomes more of a focus than performance. This condition cannot be separated from the support of rapidly developing technology such as increasing e-commerce accessibility, modern and practical communication tools and easy access to social media, so that messages can be spread quickly and can be accessed easily (Yuliana, 2022). This situation shows that teenagers will be faced with various things that will affect their lives, including lifestyle.

What is meant by lifestyle is a person's way of life which is manifested in their activities, interests and desires (Melina & Wulandari, 2018). from (Mowen, J. SiswaC., & Minor, 2002), lifestyle can be seen from the way one spends money and allocates one's time. Lifestyle describes how a person as a whole relates to his environment. Kasali stated that lifestyle shows how a person spends his money and time which is manifested in activities, opinions and interests.

As stated by Ibrahim in Masmudi; 2007 Nowadays, lifestyle is not only a problem for certain groups. The lifestyle offered through advertising is now more likely to develop freely and be more diverse, ultimately it will be neutral so that it will be easy to imitate and be used by everyone as they wish. There are other values involved in this which are emotional in nature or what has become known as hedonic.

Susanto (in Masmudi; 2007) describes a hedonic lifestyle with characteristics including: engaging in activities to achieve enjoyment in life, most of his attention is directed outside the home, finds it easy to make friends even though he is picky, becomes the center of attention, free time is only for playing and most group members mean people who are well off.

The description of a hedonic lifestyle as presented by Susanto (in Masmudi, 2007) shows characteristics, including: directing all activities to achieve a delicious life, activities and attention are more directed outside the residence, easy to get close to and make friends even though they are picky, always wants attention, free time is just for playing and most of the friends in his group are well-off people.

The hedonic lifestyle is a lifestyle that is currently widespread in almost all circles, including those affecting junior high school students. Based on the results of initial research conducted on several students (34) at SMP Negeri 1 Jalaksana, it is known that there are problems relating to students' hedonic lifestyle which can be described as follows:

From the results of the questionnaire of 34 class IX students at SMPN 1 Jalaksana, the results were 66.58% in the good category, meaning there is a strong influence on the hedonic lifestyle. The meaning of this data shows that class IX students at SMPN 1 Jalaksana show indicators of a hedonic lifestyle.

Based on the pre-research results, several causes were identified, such as social media, peers and economic literacy. Armstrong (in Nugrahani, 2003) suggests several factors that influence a hedonic lifestyle, some of which come from within or internal factors and from outside or external factors. Internal factors include attitudes, experiences and observations, personality, self-concept, motives and perceptions, while external factors include reference groups, family, social class and culture. In this case the researcher focuses more on the influence of social media, in this case social media TikTok, peers which is moderated by economic literacy.

Social media (Social Networking) is online media where users participate, share and create blogs, social networks or wikis, social networks, forums and virtual worlds (Putri et al., 2016).

Throughout the world social media has become a choice, thereby influencing consumer behavior including students. Through social media, authentic information from all parts of the world can be received anytime and anywhere without time limits with various electronic devices, such as mobile phones, laptops or computers, which allows consumers or customers to make comparisons and interactions where communication occurs. two-way effectiveness occurs (Bernhardt et al., 2012). Students are one part of the population group that is most easily affected by changes due to globalization, especially changes related to current issues. Not a few students use the results of technological developments without limits, so that it influences their lifestyle.

Previous research on the impact of using social media on the hedonic lifestyle of Tarumanagara University students shows that social media has a positive and significant effect on hedonic lifestyles. The influence of social media on hedonic lifestyle is 88.8%.

Apart from social media, factors that influence students' hedonic lifestyles are their peers. According to Mu'tadi (in Wirawan 2008) explains that peers are a group of people who are the same age and belong to the same social group. Peers are the same social group as at the same age level.

A peer is someone with approximately the same level of maturity (Santrok, 2006). (Aminah & Nurdianah, 2019) say, in early adulthood the word peer usually means peers, namely a group of people (of the same age) who have relatively the same similarities and enjoyment.

Peer relationships have both good and bad influences. Usually someone who is in a peer group will always imitate whatever other group members do. The interactions and solidarity that occur in peer groups as a form of proof that they are part of the group will certainly influence the group members (Aminah & Nurdianah, 2019)

In social interactions, students as teenagers often experience acceptance and rejection from their peers. One way to avoid peer rejection, teenagers tend to follow things done by members of their peer group so that their group remains well received (Mappiare, 1982).

Referring to the results of research conducted by Tsarenko et al., (2013), peer group friendships have a significant influence on students' consumptive behavior.

The results of similar research conducted by Susanto (2016), obtained data that peer interactions had an influence of 70.04% on the character of students at SMP Negeri 25 Purworejo. Parental parenting styles have an influence of 16.30% on the character of students at SMPN 25 Purworejo. These data show that the influence of peer relationships is greater in various ways, which will later influence the character of adolescents such as attitudes, self-identity and adolescent behavior.

In other similar research that uses peer variables, the results can be concluded that peers have a positive and significant influence on consumer behavior as seen from the results of the t test. Still similar research was also conducted by Stock et al., (2014) which showed that peers influence consumer behavior. The higher the peer relationship, the more consumer behavior increases. Correlation The results of this study are in line with the research results of Stock et al., (2014) showing that behavior is strongly influenced by the peer environment. Consumptive behavior increases in correlation with the peer environment, and vice versa. These results are in line with the findings of Banerjee (2016) who conducted similar research, the results of his research showed that there was a positive and significant influence. From these results it can be interpreted that if relationships within a peer group become closer, then consumer behavior will increase and vice versa. According to Yue et al., (2023), peer interactions have a positive influence on consumption behavior, more specifically, peer interactions cause consumption behavior to increase.

In addition to social media for today's younger generation, involving peers (peer influence) in decision making when buying something, the younger generation seeks approval from peers or colleagues, this can increase self-confidence and make being in a group feel more comfortable. (Viswanathan & Jain, 2013). 15616)

From the description above, economic literacy is an important ability that must be possessed by every human being, including students, with good economic literacy enabling people to make the right decisions regarding fulfilling their life's needs. According to Indra Dermawan, Harsoyo, et al. 92011: 6) argue that a human being who has economic literacy skills is a human being who thinks rationally and is able to consider the sacrifices made or given with the benefits obtained, and is free to determine his choices to achieve economic goals. .

Referring to this definition, it can be stated that economic literacy is a person's knowledge and skills when applying intelligent thinking in managing financial resources effectively so that they are able to make individual decisions rationally, can consider the sacrifices and benefits as well as their choices to achieve hopes or goals.

METHODOLOGY

This research uses a quantitative approach, namely an approach that uses data in the form of numbers and statistics to measure and analyze phenomena. This approach is based on the principle that phenomena that can be measured quantitatively can be explained, measured and analyzed using a statistical approach. Quantitative research is research based on the philosophy of positivism, used to research certain populations or samples, sampling techniques are generally carried out randomly, data collection uses research instruments, quantitative/statistical data analysis aims to test predetermined hypotheses (Sugiyono, 2015)

The type of research used in this research is survey research with a descriptive and verification approach. Survey research is research carried out using questionnaires as a research tool which is carried out using questionnaires as a research tool which is carried out on large and small populations, but the data studied is data from samples taken from that population, so that relative incidence, distribution and relationships between variables, sociological and psychological) (Sugiyono, 2015). The aim of using survey research is to provide a detailed description of the background, characteristics and typical characteristics of a case or event of a general nature.

The descriptive method is a method used to describe or analyze research results but is not used to make broader conclusions (Sugiyono, 2015). This research method is to describe or describe the conditions that occurred when the research was carried out, then the data is analyzed based on theory so that conclusions can be drawn and recommendations made if deemed necessary. Furthermore, the verification method is research carried out on a certain population or sample with the aim of testing a predetermined hypothesis (Sugiyono, 2015). The verification method means testing a theory by testing a hypothesis whether it is accepted or rejected. By using this method, significant relationships between the variables studied will be known

RESULT AND DISCUSSION

1. The influence of social media on hedonic lifestyles

Based on the results of analysis and testing, it shows that social media influences hedonic lifestyles. This shows that the higher the intensity of social media use, the higher the hedonic lifestyle.

As stated by Fatma Laili Khoiru Nida (2014), the various types of information media produced have made mass communication have a strong existence in the communication patterns of modern society. However, new media has given birth to social media which uses the latest web-based communication technology. Nisa Khairuni (2016) said that the development of social media is increasingly fast, diverse, unique, reaching various segments and has characteristics, thus social media has become a new mass media. (Pramiyanti et al., 2014) currently social media is an

effective, transparent and efficient communication medium and has an important role as an agent of change and renewal.

Today's social media is not only a communication medium but has various functions that have not only positive but also negative impacts.

The results of this research are in line with the results of research conducted by Indah Surya C, and Rezi Erdiansyah (2021); who reported that: "social media use has an impact on hedonic lifestyles".

The research results show that the direct influence of social media is not yet optimal on hedonic lifestyles. This is because even though the results of the analysis show that the intensity of social media use is perceived to be in the moderate category, the field shows that there are students who do not yet have indicators of intensity in using social media, such as not making social media an important source of information. to make learning easier, social media has not yet become a source of information that is useful for life and there are those who do not often access social media for entertainment and games. From the explanation above, it shows that there are indicators of the intensity of use of social media that have not been met.

With social media, all social actors can participate in creating, sharing, and receiving information in the form of blogs, websites, social networks, forums, and so on. Information conveyed via social media does not only apply to one person with one tweet, but applies to everyone as a social media user. Then what becomes a trending topic on Twitter, for example, can spread across countries in a short time and get thousands or even millions of responses from social media users.

Through social media students can search for anything and anywhere. Not infrequently, social media is used as a showcase for some students to update their activities. In fact, social media should be a medium that makes it easier for them to easily find study friends and find information related to learning. With so many students accessing social media such as Instagram, Facebook, Twitter, YouTube, etc., many producers market through social media, resulting in online buying and selling activities.

Producers use students as a potential target market, because students are easily seduced by advertising, like to follow friends, are unrealistic and tend to be wasteful in how they spend their money. Not to mention that foreign cultural elements such as hedonic social patterns have become embedded in teenagers' lives (Nurlina & Suja'i, 2022). This makes the intensity of social media use high.

With the increasing intensity of social media use, students cannot manage their time, become lazy about studying, can delay prayer time and can even lead to changes in attitudes and behavior that don't care about the surrounding environment.

From the description above, it is clear that social media has influenced social life and society, not only at junior high school age but also at society in general. Changes in social relationships or as changes to balance. Social relations include all forms of changes in a society, which affect its social system, including containing values, attitudes and behavioral patterns between groups in society. Social changes that have a positive impact, such as the ease of obtaining and conveying information, can be used as a source of learning. Meanwhile, social changes tend to be negative, such as the emergence of attitudes towards life that tend to focus only on pleasure, spending time on things that are less useful, being wasteful and other consumerist behavior which is part of a hedonic lifestyle.

The results of other studies also report the same thing that social media has a strong correlation with the hedonic lifestyle of today's teenagers, including junior high school students.

There are students who are teenagers, which is a transitional period because at that time, they are starting to leave childhood but have not yet entered adulthood. Among teenagers, those who are super active on social networks often upload their daily activities, as if to provide an overview of their life style who are trying to follow the changing trends of the times. However, what they upload on social networks does not always provide a picture full of pleasure, there are many realities in their lives, they feel empty. Different characters can be displayed by all individuals when they are in cyberspace or in the real world.

Lifestyle is a view or appearance aimed at by an individual with certain goals. An excessive lifestyle is certainly not justified because it will cause various kinds of problems in life, such as many negative things that other individuals do when they see another individual's excessive lifestyle, there will be a feeling of insecurity (feeling not confident) and a feeling of wanting to have a different lifestyle. excessive as shown by other individuals (Asmawati et al., 2022). Thus, theoretical studies and several previous studies show that social media influences students' hedonic lifestyles.

2. The Influence of Peers on Hedonic Lifestyles

Based on the results of analysis and testing, it shows that peers influence hedonic lifestyles. This shows that the higher the friendship with peers, the higher the hedonic lifestyle.

Muslich (2011, p.35) explains that there are ten signs of the times that must be watched out for, in this case the signs of the times that are visible in teenagers are the use of bad words, strong peer influence in acts of violence, increasing self-destructive activities, increasingly blurred moral guidelines, decreased work ethic, low respect for parents and teachers, low level of responsibility, a culture of dishonesty, as well as feelings of suspicion and hatred between people. These ten things happen a lot in today's school environment. Most students tend to have lost their sense of shame and do not want to improve themselves. These mistakes are considered normal because they are made by many people, together, and repeatedly.

In the context of self-discovery, the need to make friends emerges as a need that must be fulfilled so that teenagers try to escape from attachment to family. The need to make friends encourages teenagers to try to join peer groups that are considered to have similar views. Adolescents who want harmonization and emotional support by establishing friendships will find it easier to conform and follow the norms that apply in the group. Teenagers will adjust their behavior, hobbies, lifestyle and appearance so that they are no different from their peers and can be accepted as part of their group.

The results of this research are in line with the results of research conducted by Arisa Darwis et al (2020) who reported the results of her research that: "the influence of peer interactions has a big impact on students' lifestyles, resulting in more negative impacts, including hedonic lifestyles."

The research results show that the influence of peers with a hedonic lifestyle is not yet optimal. This is because even though the results of the analysis show that peers are a place to find new experiences that are not found in their families, they do not make peers the most important people in their lives and they do not make peers into friends who can lighten the burden as a student.

3. Economic Literacy Moderates the Influence of Social Media on Hedonic Lifestyles

Based on testing and analysis, it is known that economic literacy moderates the influence of social media on hedonic lifestyles. This shows that the interaction between social media and economic literacy influences hedonic lifestyles.

As stated by Marsh (2009), each student, as an individual, is exposed to economic principles and how to apply them on a personal, local, national, and global level, how to act rationally in making personal financial decisions, and how they should act rationally, develop a basic understanding of how to influence others to behave in similar ways. Ability to assess economic decisions and understand the economic decisions taken. They are able to make rational decisions regarding public policy issues and therefore have constraints on their personal affairs. This gives students a foundation to engage in economic, social, environmental, and political issues and think about how the economy affects themselves and others.

Economic literacy is a measure of how far a person has a level of understanding of the basics of economics and also shows the level of economic literacy.

The results of this research are in line with the results of research conducted by Luthfatul Amaliya and Khasan Setiaji (2017), Muttaqin et al (2022);, who reported the results of their research that: "social media and economic literacy have a significant effect on hedonic lifestyles".

The research results show that social media has a less than optimal influence on hedonic lifestyles and economic literacy as a moderator variable. This is because the results of the analysis show that social media and economic literacy are perceived as falling into the sufficient or moderate category. Facts on the ground show that there are students at SMPN 1 Jalaksana who do not yet have comprehensive economic literacy indicators, such as the tendency to shop online as a lifestyle requirement. to appear to follow trends, feel dissatisfied with what they have therefore online shopping is done to fulfill desires, and tend to feel that studying is something that is not fun. This attitude is an indicator that shows students have a hedonistic lifestyle.

4. Economic Literacy Moderates the Influence of Peers on Hedonic Lifestyle

Based on testing and analysis, it is known that economic literacy moderates the influence of peers on hedonic lifestyles. This shows that interactions between peers and economic literacy have an influence on hedonic lifestyles.

Many factors influence a person's lifestyle. These factors are environmental factors (family and friends), income level, culture, education level and the like. Social relationships and peers also play a role.

Adolescents are faced with acceptance or rejection from their peers in the social environment. To avoid peer rejection, teenagers tend to follow the same things as their peer group (Mappiare, 1982), for example if one of their friends buys a certain product or item, then other friends also follow.

Hoyer and MacInnis (2010) also explain that there is a tendency for an individual to behave as their group behaves as their group behaves. (Iskandar & Rahmayanti, 2018)

The results of this research are in line with the results of research conducted by Silvy Nuroctaviani et al (2023), Nurlina and Suja'i (2022), Firyal Naufali Muttaqin (2022). who reported the results of his research that: "peers and economic literacy have a significant influence on hedonic lifestyles".

The research results show that peers have a less than optimal influence on hedonic lifestyles with economic literacy as a moderator variable. This is because even though the results of the analysis show that peers and economic literacy are perceived to be in the moderate category, the facts in the field show that there are still students who do not have indicators of peer and economic literacy as a whole, such as there are still students who have an understanding that to can be recognized in a social setting, required to follow trends followed by friends, follow trends so as not to be followed by friends and follow trends because they are inspired by friends.

There is a tendency for students to search for their identity by following various things that are trending both in terms of appearance and lifestyle because they always want to show their existence in the environment where they are. Students will try to do various things to maintain and increase what they feel is less attractive, they will try to buy new things without limits, thus leading them not to save money and move away from a simple lifestyle.

CONCLUSION

Based on the results of the analysis and discussion previously stated, the following conclusions can be drawn: 1) Social media influences hedonic lifestyles. This means that the higher the intensity of social media use, the higher the hedonic lifestyle. 2) Peers influence hedonic lifestyles. This means that the more supportive your peers are, the more your hedonic lifestyle will increase. 3) Economic literacy negatively influences hedonic lifestyles. This means that the higher the economic literacy, the lower the hedonic lifestyle 4) Economic literacy moderates the influence of social media on hedonic lifestyles. This means that with economic literacy, the influence of social media on hedonic lifestyles becomes greater or stronger. This means that economic literacy can weaken the influence of social media on hedonic lifestyles. 5) Economic literacy moderates the influence of peers on consumer behavior. This means that with economic literacy, the influence of peers on hedonic lifestyles becomes greater or stronger. This means that economic literacy can weaken the influence of peers on hedonic lifestyles.

REFERENCE

- Akmal, H., & Yogi Eka, S. (2016). Analisis Tingkat Literasi Keuangan Mahasiswa. *Journal of Chemical Information and Modeling*, 8(9), 1–58.
- Amaliya, L., Setiaji, K., Pd, S., Pd, M., & Artikel, S. (2017). Economic Education Analysis Journal Pengaruh Penggunaan Media Sisial Instagram, Teman Sebaya dan Status Sosial Ekonomi Orangtua Terhadap Perilaku Konsumtif Suswa (Studi Kasus Pada Siswa Kelas XI SMA Negeri 1 Semarang) Info Artikel Abstrak. 6(3), 835–842. <http://journal.unnes.ac.id/sju/index.php/eeaj>
- Aminah, A., & Nurdianah, F. (2019). Pengaruh Teman Sebaya Terhadap Perilaku Bullying Siswa. *Jurnal Eksplorasi Bimbingan Dan Konseling*, 1(1), 1–10. <http://journal.unucirebon.ac.id/index.php/JEBK>
- Amorrose, A. R. (2022). Hubungan Intensitas Penggunaan Media Sosial Dengan Komunikasi Interpersonal Pada Remaja Di Kota Medan. 4.
- Andarwati, L. (2016). Citra Diri Ditinjau Dari Intensitas Penggunaan Media Jejaring Sosial Instagram Pada Siswa Kelas Xi Sma N 9 Yogyakarta. *E-Jurnal Bimbingan Dan Konseling*, 1, 1–12. <http://journal.student.uny.ac.id/ojs/index.php/fipbk/article/viewFile/972/882>
- Antoni Calvó-Armengol and Yves Zenou, E. P. (2008). Peer Effects and Social Networks in Education Review of Economic Studies. In *Review of Economic Studies* (Vol. 76, Issue 4, p. 1239).

- Bernhardt, J. M., Mays, D., & Hall, A. K. (2012). Social marketing at the right place and right time with new media. In *Journal of Social Marketing* (Vol. 2, Issue 2, pp. 130–137). <https://doi.org/10.1108/20426761211243964>
- Blazevic, I. (2016). Family, Peer and School Influence on Children's Social Development. *World Journal of Education*, 6(2), 42–49. <https://doi.org/10.5430/wje.v6n2p42>
- C, I. S., & Erdiansyah, R. (2021). Dampak Penggunaan Media Sosial terhadap Gaya Hidup Hedonis Mahasiswa Universitas Tarumanagara. *Prologia*, 5(1), 8. <https://doi.org/10.24912/pr.v5i1.8074>
- Chris Brogan. (2010). *Social Media 101: Tactics and Tips to Develop Your Business Online* - Chris Brogan - Google Buku. [https://books.google.co.id/books?hl=id&lr=&id=EjhuDwAAQBAJ&oi=fnd&pg=PR12&dq=Tactics+and+Tips+to+Develop+your+Business+Online:+Jhon+Wiley+%26Sons+chris+brogan&ots=H6ZTRzoQi-&sig=hX-Xf-5gBwZC7VS8IHnEgwc_IWc&redir_esc=y#v=onepage&q=Tactics and Tips to Devel](https://books.google.co.id/books?hl=id&lr=&id=EjhuDwAAQBAJ&oi=fnd&pg=PR12&dq=Tactics+and+Tips+to+Develop+your+Business+Online:+Jhon+Wiley+%26Sons+chris+brogan&ots=H6ZTRzoQi-&sig=hX-Xf-5gBwZC7VS8IHnEgwc_IWc&redir_esc=y#v=onepage&q=Tactics+and+Tips+to+Devel)
- Darwis, A., Malik, A. R., Burhan, B., & Marto, H. (2020). Studi Kasus Teman Sebaya Dalam Pembentukan Gaya Hidup Siswa. *Kaganga:Jurnal Pendidikan Sejarah Dan Riset Sosial Humaniora*, 3(2), 150–160. <https://doi.org/10.31539/kaganga.v3i2.1670>
- Entin Jumantini, 2016 Pengaruh Modernitas Individu, Lingkungan Sosial, dan Literasi Ekonomi Terhadap Gaya Hidup dan Implikasinya Pada Perilaku Konsumsi SiswaA Universitas Pendidikan Indonesia | repository.upi.edu| perpustakaan.upi.edu
- Grohmann, A., Kouwenberg, R., & Menkhoff, L. (2015). Childhood roots of financial literacy. In *Journal of Economic Psychology* (Vol. 51, pp. 114–133). <https://doi.org/10.1016/j.joep.2015.09.002>
- Hidayatun, U. (2017). Pengaruh Intensitas Penggunaan Media Sosial Dan Dukungan Teman Sebaya Terhadap Perilaku Konsumtif Pada Siswa Kelas XI SMA Muhammadiyah 3 Yogyakarta Tahun Pelajaran 2014/2015. *Artikel E-Journal*, 53(9), 1689–1699. <http://publications.lib.chalmers.se/records/fulltext/245180/245180.pdf%0Ahttps://hdl.handle.net/20.500.12380/245180%0Ahttp://dx.doi.org/10.1016/j.jsames.2011.03.003%0Ahttps://doi.org/10.1016/j.gr.2017.08.001%0Ahttp://dx.doi.org/10.1016/j.precamres.2014.12>
- Indriaswari, I., Ketut, G., Ulupui, A., & Warokka, A. (2022). The International Journal of Social Sciences World Financial Knowledge, Financial Attitude, and Locus of Control: Reviewing Their Influence on Financial Management Behavior Using Financial Literacy as Moderation Variable. *The International Journal of Social Sciences World*, 4(2), 431–443. <https://www.growingscholar.org/journal/index.php/>

- Miftahulillah Desy, Rahmat Saeful Pupu, Suryani Yeyen. (2023). Literasi Keuangan dan Gaya Hidup Terhadap Perilaku Keuangan melalui Self Efficacy Sebagai Variabel Mediasi sur vey Terhadap Mahasiswa Pendidikan dan Sains Universitas Swadaya Gunung Jati Cirebon. *Cakrawala- Repositori IMWII I Volume 6, Nomor 5, September-Oktober 2023* p-ISSN: 2620-8490;e-ISSN: 2620-8814
- Iskandar, I., & Rahmayanti, R. (2018). Pengaruh Gaya Hidup, Kelompok Teman Sebaya, dan Literasi Ekonomi terhadap Perilaku Konsumsi. *Jurnal Ilmu Manajemen Dan Bisnis*, 9(2), 93–104. <https://doi.org/10.17509/jimb.v9i2.19749>
- Kiuru, N. (2008). The role of adolescents peer groups in the school context. In *Jyvaskyla Studies in Education, Psychology, Adn Social Research*.
- Melina, A., & Wulandari, S. (2018). Pengaruh Literasi Ekonomi dan Gaya Hidup terhadap Perilaku Konsumtif Mahasiswi Pendidikan Ekonomi STKIP YPM Bangko. *Scientific Journals of Economic Education*, 2(1), 141–152.
- Murniatiningsih, E. (2017). Pengaruh Literasi Ekonomi Siswa, Hasil Belajar Ekonomi, Dan Teman Sebaya Terhadap Perilaku Konsumsi Siswa Smp Negeri Di Surabaya Barat. *Jurnal Ekonomi Pendidikan Dan Kewirausahaan*, 5(1), 127. <https://doi.org/10.26740/jepk.v5n1.p127-156>
- 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>
- Noneng, Supatminingsih, T., Inanna, Hasan, M., & Dinar, M. (2020). Pengaruh Literasi Ekonomi dan Lingkungan Sosial terhadap Perilaku Pembelian Impulsif Melalui Online Shop pada Peserta Didik Kelas X Jurusan IPS di SMA Negeri 8 Makassar. *Intelektiva: Jurnal Ekonomi, Sosial, & Humaniora*, 2(2), 94–104. <https://www.jurnalintelektiva.com/index.php/jurnal/article/view/294%0Ahttps://www.jurnalintelektiva.com/index.php/jurnal/article/download/294/205>
- Nurlina, & Suja'i, I. S. (2022). Pengaruh Literasi Ekonomi dan Teman Sebaya Terhadap Perilaku Konsumtif Siswa Kelas XI IPS SMA Jawa AHIRUL Hikmah Besuki - Tulung TahunPelajaran 2020/2021. *Humantech: Jurnal Ilmiah Multi Disiplin Indonesia*, 2(1), 62–69.
- Nuroctaviani, S., Rustiana, A., & Afriza, E. F. (2023). Pengaruh Teman Sebaya dan Literasi Ekonomi terhadap Perilaku Konsumtif Melalui Kontrol Diri pada Mahasiswa. *Jurnal Pendidikan Tambusai*, 7(3), 25616–25627.
- Pamungkas, H., & Rejeki, A. (2021). Framework: the Effect Between Peer Conformity and Self-Control on a Hedonic Lifestyle. *Journal Universitas Muhammadiyah Gresik Engineering, Social Science, and Health International Conference (UMGESHC)*, 1(2), 95. <https://doi.org/10.30587/umgeshic.v1i2.3373>

- Paywala, R. J., Sunaryanto, & Utomo, S. H. (2021). The Influence Of Economic Literacy, Economic Rationality, And Peer Groups On Consumptive Behavior Of Economic Education Students Universitas Negeri Malang. *South East Asia Journal of Contemporary Business, Economics and Law*, 24(5), 129–134. <https://seajbel.com/wp-content/uploads/2021/09/SEAJBEL24.ISU-5-862.pdf>
- Pramiyanti, A., Putri, I. P., & Nureni, R. (2014). Motif Remaja Dalam Menggunakan Media Baru (Studi Pada Remaja Di Daerah Sub-Urban Kota Bandung). *KomuniTi*, VI(2), 95–103. <http://portalpengusaha.com/marketing>
- Purnama, F., & Kembara, G. (2021). Representation of Hedonism in Social Media Instagram. *Bureaucracy Journal: Indonesia Journal of Law and Social-Political Governance*, 1(1), 58–69. <https://doi.org/10.53363/bureau.v1i1.129>
- Putri, W. S. R., Nurwati, N., & S., M. B. (2016). Pengaruh Media Sosial Terhadap Perilaku Remaja. *Prosiding Penelitian Dan Pengabdian Kepada Masyarakat*, 3(1). <https://doi.org/10.24198/jppm.v3i1.13625>
- Sa'idah, Febriana, dan Dhiah Fitriyati. "Analisis Pengaruh Literasi Ekonomi Dan Gaya Hidup Hedonis Terhadap Perilaku Konsumtif Mahasiswa Di Era Pandemi Covid-19." *Jurnal Paedagogy* 9, no. 3 (2022): 467–475.
- Safitri, A. D. (2018). Pengaruh Religiusitas dan Konformitas Teman Sebaya Terhadap Gaya Hidup Hedonisme. *Psikoborneo: Jurnal Ilmiah Psikologi*, 6(3), 327–333. <https://doi.org/10.30872/psikoborneo.v6i3.4644>
- Sari, R. A. (2019). Pengaruh Gaya Hidup Brand Minded dan Kontrol Diri Terhadap Perilaku Konsumtif Pada Dewasa Awal. *Psikoborneo: Jurnal Ilmiah Psikologi*, 7(1), 37–46. <https://doi.org/10.30872/psikoborneo.v7i1.4704>
- Septiani, D., Syahza, A., & Riadi, R. M. (2023). The Effect of Financial Literacy and Peers on Consumptive Behavior in Students of the Economic Education Study Program, University of Riau. *JETISH: Journal of Education Technology Information Social Sciences and Health*, 2(2), 1635–1641. <https://doi.org/10.57235/jetish.v2i2.782>
- Setianingsih, E. S. (2019). Wabah Gaya Hidup Hedonisme Mengancam Moral Anak. *Malih Peddas (Majalah Ilmiah Pendidikan Dasar)*, 8(2), 130. <https://doi.org/10.26877/malihpeddas.v8i2.2844>
- Sina, P. G. (2012). Analisis Literasi Ekonomi. *Jurnal Economia*, 8(2), 135–143.
- Sukarno, N. F., & Indrawati, E. S. (2020). Hubungan Konformitas Teman Sebaya Dengan Gaya Hidup Hedonis Pada Siswa Di Sma Pl Don Bosko Semarang. *Jurnal EMPATI*, 7(2), 710–715. <https://doi.org/10.14710/empati.2018.21702>
- Triwidisari, A., Nurkhin, A., & Muhsin, M. (2017). The Relationships Between Instagram Social Media Usage, Hedonic Shopping Motives and Financial Literacy on Impulse Buying. *Dinamika Pendidikan*, 12(2), 170–181. <https://doi.org/10.15294/dp.v12i2.13565>
- Veenhoven, R. (2003). Happiness in society. *Journal of Happiness Studies*, 4, 437–457. <http://repub.eur.nl/res/pub/8776/>

- Viswanathan, V., & Jain, V. (2013). A dual-system approach to understanding "generation Y" decision making. In *Journal of Consumer Marketing* (Vol. 30, Issue 6, pp. 484–492). <https://doi.org/10.1108/JCM-07-2013-0649>
- Yuliana, R. (2022). *Integrasi Aplikasi dan Informasi Filosofi: Konsep dan Penerapannya* (Vol. 01).
- Putra, Rizka Andhika dan Agie Hanggara. 2022. *Analisis Data Kuantitatif*. Surabaya: Cetakan Pertama. CV Media Sains Indonesia.