

Analyzing Students' Consumptive Behavior: The Impact of Parental Socio-Cultural and Economic Factors

Herman Philips Dolonseda¹, Johny Taroreh², I Kadek Satria Arsana^{3*}

^{1,2,3}Faculty of Economics and Business, Universitas Negeri Manado, Indonesia

*Corresponding author, e-mail: satriaarsana28@gmail.com

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A B S T R A C T

This study examines the consumptive behavior of students in the coastal regency of the Sangihe Islands, focusing on the socio-cultural and economic influences of their parents. Using a survey method with a questionnaire, data were collected from 413 high school students across various schools. The findings reveal that parental socio-cultural and economic factors significantly impact students' consumptive behavior. Additionally, external influences such as social media, advertisements, public figures, product branding, and peer expectations also play a substantial role. These insights are intended to help parents and educators better understand and address the dynamics of consumptive behavior among adolescents.



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INTRODUCTION

Adolescence or high school age is one of the most crucial phases in the human life cycle (Aziz, Lutfiya, and Sulaiman 2021), where individuals not only experience significant physical changes (Kapur 2015), but also emotional growth (Blakemore 2018) and profound social (Fitri, Zola, and Ifdil 2018). During adolescents, individuals have ample opportunities to explore a variety of new experiences (Arnett 2023), which can help discover the latent strengths, talents, and abilities within the adolescent (Khoiriyah et al. 2024). However, they are also bounded from complex challenges (Popa et al. 2023). Adolescents are often faced with various limitations and constraints both from within themselves (internal), such as doubts and uncertainties, as well as from the external environment (Uhlmann et al. 2023) of peer pressure (Maxwell 2002) and parental expectations (Borawski et al. 2003). Adolescents are individuals who have experienced the *Baligh* period (Ahmadi et al. 2009), where reproductive hormones begin to function (Patel et al. 2021) in the age range of 12 to 17 years old (Kashif et al. 2021). In this phase, they are expected to undergo important developmental tasks, which include identity search (Branje et al. 2021) and the development of social skills (Green et al. 2021).

One aspect that often appears among adolescents is consumptive behavior (Khusaeni, Khusaini, and Widiarti 2021). In today's fast-paced and materialistic society, adolescents tend to feel compelled to own certain items that are considered to increase social status and can be accepted in a certain group (Fitriyani and Akbar 2024). This behavior often leads to excessive and disproportionate consumption (Khazaie et al. 2021), where the individual buys goods not only to fulfill needs but more to desires (Mitra, Syahniar, and Alizamar 2019),

triggered by various reasons (Sumarno et al. 2024). Research results from (Zlatanova-Pazheva 2024) explained that consumptive behavior is influenced by several factors including internal factors, such as social, cultural personality, psychological, situational, and technological factors. Meanwhile, externally consumptive behavior is influenced by family (Sundararaj and Rejeesh 2021).

In developing a sociocultural perspective on values or behaviors created through market mechanisms, such as the values of identity, experience, aesthetic, functional, hedonic, and community, (Karababa and Kjeldgaard 2014), this leads to the formation of consumptive behavior in society. Sociocultural can also be said to be a culture that has developed in society for generations, which has become a habit that affects the pattern or behavior of people's lives (Brivio et al. 2023). The social culture that develops amid society contains a negative social culture, such as showing off or prestige culture (Akhmad 2020). Therefore, it causes some people to buy various goods based on the desire to fulfill the prestige event only by ignoring the main function and necessity of the item. These values are also adopted by teenage students to seek prestige in their social groups (Brechtwald and Prinstein 2011). Its impact aims to create consumptive behavior, especially supported by the middle to the upper family economy. The action of parents by giving more pocket money is a driving factor in the high consumptive behavior among students.

North Sulawesi, which is located on the northern border of Indonesia directly facing the Philippines, has a long-established custom among the people with the philosophy of "*Lebe Bae Kala Nasi Asal Jang Kala Aksi*" meaning that it is better to lose rice as long as you don't lose the action. This philosophy underlies the phenomenon that occurs naturally among the people in Manado, including the people in the Sangihe Islands Regency. Based on data from the Central Bureau of Statistics of the Sangihe Islands Regency, 46.48% of per capita population expenditure is only for non-food items, such as household needs 25.32%, various goods and services of 11.78%, and taxes, levies, and insurance of 4.01% (Statistics 2020). These data indicate that most people in the Sangihe Islands spend their money on living needs rather than investing or saving. This reflects the attitude of consumptive behavior among the community due to the philosophy that it is better to lose rice than to lose the action. This anomaly also occurs among the student community, from the initial observations of researchers in the field, many students look hedonistic starting from the way they dress, makeup, and the use of communication tools with well-known brands, such as the iPhone. This shift in student behavior patterns is influenced by the culture that develops amid society and is supported by the parents' economy. There is a study from (Jafar et al. 2023) with the results that the consumptive behavior of adolescents in Manado City has increased, which can be proven by the behavior of buying goods not considering the need factor.

Research by Fitri, Basri, and Sinta (2024) shows that Generation Z tends to behave consumptively. This is influenced by social, cultural, psychological, and personal factors. Among the four factors, cultural factors have a high influence compared to the other three factors. Different findings were also revealed by Šostar and Ristanović (2023) where personal factors are the main factors influencing consumer behavior in Croatia. Other factors, such as social, cultural, and psychological factors. Meanwhile, what is explained by Cici and Özsaatçı (2021), factors that influence consumer behavior are socio-cultural, sociological, demographic, and situational factors. Besides these factors, research conducted (Almeshal and Almawash 2023) also revealed that consumptive behavior is influenced by peers and parents.

Although there have been many studies discussing consumptive behavior among students (Nikita and Hadi 2018), there is still a gap in the literature that explicitly links parents' social and economic culture with children's consumption behavior. Many previous studies have focused more on individual student factors, such as digital literacy (Fitri, Herawan, and Febianti 2022), family environment (Nikita and Hadi 2018), altruism (Amaliah et al. 2023), and peer influence (Maxwell 2002), without considering the broader family context. In addition, there is a lack of empirical data comparing the consumptive behavior of students across different socioeconomic levels. Existing research often focuses on one particular social group, which leads to results that cannot be generalized to the wider population. Therefore, this study seeks to bridge the gap by conducting a more comprehensive analysis of the influence of the social and economic culture of parents on the consumptive behavior of students in the Coastal Sangihe Islands Regency. Based on these gaps and case studies, this research aims to prove the hypothesis of students' consumptive behavior in terms of the social and economic culture of parents in the coastal Sangihe Regency. Through this research, it is expected that it can become a reference for

the treasures of scientific development and a reference in improving community welfare through suppressing consumptive behavior not only among students but also in society.

RESEARCH METHODS

In this study, the researchers utilized a combination of primary and secondary data collection methods. Secondary data were obtained through an analysis of relevant literature, including scientific studies, academic works, textbooks, and existing statistical data. Primary data were collected through a questionnaire survey distributed digitally using Google Forms. The survey responses were statistically processed to ensure accuracy, and the data were analyzed using the multiple linear regression method with the SPSS application.

The total population from four high schools in the Sangihe Islands Regency, the focus area of this research, consisted of 1,375 students. To determine the sample size, the researchers used 30% of the total population from each school, taking into account significant differences in the population sizes across schools. This sampling method resulted in a total of 413 respondents, who were selected randomly to ensure representativeness. The random sampling approach was vital to accurately capture the diverse patterns of consumptive behavior among students. This sample size was sufficiently large to provide robust statistical power, allowing the detection of significant correlations or differences between the variables studied.

The systematic and methodological approach employed in this research ensures reliable insights into the dynamics of consumptive behavior and the influencing factors, particularly parental socio-cultural and economic conditions. The study goes beyond data collection, offering an in-depth analysis of the factors driving consumptive behavior among adolescents. The findings are expected to contribute valuable insights into this phenomenon and provide actionable recommendations for policymakers, educators, and practitioners in related fields.

Table 1. Respondent Characteristics

Characteristics	Type	Total
Gender	Male	132
	Female	281
Level	Tenth Grade	133
	Eleventh Grade	148
	Twelfth Grade	132
Economic Condition of Parents	Income < 1.000.000	45
	1.000.000.-2.000.000	157
	2.000.000 and above	211

Source: Questionnaire (processed by researchers, 2024)

The characteristics of respondents in this study can be seen based on three aspects, namely gender, education level, and parents' economic condition. In terms of gender, there are 132 male students and 281 female students. In terms of education level, 133 students in tenth grade, 148 students in eleventh grade, and 132 students in twelfth grade. For the economic condition of parents, the data reveal that 45 students come from families with incomes of less than 1.000.000, 157 students with incomes between 1.000.000 and 2.000.000 each month, and 211 students from families who have incomes above 2.000.000. Based on these data, it is clear that most of students come from families with better incomes.

RESULTS AND DISCUSSION

Results

Descriptive Statistics

In measuring consumptive behavior, this study used five indicators consisting of lifestyle, motives, personality, knowledge, and attitudes. Based on the table above, the lifestyle aspect of respondents tends to answer agree and moderately agree. Then, the motive aspect of the dominant respondent gives an agree answer and most the personality aspect answers agree. The knowledge aspect of respondents tends to answer agree and moderately agree. In the attitude aspect, the respondents' answers are the same as the knowledge aspect, namely

agree and moderately agree. The results of the validity test of all questionnaires were declared valid, where the r-count value was greater than the r-table. While the reliability test results with Cronbach's alpha value are 0.985 above 0.60. It can be concluded that the instruments used in the study are valid and consistent.

There are five indicators used to examine socio-culture, including environmental aspects, habits, social status, group references, and morality. In the environmental aspect, the percentage of respondents' answers tended to agree and moderately agree in influencing the consumptive behavior of respondents. Likewise, with the aspects of habits, social status, reference groups, and morality, the majority of respondents' answers agree and moderately agree. The instruments used in measuring consumptive behavior in terms of socio-cultural aspects are valid and reliable. The test results with the help of SPSS in the value of the r-count is greater than the r-table (Table 4). While Cronbach's alpha value of 0.987 is greater than 0.60, thus it can be concluded that the instrument is consistent for use in a study.

Five indicators were used to measure the parents' economic condition: income, parents' occupation, financial stability, consumption activities, and pocket money. The majority of respondents agreed or moderately agreed that consumptive behavior is influenced by the parents' economic condition. The validity testing of the instrument revealed that the r-count had an average value above 0.90, significantly exceeding the r-table value. Furthermore, the Cronbach's alpha value was 0.986, well above the acceptable threshold of 0.60. These results confirm that the instrument used for measuring the parents' economic condition is both valid and reliable.

Classical Assumption Test

Using the Kolmogorov-Smirnov test, the following results were obtained: L_{Count} for Variable $X_1=0.001$, $X_2=0.02$, and $Y=0.01$ $Y = 0.01$. Meanwhile, $L_{Table}=0.04$. Since $L_{Table}>L_{Count}$ for all variables, it can be concluded that the data in this study are normally distributed. The decision-making criteria for multicollinearity are as follows: if the tolerance value is greater than 0.10, there is no multicollinearity, and if the VIF value is less than 10, there is no multicollinearity. The test results showed that the tolerance value for X_1 and X_2 were 0.153, and the VIF value was 8.827. Based on these tolerance and VIF values, it can be concluded that the regression model does not exhibit symptoms of multicollinearity. This indicates that the regression model is suitable because the data do not show any signs of multicollinearity.

The decision-making criteria for heteroscedasticity are as follows: if the significance value is greater than 0.05, it indicates that there are no symptoms of heteroscedasticity. Conversely, if the significance value is less than 0.05, it suggests the presence of heteroscedasticity symptoms. Based on the test results, the significance values were found to be 0.976 for X_1 and 0.835 for X_2 , both greater than 0.05. Since the data do not show symptoms of heteroscedasticity, it can be concluded that the regression model is valid and appropriate.

Multiple Linear Regression Analysis

Analyzing the Impact of Socio-Cultural and Economic Aspects of Parents on Students' Consumptive Behavior

Simultaneous testing was carried out to determine the effect between the independent variables (social and economic culture of parents) and the dependent variable (consumptive behavior), it can be seen in the following table:

Table 2. Results of the Simultaneous Test for Variables

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	8.649	1.211		7.140	.000
X1	.315	.129	.319	2.446	.015
X2	.474	.129	.480	3.677	.000

Source: Processed by the researchers using SPSS (2024)

Based on the table that has been presented above, conclusions can be drawn regarding the correlation among socio-culture, parents' economy, and consumptive behavior of public high school students in the Sangihe Islands Regency. The coefficient value for the socio-cultural variable (X_1) is 0.315, with a significance value of

0.015. This shows that social culture has a significant positive influence on student consumptive behavior. That is, the stronger the social culture embraced by individuals, the higher the tendency of students to engage in consumptive behavior. Meanwhile, the parental economic variable (X2) shows a higher coefficient value, which is 0.474 with a significance value of 0.000. This indicates that the parents' economy has a stronger and more significant influence on students' consumptive behavior. Parents' economy refers to their income and wealth, which directly affects their children's ability to access goods and services.

In order to clarify the relationship among each variable, the resulting regression equation can be seen, namely $Y = 8,649 + 0.315_X1 + 0.474_X2$. In this equation, Y represents consumptive behavior, while X1 and X2 represent the socio-cultural and economic variables of parents, respectively. The number 8.649 is a constant that shows the base value of consumptive behavior without the influence of the two variables. The positive coefficients on the X1 and X2 variables indicate that each one-unit increase in the socio-cultural and economic variables of parents, and it will contribute to an increase in students' consumptive behavior.

Table 3. F test results

Model	R	Adjusted R Square	Std. Error of the Estimate	Change Statistics			Sig. F Change	Durbin-Watson		
				R Square Change	F Change	df1			df2	
1	.793 ^a	.630	.628	7.785	.630	348.346	2	410	.000	2.036

a. Predictors: (Constant), X2, X1

Source: Processed by the researchers using SPSS (2024)

The regression analysis model shown in the data provided indicates a significant correlation between the independent variables (X1 and X2) and the dependent variable (Y). With an r-value of 0.793, it can be interpreted that there is a strong relationship between these variables. This indicates that about 79.3% of the variation in the dependent variable (consumptive behavior) can be explained by the independent variables (socio-cultural and parents' economic condition). The recorded r-Square of 0.630 indicates that 63% of the variation in consumption behavior can be predicted by the two independent variables (socio-cultural and parents' economic condition). Adjusted R Square is 0.628, meaning that the variables (socio-cultural and parents' economic condition) are quite good at explaining the dependent variable (consumptive behavior), and the rest is influenced by other factors not examined in this study. The error of the Std. Estimate of 7.785 indicates that the average error in predicting the value of Y is around 7.785. This provides an idea of how accurate this model is in predicting consumption behavior based on variables (socio-cultural and parents' economic condition).

In the statistical change analysis, the R Square change of 0.630 indicates that there is a significant increase in the model's ability to explain the variation in Y when the independent variables added. The recorded F change of 348.346 with two degrees of freedom for df1 and 410 for df2 indicates that the model is statistically significant, with a very low p-value (Sig. F Change = 0.000). This indicates that at least one of the two independent variables tested has a significant influence on the dependent variable. The Durbin-Watson value of 2.036 is close to 2, which indicates that there is no autocorrelation problem in the model residuals. This is important to understand the presence of autocorrelation can affect the validity of the regression analysis results.

Analysis of Students' Consumptive Behavior in Terms of Socio-Cultural Aspects

The results of the analysis show that the consumptive behavior of public high school students in the Sangehe Islands Regency is influenced by local socio-culture. Consumptive behavior can be defined as students' habits and tendencies in consuming goods and services, which are often influenced by social norms, values, and practices prevailing in society. The resulting regression equation, $Y = 9.353 + 0.775X1$, shows a positive relationship between the two variables. In this equation, Y represents students' consumptive behavior, while X1 represents social culture. The coefficient of 0.775 indicates that every one-unit increase in the sociocultural variable has the potential to increase students' consumptive behavior by 0.775 units. This implies that by following the existing socio-cultural perspective, students tend to adopt higher consumptive behavior.

Table 4. Partial Test Results for Socio-Cultural Variables

Model		Unstandardized		Standardize	t	Sig.
		Coefficients		d		
		B	Std. Error	Beta		
1	(Constant)	9.353	1.214		7.704	.000
	X1	.775	.030	.786	25.748	.000

Source: Processed by the researchers using SPSS (2024)

Further analysis shows that the t-count value of 25.748, which is much higher than the t-table of 1.966, provides strong evidence that socio-culture is not only influential, but also has a positive and significant effect on students' consumptive behavior. The t-count value greater than the t-table confirms a real and not coincidental relationship between these two variables. This indicates that socio-culture can be a factor that encourage students to behave consumptively. For instance, in an educational context, if the school holds a bazaar or fundraising event that involves selling goods, they will be more likely to participate and spend their money, not only to support the activity, but also to show their social status in the eyes of their peers.

Analysis of Students' Consumptive Behavior in Terms of Parents' Economic Aspects

Based on the analysis, a significant correlation has been found between parents' economic condition and the consumptive behavior of public high school students in the Sangihe Islands Regency. The resulting regression equation, $Y = 8.831 + 0.781X_2$, clearly illustrates how the parental economic variable (X_2) influences students' consumptive behavior (Y). In other words, for every one-unit increase in parents' economic level, there is a corresponding 0.781-unit increase in students' consumptive behavior.

Table 5. Partial Test Results of Economic Variables of Parents

Model		Unstandardized		Standardize	t	Sig.
		Coefficients		d		
		B	Std. Error	Beta		
1	(Constant)	8.831	1.216		7.261	.000
	X2	.781	.030	.790	26.124	.000

Source: Processed by the researchers using SPSS (2024)

Further analysis through the t-test shows that the t-count value of 26.124 far exceeds the t-table value of 1.966. This is a very strong indicator that the influence of parents' economy on students' consumptive behavior is not only present, but also very significant. This suggests that parental economics serves as the main driving factor that influences how students behave in terms of consumption (Hisyam et al. 2024). In many cases, students who come from families with higher economic status tend to have better access to more expensive goods and services, which in turn shapes their consumption patterns.

The positive coefficient contained in this regression equation indicates a significant direct relationship between parental economy and consumptive behavior. The higher the economic status of parents, the greater the tendency of students to consumptive behavior. This is in line with the view that children who grow up in resource-rich environments tend to develop a preference for luxury goods and a more consumptive lifestyle. Parenting patterns applied by parents also play an important role in shaping children's character.

Discussion

This study descriptively describes the consumptive behavior of public high school students in terms of the socio-cultural and economic aspects of parents in the coastal Sangihe Islands Regency. The consumptive behavior of students in Sangihe Regency is strongly influenced by the socio-cultural and economic aspects of parents. In a society that tends to be materialistic, adolescents often feel pressured to have certain items that are considered to increase social status in the surrounding environment. This is in line with research by (Zlatanova-

Pazheva 2024), which states that consumptive behavior can be triggered by various factors, including social norms prevailing in society. Students often feel the need to buy certain items to be accepted in social groups.

Students' Consumptive Behavior is Influenced by Parents' Socio-Cultural Factors and Economic Conditions

Simultaneous analysis shows that both socio-cultural and economic aspects of parents have a significant influence on students' consumptive behavior. With a coefficient for the socio-cultural variable of 0.315 and for the parental economy of 0.474, it can be concluded that these two variables complement each other in shaping students' consumptive behavior. The recorded R Square of 0.630 indicates that 63% of the variation in consumption behavior can be predicted by both socio-cultural and parental economic variables. This reflects the fact that students are not only influenced by their parents' economic conditions, but also by the norms and values prevailing in society. The interaction between these two factors creates a complex dynamic in the consumptive behavior of school adolescents. Students who have access to consumer goods through parental economic support may feel more confident to participate in social activities that require them to demonstrate status, thus reinforcing the cycle of excessive consumption. In this simultaneous analysis, parental economic influence is more dominant than social culture. This reflects the reality that economic factors are often the main driver in consumption behavior, where access to adequate financial resources can open up opportunities for individuals to engage in higher consumptive behavior.

This encourages researchers to further analyze into how the socio-cultural and economic aspects of parents interact in shaping student consumption behavior. Socio-cultural aspects include norms, values, and expectations internalized by individuals in their social environment. In a society that highly values status and prestige, students may be encouraged to consume certain goods to be accepted in their social group. Parents' economic factors play an important role in providing adequate resources needed to fulfill children's consumption needs (Anisha 2024). When parents have sufficient income, they can provide access to their children to purchase goods that may not be affordable to students from lower economic backgrounds. This suggests that parents' economic condition not only affects their financial capability, but also shapes their mindset and broader consumption behavior.

In addition, the interaction between these two factors creates a complex dynamic. Students who come from rich families tend to feel more comfortable showing off their belongings in front of their peers, which can then create social pressure for other students to follow suit. This can lead to a cycle of overconsumption, where students feel the need to constantly buy new items to keep up with their peers. Students who are exposed to a competitive social environment tend to spend more money on consumer goods even though they are not needed.

In examining consumptive behavior, it is necessary to consider the impact of social media, which is increasingly dominant in the lives of adolescents today. Social media often displays glamorous lifestyles and luxury goods that can increase students' desire to consume more. A study by (Khairinal et al. 2022) noted that students, who are active on social media, tend to have higher consumption behavior because they have been exposed to advertisements and content that encourage students to buy certain items. Thus, the interaction between socio-cultural, parental economic, and social media factors also creates a complex environment that can significantly influence students' consumption behavior. This suggests that while economic and socio-cultural factors play an important role, other dimensions need to be considered to fully understand students' consumption behavior.

Students' Consumptive Behavior is Influenced by Parental Socio-Cultural Factors

The consumptive behavior of students in Coastal Sangihe Regency is strongly influenced by socio-cultural aspects. In this study, socio-culture includes norms, values, and practices that develop in society. The results of the regression analysis show that the socio-cultural variable has a significant positive coefficient of 0.775, which means that any increase in socio-cultural aspects has the potential to increase students' consumptive behavior by 0.775 units. This is in line with the theory that adolescents tend to adapt their behavior to group norms to gain social acceptance (Chiu et al. 2014).

This behavior can be seen in students' daily activities, where they often engage in fashion trends or the latest gadgets as status symbols. Previous research shows that adolescents, who are exposed to high consumption

culture, such as advertisements and social media, are more likely to engage in consumptive behavior. In addition, the growing show-off culture among adolescents encourages buying items that are not always necessary, but rather a desire to show status in front of peers.

One of the impacts of socio-cultural influences is the emergence of the phenomenon of prestige among students. Even though the student comes from a lower income family, they may feel pressured to buy certain items so as not to be considered "out of date" or "out of touch". This shows that social norms that prioritize materialism can trigger excessive consumptive behavior, especially in adolescents who are in the identity search stage (Falentini, Taufik, and Mudjiran 2013).

In analyzing how these socio-cultural influences may vary depending on the local context. In areas with stronger traditions, such as in Sangehe, students may feel greater social pressure to follow existing consumption trends. With new trends in clothing fashions that are popular among teenagers, students may feel the need to purchase these clothes to remain accepted in their social group. On the other hand, in more urbanized and modern areas, socio-cultural influences may focus more on advertising and marketing, where students are influenced by social media and influencers to adopt a more globalized consumptive lifestyle.

From an economic point of view, this consumptive behavior of students can also have a wider impact. Increased consumption among students can boost local economic growth, especially if they buy products from small and medium-sized enterprises in their area. This creates a positive cycle where increased demand for goods and services can contribute to job creation and increased income for local communities. However, it is important to know that excessive consumptive behavior can also lead to problems, such as unnecessary debt and financial pressure on students' families.

Students' Consumptive Behavior is Influenced by Parents' Economic Conditions

The economic aspect of parents also plays an important role in shaping students' consumptive behavior. The analysis results show that the parental economic variable has a coefficient of 0.781, which indicates that each one-unit increase in parental economy contributes to an increase in student consumptive behavior by 0.781 units. This indicates that students from families with higher economic status tend to be more consumptive than students from low-income families. Consumptive behavior is more prominent among students from wealthier families who have better access to luxury goods and more expensive services. Financially well-off parents are often more permissive in fulfilling their children's desires, thus creating an environment that supports consumptive behavior. In addition, parenting practices, such as providing more pocket money, also contribute to increased consumptive behavior. Students who get a larger monthly allowance from their parents are often used to buying unnecessary items, such as branded clothes or the latest gadgets, which ultimately increases consumptive behavior.

The influence of parental economics on consumptive behavior is not always negative. In some cases, families with higher economic levels can provide better financial education to their children. This education can help children understand the importance of money management and avoid unhealthy consumptive behavior. Children who are taught about investing and saving early on tend to be wiser in making consumption decisions, even though they have greater access to luxury goods. On the other hand, children from lower economic families may not have the same access to financial education, which may lead them to get trapped in unhealthy consumption patterns. They may feel compelled to buy things they don't need just to fit in with their peers or to improve their social status. In this study, parental economics not only affects children's financial capability, but also shapes their values and attitudes toward money and consumption.

Various relevant studies have concluded that parents' economic conditions significantly impact students' consumptive behavior (Khairinal et al. 2022). Consumptive behavior in children can be mitigated through parental economic education, enabling parents to guide their children toward consuming only necessary goods and encouraging a habit of saving.

CONCLUSION

Based on the analysis, it can be concluded that the consumptive behavior of students in the Sangehe Regency is strongly influenced by the socio-cultural and economic aspects of parents. Students who grow up in

social environments that encourage consumption are more likely to exhibit active shopping behavior. Similarly, favorable parental economic conditions contribute to higher consumption patterns among students. To address this, parents and educators must provide teenagers with a better understanding of financial management and the principles of healthy consumption behavior. Teaching financial values and the importance of financial planning can help students differentiate between needs and wants. Schools can also play a critical role by integrating entrepreneurship and financial literacy education into their curriculum, enabling students to develop a more informed mindset when dealing with social pressures to spend

This research has limitations in terms of the number of samples taken. Although 413 respondents have provided a fairly representative picture, this study is still limited to one geographical area of the Sangehe Islands Regency. Therefore, the results of this study may not be fully generalizable to a wider population. Future research is expected to cover a wider and more diverse sample, including urban and rural areas, to obtain a more comprehensive picture of students' consumptive behavior. In addition, more in-depth research on the influence of psychological and situational factors on consumptive behavior also needs to be conducted to understand more complex dynamics.

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