SPENDING HABITS OF GEN Z: HOW FINANCIAL LITERACY, LIFESTYLE, AND SELF-CONTROL SHAPE CONSUMER BEHAVIOR IN YOGYAKARTA

Nur Aliza, Tri Harsini Wahyuningsih*, Ascariena Rafinda

Management, Sekolah Tinggi Ilmu Manajemen YKPN Yogyakarta, Indonesia
*Email corresponding author: triharsiniw@stimykpn.ac.id

Abstract

This study aims to analyze the influence of financial literacy, lifestyle, and self-control on the consumptive behavior of Generation Z in the Special Region of Yogyakarta. A quantitative approach was used, with data collected through an online questionnaire. The respondents comprised 100 Generation Z individuals residing in the Special Region of Yogyakarta. The data collected were analyzed using multiple linear regression. The results showed that financial literacy has a significant positive effect on consumptive behavior, and lifestyle has a significant positive effect on consumptive behavior. In contrast, self-control has a significant negative effect on consumptive behavior. The coefficient of determination of 71.6% indicates that these three variables collectively influence the consumptive behavior of Generation Z. In comparison, the remaining 28.4% is attributed to other variables not included in this study.

Keywords: financial literacy, lifestyle, self-control, consumptive behavior, Generation Z

Classification:
Empirical Paper

History:
Submitted:
May 5, 2025

Revised:
May 24, 2025

Accepted:
May 30, 2025

INTRODUCTION

Generation Z, or digital natives or iGen, is a cohort born between 1997 and 2012, characterized by their deep integration with technology and digital environments (Adityara & Rakhman, 2019). With constant internet and social media access, this generation exhibits distinct consumer behavior patterns, notably a heightened tendency toward consumptive behavior. Consumptive behavior refers to the excessive consumption of goods and services, often driven by desires rather than needs, and influenced by various psychological, social, and economic factors. (Patricia & Handayani, 2014; Sudiro & Asandimitra, 2022).

Numerous studies have identified variables influencing consumptive behavior, such as financial literacy, lifestyle, and self-control. (Haq et al., 2023; Nainggolan, 2022; Rahmawati & Putri, 2023). However, the findings regarding these three variables are still inconclusive. While some research suggests a significant negative relationship between financial literacy and consumptive behavior (Nainggolan, 2022; Sudiro & Asandimitra, 2022), others found the relationship insignificant or even positive (Septiani et al., 2023).

Lifestyle has also been found to significantly affect consumptive tendencies, mainly due to the influence of social media and online shopping trends that promote consumerism (Asrun & Gunawan, 2024). Nevertheless, conflicting results still exist (Haq et al., 2023). Similarly, self-control—a psychological mechanism that governs impulsive decisions and promotes financial prudence—has been shown to inversely correlate with consumptive behavior (Nainggolan, 2022). However, other studies suggest otherwise (Asita & Manunggal, 2023).

Given these research gaps and inconsistencies, this study aims to investigate the influence of financial literacy, lifestyle, and self-control on the consumptive behavior of Generation Z in the

Special Region of Yogyakarta. The goal is to provide deeper insights into the behavioral patterns of digital-native consumers while addressing the inconsistent findings in previous literature.

The novelty of this research lies in its integrative approach that simultaneously examines financial literacy, lifestyle, and self-control within a single predictive model to explain consumptive behavior among Generation Z in Yogyakarta, Indonesia. Unlike previous studies that analyze these factors in isolation or different demographic contexts, this study focuses specifically on Gen Z, a digitally native cohort, within a culturally rich yet rapidly modernizing urban environment. The research contributes new insights by contextualizing consumer behavior in a unique socio-digital setting and demonstrating that this integrated model accounts for over 70% of behavioral variance, offering a robust framework for future studies in emerging markets.

LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

Consumptive Behavior

Consumptive behavior refers to actions driven not by rational considerations but by irrational desires (Sumartono, 2002). Both internal and external factors influence it. Internally, motivation plays a key role, as individuals are often driven by internal urges to own or use specific goods or services. Externally, several elements contribute to consumptive behavior, including lifestyle (Patricia & Handayani, 2014), advertising, reference groups, self-identification with admired figures, and family influence (Dewi et al., 2017).

Research has identified various determinants of consumptive behavior among individuals, particularly the younger generation. These include lifestyle (Patricia & Handayani, 2014), the use of electronic money (Kade, 2023), peer influence (Haq et al., 2023), demographic factors (Sudiro & Asandimitra, 2022), financial literacy (Rahmawati & Putri, 2023), self-control (Nainggolan, 2022), family environment (Dewi et al., 2017), personal income (Rahmawati & Putri, 2023), financial behavior (Dilasari, 2020), and parents' income (Asita & Manunggal, 2023).

Sumartono (2002) outlines eight behavioral indicators of consumptive tendencies, they are purchasing products due to promotional rewards, being influenced by attractive packaging, spending primarily to maintain personal appearance and social prestige, making purchases based on price rather than utility, buying to reflect a higher social status, conforming to celebrities or figures featured in advertisements, associating expensive products with increased self-confidence and trying multiple brands of similar products, even when previous items are not yet consumed. These indicators highlight how consumptive behavior often stems from emotional or symbolic motivations rather than practical needs, and how social and psychological factors shape it.

Financial Literacy

Financial literacy refers to the knowledge and understanding of financial concepts and risks and the skills, motivation, and confidence to apply this understanding to make informed financial decisions. These decisions aim to improve the financial well-being of individuals or groups and enable active participation in economic activities (Dewi et al., 2017). According to Chen & Volpe (1998), financial literacy can be measured through four key indicators: basic financial management knowledge, credit management, savings and investment management, and risk management.

Lifestyle

Lifestyle is defined as an individual's pattern of living as expressed in their activities, interests, and opinions, reflecting how they interact with their environment (Kotler & Keller, 2009). It represents a comprehensive view of how people allocate time and resources, shaped by financial capacity and time constraints. Companies targeting consumers with limited financial resources often develop cost-effective products and services, while those addressing time-constrained consumers prioritize convenience and efficiency.

Kotler and Keller (2009) identify three key dimensions of lifestyle: activities, interests, and opinions. As a psychological and behavioral construct, lifestyle plays a crucial role in consumer behavior and is frequently used as a segmentation tool in marketing and consumer research. Studies suggest that lifestyle strongly influences consumption patterns, particularly among younger generations who often express identity through consumption choices (Rahmawati & Putri, 2023).

Self-Control

Self-control refers to an individual's ability to regulate internal impulses and manage behavior independently, even without external monitoring or environmental control (Nainggolan, 2022). It is an essential psychological function that enables individuals to act according to long-term goals, rather than succumbing to immediate desires. Zulkarnain (2002) outlines five key dimensions of self-control: behavioral regulation, stimulus control, anticipation of events, interpretation of events, and decision-making ability.

Hypothesis Development

The Effect of Financial Literacy on Consumptive Behavior

Financial literacy equips individuals with the knowledge and skills to manage their finances effectively, make informed purchasing decisions, and distinguish between needs and wants. (Anatasya et al., 2024) Found that financial literacy positively influences consumptive behavior among university students, suggesting that increased financial knowledge may lead to more strategic yet consumptive spending patterns. Higher levels of financial literacy are associated with lower levels of consumptive behavior, as financially literate individuals tend to avoid impulsive or non-productive expenditures. Several empirical studies support this negative correlation. Nainggolan (2022), Haq et al., (2023) and Sudiro and Asandimitra (2022) Found that financial literacy has a significant negative effect on consumptive behavior. These results are supported by Arestha et al. (2024), who conducted a systematic literature review and concluded that financial literacy significantly impacts Generation Z's consumer behavior, emphasizing the need for targeted financial education.

H1: Financial literacy has a significant negative effect on consumptive behavior.

The Effect of Lifestyle on Consumptive Behavior

Lifestyle reflects a person's daily habits, preferences, and consumption patterns. A lavish or modern lifestyle often leads to increased consumption, as individuals purchase to maintain or elevate their social image. Prior studies by Armelia and Irianto (2021) and Praditha et al. (2023) demonstrate that lifestyle significantly positively affects consumptive behavior. These findings are supported by Anatasya et al. (2024), which shows that lifestyle significantly affects students' consumptive behavior, with a more extravagant lifestyle leading to increased consumption. ***H2: Lifestyle has a significant positive effect on consumptive behavior***.

The Effect of Self-Control on Consumptive Behavior

Self-control is the ability to regulate thoughts, emotions, and actions. Individuals with strong self-control can manage impulses, delay gratification, and resist temptations, reducing unnecessary or impulsive consumption. Empirical evidence from Rahmawati and Putri (2023) and Nainggolan (2022) confirms that self-control significantly negatively affects consumptive behavior. Ananda et al. (2024) found that self-control moderates the relationship between financial literacy and consumptive behavior, particularly in the context of PayLater usage, suggesting that self-discipline can buffer the tendency toward impulsive spending despite financial knowledge

H3: Self-control has a significant negative effect on consumptive behavior.

RESEARCH METHOD

Type and Source of Data

This study employs a quantitative research design. The primary data used is obtained directly through the distribution of questionnaires containing structured statements addressed to members of Generation Z in the Special Region of Yogyakarta.

Research Object and Subject

The object of this research comprises the independent variables: Financial Literacy (X1), Lifestyle (X2), and Self-Control (X3), while the dependent variable is Consumptive Behavior (Y). The subjects of this study are individuals from Generation Z residing in the Special Region of Yogyakarta.

Sampling Method

The population refers to the generalization area consisting of objects or subjects that possess certain qualities and characteristics defined by the researcher for analysis and conclusion (Sugiyono, 2021). The population in this study includes all Generation Z individuals residing in Yogyakarta. The sample represents a subset of the population's characteristics (Sugiyono, 2021). This study adopts a probability sampling technique using purposive sampling, where samples are selected based on specific criteria. The sample criteria include Generation Z individuals born between 1997 and 2012 and living in the Special Region of Yogyakarta. Based on (Hair et al., 2019), the minimum sample size should be five times the number of indicators analyzed. With 20 indicators, the minimum sample size required is 100 respondents.

Data Collection Method

The data were collected through an online questionnaire (Google Form). A Likert scale was used to measure responses, with five answer choices: 5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree. This technique is consistent with recommendations for structured data collection (Sugiyono, 2021).

Operational Definition

The operational definition for dependent variable and independent variables are presented in Table 1.

Table 1. Operational Definition of Variables

Variables	Indicators
Financial Literacy (X_1)	Financial literacy indicators according to Chen & Volpe (1998): a. Basic Knowledge of Financial Management b. Credit Management c. Saving and Investment Management d. Risk Management
Lifestyle (X_2)	Lifestyle indicators according to Kotler & Keller (2009): a. Activities b. Interests c. Opinions
Self – Control (X_3)	Self-control indicators according to Zulkarnain (2002): a. The ability to control behavior b. The ability to control stimuli c. The ability to anticipate events or occurrences d. The ability to interpret events or occurrences e. The ability to make decisions

Consumptive Behavior (Y)	Indicators of Consumptive Behavior according to Sumartono (2002): a. Purchasing products due to the lure of gifts or promotional rewards b. Purchasing products because of attractive packaging c. Purchasing products to maintain personal appearance and prestige d. Purchasing products based on price considerations rather than their usefulness or benefits e. Purchasing products merely to maintain a status symbol f. Using products due to conformity with the model or celebrity endorsing them g. The belief that buying expensive products increases self-confidence h. Trying more than two similar products (with different brands)

Source: Previous Studies (Chen & Volpe, 1998; Kotler & Keller, 2009; Sumartono, 2002; Zulkarnain, 2002)

RESULT AND DISCUSSION

Respondent Characteristics

The data used in this study are primary data obtained through the distribution of questionnaires. The respondents consist of Generation Z individuals residing in the Special Region of Yogyakarta. A total of 100 respondents were obtained for this study, with characteristics categorized based on year of birth, gender, last educational attainment, and occupation. The characteristics of the respondents are presented in Table 2.

Table 2. Respondent Characteristics

Characteristics	Category	Number	Percentage
Year of Birth	1997-1999	50	50%
	2000-2003	47	47%
	2004-2007	3	3%
	2008-2012	0	0%
Gender	Male	44	44%
	Female	56	56%
Last Educational Level	Senior High School/ Vocational School	22	22%
	Diploma (D3)	6	6%
	Bacherlor's Degree (or equivalent)	69	69%
	Master's Degree (or equivalent)	3	3%
	Doctoral Degree (or equivalent)	0	0%
Occupation	Student	17	17%
	Civil Servant	8	8%
	Private Employee	62	62%
	Entrepreneur	10	10%
	Housewife	2	2%
	Other	1	1%

Source: Primary Data Processing (2024)

Validity and Reliability Test

Table 3 presents the Validity Test. Based on the table, it can be seen that the calculated r-values of all questionnaire items are greater than the critical r-value (r table). Therefore, it can be concluded that all items in the questionnaire for the variables Financial Literacy (X1), Lifestyle (X2), Self-Control (X3), and Consumptive Behavior (Y) are valid.

Table 3. Validity Test

Variable	Item	*r* table	*r* calculated	Description
Financial Literacy	X1.1	0.196	0.534	Valid
	X1.2	0.196	0.717	Valid
	X1.3	0.196	0.787	Valid
	X1.4	0.196	0.705	Valid
	X1.5	0.196	0.457	Valid
	X1.6	0.196	0.436	Valid
	X1.7	0.196	0.68	Valid
	X1.8	0.196	0.562	Valid
Lifestyle	X2.1	0.196	0.707	Valid
	X2.2	0.196	0.734	Valid
	X2.3	0.196	0.859	Valid
	X2.4	0.196	0.847	Valid
	X2.5	0.196	0.834	Valid
	X2.6	0.196	0.761	Valid
	X2.7	0.196	0.877	Valid
	X2.8	0.196	0.771	Valid
	X2.9	0.196	0.676	Valid
Selfcontrol	X3.1	0.196	0.804	Valid
	X3.2	0.196	0.815	Valid
	X3.3	0.196	0.754	Valid
	X3.4	0.196	0.873	Valid
	X3.5	0.196	0.879	Valid
Consumptive Behavior	Y1	0.196	0.71	Valid
	Y2	0.196	0.861	Valid
	Y3	0.196	0.85	Valid
	Y4	0.196	0.861	Valid
	Y5	0.196	0.703	Valid
	Y6	0.196	0.872	Valid
	Y7	0.196	0.799	Valid
	Y8	0.196	0.708	Valid

Source: Primary Data Processing (2024)

Reliability test evaluates the consistency of questionnaire responses. Table 4 presents the reliability test, by using Cronbach's Alpha (α) statistical test. A construct or variable is considered reliable if it yields a Cronbach's Alpha value greater than 0.70. Based on the table below, it can be concluded that the items in the instrument are reliable and therefore suitable for use in the research.

Table 4. Reliability Test

Variable	Reliability Statistic		
	Cronbach Alpha	N of items	Description
Financial Literacy	0.764	8	Reliable
Lifestyle	0.911	9	Reliable
Selfcontrol	0.8	5	Reliable
Consumptive Behavior	0.909	8	Reliable

Source: Primary Data Processing (2024)

Classical Assumption Test

The multicollinearity test, conducted using the Variance Inflation Factor (VIF), indicated that all independent variables had VIF values below 10, confirming the absence of multicollinearity in the regression model. Additionally, the heteroscedasticity test using the Glejser method showed that all independent variables had significance values greater than 0.05, indicating that the model does not exhibit heteroscedasticity. Therefore, the regression model meets the classical assumptions required for valid analysis.

Goodness of Fit Test (F-Test)

According to Sugiyono (2021), the accuracy of a sample regression function in estimating actual values can be measured by its Goodness of Fit. This can be assessed using the F-statistic with a significance level of 0.05. If the significance value (sig.) is less than 0.05, the regression model is considered suitable for use in the study. Conversely, if the significance value is greater than 0.05, the model is deemed unsuitable. Table 5 presents the result of F-Test, The analysis results showed a significance value of 0.000, which is less than 0.05, indicating that all independent variables can accurately predict the dependent variable and that the regression model is appropriate for use in this research.

Table 5. F - Test

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	779.283	3	259.761	38.012	0.000
	Residual	656.027	96	6.834		
	Total	1435.31	99			

Source: Primary Data Processing (2024)

Partial Test (t-Test)

The t-test (partial test) is conducted to determine whether each independent variable has a significant influence on the dependent variable, as well as to identify the most dominant influencing variable, using a significance level of $\alpha = 0.05$. Table 6 presents the result of t-Test. Based on the table below, the results are as follows:

a. The financial literacy variable (X1) has a positive regression coefficient of 0.560 with a significance level of 0.000 < 0.05. However, the hypothesis (H1) stating that financial literacy has a negative and significant effect on the consumptive behavior of Gen Z in the Special Region of Yogyakarta is rejected.
b. The lifestyle variable (X2) shows a positive regression coefficient of 0.137 with a significance level of 0.001 < 0.05. Thus, the hypothesis (H2) stating that lifestyle has a positive and significant effect on the consumptive behavior of Gen Z in the Special Region of Yogyakarta is accepted.
c. The self-control variable (X3) has a negative regression coefficient of -0.689 with a significance level of 0.000 < 0.05. Therefore, the hypothesis (H3) stating that self-control has a negative and significant effect on the consumptive behavior of Gen Z in the Special Region of Yogyakarta is accepted.

This analysis supports the use of the t-test to assess the individual influence of independent variables on the dependent variable (Sugiyono, 2021).

Table 6.t - Test

Coefficients					
Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta		
(Constant)	18.478	3.036		6.086	0.000
Financial Literacy	0.56	0.084	0.468	6.655	0.000
Lifestyle	0.137	0.072	0.167	1.899	0.001
Selfcontrol	-0.698	0.099	-0.611	-7.02	0.000

Source: Primary Data Processing (2024)

Coefficient of Determination

This analysis examines the percentage contribution of the combined influence of the independent variables—financial literacy, lifestyle, and self-control—on the dependent variable, consumptive behavior. Based on the result on Table 7, an adjusted R-square value of 0.716 was obtained, indicating that 71.6% of the variance in consumptive behavior (Y) is explained by the three independent variables (X1, X2, X3), with the remaining 28.4% attributed to other factors not included in this study.

Table 7. Coefficient of Determination (R^2 Test)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.851	0.725	0.716	4.838

Source: Primary Data Processing (2024)

Discussion

Based on the hypothesis testing results, financial literacy, lifestyle, and self-control each exhibit significant relationships with consumptive behavior among Gen Z. The financial literacy variable (X1) recorded a positive regression coefficient of +0.560 with a significance of 0.000 (<0.005), indicating a significant positive effect on consumptive behavior; hence, the hypothesis positing a negative influence (H1) is rejected. This finding supports previous studies by Septiani et al. (2023), suggesting that although financial literacy plays a crucial role, its application currently fosters planned spending rather than curbing uncontrolled consumption, thereby underscoring the need for more comprehensive financial education. In parallel, the lifestyle variable (X2) demonstrated a positive regression coefficient of +0.137 with a significance of 0.001 (<0.005), confirming that lifestyle has a significant positive influence on consumptive behavior. This implies that there is a critical need to educate Gen Z on balancing their lifestyle choices with financial responsibilities to encourage a more sustainable consumption pattern. Furthermore, the self-control variable (X3) exhibited a negative regression coefficient of -0.689 with a significance of 0.000 (<0.05), indicating that higher levels of self-control significantly reduce consumptive behavior, a result that aligns with the findings of Nainggolan (2022). Consequently, enhancing self-control through targeted training in emotional management and discipline could be an effective strategy to mitigate impulsive consumption.

CONCLUSION

Based on the analysis of the influence of financial literacy, lifestyle, and self-control on the consumptive behavior of Generation Z in Yogyakarta, the study found that financial literacy (X1) has a regression coefficient of +0.560 with a significance level of 0.000 (< 0.005), indicating a significant positive effect on consumptive behavior; consequently, hypothesis H1 is not supported. In addition, the lifestyle variable (X2) demonstrated a positive coefficient of +0.137 with a significance level of 0.001 (< 0.005), confirming that lifestyle significantly and positively affects consumptive behavior (H2 supported). Conversely, self-control (X3) had a negative regression coefficient of -0.689 with a significance level of 0.000 (< 0.005), which supports H3 by showing that higher self-control leads to a significant reduction in consumptive behavior. Furthermore, the adjusted R square value of 0.716 indicates that 71.6% of the variance in consumptive behavior is explained by these independent variables, while the remaining 28.4% is attributed to factors outside the scope of this study.

In light of these findings, several recommendations are proposed. For Generation Z, it is advisable to enhance financial literacy so as to use this knowledge selectively and make rational consumption decisions, manage their lifestyle to avoid overconsumption influenced by social trends and advertisements, and improve self-control through targeted training programs or workshops to mitigate impulsive consumption. For future research, it is suggested to examine the impact of financial literacy on consumptive behavior further by incorporating additional variables such as e-money and personal income, as indicated by Kade (2023) and Rahmawati & Putri (2023) and to explore other influential factors, such as social media impact, social pressure, or consumer culture, to achieve a more comprehensive understanding of Generation Z's consumptive behavior.

This study, while offering important insights, has certain limitations that should be acknowledged. First, its scope is confined to Generation Z individuals living in the Special Region of Yogyakarta, which may limit the applicability of the findings to other populations with differing cultural, economic, or technological contexts. Second, the data were collected through self-administered online questionnaires, which may be prone to response bias or misinterpretation of items. Third, although the model demonstrates a high explanatory power, it does not incorporate other potentially relevant variables such as peer influence, digital payment habits, or exposure to social media, factors that are particularly salient for Gen Z consumers.

The results of this research have both practical and theoretical implications. On a practical level, the findings can inform the development of more comprehensive financial literacy programs that integrate not only cognitive knowledge but also behavioral and lifestyle considerations. For businesses and marketers, the insights may support the creation of more ethical and targeted strategies that account for the nuanced consumption patterns of Gen Z. Theoretically, this study contributes to the literature on consumer and behavioral finance by presenting an integrated model situated in a specific socio-cultural context, thereby offering a foundation for future comparative or longitudinal research.

REFERENCES

Adityara, S., & Rakhman, R. T. (2019). *Karakteristik Generasi Z dalam Perkembangan Diri Anak Melalui Visual*.

Ananda, N. A., Ady, S. U., & Sayidah, N. (2024). *The Role of Financial Literacy and Self-Control in Managing Students ' Consumptive Behavior with PayLater Usage Decisions as a Mediating Variable*. *3*(5), 1355–1366.

Anatasya, P. S., Putri, A. R., Kholifah, S., Oktavia, D. T., Febriani, D. D., & Pratama, B. C. (2024). The Influence of Financial Literacy, Lifestyle, and Self-control on Student Consumptive Behavior. *Asian Journal of Economics, Business and Accounting*, *24*(9), 135–145. https://doi.org/10.9734/ajeba/2024/v24i91482

Arestha, R., Camelia, C., Wanto, F., Hendy, H., & Mutiara, M. (2024). The Influence of Financial Literacy on the Consumptive Behavior of Generation Z: A Systematic Literature Review. *Jurnal Ekonomi, Akuntansi Dan Manajemen Indonesia*, *2*(2), 95–103.

https://doi.org/10.58471/jeami.v2i02.554

Armelia, Y., & Irianto, A. (2021). Pengaruh Uang Saku Dan Gaya Hidup Terhadap Perilaku Konsumtif Mahasiswa. *Jurnal Ecogen*, *4*(3), 418. https://doi.org/10.24036/jmpe.v4i3.11509

Asita, V. N., & Manunggal, S. A. M. (2023). PENGARUH LITERASI KEUANGAN, KONTROL DIRI, DAN PENDAPATAN ORANGTUA TERHADAP PERILAKU KOMSUMTIF MAHASISWA MANAJEMEN KEUANGAN SYARIAH ANGKATAN 2019-2021 UIN SAYYID ALI RAHMATULLAH TULUNGAGUNG. *JURNAL ILMIAH GLOBAL EDUCATION*, *4*(3), 1331–1341. https://doi.org/10.55681/jige.v4i3.1060

Asrun, N. A., & Gunawan, A. (2024). Pengaruh Gaya Hidup dan Media Sosial terhadap Perilaku Konsumtif Generasi Z di Kota Medan dengan Literasi Keuangan sebagai Media Intervening. *Jurnal Manajemen Bisnis Dan Keuangan*, *5*(1), 173–186. https://doi.org/10.51805/jmbk.v5i1.205

Chen, H., & Volpe, R. . (1998). An Analysis of Personal Financial Literacy Among College Students. *Financial Services Review*, *7*(2), 107–128. https://doi.org/10.1016/S1057-0810(99)80006-7%0A

Dewi, N., Rusdarti, R., & Sunarto, S. (2017). Pengaruh Lingkungan Keluarga, Teman Sebaya, Pengendalian Diri dan Literasi Keuangan Terhadap perilaku Konsumtif Mahasiswa. *Journal of Economic Education*, *6*(1), 29–35. http://journal.unnes.ac.id/sju/index.php/jeec

Dilasari. (2020). Financial literacy, financial behaviour, financial attitude, life style, locus of control. *Platform Riset Mahasiswa Akuntansi*, *1*(4), 74–87.

Hair, J. F., Black, W. ., Babin, B. J., & Anderson, R. E. (2019). *Multivariate Data Analysis*.

Haq, I. I., Tubastuvi, N., Purwidianti, W., & Widhidanono, H. (2023). Pengaruh Literasi Keuangan, Teman Sebaya, Electronic Money, Gaya Hidup, dan Kontrol Diri Terhadap Perilaku Konsumtif Mahasiswa. *Jurnal Manajemen Dan Bisnis Indonesia*, *9*(1), 73–89. https://doi.org/10.32528/jmbi.v9i1.349

Kade, I. ayu. (2023). Pengaruh Penggunaan E-Money, Gaya Hidup, Pengendalian Diri Terhadap Perilaku Konsumtif Mahasiswa Stie Surakarta. *Journal Transformation of Mandalika*, *4*(5), 160–169. http://ojs.cahayamandalika.com/index.php/jtm/issue/archive

Kotler, & Keller. (2009). *Marketing Management (13th ed.)*. Pearson Pretice Hall, Inc.

Nainggolan, H. (2022). PENGARUH LITERASI KEUANGAN, KONTROL DIRI, DAN PENGGUNAAN E-MONEY TERHADAP PERILAKU KONSUMTIF PEKERJA PRODUKSI PT PERTAMINA BALIKPAPAN. *Jesya (Jurnal Ekonomi & Ekonomi Syariah)*, *5*(1), 810–826. https://doi.org/10.36778/jesya.v5i1.574

Patricia, N. L., & Handayani, S. (2014). Pengaruh Gaya Hidup Hedonis Terhadap Perilaku Konsumtif Pada Pramugari Maskapai Penerbangan "X." *Jurnal Psikologi*, *12*(1), 10–17.

Praditha, E., Ismalia, K., & Sanjaya, V. . (2023). PENGARUH UANG SAKU BULANAN DAN GAYA HIDUP TERHADAP PERILAKU KONSUMTIF MAHASISWA KOST (Studi Kasus Pada Mahasiswa Kost Daerah Sukarame). *Jurnal Ekonomi Regional Unimal*, *5*(3), 46. https://doi.org/10.29103/jeru.v5i3.10489%0A

Rahmawati, L., & Putri, E. (2023). Pengaruh Literasi Keuangan dan Kontrol Diri Terhadap Perilaku Konsumtif Mahasiswa Pendidikan Ekonomi Universitas Panca Sakti Bekasi. *Jurnal Pendidikan Ekonomi (JUPE)*, *11*(3), 313–319. https://doi.org/10.26740/jupe.v11n3.p313-319

Septiani, D., Syahza, A., & Riadi, R. . (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

Sudiro, P. I., & Asandimitra, N. (2022). Pengaruh Financial Literacy, Uang Elektronik, Demografi, Gaya Hidup, Dan Kontrol Diri Terhadap Perilaku Konsumtif Generasi Milenial. *Jurnal Ilmu Manajemen*, *10*(1), 160–172.

Sugiyono. (2021). *Metode Penelitian & Pengembangan Research & Development*. Alfabeta.

Sumartono. (2002). *Terperangkap Dalam Iklan: Meneropong Imbas Pesan Iklan Komputer*. CV Alfabeta.

Zulkarnain. (2002). *Hubungan Kontrol Diri Dengan Kreativitas Pekerja*. Universitas Sumatera Utara.