

The Effect of Socio-Economy Status of Family and Peer Group on the Consumptive Behavior for the Sixth Grade Students of SD Lab Undiksha Singaraja

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Abstract

This study has the purpose to determine the effect of socioeconomic status of the family and peer groups of the consumptive behavior of primary school students. This study falls under the category of quantitative research that uses numbers or statistics of the variables to be considered separately and then connected. This study is analyzed with regression analysis techniques and methods of data collection in the form of a questionnaire. The results showed that the socio-economic status of parents has a partial effect on the consumptive behavior of students. Peer group has a partial effect on the consumptive behavior of students. Socio-economic status of parents and peer groups influence 51.7% of the consumptive behavior of students and as many as 48.3% are influenced by other factors.

Keywords: Socio-Economic Status, Peer Group, Consumptive Behavior.

1. Background

The limited resources of a person result in that person not being able to meet any desired. In terms of economic concepts to distinguish between needs and wants. Needs are usually based on the fact that a person has the ability to meet/buy it, while desire is usually not based on the ability to meet them. Fundamental economic concepts become very important for people to manage the limited resources to be used efficiently. This will affect the behavior of human consumption in terms of meeting their needs. Humans have necessary management capabilities to achieve a certain goal efficiently and effectively. Everyone has his individual needs. The need is trying to be met in a manner that is different. There is a reasonable basis to meet their needs, and there is also excessive in the fulfillment of their needs. This causes people to behave consumptively. Consumptive behavior as it occurs in almost all walks of life.

Consumptive behavior is a pattern of life of individuals represented by actions and habits, also described how individuals integrate into their environment and reflect the individual in the act and behavior. In addition, consumptive behavior can also mean a pattern of individual life expressed in activities, interests and earnings for his money and how to spend time. Consumptive behavior is also a behavior of buying and using goods that are not based on rational considerations and has the tendency to consume something without boundaries where people are more concerned than the needs and desires of factors characterized by their luxurious life satisfaction and physical comfort.

The factors that could affect a person to behave consumptively (Mangkunegara, 2002) include: culture, social class, belief groups, peer groups, family, learning experience, personality, attitudes and beliefs, self-concept and lifestyle. Philomena (2015) also found that there is a relationship between the perceived level of children's involvement in decision-making purchase with demographic factors, socio-cultural and economic.

Family factors, especially socioeconomic status of the family would have a role on the development of children, that with the enough economy, the material facing children in the family, more broadly, will have wider opportunities to use money given to fulfill the necessary requirements. In addition to the main and first place in the provision of education, the family also has a function as a place to acquire a skill, knowledge and skills. In the first families that children learn to live and preserve life. The failure of most of the family or lack of family in creating a function and its role in the development of human resources, is a separate issue that involves various aspects such as low family educational level, lack of economic capacity, or the level of the family and other communities. Al-Natalka (2014) stated that socioeconomic status influences parents in the education of their children. Similarly, opinion Webley et al. (2006) that finances the parents have a clear impact on the economic behavior of children.

Peer groups influence the decision to buy the goods. Therefore, when a friend buys a certain product or other goods, they also want to buy. Peers are a group of children with the same level of maturity and applying the principles of coexistence and mutual influence among group members. Kiriinya, et al. (2014) suggested that children significantly influence family purchasing decisions because of peer pressure. Similarly Agada (2012) stated that the peer group has a significant influence on the purchasing decisions of their colleagues. It is also in line with Hurlock (1996), stated that the influence of peers is very big. This can be seen in terms of their physical appearance. Peer groups evaluate themselves based on objects belonging, independence, school, social membership and how much money is spent. This is a "status symbol" that raised the prestige among peers. In

addition, personal adjustment is influenced by attitude peers on clothes, then most people strive to adapt to what the groups in terms of dress. Hassan et al (2014) also found Students must choose the right partner to improve the lifestyle, behavior, and academic performance.

In this case, all consumptives will buy a product. Although it is often found that many consumptives act rationally, but many of them do not behave rationally or according as he pleases. Finally buy goods that are not so required, such behavior is called unplanned behavior (impulsive behavior) that ultimately lead to consumptive behavior (Swasta& Harbison, 2000). Consumptive behavior can be interpreted as a fulfillment for yourself excessively regardless of the circumstances around (Nasrudin, 2007).

This study will highlight the sixth grade primary school students who are students in the transition to secondary school. Along with the development of biological, psychological, social and economic, is entering a stage where students are wiser and is more capable of making their own decisions. This increases the students' independence, as well as its position as a consumptive. Students have the option to be independent of what they do with their own money and decide what product they wants to buy. Therefore, researchers are interested in conducting further research on "The Effect of Socioeconomic Status of the Family and Peer Group on Consumptive Behavior for Sixth Grade Students of SD Lab Undiksha Singaraja".

2. Socioeconomic Status of Family

Santrock (2007: 282) stated that socio-economic status as grouping people based on common characteristics of employment, education and economic. Socioeconomic status showed inequality. In general, members of the public have (1) a varied job prestige, and some individuals have greater access to jobs of higher status than others; (2) different levels of education, there are some individuals who have greater access to a better education than others; (3) different economic resources; (4) the power to influence public institutions. Differences in the ability to control resources and participate in society rewards produce unequal opportunities.

Another understanding about social status were also expressed by the Improvement Suyanto (2004) is generally someone in the community in relation to others, in the sense of their peers, prestige, rights and obligations. Horton and Hunt (1993) stated that social status is a position or positions in society with the duty and privilege of the match, while Campbell (2003), the role and social status of a generally participate in the group during his life-family, club, organization. The position of a person in each group can be identified in the role and status.

According to Horton and Hunt (1993) socioeconomic status is said to be state of the level of education, occupation and income to classify a person in the social classes. Polak (1976), revealed the socio-economic status is a person's social position in the group and in the community. Dynamic aspects of social status and social role that is expected of individuals occupying a particular position in society, including in social status. Cohen (1983: 243) stated that regarding the social status or social class is defined as a unit of society different from other societies in terms of value, prestige, activities, wealth, and personal possessions as well as social etiquette. This is also reinforced by the opinions Soekanto (2009) to measure a person's social status in society, usually worn by certain classifications based on a measure of wealth, power, honor, knowledge, charisma and popularity.

3. Peer Group

Peer groups are not concerned with the structure of the organization, yet among the group members feel a responsibility for the successes and failures in the group (Santosa, 2004). Similarly, Chaplin (2006), said peer group is a group in which children can associate themselves. The group itself has meaning two or more individuals who interact face-to-face that each is aware of the existence of the membership and others in the group as well as the interdependence positively in achieving common goals. Similar statements were also expressed by Kartono (2004), stating that the group consists of two or more individuals who have been together in a relationship of certain psychic, where the condition of individual means for others, and the interplay of personalities others.

The group is a collection of individuals who interact consisting of two or more people, interdependent, influence each other, and together combine to achieve the goal (Sarwono, 2001). There is a reciprocal relationship between individuals with similar interests in reaching goal. Peers themselves have the meanings that people his own age and social groups, such as school friends and perhaps a coworker or neighbor (Agus, 2002). According to Santrock (2003), peer group is children or adolescents with age or maturity level of the same, peers provides a means for comparison to be socially and resources about the world outside the family. Based on the above, it can be concluded that the peer group is a group of children with the same level of maturity and applying the principles of living together and mutual influence among group members. It is also disclosed Mappiare (1982), that the factors that influence the peer group, among others, the appearance and actions, the ability to think, attitude, nature and feelings, personal, generous, co-operative and helpful member of the group. As for the aspects of the peer group, according Santosa (2004), namely the development of the process of socialization, the need to receive an award, it needs the attention of others, wants to find his world.

4. Consumptive Behaviour

Behavior is the response or reaction of the individual embodied in the movement (gesture), not just the body or speech. Consumptive behavior is the desire to consume goods that are actually less necessary excessively to achieve maximum satisfaction (Tambunan, 2001). Consumptive behavior is the act of buying goods rather than to meet the needs but to satisfy the desire, which is carried out excessively that lead to waste and inefficiency (Suyasa, 2004). In line with these opinions, Widiastuti (2003), states consumptive behavior as the behavior of excessive consumption, for a variety of pleasure and desire that is alternative or to limit one's social status. Similarly, Tambunan (2006), explains consumptive behavior is the desire to consume goods that are actually less necessary excessively to achieve maximum satisfaction. Swasta & Handoko (1997), consumption behavior is an action that directly involved in obtaining, consuming, and spent products and services including the decision process that preceded this action. Sumartono (2002) stated that the definition of the concept of consumptive behavior is very varied, but essentially the estuary of the understanding of consumptive behavior is to buy goods without rational consideration or not on the basis of basic necessities. Kamaruddin & Mokhlis (2003) revealed that some consumptive formal education is important to grow the consumption behavior of children and adolescents consciously and efficiently. Roberti (2014) obtained the findings that the family as an agent of socialization consumptive fundamentals. Consumptive skills derived from household spending.

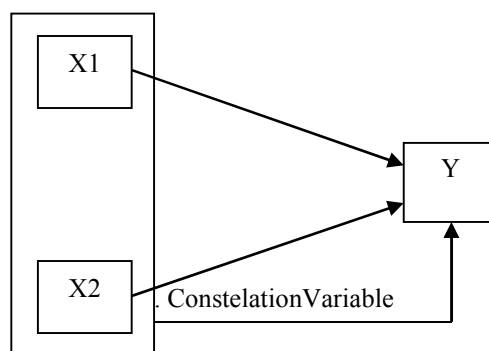
Based on some of these opinions, it can be concluded that consumptive behavior is an act of buying goods made superfluous only to meet or satisfy the desires without thinking about the usefulness of the goods purchased. Excessive buying behavior no longer reflect the human attempts to exploit economically money but consumptive behavior is used as a means to present themselves in a way that is less precise. Such behavior illustrates something irrational and compulsive so economically lead to waste and inefficiency. Someone in consuming a goods or services is no longer to meet the needs of sheer, but also the desire to satisfy the pleasures that are influenced by a person's social interaction in his life. This desire often encourage people to buy items that are not needed.

Student activities are often carried out in consuming a good or service that is: the consumption of food, clothing consumption, the consumption of watches, consumptive bags, shoes consumption. Gilarso (1994) suggested that the factors that influence consumption behavior, among others: (1) the individual factors, (2) economic factors, (3) social factors, (4) cultural factors. A similar opinion was also presented by the Swasta & Handoko (2000), that the factors that influence consumptive behavior is the presence of internal factors and external factors.

5. Research Methods

This research is a quantitative research that uses numbers or statistics of the variables to be considered separately and then connected. This study uses regression analysis techniques. This study uses the entire population of primary school students of the sixth grade of SD Lab Undiksha Singaraja. According to Zuriah (2006:116) population is the entire data into researchers' attention in a scope and time specified.

In this research there are variables, among others: consumptive behavior as the dependent variable, socioeconomic status, and the peer group as the independent variable. Relationships or constellations of variable socioeconomic status, peer group variable and variable consumptive behavior can be described as follows.



Note:

X1 = Socioeconomics Status Variable

X2 = Peer Group Variable

Y = Consumptive BehaviorVariabel

In this study, it will be use data collection method in the form of a questionnaire. Analysis of the data used in this research is multiple regression analysis. It is necessary prerequisite test such as: the data distribution normality test, autocorrelation test, multicollinearity test, test and test heterokedastisitas linearity

To test the hypothesis the first and second test used a simple correlation that is the product moment correlation with the following formula:

$$r_{xy} = \frac{N\sum XY - \sum X\sum Y}{\sqrt{(N\sum X^2 - (\sum X)^2)(N\sum Y^2 - (\sum Y)^2)}} \quad (\text{Sugiyono, 1999:182})$$

For the third hypothesis testing, it used multiple regression analysis with the following formula:

$$R_{y(1,2)} = \sqrt{\frac{a_1 \sum x_1 y + a_2 \sum x_2 y}{\sum y^2}} \quad (\text{Hadi, 1987:33})$$

6. Research Finding and Discussion

This research was conducted at SD Lab Undiksha for the sixth grade, as many as 34 students. From the graph with SPSS normality test results, it can be seen that the PP plots spread around the diagonal line and does not stray far from the diagonal line, so that it can be interpreted that the normal distribution of data. Based on autocorrelation test concluded that there is no autocorrelation between socioeconomic status, peer groups and consumptive behavior. From the calculation multicollinearity test was done using SPSS turns VIF value close to 1 for all the independent variables, as well as tolerance value close to 1 for all the independent variables. Thus, the regression between the variables of socioeconomic status and the peer group on consumptive behavior does not occur multicollinearity between independent variables. The test results heterokedastisity is done using SPSS can be concluded that no heterokedastisity. The linearity of the test results that have been done using SPSS program known that the Sig. > Alpha and the F- count < F-table, it can be concluded that the regression line is linear.

Based on the analysis the influence of socio-economic status of parents of students of consumptive behavior, it has been proven that there are significant socio-economic status of parents of students of consumptive behavior. This is shown by the results of the calculation t-count > t-table (3.767 > 2.036). Socio-economic status of parents also partial effect on the consumptive behavior of students with the calculation t-count > t-table (2,197 > 2,036). The results of data analysis the influence of the peer group on consumptive behavior of students, has proven that there is influence of the peer group of the consumptive behavior of students. This is shown by the results of the calculation t-count > t-table (5.051 > 2.036). The peer group also partial effect on the consumptive behavior of students with the calculation t-count > t-table (3.737 > 2.036).

Based on the analysis, the influence of socio-economic status of parents and the peer group on the consumptive behavior of students, it has been proven that the socio-economic status of parents and peer groups simultaneously affect the calculation of the consumptive behavior of students with 16.587 > 3.30 (F-count > F-table), From the calculation of R and R2 stated that the influence of socio-economic status of parents and peer groups on the consumptive behavior of students amounted to 0,517 (51.7%). This means that the socio-economic status of parents and peer groups influence for 51.7% of the consumptive behavior of students and as many as 48.3% are influenced by other factors.

7. Conclusion

Based on the research finding and discussion, a number of conclusions are as follows:

- 7.1. Socio-economic status of parents influence on consumptive behavior of students with the calculated t-count > t-table (3.767 > 2.036). Socio-economic status of parents also has partial effect on the consumptive behavior of students with the calculation t-count > t-table (2,197 > 2,036).
- 7.2. The peer group has influence on consumptive behavior of students with the calculated t-count > t-table (5.051 > 2.036). The peer group also partial effect on the consumptive behavior of students with the calculation t-count > t-table (3.737 > 2.036).
- 7.3. Socio-economic status of parents and peer groups simultaneously affect the calculation of the consumptive behavior of students with 16.587 > 3.30 (F-count > F-table). Socioeconomic of parents and peer groups have influence of 51.7% for the consumptive behavior of students.

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