

The Influence of Social Media and Lifestyle on the Consumer Behavior of Students at SMA Negeri 54 Jakarta

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ABSTRACT

This study investigates how students' social media use and lifestyle influence their consumer behavior. A total of 234 students from SMA Negeri 54 Jakarta participated in this quantitative research. Data were collected using a questionnaire and analyzed using Structural Equation Modeling (SEM) with SmartPLS. The results showed that social media significantly influences lifestyle with a path coefficient of 0.791, and lifestyle influences consumer behavior with a path coefficient of 0.550. In addition, social media also influences consumer behavior directly with a path coefficient of 0.210, as well as indirectly through lifestyle as a mediating variable with a path coefficient of 0.435. These findings confirm that the use of social media and lifestyle have a significant contribution in shaping students' consumer behavior.

INTRODUCTION

One form of technological advancement is the emergence of new media. New media refers to media formats emerging in the digital world, differing from conventional media. According to Ahmadi (2020), the emergence of new media, stemming from advances in information technology, has the ability to offer a wide variety of information to the public. One tangible manifestation of new media that is most closely related to people's daily lives today is social media.

Today's teenagers are so immersed in social media, that it has become a major aspect of their daily lives, including high school students. Through social media, students are exposed to a variety of content showcasing lifestyles, current trends, and even product promotions, which can influence their purchasing decisions. Social media, originally used for communication and entertainment, has now evolved into a tool that helps shape users' consumption preferences and lifestyles. According to (Fransisca & Erdiansyah, 2020) social media can trigger a person's consumer behavior, starting from viewing profiles or seeing friends' posts which give rise to feelings of envy and the urge to achieve personal satisfaction.

Lifestyles shaped by intense social media use tend to lead to consumerist behavior. Students may be driven to purchase trendy items, not out of necessity, but rather by the influence of their digital environment and the desire to conform to standards displayed on social media. This is a crucial concern in education, as consumerist behavior can impact students' financial habits from an early age. According to (Fungky et al., 2021) Lifestyle can be described as the way an individual lives, which can be observed through their routines, preferences, and personal views. Essentially, it's how a person manages their time and money. Everyone will gradually follow this trend.

This research is based on the researcher's experience during a Teaching Skills Practice at SMA Negeri 54 Jakarta, where they discovered a tendency for students to use social media intensively, accompanied by a consumerist lifestyle. Based on this phenomenon, This research seeks to examine how social media and lifestyle contribute to students' consumer behavior and examines how lifestyle serves as a bridge in connecting the influence of social media with consumer behavior.

LITERATURE REVIEW

Theory of Reasoned Action

According to (Namoco & Zaharudin, 2021) The theory of reasoned action consists of three main aspects: intention (reflected through actions or behavior in a specific way), attitude (refers to the actions or attitudes of individuals that contribute good or bad impacts to the existence of others), and subjective norms (an individual's views or beliefs that can be observed and accepted by others). Theory of reasoned action explains that individual behavior is influenced by intention to behave, which in turn is influenced by attitude and subjective norms. According to (García et al., 2020) Subjective norms arise from an individual's perception of what is appropriate or inappropriate to do, based on the likelihood of receiving rewards or sanctions for that behavior. In the context of social media

use, information and norms disseminated through digital media can influence individual attitudes toward consumption and encourage consumptive behavior.

Consumer behavior according to (Khairinal et al., 2022) is when a person spends or purchases large amounts of goods or services irrationally. This behavior is economically wasteful, prioritizing pleasure over need, and psychologically causes the same anxiety and insecurity as other adolescents. Findings from previous studies (Nabil et al., 2024) have shown that social media influences individual consumer behavior, in this context, college students. People who are often exposed to social media content are generally more susceptible to influence, which can lead them to purchase unnecessary or inappropriate items.

H1: Social media influences student consumer behavior.

Carl R. Rogers' personality theory

According to (Sa'adah, 2023), this personality theory explains that, in line with Carl Rogers' self-concept, a lifestyle that prioritizes consumption can be a form of self-expression, where individuals express themselves through possessions. It can be said that the self-concept of a consumptive lifestyle is realized through consumptive behavior.

According to (Harita et al., 2022) a person's consumption patterns can be determined by their lifestyle. When someone is irrational, their lifestyle will inevitably be high, leading to consumptive behavior. Previous research (Wibawati, 2024) showed that high school students' lifestyles influence consumptive behavior, as students tend to purchase branded goods to enhance their appearance.

Within the framework of a lifestyle that prioritizes consumption, Carl Rogers' personality theory provides insight that purchasing behavior is usually not solely related to practical needs, but also involves psychological needs related to self-identity, potential realization, and social impact.

H2: Lifestyle influences students' consumer behavior.

New Media Theory

New media theory (Feroza & Misnawati, 2020) explains the ever-evolving nature of media. Media is now used to build communities within society, evolving from its former use solely as a tool for sharing information. According to (Nugroho, 2020) the term new media refers to more active digital platforms, new platforms that are constantly emerging and easily accessible.

Findings from previous research (Daniyah & Putri, 2022) highlight the importance of social media platforms in shaping people's choices and lifestyles, especially among young people. Social media now facilitates access to information, enabling students to become more than passive recipients of information but also active participants in shaping their identities and lifestyles based on the digital world.

H3: Social media influences students' lifestyles.

The Theory of Reasoned Action suggests that individual interactions with social media can have a direct impact on consumer decision-making patterns.

However, from a teenager's perspective, this impact can also occur indirectly through lifestyle patterns formed by social media exposure, as outlined in Carl R. Rogers' theory and New Media Theory. In other words, social media not only directly influences consumer behavior but also through lifestyles built from experiences and interactions in the digital world.

Studies conducted by (Wulandari et al., 2024) revealed a strong relationship involving media usage habits and purchasing behavior, in addition to consumer lifestyle, which contributes to an increase in student consumer behavior. This finding is consistent with research conducted by (Abdullah & Suja'i, 2022) which showed that social media and lifestyle both influence a person's consumer behavior.

H4: Social media influences student consumer behavior through lifestyle.

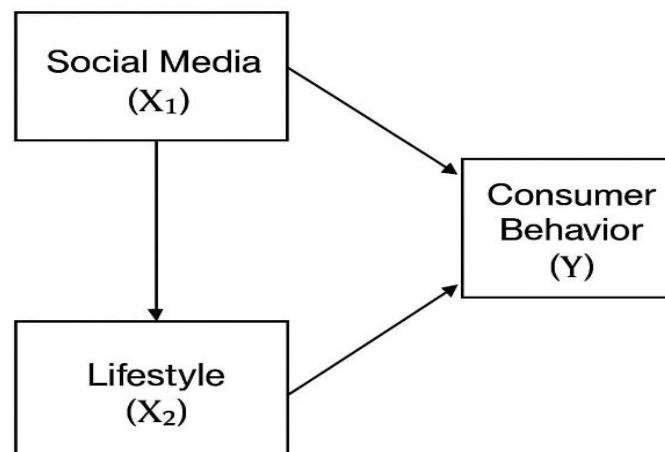


Figure 1. Conceptual Framework

METHODOLOGY

This study used a quantitative method and involved 852 students of SMA Negeri 54 Jakarta as the population during the 2023/2024 academic year. The sample in this study was obtained as many as 234 students. A stratified random sampling approach was applied as part of the probability sampling technique used in this study. For the data collection method, the research data was collected through questionnaires distributed to students of grades X and XI of SMA Negeri 54 Jakarta. Validity and reliability tests were used in this study to ensure the quality of the questionnaire. This study used Structural Equation Modeling with Partial Least Squares (SEM-PLS) for data analysis and hypothesis testing. The evaluation process involves analyzing the outer model, which represents the measurement model, and the inner model, which represents the structural model.

RESEARCH RESULT

This section describes the analytical results collected throughout the research. The analysis began with an evaluation of the measurement model, which included validity and reliability tests to ensure each construct was measured accurately and consistently. This test is crucial to ensure that the indicators used truly represent the variables studied. After verifying the quality of the measurement model, the analysis continued with the structural model to assess the relationships between variables and test the proposed hypotheses. To analyze the data, this study uses Structural Equation Modeling (SEM) with SmartPLS as the analysis platform.

a. Validity and reliability test

To ensure measurement accuracy, assessment of the validity and reliability of the instrument was carried out to ensure its accuracy, specifically checking the consistency of each construct. In this study, the Average Variance Extracted (AVE) value is used to test construct validity, while reliability is determined based on observations of Cronbach's Alpha and Composite Reliability values. A construct is considered valid when its Average Variance Extracted (AVE) exceeds 0.50, researchers confirmed reliability by ensuring that Cronbach's Alpha and Composite Reliability scores were above 0.70. The results of this assessment are presented in the following table:

Table 1. Validity and Reliability Test

Construct	Cronbach's Alpha	Composite reliability	Average Variance Extracted (AVE)
Lifestyle	0.946	0.952	0.607
Social Media	0.935	0.945	0.631
Consumer behavior	0.951	0.957	0.580

b. Hypothesis testing based on path coefficient

This analysis is carried out to test the extent to which one variable influences another variable, by referring to the t-statistic and p-value. Given that this study uses a one-way hypothesis, the resulting t-statistic needs to be greater than 1.64. The results of the hypothesis testing are shown in the following table:

Table 2. Hypothesis testing based on path coefficient

Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T statistics (O/STDEV)	P values
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Lifestyle -> consumer behavior	0.550	0.550	0.098	5.612	0.000
Social Media -> Lifestyle	0.791	0.792	0.031	25.880	0.000
Social Media -> consumer behavior	0.210	0.211	0.111	1.884	0.030
Social Media -> Lifestyle -> consumer behavior	0.435	0.436	0.081	5.342	0.000

DISCUSSION

This study uses a quantitative strategy to investigate the relationship between two independent variables – social media engagement and lifestyle – and the dependent variable, consumer behavior. The SEM-PLS approach was used to conduct the analysis, and the results of the test of the relationship between the variables are presented below.

1. The results obtained through SEM-PLS analysis show that the path coefficient value between social media variables and consumer behavior is 0.210, accompanied by a t-statistic of 1.884 and a p-value of 0.030. Considering that the t-statistic exceeds 1.64 and the p-value remains above 0.05, these findings suggest that concluded that social media has a significant effect on consumer behavior. That greater use of social media tends to be associated with a stronger tendency among students to engage in consumer behavior, especially in terms of following trends or purchasing products that appear on social media.
2. The results obtained through SEM-PLS analysis show that, the path coefficient value between lifestyle variables and consumer behavior is 0.550, the t value is 5.612 and the p value is 0.000, this shows statistical significance because the t value exceeds 1.64 and the p value is below the threshold of 0.05, these findings suggest that concluded that there is a meaningful relationship between an individual's lifestyle and their consumer behavior. This finding indicates that students with a high lifestyle tend to exhibit higher levels of consumer behavior. This can occur because an active lifestyle and following trends often encourage the desire to purchase certain products or services.
3. The SEM-PLS analysis findings indicate that social media significantly influences lifestyle, this is indicated by a path coefficient of 0.791, a t-value of 25.880, and a p-value of 0.000. Since the t-value surpasses 1.64 and the p-value is below 0.05, the result is statistically significant. This finding indicates that students who use social media more frequently tend to have

a higher lifestyle. Exposure to various digital content, such as fashion trends, celebrity lifestyles, or viral activities, can shape students' preferences and habits in their daily lives.

4. The analysis produced a coefficient value of 0.435, with a t-statistic of 5.342 and a p-value of 0.000 confirms the existence of the intermediary function of lifestyle in how social media influences consumer behavior. Therefore, it can be concluded that the influence of social media on consumer behavior is indirectly channeled through lifestyle as a mediator. In other words, as students become more engaged with social media, their consumer lifestyles become more prominent, which encourages students to engage in consumption-driven decisions. This indicates that lifestyles formed from activities on social media such as following trends, viewing influencer content, and the urge to appear according to certain standards, also increase students' consumption tendencies, especially consumption that is impulsive and based on desires, rather than needs.

CONCLUSIONS AND RECOMMENDATIONS

Social media has been shown to have a significant impact on students' lifestyle patterns, as demonstrated by research findings, but also has both direct and indirect impacts on their consumer behavior. Social media as an external influence that can shape students' preferences, habits, and mindsets in adopting certain lifestyles, which ultimately encourage consumer behavior. As a intermediary construct, lifestyle reinforces the relationship between social media and consumer behavior, meaning that exposure to content on social media can change students' lifestyles, and these changes contribute to increased consumption intensity, both in terms of frequency and types of goods purchased.

These findings indicate that today's students' consumption patterns are heavily influenced by lifestyle trends displayed on social media, which are often accepted and followed unknowingly. Therefore, it is crucial for schools, parents, and the surrounding community to provide ongoing lifestyle and digital literacy training to equip students with critical thinking skills in dealing with social media influences and to manage their consumer desires wisely and responsibly.

ADVANCED RESEARCH

There are several limitations to this study, which we hope can be considered in future research.

1. This study only focused on tenth and eleventh grade students, so the findings may not be broadly applicable to all levels of education.
2. The variables used were only social media and lifestyle.

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