THE INFLUENCE OF FINANCIAL LITERACY AND THE AMOUNT OF POCKET MONEY ON CONSUMPTION BEHAVIOR THROUGH LIFESTYLE OF ECONOMIC EDUCATION STUDENTS OF UNIVERSITAS PGRI MPU SINDOK

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ABSTRACT

In the current Gen Z era, the majority of college students prefer to purchase products online rather than offline, as online purchases are more affordable than offline purchases. Given this phenomenon, researchers are interested in delving deeper into analyzing the influence of financial literacy and pocket money on consumer behavior, with lifestyle as a mediating variable, on economics education students at Universitas PGRI MPU Sindok. This study used a quantitative approach. This research was conducted in the Economics Education Study Program at Universitas PGRI MPU Sindok, with a population of 146 students in semesters 1, 3, 5, and 7. The sample size of this study was 20 students selected through proportional sampling using the Slovin formula with a 5% error rate. The data collection technique used a questionnaire. The data analysis technique used the SEM-PLS test with the help of the SmartPLS 4.0.9.2 software program. The results of the study were 1) Financial literacy has a positive and insignificant effect on consumption behavior, 2) Financial literacy has a positive and significant effect on lifestyle, 3) The amount of pocket money has a positive and insignificant effect on consumption behavior, 4) The amount of pocket money has a positive and significant effect on lifestyle, 5) Lifestyle has a positive and insignificant effect on consumption behavior, 6) Financial literacy has a positive and insignificant effect on consumption behavior through lifestyle, 7) The amount of pocket money has a positive and insignificant effect on consumption behavior through lifestyle. A limitation of this study is that there were only two independent variables used to measure students' entrepreneurial interest: financial literacy and pocket money. Therefore, future research is expected to add other independent variables not included in this study. The population used was only students majoring in Economics at Universitas PGRI MPU Sindok. Therefore, future research is expected to reach students beyond Universitas PGRI MPU Sindok.

Keywords: *Financial Literacy, Pocket Money, Lifestyle, Consumption Behavior*

A. INTRODUCTION

The global economy is characterized by the free mobility of goods and services across countries, with the current rapid development of information and technology and its unlimited distribution.(Chuk et al., 2022; Putri Ekanova et al., 2022; Rahayu & Jamiat, 2021; Wahyuningtyas & Kusuma, 2021). Online shopping has become a current trend because the application is very easy to use and there are many product options so it is easy to access. (Buana & Patrisia, 2021; Choirunnisa, 2021; Novitasari & Septiana, 2021). Many students spend their pocket money to fulfill their lifestyle, without managing their pocket money properly, which results in excessive consumption behavior. (Adiwinata et al., 2021; Akbar et al., 2022; Nisak & Sulistyowati, 2022). However, in fact, Indonesian society also tends to be more consumptive, this is reflected in the decline *Marginal Propensity to Save (MPS)* and increasing *Marginal Propensity to Consumption (MPC)* for the last five years (Arianti, 2021; Rustantono et al., 2022)

Financial Literacy is a series of activities that increase people's understanding of finance, their ability to manage finances, and their ability to achieve financial success, with indicators of financial knowledge, financial attitude, and financial behavior. *The amount of pocket money* is the nominal amount of pocket money received by students from their parents for each activity on and

off campus, with indicators of the amount of pocket money received, the amount of pocket money spent, and pocket money savings funds. *Lifestyle* is a combination of their financial decisions and time management, which ultimately determines how they live their lives, with indicators of activities, interests, and opinions. *Consumption Behavior* is an action that is directly involved in obtaining, consuming, and spending a product or service, including the need processes that precede and follow this action, with indicators of impulsive buying, waste, and pleasure seeking.

Based on the researcher's observations, many of today's students face internal contradictions, ranging from lifestyles that don't align with their ethics and educational attainment, to those that conflict with their family's financial situation. However, most students continue to push themselves to be on par with those around them, who may be financially stable. Unbeknownst to them, they have entered urban society, which places a high premium on appearance. Coming from villages and remote areas of the city, they are automatically far from family supervision, allowing them to freely adapt to whatever environment they choose, without considering the potential consequences. Campuses should be places for students to gain knowledge, exchange ideas, socialize with fellow students, and so on. However, what appears to be happening is that campuses have become venues for showing off their appearance and lifestyle. Some students, even those in the middle economic class, also adopt a consumerist lifestyle due to social demands. Consequently, some students now prioritize appearance, prestige, and following their surroundings. Regarding the lifestyle of students as economic actors, the right thing to do is prioritize their needs, rather than their existence within the university environment.

Reasons for conducting research in Universitas PGRI MPU Sindok, because Universitas PGRI MPU Sindok is one of the higher education institutions in the city of Nganjuk which is located not far from shopping centers such as Luwes Mall, Grand Olympic Mall, Ninetynine, Ramayana Fashion Store and cafes such as Barelo Cafe and Resto, Mixue, Momoyo, Es Teh Indonesia, Kalenan Cafe and Resto Sawahan, Belikopi, Besok Lagi, Katanya Kopi, Moji Café Resto and Bakery, Mae Kopi, Nomad Coffee and Space, Awor Coffee Warehouse, Paddy Breeze - Fine Dinning & Specialty Coffee, Exotic Coffee & Eatery, Millenials Space Cafe & Resto, Baturan Café, Butter Life, Lapis Kukus Pahlawan, NettyZen Café, Tokomi - Gelato Kopi Mie, Panewu Coffee, Tomoro Coffee, Warungku, Kopi Soe, Kopi Kangen, Harmony Food & Coffee, Astro Cafe Eatery, Mie Djoetek, Mie Gacoan, Merdeka Cafe, and others, which are generally used as a place to hang out with friends. This is one of the factors that makes students become consumptive. With a background as an economics student, the financial literacy that has been obtained is considered mature and good enough so that they can carry out economic activities.

B. RESEARCH METHOD

The research approach used in this study is a quantitative approach. A quantitative approach uses data in the form of numbers, or sentences that are converted into numerical data. This research is quantitative, which is a method for examining a particular theory by examining the relationships between variables. The specificity of quantitative research lies in the collection of numerical data. (Creswell, 2014).

This research uses an explanatory research method, meaning it aims to determine whether there is an influence and, if so, how significant it is. A quantitative approach is a systematic, scientific approach to phenomena, their components, and their relationships. The reason for using this explanatory research is because the researcher wants to test the proposed hypothesis and is expected to explain the relationship and influence between the independent variables on the dependent variable. The independent variables used are financial literacy (X1) and the amount of pocket money (X2), lifestyle (Z) as a mediating variable, while the dependent variable is consumption behavior (Y). The design of the relationship between the variables is as follows:
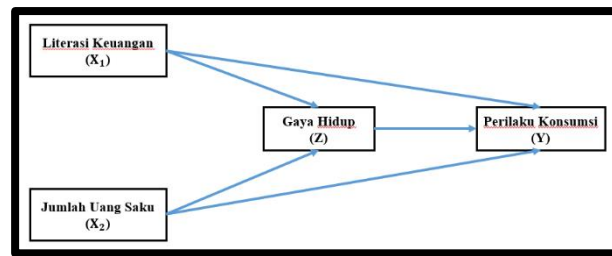
Figure 1.1 Research Design
Source: Author's Documentation, 2025

This study uses a quantitative approach. This research was conducted in the Economics Education Study Program of Universitas PGRI MPU Sindok with a population of 146 students in semesters 1, 3, 5, and 7. The sample size of this study was 20 students selected through proportional sampling using the Slovin formula with a 5% error rate. The data collection technique used a questionnaire. The data analysis technique used the SEM-PLS test with the help of the SmartPLS 4.0.9.2.techniques software program.

C. RESEARCH & DISCUSSION RESULTS

a) Descriptive Analysis

Based on the research that has been conducted, four types of data were obtained from a sample of 20 economics education students at Universitas PGRI MPU Sindok, namely financial literacy data (X1), amount of pocket money (X2), lifestyle (Z), and consumption behavior (Y). The four data are described as follows:

1. Financial Literacy

The following is a classification of the frequency distribution of financial literacy data:

Table 1.1 Classification of Frequency Distribution of Financial Literacy

No	Score Range	Classification	Freqency	Percentage
1	71 – 80	Very Good	3	15%
2	61 – 70	Good	12	60%
3	51 – 60	Pretty Good	5	25%
4	< 50	Not Good	0	0%
Total			20	100%

Source: Data Analysis by Author, 2025

From table 1.1 above, it is known that as many as 3 students have a very good level of financial literacy with a percentage of 15%, as many as 12 students have a good level of financial literacy with a percentage of 60%, as many as 5 students have a fairly good level of financial literacy with a percentage of 25%, no students have a poor level of financial literacy with a percentage of 0%. Thus, it is concluded that the majority of economic education students at Universitas PGRI MPU Sindok have a fairly good level of financial literacy with a percentage of 60% of the total sample.

2. Amount of Pocket Money

The following is a classification of the frequency distribution of data on the amount of pocket money:

Table 1.2 Classification of Frequency Distribution Amount of Pocket Money

No	Score Range	Classification	Frequency	Percentage
1	11 – 15	Very Much	0	0%
2	8 – 10	Much	1	5%
3	5 – 7	Pretty Much	4	20%
4	< 4	Few	15	75%

			20	100%
Total			20	100%

Source: Data Analysis by Author, 2025

From table 1.2 above, it is known that no students have a very large amount of pocket money with a percentage of 0%, as many as 1 students have a large amount of pocket money with a percentage of 5%, as many as 4 students have a fairly large amount of pocket money with a percentage of 20%, as many as 15 students have a small amount of pocket money with a percentage of 75%. Thus, it is concluded that the majority of economic education students at Universitas PGRI MPU Sindok have a large amount of pocket money with a percentage of 75% of the total sample.

3. Life Style

The following is a classification of the frequency distribution of lifestyle data:

Table 1.3 Classification of Frequency Distribution Life Style

No	Score Range	Classification	Frequency	Percentage
1	11 – 15	Hedonistic	10	50%
2	8 – 10	Consumptive	9	45%
3	5 – 7	Modern	1	5%
4	< 4	Saving	0	0%
Total			20	100%

Source: Data Analysis by Author, 2025

From table 1.3 above, it is known that as many as 10 students have a hedonistic lifestyle level with a percentage of 50%, as many as 9 students have a consumptive lifestyle level with a percentage of 45%, as many as 1 students have a modern lifestyle level with a percentage of 5%, no students have a frugal lifestyle level with a percentage of 0%. Thus, it is concluded that the majority of economic education students at Universitas PGRI MPU Sindok have a hedonistic lifestyle level with a percentage of 50% of the total sample.

4. Consumption Behavior

The following is a classification of the frequency distribution of consumption behavior data:

Tabel 1.4 Classification of Frequency Distribution Consumption Behavior

No	Score Range	Classification	Frequency	Percentage
1	31 – 40	Very High	4	20%
2	21 – 30	High	7	35%
3	11 – 20	Pretty High	9	45%
4	< 10	Low	0	0%
Total			20	100%

Source: Data Analysis by Author, 2025

From table 1.4 above, it can be seen that as many as 4 students have a very high level of consumption behavior with a percentage of 20%, as many as 7 students have a high level of consumption behavior with a percentage of 35%, as many as 9 students have a fairly high level of consumption behavior with a percentage of 45%, as many as 10 students have a low level of consumption behavior with a percentage of 0%. Thus, the conclusion is that the majority of economic education students at Universitas PGRI MPU Sindok have a high level of consumption behavior with a percentage of 45% of the total sample.

b). Measurement Model Test (Outer Model)

1. **Validity Test**

   The following are the results of the convergent validity test, as follows:

   Table 2.1 Test Result *Convergent Validity*

Variable	Indicator	Outer Loading	AVE	Information
Financial Literacy (X1)	X1.1.1	0.733	0.573	Valid
	X1.1.2	0.765		
	X1.1.3	0.768		
	X1.1.4	0.707		
	X1.2.5	0.733		
	X1.2.6	0.765		
	X1.2.7	0.758		
	X1.2.8	0.706		
	X1.2.9	0.818		
	X1.2.10	0.749		
	X1.3.11	0.774		
	X1.3.12	0.783		
	X1.3.13	0.744		
	X1.3.14	0.786		
	X1.3.15	0.762		
	X1.3.16	0.756		
Amount of Pocket Money (X2)	X2.17	0.965	0.940	Valid
	X2.18	0.965		
	X2.19	0.978		
Life Style (Z)	Z.20	0.734	0.619	Valid
	Z.21	0.841		
	Z.22	0.782		
Consumption Behavior (Y)	Y.1.23	0.880	0.902	Valid
	Y.1.24	0.982		
	Y.2.25	0.941		
	Y.2.26	0.957		
	Y.2.27	0.969		
	Y.3.28	0.928		
	Y.3.29	0.973		
	Y.3.30	0.964		

Source: Data Analysis by the Author from SEM-PLS 4.0.9.2 Result Data, 2025

Based on the data in table 2.1 above, it can be seen that the results of the validity test using Cognitive Validity and Discriminant Validity on the variables of financial literacy (X1), pocket money (X2), lifestyle (Z), and consumption behavior (Y) are that the outer loading value is > 0.70 and the AVE value is > 0.50. Thus, it can be determined that the results valid.

2. Reability Test

   The following are test results *Cronbach's Alpha* dan *Composite Reliability*, as follows:

**Tabel 3.1 Value Test Result *Cronbach's Alpha* dan *Composite Reliability***

Variable	Cronbach's Alpha (> 0,6)	Composite Reliability (>0,7)	AVE (>0,50)	Information
Financial Literacy (X1)	0.952	0.956	0,573	
Amount of Pocket Money (X2)	0.968	0.979	0,940	Reliable
Life Style (Z)	0.697	0.829	0,619	
Consumption Behavior (Y)	0.984	0.987	0,902	

Source: Data Analysis by the Author from SEM-PLS 4.0.9.2 Result Data, 2025

Based on the data in table 3.1 above, it can be seen that the results of the reliability test state that the value of Cronbach's Alpha and Composite Reliability on the variables of financial literacy, pocket money, lifestyle, and consumption behavior is > 0.7, which means reliable. All values have met the composite reliability requirements where the value is more than 0.6. So it can be said that the variables of financial literacy (X1), pocket money (X2), lifestyle (Z), and consumption behavior (Y) are reliable. In addition, reliability can also be seen through Cronbach's alpha where the value is more than 0.7, so it can be said that financial literacy, pocket money, lifestyle, and consumption behavior have relatively good reliability.

a) *Structural Model Test (Inner Model)*

The following are the result *structural model (inner model),* as follows:
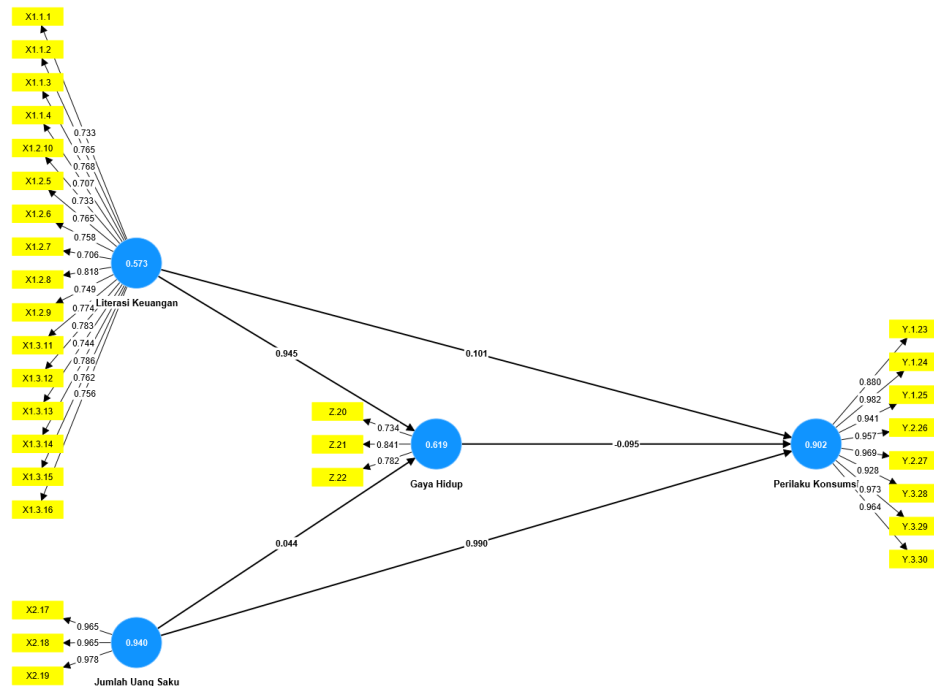
Figure 2.1 Test Result PLS-SEM Algorithm

Source: Data Analysis by the Author from SEM-PLS 4.0.9.2 Result Data, 2025

1. **R² Value** *(R-Square)*

The results of the R-Square test are below:

Table 4.1 Test Result *R-Square*

	R-Square	R-Square Adjusted
Life Style	0.961	0.961
Consumption Behavior	0.991	0.991

Source: Data Analysis by the Author from SEM-PLS 4.0.9.2 Result Data, 2025

Based on the data in table 4.1 above, it can be seen that the results of the R-Square and R-Square Adjusted test values on the variables of financial literacy, amount of pocket money, lifestyle and consumption behavior are the R square value of 0.991 and the R-Square Adjusted value of 0.991 because the R-Square value of 0.991 is stated to be very strong. The R-square value for the lifestyle variable (Z) was obtained at 0.991, where this value indicates that 96.1% can be influenced by the financial literacy variable (X), while 0.039% can be influenced by other variables outside the study. The R-square value for the consumption behavior variable (Y) was obtained at 0.991, where this value indicates that 99.1% can be influenced by the financial literacy variable (X1), the amount of pocket money (X2), and lifestyle (Z), while 0.009% is influenced by other variables outside the study.

2. *Predictive Relevance* **(Q²)**

This test indicates how well the observed values are measured by looking at the Q-square value. If the Q2 value is > 0, the observed value is considered good; if the Q2 value is < 0, the observed value is considered poor. The predictive value generated by the model and its parameter estimates in this study is shown by the following Q2 calculation:

Nilai $Q^2 = 1 - (1 - R^2) \times (1 - R^2)$

$\quad\quad = 1 - (1 - 0,961) \times (1 - 0,991)$

$\quad\quad = 1 - (0,039) \times (0,009)$

$\quad\quad = 1 - 0,000351$

$\quad\quad = 0,999649$

The calculation results show a Q2 value of 0.999649, indicating that 99.96% of the research data diversity is explained by the structural model, while 0.04% is explained by factors outside the model. Based on these results, the structural model in this study can be said to have a good Goodness of Fit Index

Mediation Test

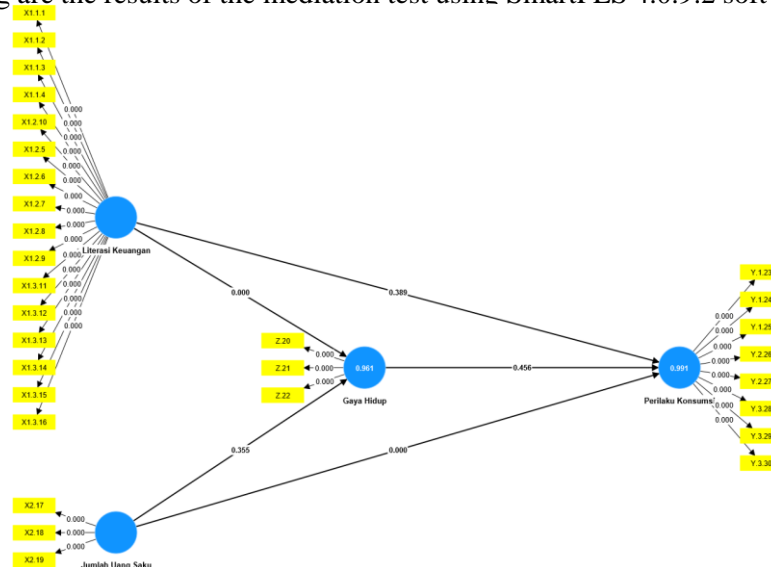The following are the results of the mediation test using SmartPLS 4.0.9.2 software:

Figure 3.1 Test Result *Bootstraping*

Source: Data Analysis by the Author from SEM-PLS 4.0.9.2 Result Data, 2025

After conducting hypothesis testing between variables in this study, it can be seen that the hypothesis is accepted or rejected. This is seen through the t-statistic value and the p-value obtained from each research hypothesis, after conducting hypothesis testing with SmartPLS 4.0.9.2 without looking at the positive or negative coefficient sign. If the t-statistic value obtained is possibly smaller or less than the t-table value (t-statistic less than 1.96), then it is said that the Hypothesis is rejected. If the t-statistic value obtained in the hypothesis testing is greater than or equal to the t-table (t-statistic > 1.96), then the Hypothesis is not rejected.

1. Direct Effect Testing

The direct effect test is used to test hypotheses 1, 2, 3, 4, and 5 in this study. This test uses the value of *path coefficient. Rules of thumb* used in this study is the t-statistic > 1,96 with a level of significance *P-value* 0,05 or 5% and the beta coefficient is positive so it can be concluded that the hypothesis is not rejected.

Table 4.2 Test Result *Path Coeficient*

	Original Sample (O)	*Sample Mean (M)*	*Standart Deviation (STDEV)*	*T Statistic (O/STDEV)*	*P-Value*
Financial Literacy (X1) → Consumption Behavior (Y)	0.044	0.047	0.047	0.928	0.355
Financial Literacy (X1) → Life Style (Z)	0.945	0.943	0.039	24.389	0.000
Amount of Pocket Money (X2) → Consumption Behavior (Y)	0.101	0.117	0.117	0.864	0.389
Amount of pocket Money (X2) → Life Style (Z)	0.990	0.996	0.016	61.272	0.000
Life Style (Z) → Consumption Behavior (Y)	-0.095	-0.117	0.127	0.747	0.456

Source: Data Analysis by the Author from SEM-PLS 4.0.9.2 Result Data, 2025

Based on table 4.2 above, the explanation is as follows:

a. H1: The Effect of Financial Literacy (X1) on Consumption Behavior (Y). The relationship between the financial literacy variable (X1) and consumption behavior (Y) shows a path coefficient value of -0.095 with a t-statistic value of 0.928 which means it is smaller than 1.96 and a p-value of 0.355 or greater than 0.05. So it can be said that financial literacy has a positive and insignificant influence directly on consumption behavior in economic education students at Universitas PGRI MPU Sindok. Hypothesis 1 is rejected because financial literacy has a positive and insignificant influence on consumption behavior (Y).

b. H2: The Effect of Financial Literacy (X1) on Life Style (Z) The relationship between the financial literacy variable (X2) and lifestyle (Z) shows a path coefficient value of 0.945 with a t-statistic value of 24.389 which means it is greater than 1.96 and a p-value of 0.000 or less than 0.05. So it can be said that financial literacy has a positive and significant influence directly on the consumption behavior of economic education students at Universitas PGRI MPU Sindok. Hypothesis 2 is not rejected because financial literacy has a positive and significant influence on consumption behavior.

c. H3: The Effect Amount of Pocket Money (X1) on Consumption Behavior (Y). The relationship between the variable of pocket money amount (X1) and consumption behavior (Y) shows a path coefficient value of 0.990 with a t-statistic value of 61.272 which means it is greater than 1.96 and a p-value of 0.000 or less than 0.05. So it can be said that the amount of pocket money has a positive and significant influence directly on the consumption behavior of economic education students at Universitas PGRI MPU Sindok. Hypothesis 3 is not rejected because financial literacy has a positive and significant influence on consumption behavior.

d. H4: The Effect Amount of Pocket Money (X2) on Life Style (Z) The relationship between the variable of pocket money amount (X2) and lifestyle (Z) shows a path coefficient value of 0.044 with a t-statistic value of 0.928 which means it is smaller than 1.96 and a p-value of 0.355 or greater than 0.05. So it can be said that financial literacy has a positive and insignificant influence on consumption behavior in economic education students at Universitas PGRI MPU Sindok. Hypothesis 4 is rejected because financial literacy has a positive and insignificant influence on consumption behavior.

e. H5: The Effect of Life Style (Z) on Consumption Behavior (Y) The relationship between lifestyle variables (Z) and consumption behavior (Y) shows a path coefficient value of

f. 0.095 with a statistical t value of 0.747 which means it is smaller than 1.96 and a p-value of 0.456 or greater than 0.05. So it can be said that lifestyle has a positive and insignificant influence directly on the entrepreneurial interest of economic education students at Universitas PGRI MPU Sindok. Hypothesis 5 is rejected because lifestyle has a positive and insignificant influence on consumption behavior.

2. Indirect Effect Testing

The direct effect test was used to test hypotheses 6 and 7 in this study. This test uses the value of *path coefficient. Rules of thumb* used in this study is the t-statistic > 1.96 with a significance level of *p-value* 0,05 or 5% and the beta coefficient is positive so it can be concluded that the hypothesis is not rejected.

Table 4.3 Test Result *Path Coeficient*

	Original Sample (O)	Sample Mean (M)	Standart Deviation (STDEV)	T Statistic (O/STDEV)	P-Value
Financial Literacy (X1) → Life Style (Z) → Consumption Behavior (Y)	-0.089	-0.108	0.119	0.753	0.452
Amount of Pocket Money (X2) → Life Style (Z) → Consumption Behavior (Y)	-0.004	-0.008	0.011	0.377	0.707

Source: Data Analysis by the Author from SEM-PLS 4.0.9.2 Result Data, 2025

Based on table 4.3, the explanation is as follows:

a. H6: The Influence of Financial Literacy on Consumption Behavior through Lifestyle. The relationship between the financial literacy variable (X1) and consumption behavior (Y) through lifestyle (Z) shows an indirect path coefficient value of -0.089 with a t-statistic value of 0.753, which means it is smaller than 1.96 and the value *p-value* of 0.452, which is greater than 0.05. This result means that lifestyle has a positive and insignificant influence in mediating financial literacy on consumption behavior, so hypothesis 6 is rejected.

Therefore, in tables 4.8 and 4.9, it can be concluded that the value of *Path Coeficient* financial literacy on consumption behavior produces a positive influence because *T-Statistic* = 0.928 < 1.96 dan *P-Value* = 0.355 > 0.05, on table *Specific Indirect Effect* The financial literacy variable has a positive relationship with consumption behavior through lifestyle due to *T-Statistic* = 0,753 < 1,96 dan *P- Value* = 0.452 > 0.05. So, this relationship is said to be *Parsiall Mediation* (Partially Mediated).This means that by involving the mediator variable (lifestyle), directly or indirectly the financial literacy variable influences the consumption behavior variable.

H7: The Influence of Pocket Money Amount (X2) on Consumption Behavior (Y) through Lifestyle (Z). The relationship between the variable amount of pocket money (X2) and consumption behavior (Y) through lifestyle (Z) shows an indirect path coefficient value of -0.004 with a t-statistic value of 0.377 which means it is smaller than 1.96 and the value *p-value* sebesar 0,707 which means it is smaller than 0.05. This result means that lifestyle has a significant influence in mediating financial literacy on consumption behavior, so hypothesis 7 is rejected. Thus, in tables 4.8 and 4.9, it can be concluded that the value *Path Coeficient* The amount of pocket money on consumption behavior has a positive influence because *T-Statistic* = 0,864 < 1,96 dan *P-Value* = 0.389 > 0.05, pada tabel *Specific Indirect Effect* The variable of the amount of pocket money on consumption behavior is mediated by lifestyle, there is a positive relationship because *T-Statistic* = 0,377 < 1,96 dan *P-Value* = -0.004 > 0.05. So, this relationship is said to be *Parsiall Mediation* (Partially Mediated). This means that by involving the mediator variable (lifestyle), directly or indirectly the amountof pocket money variable influences the consumption behavior variable.

Hypothesis Test

Based on research conducted on economic education students at Universitas PGRI MPU Sindok, the following conclusions can be drawn from the results of hypothesis testing using SmartPLS 4.0.9.2 software:

Table 4.10 Test Result Hypothesis

	Path Coeficient	T-Statistic	P-Value	Keterangan	Significant	Type of Mediation
H1 : Financial Literacy (X1) → Cosumption Behavior (Y)	0.044	0.928	0.355	Rejected	Not Significant	-
H2 : Financial Literacy (X1) → Life Style (Z)	0.945	24.389	0.000	Not Rejected	Significant	-
H3 : Amount of Pocket Money (X2) → Consumption Behavior (Y)	0.101	0.864	0.389	Rejected	Not Significant	-
H4 : Amount of Pocket Money (X2) → Life Style (Z)	0.990	61.272	0.000	Not Rejected	Significant	-

H5 : Life Style (Z) → Consumption Behavior (Y)	-0.095	0.747	0.456	Rejected	Significant	-
H6 : Financial Literacy (X1) → Life Style (Z) → Consumption Behavior (Y)	-0.089	0.753	0.452	Rejected	Not Significant	Partially Mediation *(Parsiall Mediation)*
H7 : Amount of Pocket Money (X2) → Life Style (Z) → Consumption Behavior (Y)	-0.004	0.377	0.707	Rejected	Not Significant	Partially Mediation *(Parsiall Mediation)*

Source: Data Analysis by the Author from SEM-PLS 4.0.92 Test Result Data, 2025

D. CONCLUSION

Based on the research results and discussions outlined in the previous chapter, the following conclusions can be drawn:

1. The effect of financial literacy on consumer behavior shows that financial literacy has a positive but insignificant effect on consumer behavior. This means that if financial literacy increases, consumer behavior will decrease. Conversely, if financial literacy decreases, consumer behavior will increase.
2. The effect of financial literacy on lifestyle shows that financial literacy has a positive and significant effect on lifestyle. This means that if financial literacy improves, lifestyle will
3. decrease. Conversely, if financial literacy decreases, lifestyle will increase.
4. The effect of pocket money on consumption behavior shows that the amount of pocket money has a positive but insignificant effect on consumption behavior. This means that if the amount of pocket money is increased, consumption behavior will increase. Conversely, if the amount of pocket money is decreased, consumption behavior will decrease.
5. The effect of pocket money on lifestyle shows that the amount of pocket money has a positive and significant effect on lifestyle. This means that if the amount of pocket money is increased, lifestyle will improve. Conversely, if the amount of pocket money is decreased, lifestyle will decline.
6. The influence of lifestyle on consumption behavior shows that lifestyle has a positive but insignificant effect on consumption behavior. This means that if lifestyle is improved, consumption behavior will increase. Conversely, if lifestyle is lowered, consumption behavior will decrease.
7. The influence of financial literacy on consumption behavior through lifestyle shows that there is a positive relationship between financial literacy and consumption behavior through lifestyle. Therefore, this relationship is said to be Partial Mediation. This means that by involving the mediator variable (lifestyle), the financial literacy variable directly or indirectly influences the consumption behavior variable. This means that financial literacy has a positive and insignificant effect on consumption behavior through lifestyle. These results indicate that if financial literacy is
8. increased, consumption behavior will decrease. Conversely, if financial literacy decreases, consumption behavior will increase. Meanwhile, a high lifestyle will increase consumption behavior, conversely, a low lifestyle will decrease consumption behavior.
9. The influence of pocket money on consumption behavior mediated by lifestyle shows a positive relationship between pocket money and consumption behavior mediated by lifestyle. Therefore, this relationship is said to be Partial Mediation. This means that without involving the mediator

variable (lifestyle), financial literacy variables can directly influence consumption behavior variables. These results indicate that if the amount of pocket money and lifestyle are increased, consumption behavior will increase. Conversely, if the amount of pocket money and lifestyle are decreased, consumption behavior will decrease.

E. REFERENCES

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