

Research article

The Influence of Family Economic Education, TikTok Sosial Media and Peers on Students' Lifestyles

Natalia Putri Afandi*, Finda Nur Rahma, Indy Rachmadhani, Ni'matul Istiqomah
Faculty of Economics and Business, Universitas Negeri Malang
*Corresponding email: natalia.putri.2004316@students.um.ac.id

Abstract: This study explores the effect of family economic education, the use of TikTok social media, and peer interaction on high school students' lifestyles. Using a quantitative approach, data was collected through questionnaires from a sample of 134 selected students from grade XII 201 students of Senduro High School. This analysis involves multiple linear regression without statistical output. The findings suggest that family economic education has minimal influence on students' lifestyles. In contrast, TikTok's social media plays an important role in shaping their lifestyle, as do same-sex interactions. When considered together, TikTok, peer influences, and family economic education primarily affect students' lifestyle choices. These findings emphasize the importance of social media and same-sex relationships in shaping adolescent behavior and suggest that family-based economic education may play a more limited role in influencing lifestyle decisions during high school years.

Keywords: Family Economic Education, TikTok, Peers, Lifestyle

INTRODUCTION

Humans as economic actors, both as producers and consumers, carry out daily activities to fulfill their needs and desires (Suhada et al, 2022). The desires that exist in humans are synonymous with lifestyle, because according to Henry's research, one of the aspects that shape individual lifestyles is self-fulfillment (Henry, 2006). The lifestyle of each individual is different, ranging from a frugal lifestyle to an excessive (hedonic) lifestyle. In connection with lifestyle, the phenomenon that is currently developing among adolescents is a hedonic lifestyle caused by many factors.

Internal factors that influence lifestyle changes are attitudes, experiences, personality (Wahyuni, 2018). Meanwhile, factors from outside the individual are culture, family, technological advances (Novitasari, 2014). The development of technology today makes people more pragmatic, secular and hedonistic (Wiguna, 2023). Lifestyle itself is defined as a concept related to individual identity (Jensen, 2007). Meanwhile, Dias Kanserina (2015) states that lifestyle is one's way to allocate time and income earned.

For adolescents who are at the upper secondary level, financial planning is something that is attached to personal life. This is because in addition to receiving formal education at school, students also get informal education from their families, including economic education (Suryani, 2017). Family economic education is defined as a description of the behavior of parents who educate their children regarding economic behavior (Afrianti, 2020). Economic education provided by parents is carried out by way of example and discussion of relevant cases (Wahyono; wulandari 2015). Research by

Theodora and Martiah (2016) states the economic education in the family has a significant impact on students' lifestyles.

In 4.0 era, new technology is developing very rapidly starting from the economic, industrial to communication sectors. In the communication sector, technological developments are shown by the rise of social media ranging from Instagram, Twitter to TikTok. According to Lynn (2023), the existence of digital media makes it easier for users to access the available content faster. TikTok is a social media that is widely used today by teenagers. TikTok is a social media software that contains creative short videos and also music ranging in duration from 15 seconds (Yang et al., 2019). Based on data on the Blacklinco website. After the United States, Indonesia became the second largest TikTok user in the world with 113 million as of April 2023. While the TikTok user report based on age on the Ginee website, shows that the largest percentage is among teenagers with a percentage of 40%. With this data, it can be concluded that teenagers or high school students are aggressively using this social media.

The TikTok application in adolescents is in great demand because there is toxic content (Mutiah et al., 2022). Poison content is defined as content that displays and recommends good items that can attract TikTok users. According to research by Khansa et al (2022), based on a private analysis showing a value of $0.000 < 0.05$, TikTok has a significant impact on lifestyle. In addition to technological advances, one factor that is considered to affect the changing social environment is that peers are part of individual lifestyles.

As a social being, a person in daily activities requires social interaction with other individuals (Hantono, 2018). Teenagers usually interact with peers in terms of education and life. Peers are people with similar ages, backgrounds and education (Putri & Safri., 2021). Interaction with peers aims to gain recognition and avoid the risk of being alienated if they fail to do the same thing as their peers (Kusdiyati et al., 2011). According to Rayyan (2017), peer conformity has a significant influence on lifestyle experience.

According to the results of the researcher's pre observation, lifestyle changes are prone to occur in adolescents because at that age they are more sensitive to developments and changes in trends that occur. SMA Negeri Senduro is one of the schools located in one of the villages in Lumajang Regency, in students in the adolescent phase, the purpose of this study was to analyze the influence of family economic education, TikTok social media, and the influence of peers on students' lifestyles, based on the background described.

METHOD

Four variables were used in this study, respectively Family Economic Education (X1), Social Media Tik Tok (X2), Peers (X3) and Lifestyle (Y) with quantitative methods. In this study, the sample used was students from class XII at SMA Negeri Senduro, which consisted of 201 students. The number of samples calculated by the Slovin formula reached 134, and the *non-probability sampling* method was used to take samples by not providing equal opportunities or opportunities to the population (Sugiyono, 2015). To obtain data, this study used purposive sampling technique, where the questionnaire was distributed directly to students. The validity and reliability tests of the research instruments have been carried out, and the instruments are said to be reliable with a value of more than 0.6. There is the use of SPSS programs for data processing using multiple linear regression analysis methods.

RESULTS

Descriptive Statistics

Tabel 1

Descriptive Statistical Analysis Results

| | N | Range | Minimum | Maximum | Mean | Std. Dev | Variance |
|---------|-----|-------|---------|---------|-------|----------|----------|
| X1 | 134 | 37 | 28 | 65 | 52,75 | 6,99 | 42,612 |
| X2 | 134 | 60 | 15 | 75 | 51,19 | 9,868 | 97,371 |
| X3 | 134 | 25 | 14 | 39 | 26,99 | 5,142 | 26,436 |
| Y | 134 | 42 | 13 | 55 | 37,65 | 7,204 | 51,899 |
| Valid N | 134 | | | | | | |

Descriptive statistical analysis shows n valid or the number of each variable is 134, with the minimum value on the economic education variable in families is 28 and the maximum is 65. Then the tiktok social media variable shows 15 and 75 respectively, with a standard deviation value lower than the mean. In peers and lifestyle, the minimum value is 14.13 and the maximum is 39.55, respectively. The mean value on all variables is greater than the standard deviation value, so it can be said that the distribution of values is evenly distributed.

Classical Assumption Test

Tabel 2

Normality Test Results

| | | Unstandarized Residual |
|----------------------------------|----------------|------------------------|
| N | | 134 |
| Normal Parameters ^{a,b} | Mean | .0000000 |
| | Std. Deviation | 5.557544829 |
| Most Extreme Differences | Absolute | .057 |
| | Positive | .034 |
| | Negative | -.057 |
| Test Statistic | | .057 |
| Asymp. Sig.(2-tailed) | | .200 ^{c,d} |

Source: Results of data analysis, 2023

It is known that sig value is greater than alpha, namely $0.200 > 0.005$ so that the data that has been collected is normally distributed.

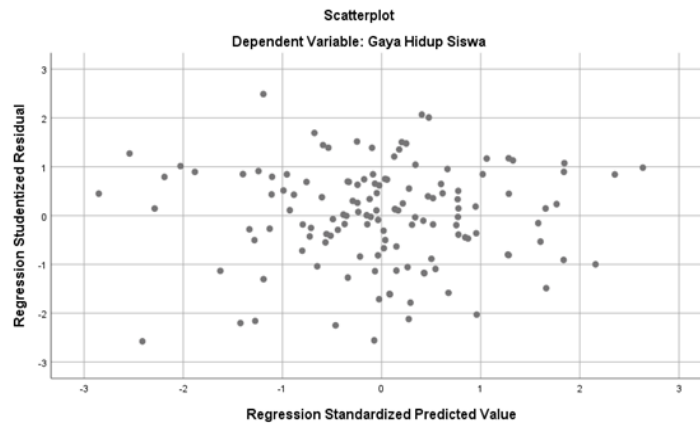
Tabel 3

Multicollinearity Test Results

| Variabel | Nilai VIF | Tolerance | Description |
|---------------------------|-----------|-----------|------------------------|
| Family Economic Education | 1.027 | 0.973 | Multicollinearity Free |
| TikTok Social Media | 1.158 | 0.864 | Multicollinearity Free |
| Peers | 1.129 | 0.885 | Multicollinearity Free |

The data in this study were free of multicollinearity because the VIF value was less than 10 and the tolerance value was greater than 0.1.

Figure 1
Heteroscedasticity Test Results



From the image seen above, it can be seen that data in this study does not occur symptoms of heteroscedasticity because the points spread and do not form a pattern.

| Model | Unstandarized B | Coeffisients Std. Error | Standardized Coeffisient Beta | T | sig |
|---------------------------|-----------------|-------------------------|-------------------------------|-------|------|
| 1 (Constant) | 9.788 | 4.859 | | 2.015 | .046 |
| Family Economic Education | -.022 | .076 | -.020 | -.287 | .774 |
| TikTok Social Media | .233 | .053 | .319 | 4.371 | .000 |
| Peers | .633 | .101 | .452 | 6.263 | .000 |

Multiple Linear Regression Analysis

Table 4
Regression Test Results

| Model | Unstandarized B | Coeffisients Std. Error | Standardized Coeffisient Beta | T | sig |
|---------------------------|-----------------|-------------------------|-------------------------------|-------|------|
| 1 (Constant) | 9.788 | 4.859 | | 2.015 | .046 |
| Family Economic Education | -.022 | .076 | -.020 | -.287 | .774 |
| TikTok | .233 | .053 | .319 | 4.371 | .000 |
| Peers | .633 | .101 | .452 | 6.263 | .000 |

In this study, the regression equation resulting from the regression test on the SPSS 25 application can be seen as follows:

$$Y = 9.788 - 0.022X_1 + 0.233X_2 + 0.633X_3$$

From this equation it can be interpreted that

1. Constant value indicates a value of 9,788 which indicates that if the family economic education variable (X1), TikTok social media (X2) and peers (X3) are considered constant, the value of the lifestyle variable is 9,788.
2. The coefficient of the family economic education variable shows a value of -.022 which indicates that if there is an upgrade in the value of 1 unit of the family

economic education variable, the lifestyle value will decrease or a reduction of 0.023.

3. The coefficient of the X2 variable is 0.233, then there is an increase in the value of 1 unit on the TikTok social media variable, the lifestyle variable will increase by 0.233.
4. The coefficient of peers variable is 0.633, which indicates if there is an increase in the value of one unit in the peer variable then the lifestyle variable will increase by 0.633.

Hypothesis Test

T Test

Tabel 5

T Test Result

| Variables | T Count | T Table | Significance | Description |
|---------------------------|---------|---------|--------------|---------------------|
| Family Economic Education | -.287 | 2.3553 | .774 | Hypothesis rejected |
| TikTok | 4.371 | 2.3553 | .000 | Hypothesis accepted |
| Peers | 6.263 | 2.3553 | .000 | Hypothesis accepted |

a. Proof of H1

It can be inferred that the hypothesis was rejected because the significance value of X1 was greater than alpha, which was $0.774 > 0.05$, and the count value of -0.287 was greater than -2.355. This suggests that family economic education has no significant effect on lifestyle.

b. Proof of H2

From the analysis results, it can be concluded that Hypothesis 2 is accepted, this is because there is a considerable influence of tiktok social media on student lifestyles. This can be seen from a smaller significance value compared to the alpha, namely $0.000 < 0.05$.

c. Proof of H3

The significance level of variable X3 of 0.000 is lower than 0.005 and T count value greater than table T value ($6.263 > 2.355$). It can be concluded that students' lifestyle habits are strongly influenced by their peers and Hypothesis 3 is accepted.

F test

Tabel 6

F Test Results

| Model | Sum of Squares | Df | Mean square | F | Sig. |
|--------------|----------------|-----|-------------|--------|-------------------|
| 1 Regression | 2768.127 | 3 | 922.709 | 29.013 | .000 ^b |
| Residual | 4134.388 | 130 | 31.803 | | |
| Total | 6902.515 | 133 | | | |

Based on the results of the analysis, it is apparent that the F-value of the table is greater than the F-value of the table, namely $29.013 > 2.67$. Furthermore, the significance value of 0.000 is lower than the *alpha* value (0.05), it can be concluded that H4 is accepted. This means that family economic education,

TikTok social media, and peer interaction all have an impact on student lifestyles at the same time.

Coefficient of Determination

Table 7
Determination Coefficient Test Results

| Model Summary | | | | |
|---------------|-------------------|----------|-------------------|----------------------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .633 ^a | .401 | .387 | 5.639 |

Using this table, information was obtained that *R-squared* value reached 0.401. This indicates that the effect of family economic education, TikTok social media, and peer interaction on lifestyle is 40.1%, while the other 59.9% is affected by variables that are not covered in this research.

Effective Contribution

Table 8
Results of Effective Contribution Analysis

| Variables | Beta _x | Correlation Coefficient | Amount of Effective Contribution (Beta _x x Correlation Coefficient x 100%) |
|---------------------------|-------------------|-------------------------|---|
| Family Economic Education | -0.020 | 0.034 | -0.07% |
| TikTok Social Media | 0.319 | 0.468 | 14.93% |
| Peers | 0.452 | 0.559 | 25.27% |

Based on the results of the analysis, it is known that family economic education contributes to lifestyle by -0.07%, tiktok social media by 14.93% and peers by 25.27%.

DISCUSSION

The Effect of Family Economic Education on Student Lifestyle

The research findings show that family economic education has no effect on students' lifestyles. This shows that the education provided by families related to financial literacy, financial planning and others has no effect on students' hedonic lifestyles. Even though they get a good economic education from their parents, but still cannot implement it properly, it will create a lifestyle that tends to be hedonistic. In the sense that, they don't really care about the finances they have. Most teenagers today are less concerned with social conditions, both in terms of economy and culture (Siwalimanews, August 30, 2019).

Economic education provided by the family aims to make children use money properly, but good self-control is also needed (Dewi, 2017; Martono & Sudarmo, 2019). This statement shows that even though the family's economic education is good, not having self-control will make individuals more consumptive. In line with the research findings of research by Prihastuty & Rahayuningsih (2018), that students who have high

financial knowledge still cannot control their consumptive behavior due to several influences from the environment and incessant product advertisements. Some of these influences result in students showing careless behavior in spending their money.

The findings of this study align with research conducted by Darmawan (2021), that family economic education has no relationship with the spacholic lifestyle. Spacholic lifestyle itself is defined as behavior that cannot resist the urge to continue shopping and spending money, energy and time (Brilianaza, 2022). This definition means that the spacholic lifestyle itself is part of a hedonic lifestyle or an excessive lifestyle. With the explanation above, it can be concluded that an individual's lifestyle is not only influenced by family economic education, but there are other factors that influence it.

Monanda (2017), states that the lifestyle of today's students is influenced by technological advances that are developing very rapidly, one of which is social media Instagram. A significant influence on individual lifestyles can come from Instagram social media, through influencers or rising artists. In addition, the hedonic lifestyle in individuals is also influenced by the socioeconomic status of parents (Fatkhurrahman, 2020). This is proven, parents have an influential social and economic status on their children and make a positive contribution to lifestyle.

Internal factors come from the self-concept of individuals, when they have a positive self-concept and tend to lead to satisfaction, it will increase their lifestyle (Pontania, 2016). In his research, self-concept has a considerable influence on students' hedonic lifestyles. This shows that lifestyle is not only influenced by external factors, but also from within the individual.

The Influence of TikTok Social Media on Student Lifestyle

This study shows that the positive and significant influence of TikTok's use as social media on students' lifestyles is inferred. This indicates that TikTok significantly affects the pleasure-seeking lifestyle of students. In addition to being a video-making application, TikTok also displays some content for audience entertainment. With the content displayed on TikTok, it will influence users to be interested and buy the items displayed. The findings of the research support this statement by Gratia *et al.*, (2022), that the sources of TikTok application users often darken their eyes due to the poison video so that it makes a more consumptive lifestyle. In addition, as a promotional media, the TikTok application can influence a person's buying interest (Kotler, 2016; Mujiarti, 2021).

The results of this study are in line with a number of previous studies that show that TikTok, as a social media platform, has an effect on lifestyle. The results of research conducted by Imanullah, T. (2023), TikTok has a strong impact on student life patterns. Although it has a significant influence on students' lifestyles, the amount of effective contribution given is not too high. So there are still other aspects that can have an impact on the lifestyle of individuals. Apart from experiences and attitudes, lifestyle is also influenced by the emotional intelligence of the individual (Haerunnisa, 2021).

Emotional intelligence here has a significant influence with a positive contribution to lifestyle. Individual decisions in managing their finances are influenced by their emotional intelligence. Furthermore, modernization in individual life and the surrounding social dynamics also play a role as one of the elements that influence the way individuals live (Jumantini, 2018). Individual modernity here has a considerable influence, lifestyle can be influenced by the extent of the level of modernity applied, whether high or low. In the sense that the lifestyle lived will be adjusted to the budget

available by an individual. This also applies to aspects of the social environment, when someone is in the upper middle social environment, it will increase the lifestyle they have.

The Influence of Peers on Student Lifestyle

It is known that peers have a strong impact on lifestyle in class XII students of SMA Negeri Senduro. This shows that interactions carried out by individuals with their peers have a strong influence on lifestyle changes. According to the results of observations, on average, peers provide quite strong support and encouragement to an individual's hedonic lifestyle. In addition, in the aspect of cohesiveness, some students agree to buy the same items as their peers. The existence of support, cohesiveness and competition between peers causes the lifestyle that individuals have to tend to be hedonic. There are pressures in interactions carried out by students with their peers which aim to achieve equality and acceptance from the peer group. In line with the statement of Kusdiyati *et al* (2011), that during adolescence there are pressures to do the same thing as the group and run the risk of being alienated if they fail. The results of this study are consistent with previously conducted studies by Darwis *et al* (2020), one of the factors that influence the development of students' lifestyles is peers. Then Sukarno & Indrawati (2018), stated that the hedonic lifestyle in students is shown by their desire to look according to trends and buy items that are popular.

The Effect of Family Economic Education, TikTok Social Media and Peers on Student Lifestyle

Significant effects on students' lifestyles were found in this study, which included family economic education, TikTok social media, and peers. This shows that the simultaneous interaction between these three factors creates a complex dynamic in which the influence of one factor can strengthen or complement the influence of another. For example, TikTok social media becomes a channel through which students see trends and lifestyles that are then discussed or adopted with peers. The existence of toxic content that is viewed more often will affect individual buying interest. Poison content itself is content that displays attractive items so that the audience becomes interested in these items (Gratia *et al.*, 2022). According to Azizah (2023), female teenagers are more active in using the TikTok application because there is some *Glow Up* content.

The influence of peers itself can be seen from their intensity and togetherness in conducting an interaction, the more frequent the interaction, the greater the possibility of influence on lifestyle changes. Madtha (2023), a positive influence can be exerted by peers on individual behavior but can also have a destructive influence. According to the results of the study, the contribution made by peers to lifestyle is quite high, so it can be concluded that peers have an impact on individual lifestyles. As stated by Darwis (2020), one factor that influences the development of students' lifestyles is peers.

Conversely, the influence of family economic education can provide a framework of understanding that allows students to make wiser decisions in the face of influences from social media and peers on lifestyle. Methods to withstand hedonistic lifestyles became stronger as the level of economic education received from families increased.

CONCLUSION

From the explanation of analysis and discussion, it can be concluded that there is no effect of family economic education on students' lifestyles in Senduro State High School. This is indicated by a significance level greater than alpha. There needs to be self-control from each individual to be able to implement the economic education received properly. The positive and significant impact on high school students' lifestyles comes from the use of TikTok social media. This shows that the high use of TikTok social media allows students to view toxic content continuously so that their lifestyle increases.

Below are the positive and significant effects that peers have on students' lifestyles. The frequency of interactions carried out by individuals with their peers both in the school environment and the place of residence is able to influence students' lifestyle patterns. The more frequently students interact with peers, the higher their hedonistic lifestyle will be. The three factors of family economic education, TikTok social media, and peers simultaneously affect students' lifestyles. A complex relationship arises between these three independent variables that affect each other's dependent variables.

REFERENCE

- Afrianti. (2020). Pengaruh Pendidikan Ekonomi Keluarga, Teman Pergaulan Terhadap Literasi Ekonomi Mahasiswa Universitas Jambi. *Jurnal Manajemen Pendidikan Dan Ilmu Sosial*, 1(2), 506–515. <https://doi.org/10.38035/JMPIS>
- Azizah, R., Ananda, R. S., & Faristiana, A. R. (2023). Dampak Tiktok Terhadap Gaya Hidup Remaja Perempuan. *Student Scientific Creativity Journal*, 1(4), 399–414.
- Cipta, R. E. (2019). *Pengaruh Pendidikan Ekonomi Keluarga, Kecerdasan Emosional dan Literasi Keuangan Terhadap Gaya Hidup*. Skripsi. Universitas Negeri Malang
- Darwis, A., Malik, A. R., Burhan, B., & Marto, H. (2020). Studi Kasus Teman Sebaya Dalam Pembentukan Gaya Hidup Siswa. *Kaganga: Jurnal Pendidikan Sejarah Dan Riset Sosial Humaniora*, 3(2), 150–160. <https://doi.org/10.31539/kaganga.v3i2.1670>
- Dias Kanserina, & Jurusan Pendidikan Ekonomi, F. E. dan B. U. P. G. S. (2015). Perilaku Konsumtif Mahasiswa Jurusan Pendidikan Ekonomi Undiksha. *Jurnal Pendidikan Ekonomi Undiksha*, 1, 1.
- Fadhila, N. (2019). Makna Pendidikan Ekonomi Informal Bagi Keluarga Petani Di Desa Domasan Kecamatan Kalidawir Kabupaten Tulungagung. *Economic Education Program, Faculty of Economics, State University Malang, Indonesia*. 12(2), 125–132.
- Fatkhurrahman, A. P. (2020). *Pengaruh Status Sosial Ekonomi Orang Tua dan Literasi Ekonomi Terhadap Gaya Hidup Hedonis Siswa*. Skripsi. Universitas Negeri Malang
- Felisia, D. (2021). *Hubungan Pendidikan Ekonomi Keluarga Dengan Gaya Hidup Spacholic Pada Mahasiswi*.
- Gratia, G. P., Merah, E. L. K., Triyanti, M. D., Paringa, T., & Primasari, C. H. (2022). Fenomena Racun Tik-Tok Terhadap Budaya Konsumerisme Mahasiswa di Masa Pandemi COVID-19. *KONSTELASI: Konvergensi Teknologi Dan Sistem Informasi*, 2(1), 193–200. <https://doi.org/10.24002/konstelasi.v2i1.5272>

- Haerunisa, Rudianti, F et all (2021). Hubungan Dukungan Sosial Teman Sebaya, Kecerdasan Emosional dengan Perilaku Hedonis Siswa Kelas XI di SMAN Tarakan.
- Hantono, D., & Pramitasari, D. (2018). Aspek Perilaku Manusia Sebagai Makhluk Individu dan Sosial. *National Academic Journal of Architecture*, 5(2), 85–93.
- Hastuti, S., Padmawati, M. Y., & Harsono. (2019). Literasi Ekonomi dan Gaya Hidup Mahasiswa. Seminar Nasional Pendidikan Pengembangan Kualitas Pembelajaran Era Generasi Milenial 2019, 86–91.
- Henry, P. (2006). Magnetic points for lifestyle shaping: The contribution of self-fulfillment, aspirations, and capabilities. *Qualitative Market Research*, 9(2), 170–180. <https://doi.org/10.1108/13522750610658801>
- Imanullah, T. (2023). *Pengaruh Penggunaan Media Sosial TikTok Terhadap Gaya Hidup Konsumtif Siswa di Masa Pandemi Covid-19*.
- Jensen, M. (2007). Defining lifestyle. *Environmental Sciences*, 4(2), 63–73. <https://doi.org/10.1080/15693430701472747>
- Jumantini, E. (2018). Pengaruh Modernitas Individu Dan Lingkungan Sosial Terhadap Gaya Hidup Pada Siswa Smk Bisnis Dan Manajemen Terakreditasi Adi Kota Bandung. *Equilibrium: Jurnal Penelitian Pendidikan Dan Ekonomi*, 14(02), 57.
- Khansa, S. D., & Putri, K. Y. S. (2022). Pengaruh Sosial Media Tiktok Terhadap Gaya Hidup Remaja. *Ekspresi Dan Persepsi: Jurnal Ilmu Komunikasi*, 5(1), 133–141. <https://doi.org/10.33822/jep.v5i1.3939>
- Kusdiyati, S., Halimah, L., & Faisaluddin, F. (2011). Penyesuaian Diri Di Lingkungan Sekolah Pada Siswa Kelas Xi Sma Pasundan 2 Bandung. *HUMANITAS: Indonesian Psychological Journal*, 8(2), 171. <https://doi.org/10.26555/humanitas.v8i2.463>
- Lynn, R. O. (2023). *The Digital Media Sermon: Definitions, Evaluations, Considerations*.
- Madtha, L. J., Joseph, J., Joy, M. M., Reji, M. P., S., M. C., & Sabu, L. (2023). Peer Influence on Lifestyle Behaviors among Undergraduate Students of Professional Colleges. *Journal of Health and Allied Sciences NU*
- Martono, S., & Sudarma, K. (2019). *Influence of Life Style and Financial Literacy to Consumptive Behavior through Self-Control of Unisnu FEB College Students Jepara*. 8(37), 75–80.
- Mutiah, T., & Shinta, M. R. (2022). Gaya Hidup Remaja Melalui Sosial Media Tiktok. *Jurnal Media Penyiaran*, 2(1), 52–57.
- Monanda, R. (2017). Pengaruh media sosial Instagram terhadap gaya hidup hedonis di kalangan followers remaja. *Jom Fisip*, 4(2), 4.
- Narmaditya, B. S. (2013). Pengaruh Pendidikan Ekonomi Keluarga Terhadap Perilaku Konsumsi Dimediasi Literasi Ekonomi dan Gaya Hidup Pada Mahasiswa Fakultas Ekonomi Universitas Negeri Malang Angkatan 2011. *Ekuitas: Jurnal Pendidikan Ekonomi*, 1(1), 11–20. <https://doi.org/10.23887/ekuitas.v1i1.12757>
- Novitasari, A. T., & Septiana, A. (2021). Pengaruh Pendidikan Ekonomi Dalam Lingkungan Keluarga Terhadap Perilaku Konsumtif Siswa. *JEKPEND: Jurnal Ekonomi Dan Pendidikan*, 4(1), 64. <https://doi.org/10.26858/jekpend.v4i1.15119>
- Pontania, A. (2016). Hubungan Konsep diri Dengan Gaya Hidup Hedonis Pada Siswa SMAN 4 Surakarta.
- Prihastuty, D. R., & Rahayuningsih, S. (2018). *Pengaruh Financial Literacy, Financial Behavior, Financial Attitude, Dan Demografi Terhadap Perilaku Konsumtif*

- (Studi Pada Mahasiswa Strata I Fakultas Ekonomi Universitas 17 Agustus 1945 Surabaya). 03(02).
- Putri Suhaida & Safri Mardison. (2021). *Pengaruh Teman Sebaya Terhadap Konsep Diri Siswa Kelas VIII di MTsN Lembah Gumanti Kabupaten Solok*.
- Rayyan, Bahri, S., & Bakar, A. (2017). Pengaruh Konformitas Teman Sebaya terhadap Gaya Hidup Experiences. *Jurnal Ilmiah Mahasiswa Bimbingan Dan Konseling*, 2(1), 48–60.
- Suhada. (2022). EFEKTIVITAS PARA PELAKU EKONOMI DALAM MENUNJANG PERTUMBUHAN EKONOMI INDONESIA. *Jurnal Inovasi Penelitian*, 2(10).
- Sugiyono. (2015). *Metode Penelitian Kuantitatif dan R & D*. Bandung: Alfabeta
- Sukarno, N. F., & Indrawati, E. S. (2020). Hubungan Konformitas Teman Sebaya Dengan Gaya Hidup Hedonis Pada Siswa Di Sma Pl Don Bosko Semarang. *Jurnal EMPATI*, 7(2), 710–715. <https://doi.org/10.14710/empati.2018.21702>
- Suryani, I. (2017). Pentingnya Pendidikan Informal Tentang Ekonomi Pada Keluarga Transmigran. *Jurnal Teori Dan Praktisi Pembelajaran IPS*, 2.
- Theodora, B. D., & Marti'ah, S. (2016). The Effect of Family Economic Education towards Lifestyle Mediated by Financial Literacy History Article. *Dinamika Pendidikan*, 11(1), 18–25. <https://doi.org/10.15294/dp.v11i1.8697>
- Wahyu, M. (2021). Pengaruh Iklan dan Aplikasi TikTok Terhadap Minat Beli Mahasiswa Manajemen Bisnis Syariah IAIN Polopo. SKRIPSI: Wahyu Mujiarti.
- Wahyuni, S., & Ruyadi, Y. (2018). Faktor Yang Melatarbelakangi Perubahan Gaya Hidup Anak Pada Keluarga Tenaga Kerja Wanita. *Sosietas*, 8(1), 490–495. <https://doi.org/10.17509/sosietas.v8i1.12505>
- Wiguna, A. F., Bagaskara, E., Safitri, H., & Oktaviana, S. (2023). *The Influence of Technological Development on Culture and Lifestyle of People in Indonesia*. 3(1), 383–390.
- Wulandari, D., & Narmaditya, B. S. (2015). Pengaruh Pendidikan Ekonomi Keluarga Terhadap Perilaku Konsumsi Mahasiswa. *Prosiding Seminar Nasional*, 785–788.
- Yang, S., Zhao, Y., & Ma, Y. (2019). Analysis of the Reasons and Development of Short Video Application-Taking Tik Tok as an Example. *2019 9th International Conference on Information and Social Science (ICIS 2019)*, *Iciss*, 340–344. <https://doi.org/10.25236/iciss.2019.062>