

The Effect of Parent's Social Economic Status and Economic Literacy on the Consumption Decision of Economic Education Students FKIP Untan

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ABSTRACT

The role of the family as a driver of the development of individual knowledge is influenced by dynamic social interactions, and also on the family's socio-economic status. This study aims to determine whether there is an influence of parents' socio-economic status and economic literacy on consumption decisions of FKIP Untan economic education students. The method used in this study is to use descriptive methods with quantitative approaches. The form of research that will be used is Interrelationship Studies. The population of the study was the overall FKIP Untan economic education students (regular) who were still active from the 2014 to 2017 Academic Year totaling 251 people, the total sample in this study was 146 students. Data collection techniques that will be used in this study are indirect communication techniques and documentary study techniques. The data collection tools used in this study are tests, questionnaires or questionnaires, notebooks, visual documentation tools. Analysis of research results was done using Multiple Linear Regression Analysis. There is a significant influence of parents' socio-economic and economic literacy on consumption decisions. This means that the better the parents' socio-economic status and economic literacy, the consumption decisions will increase, and vice versa.

Keywords: parental socio-economic status, economic literacy, student consumption decision

INTRODUCTION

The current economic condition of Indonesia is still weak, the weak world of work and higher inflation rates have resulted in increasingly expensive prices of goods, resulting in the weak economy of the people in Indonesia. The weak value of the rupiah and the higher level of public consumption make it less prosperous. Economics is a thing that cannot be separated from human life and also in the family environment. The role of the family as a driver of the development of individual knowledge is influenced by dynamic social interactions, and also on the family's socio-economic status.

The family economic situation focuses on financing consumption for basic needs in the family starting from clothing and food needs. The role of parents also participates in providing support to their children in the world of education to fulfill the needs of educational facilities and infrastructure. Higher education costs make parents have to work harder so that all consumption needs and children's educational needs can be balanced.

In a community group there will be layers that will lead to one's social status. A person's social status will have an impact on the level of the economy he has. A person's socio-economic status will also lead to education. Education is low so this will

affect a person's education in his environment. This is because the socio-economic status of parents will affect the students' economic literacy. Budiwati revealed, (2014) that: "Low economic literacy will have an impact on consumer attitudes towards consumers". According to Salemi, (2005: 47): "Economic Literacy mean students attain economic literacy if they can apply basic economic concepts years later, in situations relevant to their lives and different from those encountered in the classroom"

Knowledge needed to master certain tasks related to economic problems and have a good understanding of money, business, and economic issues, this is expressed by Kotte and Witt 1995 (in Kanserina, 2015): "Students who have knowledge of how to manage finances, quality of goods, and urgent needs which can occur at any time will be more selective in carrying out consumption activities".

Basically economics is always related to consumption decision making, even economics can be said to be a set of analytical tools that can help us make the best decisions in life, especially consumption decisions. This shows that humans are always faced with choices and make consumption decisions. Students are expected to be able to take economic actions in consuming goods and services. In accordance with what was conveyed by Raharja and Manurung (in Kanserina, 2015: 1): "That decisions in making choices are not easy work, because based on certain considerations, humans need to learn how to determine choices, and this is what will be studied in economics.

Economics can help humans to fulfill the need to determine consumption decisions to run well and rationally and the need for learning about economics so that students can easily determine consumption decisions. A student as a rational consumer will decide the purchase of an item not based on mere emotion, but mainly based on a consideration that what will be bought does provide the greatest level of

satisfaction compared to other goods or services.

The parents' socio-economic status affects an individual's level of consumption. This was stated by Damiati (2017: 20) states, that: "By understanding consumer behavior, business actors will be able to classify consumers by gender, based on age, based on education level, based on occupational level, aiming at buyers' targets more focused and more directed ". From the statement above, the producers therefore see consumer behavior in buying an item in need of grouping the level of one's social status based on work, education, age and gender.

Based on the table above, to see a person's socio-economic status can be seen through the socio-economic status of his parents, because FKIP Untan Economic Education students (regular) are still not working, therefore students still do not have their own income, therefore to see status socioeconomic students can be seen by the social status of the parents themselves. Based on these data it can be explained that FKIP Untan economic education students (regular) have moderate socioeconomic status. This is based on the income of students' parents who are still classified as middle to lower levels, due to the total 254 students of FKIP Untan Academic Year 2014 - Academic Year 2017 (regular) economic education there are 91 students who receive Bidikmisi. Based on the table above, each generation has a level of income for parents who have the same relative each year. Regarding this matter, it can be seen how parents manage their income so that they meet the consumption costs and education costs of their children.

The parents 'socio-economic status will also have an impact on students' economic decisions because the higher the socio-economic status of the parents, a student no longer thinks about economic decisions that will be taken in purchasing goods and services. Students more often buy things without thinking first whether the items purchased are really needed or not.

The student feels he has sufficient needs and has a lot of pocket money from his parents. Students who have low socio-economic status of parents usually tend to not pay attention to economic decisions in buying an item and do not apply economic literacy that has been obtained in making the purchase decisions of the most needed items. Students often follow trends and follow the style of friends so that the most important needs are ignored by the student. Students who receive Bidikmisi scholarships will also have the same effect on whether the money received is used as well as possible for education costs or vice versa is not sufficient in financing education.

FKIP Untan economic education students learn about economic lessons and should already know about how to make decisions in buying goods, but in reality students do not use economic literacy in making decisions in purchasing goods, resulting in a high level of consumption and inefficient decisions. a consumption decision.

Based on the statement above, the researcher wants to find out more about the Socio-Economic Status and Economic Literacy of Consumption Decisions. This study focuses on students of FKIP Economics Education Study Program Untan Academic Year. 2014-TA. 2017 (regular). It is expected that parents' socio-economic status and economic literacy on consumption decisions so that students can take appropriate consumption decisions in buying a product or goods and services so that students are expected to think rationally in making consumption decisions.

This study aims to determine whether there is an influence of parents' socio-economic status and economic literacy on consumption decisions of FKIP Untan economic education students. In connection with this research, the authors want to examine how much influence the parents' socio-economic status and economic literacy have on the consumption decisions of FKIP Untan economic education students. Based on the data

obtained, the authors are interested in conducting research with the title: "The Influence of Parents' Socio-Economic Status and Economic Literacy on Consumption Decisions FKIP Economic Education Students Untan".

LITERATURE REVIEW

Parents' Socio-Economic Status

The diversity of existing social status will lead to social stratification or social differentiation. The existence of different social status of the community causes differences in conditions or conditions in the family to the surrounding community. According to Santrock, (in Ramadhanti 2016: 34) states: "Socio-economic status as a grouping of people based on the same characteristics of employment, education, and economics"

Whereas according to WS Winkel (in Bahjatussaniah (2015: 2) states that: "Definition of socio-economic status means a condition that shows the family's financial ability and material equipment possessed." Can be concluded that the socio-economic status of parents is the position of someone grouped in the levels of ability obtained in the person's environment occupy the type of income level, type of work, and type of education taken.

According to Soekanto (2012: 210) several aspects to determine the level of measurement of parents' socio-economic status, namely, "Level of Education, Employment, Income, Wealth or Ownership". In line with the opinion of Horton (in Siti Maesaroh 2009: 17): "Measures or criteria that can be used to distinguish community members into a socio-economic class are divided into three forms, namely income or wealth, employment, and education". It can be concluded that classification or social stratification can be seen and measured by several aspects such as: education, employment, income owned, wealth possessed such as the area of land owned and the house owned and descendants of a person.

Economic Literacy

Literacy means the ability to read and write or literate askara. In the present context literacy has a very broad meaning. Literacy can mean technological, political, economic, critical thinking and sensitivity to the surrounding environment. As Sina (2012: 136) said: "Economic literacy is a useful tool for changing behavior from not being smart to being intelligent".

Burjhardt et al (2003: 20) state that, "Economic literacy is the ability to identify economic problems, alternatives, costs and benefits, analyze incentives to work in economic situations, examine the consequences of changing economic conditions and public policies, collect and regulate economic evidence, and weighing costs against benefits. "

Based on several opinions on economic literacy, it can be interpreted as a tool to identify economic problems that make intelligent behavior in choosing. Economic literacy when viewed from the National Council on Economic Education (NCEE) (in Rahayu Anita) develops economic literacy criteria in the form of tests to measuring the level of economic literacy of students into 20 indicators:

1. Able to analyze changes in money demand
2. Able to explain the role of entrepreneurs
3. Able to analyze the influence of interest rates on the tendency to save society
4. Able to explain individual income
5. Able to explain national income
6. Able to analyze changes in supply and demand
7. Able to analyze the impact of international trade policies
8. Able to analyze the impact of government policies in pricing
9. Able to explain the role of economic actors, producers, consumers, and governments in the economy
10. Able to explain the benefits of international trade
11. Able to analyze demand / supply for the price of goods
12. Able to explain limited use of resources
13. Able to explain the role of capital markets in the economy
14. Able to analyze costs and benefits of economic transactions
15. Able to analyze the costs and benefits of decision making
16. Able to explain the role of government in the economy
17. Able to explain the state's income and expenditure budget
18. Able to analyze the impact of inflation
19. Able to analyze the development of industry
20. Being able to explain the function of money (NCEE, in Rahayu Anita, 2016: 14)

In economic literacy it is very important in achieving prosperity both individually and in economic aspects. In order to be able to choose decisions intelligently, it must have economic literacy in order to meet the needs chosen with consideration and be able to process money as well as possible. Peter Garlans Sina, (2012: 138) states that, the importance of economic literacy can be seen from various aspects namely:

1. Asset aspect, asset aspect namely economic literacy becomes important because financial products have become very complex.
2. Debt aspects, errors in processing debt have an impact on excess debt so that income will be depleted to pay off debt.
3. Protection aspects, life in the future is uncertain, both concerning the human soul and the value of the assets it has.
4. Savings aspects, the specifications of which are how one saves to survive throughout the life cycle, fulfills needs such as children's education and how one treats them more respectfully through paying yourself first (pay yourself first), and one that is not forgotten is avoiding yourself from the trap is bigger than the pole.
5. The aspect of expenditure, so that the utilization of limited financial resources reaches the optimum requires a good

and effective financial management effort.

Consumption Decision

Damiati, et al. (2017: 174) state that, "Decision making can cover a variety of types, one decision can influence other decisions, this decision can also influence other types of decisions related to the consumption process of the product after purchase." Heitmann (2007) says "Nonetheless, decision making requires an alternative structure to select" Meaning: decision making requires choices in choosing. Furthermore according to Schiffman and Kanuk (2000: 437) is "the selection of options from two or alternative choices". Can be interpreted, a purchase decision is a decision of someone where he chooses one of several alternative choices.

It can be concluded that purchasing decisions are actions taken by consumers to purchase a product. Therefore, consumer purchasing decisions are a process of selecting one of several alternative solutions to problems with real follow-up. After that the consumer can evaluate the choice and then be able to determine the attitude that will be taken next.

According to Schiffman and Kanuk (in Damiati, et al. 2017: 11), states: "The term consumer behavior refers to the behavior that consumer display in searching for, purchasing, using, evaluating, and disposing of products and services that they expect will satisfy their needs" . Meaning: the term consumer behavior refers to the behavior shown by consumers in searching for, buying, using, evaluating, and spending products and service products that they hope will satisfy their needs.

Whereas according to Engel, Blackwell and Miniard (in Damiati, et al. 2017: 11), states: "We define consumer behavior as activities directly involved in obtaining, consuming, and disposing of products and services, including the decision processes that follow and follow these action". Meaning: we define consumer behavior as an act directly involved in

acquiring, consuming, and consuming products and services, including the process of decisions that precede and follow that action. Based on the two opinions of the experts, it can be concluded that consumer behavior is the behavior of buying, spending, using, consuming an item and service as a form of satisfaction of one's own needs.

MATERIALS & METHODS

The method used in this study is using descriptive methods, namely methods that attempt to obtain a complete and accurate descriptive of the problem under study focusing on collected data on "The Influence of Parents' Socio-Economic Status and Economic Literacy on Consumption Decisions of FKIP Economic Education Students Untan". This study uses a quantitative approach, according to Darmawan (2014: 130), stating "a quantitative approach focuses on symptoms that have certain characteristics in human life which he calls a variable". Data collected using research instruments and in accordance with research variables that use numbers and require data analysis with statistical procedures. The form of research that will be used by researchers is using relationship studies (Interrelationship Studies).

The population in this study is that all FKIP Untan economic education students (regular) are still active in lectures from the 2014 to 2017 Academic Year totaling 251 people. Determination of the sample using the Isaac and Michael formula 5% error rate with the following formula:

$$\text{Number of Samples} = \frac{\lambda^2 . N . P Q}{d^2 (N - 1) + \lambda^2 . N . P Q}$$

Based on sample calculations, the numbers of samples in this study were 146 students. Data collection techniques that will be used in this study are Indirect Communication Techniques and Documentary Study Techniques. The data collection tools used in this research are

tests, Questionnaires or Questionnaires, Notebooks, Visual Documentation Tools. The instrument trials in this study include validity and reliability tests. Analysis of the results of the study was done using Multiple Linear Regression Analysis in this study using the SPSS version 22.0 program.

RESULT

Based on the acquisition of scores on the X1 variable which is 4.997 with a percentage of 52.65%, descriptive analysis based on percentage shows a fairly good category. While the acquisition of scores on the Economic Literacy variable (X2) is 14,130, with a percentage of 69.12%. In percentage analysis shows good categories. Obtaining respondents' scores on variable X2 is 7,951, percentage X2 is 64.06%. In percentage analysis shows good categories.

Based on the results of research on 146 respondents through a questionnaire, the results showed that female students were 107 people with a percentage level of 73.3% and male students as many as 39 people with a percentage level of 26.7%. The number of female students is more diligent in coming to campus than male students to take care of college. The majority of respondents were in the class of 2015 and 2016, each of which was 44 people or 30.1% and the least were respondents in the class of 2017 as many as 22 people or 15%. Based on the work of parents, it can be seen that the majority of parents of respondents are working as farmers, namely as many as 48 people or 3.39% and the most are parents who work as retirees and freelance workers and drivers of 1 person or 0.7% respectively.

The results of the equation or multiple linear regression estimation model are $Y = 0.381X1 - 0.181X2$. The results of multiple linear regression statistical tests based on data management using SPSS 22.0 software indicates that the regression coefficient (R) obtained is 0.403. The amount of the contribution or influence of all independent variables together on the dependent variable is shown through the

coefficient of determination (R Square) of 0.162. This shows that the magnitude of the contribution of parents' socio-economic variables and economic literacy together on consumption decisions is $0.162 \times 100\% = 16.2\%$. The remaining 81.8% is influenced by variables or other factors not examined in this study.

Based on the results of the analysis, the calculated F value is 13,836 with a significant level of 0,000. Because the significant level of $<\alpha (0.05)$, H_a is rejected: Meaning: There is a simultaneous significant influence between parents' socio-economic and economic literacy on consumption decisions. Based on the r test shows that the coefficient of determination (R Square) is 0.162. This shows that the magnitude of the contribution of the variable socioeconomic status and economic literacy together to consumption decisions is $0.162 \times 100\% = 16.2\%$. The remaining 83.8% is influenced by variables or other factors not examined in this study. The influence of parents' socio-economic partial on consumption decisions is indicated by t-count of 4.949 with a significance of 0.000 (sig $<\alpha$), thus H_a is accepted. This means that the parents' socio-economic significant influence individually on consumption decisions. The effect of economic literacy on consumption decisions is indicated by the value of t-count of -2,347 with a significance of 0.020 (sig $<\alpha$), thus H_a is accepted. This means that economic literacy has a significant effect individually on consumption decisions.

DISCUSSION

Based on the results of data analysis and hypothesis testing conducted by researchers from questionnaires and tests distributed to students of the class of economic study program 2014-2017, it is known that the socio-economic status of parents has a significant effect on consumption decisions of students. This can be seen from multiple regression analysis (t test) the magnitude <0.05 . That is a probability significance value for the

parents' socio-economic status variable of 0.001, then H_a is accepted. This means that the parents' socio-economic status has a partial effect on student consumption decisions.

The results of this study are with the previous research conducted by Daroin (2010) entitled "The Effect of Economic Learning Quality, Economic Literacy and Parental Socio-Economic Status on Efficiency in Consuming Students of Class XI and XII Social Sciences at Senior High School State 1 Malang ". In "The effect of the simultaneous effect on efficiency in consuming class XI and XII Malang Senior High School students of State 1 at 60%".

The research is also in line with previous research conducted by Afiati et al (2014) entitled "The Influence of Parents' Socio-Economic Status and Peer Friends Group on Consumption Behavior". In the study stated that "if the parents' socio-economic status increases by one unit, the consumption behavior of high school students in Sidoarjo State Islamic Senior High School will increase by 0.414411 units". Mihic (2006) in his research states showed that income better explains purchasing habits and behavior visible products associated with significant expenditures. This means that better income affects purchasing habits and product buying behavior.

According to Sukirno (2016: 76) the thing that influences one's consumption is "If a person's income increases, a person will experience a tendency to consume as well". According to Sukirno (2016: 77) "The relationship between biased consumption and saving for someone is if someone experiences an increase in income, then the consumption and savings will increase". In addition, according to Soekanto (2015: 112) "Parents of the upper class or rich are very concerned about the lifestyle of their children. In terms of consumption patterns, education and child interaction". If a person has parents of socio-economic status in the upper class,

students will be biased by rational consumption patterns.

In this study there are findings regarding the socio-economic status of parents based on the description of the data from respondents' answers. It can be concluded that the socio-economic status of parents is of reasonably good quality. 1) education of parents, namely father of 40.4% elementary school while mother of 32.9% is high school, (2) work of parents is father of 51.4% of farmers, labourers and fishermen while mother is 48.6% of civil servants, (3) Father's income is 35.6% IDR. 3,000,000-Rp. 4,999,999 while Mother 63% amounted to > 5 million. Thus it can be concluded that the socio-economic status of parents influences consumption decisions of students of the Economic Education study program of the year 2014-2017.

Based on the results of data analysis and hypothesis testing conducted by researchers from the questionnaire distributed to students, it is known that economic literacy has a significant effect on consumption decisions. This can be seen from multiple regression analysis (t test) the magnitude <0.05 . That is the probability significance value for the economic literacy variable of 0.020, then H_a is accepted. This means that economic literacy has a partial effect on student consumption decisions.

The results of this study are in line with previous studies conducted by Daroin (2010) "The Effect of Economic Learning Quality, Economic Literacy and Parents' Socio-Economic Status on Efficiency in Consuming Students of Class XI and XII Social Sciences of State Senior High School 1 Malang". In this study states that economic literacy affects the efficiency of consumption of students of class XI and XII of Social Sciences at State Senior High School 1 Malang by 48%. In this study, students understand enough about economic literacy, causing the student's economic literacy rate to be quite good, so that there is a relationship. The higher the students' economic literacy ability, the higher the level of consumption decisions. Conversely,

if student economic literacy is low, the level of student consumption decisions decreases.

From this study shows that parents' social status and economic literacy have a significant effect on consumption decisions by 16.2% while the rest are influenced by other factors beyond that factor. In line with the research conducted by Purwati (2011) other factors that influence students in consumption behaviour are perceptions of their environment. In this study shows that the perception of students' influence on their environment has more influence on consumption behaviour. In consumption behaviour, students tend to consider more about the consumption patterns of family, friends, and neighbours.

This research is in line with the research conducted by Dahlani in Nuraisyah and Neti (2007) entitled "An Analysis of Influence of Social Economy Environment for Student Consumptive Attitude", there are 4 variables that influence student consumption behaviour, namely consumption treatment patterns, namely patterns treatment of parents, social status of parents, and peer groups. This shows that parents' socio-economic status and economic literacy are not the only ones that can influence student consumption behaviour. This is because there are still many other factors that can influence student consumption behaviour.

The results of the study show that the magnitude of the influence of parents' socio-economic status on student consumption decisions is 38.2%. The remaining 61.8% is influenced by variables or other factors not examined in this study. This means that a small proportion of students who make consumption decisions because of the socio-economic status of parents is quite good. This is consistent with the research conducted by Afiati and Kurniawan (2014) which explains that parents' socio-economic status has a significant effect on student consumption behaviour and also in accordance with research conducted by Purwati (2011) that the socio-economic status of parents of students, students'

perceptions of their environment and economic learning achievement have a positive and significant effect on student consumption behaviour.

The parents' socio-economic status influences student consumption behaviour. Empirical evidence indicates that the higher the socioeconomic status of parents, the higher the level of rationality of students in consumption. In this study it is known that most students have less rational consumption behaviour. And the socio-economic status of students' parents is mostly classified as moderate. The findings in this study are in line with what has been stated by Engel et al (Wirawan, 2015: 153 student consumption behaviour based on motivation and cognitive processes. Motivation underlying student consumption behaviour is self-actualization motives and physiological needs. In adolescence the motives of self-actualization hold important role, this motive sometimes makes students ignore the aspect of rationality. Students tend to be encouraged to buy goods that are in the trend for the function of self-actualization, and do not emphasize how the functions and benefits of the goods to be consumed.

The results of the study show that the magnitude of the influence of parents' economic literacy on student consumption decisions is 19.3%. This shows that the size of the contribution of the variable socio-economic status to consumption decisions is $0.193 \times 100\% = 19.3\%$. The remaining 80.7% is influenced by variables or other factors not examined in this study. This means that a small number of students make consumption decisions because of economic literacy.

The small influence between economic literacy on student consumption decisions is already classified as a society that no longer emphasizes basic knowledge of economics or rationality but is based on the desire to follow trends and based on mere desires. This is in line with his opinion Pawanti (2013: 3) that: electronic goods, fish food, branded clothing, etc., now seem

to be a primary need and cannot be abandoned. The community no longer buys an item based on priority needs and uses, but is based on prestige, prestige and style. As stated by Safuwani (2007: 42) that: in the modern era, lifestyles and consumption patterns have become a trend for every group of humans: adolescents, adults and parents. This condition developed in line with science and technology, shifts in civilization and social change

The amount of the contribution or influence of the socio-economic status variable and economic literacy together on consumption decisions is $0.162 \times 100\% = 16.2\%$. The remaining 85% is influenced by variables or other factors not examined in this study. From this study shows that the social status of parents is quite good, student economic literacy is classified as good and consumption behaviour of students have rational consumption behaviour which means that parents' socio-economic status (X1) and economic literacy (X2) have a positive effect and in terms of this is a direct relationship. If the parents' social economic status (X1) and economic literacy (X2) increases, the student's consumption decisions will increase.

Parents' socio-economic status (X1) and economic literacy (X2) have a significant influence on student consumption decisions by 16.2%, while the rest are influenced by other factors beyond that factor. In line with the research conducted by Purwati (2011) other factors that influence students in consumption behaviour are perceptions of their environment. In this study showed that the influence of student perceptions of the environment more influences the consumption behaviour. In consumption behaviour, students tend to consider more about the consumption patterns of family, friends and neighbours.

CONCLUSION

From the results of the study it can be concluded that there are significant socio-economic effects of parents on

consumption decisions in the direction of positive relationships. There is a significant effect of economic literacy on consumption decisions with the direction of negative relations. There is a significant influence of parents' socio-economic and economic literacy on consumption decisions. The better the parents' socio-economic status and economic literacy, the consumption decisions will increase, and vice versa.

Based on the conclusions described above, the researcher gives the following suggestions: It is known that parental education has good quality so it is expected to be able to educate and direct students to behave well, discipline their children in rational consumption behaviour, parents can teach children to save and also use priority scale in consumption and the last and hopefully parents can control students in visiting places that can make consumptive children consume. In addition, teachers are expected to be more creative and innovative in economic learning so that the economic literacy of students is more maximal so that the knowledge received can be applied in everyday life. Both variables have an influence on student behaviour, so students who have low socioeconomic status are expected to control expenditure or consumption according to their economy and are expected to increase their economic literacy so that they can identify economic problems that make intelligent behaviour in choosing.

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