

EFFECTIVITY OF THE CONSUMERISM EDUCATION VIDEO ON DECREASING THE CONSUMPTIVE BEHAVIOR

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ABSTRACT

This study aims to see the effectiveness of consumerism educational videos in reducing consumptive behavior. The research method used is a quantitative method with an experimental type of research, and researchers use a one group pretest design – posttest design. The population in this study were female students of Psychology Faculty In Raden Fatah State Islamic University, and researchers used purposive sampling techniques to select samples. The study used a questionnaire that refers to the theory of Consumptive Behavior by Lina and Rosyid, which consists of Impulsive Buying, Wasteful Buying, and Non – Rational Buying. The questionnaire was distributed to 30 people who had a fairly high shopping intensity with 28 valid items with an items correlation index between 0.292 – 0.743. Test the hypothesis used in this study by utilizing the paired sample t – test technique calculated using SPSS 22.0 for windows with the results of the t-test hypothesis – test which shows that there are significant changes that occur between the pretest and the posttest. From the results of the study, it shows that the provision of consumerism educational video treatment has an influence in reducing the consumptive behavior of female students, and the hypothesis is stated to be accepted.

Keywords: Consumerism, Consumptive Behavior, Educational Video

INTRODUCTION

Purchase behavior associated with impulsive buying usually occurs when a consumer visits a person or place to shop. Consumers make purchases because they are interested in the product and because of the excitement of shopping in the store. Stimulus – This driving stimulus is a stimulus for consumers to make a purchase, including impulse purchases or unplanned purchases. Silvera, et al (2008) stated that impulsive buying is the achievement of hedonic goals driven by pleasure. The purpose of this

relationship is that the pleasure and convenience of consumers in carrying out shopping activities lead to impulsive buying behavior.

Consumers sometimes buy a product without prior planning, and the desire to buy this product often occurs in stores or malls that offer a variety of products as a place to shop or take a walk. Purchase decisions can occur when a consumer is asked to choose from two or more alternatives, which can encourage someone to suddenly buy first because of a promotion (Afrianti, 2009). It is this action that can lead to impulsive buying, where consumers initially only think about shopping according to consumer needs, but due to the availability of complete stores and a comfortable store atmosphere, consumers are most likely to buy other items that are not planned, especially if there is a discount. This act of impulsive buying is usually referred to as consumptive behavior

Consumptive behavior according to Suyasa and Fransisca (2005) is an act of buying goods that are not part of a need, but as the fulfilment of desires/desires which are carried out excessively and result in the individual being drawn to experience waste and inefficiency in costs. This is in line with Grinder's opinion (in Lina and Rosyid, 1997) that consumptive behavior is a pattern of human life that is controlled by lust to fulfil worldly desires and pleasure alone. This consumptive behavior is influenced by several factors such as income level, one's personality, time availability, location, and local shopping culture factors. This behavior is not only shown by different people towards the same products, but also by the same people in different situations and environmental conditions.

Teenagers as a group in society cannot be separated from the influence of this consumerism, so it is not strange if teenagers are targeted by various fashion or beauty products (Jatman, 1987). This fact shows that the luxury or consumptive lifestyle movement is also carried out by young people and young women. The strong influence of peers on appearance makes teenagers try to present themselves as well as possible so they don't feel rejected by their own group (Hurlock, 1999). The desire to increase self-confidence and want to be accepted makes female students make excessive purchases, which causes symptoms of abnormal buying behavior in female students. This behavior appears and is carried out as an effort to

change oneself to look attractive by wearing expensive clothes and accessories to support their appearance.

Consumptive behavior, which is increasingly here, is increasingly entrenched and is often considered a natural action if it is carried out, it has proven that there are still many people who do not realize how bad the consequences of consumptive behavior are. As we know, examples of programs like paylater that should be used wisely, but instead become a boomerang for irresponsible users. It can be said that when a person is accustomed to consumptive behavior, it is likely that he will find it difficult to stop himself from continuing to buy goods with a paylater system. Then, when the paylater bill is not paid, then later the interest earned will be even higher, and it is possible that in the future the person will have difficulty paying the bill. With this in mind, various approaches are needed to reduce consumptive behavior by the public, especially female students.

The strong influence of the internet today helps many people's activities, one of which is shopping online. However, the influence of the internet can also be used for positive things, for example communicating remotely, or watching educational shows. The term video basically comes from a combination of two words in English, namely *vi* and *deo* which mean visual or image, and audio which means sound. In this case, Asmoro (2019) describes that video is a media or show that displays images and sound simultaneously. Meanwhile, education is a process of receiving and giving learning or knowledge in which the process can be carried out formally or informally, with the aim of educating, imparting knowledge, and developing one's potential. Where, in its use as a medium, educational videos are used to present information, and this information can later stimulate a person's stimulus to listen more deeply.

According to research by several experts, information was obtained that the basic thing used to channel understanding into the human brain is to utilize the sense of sight. Around 75% - 87% of human knowledge is obtained through the sense of sight, and the rest through other senses (Balqis, 2022). As we know, educational video shows are closely related to today's youth due to internet access making experiments using educational videos quite effective, and can later be accessed and used at unlimited times. Based on research conducted by Sutrio and Yunianto (2021) on two sample

groups (intervention and control), in which the intervention group in the study was given education using video shows, while the control group was not. The results of this study show that the intervention group that was given the video produced higher posttest scores than those that were not given the video intervention (the control group). Similar research was also conducted by Wastuti and Pangaribuan (2019) regarding the topic of preventing consumptive behavior through audio-visual technical information services, where the results obtained were true that there were significant differences in students before and after being given interventions via audio-visual or video. In addition, there is also research on the effect of educational videos on aggressive behavior of adolescents conducted by Irfan and Sugarna (2019), where the results of this study indicate that there is a significant change in respondents who are given educational video interventions. This proves that providing educational video interventions can influence individual behavior and knowledge in sorting out what is good and what is bad. Thus, this research was conducted with the hope that the provision of educational videos could also reduce consumptive behavior among the female students of Psychology Faculty in Raden Fatah State Islamic University

RESEARCH METHODS

The research method usefor this study is a quantitative method with an experimental design, and researchers use a one group pretest-posttest design. Arikunto (2010) defined a one group pretest-posttest design as a research activity that provide a pretest before being given the treatment, and the participant will be given the posttest after receive the treatment.

Experimental Design

Group A 01 ----- X ----- 02

Description:

Group A : Experimental Group
 01 : Pretest
 --- X --- : Intervention/treatment
 02 : Posttest

The population in this study is the 5th semester female students of Raden Fatah State Islamic University, and using the purposive sampling method on choosing the sample. According to Zuriah (In Yati, 2019) the purposive sampling method is a random sampling technique in which sample groups are targeted to have attributes based on the research criteria. The criteria for participants are 30 female students whose currently on their 5th semester, and have a quite high intensity of shopping.

The variable used by the researchers consists of two, it is the independent variable and dependent variable. Dependent variable is in charge of giving an effect to the independent variable. In experimental studies, dependent variable better known as treatment or intervention. Meanwhile, independent variable is the **variable that changed or being controlled in**. It represents the cause or reason for an outcome. Independent variables are the variables that the experimenter changes to test their dependent variable. In this study, those two variables are:

Dependent Variable (Vx) : Consumerism Education Videos

Independent Variable (Vy) : Consumptive Behavior

Our study process start with gathering the participants into one group through the whatsapp application, then the data collection was carried out by using the questionnaire method in the form of a google form which is distributed to participants. The instrument that used in this study is the consumptive behavior scale by Wardhani (2009), with the distribution score of scale:

Table 1
The Distribution Score of Scale

The choosing answer	Type of question	
	Favorable	Unfavorable
Strongly Agree	3	0
Agree	2	1
Not Agree	1	2
Strongly Disagree	0	3

At first, the consumptive behavior scale was counted as 40 items before being tested, and changes to only 28 valid items after being tested.

Table 2.
The Result of Measuring the Validity and Reliability of Consumptive Behavior Scale

Consumptive Behavior Scale	Validity	Reliability
N = 40	-0,098 – 0,708	0,887
N = 28	0,292- 0,743	0,906

According to the table 2, it can be seen that the correlation index from the 40 items were between -0.098 up to 0.078, and the 12/40 items were identified as invalid items. Then, from the item-total correlation which has been eliminate, has find out there is 28 valid items with index items correlation between 0.292 up to 0.743. This measure also supported by the increasing of reliability number from 0.887 to 0.906 (Wardhani, 2009).

The data collection steps in this study started by spreading the pretest of consumptive behavior scale in google form to the participants. After make sure all of the participants had filled the pretest scale, then the next step were given the intervention or treatment to the partipants, by share the first education videos about the dangerous of consumerism. Two days later, we continue to share another education videos, but the topic still about consumerism. After that, we ask the participants to take some screenshot of them watching those videos to make sure they already watch and do as directed. And the final step is asking them to filled the posttest of consumptive behavior scale in order to know is there any differentiate of their consumptive behavior before and after being given treatment. Therefore, the data analysis and hypothesis test for this study has done by using the paired sample t-test method by the help of IBM SPSS 22.0 application for windows

RESULTS AND DISCUSSION

The result of this research data in measuring the consumptive behavior has obtained the mean data 34.7, standard deviation 7.4, with a minimum score 16 and a maximum score 47. This measurement is carried out by referring to three categories; high, medium, and low. Categorization in measuring the consumptive behavior to female students is determined from the total number of values of subjects in measurements using

consumptive behavior measuring instruments. And then, the results of the decreasing scores that obtained before giving the treatment to participants versus after giving the treatment to participants is:

Table 3.
The Categorization of Pretest Data

Skor	Level	Frequency
$X < 28$	Low	5
$28 \leq X < 56$	Medium	25
$X \geq 56$	High	0
Total		30

Table 4.
The Categorization of Posttest Data

Skor	Level	Frequency
$X < 28$	Low	14
$28 \leq X < 56$	Medium	16
$X \geq 56$	High	0
Total		30

From the table 3 and table 4 about the categorization data, can be seen that from the pretests until the posttest scores, none of the participants were at the high category of consumptive behavior. Nevertheless, the decreasing of the consumptive behavior still happening, that proved by the decreasing number participants at medium level, from 25 female students to only 16 female students. Moreover, the other 9 female students who were at medium level are succeed to decreasing their intensity of consumptive behavior, and now at the low level with the other 5 participants.

Table 5.
Descriptive Analysis

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Eksperimen	30	16	47	34.07	7.432
Post-Test Eksperimen	30	5	44	26.20	9.736
Valid N (listwise)	30				

Next, the result of the data analysis from the table of decreased participant's scores was obtained the positive result means there really is the decreasing of scores on the pretest and the posttest. The decreasing of scores can be seen from the pretest's mean 34,07 with medium category to the 26,2 with low category on the posttest.

Table 6.
Hypothesis Test
Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-Test Eksperimen & Post-Test Eksperimen	30	.660	.000

The hypothesis test in this study using the paired sample t-test method which counted by the SPSS 22.0 for windows with the hypothesis result shows there are significant changes that occur between the pretest and the posttest. The principle used to prove the hypothesis accepted is if the value of $p < 0,05$. That score can be seen from the table 6 which shows the result of t-test is $p = 0,000 < 0,05$ which means the pretest (before given the education video's treatment) and posttest (after given the education video's treatment) score were significantly decreasing. Therefore, this study prove that the given treatment of consumerism education videos has the impact from reducing or decreasing the female students' consumptive behavior, and hypothesis is accepted.

The consumptive behavior can be defined as an action or activity of consuming things or services impulsively. The behavior that are considered consumptively can be seen if the things they bought weren't actually necessity, and their desire to own those items are merely prestige(Jasman, 2022). Therefore, the consumptive behavior that happen among the female students should've been receiving serious treatment, because the impact of this behavior definitely affects their education. From the data of this study about the consumptive behavior of female students from the Raden Fatah State Islamic University, shows that almost all of the participants were at the medium level of consumptive behavior. It means, the female students or the participants in this study haven't reach the high level of consumptive in buying or consuming things. However, if the behavior isn't immediately

given an appropriate treatment or education, then the possibility of female students reach the high level of consumptive behavior could happen in another time. One of an appropriate treatment that proved on decreasing the consumptive behavior is by giving the intervention of consumerism education video to the female students repeatedly. Those education videos that given to them can be flexibly access by the female students, with expecting those videos can be a useful help when the female students about to feel the desire of consumptive behavior. Moreover, the consumerism education video also expected to be a helpful thing from the best use of the internet, so in the future not only a consumptive behavior that could be decreased, but also another maladaptive behavior. However, even this study prove that treatment could decrease the consumptive behavior, it can always be possible that behavior reappears to the female students.

So, to overcome that, female students need to control themselves and understand about how to controlling and coping that behavior which already cultured. Ridolla (2021) shared five tips that female students could be able to overcome the consumptive behavior, it is; *First*, do the preparation of a personal spending budget, and from the note can be differentiate which are the priority and which are not; *Second*, get used to save money and avoid unnecessary wasteful behavior; *Third*, avoid spree behavior or travel too often, because that travel activity will increasing the financial expenses beyond the main needs; *Fourth*, Try to make investments from now on, because trying to investing can control the unimportant expenses; *Fifth*, must be able to increase your sense of commitment in culture, especially to the aspects which relate on the future needs.

CONCLUSION

The results of the research that has been carried out by this study found several things related to the tendency of impulsive buying in female students of Raden Fatah State Islamic University. In general, the level of the subject's impulsive buying tendency in this study is low. However, there was still a decrease in consumptive behavior from 25 female students who were at the moderate level, to only 16 students. So, initially there were only 5 female students at the low level, but after being given treatment in the form of educational videos, the frequency of participants with low

consumptive behavior increased to 14 people. In the results of the descriptive analysis through the table of female students' scores, it was seen that there was a decrease in scores on the pretest and posttest. This can be seen from the average pre-test score of 34.07 in the medium category, then there was a decrease in the post-test score to 26.2 in the low category. That is, there was a decrease in the results of the pretest and posttest performed. The hypothesis testing used in this study used the paired sample t-test technique which was calculated by SPSS 22.0 for windows with the results of the t-test hypothesis showing that there were significant changes that occurred between the pretest and posttest.

This research has several weaknesses, which is the short time and less effective so that the results are far from perfect. With the weaknesses in this study, the researchers advise female students to be able to suppress themselves so they do not have the intention to behave consumptively or live extravagantly and excessively by getting used to being rational, not easily influenced by the suggestions of friends or other people in their surroundings and being able to control themselves. to live frugally even though they have abundant wealth so they don't behave consumptively. This can be done by starting to have no intention of consumptive behavior such as having to always eat at a luxury restaurant, always having to buy branded and trendy goods, or be willing to spend money because of discounts even though you know that the goods aren't needed. The last but not least, to the public or another researchers can use the result of this study as reference in spreading information to female students who hasn't know the effectiveness of educational videos in decreasing consumptive behavior.

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