

The Influence of Teacher Personality Competence, Peers and Social Media on the Consumptive Behavior of Grade XII Students at SMAN 14 Gowa

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Abstract

This study aims; 1). To find out and analyze the influence of teacher personality competency on the consumer behavior of class XII students at SMAN 14 Gowa. 2). To find out and analyze the influence of peers on the consumer behavior of class XII students at SMAN 14 Gowa. 3). To find out and analyze the influence of social media on the consumer behavior of class XII students at SMAN 14 Gowa. 4). To find out and analyze the influence of teacher personality competency, peers, and social media simultaneously on the consumer behavior of class XII students at SMAN 14 Gowa. 5). To find out and analyze which variables have the dominant influence on the consumer behavior of class XII students at SMAN 14 Gowa. This research approach uses quantitative research. The research was conducted in Class XII at SMAN 14 Gowa. The population of this research is all students of class XII of SMAN 14 Gowa in the academic year 2025/2026 which consists of 8 classes consisting of Class XII A, XII B, XII C, XII D, XII E and XII F with a population of 288 students. The sampling technique in this study is Purposive Random Sampling, each class XII is represented by 10 students obtained through random per class so that the number of samples is 80 students of class XII. SMA Negeri 14 Gowa, Gowa Regency, data collection techniques using questionnaires and data analysis techniques using multiple regression techniques and t-test analysis and F Test using SPSS 26. The results of this study are; 1). Teacher Personality Competence has a positive and significant effect on the Consumptive Behavior of Class XII Students of SMAN 14 Gowa 2). Peers have a positive and significant influence on the Consumptive Behavior of Class XII Students of SMAN 14 Gowa 3). Social Media has a positive and significant influence on the Consumptive Behavior of Class XII Students of SMAN 14 Gowa 4). Teacher Personality Competence, Peers and Social Media together influence the Consumptive Behavior of Class XII Students of SMAN 14 Gowa 5). The most dominant variable influencing the Consumptive Behavior of Class XII Students of SMAN 14 Gowa is Peers.

Keywords

Teacher Personality Competence, Peers, Social Media, Student Consumptive Behavior



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INTRODUCTION

Consumptive behavior refers to an individual tendency to excessively consume goods or services that are driven more by desire than actual need (Tambunan, 2001; Sumartono, 2002). In contemporary society, this phenomenon has become increasingly prevalent alongside rapid lifestyle changes and the advancement of globalization, which have significantly reshaped consumption patterns. Consumptive behavior is no longer limited to specific social groups but has expanded across various demographics, including adolescents. This development is influenced by multiple factors such as lifestyle changes (Anggraini & Santhoso, 2019), family environment, and peer influence, all of which play a significant role in shaping individual consumption habits and preferences (Dewi et al., 2017). In addition, technological advancement and the widespread use of social media have further facilitated access to information and online shopping platforms, thereby increasing the likelihood of impulsive and excessive consumption (Kotler in Miranda, 2017).

Among adolescents, the influence of social media is particularly strong in shaping consumption behavior. Exposure to trends, influencers, and curated lifestyles often encourages students to follow patterns of consumption that prioritize appearance, social status, and self-image, which frequently results in unplanned purchases (Amaliya, 2017). This situation is further exacerbated by limited financial literacy and a high level of dependence on parents, which reduces adolescents' ability to manage their personal finances effectively (Mala et al., 2022). As a result, students become more vulnerable to consumptive behavior that is not based on rational decision-making.

In the educational context, teachers play a crucial role in shaping students' character and behavior through their personality competence, which includes being a role model of maturity, integrity, discipline, and responsibility (Kompri, 2017). Teachers with strong personality competence are expected to internalize values such as self-control, simplicity, and rational thinking in their students. Through daily interactions and exemplary behavior, teachers can guide students in distinguishing between needs and wants, as well as in developing wiser consumption habits. Conversely, a lack of strong role modeling from teachers may weaken the process of character development, making students more susceptible to external influences such as peers and social media.

Peer groups also contribute significantly to adolescent behavior, as students tend to conform to group norms in order to gain acceptance and social belonging.

Similarly, social media serves as a powerful external influence that continuously exposes students to consumerist culture and lifestyle comparisons. In the context of SMAN 14 Gowa, preliminary observations indicate that students tend to exhibit consumptive behavior, such as excessive shopping habits and a preference for branded goods, which reflect the influence of both social and environmental factors. Based on these conditions, this study aims to analyze the influence of teacher personality competence, peers, and social media on the consumptive behavior of Grade XII students at SMAN 14 Gowa.

METHODS

This research was conducted at SMA Negeri 14 Gowa, Gowa Regency, with the subjects being grade XII students in the 2025/2026 academic year. This research used a quantitative approach with an explanatory research type, which aims to test the effect of independent variables on the dependent variable through statistical analysis. The research design used was a causal associative design, namely to determine the cause-and-effect relationship between the variables of teacher personality competency, peers, and social media on student consumptive behavior. The population in this study was all grade XII students of SMA Negeri 14 Gowa, totaling 288 students spread across several classes (XII A to XII F). The sampling technique used purposive random sampling, namely random sample selection by considering the representation of each class. From each class, 10 students were taken so that the total sample was 80 respondents.

Data collection was conducted using a questionnaire designed based on the indicators of each research variable. The research instrument was first tested for validity and reliability to ensure its suitability for use in data collection. The data analysis technique used was multiple linear regression analysis to examine the simultaneous and partial effects between variables. Hypothesis testing was conducted through:

- Partial t-test to determine the influence of each independent variable on the dependent variable,
- F test (simultaneous) to determine the joint influence, as well as analysis of the coefficient of determination to see the extent of the contribution of the independent variable to the dependent variable.

The entire data analysis process was carried out with the help of SPSS statistical

software version 26.

FINDINGS AND DISCUSSION

FINDINGS

Results of Multiple Linear Regression Analysis

Based on the results of multiple linear regression analysis, the following model equation was obtained:

$$Y = 1.454 + 0.179X_1 + 0.418X_2 + 0.275X_3$$

The equation shows that all independent variables, namely teacher personality competency (X_1), peers (X_2), and social media (X_3), have a positive relationship with student consumer behavior (Y). The constant value of 1.454 indicates that if all independent variables are considered constant, then student consumer behavior remains at 1.454. Furthermore, the regression coefficient of the teacher personality competency variable of 0.179 indicates that every one-unit increase in the variable will be followed by an increase in student consumer behavior of 0.179, assuming other variables remain constant. The peer variable coefficient of 0.418 means that peer influence makes the greatest contribution compared to other variables, where every one-unit increase will increase student consumer behavior by 0.418. Meanwhile, the social media variable has a coefficient of 0.275, which means that an increase in social media use is also followed by an increase in student consumer behavior of 0.275.

Simultaneous Test (F Test)

The simultaneous test results in Table 4.10 show a significance value of 0.000, which is lower than the 0.05 significance level. Furthermore, the calculated F-value of 54.484 indicates that the regression model used is feasible and significant. Thus, it can be concluded that teacher personality competency, peers, and social media have a significant influence on the consumer behavior of grade XII students at SMAN 14 Gowa.

Partial Test (t-Test)

The partial test results show that each independent variable has a significant influence on the dependent variable. First, the teacher's personality competency variable (X_1) has a significance value of 0.048 (<0.05) and a calculated t value of 2.009 which is greater than the t table (1.664). This indicates that teacher personality competency has a positive and significant influence on student consumptive behavior. Second, the peer variable (X_2) shows a significance value of 0.000 (<0.05) with a calculated t value of 7.289. These results confirm that peers have a positive and significant influence on student consumptive behavior. Third, the social media variable (X_3) has a significance value of 0.001 (<0.05) and a calculated t value of 3.407. Thus, social media is also proven to have a positive and significant influence on student consumptive behavior.

Coefficient of Determination (R²)

Based on the analysis results in Table 4.12, the coefficient of determination (R Square) was 0.683. This value indicates that 68.3% of the variation in student consumer behavior can be explained by the variables of teacher personality competence, peers, and social media together. Meanwhile, the remaining 31.7% is influenced by other factors outside the research model that were not examined in this study.

Dominant Variable

Based on the standardized beta coefficient, the peer variable (X₂) has the highest value, at 0.580. This indicates that, compared to other variables, peers are the most dominant factor influencing students' consumer behavior. This finding indicates that social interactions between peers play a significant role in shaping students' consumption patterns, especially among adolescents who are more easily influenced by their peers. The findings of this study demonstrate that teacher personality competence, peers, and social media each have a significant influence on the consumptive behavior of Grade XII students at SMAN 14 Gowa, both partially and simultaneously. These results provide an important understanding that students' consumptive behavior is a multidimensional phenomenon shaped by internal school factors, social interactions, and digital environmental exposure.

First, teacher personality competence shows a positive and significant effect on students' consumptive behavior, as indicated by a significance value of 0.048 (<0.05). This finding suggests that teachers' personal attributes—such as wisdom, emotional maturity, integrity, and role-modeling behavior—play a meaningful role in shaping students' attitudes toward consumption. In the school context, teachers are not only knowledge transmitters but also moral exemplars whose behavior is observed and internalized by students. According to Mulyasa (2013), personality competence is a fundamental aspect of teacher professionalism because it reflects stability, maturity, and exemplary conduct that directly influences students' character formation. This result is also consistent with Nur Aisyah (2022), who emphasizes that teachers who demonstrate consistent self-control and simplicity can guide students toward more rational behavioral patterns, including in managing consumption decisions. In this sense, teachers function as behavioral models who help students distinguish between needs and wants. When teachers consistently demonstrate modest lifestyles and disciplined behavior, students are more likely to internalize similar values, thereby reducing tendencies toward excessive consumption. Conversely, weak role modeling may reduce the effectiveness of character education and leave students more vulnerable to external consumerist influences.

Second, peer influence emerges as the most dominant factor affecting students' consumptive behavior, with a significance value of 0.000 (<0.05). This finding highlights the strong role of peer groups in shaping adolescent behavior, particularly during late adolescence when individuals experience heightened sensitivity to social acceptance and

identity formation. According to Hurlock (1993) and Yusuf (2009), peer groups serve as primary social environments in which adolescents develop attitudes, values, and behavioral standards. The desire to be accepted within a group often leads students to conform to group norms, including consumption patterns. From a sociological perspective, this phenomenon can be explained through the concept of normative social influence, where individuals adjust their behavior to align with group expectations. Katz and Lazarsfeld (as cited in Misdasari, 2019) further explain that interpersonal communication within peer groups significantly affects decision-making processes, including purchasing behavior. In the context of SMAN 14 Gowa, peer dynamics likely encourage students to adopt similar consumption habits, such as purchasing branded items or following trends, in order to maintain social belonging and avoid exclusion. This explains why peer influence becomes the most powerful determinant among the three variables examined.

Third, social media also has a significant positive effect on consumptive behavior, with a significance value of 0.001 (<0.05). The rapid development of digital platforms has transformed the way individuals access information, interact socially, and make purchasing decisions. Social media exposes students to continuous streams of lifestyle content, advertisements, influencers, and peer comparisons, all of which contribute to shaping consumerist attitudes. According to Al Farasyi (2021), social media has shifted consumption behavior from need-based rationality toward desire-driven impulsivity. Furthermore, exposure to curated content on social media platforms often creates a phenomenon of social comparison, where adolescents evaluate their self-worth based on others' lifestyles and possessions. This condition strengthens the desire to imitate trends and engage in symbolic consumption. Empati et al. (2018) and Anggraini & Santhoso (2019) also argue that adolescents are particularly susceptible to digital influence due to their developmental stage, which prioritizes identity exploration and social acceptance. As a result, social media becomes a significant driver of consumptive behavior in modern adolescent life.

Finally, the simultaneous test results (F-test) indicate that teacher personality competence, peer influence, and social media collectively have a significant effect on students' consumptive behavior. This finding confirms that consumptive behavior is not caused by a single factor but is the result of an interaction between educational environment, social relationships, and technological exposure. Amaliya (2017) supports this view by stating that consumptive behavior among adolescents is shaped by both social and media-related factors in an interconnected manner. Overall, these findings highlight the importance of a holistic approach in addressing consumptive behavior among students. Strengthening teacher role modeling, fostering positive peer group dynamics, and promoting digital literacy are essential strategies to mitigate excessive consumption. Schools, families, and communities need to work collaboratively to build students' awareness of financial responsibility and encourage more rational, value-based consumption patterns in the era of

globalization and digitalization.

CONCLUSION

Based on the research results and discussion, it can be concluded that the personality competencies of teachers, peers, and social media each have a positive and significant influence on the consumer behavior of grade XII students at SMAN 14 Gowa. In addition, these three variables simultaneously also influence student consumer behavior. Of the three factors studied, peers are the most dominant variable in influencing the consumer behavior of grade XII students at SMAN 14 Gowa. The results of this study provide important implications for the world of education, especially in efforts to control student consumer behavior. First, teachers are expected to be able to strengthen personality competencies, such as being role models in being modest, wise in consumption, and instilling character values oriented towards self-control in students. Second, the dominant influence of peers indicates the need to develop a positive social environment through collaborative activities, peer group development, and strengthening a healthy school culture. Third, the role of social media needs to be directed educationally, both through digital literacy and wise supervision, so that students are able to filter information and are not easily influenced by consumer trends. Overall, the synergy between teachers, the peer environment, and the positive use of social media is key to shaping more rational consumer behavior in students. This study has several limitations that should be considered. First, the study was conducted only on 12th-grade students at SMAN 14 Gowa, so the results cannot necessarily be generalized to a wider population. Second, the variables studied were limited to teacher personality competencies, peers, and social media, so there are still other factors that could potentially influence students' consumer behavior, such as family economic conditions, lifestyle, and cultural influences. Third, the data used were sourced from questionnaires, which allows for subjectivity in respondents' answers. Therefore, further research is recommended to expand the scope of the study, add research variables, and use more diverse data collection methods to obtain more comprehensive results.

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