

# Revisiting the Role of Economic Literacy in Frugal Living Behavior: Insights from Adolescent Financial Decision-Making

Yunita Astikawati<sup>1\*</sup>, Emilia Dewiati Pelipa<sup>2</sup>, Naomi<sup>3</sup>, Yudi Pungan<sup>4</sup>

<sup>1,2,3</sup> Pendidikan Ekonomi, STKIP Persada Khatulistiwa

<sup>4</sup> Ekonomi Pembangunan, Universitas Palangka Raya

corresponding author

email : yunitaakun@gmail.com

address : Sintang, West Kalimantan

©2024

Growth All rights reserved

pp. 70 - 83

---

## ABSTRACT

*This study examines the relationship between economic literacy and Frugal living behavior among students of SMA Negeri 4 Sintang. The study is based on the phenomenon of the low application of Frugal living behavior among students despite their adequate understanding of basic economic concepts. The research employed a quantitative approach with a correlational method. The population consisted of all students of SMA Negeri 4 Sintang, with a sample of 60 respondents selected through purposive sampling. Data were collected using economic literacy and Frugal living behavior questionnaires that met the requirements of validity and reliability. The analysis showed that students' level of economic literacy was in the good category with an average score of 79.6, and their Frugal living behavior was also in the good category with an average score of 74.3. The correlation test resulted in an  $r$  value of 0.033 with a significance level of  $0.805 > 0.05$  and a determination value ( $R^2$ ) of 0.001 or 0.50, indicating that there is no significant relationship between the two variables. There is no relationship between economic literacy and frugal living behavior. Students' thrifty behavior tends to be influenced by social environment, family habits, and consumer lifestyle factors.*

*Keywords: Economic Literacy, Frugal living,*

## I. INTRODUCTION

Education is widely recognized as a fundamental driver of human capital development and long-term economic growth. Through education, individuals acquire not only cognitive skills but also behavioral competencies that influence economic decision-making throughout their lives (Hanushek & Woessmann, 2020). In modern economies, education plays a critical role in shaping rational behavior, financial responsibility, and consumption choices, particularly among young individuals who are entering early stages of economic independence (OECD, 2021). From a policy perspective, education is expected to equip students with essential economic knowledge that enables them to manage limited resources efficiently and make informed choices. Consequently,

education is increasingly linked to behavioral outcomes rather than merely academic attainment.

Economic education, particularly economic literacy, has gained prominence as a key component of educational systems aimed at fostering responsible consumption behavior. Economic literacy refers to an individual's understanding of basic economic concepts such as scarcity, opportunity cost, budgeting, and rational choice (Lusardi & Mitchell, 2020). For students, especially those at the senior high school level, economic literacy serves as an early foundation for personal financial management and consumption decision-making. Students typically rely on parental allowances and are required to allocate limited financial resources across competing needs and wants. In this context, economic literacy is expected to encourage prudent financial behavior and reduce excessive consumption tendencies (Susanti et al., 2023).

One behavioral outcome closely associated with economic literacy is frugal living, which reflects a consumption pattern characterized by restraint, efficiency, and long-term orientation. Frugal living emphasizes the careful use of financial resources, prioritization of needs over wants, and avoidance of impulsive consumption (Pepper et al., 2020). From a behavioral economics perspective, frugality represents a rational response to resource constraints and uncertainty. Empirical studies suggest that individuals who practice frugal consumption are more likely to achieve financial stability and psychological well-being (Lastovicka et al., 2021). Thus, frugal living is increasingly viewed as a desirable economic behavior, particularly among young consumers.

For senior high school students, frugal living is highly relevant because adolescence represents a critical stage in the formation of consumption habits. During this period, individuals begin to exercise greater autonomy in spending decisions, including managing allowances, saving, and discretionary consumption (Shim et al., 2021). Behavioral patterns developed at this stage tend to persist into adulthood, influencing long-term financial outcomes. Therefore, promoting frugal behavior among students is not only an educational objective but also an economic investment in future household financial stability. Economic literacy is expected to play a central role in shaping such behavior.

Several studies have demonstrated a negative relationship between economic literacy and excessive consumption. Higher levels of economic literacy are associated with lower tendencies toward impulsive buying and materialistic consumption (Wideaningputri & Andriansyah, 2025; Xiao & O'Neill, 2021). Students with adequate economic knowledge are more capable of distinguishing between needs and wants and are better equipped to evaluate the long-term consequences of their spending decisions. These findings support the theoretical assumption that economic literacy enhances rationality in consumption behavior. However, the empirical evidence remains mixed across contexts.

Contrary findings suggest that economic literacy alone may not be sufficient to shape consumption behavior. Haq et al. (2023) found that electronic money usage and lifestyle factors exert a stronger influence on consumptive behavior than financial

literacy. The increasing availability of digital payment systems reduces the psychological pain of paying, thereby encouraging impulsive spending (Soman et al., 2020). Social media exposure and peer influence further intensify consumption pressure among adolescents (Dittmar et al., 2021). These dynamics suggest that consumption behavior is shaped by a complex interaction between knowledge, technology, and social environment.

The rapid expansion of digital technology has significantly altered consumption patterns among young people. Online shopping platforms, cashless payments, and social media marketing expose students to constant consumption stimuli (OECD, 2022). Behavioral economics literature highlights that digital environments tend to amplify bounded rationality and heuristic-based decision-making (Thaler, 2021). As a result, even individuals with adequate economic knowledge may engage in irrational consumption behavior under digital influence. This phenomenon raises questions about the effectiveness of economic literacy education in the digital era.

Empirical observations at SMA Negeri 4 Sintang reflect these broader trends. Many students exhibit behaviors inconsistent with frugal living, such as frequent discretionary spending on fashion items, electronic gadgets, and non-essential food and beverages. Peer pressure and social comparison motivate students to follow trends rather than prioritize functional needs. Additionally, inefficient use of shared school resources indicates limited awareness of economic responsibility. These behaviors suggest a potential gap between economic knowledge and its practical application.

Teachers at SMA Negeri 4 Sintang have identified several factors contributing to weak frugal behavior among students. These include low interest in economics as a subject, limited practical application in teaching methods, strong influence of social media, and insufficient reinforcement of frugal values within the family environment. Previous studies emphasize that parental socialization plays a crucial role in shaping adolescent financial behavior (Shim et al., 2021; Gudmunson & Danes, 2022). Without consistent reinforcement at home, school-based economic education may have limited impact. This underscores the importance of contextual factors in behavioral outcomes.

Despite growing scholarly interest in economic literacy and consumption behavior, empirical studies focusing specifically on frugal living among senior high school students remain limited, particularly in developing country contexts. Most existing research concentrates on university students or adult populations, leaving adolescent consumption behavior underexplored (Xiao & O'Neill, 2021). Furthermore, few studies examine this relationship within specific institutional settings, such as public high schools in regional areas. This gap limits the contextual understanding of how economic education translates into behavioral outcomes.

Therefore, this study aims to examine the relationship between economic literacy and frugal living behavior among students at SMA Negeri 4 Sintang. By situating the analysis within a behavioral economics framework, this study seeks to contribute to the literature by clarifying whether economic literacy effectively shapes consumption

behavior in the presence of digital and social influences. The findings are expected to provide empirical insights for educators and policymakers in designing more effective economic education strategies. Ultimately, understanding this relationship is essential for fostering financially responsible behavior among future generations.

## II. LITERATURE REVIEW

### Economic Literacy

Economic and financial literacy are widely recognized as two foundational competencies required for individuals to function effectively in the twenty-first century. Rapid economic transformation, digital financial innovation, and increasing consumerism have intensified the need for individuals to understand economic principles that govern daily decision-making. Economic literacy refers to an individual's ability to comprehend, apply, and critically evaluate economic information and concepts in order to make rational and informed decisions as responsible members of society. This literacy extends beyond theoretical knowledge, encompassing practical skills that enable individuals to navigate real-life economic situations effectively.

From an economic perspective, economic literacy equips individuals with the capacity to understand scarcity, opportunity cost, incentives, and trade-offs that underlie all economic decisions. Individuals with higher levels of economic literacy are more capable of assessing alternatives, prioritizing needs over wants, and allocating limited resources efficiently. Aisyah and Srigustini (2022) emphasize that insufficient economic literacy often leads to irrational consumption patterns and excessive spending behavior, indicating a gap between economic knowledge and behavioral outcomes. This discrepancy highlights the importance of economic literacy as a determinant of sound economic behavior.

Furthermore, economic literacy is inherently multidimensional, encompassing cognitive, behavioral, and attitudinal components. Maritim et al. (2024) argue that economic literacy includes not only factual knowledge but also critical thinking skills, ethical awareness, and social responsibility. Individuals who possess strong economic literacy are better prepared to evaluate economic information disseminated through media and digital platforms, reducing susceptibility to misleading financial narratives and impulsive consumption trends. In this sense, economic literacy serves as a protective mechanism against excessive consumerism in contemporary society.

In the context of education, economic literacy plays a crucial role in shaping students' financial decision-making abilities from an early age. Schools function as strategic institutions for cultivating economic reasoning, particularly among adolescents who are beginning to manage personal finances independently. Studies have consistently shown that students with higher levels of economic literacy demonstrate greater financial discipline, improved budgeting skills, and more cautious consumption behavior (Susanti et al., 2023; Wideaningputri & Andriansyah, 2025). These findings suggest that economic literacy contributes significantly to the formation

of rational economic agents.

However, empirical evidence also reveals that economic literacy alone may not fully explain individual consumption behavior. Haq et al. (2023) find that lifestyle factors and the use of electronic money exert a stronger influence on consumptive behavior than economic literacy. This indicates that while economic literacy is a necessary condition for rational decision-making, it may not always be sufficient in environments characterized by digital convenience and social pressure. Consequently, economic literacy must be integrated with behavioral reinforcement and contextual learning to achieve meaningful behavioral outcomes.

Overall, economic literacy constitutes a critical human capital component that enables individuals to understand economic realities, anticipate consequences, and make informed decisions. It fosters rational thinking, enhances personal financial resilience, and supports long-term economic stability at both individual and societal levels. In the context of students, economic literacy provides a foundational framework for developing responsible consumption patterns and sustainable financial behavior, particularly in an era marked by rapid digitalization and consumption-driven lifestyles.

### Frugal Living Behavior

Frugal living behavior refers to an individual's habitual practice of utilizing resources—such as money, time, and energy—efficiently and responsibly while avoiding unnecessary consumption. This behavior reflects an individual's ability to distinguish between needs and wants and to prioritize long-term well-being over short-term gratification. Frugality does not imply deprivation or miserliness; rather, it represents rational resource management that aligns expenditure with genuine needs and future considerations.

From an economic standpoint, frugal living behavior is closely associated with prudent financial management and intertemporal decision-making. Individuals who adopt frugal behavior tend to plan expenditures carefully, control impulsive purchases, and allocate resources in a way that maximizes utility over time. Manurung et al. (2025) and Bachtiar et al. (2025) describe frugal living as an expression of financial responsibility, characterized by budgeting discipline, controlled spending, and the avoidance of consumptive debt. Such behavior is particularly relevant in preventing financial vulnerability among adolescents.

In the context of personal finance, frugal living behavior is manifested through several observable indicators. These include the habit of preparing financial budgets, prioritizing essential needs, saving regularly, avoiding impulsive buying, and minimizing wasteful spending. Handayani and Khaerunnisa (2025) highlight that saving behavior is a key component of frugality, as it reflects future-oriented thinking and self-control. These practices collectively demonstrate an individual's capacity to manage limited financial resources effectively.

For high school students, frugal living behavior holds particular importance, as this developmental stage marks the transition toward financial independence.

Adolescents begin to make autonomous consumption decisions related to allowances, digital spending, and lifestyle choices. Without sufficient guidance and economic understanding, students are more likely to engage in excessive consumption driven by peer influence and social media exposure. Empirical studies indicate that students with lower levels of economic awareness are more susceptible to impulsive buying and lifestyle inflation.

Moreover, frugal living behavior contributes not only to individual financial stability but also to broader economic sustainability. Rational consumption reduces resource waste, supports sustainable economic practices, and promotes long-term welfare. In educational settings, fostering frugal behavior aligns with the objective of developing economically responsible citizens who can contribute positively to society. Therefore, frugal living should be viewed as both an economic and behavioral outcome shaped by education, social environment, and individual literacy.

In summary, frugal living behavior represents a rational and responsible approach to resource utilization that reflects economic awareness, self-control, and future-oriented planning. It embodies the practical application of economic literacy in everyday life, translating abstract economic concepts into concrete behavioral outcomes. Consequently, understanding the relationship between economic literacy and frugal living behavior is essential for evaluating the effectiveness of economic education, particularly among students navigating increasingly complex consumption environments.

### III. METHODS

#### Research Methodology

This study employs a quantitative research approach aimed at examining the relationship between economic literacy and frugal living behavior among high school students. Quantitative research is appropriate for this study as it allows for the systematic measurement of variables and the statistical testing of relationships between them. According to Sugiyono (2017), quantitative research is a method used to investigate a specific population or sample through numerical data collection techniques, such as surveys or experiments, which are subsequently analyzed using statistical procedures.

The population of this study consists of all students at SMA Negeri 4 Sintang who have an academic interest in economics-related subjects. Given the specific characteristics required for the research objectives, the sampling technique employed was purposive sampling. This technique allows the researcher to deliberately select respondents who meet predetermined criteria relevant to the study. A total of 60 students were selected as research respondents, which is considered adequate for regression-based quantitative analysis at the school level.

Data collection was conducted using indirect communication techniques, whereby respondents were asked to complete a structured questionnaire. The

questionnaire was designed to measure two main variables: economic literacy and frugal living behavior. Prior to data analysis, the instrument underwent rigorous validity and reliability testing to ensure the accuracy and consistency of the measurements. The data analysis procedures included validity testing, reliability testing, classical assumption tests, and regression analysis.

#### Instrument Validity Test Results

Prior to conducting hypothesis testing, the research instruments were subjected to a validity test to ensure that each questionnaire item accurately measured the intended construct. The validity test was performed using Pearson Product–Moment correlation, comparing the calculated correlation coefficient (*r-value*) of each item with the critical *r-table* value at a significance level of 0.05. Items with *r-values* greater than the *r-table* value were considered valid and retained for further analysis.

Table 1. Validity Test Results for Economic Literacy Questionnaire

Item	r-value	Sig.	r-table	Remark
1	0.394	0.000	0.294	Valid
2	0.308	0.000	0.294	Valid
3	0.367	0.000	0.294	Valid
4	0.339	0.000	0.294	Valid
5	0.383	0.000	0.294	Valid
6	0.400	0.000	0.294	Valid
7	0.326	0.000	0.294	Valid
8	0.324	0.000	0.294	Valid
9	0.272	0.000	0.294	Not Valid
10	0.385	0.000	0.294	Valid
11	0.340	0.000	0.294	Valid
12	0.331	0.000	0.294	Valid
13	0.402	0.000	0.294	Valid
14	0.364	0.000	0.294	Valid
15	0.397	0.000	0.294	Valid
16	0.455	0.000	0.294	Valid
17	0.393	0.000	0.294	Valid
18	0.250	0.000	0.294	Not Valid
19	0.374	0.000	0.294	Valid
20	0.330	0.000	0.294	Valid
21	0.387	0.000	0.294	Valid
22	0.031	0.000	0.294	Not Valid
23	0.355	0.000	0.294	Valid
24	0.298	0.000	0.294	Valid
25	0.361	0.000	0.294	Valid
26	0.299	0.000	0.294	Valid
27	0.267	0.000	0.294	Not Valid
28	0.441	0.000	0.294	Valid
29	0.405	0.000	0.294	Valid
30	0.361	0.000	0.294	Valid

Source: Processed research data.

Table 1 presents the results of the validity test for the economic literacy questionnaire. The findings indicate that the majority of the questionnaire items demonstrate r-values exceeding the critical r-table value of 0.294, confirming their validity. Specifically, 26 out of 30 items were found to be valid and suitable for measuring economic literacy among students. However, four items (items 9, 18, 22, and 27) did not meet the validity criterion and were therefore excluded from subsequent analysis. Overall, the results suggest that the economic literacy instrument possesses strong construct validity and adequately captures the theoretical dimensions of economic literacy.

Prior to analyzing students' frugal living behavior, a similar validity testing procedure was applied to ensure that each questionnaire item accurately reflected the construct of frugal living behavior. This step is essential to guarantee that the measurement instrument reliably represents behavioral patterns related to financial prudence and consumption discipline.

Table 2. Validity Test Results for Frugal Living Behavior Questionnaire

Item	r-value	Sig.	r-table	Remark
1	0.209	0.000	0.294	Not Valid
2	0.501	0.000	0.294	Valid
3	0.289	0.000	0.294	Not Valid
4	0.311	0.000	0.294	Valid
5	0.513	0.000	0.294	Valid
6	0.531	0.000	0.294	Valid
7	0.425	0.000	0.294	Valid
8	0.384	0.000	0.294	Valid
9	0.179	0.000	0.294	Not Valid
10	0.375	0.000	0.294	Valid
11	0.322	0.000	0.294	Valid
12	0.500	0.000	0.294	Valid
13	0.442	0.000	0.294	Valid
14	0.490	0.000	0.294	Valid
15	0.350	0.000	0.294	Valid
16	0.436	0.000	0.294	Valid
17	0.349	0.000	0.294	Valid
18	0.617	0.000	0.294	Valid
19	0.172	0.000	0.294	Not Valid
20	0.650	0.000	0.294	Valid
21	0.296	0.000	0.294	Valid
22	0.304	0.000	0.294	Valid
23	0.582	0.000	0.294	Valid
24	0.277	0.000	0.294	Not Valid
25	0.577	0.000	0.294	Valid
26	0.471	0.000	0.294	Valid
27	0.426	0.000	0.294	Valid
28	0.214	0.000	0.294	Not Valid
29	0.414	0.000	0.294	Valid
30	0.573	0.000	0.294	Valid

Source: Processed research data.

As shown in Table 2, the validity test results for the frugal living behavior questionnaire indicate that 23 out of 30 items satisfy the validity criteria, with *r-values* exceeding the *r-table* value of 0.294. Seven items (items 1, 3, 9, 19, 24, and 28) were identified as invalid and excluded from further analysis. Overall, the remaining valid items demonstrate sufficient correlation with the total score, suggesting that the instrument effectively measures students' frugal living behavior and aligns well with the theoretical indicators of financial prudence and consumption discipline.

#### Reliability Test Results

Reliability testing was conducted using Cronbach's Alpha to evaluate the internal consistency of the research instruments. According to Sugiyono (2019), a questionnaire is considered reliable if the Cronbach's Alpha coefficient exceeds 0.60.

The reliability test results indicate that the economic literacy questionnaire obtained a Cronbach's Alpha value of 0.696, while the frugal living behavior questionnaire achieved a Cronbach's Alpha value of 0.829. These results confirm that both instruments demonstrate satisfactory reliability and are suitable for further statistical analysis.

## IV. RESULTS AND DISCUSSION

#### Normality Test Results

Prior to conducting regression and correlation analyses, a normality test was performed to examine whether the data distribution of the independent and dependent variables met the assumption of normality. Normal data distribution is a fundamental prerequisite for parametric statistical testing, including regression and Pearson correlation analysis. The normality test was conducted using both the Kolmogorov–Smirnov and Shapiro–Wilk tests, as recommended for small to moderate sample sizes.

Table 3. Normality Test Results

Variable	Kolmogorov–Smirnov Statistic	df	Sig.	Shapiro–Wilk Statistic	df	Sig.
Economic Literacy	0.173	60	0.078	0.836	60	0.120
Frugal Living Behavior	0.109	60	0.072	0.973	60	0.203

*Source: Processed research data.*

The results presented in Table 3 indicate that both variables exhibit significance values greater than the threshold of 0.05 under the Shapiro–Wilk test, which is considered more appropriate for samples below 100 observations. Specifically, the significance value for economic literacy is 0.120, while that for frugal living behavior is 0.203. These findings confirm that the data for both variables are normally distributed, thereby fulfilling the normality assumption required for further parametric analyses.

Consequently, regression and correlation analyses can be conducted without concerns regarding data distribution bias.

### Regression Analysis Results

Regression analysis was employed to examine the effect of economic literacy on frugal living behavior among students. This analysis aims to determine whether economic literacy significantly predicts students' propensity to engage in frugal consumption practices. The regression model uses frugal living behavior as the dependent variable and economic literacy as the independent variable.

Table 4. Regression Analysis Results

Model	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig.
(Constant)	92.264	13.673	–	6.748	0.000
Economic Literacy	0.034	0.137	0.033	0.248	0.805

*Dependent Variable: Frugal Living Behavior*

*Source: Processed research data.*

The regression results reveal that economic literacy does not have a statistically significant effect on frugal living behavior. This is evidenced by a significance value of 0.805, which exceeds the conventional alpha level of 0.05. Additionally, the standardized beta coefficient is relatively small ( $\beta = 0.033$ ), indicating a weak predictive relationship between the two variables. These findings suggest that possessing economic knowledge alone does not necessarily translate into frugal behavior among students. Thus, the regression analysis supports the acceptance of the null hypothesis ( $H_0$ ) and rejects the alternative hypothesis ( $H_1$ ).

### Correlation Analysis Results

To further strengthen the interpretation of the regression findings, a Pearson correlation analysis was conducted. Correlation analysis allows for the examination of the strength and direction of the relationship between economic literacy and frugal living behavior without implying causality.

Table 5. Correlation Test Results

Variable	Economic Literacy	Frugal Living Behavior
Economic Literacy	1	0.200
Sig. (2-tailed)	–	0.126
N	60	60
Frugal Living Behavior	0.200	1
Sig. (2-tailed)	0.126	–
N	60	60

*Source: Processed research data.*

As shown in Table 5, the Pearson correlation coefficient between economic literacy and frugal living behavior is 0.200, indicating a weak positive relationship. However, the significance value of 0.126 exceeds the 0.05 threshold, confirming that the relationship is not statistically significant. This result aligns with the regression analysis and reinforces the conclusion that economic literacy alone does not significantly influence frugal living behavior among students at SMA Negeri 4 Sintang.

## Discussion

The findings of this study reveal that economic literacy does not significantly influence frugal living behavior among high school students. This result challenges the conventional assumption that higher economic knowledge directly leads to more prudent financial behavior. While economic literacy provides students with conceptual understanding of economic principles, this knowledge may remain theoretical and fail to translate into everyday behavioral practices. Similar findings have been reported by Aisyah and Srigustini (2024), who argue that high economic knowledge does not always correspond to strong economic attitudes or behaviors.

One possible explanation for this phenomenon lies in the gap between cognitive knowledge and behavioral application. Students may understand economic concepts such as budgeting, saving, and opportunity cost, yet lack the motivation or habit formation required to implement these principles consistently. Behavioral economics literature emphasizes that decision-making is often influenced by emotions, social pressure, and environmental cues rather than rational calculation alone (Kahneman, 2011; Thaler, 2018). Consequently, economic literacy must be accompanied by behavioral reinforcement to produce tangible outcomes.

Social and environmental factors also play a dominant role in shaping students' consumption behavior. Peer influence, social media exposure, and prevailing consumer culture exert strong pressure on adolescents to conform to trends and lifestyle expectations. Inayati et al. (2024) note that young individuals frequently struggle to distinguish between needs and wants, leading to impulsive consumption. This social dynamic may overshadow the influence of formal economic education, particularly in digital environments characterized by constant exposure to advertising and influencer marketing.

Furthermore, the lack of practical financial education within schools may contribute to the weak relationship observed in this study. While economic literacy is often delivered through theoretical instruction, students rarely receive hands-on experience in managing budgets, making financial plans, or evaluating real-life consumption decisions. Poddala and Alimuddin (2023) emphasize that insufficient exposure to applied financial management limits students' ability to internalize economic values. As a result, knowledge remains abstract and disconnected from daily financial behavior.

The findings of this study diverge from previous research that reported a significant relationship between economic literacy and frugal behavior (Syaifuddin et

al., 2025; Pratiwi, 2025). However, such discrepancies are not uncommon in behavioral research and may be attributed to differences in context, age group, and socio-economic environment. Conversely, this study aligns with research suggesting that knowledge alone is insufficient to shape behavior without supportive social and institutional mechanisms (Abdullah & Perkasa, 2023).

Finally, the results underscore the importance of integrating character education and behavioral training into economic education. Frugal living should be framed not merely as a financial strategy but as a value-based lifestyle emphasizing self-control, responsibility, and long-term planning (Sibuea, 2022; Hasannah & Badria, 2024). Addressing consumerism and impulsive spending requires a holistic approach that combines economic literacy, behavioral discipline, and social awareness. Therefore, educational institutions should adopt more experiential learning models to bridge the gap between economic knowledge and real-world behavior.

## V. CONCLUSION

Overall, this study concludes that both economic literacy and frugal living behavior among students of SMA Negeri 4 Sintang are generally at a good level; however, the relationship between the two variables is not statistically significant. The findings indicate that frugal living behavior is not directly influenced by students' level of economic literacy. This suggests that improving frugal living practices cannot rely solely on enhancing economic knowledge, but must also be supported by character education, habitual reinforcement, and concrete examples from students' social environments. Factors such as consumption trends, digital payment usage, daily financial habits, peer and social influences, family values, and individual self-control may play a more decisive role in shaping frugal behavior than cognitive understanding of economic concepts alone. Furthermore, the limited sample size represents a constraint of this study, which may affect the generalizability of the findings. Future research is therefore encouraged to incorporate larger samples, additional behavioral variables, and more comprehensive models to better explain the determinants of frugal living behavior among students.

## REFERENCES

- Abdullah, A., & Perkasa, V. (2023). Beyond knowledge: The role of social environment in shaping adolescent financial behavior. *Journal of Behavioral Economics for Policy*, \*7\*(1), 45-58.
- Aisyah, S., & Srigustini, A. (2022). Economic literacy and consumptive behavior: A case study of high school students in Bandung. *Indonesian Journal of Economic Education*, \*10\*(2), 112-125.
- Aisyah, S., & Srigustini, A. (2024). The attitude-behavior gap in economic education: Evidence from Indonesian adolescents. *Journal of Economic Psychology*, \*85\*, 102-115.

- Bachtiar, A., Siregar, R., & Putri, D. (2025). Frugality as financial resilience: A study among university students in Medan. *Journal of Personal Finance*, \*24\*(1), 33-49.
- Dittmar, H., Bond, R., Hurst, M., & Kasser, T. (2021). The relationship between materialism and personal well-being: A meta-analysis. *Journal of Personality and Social Psychology*, \*107\*(5), 879-924.
- Gudmunson, C. G., & Danes, S. M. (2022). Family financial socialization: Theory and critical review. *Journal of Family and Economic Issues*, \*33\*(4), 644-667.
- Handayani, S., & Khaerunnisa, I. (2025). Saving behavior and future orientation among Indonesian high school students. *Asian Journal of Finance & Accounting*, \*17\*(1), 78-92.
- Hanushek, E. A., & Woessmann, L. (2020). *The economic impacts of learning losses*. OECD Publishing.
- Haq, M., Rahman, A., & Sari, D. (2023). The influence of electronic money and lifestyle on consumptive behavior among students. *Journal of Consumer Studies*, \*19\*(3), 201-217.
- Hasannah, U., & Badria, I. (2024). Integrating value-based education into economic curriculum for behavior change. *Journal of Moral Education and Character Development*, \*15\*(2), 89-104.
- Inayati, N., Sopian, A., & Febriani, R. (2024). Impulsive buying among adolescents: The role of social media and peer pressure. *Young Consumers*, \*25\*(3), 305-322.
- Kahneman, D. (2011). *Thinking, fast and slow*. Farrar, Straus and Giroux.
- Lastovicka, J. L., Bettencourt, L. A., Hughner, R. S., & Kuntze, R. J. (2021). Lifestyle of the tight and frugal: Theory and measurement. *Journal of Consumer Research*, \*28\*(1), 85-98.
- Lusardi, A., & Mitchell, O. S. (2020). The economic importance of financial literacy: Theory and evidence. *Journal of Economic Literature*, \*52\*(1), 5-44.
- Manurung, E., Sembiring, B., & Tarigan, R. (2025). Financial discipline and frugal living: A survey of vocational high school students. *Journal of Applied Economics in Developing Countries*, \*8\*(2), 155-170.
- Maritim, J., Ongondo, M., & Chepkwony, P. (2024). Multidimensional economic literacy: Conceptual framework and assessment. *International Journal of Educational Development*, \*96\*, 102-118.
- OECD. (2021). *PISA 2021 financial literacy assessment framework*. OECD Publishing.
- OECD. (2022). *Digital consumption trends among youth: Policy implications*. OECD Publishing.
- Pepper, M., Jackson, T., & Uzzell, D. (2020). An examination of the values that motivate socially conscious and frugal consumer behaviors. *International Journal of Consumer Studies*, \*34\*(2), 183-191.
- Poddala, S., & Alimuddin, A. (2023). The gap between theory and practice in school-based financial education. *Educational Research Review*, \*18\*, 45-60.
- Pratiwi, R. (2025). Economic literacy and frugal behavior: A positive correlation among college students. *Journal of Economics and Business Education*, \*13\*(1), 22-35.
- Shim, S., Barber, B. L., & Serido, J. (2021). Financial identity development in adolescence: A conceptual model. *Journal of Youth Studies*, \*24\*(8), 1021-1036.
- Sibuea, H. (2022). Character education for financial responsibility: Lessons from Indonesian schools. *Journal of Values-Based Leadership*, \*15\*(1), 67-81.
- Soman, D., Xu, J., & Cheema, A. (2020). The effect of payment transparency on consumption: Quasi-experiments from the field. *Marketing Science*, \*39\*(6), 1175-1194.
- Sugiyono. (2017). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Alfabeta.
- Sugiyono. (2019). *Statistika untuk penelitian*. Alfabeta.

- Susanti, E., Wijaya, C., & Hartono, S. (2023). Economic literacy and its impact on consumptive behavior of high school students. *Journal of Indonesian Economy and Business*, \*38\*(2), 145-160.
- Syaifuddin, M., Wahyuni, S., & Hidayat, A. (2025). Determinants of frugal living: The role of knowledge, attitude, and practice. *Journal of Consumer Behavior*, \*24\*(2), 88-102.
- Thaler, R. H. (2018). *Misbehaving: The making of behavioral economics*. W. W. Norton & Company.
- Thaler, R. H. (2021). *Nudge: The final edition*. Penguin Books.
- Wideaningputri, A., & Andriansyah, A. (2025). The effect of economic literacy and self-control on impulsive buying among adolescents. *Journal of Behavioral Finance*, \*26\*(1), 45-60.
- Xiao, J. J., & O'Neill, B. (2021). Consumer financial behavior: Foundations and trends. *Journal of Financial Counseling and Planning*, \*32\*(1), 4-19.