

Factors Affecting Students' Economic Behavior

Dian Eka Prasastianta

Post-Graduate Program of State University of Malang

Abstract: *Students' economic behavior in terms of economic rationality as an reflecting act of a tendency to act as economic principals basically has already recognized by the students since they are in family environment and community as well. The further understanding they obtain through formal education from elementary to senior high school. Students are considered as economic agents in this case are as consumers. A Consumer in performing their acts should be rational. Consumers' rationality is affected by several factors such as economic literacy, socioeconomic status, and interest in economics subject. However, behavior viewed from students' economic rationality is less visible. The present study is an explanatory study with quantitative approach. It is an cross sectional study as well, where the present study is conducted to obtain data from respondents in certain period of time (data are gathered just once). Viewed from the correlation among variables, there are three variables act as exogenous variable and two variables act as endogenous variable. The sample is as many as 150 students and the data are collected through questionnaire and test. Questionnaire is employed to collect socioeconomic status, interest in economic subject and students' economic behavior data. Meanwhile, the test is employed to collect economic literacy. The data are analyzed by employing path analysis and the correlation of the variables is structured based on Structural Equation Modeling. The results of the analysis and discussion are as follows: (1) parents' socioeconomic status does not effect on economic literacy, (2) parents' socioeconomic status does not effect on economic behavior, (3) students' interest in economics subject effect on economic literacy, (4) students' interest in economics subject effect on economic behavior (5) the effect of students' economic literacy effect on economic behavior, (6) parents' socioeconomic status does not effect on economic behavior by means of economic literacy, and (7) students' interest in economic subject effect on economic behavior by means of economic literacy.*

Keywords: *Parents' socioeconomic status, interest in economics subject, Economic Literacy, students' economic behavior*

I. Background of The Study

Regarding to the life skills of high school students, the subjects of economics has an important role in shaping economic behavior, especially at the economy decision-making. Economics as one of subjects in senior high school is expected to be able to provide supplies or knowledge to the students to have the skills in economy, so that students are able to behave rationally in economy. According to Zamroni (1992), in general, rational means the action of humans which has been planned beforehand consciously through careful thought in the context of economy action. Humans constantly are underlying their actions in order to achieve effectiveness and efficiency of economy. However, empirically, the skill of senior high school students in using economics in everyday life or in consuming is still very far from the expectation (Haryono, 2008).

Witherington (2002) explains that adolescent development is more inclined to the psychological changes that can never be separated from environmental influences. Teenagers, with their images, assess themselves and assess their environment, especially social environment. Teenagers are also very easy to follow the trend, follow what is "in" among them. Therefore, there is a tendency that teenagers often like to imitate the patterns and lifestyle of the people in their environment. That kind of behavior makes teenagers often consume without thinking about their financial condition. Even they often think that if they want something, they must buy it. This is proved by the number of adolescent behavior in the act of consumption which is not based on rational considerations, namely the application of the principles and economic motives in consumption activities, but they are more influenced by their environment. It is proved by some surveys to teenagers about consumption behavior. Komalasari and Helmi (2000) studied about cigarette consumption in teenagers. It shows the result of a teenager which is more influenced by emotional and environment considerations, both family and friends. There is no rational consideration. Theoretically, students as economic actors in economic activity should always be done with rational consideration rather than emotional consideration.

Related to the conception of the infinity of human desire, regulation of consumption can be interpreted as an attempt to make efficient allocation of resources, through restriction of the desire and determination of the need fulfillment priorities. The more efficient humans in setting their consumption, the bigger economic surplus which can be achieved. Therefore, we can conclude that the size of economic surplus which can be achieved

depends on the humans' ability to achieve effectiveness of productive activities and efficiency of the setting of desire and need in consumptive activity.

Related to educational efforts for the benefit of value investment of economic rationality, the economic education in schools should give meaningful contribution. Starting from the curriculum, learning materials, up to the learning activities in schools, should be oriented to embed attitudes and economic behavior which characterizes rationality. Similarly, economic subject has an important role in shaping a rational attitude, especially in economic decision making. To find out how the values of students' economic behavior, it is necessary to conduct in-depth study about it. The study also should be directed to determine the factors that affect it. Thus the efforts to improve students' economic behavior can be developed by considering the influencing factors. The activities of economic learning should be able to attract students' interest to study more about the concepts, definitions, law and theories of economy.

Factors that influence economic behavior is projected which are sociosocioeconomic status of parents, and students' knowledge and understanding of the economy (economy literacy). As we know, sociosocioeconomic status of parents will determine the level of experience in the economic life of students every day. The similar thing is proposed by Slavin (1998) who found that there is no difference of the parents' activity in guiding children between families with high sociosocioeconomic status and families with low socioeconomic status. Parents with high socioeconomic status have high hopes for their children's success in school and they often give rewards for the children's intellectual development. Parents with higher sociosocioeconomic status, low sociosocioeconomic status, or moderate sociosocioeconomic status will be different in giving economic experience to their children, which will influence students' economic life.

While the other factor is the factor of interest of the students themselves to the economic subject, which is the indication of success that students will have in their studies. Students who take an interest in particular subjects usually tend to more concern on that subject (Slameto, 2005).

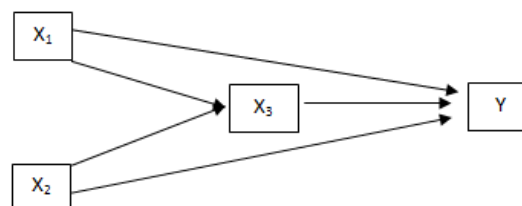
Economic literacy is knowledge about economy which is very necessary because every action of humans cannot be separated from economic problems. The main problem in the economy is the problem of a shortage or scarcity so that the society should have a way to determine what commodities which will be created, how it is made and for whom it is made. Therefore, in here society is expected to be able to take the right decision. If society has economic literacy, they are expected to take the right decision both as consumer, manufacturers, investors and citizens (Caplan, 2004).

Nowadays, in the globalization era in which technology is developing very rapidly, social culture has a huge influence on many varieties and types of human needs. There are so many malls and shopping centers which have an impact on human needs and consumption behavior of a person, including a student's behavior in adolescence.

The purpose of economic education in schools is to educate students to be a wise in using limited resources to fulfill their needs. Therefore, the economic learning in school has embed about human nature as economic beings by learning about rational economic behavior, motives, economic principles, activities or actions of everyday economic, action of consumer and producer, function of the good's value, also the economic actors.

II. Research Method

Seen from the goal, this research is an explanatory research. In general, explanatory study is aimed at describing and analyzing specific variables objectively. Empirical condition which will be described and analyzed is the influence of independent variable, which are; (X_1) Students' interest in economic subject (X_2) Sociosocioeconomic status of parents, to dependent variable (X_3) Economic literacy, and dependent variable (Y) Economic behavior, therefore this research is designed using qualitative approach.



The subjects are MAN students class XI IPS. Populations and location of this study are all MAN students class XI in Blitar. Based on the distribution and the number of population, the sampling technique used in this study is a random sampling. Determination of the number of samples is conducted based on the criteria which shows good estimator characteristics and is useful for the good estimator for population.

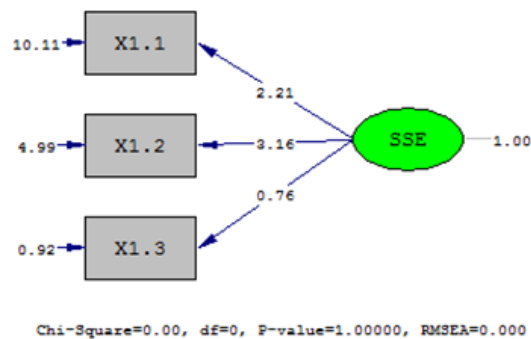
As consideration, when the subject is less than 100, it is better to take all so that the research is a population research. Moreover, if the number of subjects is large, it can be taken between 10 – 15% or 20 – 25% or more (Arikunto, 2006:134). Therefore, the researcher took sample of 150 students or about 25% from the total of population, which is 602 students.

Based on the research variables that will be studied and analyzed in conjunction with each other, there are two data collection techniques used in this study. The first questionnaire technique, which is in this research, is used to collect the data about students' interest in economic subject, background of the sociosocioeconomic status of students' parents, and the economic behavior of student's parents. Those two techniques in this study are used to measure the level of economic literacy.

Instrument which is used in this study is a questionnaire with closed questions, which the answers of the questions that refers to the independent variables and the dependent variable are already provided. Research variable that has been set will be described as a point of departure to arrange the next question which will be answered by the respondents. In accordance with the formulation of the problem and hypotheses which will be examined in this research, therefore the data analysis techniques used in this research is Structural Equation Modeling (SEM), analysis techniques combination of factor analysis and regression analysis and the implementation is carried out simultaneously.

III. Finding And Discussion

Variable of sociosocioeconomic status of parents is constructed by 4 (four) manifest variables, including: (1) The level of parents' education (X_{11}), (2) The income level of the parents (X_{12}), (3) Type of parents' profession (X_{13}), (4) Social participation of parents in the society (X_{14}). Results of confirmatory factor analysis to construct allowance Sociosocioeconomic status (SSE) is done with two rounds and produced unit construction that meets the requirements of validity and reliability. From the analysis of data as seen in the images presented as follows :



From the reliability test, Cronbach 's Alpha reliability coefficient is obtained of 0.809. In accordance with the opinions of Malhotra (in Solimun, 2002) stated that the coefficient of reliability above 0.60 is seen to be adequate as a basic to do further analysis. Based on that thing, therefore construct reliability of latent variables sociosocioeconomic status of parents has already met the requirements. Moreover, to strengthen the unidimensionality verification test construct, it can be proven by using the level of alignment of a single construct test model and the results are tabulated as follows:

Table of the Level of Conformity of A Single Construct Test Model Sociosocioeconomic status of Parents

Conformity Model	Coefficient	Criteria	Description
Chi-Square (χ^2)	0,00	Small(non-significant)	Perfect
P-Value	1,00000	$\geq 0,05$	Perfect
Df	0		

The level of conformity as shown in the above table is the evident that the construct of sociosocioeconomic status fulfills the requirement as a construct that is converge perfectly .Variable of economic interest in the economic subject is constructed by five (5) manifest variables, including: (1) An interest in reading economic textbooks (X_{21}), (2) The spirit in doing the tasks in economy learning (X_{22}), (3) Enthusiasm in following the economic learning (X_{23}), (4) Intensity to read economics books beyond economic textbook (X_{24}) and (5) the intensity in following economic subjects (X_{25}).

From the reliability test, Cronbach Alpha reliability coefficient of 0.670 is obtained. In accordance with opinions of Malhotra (in Solimun, 2002) stated that the coefficient of reliability above 0.60 is seen to be

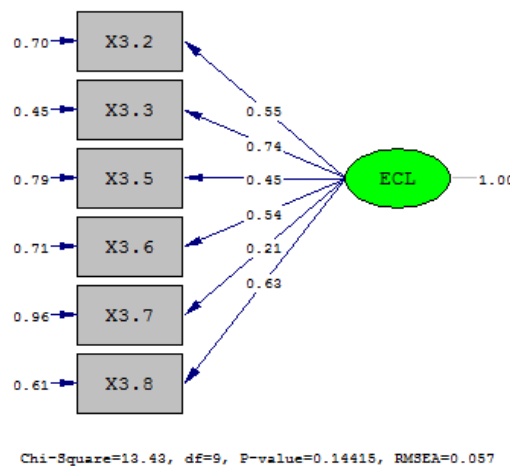
adequate as a basic to do further analysis. Based on that statement, therefore construct reliability of of latent variable of students' interest in economic subject can be claimed to have fulfilled the requirements.

Moreover, to strengthen the verification of unidimensionality test latent constructs of students' interest in economic subject, it can also be proven by the level of conformity based on the Lisrel analysis result with single construct test model. Therefore, proof by using conformity levels need to be reinforced by looking at other quantities which can be used as a basis for determining the level of conformity referred. From the Lisrel analysis result, the quantities can be tabulated as follows:

Table of Conformity of Students' Interest Construct Model

Model Conformity	Coefficient	Criteria	Definition
Chi-Square (χ^2)	0,00	Small(non-signifiant)	Perfect
P-Value	1,00000	$\geq 0,05$	Perfect
Df	0		

From the coefficient value of model conformity aspects as shown in the table above, it is proven that the construct of interest of the students is qualified as a construct that is fused (converge) with perfect criteria. An analysis result of confirmatory factor to construct economic literacy is done in three rounds because there are so many correlations among covariance of the manifest variables. With those three rounds, from 8 (eight) manifest variable, 2 (two) of them is expelled from the model, which are manifest X₃₁ (Understanding the economic problems in the relation with human needs, scarcity and economic systems) and manifest X₃₄ (Understanding the government's policy in the field of economy). By analyzing through 3 rounds, construct unit which fulfill the validity and reliability requirements is produced.



From the reliability test, Cronbach 's Alpha reliability coefficient of 0.813 is obtained. In accordance with the opinions of Malhotra (in Solimun , 2002) stated that the coefficient of reliability above 0.60 is seen to be adequate as a basic to do further analysis. Based on that statement, therefore construct reliability of latent variable of Economic Literacy which is studied can be claimed to have fulfilled the requirements.

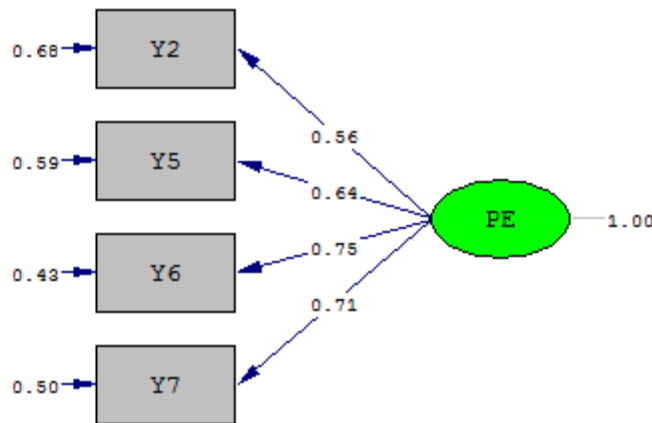
Moreover, to strengthen the verification test of construct unidimensionality of Economic Literacy, it can also be proven by the level of conformity based on the Lisrel analysis result with single construct test model which result gives measurement of Chi-Square (χ^2) with coefficient 0,00 Chi-Square (χ^2) and P-value se Chi-Square (χ^2) of 1. The referred result can be tabulated as follows:

Table of Conformity Single Model Economic Literacy

Model Conformity	Coefficient	Criteria	Description
Chi-Square (χ^2)	13,43	Small(non-significant)	Perfect
P-value	0,14	0,05	Perfect
Df	9	---	---
Cmin (χ^2 /Df)	1,49	2,00	Good, fulfilled
RMR (standardized)	0,046	0,08	Good, fulfilled
RMSEA	0,057	0,08	Good, fulfilled
GFI	0,97	0,90	Good, fulfilled
AGFI	0,93	0,90	Good, fulfilled
CFI	0,98	0,94	Good, fulfilled
IFI	0,98	0,94	Good, fulfilled
NNFI	0,96	0,94	Good, fulfilled

From the conformity level of the table above, it is proven that *Economic Literacy* construct fulfill the requirement as construct which is fused (converge) perfectly.

Variable economic behavior is constructed by 7 (seven) manifest variables, including: (1) the fulfillment of needs in accordance with intensity ($Y_{1,1}$), (2) Motives in doing consumption ($Y_{1,2}$), (3) the consumption priority scale ($Y_{1,3}$), (4) composition of needs fulfillment according to the level of urgency ($Y_{1,4}$), (5) the acquisition of goods and services consumed ($Y_{1,5}$), (6) the application of economic principles in doing consumption ($Y_{1,6}$), (7) the amount of outcome for consumption ($Y_{1,7}$). The analysis result of confirmatory factor to construct economic behavior is done through one round and produce construct unit which fulfill validity and reliability requirements.



Chi-Square=3.27, df=2, P-value=0.19472, RMSEA=0.065

From the reliability test, Cronbach Alpha reliability coefficient of 0.670 is obtained. In accordance with the opinions of Malhotra (in Solimun , 2002) stated that the coefficient of reliability above 0.60 is seen to be adequate as a basic to do further analysis. Based on that statement, therefore construct reliability of latent variable of economic behavior can be claimed to have fulfilled the requirements.

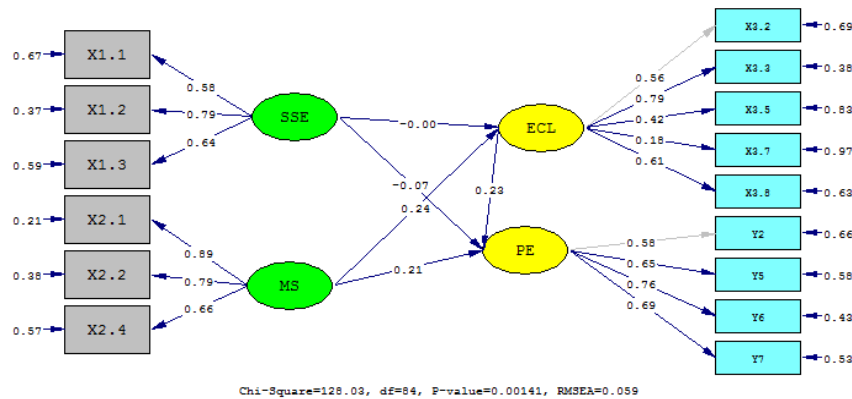
Moreover, to strengthen the verification test of construct unidimensionality of economic behavior, it can also be proven by the level of conformity based on the Lisrel analysis result with single construct test model. Therefore, the proof by using conformity levels need to be reinforced by looking at other quantities which can be used as a basis for determining the conformity referred. By comparing the quantities obtained from the analysis of the data with specified requirements, the fulfillment of each indication in constructing latent variables can be proven. From the result of Lisrel analysis, the referred quantities can be tabulated as follows:

Table of Conformity of Construct Model of Economic Behavior

Model Conformity	Coefficient	Criteria	Description
Chi-Square (χ^2)	3,27	Small(non-significant)	Perfect
P-value	0,19472	0,05	Perfect
Df	2	---	---
Cmin (χ^2 /Df)	1,635	2,00	Good, fulfilled
RMR (standardized)	0,026	0,08	Good, fulfilled
RMSEA	0,065	0,08	Good, fulfilled
GFI	0,99	0,90	Good, fulfilled
AGFI	0,95	0,90	Good, fulfilled
CFI	0,99	0,94	Good, fulfilled
IFI	0,99	0,94	Good, fulfilled
NNFI	0,97	0,94	Good, fulfilled

From the coefficient value of conformity aspects of the model as shown in the table above, it is proven that the economic behavior construct is qualified as a construct that is fused (converge) with perfect criteria. From the analysis results of the simulation of model test from fifteen rounds of simulation test models which has been done, modified measurement model which has conformity level (*goodness of fit*) can be identified with coefficient of quantities which fulfill the criteria as a good empirical model of research finding. The results of simulation analysis conclude that from those five variables studied, there is no variable which should be eliminated or should be removed from the model. Nevertheless, there is a relationship among variables which should be removed because the influence to endogenous variable is not significant. In addition,

there are some manifest constructing latent variables which should be eliminated because in the model unit of those manifest measurements even though in unidimensional construct test is proved to be significant, it has caused the overall measurement model connecting each latent or construct variable to be inconsistent with the demanded criteria. Three alternative empirical models are generated from analysis of test model simulation, then it is compared with each other to determine which model meet the requirements in fulfilling the conformity requirement best. Therefore, from the analysis of test simulation model, pattern of relationships between the latent variables or constructs along with a manifest that construct each variable can be determined. Empirical model that has the best conformity level will be made as a basis to make a conclusion and determine the research finding. Three alternative models generated from the analysis of simulation model test will be described orderly. Then, the comparison of those three conformity levels will be presented to determine the best model.



From the table above, we can see that the first alternative model has conformity level which fulfills the requirements according to the criteria of structural equation model. Beside lambda coefficient or factor loading of each manifest construct is valid, the coefficient of structural equations that describe the level of the influence of exogenous variables to endogenous variables is also significant. Nevertheless, the conformity of the model should also be seen from the sufficient quantities which determine the conformity level in meeting the criteria, in accordance with the provisions of the structural model analysis.

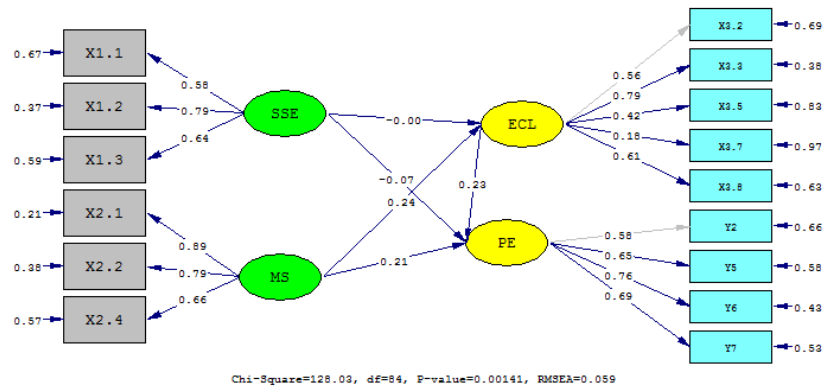
Table of Conformity Test of Research Structural Model

Model Conformity	Coefficient	Criteria	Conclusion
Chy-square (X^2)	168,54	Small(non significant)	Fulfilled
P- Value	0,08	0,05	Fulfilled
Df	145	---	---
Cmin (X^2/Df)	1,16	2,00	Fulfilled
RMR (standardized)	0,042	0,08	Fulfilled
RMSEA	0,032	0,08	Fulfilled
GFI	0,91	0,90	Fulfilled
AGFI	0,87	0,90	Marginal
CFI	0,96	0,94	Fulfilled
IFI	0,96	0,94	Fulfilled
NNFI	0,96	0,94	Fulfilled
AIC / Model	268,17	Small, Relative	Fulfilled

The first hypothesis proposed in this study was rejected because the result of program management lisrel 8.80 t - value < t table, that is 1.07 1.97. Based on the results of a study on Eleventh grade of Social students at Islamic High School in Blitar on economics subjects concludes that sociosocioeconomic status of parents has no effect on the economic literacy of Eleventh grade of Social students at Islamic High School in Blitar. It means that the higher sociosocioeconomic status of parents does not reduce the variable of economic literacy of students. According to Quinn in Yuswita (2002) sociosocioeconomic status is a measurement to determine one's position which is based on profession, income and membership in a society. Sociosocioeconomic status is relative and therefore we cannot compare one group and other group. Every group has different criteria to measure the people's sociosocioeconomic status.

Three alternative empirical models are obtained through model trial simulation analysis which then compared to each other to determine which model meets conformity requirement. Therefore, based on the model trial simulation analysis, it can be determined the correlation pattern among latent variables or construct accompanied by manifest constructing each variables. Empirical model having the highest conformity level will

be employed as a basis to draw a conclusion and establish research findings. It will be described, respectively, three alternative model obtained from model trial simulation analysis. Then, it will be presented the comparison of the three conformity to determine the best model.



Appear on the picture above that the first alternative model have level of conformity which meet the requirement in accordance with the criteria of structural equation model. Besides lambda coefficient or loading factor, each manifest has valid construct, structural equation coefficient describing the level of exogenous influence on endogenous variable is significant as well. Nevertheless, the conformity model should also be viewed from the sufficient magnitudes determining its conformity level in meeting the criteria in accordance with structural model analysis.

Table of Model Conformity Test of

Model Conformity	Coefficient	Criteria	Conclusion
Chy-square (X^2)	168,54	Small (non significant)	Fulfilled
P- Value	0,08	$\geq 0,05$	Fulfilled
Df	145	---	---
Cmin (X^2 /Df)	1,16	$\leq 2,00$	Fulfilled
RMR (standardized)	0,042	$\leq 0,08$	Fulfilled
RMSEA	0,032	$\leq 0,08$	Fulfilled
GFI	0,91	$\geq 0,90$	Fulfilled
AGFI	0,87	$\geq 0,90$	Marginal
CFI	0,96	$\geq 0,94$	Fulfilled
IFI	0,96	$\geq 0,94$	Fulfilled
NNFI	0,96	$\geq 0,94$	Fulfilled
AIC / Model	268,17	Kecil, Relatif	Fulfilled

The first hypothesis proposed in the present study is rejected since the result of lisler 8.80 processing program $t\text{-value} < t$ tabel, is $1,07 \geq 1,97$. According to the result of the research on Eleventh Grade of Social Students at Islamic Senior High School in Blitar on economics subject, it concludes that parents' socioeconomic status has no effect on economic literacy Eleventh Grade of Social Students at Islamic Senior High School in Blitar which means that the higher socioeconomic status will not decrease students' ecnmic literacy. According to Quinn in Yuswita (2002)Socioeconomic status is a measurement to determine one position based on their occupation, income, and member in an organization. Ecnomic status is relative so that it is not comparable among communities. Each community has different criteria to measure their socioeconomic status.

In the present study, parents' socioeconomic status has no effect on economic literacy since the different environment to other study. In Blitar, especially students of Islamic high school, most of the parents are working abroad as labors so that they do not pay much attention on their children economic literacy.

The second hypothesis proposed in the present study is rejected for the result of lisrel 8.80 processing program $t\text{-value} < t$ table, is $1,34 < 1,97$. According to the result of the study on Eleventh Grade of Scial Students at Islamic Senior High School in Blitarconcludes that parents' socioeconomic status does not effect on econmic behavior of Eleventh Grade of Scial Students at Islamic Senior High School in Blitar which means that the higher socioeconomic status will decrease students' economic behavior.

Parents' socioeconomic status has no effect on students' econmic behavior, it indicates that students with lower socioeconomic status are not necessarily has better economic behavior. Conversely, students with higher socioeconomic status are not necessarily has worse economic behavior. In conclusion, there are students with higher socioeconomic status but having better econmic behavior and vice versa.

According to the above explanation, there is a theory gap. The theory says that "one's socioeconomic status (social class) will effect on their consumption" (Engel, Blackwell and Minard: 1994). In the present study the economic status does not effect on students' economic behavior. By considering the existence of social side alongside the personal side in human, Etzioni (1992) argues that "rationality characterizing one's activities and decision are basically limited, replaced and sometimes encouraged by emotion and values". Therefore, a human in their economic activity is not always behave rationally. It is because ther factor which effect on students' economic behavior. Environment and psychological state are the two of them. Eleventh grade students are considered as young and unstable in terms of psychological state. In this state, playmates bring dominant effect on the students.

Vembrianto (1984) states that children who are spoiled tend to be disobedient, cannot withstand their anger and demand of ther excessively, and cannot be mingled. Meanwhile, Lingren (1976) states that family plays pivotal role in determining children's behavior and attitude. If children are taught since childhood to act rationally so as adults they will be used to promote rationality in deciding something because it has become a habit. Likewise, children are often given the ease or be pampered then often act irrationally.

Third hypothesis proposed in the present study is accepted for the lisrel 8.80 processing prgram t -value \geq t table, is $1,34 > 1,97$. Based on the study on Eleventh Grade of Scial Students at Islamic Senior High School in Blitaron economics subject concludes that students' interest in economics subject effect on students' economic literacy.

According to Slameto (2005), interest is "a valid tendency to pay attention and remember several activities" so that an activity interested by an individual should be paid attention continually accompanied by happiness. Interest also have big contribution for economic behavior, if the material learnt is not suitable to students' interest the students will not applied the material in their economic behavior.

In other words, students with interest in economics subject will attempt to learn to increase their economic literacy and gain a flying colour. One who has interest will try to reach success by means of their interest. Fourth hypothesis proposed in the present study is accepted for the result of lisrel 8.80 processing program t -value \geq t table, is $3,54 > 1,97$. According to Eleventh Grade of Social Students at Islamic Senior High School in Blitaron economics subject concludes that students' interest in economics effect on students' behavior which means that the higher students' interest in economics subject the better students' economic behavior.

Bernard (in Sardiman, 2001) also states that "interest is not suddenly emerged or spontanepusly occurred but rather emerge as a result of participation, experience, and habit during the studying and working time". So that interest will always be linked to the needs and passion. Therefore, the most important is to create certain condition to make the students perform better economic behavior. According to Jogiyanto (2007), interest or intention is "a desire to perform an act. Theory of Reasoned Action (TRA) explains that behavior is performed since the individual has interest or desire to do it (behavioral intention). Expressions of the behavioral intention should correlate to prediction and high accuracy on the related volitional activity".

One who has interest in economics subject mostly perform better economic behavior, for instance they know when to be efficient and recognize which need is more important. Fifth hypothesis proposed in the present study is accepted for the result of lisrel 8.80 processing data t -value \geq t tabel, is $2,36 \geq 1,97$. According to the result of the study on Eleventh Grade of Social Students at Islamic Senior High School in Blitarconcludes that economic literacy has effect on students' economic behavior related to efficiency in consumption and economic rational. It indicates that economic literacy variable (X_4) has significant effect on efficiency in consumption (Y) on Eleventh Grade of Social Students at Islamic Senior High School in Blitar which means that the higher economic literacy the higher efficiency in consumption and economic rational. The present study is in line with the theory Hamalik (2008) stating that the result and evidence of learning is a change in behavior. Human behavior consists of several aspects. Learning result will be visible in every changes of the aspects. The aspects are as follows: knowledge, understanding, habit, skill, appreciation, emotion, social relationship, physical, ethical/ manners and attitude. If one has learnt there will be changes in one or more aspects of behavior.

According to the above explanation, economic literacy is a learning outcome measured by cognitive aspect, knowledge and students' reasoning. The success of teaching and learning quality is one of determinant of acquisition level of economic literacy. One's economic literacy is an ability to understand the meaning of eonomy and the basic problem of economy so that one can perform economic activity appropriately. Economic acivity in this terms including cnsumption, production, and distribution. Students' economic literacy in the present study is measured by adjusting the indicator of economics for High school and NCCE indicator. Basically, the higher ecnmic literacy, the more efficient students' consumption. The economic literacy is in line with the economics learning objective in Education Unit Level Curriculum as well as 13 curriculum applied in Indonesia. The objections of economic learning are as fllows (1) understanding several economic concepts to relate an event and economic problem to daily life, especially in individual, household, community and nation, (2) showing curiosity to a number of economic concept required to explore economics, (3) creating a thoughtful, rational, and responsible attitude by usefull economic literacy, management, and accounting, (4) Making

responsible decision regarding to the economic social values in a community both national and international. So that the students' acquisition level of economic literacy is an indicator of students learning success.

Sixth hypothesis of the present study is rejected for the t -value $< t$ table, is $1,27 > 1,97$. According to the result of the study on Eleventh Grade of Social Students at Islamic Senior High School in Blitaron economics subject concludes that parents' economic status by means of economic literacy has no effect on the students' economic behavior.

Socio economic circumstance certainly have role against children development with sufficient economy they are able to get wider opportunity to develop a variety of skill. The social relation with their parents is different if the parents do not have higher socioeconomic status dan experience less fundamental pressure such as earning sufficient living (Hurlock, 1983). Parents are able to devote more attention to their children's education if they had not troubled by the case of meeting their primary needs.

Gerungan (1993) states that socioeconomic status is not an absolute factor in social development because it depends on parents' attitude as well as the interaction of the family. Although the socioeconomic status is high but there is no interaction in the family it will not be beneficial for children's social development.

Economic factor has a great effect in the family sustainability. The harmonious relationship between parents and children sometimes cannot be separated from economic factor. Similarly, children success, socioeconomic condition of a family has a role on children development in the future (Lingren, 1996).

From several studies, it can be identified that there is certain effect which is beneficial for lower socioeconomic status which are the children are able to adjust with new duties compared to children with higher socioeconomic status.

Seventh hypothesis of the present study is accepted for the result of t -value $\geq t$ table, is $2,71 \geq 1,97$. According to the result of the study on Eleventh Grade of Social Students at Islamic Senior High School in Blitar concludes that interest in economics subject by means of economic literacy has effect on students' economic behavior.

It indicates that interest in economics subject by means of economic literacy has significant effect on students' economic behavior. It means that the higher interest in economics, the better students' economic behavior. Bugelski, (1960) perceives interest from human psychological side, he states that interest is in the field of motivation, together with values, attitudes, and excuses intertwined dynamically. In the other words, the emerge of interest depends on the benefit, how big the intention to accept, and the length of time needed to understand the object which then encourage the individual to act rationally on the object of interest in their surroundings. Similarly, Sardiman states that "learning process will run smoothly if along with interest" so that it can be emerged in ways that evoke the presence of need, connect with the issue of past experience, provide an opportunity to obtain good result and apply various form of teaching. Therefore, if the students have interest in economics, they will be able to achieve economic literacy and perform rational act since they apply economic principals acquired from the material learnt. It is also strengthened by Purwaningrum (2010) stating that the students' level of rationality in Malang is affected by the interest in economics subject.

IV. Conclusion

According to the result of the study and the discussion above, it concludes that parents' socioeconomic status has no significant effect on students' economic literacy, students' interest in economics subject has significant effect on the students' economic literacy, students' interest in economics has significant effect on students' economic behavior, students' economic literacy has significant effect on the students economic behavior, parents' economic social has no significant effect on the students' economic behavior by means of economic literacy, and students' interest in economics has significant effect on economic behavior by means of economic literacy.

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