

The influence of sustainable entrepreneurship education and economic literacy on consumptive behavior among university students

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Abstrak

Tingginya akses informasi dan gaya hidup digital menjadikan perilaku konsumtif mahasiswa sebagai isu krusial. Penelitian ini bertujuan untuk mengetahui pengaruh edukasi kewirausahaan berkelanjutan dan literasi ekonomi terhadap perilaku konsumtif mahasiswa Pendidikan Administrasi Perkantoran Universitas Sebelas Maret angkatan 2021 dan 2022, baik secara parsial maupun simultan. Penelitian ini menggunakan pendekatan kuantitatif korelasional dengan sampel 124 mahasiswa yang diperoleh melalui teknik proportional stratified random sampling. Data dikumpulkan melalui kuesioner skala Likert empat tingkat dan dianalisis dengan regresi linear berganda. Hasil penelitian menunjukkan bahwa edukasi kewirausahaan berkelanjutan berpengaruh positif signifikan terhadap perilaku konsumtif ($p = 0.002$), sedangkan literasi ekonomi tidak berpengaruh signifikan ($p = 0.076$). Namun, secara simultan kedua variabel berpengaruh signifikan terhadap perilaku konsumtif ($p = 0.000$). Nilai koefisien determinasi sebesar 0,185 mengindikasikan bahwa kedua variabel menjelaskan 18,5% variasi perilaku konsumtif mahasiswa. Temuan ini mengindikasikan bahwa edukasi kewirausahaan berkelanjutan maupun literasi ekonomi belum cukup menekan perilaku konsumtif mahasiswa, bahkan berpotensi mendorong konsumsi tertentu akibat aktivitas kewirausahaan maupun rasa percaya diri finansial. Oleh karena itu, diperlukan strategi pembelajaran yang tidak hanya meningkatkan aspek kognitif, tetapi juga memperkuat kontrol diri dan kesadaran kritis mahasiswa dalam menghadapi budaya konsumtif digital.

Kata kunci: edukasi kewirausahaan berkelanjutan; kuantitatif; literasi ekonomi; perilaku konsumtif

Abstract

The proliferation of digital technology and evolving lifestyle patterns have rendered consumptive behavior among university students a critical concern. This study examined the influence of sustainable entrepreneurship education and economic

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literacy on the consumptive behavior of Office Administration Education students at Sebelas Maret University from the 2021 and 2022 cohorts, analyzing both partial and simultaneous effects. A quantitative correlational approach was employed, with a sample of 124 students obtained through proportional stratified random sampling. Data were collected using a four-point Likert scale questionnaire and analyzed using multiple linear regression. Results indicated that sustainable entrepreneurship education exerted a significant positive effect on consumptive behavior ($p = .002$), whereas economic literacy demonstrated no significant effect ($p = .076$). However, both variables simultaneously demonstrated a significant influence on consumptive behavior ($p < .001$). The coefficient of determination ($R^2 = .185$) indicated that both variables explained 18.5% of the variance in students' consumptive behavior. These findings suggest that sustainable entrepreneurship education and economic literacy alone are insufficient to reduce consumptive behavior and may paradoxically encourage certain consumption patterns due to entrepreneurial activities or financial self-confidence. Consequently, educational strategies are needed that not only enhance cognitive dimensions but also strengthen students' self-control and critical awareness in navigating digital consumer culture.

Keywords: consumptive behavior; economic literacy; entrepreneurship education; quantitative; sustainable

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Introduction

Consumptive behavior represents a tendency to purchase goods or services driven primarily by desires rather than actual needs. This phenomenon frequently emerges from impulsive urges, social influences, and exposure to digital media. Anizzah et al. (2025) observed that contemporary university students exhibit increasingly heightened consumptive behavior attributable to instant-gratification lifestyles. This condition has become particularly pronounced in the digital era, wherein convenient access to e-commerce platforms and pervasive social media promotions have substantially amplified societal consumption patterns.

The consumptive phenomenon in Indonesia is evidenced by data from Katadata Insight Center and Kredivo (2023), which documented that 84.3% of consumers now utilize e-wallets, a significant increase from 60.9% in the preceding year. Furthermore, PayLater service adoption increased by 64.3% annually. A report by Google, Temasek, and Bain & Company (2023) affirmed that Indonesia constitutes the largest e-commerce market in Southeast Asia, with digital transaction values reaching USD 82 billion. These data demonstrate that digital technological advancement has not merely rendered transactions more convenient but has also intensified consumptive tendencies within society.

A similar phenomenon is observable among university students. A preliminary study involving 20 students from the Office Administration Education Program at Sebelas Maret University (2021 and 2022 cohorts) revealed that 65% of respondents had engaged in impulsive purchasing, 55% purchased items due to social media trends, 60% preferred online shopping, and 65% utilized digital installment plans for non-essential needs. These findings illustrate that consumptive behavior has become integral to students' daily lives, particularly as they constitute a digital native generation highly familiar with financial technology.

These findings align with research by Harahap et al. (2024), who identified that student consumptive behavior is influenced by internal factors, including the drive for immediate gratification and self-image concerns, as well as external factors such as trends, advertisements, and

social media. The consequences are substantial, encompassing financial waste, dependence on instant gratification, and diminished self-control in fulfilling needs (Elliyana et al., 2022). Thus, consumptive behavior extends beyond mere shopping activity to constitute a complex process influenced by psychological, social, and cultural dimensions.

Theoretically, consumptive behavior can be explained through behaviorist theory. Behavior fundamentally represents an individual's response to environmental stimuli influenced by both internal and external factors (Bandura, 1977). Skinner (1938) emphasized that behavior is formed through stimulus-response mechanisms reinforced by reinforcement or punishment, while Pavlov (1927) explained behavior as the result of associations between neutral stimuli and stimuli that naturally elicit specific responses, subsequently becoming established habits when stimuli are consistently repeated (classical conditioning). In the consumption context, consumptive behavior constitutes the outcome of social learning and environmental stimuli that encourage individuals to engage in excessive consumption (Anizzah et al., 2025; Elliyana et al., 2022; Wardhana, 2024).

Beyond classical theories, consumptive behavior can also be explained through more contemporary frameworks. The Theory of Planned Behavior proposed by Ajzen (1991) emphasizes that behavior is influenced by individual attitudes, subjective norms, and perceived behavioral control. In the consumption context, students who maintain positive attitudes toward online shopping, receive peer social support, and perceive financial control through e-wallet and PayLater facilities tend to engage in impulsive purchasing.

One factor hypothesized to influence student consumptive behavior is sustainable entrepreneurship education. Weidinger et al. (2014) defined sustainable entrepreneurship as entrepreneurial practice integrating economic, social, and environmental dimensions. According to Nasrudin et al. (2024), sustainable entrepreneurship education assists students in instilling sustainability values in their economic behavior. Freihals and Van Wordragen (2024) further affirmed that this education cultivates critical awareness, enabling students to consider not only short-term gains but also long-term consequences of consumption and production decisions. Consequently, students receiving sustainable entrepreneurship education tend toward greater selectivity and rationality in consumption.

Additionally, economic literacy exerts significant influence on consumptive behavior. Within the framework of literacy as sociocultural practice (Dewayani & Retnaningdyah, 2017), economic literacy is understood as the ability to comprehend economic concepts, principles, and mechanisms, and to apply them critically in daily decision-making (Agustin & Rindrayani, 2021; Dewi et al., 2022). Thus, economic literacy emphasizes cognitive, social, and cultural skills enabling individuals to interpret economic phenomena, analyze options, and make rational and responsible decisions regarding personal and societal welfare. Students with high economic literacy are expected to distinguish between needs and wants, control impulsive urges, and make more rational consumption decisions, particularly amid the digital economy's challenges.

However, prior research has predominantly focused solely on the influence of economic literacy on consumptive behavior or addressed sustainable entrepreneurship education in relation to entrepreneurial intentions. Limited research has simultaneously examined the influence of both factors on student consumptive behavior.

Accordingly, this study's significance lies in providing a more comprehensive analysis by connecting sustainable entrepreneurship education and economic literacy within the context of student consumptive behavior, specifically among Office Administration Education students at Sebelas Maret University from the 2021 and 2022 cohorts. This research differs from previous studies by analyzing the simultaneous influence of both variables on student consumptive behavior.

Based on the foregoing discussion, this study was formulated to address the following questions: (1) What is the influence of sustainable entrepreneurship education on the consumptive behavior of Office Administration Education students at Sebelas Maret University from the 2021 and 2022 cohorts? (2) What is the influence of economic literacy on the consumptive behavior of these students? (3) What is the simultaneous influence of both variables on student consumptive behavior?

Research Methods

This study was conducted at the Office Administration Education Program, Sebelas Maret University, from November 2024 to July 2025. The research process encompassed proposal development, data collection, analysis, and report writing. This location was selected because students in this program had completed coursework and participated in entrepreneurship internships, providing appropriate backgrounds for examining economic literacy and consumptive behavior.

A quantitative correlational research design was employed. According to Sugiyono (2023), correlational research aims to measure the strength and direction of relationships between variables without directly manipulating subjects. In this context, the study analyzed the influence of Sustainable Entrepreneurship Education (X_1) and Economic Literacy (X_2) on Student Consumptive Behavior (Y) through a survey method utilizing a closed-ended questionnaire.

The study population comprised all Office Administration Education students from the 2021 and 2022 cohorts, totaling 180 individuals (81 students from 2021 and 99 from 2022). The sample was determined using the Slovin formula with a 5% margin of error, yielding 124 respondents selected through proportional stratified random sampling. Respondents ranged in age from 21 to 25 years, comprising 16 males and 65 females from the 2021 cohort and 15 males and 84 females from the 2022 cohort, resulting in a predominantly female sample.

Data were collected online using Google Forms distributed through student communication groups. Prior to completion, respondents were required to provide informed consent, as specified in the questionnaire's introductory section. To ensure data quality, all items were mandatory, duplicate submissions were monitored, and response consistency patterns were reviewed.

The research instrument employed a four-point Likert scale comprising positive and negative statements for each variable indicator, modified to exclude a neutral option to elicit definitive responses (Hertanto, 2017). The questionnaire was developed based on indicators for sustainable entrepreneurship education, economic literacy, and student consumptive behavior variables.

Operationally, the Consumptive Behavior variable (Y) was defined as respondents' tendency to make unplanned purchases, exhibit dependence on online shopping, be influenced by promotions and discounts, be motivated by emotional factors, and purchase items to maintain lifestyle or follow social trends. Indicators included: (1) unplanned purchases, (2) online shopping dependence, (3) promotional and discount influence, (4) emotional shopping motivations, and (5) lifestyle maintenance desires.

The Sustainable Entrepreneurship Education variable (X_1) was defined as students' ability to apply business skills aligned with sustainability principles. Indicators included: (1) problem-solving ability in addressing sustainability challenges, (2) structured and innovative thinking in designing business solutions, and (3) proactive attitudes and social responsibility in decision-making.

The Economic Literacy variable (X_2) was defined as students' ability to understand and wisely apply economic concepts in daily decision-making. Indicators included: (1) economic knowledge, (2) economic behavior, (3) attitudes toward economics, (4) ability to access and understand financial information, and (5) digital financial literacy.

The research instrument was tested for validity using Pearson Product Moment correlation and for reliability using Cronbach's Alpha. An item was considered valid if its r -calculated exceeded r -table at the 5% significance level. Items were deemed reliable if Cronbach's Alpha exceeded .60. Results indicated that all items met validity and reliability standards.

Prior to conducting multiple linear regression analysis, classical assumption tests were performed, including: normality testing using Kolmogorov-Smirnov, linearity examination, multicollinearity testing using Tolerance and VIF, and heteroscedasticity analysis using the Glejser method. These tests ensured that data met parametric statistical analysis requirements.

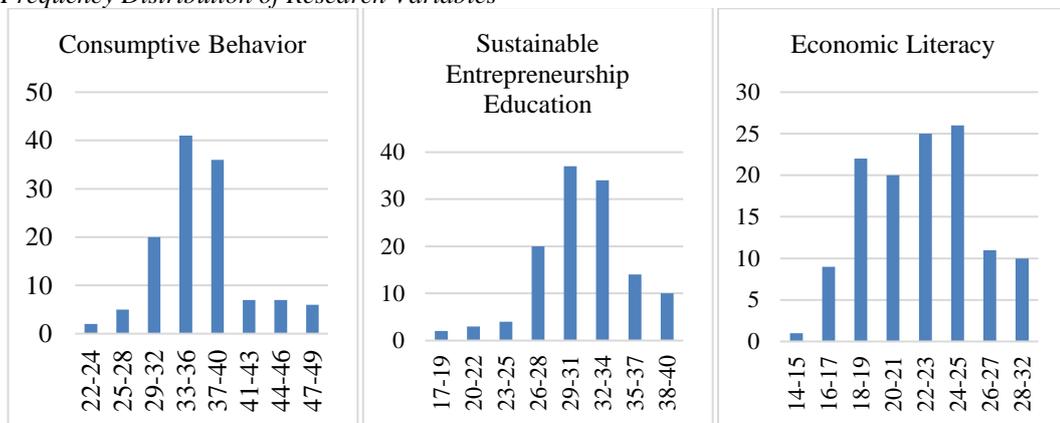
Data processing encompassed descriptive and inferential analyses. Descriptive analysis presented data through statistics including means and standard deviations. Inferential analysis employed multiple linear regression to determine simultaneous and partial influences of sustainable entrepreneurship education and economic literacy on student consumptive behavior. Analyses were conducted using SPSS version 26.

Result and Discussion

Research Result

Descriptive analysis results indicated that Office Administration Education students at Sebelas Maret University from the 2021 and 2022 cohorts demonstrated mean scores of 31.22 for sustainable entrepreneurship education, 22.28 for economic literacy, and 36.22 for consumptive behavior. Standard deviations for all three variables ranged from 4 to 5 points, indicating reasonable data variation. Overall, although respondents demonstrated adequate understanding of economics and entrepreneurship, consumptive behavior tendencies remained moderate to high. This distribution is illustrated in Figure 1.

Figure 1
Frequency Distribution of Research Variables



Prior to hypothesis testing, instrument validity and reliability were examined. Validity testing using Pearson Product Moment indicated that all items had r -calculated values exceeding r -table (.1764), confirming validity. Reliability testing yielded Cronbach's Alpha values of .858 for sustainable entrepreneurship education, .794 for economic literacy, and .879 for consumptive behavior. As all alpha values exceeded .60, instruments were deemed reliable.

Subsequently, prerequisite analysis tests were conducted. The Kolmogorov-Smirnov normality test yielded a significance value of .200 ($> .05$), indicating normal data distribution. Linearity testing produced linearity significance values $< .05$ and deviation from linearity values $> .05$, confirming linear relationships between variables. Multicollinearity testing indicated Tolerance values of .720 and VIF of 1.390, confirming absence of multicollinearity. Heteroscedasticity testing using the Glejser method yielded independent variable significance values $> .05$, confirming absence of heteroscedasticity.

Partial testing through t -tests demonstrated that sustainable entrepreneurship education significantly influenced consumptive behavior, with $t = 3.230$ and $p = .002$ ($< .05$). Conversely, economic literacy showed no significant partial effect, with $t = 1.789$ and $p = .076$ ($> .05$). Detailed results appear in Table 1.

Table 1
Results of Partial t-Test Analysis

Model	Coefficients ^a				
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	18.506	3.408		5.429	.000
Sustainable Entrepreneurship Education	.386	.120	.312	3.230	.002
Economic Literacy	.254	.142	.173	1.789	.076

The practical interpretation of regression coefficients indicates that each one-unit increase in sustainable entrepreneurship education score (X_1) increases student consumptive behavior (Y) by 0.386 points. This finding can be explained by students actively engaged in entrepreneurial activities frequently purchasing supporting items such as laptops, software, or following fashion trends and lifestyles to enhance the business image they manage.

Meanwhile, economic literacy (X_2) demonstrated a positive coefficient of 0.254 but was not statistically significant. This indicates that although students understand economic concepts, such knowledge is not consistently manifested in consumption control but is often used to justify purchases perceived as "valuable" or "beneficial."

Based on regression analysis results, the direction of influence was positive. This signifies that higher levels of sustainable entrepreneurship education and economic literacy correspond with higher consumptive behavior tendencies. This result appears contradictory to theories generally assuming that higher economic literacy and entrepreneurship knowledge would render individuals more rational and capable of suppressing consumptive behavior.

However, this finding can be understood through field phenomena. For example, students actively engaged in entrepreneurial activities frequently purchase business-supporting items. Additionally, some students tend to follow fashion trends or lifestyles to build professional images when networking with clients or business partners. This demonstrates that although they possess economic literacy, such understanding is not fully utilized to suppress consumption but rather to justify expenditures perceived as investments or business-supporting necessities.

Visualization of this relationship pattern can be observed in scatter plots. Figure 2 displays the relationship between sustainable entrepreneurship education and consumptive behavior. The scatter points tend to follow the regression line direction with a positive tendency, confirming a significant influence. Figure 3 displays the relationship between economic literacy and consumptive behavior. The scatter points appear more dispersed and do not form a clear pattern, indicating a weak and non-significant relationship.

Figure 2
Scatter Plot of Sustainable Entrepreneurship Education (X_1) and Consumptive Behavior (Y)

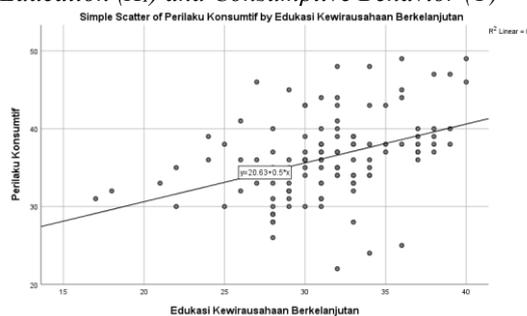
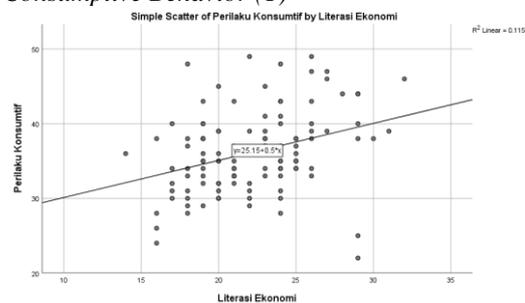


Figure 3
Scatter Plot of Economic Literacy (X_2) and Consumptive Behavior (Y)



F-test results demonstrated that sustainable entrepreneurship education and economic literacy simultaneously exerted a significant effect on student consumptive behavior, with $F(2, 121) = 13.722$ and $p < .001$. Detailed results appear in Table 2.

Table 2
Results of Simultaneous F-Test Analysis (ANOVA)

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	626.930	2	313.465	13.722	.000 ^b
Residual	2764.191	121	22.845		
Total	3391.121	123			

The regression model generated in this study is:

$$\hat{Y} = 18,506 + 0,386X_1 + 0,254X_2$$

The coefficient of determination (Adjusted R²) of .171 (R² = .185) indicates that 18.5% of the variance in student consumptive behavior can be explained by sustainable entrepreneurship education and economic literacy, while the remaining 81.5% is influenced by factors outside the model. Detailed results appear in Table 3.

Table 3
Model Summary Statistics

Model Summary ^b			
R	R Square	Adjusted R Square	Std. Error of the Estimate
.430 ^a	.185	.171	4.780

Furthermore, to determine the relative contribution of each independent variable, effective contribution (SE) and relative contribution (SR) calculations were performed. Results appear in Table 4.

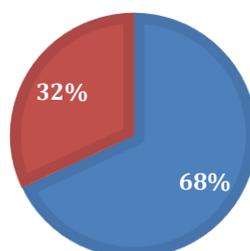
Table 4
Effective and Relative Contribution Analysis

Variable	Beta	rx _y	SE (%)	SR (%)
Sustainable Entrepreneurship Education (X ₁)	0,312	0,404	12,61	68,16 ≈ 68
Economic Literacy (X ₂)	0,173	0,339	5,87	31,73 ≈ 32
Total	–	–	18,48 ≈ 18,5	100

Based on calculations, the effective contribution of sustainable entrepreneurship education to consumptive behavior was 12.61%, with a relative contribution of 68.16%. Meanwhile, economic literacy demonstrated an effective contribution of 5.87%, with a relative contribution of 31.84%. These findings indicate that sustainable entrepreneurship education more dominantly influences student consumptive behavior compared to economic literacy. To clarify these results, the relative contribution proportions of both variables are visualized in a pie chart in Figure 4.

Figure 4
Relative Contribution of Independent Variables

■ Sustainable Entrepreneurship Education (X₁) ■ Economic Literacy (X₂)



Discussion

This study examined the influence of sustainable entrepreneurship education and economic literacy on the consumptive behavior of Office Administration Education students at Sebelas Maret University from the 2021 and 2022 cohorts. Results indicated that both variables simultaneously exerted a significant influence on consumptive behavior. However, when examined partially, only sustainable entrepreneurship education demonstrated a significant effect, while economic literacy showed no significant influence. Notably, the direction of influence was positive, signifying that greater student understanding of sustainable entrepreneurship and economic literacy corresponds with higher consumptive behavior tendencies.

The first finding demonstrates that sustainable entrepreneurship education significantly influences student consumptive behavior. However, the positive direction of this relationship does not fully align with theoretical frameworks or prior research. Rustyawati and Siswoyo (2023) and Rifaldi and Sangka (2025) affirmed that sustainable entrepreneurship education should promote wiser resource management, thereby suppressing consumptive behavior. This divergence in influence direction can be understood through the value-action gap phenomenon—the discrepancy between knowledge and actual behavior. Bernardes et al. (2018) explained that the value-action gap represents a paradox wherein individuals demonstrate positive attitudes or values yet act inconsistently with them. In the student context, although they understand sustainability principles, daily consumption behavior remains influenced by emotional impulses and social demands. Meyer and Simons (2021) added that this gap occurs due to situational factors, wherein consumption decisions are more heavily influenced by external pressures such as digital trends, discounts, and peer groups compared to internally held values. Consequently, despite students possessing theoretical knowledge of sustainability, lifestyle, trends, and robust digital access continue to dominate their consumptive choices (Ganglmair-Wooliscroft et al., 2025). Furthermore, moral licensing mechanisms (Blanken et al., 2015; Dütschke et al., 2018) may enable students to feel they have "already done something good" through entrepreneurship learning activities, consequently becoming more permissive in consumption. This explains why sustainable entrepreneurship education in this study actually strengthened rather than suppressed consumptive behavior.

This first finding aligns with international research, such as studies in Japan and Africa by Mahlaole (2025), wherein sustainable education strengthened consumption intentions oriented toward lifestyle and ethics. However, contrary to theories generally stating that such education would suppress consumptive behavior, studies such as Setiawan et al. (2024) demonstrated that self-efficacy and positive attitudes generated by entrepreneurship education, without accompanying internal control, can facilitate increased consumption. Conversely, a Chinese study by Jiang and Pu (2022) on students in the education industry showed that "sustainable consumption" is frequently understood as ethical consumerism, which in practice still involves purchasing goods/digital items as part of modern consumer identity.

Meanwhile, results for the economic literacy variable indicated no significant influence on consumptive behavior, despite a positive coefficient direction. This finding aligns with research by Dewi et al. (2022), who also found no significant influence, albeit with a different direction. This condition again demonstrates the value-action gap—the inconsistency between students' economic concept knowledge and actual consumption behavior application (Bernardes et al., 2018; Meyer & Simons, 2021). Rather than acting according to their economic understanding, student consumption decisions are frequently influenced by fast-and-frugal heuristics mechanisms (Raab & Gigerenzer, 2015)—economic decisions often influenced by cognitive shortcuts such as impulses to purchase due to discounts, promotions, or social validation. Additionally, Generation Z lifestyles strongly connected to social media and digital promotions (Herawati et al., 2025; Anizzah et al., 2025) more dominantly influence consumptive behavior compared to students' economic literacy. This affirms that their economic literacy remains at a cognitive level, not yet transformed into practical skills for controlling consumption.

This finding aligns with international research. Adeel et al. (2023) affirmed that financial literacy without practical skills tends to be merely declarative, thus not automatically suppressing consumptive behavior. Indeed, in the student context, literacy effects are often diminished by social

and digital environmental influences. Similarly, a study from Bulacan State University in the Philippines found that although student financial literacy was relatively good, impulse buying remained high because immediate desires and lifestyle influences dominated over long-term considerations (Sarmiento, 2024). Meanwhile, Yang (2022) highlighted that economic literacy functions more effectively when combined with behavioral control strategies, such as budgeting training or consumption decision simulations, enabling cognitive literacy to become genuinely internalized in daily practice. Thus, this study's results affirm that student economic literacy remains at a purely cognitive level, without accompanying genuine behavioral transformation.

When examined simultaneously, sustainable entrepreneurship education and economic literacy were proven to significantly influence consumptive behavior with an effective contribution of 18.5%. However, the positive influence direction of both indicates that student understanding of sustainable entrepreneurship and economic literacy actually corresponds with increased consumptive behavior. This finding differs from theoretical expectations (Dutta et al., 2022; Rosário & Raimundo, 2024) but aligns with research emphasizing the strong influence of lifestyle and digital currents on student consumption behavior (Herawati et al., 2025; Dewi et al., 2022). Several possible explanations exist. First, productive consumption due to student involvement in entrepreneurial activities indirectly increases certain shopping needs (Nasrudin et al., 2024). Second, increased financial self-confidence from economic literacy actually encourages students to more boldly conduct transactions (Oktaviana & Aji, 2025). Third, the robust digital ecosystem floods students with promotional stimuli, discounts, and consumption trends (Adhianto et al., 2019; Wardhana, 2024). This phenomenon aligns with Herbert Simon's bounded rationality concept (as cited in Giarlotta & Petralia, 2024), explaining individual limitations in making rational decisions due to complex information influences.

Considering these research results, strengthening curriculum design and instruction is necessary. First, sustainable entrepreneurship education materials should not only emphasize cognitive aspects of sustainability principles but also integrate reflective practices and authentic projects connecting entrepreneurship with daily consumption management. For example, students can be directed to create environmentally friendly business projects that simultaneously require them to critically evaluate consumption needs. Second, economic literacy should be taught through applied approaches, such as personal budgeting simulations, gamification in consumption decision-making, and case studies based on student digital consumption trends. This approach will help economic literacy not stop at declarative knowledge but develop into practical skills for controlling consumption behavior. Third, entrepreneurship and economic literacy instruction can be integrated through interdisciplinary learning with other courses, enabling students to perceive connections between theory and practice in daily life. Consequently, curriculum and instruction will not only provide conceptual understanding but also instill self-control, critical awareness, and resilience against increasingly powerful digital consumption temptations.

These research results provide both practical and theoretical implications. Practically, strengthening sustainable entrepreneurship education and economic literacy in higher education should be directed not only at cognitive domains but also at applied domains. Students need to be equipped with reflective experiences, budgeting simulations, gamification, and authentic projects connecting entrepreneurship concepts with daily consumption control. These efforts are expected to reduce the gap between knowledge and students' actual behavior. Theoretically, this study's results affirm the relevance of value-action gap, moral licensing, bounded rationality, and fast-and-frugal heuristics concepts in explaining student consumptive behavior in the digital era. Thus, this research can serve as a foundation for further in-depth studies regarding the design of effective educational interventions for developing sustainable consumption behavior.

Conclusion

This study concludes that sustainable entrepreneurship education exerts a significant positive influence on the consumptive behavior of Office Administration Education students at Sebelas Maret University from the 2021 and 2022 cohorts, while economic literacy exerts a positive but non-significant influence. Simultaneously, both contribute to consumptive behavior with a coefficient of

determination of 18.5%, with the largest contribution deriving from sustainable entrepreneurship education. These results partially align with behaviorist theory (Pavlov, 1927; Skinner, 1938; Bandura, 1977), which emphasizes that behavior is formed through stimulus-response and environmental reinforcement, as well as the theory of planned behavior (Ajzen, 1991), which posits that social norms and perceived control influence consumptive behavior. However, the positive direction of influence reveals a paradox, as theoretically, sustainable entrepreneurship education and economic literacy should suppress rather than enhance consumptive behavior. Therefore, this study theoretically contributes to strengthening value-action gap research (Bernardes et al., 2018; Meyer & Simons, 2021), moral licensing mechanisms (Blanken et al., 2015; Dütschke et al., 2018), fast-and-frugal heuristics (Raab & Gigerenzer, 2015), and bounded rationality (Simon, as cited in Giarlotta & Petralia, 2024), which explain how sustainable entrepreneurship education and economic literacy have not automatically been internalized into consumption control behavior in daily life. The practical implications of this research affirm that curriculum and instruction in higher education should be more applied, integrating reflective entrepreneurship projects requiring consumption needs evaluation, implementing personal budgeting simulations and decision-making gamification, and developing interdisciplinary learning connecting economic and entrepreneurship theory with student digital consumption practice. Consequently, this study's results not only enhance theoretical understanding of student consumptive behavior in the digital era but also provide practical direction for improving educational strategies that are more contextual, applied, and relevant to young generations' consumptive lifestyle challenges.

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