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Consumption Economics Education in Children (Case Study of Junior High School Students in Padang City, West Sumatra)

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A B S T R A C T

Consumption economics education in children has an important role in shaping rational and responsible consumption mindsets and behaviors, Economic developments and advances in information technology have brought changes to people's consumption patterns, including adolescents. This study uses a qualitative design with a case study approach with a number of key informants and supporting informants as many as 40 people, key informants of junior high school students in Padang City as many as 28 people. The supporting informants are social studies teachers, parents and curriculum representatives with a total of 12 supporting informants. This research produced four themes, namely: (1) students' understanding of the concept of consumption economics (2) consumption behavior of junior high school students in daily life (3) The role of schools in consumption economics education (4) The role of the family in shaping children's consumption behavior, (5) The influence of the local social and cultural environment. The results of this study show that consumer economics education for junior high school students in Padang City has not been fully effective in shaping rational consumption behavior. There is a gap between understanding economic concepts and daily consumption practices. This condition reinforces the view that consumer economics education needs to be directed towards contextual learning and real-life experiences

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INTRODUCTION

Economic development and advances in science and technology have brought about changes in consumption patterns among the population, including adolescents (Nisaul F, 2019). Junior high school students are in a transitional phase of development that is highly susceptible to the influence of their environment, social media, and the consumerist culture around them (Lailiyah et al., 2025). At this age, children begin to have independence in making simple economic decisions, such as the use of pocket money, the selection of consumer goods, and daily expenses such as buying food (Sa'diyah, 2017). Consumer economics education for children is a learning process that aims to develop children's understanding, attitudes, and skills in managing consumption rationally, responsibly, and according to their needs, not just their desires. This education is important from an early age because children's consumption patterns will shape their economic behavior into adulthood (Nugroho & Albab, 2023).

However, in practice, many children still lack a sufficient understanding of the concepts of rational, efficient, and responsible economics. Children's consumption patterns tend to be influenced by trends, digital advertising, peer pressure, and lifestyles that encourage consumptive behavior (Dewantoro et al., 2025). This will have an impact on wasteful behavior, an imbalance between needs and desires, and low awareness of managing finances from an early age (Anggi Septia Nugroho, 2024). Consumer economics education plays an important role in shaping children's economic attitudes and behavior (Vindi Kusuma Wardani & Istiqomah Ahsanu Amala, 2025). Through consumer economics, children are expected to understand the concepts of needs and wants, the scale of priority of the utility of goods, and the importance of making wise economic decisions (Farisya Prima et al., 2023). This education can be obtained not only through formal education but also through the family and community environment (Novitasari, 2024).

Economic material in junior high school is still integrated into Social Studies (IPS) lessons, where economic consumption learning often emphasizes cognitive aspects and does not fully touch on the formation of rational consumption attitudes and behaviors in their daily lives (Musfira et al., 2025). In addition, the limitations of contextual learning methods and the lack of reinforcement of economic education in the family are also factors that contribute to low economic literacy among children. The city of Padang is one of the centers of economic education in West Sumatra, which has unique cultural characteristics with the instillation of local values such as simplicity and togetherness, which should be the foundation for shaping wise consumption behavior. However, technological developments have influenced the lifestyles of junior high school students in Padang City, creating new challenges in economic education.

The gap in this study is seen in the context of West Sumatra, where cultural characteristics and local consumption patterns have not been studied in depth. Given this lack of research, there is a need for studies that focus more on the economic education of junior high school students in local environments such as

Padang City. Based on the above, research on the economic education of children (a case study of junior high school students in Padang City, West Sumatra) is important. This study provides an overview of the level of understanding, attitudes, and consumption behaviors of students. It also examines the role of schools and families in shaping economic education for consumption.

LITERATURE REVIEW

1. The Concept of Economic Education

Economic education is a learning process that aims to develop knowledge, skills, and attitudes in individuals to understand economic phenomena in order to make appropriate decisions. According to (Wahyuni et al.,) (2025), economic education focuses on improving economic and financial literacy so that individuals are able to manage limited resources wisely. Economic education not only studies economic theory but also its practical aspects in everyday life, such as financial management, budgeting, and rational consumption behavior (Teglio, 2025).

2. Consumer Education for Children

Consumer behavior explains how individuals choose, purchase, and use goods or services to fulfill their needs and desires. According to (Baliarto et al., 2025), consumer behavior is influenced by psychological factors (motives, perceptions, attitudes), social factors (family, peers, culture, environment, and media). In junior high school children, behavior is influenced by internal and external factors, including digital advertising, peers, and family values. Understanding consumption behavior helps shape rational consumption decisions (Asriati, 2020). Consumer economics education is part of economic literacy that focuses on learning how to manage consumption wisely by distinguishing between needs and wants, setting priorities, and understanding the implications of consumption decisions on long-term well-being (Rambe, 2024). Children with good economic literacy are better able to make responsible financial decisions from an early age. Consumer economics education needs to be implemented from elementary to junior high school so that economic habits can be instilled early on (Taqwa & Mukhlis, 2022). Consumption education is inseparable from economic and financial literacy, which is the ability of individuals to understand basic financial economic concepts and related decision-making. Children with good economic and financial literacy tend to be able to delay gratification, plan, budget their spending, and avoid unnecessary consumer debt (Rijal et al., 2025).

3. The Role of Schools, Family Environment, and Social Environment in Consumer Economics Education

Schools, as formal institutions, play a strategic role in instilling consumer economics education through curricula and learning activities. Integrating consumer economics education into social studies subjects and extracurricular activities can improve students' understanding of rational consumption concepts (Likasari et al., 2025). The use of contextual learning and financial simulations.

The family environment is the first environment that influences children's consumption attitudes and behaviors (Li et al., 2025). Children learn more about money and consumption through experiences at home, such as receiving pocket money, observing their parents' consumption patterns, and discussing purchasing decisions (Wahyuni et al., 2024). This is also influenced by peers, and social media is also a strong external factor in shaping adolescent consumption behavior. Therefore, the family, school, and community are important in shaping better consumption patterns for children (Suyuti Yusuf et al., 2025).

METHODOLOGY

This study uses a qualitative approach with a case study method. This approach was chosen because the study aims to gain an in-depth understanding of the phenomenon of consumer economics education in children, particularly in relation to the understanding of the attitudes and consumption behaviors of junior high school students in their daily lives (Septiana Nisa et al., 2024).

This research was conducted in three junior high schools in Padang City, West Sumatra. The location was chosen based on the consideration that Padang City is the center of education and economy in West Sumatra Province, which has a high rate of lifestyle and consumption patterns among teenagers. The research was conducted over a period of 4 months, covering the stages of preparation, data collection, data analysis, and research report writing from July 2025 to October 2025, with interviews lasting between 30 and 60 minutes.

The subjects of this study were junior high school students in Padang City, with a total of 40 informants, 28 of whom were key informants, namely junior high school students. The supporting informants were social studies or economics teachers, parents of students, and curriculum representatives, with a total of 12 people. Informants were selected using purposive sampling, namely by selecting informants who were considered to have relevant information related to economic education and consumption.

Data collection techniques were as follows: 1) In-depth interviews, conducted in a semi-structured manner to obtain data on students' understanding of consumption, patterns of pocket money use, and the influence of family, school, and social environment on consumption behavior. 2) Observation: conducted to directly observe students' consumption behavior in the school environment, such as buying food and using pocket money. 3) Documentation: used to supplement research data such as: junior high school social studies curriculum documents and photos of student activities at school related to consumption activities. For more details, see the table below regarding research informants.

Table 1. Research Informants

No	Initials	Age	Description
1	TN	12	Student
2	BL	13	Student
3	LT	12	Student
4	MR	13	Student
5	PT	12	Student
6	VN	13	Student
7	JN	12	Student
8	LD	12	Student
9	MN	14	Student
10	JM	14	Student
11	SY	13	Student
12	LL	14	Student
13	MM	14	Student
14	ML	13	Student
15	YD	13	Student
16	WD	14	Student
17	AS	14	Student
18	YL	13	Student
19	SW	14	Student
20	YN	13	Student
21	FT	13	Student
22	YT	13	Student
23	AA	13	Student
24	YD	14	Student
25	FD	13	Student
26	FT	14	Student
27	RA	13	Student
28	KY	13	Student
29	DS	43	Social Studies Teacher
30	JO	54	Social Studies Teacher
31	DN	50	Social Studies Teacher
32	NN	40	Social Studies Teacher
33	CN	38	Social Studies Teacher
34	MD	44	Parents of Students
35	MT	55	Parents of Students
36	MY	47	Parents of Students
37	ST	48	Parents of Students

38	SR	51	Parents of Students
39	ZR	39	Parents of Students
40	DP	54	Curriculum Deputy

RESULTS AND DISCUSSION

1. Students' understanding of the concept of consumption economics

The results of the study show that most junior high school students in Padang City have a basic understanding of the concept of consumption economics, particularly in distinguishing between needs and wants. Students are generally able to give examples of basic needs and additional needs in everyday life. However, this understanding is still contextual and is not yet fully reflected in consumption decision-making.

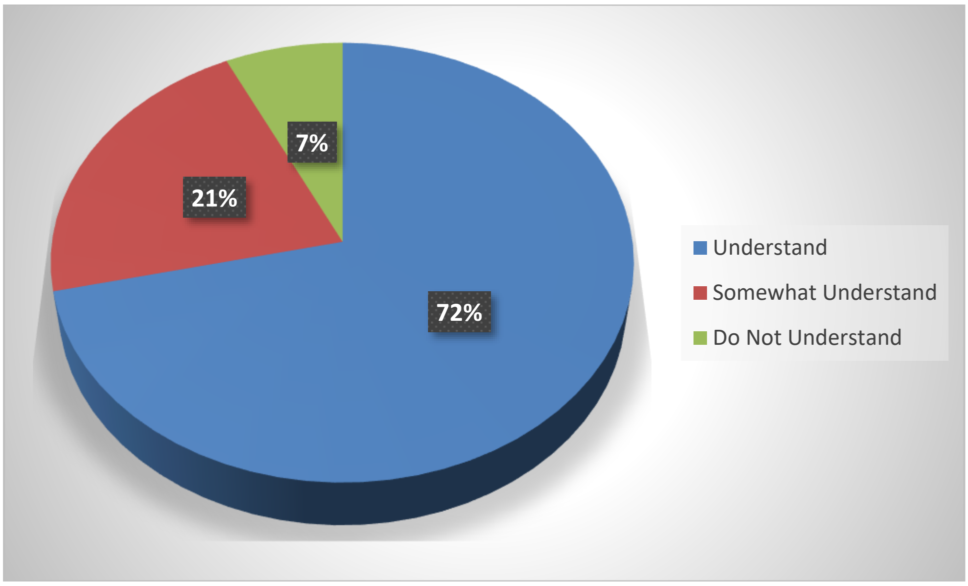

Figure 1: Understanding of student consumption concepts

As stated by the students, they already have a basic understanding of consumption, such as the concepts of scarcity, choice, production, economic principles, and distribution.

"Like the concept of supply and demand…I understand economic principles such as supply and demand. I know that whwn the price of snacks goes up, it's because there are many buyers. When there is a discount, supply will increase." (YT,6/17/2025)

The same applies to DA's understanding of consumption:

"The correct concept of consumpiont is to use goods according to their function and not to be wasteful, and to finish the food that is purchased so that it does not go to waste…but in my daily life, I rarely apply this concept of consumption" (DA, 06-19-2025)

The findings above indicate that students' economic knowledge has not been optimally internalized into rational economic attitudes and behaviors. This condition is in line with the view that economic education for children often emphasizes cognitive aspects rather than character building and responsible consumption habits.

1. The consumption behavior of junior high school students in their daily lives

Based on observations and interviews, students' consumption behavior tends to be influenced by desire and social factors (Wisnu et al., 2022). Most students use their pocket money to buy snacks, packaged drinks, and items that are popular among their peers.

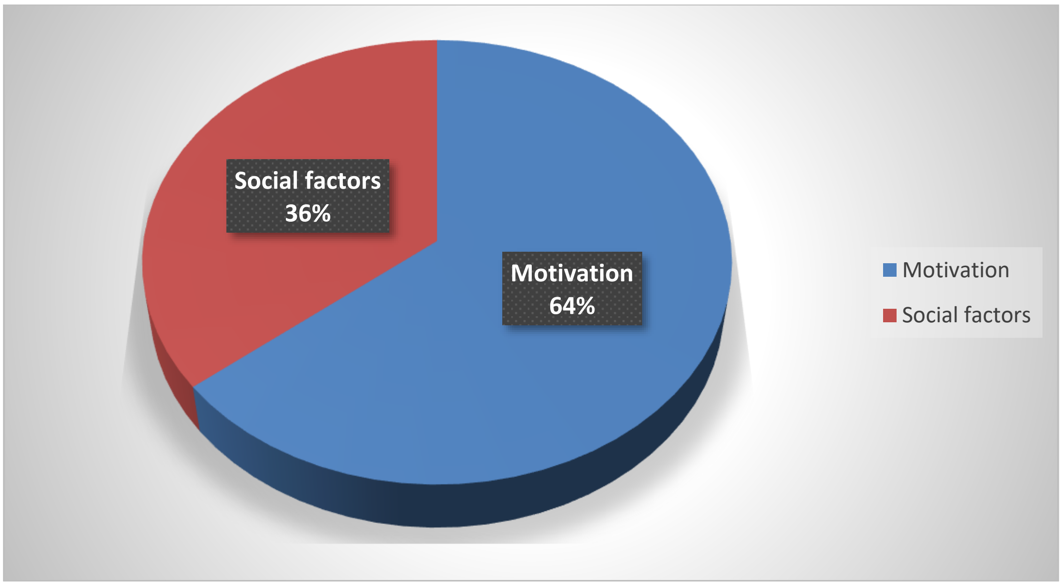

Figure 2: The consumption behavior

Spending planning and saving habits are still relatively low. As explained by this junior high school student:

"I usually shop based on my desires rather than my needs…for example, I just bought shoes because there was a new model, so I will buy again without thinking twice" (TN, 07-02-2025)

Unlike MN, where shopping or pocket money is used to buy food:

"I usually use my pocket money to buy foof, event thought I often don't finish it…because the foods is popular and I want to try it." (MN 06-07-2025)

Usually, the money earned by students is rarely used for savings, but when they receive their allowance, they spend it immediately, and the allowance given by parents is in the form of a daily allowance.

"My parents give me pocket money on a daily basis…when they give me pocket money, I spend it immediately without saving it." (CN, 07-10-2025)

This was confirmed by the student's parents:

"My child is lazy about saving money. Whatever allowance he is given is always spent and nothing is saved…his allowances is given on a daily basis…if he runs out of pocket money, he can ask me for more (MD, 07-15-2025)

From the above explanation, it can be seen that students' consumption decisions are generally spontaneous and not based on long-term considerations. These findings show that junior high school students are in a phase of development where self-control over consumption is still weak, making them vulnerable to consumptive behavior. The results of this study are in line with research conducted by Mangestuti (2025).

1. The role of schools in consumer economics education

Schools play a strategic role in instilling consumer economics education through social studies subjects. The results of this study show that consumer economics is still taught conventionally, focusing only on textbooks and theoretical material delivery. Contextual learning, such as pocket money management simulations or student consumption case studies, is still limited.

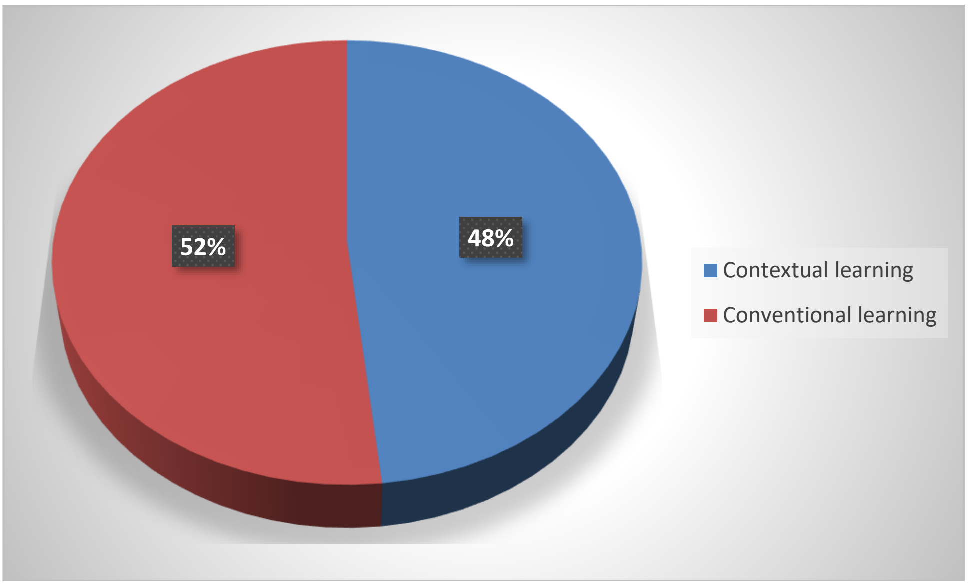

Figure 3: Social studies learning model

"Teachers still use conventional methods to convey economic concept in class…lectures and note-taking, and there are no examples from real life" (FD, 10-8-2025)

This is supported by the teachers' opinions from the interviews conducted, namely:

"The economics curriculum is quite dense and we provide a lot of learning tools, so we can't keep up with the time...so the learning process is not yet contextual because we are pressed for time" (DS, 8-15-2025)

Teachers revealed that time constraints and a dense curriculum were obstacles to developing more application-oriented economic learning. As a result, students lacked direct experience that could shape rational consumption habits. This is in line with the results of research conducted by (Paays et al., 2025) that there were difficulties in implementing economic learning subjects and implementing them in the independent curriculums.

2. The role of the family in shaping children's consumption behavior

Interviews with parents show that the family is an important factor in children's economic education (Nisaul F, 2019). Most parents give their children pocket money on a regular basis. However, this is not accompanied by clear guidance on money management. Discussions about priority needs and saving behavior are still rare.

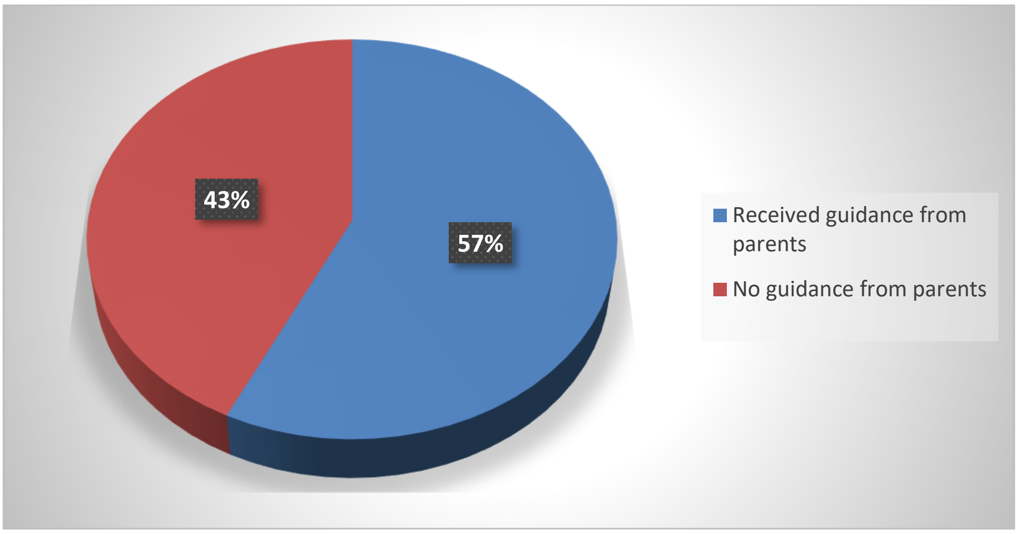

Figure 4: The role of parents in shaping children's consumption habits

As expressed by the following student:

"I learned to save money from my mother... because every time I got pocket money, my mother always reminded me to save some of it... but I often didn't do it... I preferred to buy unnecessary things..." (MM, 09-18-2025)

Unlike other students, he consumes food according to his parents' habits:

"My mother receives packages at home every now and then...she is somewhat extravagant, buying things not based on need but on desire...and this habit of hers has become an example for me in terms of consumption." (SY, 10-12-2025)

This is in contrast to this student, whose good eating habits were learned from his parents:

"I consume according to my needs, not according to my desires. I copied this habit from my parents. My parents are very frugal when shopping. As long as something is still usable, they don't replace it." (LL, 10-20-2025)

This is also supported by the opinions or statements of parents from the interviews conducted:

"I set a good example for my children on how to consume food properly...and I also provide guidance in the form of discussions with my children during meals, after congregational prayers, and when we sit together to talk about understanding consumption" (NN, 10-25-2025).

From the interview results above, it can be seen that children tend to imitate their parents' consumption patterns, whether they are frugal or consumptive. The results of this study are in line with the results of a study conducted by Suratno et al. (2021), which found that economic education in the family still takes place indirectly through role modeling rather than planned learning.

3. The Influence of the Social Environment and Local Culture

The social environment, especially peers and digital media, has a strong influence on students' consumption behavior (Narmaditya & Sahid, 2023). Social media is the main means of shaping students' understanding of consumption related to food, fashion, and lifestyle. Social pressure to follow trends often encourages students to consume based on trends rather than needs. This can be seen from the following statements by students:

"I usually shop for these items with my friends... If my friends buy clothes, shoes, or other things, I will buy them too, even though sometimes the clothes don't suit my needs." (YN, 10-25-2025)

Unlike these students, he shops because he is influenced by media such as TikTok, Facebook, and others:

"I am mostly influenced to shop because I often see TikTok, Facebook, and Instagram posts about new clothes, shoes, bags, or school supplies, so I immediately buy them..." (JN, 10-21-2025)

In Minang culture, which values simplicity, this has been lost among students, according to this social studies teacher:

"The Minang culture that values simplicity has begun to fade among students...they like to live glamorous lives, such as shopping for branded goods and buying things they don't need" (DP, 10-28-2025)

From the results of the interviews above, it can be seen that local social and cultural roles greatly influence children's consumption behavior. Minangkabau local cultural values that uphold simplicity and togetherness still have the potential to control consumption behavior. However, these values have not been optimally integrated into students' learning and daily lives.

Results of this study are in line with previous research findings that consumer economics education needs to be directed towards contextual learning and real-life experiences. These findings are in line with previous research stating that children's consumption behavior is influenced by the interaction between individual, family, school, and social environment factors (Istikomah et al., 2023). In the context of Padang City, strengthening consumption economics education based on local cultural values has the potential to be a relevant strategy for shaping students' consumption character (Zhou et al., 2025).

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

- Students' understanding of consumer economics has been established at a basic level, particularly in relation to the concepts of needs and wants. However, this understanding is still theoretical and is not yet fully reflected in their daily consumption behavior.
- The consumption behavior of junior high school students tends to be irrational and is still influenced by social environmental factors, such as peers and digital media. The use of pocket money is directed more towards satisfying wants than needs, and is not yet supported by good financial planning.
- The role of schools in consumer economics education already exists through social studies lessons, but the implementation is still conventional and oriented towards cognitive aspects. Contextual and applied learning is still limited, so the internalization of wise consumption values is not yet optimal.
- The role of the family in shaping children's consumption behavior is very dominant, but it has not been maximized. The provision of pocket money is not accompanied by education on financial management and rational financing of consumption behavior.
- Minangkabau local cultural values have great potential as a basis for character-based consumer economics education. However, these values have not been systematically integrated into learning in schools or in family education.

Recommendations

- For Schools, schools are advised to continuously develop more contextual economic consumption learning. This includes case studies, pocket money management simulations, simple projects, and experience-based learning, as well as reinforcing the values of local economic learning.
- For Teachers, economics teachers are advised to use innovative teaching methods that focus on shaping rational consumption attitudes and behaviors, rather than just mastery of economic material. Teachers are also asked to act as facilitators in applying the concepts of economic consumption in everyday life.
- For Parents, parents are expected to always play an active role in their children's economic consumption education by setting an example of wise consumption behavior, teaching their children to live frugally with their pocket money, and instilling the values of thrift and responsibility in their children from an early age.
- For the Government and Education Policy Makers, it is recommended that the government strengthen policies on economic and financial literacy education at the junior high school level through curriculum development, teacher training, and the provision of teaching materials that are relevant to local cultural values.

ADVANCED RESEARCH

It is hoped that future researchers can use quantitative approaches or mixed methods to measure more objectively the influence of consumer economics education on student behavior. In addition, this study can be expanded to other levels of education or different regions to obtain more comprehensive results.

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