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The Application of Self-Management Techniques to Reduce Consumerist Behavior at SMK Negeri 5 Bantaeng

Fitriani[1)], Abdullah Pandang [2)], Sahril Buchori[3)]
[1),2),3)] Universitas Negeri Makassar, Indonesia

e-mail Correspondent: fitrianiu@gmail.com

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Abstract

Consumptive behavior among students at SMK Negeri 5 Bantaeng can impact their ability to manage their needs and finances. Therefore, self-management techniques are needed to help students control their consumptive behavior. The purpose of this study was to determine 1) the description of students' consumptive behavior before and after being given self-management techniques. 2) the description of the implementation of self-management techniques. 3) whether self-management techniques can reduce consumptive behavior in students. The research approach was quantitative with a single experimental study design. The research design was single subject research with an A-B-A pattern. The research subjects were two 11th grade students who were identified as having high levels of consumptive behavior. The sampling technique used was purposive sampling. Data collection used a consumptive behavior observation guideline instrument. Data analysis used descriptive analysis and visual analysis. The results showed that 1) The consumptive behavior of students AT and MPC before the intervention was in the high category. During the intervention, consumptive behavior began to show a downward trend, and after the intervention, the students' consumptive behavior was in the low category.2) Self-management is implemented through self-monitoring, goal setting, self-evaluation, self-administered consequences, self-instruction, and strategy instruction. The intervention process consisted of five sessions, each lasting one week. 3) The self-management technique can reduce consumptive behavior among students at SMK Negeri 5 Bantaeng. This is demonstrated by a decrease in the students' consumptive behavior scores from baseline 1 (A) to baseline 2 (A').

Kata kunci:
Perilaku Konsumtif, Teknik self management

Abstrak.

Perilaku konsumtif pada siswa SMK Negeri 5 Bantaeng dapat berdampak pada rendahnya kemampuan mengelola kebutuhan dan keuangan. Oleh karena itu, teknik self management *diperlukan untuk membantu siswa mengontrol perilaku konsumtif. Tujuan penelitian ini untuk mengetahui 1) gambaran perilaku konsumtif siswa sebelum dan setelah diberikan teknik* self management. *2) gambaran pelaksanaan teknik self management.3) teknik self management dapat mengurangi perilaku konsumtif pada siswa. Pendekatan penelitian ini adalah kuantitatif dengan jenis penelitian eksperimen tunggal. Desain penelitian yaitu single subject research dengan pola rancangan A-B-A. Subjek penelitian ini adalah siswa kelas XI sebanyak 2 orang yang terdidentifikasi memiliki tingkat perilaku konsumtif yang tinggi. Teknik penarikan sampel dengan menggunakan teknik purposive sampling. Pengumpulan data menggunakan instrumen pedoman observasi perilaku konsumtif. Analisis data menggunakan analisis deskriptif dan analisis visual. Hasil penelitian menunjukkan bahwa 1) Perilaku konsumtif pada siswa AT dan MPC sebelum intervensi berada pada kategori tinggi. Pada saat intervensi, perilaku konsumtif mulai menunjukkan perubahan tren cenderung menurun dan setelah intervensi perilaku konsumtif siswa berada pada kategori rendah. 2) Pelaksanaan self management dilakukan dengan langkah self monitoring, goal setting,* self evaluation, Self-administered consequence, self instruction, dan strategy instruction. *Proses intervensi*

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sebanyak lima sesi dengan durasi waktu 1 minggu tiap sesi. 3) Teknik self management *dapat mengurangi perilaku konsumtif pada siswa di SMK Negeri 5 Bantaeng. Hal ini ditunjukkan dengan penurunan skor dalam aspek perilaku konsumtif siswa dari baseline 1 (A) ke baseline 2 (A')*.

INTRODUCTION

Adolescence is a transitional period marked by psychological and physical changes. Driven by intense curiosity, adolescents frequently experiment with new things. They are aware that social acceptance is often influenced by an attractive appearance—shaped by the clothing and possessions they own—making the purchase of cosmetics, apparel, and accessories a priority during early adolescence (Tripambudi & Indarwati, 2019).

Adolescents are frequently targeted by marketers of various industrial products; their characteristic instability and susceptibility to influence can drive atypical purchasing behaviors. Purchases are often made not out of genuine need, but for other reasons—such as simply following current trends, trying out new products, or seeking social validation from peers.

Adolescents are prone to consumerist behavior; they are often viewed as lacking self-confidence and emotional stability, and struggle to distinguish between needs and wants. Consequently, they gravitate toward enjoyable experiences and tend to spend their allowance extravagantly. As noted by Gumulya and Mariyana (2020), adolescence is a period of identity formation and behavioral development. Adolescents are often willing to spend more money to acquire desired items, even at a high cost.

Adolescents are easily swayed by advertising and peer influence; they tend to be unrealistic and wasteful with money, prioritizing the purchase of branded goods to maintain their social standing and avoid appearing out of touch with trends (Lestarina, 2019). This view is supported by Hermawan (2021), who observes that adolescent consumers are easily influenced by sales tactics and advertisements—particularly those featuring attractive, colorful packaging—and often lack a mindset geared toward frugality or realism, tending instead toward romanticized notions and impulsive decisions.

Lestari (2018) states that individuals often seek satisfaction by consuming goods that are not necessities but rather fulfill personal desires; this phenomenon is known as consumerist behavior. Consumerist behavior is characterized by a desire to purchase goods or use services solely for personal gratification, without regard for the actual utility or benefit of those items. Such behavior is frequently observed among adolescents, who engage in it to sustain a particular lifestyle. This is further explained by Loudon and Bitta (cited in Suminar, 2021), who note that adolescents are highly susceptible to patterns of excessive consumption and a strong drive to consume specific products.

Consumerist behavior can become deeply ingrained in the lifestyles of adolescents and lead to various life problems. Economically, such behavior hinders their ability to manage finances effectively. Psychologically, adolescents may experience stress when their desires go unfulfilled. Socially, they may feel compelled to adopt popular trends and possessions rather than embracing their authentic selves.

According to Lina and Rosyid (cited in Pramudina, 2020), consumerist behavior is characterized by a lavish and excessive lifestyle. Sustaining this behavior requires significant financial outlay, as individuals derive satisfaction and pleasure from using items perceived as the most expensive. Such behavior is often driven by a desire to demonstrate social status, wealth, and prestige, as well as to achieve personal gratification; it has effectively become an integral part of an individual's lifestyle.

A study conducted by Nielsen across five major Indonesian cities—Jakarta, Bandung, Surabaya, Makassar, and Medan—revealed a significant rise in unplanned spending: the percentage of shoppers who admitted to never making a shopping plan increased from approximately 11% in 2011 to 21% in 2021. Many shoppers reported never planning their purchases before heading out to shop. Furthermore, among shoppers who did create shopping lists, 39% admitted to consistently purchasing items not included on their lists—a sharp increase from the 13% recorded in 2011 (Tempo, June 21, 2021). Shoppers often set out with specific items in mind but invariably end up buying additional, unplanned products. Regarding online shopping, research conducted by Nielsen in March 2022 found that 68% of respondents had engaged in online shopping at some point (Viva News, July 14, 2022).

A similar phenomenon was observed at SMK Negeri 5 Bantaeng. An initial visit to the school revealed students exhibiting consumptive behavior. Interviews with the guidance counselor on January 4, 2024, disclosed that two students in Grade X—identified as AT and MPC—had misappropriated class funds. Case records presented by the counselor indicated that AT used the money to purchase an item from an online store; AT had long desired this item but had been denied permission to buy it by their parents, as they already owned a similar product (albeit of a different brand). Meanwhile, MPC used the class funds for frivolous spending, such as buying snacks, visiting Seruni Beach, and treating friends.

An interview conducted by the researcher on January 4, 2024, with a peer of student AT revealed that all items AT used—whether clothing or school accessories—were purchased from online stores. These purchases consisted of expensive, branded goods. AT had a strong penchant for buying items, even when already owning similar ones, and made online purchases at least once a week.

An interview with a peer of student MPC on the same date yielded similar findings: MPC was known for being very lavish and fond of going out. MPC frequently invited friends to Seruni Beach and treated them to food and drinks, and also enjoyed buying snacks while at school. Meanwhile, interviews with the students' parents on January 5, 2024, revealed that the parents had attempted to address this consumptive behavior by issuing warnings and imposing reasonable punishments commensurate with the infractions. These punishments were applied in a graduated manner—kept within reasonable or educational limits—to encourage positive changes in the students' habits and behavior, without resorting to physical punishment that would cause physical suffering. In reality, however, these measures failed to reduce the consumptive behavior of either student.

The consumptive behavior exhibited by students AT and MPC was driven by an extravagant lifestyle. Mujahidah (2021) posits that a consumptive lifestyle leads individuals to purchase unnecessary items simply to satisfy the urge to shop—a pattern observed in both AT and MPC. Meanwhile, Aini and Andjarwati (2020) explain that lifestyle influences product choices. Patricia and Handayani (2021) state that an extravagant lifestyle obscures the actual utility or necessity of an item, shifting the focus instead toward merely satisfying desires.

The analysis reveals that both students, AT and MPC, are unable to manage their urges and temptations to shop. This stems from their inability to exercise self-control, largely due to poor self-management skills. Furthermore, neither student is able to distinguish between wants and needs when shopping; they tend to prioritize fulfilling their shopping desires, often resulting in the purchase of unnecessary items. Their consumptive behavior has had numerous negative consequences. AT reported facing hostility from classmates after using class funds, feeling uncomfortable in the classroom, and struggling to concentrate, which hindered their studies. Meanwhile, MPC lost the trust of classmates and felt guilty and ill-at-ease in the classroom; consequently, MPC spent more time outside the classroom—even skipping school—and fell behind on assignments from subject teachers.

Given the detrimental causes and effects of this behavior, AT and MPC require intervention to curb or eliminate their consumptive habits. One effective approach is to foster self-control through proper self-management. Specifically, the self-management counseling technique is appropriate for addressing this issue, as it has been proven effective in transforming maladaptive behaviors into adaptive ones. Research by Fitri (2013) concluded that self-management strategies could reduce consumptive behavior among Grade X-11 students at SMAN 15 Surabaya. Additionally, a study by Angraeni and Mardianti (2019) demonstrated that

self-management techniques—by fostering better self-control—can reduce consumptive behavior among university students.

Research by Rahmawati and Nurihsan demonstrates that self-management techniques are effective in enhancing students' self-control capabilities, including the modification of maladaptive behavioral habits (Rahmawati & Nurihsan, 2020). Furthermore, a study by Putri, Neviyarni, and Ilyas found that guidance and counseling services employing self-management strategies could assist students in controlling consumptive behavior by fostering self-awareness and behavioral regulation (Putri et al., 2021). Another study by Hidayat and Pratama (2022) also confirmed that the application of self-management techniques can reduce impulsive behavioral tendencies among learners. These three studies are relevant as they all emphasize the importance of self-management in enhancing students' behavioral control. Consequently, research regarding the application of self-management techniques to reduce consumptive behavior at SMK Negeri 5 Bantaeng rests on a solid theoretical and empirical foundation (Hidayat & Pratama, 2022).

Self-management is a technique derived from the behavioral approach. It was developed by B.F. Skinner based on Operant Conditioning theory, which posits that behavior is not merely a response to a stimulus but a deliberate action (an operant). Behavior occurs in the presence of specific stimuli. Self-management is a technique directed at the counselee's behavior, designed to assist them in regulating and modifying their actions toward greater effectiveness through the process of learning new behaviors (Corey, 2021). This self-management technique is considered appropriate for curbing consumptive behavior, as the core issue for individuals engaging in such behavior is an inability to exercise self-control stemming from poor self-management skills.

METODE PENELITIAN

This study is classified as experimental research because the researcher administered an intervention to the research subjects. As the experiment involved individual subjects, it falls under the category of single-subject research (SSR), as defined by Sunanto, Takeuchi, and Nakata (2005). The research design employed was the A-B-A pattern (Sunanto, Takeuchi, & Nakata, 2005).

Table 3.1 Types of research

Baseline 1	Intervention or measurement	*Baseline* 2

In single-subject designs, the dependent variable—or target behavior—is measured repeatedly over specific time intervals, such as weekly, daily, or hourly. Comparisons are not made between individuals or groups; instead, the same subject is compared across different

conditions. These conditions consist of the baseline condition and the experimental (intervention) condition. The baseline condition involves measuring the target behavior in its natural state prior to the administration of any intervention. The experimental condition involves measuring the target behavior after an intervention has been implemented. Single-subject research designs always entail a comparison between the baseline phase and at least one intervention phase (Sunanto, Takeuchi, & Nakata, 2005).

The research design employed in this study is the A-B-A design, which comprises three phases. The A-B-A design is an extension of the basic A-B design and demonstrates a cause-and-effect relationship between the dependent and independent variables. Its basic procedure differs little from that of the A-B design, except for the inclusion of a repeated baseline phase. Initially, the target behavior is measured continuously during the baseline condition (A1) over a specific period, followed by measurement during the intervention condition (B). Unlike the A-B design, the A-B-A design includes a second baseline measurement (A2) following the intervention phase (B). This addition of a second baseline condition (A2) serves as a control for the intervention phase, thereby enabling conclusions regarding the functional relationship between the independent and dependent variables. The basic structure of the A-B-A design is illustrated below (Sunanto, Takeuchi, & Nakata, 2005).

RESULTS AND DISCUSSION

RESULTS

Research conducted at SMK Negeri 5 Bantaeng revealed that the students' (AT and MPC) consumptive behavior was initially in the high category. Following the implementation of a self-management intervention, a gradual decline occurred, shifting the behavior to the low category by the final phase (baseline-2). The self-management technique was implemented through several stages—self-monitoring, goal setting, self-evaluation, self-administered consequences, self-instruction, and strategy instruction—carried out over five sessions across five weeks. Intra-condition analysis showed that data in each phase (baseline-1, intervention, and baseline-2) remained stable; the trend was initially stagnant, declined during the intervention, and continued to decrease in the final phase. Meanwhile, inter-condition analysis demonstrated a positive change—specifically, a reduction in the level of consumptive behavior—with no data overlap between phases. Overall, the study confirms the effectiveness of the self-management technique in reducing students' consumptive behavior, evidenced by the consistent drop in scores from baseline-1 to baseline-2 for both research subjects.

The study at SMK Negeri 5 Bantaeng indicated that, prior to the intervention, the students' consumptive behavior fell into the high category. This condition reflected the students' difficulty in controlling the urge to purchase items or satisfy desires that did not necessarily align with their actual needs. Uncontrolled consumptive behavior can stem from limited self-regulation skills regarding thoughts, emotions, and actions. Consequently, a strategy was needed to help students enhance their self-control capabilities through self-management techniques (Cormier & Cormier, 1991).

The self-management technique in this study was applied through several stages: self-monitoring, goal setting, self-evaluation, self-administered consequences, self-instruction, and strategy instruction. These stages helped students recognize their consumptive behavior patterns, set goals for change, and evaluate their own progress throughout the intervention process. Through this process, the students were able to gradually build awareness of their suboptimal consumption habits and develop more controlled behavior. This aligns with the concept of self-management, which emphasizes the individual's involvement in independently regulating and modifying their behavior (Kanfer & Gaelick-Buys, 1991).

Analysis of the data within each condition—baseline-1, intervention, and baseline-2—revealed stable patterns. During the initial phase, the students' consumptive behavior remained relatively constant; however, following the intervention, a gradual decline in this behavior was observed. This indicates that the self-management technique influenced behavioral change by engaging the students in a continuous process of self-monitoring and self-evaluation. The use of self-management strategies has been shown to assist individuals in controlling undesirable behaviors through personal awareness and responsibility (Miltenberger, 2016).

Cross-condition analysis further demonstrated a positive shift, characterized by a reduction in consumptive behavior levels with no data overlap between phases. This suggests that the observed changes were not merely temporary behavioral fluctuations but rather the direct result of the self-management intervention. The students became capable of managing their desires, considering their needs prior to making purchases, and curbing excessive consumption. These findings reinforce the effectiveness of self-management techniques within guidance and counseling services for fostering behavioral change in students (Corey, 2017).

Overall, this study demonstrates that the application of self-management techniques is effective in reducing consumptive behavior among students at SMK Negeri 5 Bantaeng. The intervention's success is evidenced by the consistent decline in consumptive behavior scores from the baseline-1 phase through to the baseline-2 phase for both research subjects. This technique empowers students to play an active role in understanding the issue, regulating their

behavior, and maintaining the positive changes achieved. Consequently, self-management serves as a viable alternative within guidance and counseling services to help students develop self-control regarding consumptive behavior (Nelson & Jones, 2011).

DISCUSSION

Research conducted at SMK Negeri 5 Bantaeng revealed that, prior to the intervention, students exhibited high levels of consumerist behavior, characterized by an inability to distinguish between needs and wants and a tendency toward impulsive purchasing. This condition posed a potential risk to the students' personal development and financial management. Following the implementation of a self-management intervention, a gradual reduction in consumerist behavior was observed. The intervention process—comprising stages such as self-monitoring, goal setting, self-evaluation, self-administered consequences, self-instruction, and strategy instruction—successfully enhanced the students' self-awareness, self-control, and self-regulation capabilities. Students began to recognize their consumerist behavioral patterns, resist impulsive urges, and set more rational financial goals. The intervention's success was further supported by factors such as the students' ability to adapt to the researcher, a clear understanding of instructions, the repeated application of the treatment, and counselor support throughout the process. Additionally, the incorporation of goal setting and self-contracting fostered greater discipline and responsibility regarding financial management. However, the study had limitations, including a relatively short implementation period and constraints regarding the researcher's competence in optimally applying the techniques. Overall, the findings indicate that self-management techniques are effective in curbing consumerist behavior among students by fostering more conscious, rational, and responsible consumption habits through the strengthening of internal psychological aspects.

Research conducted at SMK Negeri 5 Bantaeng indicates that students' consumptive behavior prior to the intervention fell into the high category. This condition was evident in the students' tendency to purchase items based on desire and trends, as well as their inability to distinguish between needs and wants. Uncontrolled consumptive behavior can affect students' ability to make rational decisions and manage their resources. Therefore, a strategy is needed to enhance students' awareness and self-control regarding consumption behavior through self-management techniques (Baumeister & Vohs, 2007).The application of self-management techniques in this study brought about positive changes in students' consumptive behavior through several stages: self-monitoring, goal setting, self-evaluation, self-administered consequences, self-instruction, and strategy instruction. These stages enabled students to observe their own consumptive behaviors, set goals for change, and independently evaluate

their own progress. Through this process, students began to understand the underlying causes of their consumptive behavior and sought to replace it with more purposeful actions. This aligns with the concept of self-management, which emphasizes an individual's ability to regulate their thoughts, feelings, and behaviors to achieve specific goals (Kanfer & Gaelick-Buys, 1991).

Intervention results showed a gradual decline in consumptive behavior following the self-management counseling process. Students became better able to control impulsive buying urges, consider the utility of items before purchasing, and make more rational consumption decisions. These changes reflected improvements in the students' self-awareness, self-control, and self-regulation. Effective self-regulation plays a crucial role in helping individuals control behaviors that conflict with their long-term goals (Zimmerman, 2000).

The successful implementation of self-management techniques was also influenced by several supporting factors during the intervention process. These included the students' ability to comprehend instructions, their active engagement in counseling sessions, the provision of repetitive practice, and the counselor's support in facilitating behavioral change. Furthermore, the use of goal-setting and self-contracting strategies helped students build commitment and a sense of responsibility regarding the desired behavioral changes. Clear goals and personal commitment have been shown to enhance individual motivation to sustain positive behavioral changes (Bandura, 1997).

Although research findings demonstrate the effectiveness of self-management techniques in reducing students' consumptive behavior, there are certain limitations to consider, such as the relatively short duration of the intervention and the researcher's limited experience in fully optimizing the technique. Nevertheless, the results indicate that self-management serves as a viable alternative within guidance and counseling services, helping students cultivate consumption habits that are more conscious, rational, and responsible. Through a systematic self-management process, students can develop better decision-making skills for their daily lives (Miltenberger, 2016).

CONCLUSION

This study demonstrated that the consumptive behavior of students at SMK Negeri 5 Bantaeng was initially high, driven by a limited ability to distinguish between needs and wants and by weak self-control. The implementation of self-management techniques proved effective in reducing consumptive behavior by enhancing students' self-awareness, self-control, and behavioral regulation. The phased intervention process helped students become more rational in making consumption decisions. Despite limitations regarding time and implementation, the

self-management techniques successfully fostered consumption habits that were wiser, more planned, and more responsible.

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