

# Analysis of the Dynamics of Hedonic Shopping Motivation of High School Learners

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**Abstract:** The dynamics of hedonistic behavior of high school students in the era of information technology development greatly influences their lifestyle. The aim of this research is to determine the hedonistic lifestyle of students in terms of spending tendencies and the teacher's perspective in dealing with the dynamics of a hedonistic lifestyle. This research uses a Mixed Methods approach, integrating quantitative and qualitative methods. Data was collected through questionnaires, interviews, observations and document studies of class XI students at SMAS Karya Dharma Veteran Sambi. The results of this research show that students' hedonistic lifestyle is dominated by the value shopping indicator (4.31) in the very high category. Teachers identify the negative impacts of hedonism, such as low self-discipline and increased consumer behavior. To overcome this, teachers suggest moral guidance programs, controlling hedonistic behavior through counseling, and collaborating with parents. These findings provide insight into the importance of collaboration between teachers, schools and families in directing students' lifestyles in a more positive direction.

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## Introduction

Nowadays, the development of the times is increasingly dynamic, this development is characterized by advances in information technology in modern life today. The development of this era is in line with developments in various sectors, such as economy, culture, social, education, and technology. The development of the times with the rise of technology also has an impact on people's lifestyles. Lifestyle according to (Kabalmay, 2017) is a way for someone to show their actualization to the surrounding environment. Student life in this era of development has also changed. The ease of access to information has had a considerable influence on student lifestyles, where learners are more digitally connected and have different patterns of social interaction.

The existence of the times due to easy access to information has various impacts on students. According to (Hakim & Yulia, 2024) the development of the times, especially

technology, can increase creativity, and allow students to develop their potential and find out how to develop this potential. But on the other hand, the times and the rapid development of technology have an impact on the hedonistic lifestyle of students.

The development of the era creates hedonism behavior, hedonism behavior continues to increase which considers that pleasure in objects or material is the goal of life. According to Jennyya *et al.* (2021) hedonism is a view of human life that considers that pleasure and enjoyment of material is the goal of life. Hedonism behavior that develops with the times can affect people's behavior, one of which is students in schools. This was also conveyed by Khairunnisa (2023) that, hedonism behavior can occur in students who can affect their daily behavior such as always following existing trends to be recognized socially by their peers or boasting. Based on these quotes and statements, it can be interpreted that hedonism behavior is a behavior that considers the pleasure and enjoyment of the world to come from objects/materials that can affect individual behavior and make it a means of social class recognition.

Hedonism behavior or hedonism lifestyle begins to occur in students in adolescence which is usually also influenced by fellow teenagers. This is also conveyed by Safitri (2018) which explains that, the behavior or lifestyle of hedonism that occurs in students in adolescence, is usually influenced by conformity from their peers which causes individuals who want to adjust to the lifestyle or behavior of hedonism that exists in the environment around these students. This conformity can cause various character changes in students, one of which is lazy. Based on a study by Setianingsih (2019) explained that, peer conformity to the hedonism lifestyle can affect character changes in students such as appearing character: 1) lazy which means getting used to spending time inefficiently; 2) Materialistic which is defined as the behavior of being easily jealous of someone's better possessions; and 3) Consumptive and wasteful. Based on these quotes and statements, it can be interpreted that the hedonism lifestyle can arise due to peer conformity which can ultimately cause character changes in the individual.

However, in the hedonism lifestyle there is hedonism shopping motivation. Hedonism shopping motivation is a reflection of shopping experience values such as fantasy, pleasure, excitement, and curiosity Luffiana & Putra (2024) . According to Nurtanio *et al.* (2022) that, the motivation of hedonism shopping has 6 dimensions including *adventure shopping*, *social shopping*, *gratification shopping*, *idea shopping*, *role shopping*, and *value shopping*. Based on research by (Mulianingsih, 2018) based on the F test that impulse buying tendencies are influenced by *Adventure Shopping*, *Value Shopping*, *Idea Shopping*, *Social Shopping* and *Relaxation Shopping* variables. In addition, in research (Agustinna & Sudarusman, 2024) that the existence of shopping motivation is influenced by *hedonic shopping motivation*, *shopping lifestyle* and *fashion involvement*. Based on the results of interviews conducted previously, the influence of peers has a significant share in students' shopping motivation. This is in line with (Sari & Nio, 2024) who conducted research on peer conformity in the hedonism lifestyle of Baiturrahmah University students. It was found that peer conformity contributed 85.1% to the lifestyle of hedonism and when peer conformity is high it will affect the increase in lifestyle hedonism. However, there are

several factors that influence the hedonism shopping lifestyle, according to (Kotler, 2000) hedonism lifestyle is influenced by two factors, namely internal factors, namely factors that come from within the individual based on their own self-confidence to have a lifestyle according to their wishes and external factors, namely factors that come from outside the individual who is influenced by reference groups

From these quotes and existing statements, it explains that, in addition to peer conformity as a motivation for hedonism shopping, there are other indicators that trigger the motivation for the hedonism lifestyle to increase. Therefore, the purpose of this study is to determine the dimensions of hedonism shopping motivation that influence the lifestyle of students in class XI to become a reference for teachers in providing the right attitude in dealing with students' hedonism style.

## Methods

This research used a *Mixed Methods* approach that combined quantitative and qualitative methods. According to (Sugiyono, 2015) The data obtained in *mixed methods* were more numerous, comprehensive, valid, reliable and objective. This research was conducted at Karya Dharma Veteran Sambu High School. Data collection techniques using questionnaires, interviews, observations, and document studies. Qualitative data validation techniques used data triangulation and source triangulation to compare or recheck the degree of trust in information obtained from different sources. Quantitative data validation techniques used *expert judgment*, namely considering expert opinion. The questionnaire was given to all Class XI students. In-depth interviews were conducted with 4 teachers based on interview guidelines. The questionnaire was conducted to see the tendency of students' hedonism style through indicators of hedonism according to (Arnold & Reynolds, 2003) *Adventure shopping, Social Shopping, Gratification Shopping, Idea Shopping, Role Shopping, Value Shopping*. The instrument used a Likert scale consisting of 5 scales, as follows;

**Table 1.** Likert Scale scoring score

Description	Score
Very Good (SB)	5
Good (B)	4
Fair (C)	3
Disagree (TS)	2
Strongly Disagree (STS)	1

Source: (Riduwan & Akdon, 2013)

The questionnaire data analysis technique was carried out by calculating the average of the scores given by the respondents on each question to be able to provide an overview of the respondents' attitudes with the formula:

$$Me = \frac{\sum xi}{n}$$

Source: (Sugiyono, 2017)

Description:

Me = Mean (average)

$\sum$  = Sum

n = Number of respondents

After averaging, the results were analyzed with the following criteria:

**Table 2.** Interpretation of results

Description	Interpretation
$4,2 \leq x \leq 5$	Very high
$3,4 < x \leq 4,2$	High
$2,6 < x \leq 3,4$	Medium
$1,8 < x \leq 2,6$	Low
$1 \leq x \leq 1,8$	Very low

Source: (Oktafia et al., 2022)

The technique of analyzing the interview results was carried out according to Miles and Huberman with data collection techniques, data reduction, data presentation, and conclusion drawing.

## Results and Discussion

Based on the research that has been conducted, data on students' hedonism in shopping tendencies and the Teacher's Perspective in dealing with Students' Hedonism lifestyle are obtained.

### Learner hedonism

In the hedonism lifestyle there is a term, namely hedonic shopping motivation. Hedonism shopping motivation is an urge for shopping activities to help relieve stress and provide a pleasant personal experience (Pranggabayu & Lestari Andjarwati, 2022) . According to Nurtanio *et al.* (2022) there are 6 indicators of hedonic shopping motivation, namely adventure shopping, social shopping, gratification shopping, idea shopping, role shopping, and value shopping. The six indicators are contained in graph 1 which explains the level of hedonism shopping motivation.

**Table 1.** Recapitulation of Student hedonism

Aspects	Value	Category
<i>Adventure shopping</i>	3.67	High
<i>Social Shopping</i>	2.79	Medium
<i>Gratification Shopping</i>	4.18	High

<i>Idea Shopping</i>	3.69	High
<i>Role Shopping</i>	3.26	High
<i>Value Shopping</i>	4.31	Very High

**Description:**  $1 \leq x < 1.8$  (Very low),  $1.8 \leq x < 2.6$  (Low),  $2.6 \leq x < 3.4$  (Medium),  $3.4 \leq x < 4.2$  (High),  $4.2 \leq x \leq 5$  (Very high).

The *Adventure Shopping* indicator contains a person's effort to get new experiences in shopping. This is also explained by Deborah *et al.* (2022) that, adventure shopping is a form of understanding that shopping is an adventure and a spirit generator. Based on the quotations and data obtained, there is a connection, because in the adventure shopping indicator, students convey that they often shop at different shopping centers to get fun and new experiences, and even use online shopping media to provide a form of stress-relieving entertainment when they finish doing strenuous activities. Based on the quote with the results obtained, it shows that adventure shopping is proven to be able to provide a hedonic shopping motivation experience that helps to entertain and provide new challenges in shopping. *Adventure shopping* is more influenced or dominated by internal factors, this departs from the main impetus in *adventure shopping* which comes more from individuals to seek new experiences or pleasure in shopping, so that students who have high curiosity tend to be encouraged to try new shopping places and online shopping media as a form of entertainment, although sometimes external factors such as influence from friends can have an effect but without an intense drive from the individual himself, the motivation to do *adventure shopping* will not be too strong.

The social shopping indicator relates to the pleasure of shopping done with other people by collaborating. This is also explained by Luffiana & Putra (2024) that, social shopping or *social shopping* leads to satisfaction in shopping with friends in order to socialize and bond with others while shopping. Based on the data obtained for the social shopping indicator, it has a value of 2.79 (medium) which indicates that students are motivated to shop when influenced by others. Arbaiah *et al.* (2022) which states that, there is an influence of social shopping on hedonism shopping motivation behavior because social shopping can understand new things / trends from friends. Based on the quotes and data obtained, it indicates that social shopping has an effect on hedonism shopping motivation in students because it provides excitement by discussing with others for the items purchased and understanding and following existing trends. Factors that influence *social shopping* are more dominantly derived from external factors, because this dimension depends on interactions with other people such as friends, family and even the general public. Environmental influences, the latest shopping trends that make learners have the urge to conform, social media where learners can be inspired by other people's shopping recommendations or experiences, which then these things become the main drivers in *social shopping* behavior.

The *gratification shopping* indicator is related to the motivation of impulsive hedonism shopping to provide personal pleasure. This is also conveyed by Elgeka & Tania (2024) which explains that, gratification shopping motivation is an impulsive consumptive

behavior that aims to satisfy intrinsic desires so that it provides a good *mood* change. Based on what is obtained for the gratification shopping indicator, it has a value of 4.16 which indicates that high students have gratification shopping motivation. The same thing was also conveyed by Sekarsari (2023) that, gratification shopping is an attempt to change bad behavior and *mood* for the better through shopping activities that lead to *self reward*. Based on the quotations and data obtained, it shows that the high value of gratification shopping is influenced by students to give themselves a self reward after reaching a certain point through their hard work. *Gratification shopping* tends to be dominated by internal factors, this is because this behavior arises from an individual's intrinsic drive to gain personal power where learners tend to be encouraged to shop as a form of self-appreciation after completing certain goals. This also illustrates the desire to improve mood through a shopping activity which then becomes a driver in this *gratification shopping* behavior.

The idea shopping indicator is related to understanding to try new things. This is also conveyed by Sendi & Zaini (2024) that, idea shopping is a shopping activity to try and understand new trends that exist. Based on the data obtained, the value of the idea shopping indicator is 3.69 which indicates that it is quite high. Based on the data with the quotations taken, it indicates that, the high value of idea shopping in students is because they like to shop to understand new trends in society, and some students even though they do not buy trend items they still like to understand and learn about trending items in society. *Idea shopping* is influenced by various internal and external factors. Internal factors include personal interests and interests, where learners who have a high interest in fashion or new trends tend to be more active in seeking information about trending products. In addition, motivation to learn and understand trends is also a driver, although it does not always lead to a purchase. Self-identity also plays a role, as some individuals use idea shopping as a way to express themselves and follow a desired image. On the other hand, external factors such as social influence from peers and family can encourage learners to engage in idea shopping. Attractive media and advertisements also contribute to shaping their interest in new trends, while the culture and values of the local community can influence how active learners are in shopping to understand trends. Based on the above, it can be seen that both internal and external factors play an important role in influencing idea shopping. However, internal factors such as personal interest and motivation seem to be the main drivers, while external factors serve to reinforce the behavior.

The role shopping indicator is related to shopping to give to others. This was also conveyed by Yuliawati & Suarna (2017) which explains that, role shopping is a consumptive shopping activity to please others. Based on the data, the role shopping value is 3.26. Based on the data and quotes, it explains that students have a high motivation to shop for hedonism because their role shopping motivation aims to share their pleasure in shopping with others by buying goods and sometimes with role shopping they can equalize themselves with certain classes. Internal factors that influence *role shopping* indicators in learners are psychological and emotional drives, such as the need to show affection or attention to others through giving goods. In addition, the feeling of satisfaction and happiness that arises from the ability to give something to others is also



a strong internal motivation. On the other hand, external factors that play a role in this role shopping behavior include social influences, such as peer group pressure or social media that promote a consumptive lifestyle. Expectations from the social environment or social status can also encourage learners to shop to align themselves with a certain social class or to gain recognition from others

The value shopping indicator is related to bargaining efforts in shopping. This is also conveyed by Jatmika (2018) value shopping is a shopping activity to bargain, or look for product/service prices at a lower price. Based on the data obtained, the value shopping indicator received a value of 4.31 which indicates that, goods with cheap discounts increase consumptive shopping activities. This is also supported by a statement from Oktavia & Fageh (2022) that, goods at low prices or discounts will increase consumptive behavior in individuals. Based on the quotations and research results obtained, it indicates that the value shopping indicator affects the hedonistic lifestyle of students because the low price of a product/service triggers consumptive behavior so that it increases the value of lifestyle in students. *Value shopping* behavior is driven by internal and external factors. Internal factors can be seen from the individual's desire to obtain maximum satisfaction in shopping, where they tend to look for the best price for the desired goods or services. This factor is related to the consumptive attitude that arises when a person feels that they get a cheaper price offer, which provides a sense of satisfaction and efficiency in personal financial management. In addition, psychological factors such as the influence of wanting to look better or owning trending items can also reinforce consumptive behavior. On the other hand, external factors that influence the value shopping indicator include promotions or discounts provided by retailers, as well as the existence of e-commerce platforms that offer low prices or massive discounts. Such offers often influence purchase decisions and stimulate impulse shopping behavior, especially when consumers feel that they are getting more value from each purchase made.

The condition of hedonism lifestyle is caused by several things, one of which is the advancement of technology and social media. Trends in social media are very easy to enter through *gadgets*, this trend tends to encourage students to follow these conditions. The changes that occur in these students include changes in *Social Compliance*. According to (Rosa, 2018) *Social Compliance* is a form of social influence that is influenced by others. From this, it shows that social *compliance* changes occur due to the influence of friends. The data obtained in the study showed that 56.92% of students tend to buy something if many friends or people on social media also use it.

### **Teacher's Perspective on Learner Hedonism**

Based on the results of interviews with teachers regarding the problem of hedonism lifestyle, the interview results are as follows;

**Table 1.** Interview results with the teacher

Realizing the phenomenon of Hedonism	Teachers are aware of the students' hedonistic lifestyle shown by consumptive behavior
Teachers' views on hedonism	Hedonism behavior has a negative impact, namely the emergence of consumptive behavior, low self-discipline which has an impact on the character of students.
Teacher's response to students' hedonistic behavior	Hedonistic lifestyles must be overcome since this behavior is related to the future of students.
Teacher solutions in overcoming hedonistic behavior	The need for education and inclusive direction and guidance to each learner regarding the negative impact of the hedonistic lifestyle,

Based on the results of interviews with teachers, it is found that teachers realize that the development of an increasingly dynamic era creates a hedonistic lifestyle for students who focus on personal pleasure. Teachers' concerns about the negative impact of hedonism behavior are the focus to overcome in educating students. Excessive hedonism behavior is not good to do. According to (Seftiana et al., 2023) one of the negative impacts of the hedonism style is when someone will spend more money on less useful things to follow trends and their own pleasure. To overcome the lifestyle of hedonism in students, teachers need to provide direction and guidance to overcome students who have a lifestyle of hedonism. Teachers mention the need for character and ethics education in the face of increasingly dynamic times. This is in line with (Khairunnisa, 2023) to overcome the hedonism attitude of students, it is very important to provide guidance and counseling services by providing information about the impact of excessive hedonism on the lives of students, where the information provided must be actual for everyday life.

Teachers are concerned about the hedonistic lifestyle that is developing in the school environment. The influence of peers to behave consumptively towards trendy items is a factor in hedonism behavior. Teacher *with the initials DA* "I am worried that the hedonistic lifestyle will affect the decline in achievement and noble character education such as simplicity, mutual respect, tolerance, and justice are fading, because children feel they have to be equal if they want to make friends". According to (Ratuloli, 2023) factors that cause individuals to have a lifestyle of hedonism based on two factors, namely internal and external factors. Internal factors are related to human nature which is filled with curiosity so that an individual behaves to fulfill a sense of pleasure and satisfaction in himself. While external factors explain that the hedonism lifestyle comes from the influence of friendship groups or families.

The teacher's solution in dealing with the dynamics of hedonism has several ways. Quoted from interviews with teachers, several solutions were obtained from teachers to overcome students' hedonism, including (1) Conducting moral guidance to students regarding the negative impact of hedonism, (2) Designing school programs based on moral control of hedonism, (3) cooperation with parents. The first solution relates to moral



guidance to students regarding the negative impact of hedonism, teachers conduct open discussions during lessons regarding the negative impact of hedonism. In addition, teachers become role models or role models for students. Therefore, as an educator, it is necessary to provide students with an understanding of the negative impact of hedonism on character.

In this context, the school designs a program based on moral control of hedonism that aims to develop students' understanding of the importance of balance between achieving happiness and moral responsibility. Schools have a role to design programs that focus on providing views and directing students wisely by taking approaches and understanding of hedonism so that students can realize that true happiness does not only come from momentary pleasure. According to (Fitri et al., 2019) in his research applies a humanistic existential counseling approach applied at SMA Negeri 10 Makassar which consists of three stages: first, the introductory stage, where students are invited to identify their assumptions, experiences, and views on self-existence. Second, the middle stage, which focuses on self-exploration to understand their values and hedonic behavior, thus reducing the need for prestige. Third, the final stage is actualization, where students apply the values that have been internalized, strengthen self-confidence, and form a positive view of themselves. After being given a humanistic existential counseling approach, there are significant changes in the hedonic behavior of students at SMA Negeri 10 Makassar, which shows a decrease in hedonic behavior. Thus, this approach is proven effective in reducing the hedonic behavior of students at SMA Negeri 10 Makassar.

Good cooperation between teachers and parents plays a crucial role in addressing the dynamics of hedonism in learners. Parents, as the first educators at home, can work together with teachers to ensure consistent moral education and character development between home and school. One of the keys to this collaboration is regular communication, where teachers can keep parents informed about student development, including issues of hedonistic behavior. Research shows that parental involvement in children's education contributes to improved discipline and motivation to learn (Sheldon, 2018). In addition, parents who model a healthy lifestyle and are oriented towards long-term goals can have a positive influence on children's behavior. A study by the Education Research Institute of Universitas Pendidikan Indonesia (2020) states that children who grow up in an environment that supports the moral values applied by parents are better able to avoid hedonistic behavior. This collaboration can also strengthen positive activities that support student character development. Teachers and parents can jointly design extracurricular activities or life skills development programs that can help students focus on self-development rather than the temptation of momentary pleasures. According to data from the Indonesian Ministry of Education (2021), students who are active in positive

activities outside of school hours show higher learning motivation and fewer discipline problems. Thus, close collaboration between parents and teachers is very effective in shaping students' characters and leading them to make wiser choices, focusing on more meaningful educational goals.

### Summary

Based on the research that has been done, it is found that the hedonism lifestyle is practiced by students due to environmental influences and technological developments. Lifestyle hedonism Adventure shopping (3.67) in the high category, Social Shopping (2.79) in the medium category, Gratification Shopping (4.18) high, Idea Shopping (3.69) in the high category, Role Shopping (3.26) in the medium category and Value Shopping (4.31) in the very high category. Teachers realize that there are negative effects caused by students' hedonism behavior so it is necessary to provide guidance and direction through counseling programs.

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