
The Impact of E-Commerce on the Consumption Patterns of Active Social Studies Education Students at FKIP Universitas Lambung Mangkurat

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Abstrak

Perkembangan teknologi informasi mendorong meningkatnya penggunaan e-commerce yang menawarkan kemudahan, efisiensi waktu, serta berbagai promo menarik bagi penggunanya, termasuk mahasiswa. Situasi ini berpotensi menggeser perilaku dalam pemenuhan kebutuhan harian para mahasiswa. Penelitian ini bertujuan guna menguji sejauh mana implikasi pemanfaatmendian e-commerce terhadap kecenderungan konsumsi mahasiswa aktif Pendidikan IPS FKIP ULM Banjarmasin. Dengan menerapkan metode kuantitatif, penelitian ini melibatkan populasi sebanyak 174 mahasiswa aktif (angkatan 2021-2024). Pengambilan sampel sebanyak 120 responden mengacu pada tabel Krejcie dan Morgan. Kuesioner berskala Likert digunakan sebagai instrumen pengumpulan data, lalu dianalisis dengan SPSS 25. Adapun hasil analisis menghasilkan fakta dengan adanya penggunaan e-commerce memberikan pengaruh positif signifikan terhadap pola konsumsi mahasiswa (koefisien regresi = 0,571; sig. 0,000; t hitung 12,529 > t tabel 1,980). Nilai R² 0,569 mengindikasikan e-commerce dapat menjelaskan 56,9% variasi pola konsumsi mahasiswa. Hasil ini menunjukkan bahwa peningkatan intensitas penggunaan e-commerce cenderung diikuti oleh perubahan pola konsumsi mahasiswa di era digital. Secara mendasar dapat disimpulkan bahwa penggunaan e-commerce memberikan kontribusi yang nyata dalam membentuk pola konsumsi mahasiswa.

Kata Kunci: E-commerce, Pola Konsumsi, Mahasiswa

Abstract

Progress in information technology has propelled the increasing adoption of e-commerce, which provides ease, time savings, and an array of appealing promotions for its customers, particularly college students. This circumstance could alter pupils' conduct in fulfilling their everyday requirements. This research seeks to investigate how e-commerce influences the purchasing behaviours of active students enrolled in the Social Sciences Education program at the Faculty of Teacher Training and Education (FKIP), ULM Banjarmasin. This research employed a quantitative approach, encompassing a cohort of 174 engaged students from the classes of 2021 to 2024. A cohort of 120 participants was chosen according to the Krejcie and Morgan table. A Likert-scale survey was employed as the data gathering tool and examined utilising SPSS 25. The findings of the analysis indicated that e-commerce exerts a substantial beneficial effect on students' consumption behaviours (regression coefficient = 0.571; significance 0.000; estimated t-value 12.529 > crucial t-value 1.980). The R² score of 0.569 signifies

that e-commerce accounts for 56.9% of the variability in students' consumption behaviours. These findings indicate that a heightened engagement with e-commerce correlates with alterations in students' consuming behaviours in the digital era. Ultimately, it may be inferred that e-commerce plays a crucial role in influencing students' purchasing behaviours.

Keywords: e-commerce, consumption patterns, students

PRELIMINARY

The rise of e-commerce is one of the forms of information and communication technology development in the economic sector. The internet makes it easier for users to access various types of information and carry out activities to meet their daily needs without being constrained by physical distance (Hidayati, 2020). By 2025, Indonesia will be among the countries in Southeast Asia with the largest number of e-commerce users, reaching 73.05 million users. This growth is also driven by the massive expansion of the internet; a survey by APJII (2025) reveals that in Indonesia, 229,428,417 people (80.6% of the population) are already using the internet. It is this widespread internet accessibility that is the primary reason for the rapid growth of e-commerce activity in Indonesia.

The advent of online commerce technology has made it easy for people to shop; they can easily compare prices and access a wider range of products using just one app. This form of service is known as electronic commerce. In general, e-commerce is defined as commercial activities, including the purchase, sale, and marketing of products or services, conducted through digital media. E-commerce is also known as an electronic business transaction process that utilizes computer technology as a medium for processing transactions, including both the purchase and sale of products by consumers and companies (Laudon in Suana & Sari, 2022). Meanwhile, according to Akbar and Alam (2020), e-commerce is a system that integrates various parties through electronic transactions, encompassing the buying and selling of both tangible and intangible goods. Through digital platforms such as Shopee, Tokopedia/TikTok Shop, Blibli, Lazada, and others, consumers are provided with the convenience of comparing prices, evaluating product reviews, and accessing various payment options all within a single app. It is precisely these factors, such as convenience, an unlimited variety of products, and time efficiency, that have led the general public to increasingly choose e-commerce as their primary means of fulfilling various daily needs. Based on the explanation above, e-commerce is used to streamline transactions between sellers and buyers, making them more efficient through electronic means (Darmiah et al., 2026; Rahmia & Sari, 2026).

Among various social groups, college students are one of the most significant segments in terms of e-commerce usage (Mulyati, 2023). As part of Generation Z, which accounts for 34.40% of online activity, college students rely heavily on the internet to meet their needs for

clothing, food, and shelter (Abbas et al., 2026). They have broad access to the internet and technology; they also tend to follow trends and lifestyles that are developing within their social circles and have a variety of needs that must be met. These conditions make them a consumer group that actively uses e-commerce services to meet their needs (Ahmad et al., 2026; Ilhami et al., 2026). The presence of various digital marketing strategies from e-commerce platforms, such as free shipping, flash sales, vouchers on dates with matching digits, and diverse payment systems, serves as a unique draw for users (Nur'aini et al., n.d.; Rahmaniah et al., 2026).

Nevertheless, the convenience and marketing strategies employed by e-commerce not only facilitate access to transactions but also influence students' consumption patterns. Theoretically, in economics, the fulfillment of human needs must prioritize primary needs before addressing secondary and tertiary needs. However, in practice, e-commerce shopping activities are no longer based on needs but rather on wants and lifestyle trends that lead to consumerist behavior (Amelia, 2022). The various conveniences and promotions offered by e-commerce often shift these priorities (Mufidah et al., 2019). The growth of e-commerce directly influences changes in students' shopping priorities. With offers of large discounts and easy access to various types of products, students are often more tempted to fulfill their wants first rather than their primary needs, which are actually more urgent. In this context, technology not only facilitates access but also influences how students view their needs and desires, thereby shifting their consumption patterns (Fitrianto, 2022).

Previous similar studies, including research conducted by Musfiroh et al. (2025), have revealed a significant influence between Shopee's features and the emergence of consumptive behavior among college students. These features, such as "lucky date" promotions, cashback, and ShopeePay, significantly influence students' consumptive behavior. On the other hand, research conducted by Ramadan et al. (2025) also showed similar results. This proves that online shopping platforms in the digital era have tangibly altered students' consumption behavior, specifically in terms of frequency, product types, and shopping methods.

These changes in shopping habits raise an important question: how exactly does e-commerce influence students' consumption patterns? In this study, active students in the Social Sciences Education program at the Faculty of Teacher Training and Education, Universitas Lambung Mangkurat, were selected as subjects because of their background in social sciences and economic behavior, as well as their active use of the internet and e-commerce in daily life.

METHOD

This study employs a quantitative approach aimed at objectively measuring a phenomenon through the collection and analysis of quantitative data. The study was conducted

with students enrolled in the Social Studies Education Department at the Faculty of Teacher Training and Education (FKIP), ULM, Banjarmasin. The study population consisted of 174 active students from the 2021–2024 cohorts. The sample size was determined using the Krejcie & Morgan table, resulting in 120 respondents. This table was used because of its ability to determine a representative sample size at a 95% confidence level and a 5% margin of error. To collect research data from the selected respondents, this study utilized Google Forms to distribute the research questionnaire, which employed a Likert scale to measure each respondent's responses regarding e-commerce usage and consumption patterns. Before being widely distributed, the questionnaire first underwent validity and reliability testing to ensure that the instrument was suitable for data collection. Subsequently, the data were analyzed using SPSS through various stages, namely a normality test, a linearity test, followed by simple linear regression analysis.

RESULTS AND DISCUSSION

A total of 121 respondents met all the study criteria. After verifying the completeness of the responses, all questionnaires were deemed suitable for analysis, meaning no data had to be excluded. Before testing the research hypotheses, a series of prerequisite tests was conducted to ensure that the analytical model used was appropriate. The first test was a normality test, used to verify that the regression model was consistent with a normal distribution of the residuals. The One-Sample Kolmogorov-Smirnov test was selected for this purpose, with the normality assumption considered met if sig. (Asymp. Sig. (2-tailed)) > 0.05. Fulfillment of this assumption serves as the basis for determining that the data are suitable for analysis using linear regression (Fitri et al., 2023). The complete results of the normality test are presented in Table 1.

Table 1. Normality Test	
	Results
<i>Asymp. Sig. (2-tailed)</i>	0,200

The Asymp. Sig. value in Table 1 is 0.200 (Sig. > 0.05). This value indicates that the residuals in the regression model follow a normal distribution. Since this condition is met, the research data are deemed suitable for analysis using linear regression because they satisfy one of the necessary statistical requirements.

The second test examines the linearity of the relationship between variables. The purpose of this test is to confirm whether there is a linear relationship between e-commerce as the independent variable and students' consumption patterns as the dependent variable. The

assessment is based on the “Deviation from Linearity” value, with the stipulation that the relationship between the e-commerce variable and the students’ consumption patterns variable is considered linear if the significance value is > 0.05 . The complete results of the linearity test are presented in Table 2.

Table 2. Linearity Test

	<i>df</i>	<i>F</i>	<i>Sig.</i>
<i>Deviation from Linearity</i>	31	1,068	0,393

The significance value in Table 2 of 0.393 ($\text{Sig.} > 0.05$) indicates a linear relationship between e-commerce as the independent variable and students’ consumption patterns as the dependent variable. Since this assumption is met, the analysis of the relationship between these two variables is well-suited to the applied regression model, allowing the analysis to proceed to the next stage.

After all the prerequisite tests yielded results that met the requirements, a simple linear regression analysis was conducted. This was because the research process involved only a single independent variable, namely e-commerce, and a single dependent variable, student consumption patterns. Regression analysis was used to determine both the direction and magnitude of e-commerce’s influence on consumption patterns and to test the previously formulated hypotheses. The complete results of the analysis are presented in Table 3. Tabel 3.

Table 3. Simple Linear Regression Test

	<i>Model</i>	<i>β</i>	<i>T</i>	<i>Sig.</i>
1	(Constant)	13,106	4,276	0,000
	X	0,571	12,529	0,000

Based on the test results in Table 3, the regression equation is $Y = 13.106 + 0.571X$. The constant value of 13.106 indicates that the e-commerce variable is assumed to be zero (nonexistent); therefore, the estimated level of students’ consumption patterns is 13.106. Meanwhile, the regression coefficient for the e-commerce variable, 0.571, is positive. This indicates that an increase in e-commerce usage tends to be followed by an increase in students’ consumption patterns, assuming that other factors that may influence consumption patterns remain constant.

To determine whether this effect is statistically significant, a t-test was used as a form of hypothesis testing, with the aim of assessing the significance of the relationship between the e-commerce variable and students’ consumption patterns. A calculated t-value of 12.529 ($\text{Sig. } 0.000 < 0.05$) was obtained, indicating that the relationship found is not due to chance;

therefore, the research hypothesis is accepted. Thus, it can be concluded that the e-commerce variable, as the independent variable, has a significant relationship with students' consumption patterns, the dependent variable.

In addition to testing the significance of the relationship between variables, "this study also calculated the coefficient of determination (R^2) to determine the extent to which e-commerce variables can explain variations in students' consumption patterns. The coefficient of determination provides an indication of the explanatory power of the independent variables on the dependent variable, while other factors not included here may account for the unexplained variance. The results of the R^2 test are presented in Table 4.

Table 4. Coefficient of Determination (R^2) Test			
<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>
1	0,754	0,569	0,565

The results of the coefficient of determination analysis in Table 4 show an R^2 value of 0.569. This figure indicates that the regression model used is capable of explaining 56.9% of the variation in the consumption patterns of active students in the Social Studies Education Program at the Faculty of Teacher Training and Education, ULM Banjarmasin, through the e-commerce variable. Meanwhile, the remaining 43.1% of the variation is estimated to stem from other variables not analyzed in the research model.

These findings indicate that e-commerce plays a significant role in explaining changes in students' consumption patterns. "Statistical evidence supporting these findings is evident from the calculated t-value of 12.529 (sig. 0.000 > 0.05). The test results confirm that the research hypothesis has received empirical support, as there is a significant influence of e-commerce usage on students' consumption patterns. The positive regression coefficient further clarifies the direction of the relationship between the two variables. This means that the more frequently students use e-commerce services, the greater the tendency for their consumption activities to increase. This phenomenon indicates that ease of access, a wide variety of product choices, time efficiency, and the various features available on e-commerce platforms encourage students to make purchases to meet their daily needs.

Based on these findings, e-commerce is no longer viewed as merely a standard digital transaction platform but also influences students' consumption patterns in meeting their various daily needs. Meanwhile, the model's ability to explain the relationships among variables is evident from the R^2 value obtained, which is 0.569. This result indicates that the

use of e-commerce contributes 56.9% to changes in students' consumption patterns. Thus, more than half of the variation in students' consumption behavior can be explained by the e-commerce variable used in this study. Meanwhile, the remaining 43.1% of the variation cannot yet be explained by this research model and is presumed to be related to factors outside the scope of this study.

Furthermore, the results of this study also indicate that the level of e-commerce usage among students in the Social Studies Education Program, as measured, shows a mean value of 66.6. Based on the criteria used in the study, this value falls into the high category. This indicates that e-commerce has been widely utilized by students to support their activities; students no longer view e-commerce as an additional option but rather as a relevant means to meet specific needs. The various benefits offered by e-commerce, such as no time constraints, time savings, cheaper goods and services, the ability to compare prices and products, and the ability to shop across regions, are the main reasons they use e-commerce.

In addition to functional benefits, the characteristics of e-commerce also play a role in influencing the proportion of students' online spending. The ability to conduct transactions without spatial or temporal constraints allows students to shop anytime as needed, thereby increasing the frequency and intensity of online spending. Furthermore, the generally anonymous nature of these transactions provides students with a unique sense of comfort and security when conducting various financial transactions.

In terms of the most frequently used platforms, students have a wide variety of options for conducting online transactions. The distribution of e-commerce platform usage among Social Studies Education students at FKIP ULM is presented in Table 6.

Table 5. Percentage of e-commerce platform usage by students

No	Types of E-commerce	Frequency	Percentage
1.	Shopee	102	84,30%
2.	Tokopedia/tiktok shop	18	15,70%
3.	Blibli	0	0%
4.	Lazada	0	0%
5.	Others	0	0%
	Total	121	100%

Based on Table 6 above, 102 students, or 84.30%, stated that Shopee is the e-commerce platform they use most frequently and has proven to be the most dominant among other e-commerce platforms. This reinforces a previous study by Sartika et al. (2024), which showed that ease of use, price, product quality, product availability, perceived emotional benefits, and

the in-person shopping experience are the factors that drive students to make purchases through e-commerce.

In terms of frequency of use, the majority of students use e-commerce several times a month. This pattern indicates that e-commerce usage is routine but not excessive. Students tend to use e-commerce at specific times they deem appropriate for their needs. The findings of this study support those reported by Ge (2022), namely that the frequency of online purchases is influenced by consumer motivation, needs, and considerations. These findings indicate that each individual's economic capacity also influences the intensity of their purchasing behavior. The better an individual's economic condition, the greater their opportunity to make purchases; thus, the use of e-commerce by Social Studies Education students remains within the bounds of controlled consumption. This demonstrates that ease of access does not always lead to continuous use.

In general, the results of the data analysis provide empirical evidence indicating a significant positive relationship between e-commerce usage and students' consumption patterns. This suggests that an increase in the frequency of e-commerce usage tends to be accompanied by an increase in students' consumption activities as they seek to meet their various needs. This influence is evident in changes in student behavior across several aspects, such as an increase in the frequency of online shopping, a rise in the number of transactions due to promotions, a greater variety of products purchased, and a shift in spending from physical stores to digital platforms. The interpretation of these research findings draws on the Technology Acceptance Model developed by Davis (1989), which emphasizes that perceptions of a technology's ease of use and utility can influence user behavior. For instance, when students perceive e-commerce as more practical, cost-effective, and beneficial, they shop online more frequently and begin to prioritize digital platforms as their primary means of meeting their needs."

Based on the findings of this study, which are supported by findings from previous research, it can be concluded that the consistent use of e-commerce influences students' consumption patterns. Ease of access, time efficiency, transaction flexibility, and various promotions offered are factors that encourage students to use e-commerce to meet their needs and drive changes in their consumption patterns, including purchase frequency, transaction value, types of products consumed, and the proportion of online spending. These results indicate that e-commerce is now not only used as a medium for conducting transactions but has also become an integral part of students' consumption habits in meeting their various daily needs in the digital age.

CONCLUSION

Based on data analysis and field findings, it can be concluded that the relationship between e-commerce and the consumption patterns of active students in the Social Studies Education program at the Faculty of Teacher Training and Education (FKIP), ULM Banjarmasin, has a positive and significant effect. Testing using simple linear regression revealed that the e-commerce variable has a significant impact on students' consumption patterns ($t\text{-value} = 12.529$; $p < 0.000$), thus supporting the research hypothesis. Furthermore, the R^2 value of 0.569 indicates that 56.9% of the variation in students' consumption patterns can be explained by the e-commerce factor, while the remaining 43.1% is influenced by other variables outside the scope of this study." This influence is reflected in changes in students' daily consumption patterns, such as the frequency of online purchases, spending trends, the types of goods or services purchased, and the proportion of online spending.

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