

## THE ROLE OF SOCIALIZATION IN FORMING SUSTAINABLE CONSUMPTION BEHAVIOR IN SCHOOL-AGE CHILDREN

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### Abstract

Sustainable consumption behavior, namely making decisions that ensure the environment will not be damaged by SDG's goal 12. This research explores the relationship between respondent characteristics and sustainable consumption behavior and the influence of teacher socialization, parental socialization, and social media on consumption and sustainability values. This research was conducted cross-sectionally on 218 elementary school students using cluster random sampling. The data was processed using SPSS 25 and Smart-PLS 3. The results showed that sustainable consumption behavior among male students tended to be better and also tended to be better among children who had working mothers. The results of the SEM analysis showed a significant influence of parental socialization on sustainable consumption behavior. In addition, a significant positive indirect effect was found between teacher socialization, parental socialization, and social media exposure on sustainable consumption behavior through consumption values. Therefore, parents need to provide positive socialization to children regarding consumption values to encourage sustainable consumption behavior in children.

Keywords: child consumers, sustainable consumption, social media exposure, parent socialization, teacher socialization

### Peran Sosialisasi dalam Pembentukan Perilaku Konsumsi Berkelanjutan pada Anak Usia Sekolah

#### Abstrak

Perilaku konsumsi berkelanjutan yaitu pengambilan keputusan yang memastikan lingkungan tidak rusak sesuai tujuan SDG's 12. Penelitian ini mengeksplorasi hubungan antara karakteristik responden dengan perilaku konsumsi berkelanjutan serta pengaruh sosialisasi guru, sosialisasi orang tua, dan media sosial terhadap konsumsi dan nilai-nilai keberlanjutan. Penelitian ini dilakukan secara cross-sectional pada 218 siswa sekolah dasar dengan menggunakan cluster random sampling. Data diolah dengan menggunakan SPSS 25 dan Smart-PLS 3. Hasil uji hubungan menunjukkan bahwa perilaku konsumsi berkelanjutan pada pelajar laki-laki cenderung lebih baik dan juga cenderung lebih baik pada anak-anak yang memiliki ibu bekerja. Hasil uji pengaruh SEM menunjukkan adanya pengaruh positif yang signifikan sosialisasi orang tua terhadap perilaku konsumsi berkelanjutan. Selain itu, terdapat pengaruh tidak langsung positif yang signifikan antara sosialisasi guru, sosialisasi orang tua, dan paparan media sosial terhadap perilaku konsumsi berkelanjutan melalui nilai konsumsi. Oleh karena itu, orang tua perlu memberikan sosialisasi positif kepada anak mengenai nilai-nilai konsumsi agar anak dapat memiliki perilaku konsumsi yang baik dan berkelanjutan.

Kata kunci: konsumen anak, konsumsi berkelanjutan, paparan media sosial, sosialisasi orang tua, sosialisasi guru

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### INTRODUCTION

Indonesia is one of the countries with the largest population in the world. In 2020, there were 272.6 million people, which will increase in 2021 to 275.7 million people, and 9.71 percent of Indonesia's population is in the poor category (Badan Pusat Statistik, 2022). An increase in population following the increase in consumption to meet their necessities of life (Prasada & Priyanto, 2020). Suppose there are

no efforts to reduce excessive consumption and exploitation of Natural Resources (SDA) with an increasing population. In that case, this will lead to a scarcity of natural resources and environmental degradation (Gaspar et al., 2017; Rosia et al., 2021). The ability of natural resources to meet the unlimited needs of individuals is limited. Hence, individuals depend on the environment's carrying capacity, and it is essential to manage the environment for future generations.

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Children are valuable assets for the nation's future generations who need natural resources to meet their life necessities in the future. Based on Thomas Lickona's theory of moral development (2022), children at school in phase 4 start to feel guilty and ashamed and can accept parental authority so they can follow their directions. If parents provide positive things, it will also positively impact children. Therefore, school-aged children who have sustainable behavior can play a role in efforts to preserve the environment around them. Badan Pusat Statistik data (2022) shows that as many as 24 million Indonesians are studying at the elementary school level in 2023. Children who go to school have a dual role in shaping their behavior, namely from socialization provided by teachers and parents, which can be one way for children to be concerned for the surrounding environment.

One effort to maintain the environment's carrying capacity is through the role of consumers in carrying out sustainable consumption (Rizkalla, 2017). Rapid population growth not accompanied by sustainable consumption behavior threatens the use of natural resources in the next generation. Sustainable consumption is a concept regarding consuming goods and services with minimal impact on protecting environmental resources for present and future generations (Al-Nuaimi & Al-Ghamdi, 2022). Sustainable consumption is one of the goals of the Sustainable Development Goals (SDGs), namely point 12, which aims to create individual awareness of responsible consumption and production. Responsible consumption will ensure that the goods or services purchased will not damage the environment so that future generations can still use them.

Consumer socialization forms consumer knowledge, attitudes, and behavior when purchasing goods or services for life. The application of moral values to children can be formed by collaboration between parents, school, and society (Fanggidae et al., 2021). The socialization received by consumers through family, mass media, and schools determines consumer decisions in choosing goods or services. The socialization of consumption values given by parents to children regarding sustainable consumption can shape children to have responsible consumption values when purchasing goods or services (Gong, 2022). Socialization carried out by the family can form values and norms in children so that they can know their limits against negative behavior (Pattiruhu et al.,

2019). Positive socialization by parents towards children is one of the things that shapes children's values.

Consumer outreach can also be done through mass media, including social media. Technological developments make social media inseparable from consumers' lives. Advertisements in mass media can influence consumer purchasing decisions (Dharmawan & Oktafani, 2022). Social media can speed up communication because it is a mass communication tool that significantly impacts it (Simanjuntak et al., 2022). The research results of Fazry and Apsari (2021) show that social media can influence a person's behavior. Positive content distributed via social media can also create positive values for consumers.

Research conducted by Fitriani et al. (2021) shows that education is a bridge for students to form values with character within themselves. The results of Ahmad and Aljufri's (2019) research also show that Islamically applied education can shape the values and character of students who carry out their duties as human learners. The formation of consumption behavior through consumption values in school learning can be done through online learning (Jiang et al., 2022). Positive values in children can be formed through socialization delivered by teachers regarding sustainable consumption, which can form the nation's next generation who cares about the environment.

Teacher socialization, parental socialization, and social media can shape values in individuals. Children's parental socialization can determine an individual's formation during childhood. This research uses Bandura's (1977) social learning theory. It is known that behavior, knowledge, and the environment influence and are influenced by each other. Children's behavior can be influenced by knowledge gained from school and parents, while children's environment at home, school, and media exposure can also shape children's behavior through their values. Apart from that, Schiffman and Kanuk's (1997) consumer socialization theory explains that it is a form of socialization that continuously involves every family member throughout their lives. Children are the future target market for buying goods or services independently. Children are the future target market that will purchase goods or services independently, so they need positive socialization to have positive consumption values and form sustainable consumption behavior.

An individual's consumption values can influence their decisions in purchasing goods or services from consumers (Long & Schiffman, 2000). Positive individual consumption values can positively impact purchasing decisions for goods or services, which shows a form of implementing sustainable consumption behavior. Sustainable consumption is behavior that considers environmental or social impacts when purchasing goods or services (Tambovceva et al., 2018).

Previous research shows that sustainable consumption behavior can be influenced by factors such as quality of life, environmental concern, future generations, socialization, consumption values, social media, educational curriculum in universities, effectiveness, knowledge, interpersonal, and E-WOM. , and purchase intention (Al-Nuaimi & Al-Ghamdi, 2022; Bedard & Tolmie, 2018; Hendarsyah et al., 2020; Jain et al., 2020; Long & Schiffman, 2000; Matthies & Wallis, 2015; Rizkalla, 2017; Saari et al., 2021; Saeed et al., 2019; Quoquab et al., 2019). Therefore, the gap in this research is to look at the role of socialization by teachers and parents and social media regarding sustainable consumption behavior through consumption values simultaneously.

Hopefully, this research can contribute to knowledge, especially social learning theory and the concept of sustainable consumption behavior. The hypothesis in this research is that there is a relationship between respondent characteristics and sustainable consumption behavior, and there is an influence of teacher socialization, parental socialization, and social media on sustainable consumption behavior through consumption values.

This research aims to determine the relationship between teacher socialization, parental socialization, and social media on sustainable consumption behavior through consumption values. The specific objectives of this research are 1) to analyze the relationship between characteristics and consumption values and sustainable consumption behavior and 2) to analyze the influence of teacher socialization, parent socialization, and social media on consumption values and sustainable consumption behavior.

## METHODS

### Research Design, Location, and Time

This research was conducted quantitatively using a descriptive empirical research design

and a cross-sectional study. The research location is at Sumur Batu State Elementary School 2, Bantar Gebang District, Bekasi City, West Java. The data collection process was offline from 4 to 7 April 2023.

### Sampling Technique

Sampling was conducted using non-probability sampling with a population of 340 students in grades IV, V, and VI consisting of 9 classes. According to Haryono (2016), engineering Maximum Likelihood Estimation CB-SEM is effective for samples ranging from 150–400. The total number of respondents in the quantitative research was adjusted to the Structural Equation Model (SEM) analysis model, namely 218 students determined by cluster random sampling in 7 classes.

### Data Collection Procedures

Data collection begins with respondents filling out informed consent as a willingness to become respondents. Afterward, the questionnaire was filled out independently and read to willing respondents in each class.

### Measurement and Assessment of Variables

The measurement and assessment of variables are detailed in Table 1. This table includes every operational definition, the literature sources that informed these definitions, and the scales used for measurement.

### Analysis of Data

Data was processed using Microsoft Excel, Smart-PLS 3, and Statistical Package for the Social Sciences (SPSS) software. Next, data analysis and interpretation were carried out using correlation test analysis and SEM test analysis. The data validity indicator has a loading factor value of more than 0.5 (Hair et al., 2010). Data reliability testing has a composite reliability value of more than 0.7 (Henseler & Sarstedt, 2013).

## RESULTS

### Respondent Characteristics

The results showed 218 research respondents, more than half female (50.9%). The research showed that more than a third (36.2%) of respondents were 12. Based on grade level, more than a third (38.1%) of respondents were in grade 5 of elementary school. More than a third of respondents' fathers' last education

Table 1 Measurement and assessment of variables

Operational Definition	Literature sources	Scale
Teacher Socialization is the process of conveying basic knowledge by teachers through subjects in elementary school theme books related to sustainable consumption behavior and exemplified by students	Abdullah et al. (2022)	1: strongly agree 2: agree 3: disagree 4: strongly disagree
Parental socialization is the process of individual social adjustment in the family by providing understanding and examples to children regarding sustainable consumption behavior	Matthies and Wallis (2015)	1: strongly agree 2: agree 3: disagree 4: strongly disagree
Social media refers to the exposure to information related to sustainable consumption behavior that can shape consumer awareness in purchasing goods or services on social media Tiktok, Instagram, Facebook, and Twitter	Minton et al. (2012) Sun and Xing (2022)	1: strongly agree 2: agree 3: disagree 4: strongly disagree
Consumption value is principles that individuals have regarding economic, environmental, and emotional matters that can influence individuals in their behavior in purchasing goods or services	Biswas (2017) Amin and Tarun (2021)	1: strongly agree 2: agree 3: disagree 4: strongly disagree
Sustainable consumption behavior is actions taken by individuals in purchasing goods or services to minimize negative impacts on the environment	Quoquab et al. (2019) Minton et al. (2012)	1: never 2: rarely 3: often 4: always

(39.4%) was at the high school level. Based on the highest level of education of the respondents' mothers, more than a third (34.4%) were at the elementary school level. In addition, more than a third (38.1%) of respondents' fathers work as employees. Respondents' mothers' occupations were predominantly homemakers or unemployed, namely 90.8 percent. Most respondents' family members were categorized as small families ( $\leq 4$  people), namely 89.9 percent. Half of the family income of respondents in this study (50.5%) had an income of around IDR2,000,000-IDR4,999,999 or below the minimum wage for Bekasi City. Based on the respondents' daily pocket money, most of them were <IDR5,000 (89.9%).

### Variable Characteristics

Table 2 shows the results showed that more than half of the factors were teacher socialization (60.1%), parent socialization (50.9%), social media (56.4%), consumption values (58.3%), and sustainable consumption behavior (54.1%) respondents were categorized as moderate. Sustainable consumption behavior is mostly at medium levels (54.1%), but a significant portion (37.2%) is at low levels. Overall, most variables show moderate levels, except for sustainable consumption behavior, which has a notable number of participants at low levels.

### Correlation Test

In this study, a correlation test was carried out between the characteristics of respondents and the variables of consumption value and sustainable consumption behavior. The correlation test results between characteristics and sustainable consumption behavior showed that gender (p-value 0.003) and mother's occupation had a significant positive relationship (p-value 0.015). This shows that working mothers can have children with better sustainable consumption behavior because they interact with more people, which is their perspective regarding sustainable consumption, which can be socialized to children.

Table 2 Measurement and assessment of variables (n=218)

Variable	Less Category (%)	Medium Category (%)	Good Category (%)
Teacher socialization	11.5	60.1	28.4
Parental socialization	4.6	50.9	44.5
Social media	21.6	56.4	22.0
Consumption value	9.2	58.3	32.6
Sustainable consumption behavior	37.2	54.1	8.7

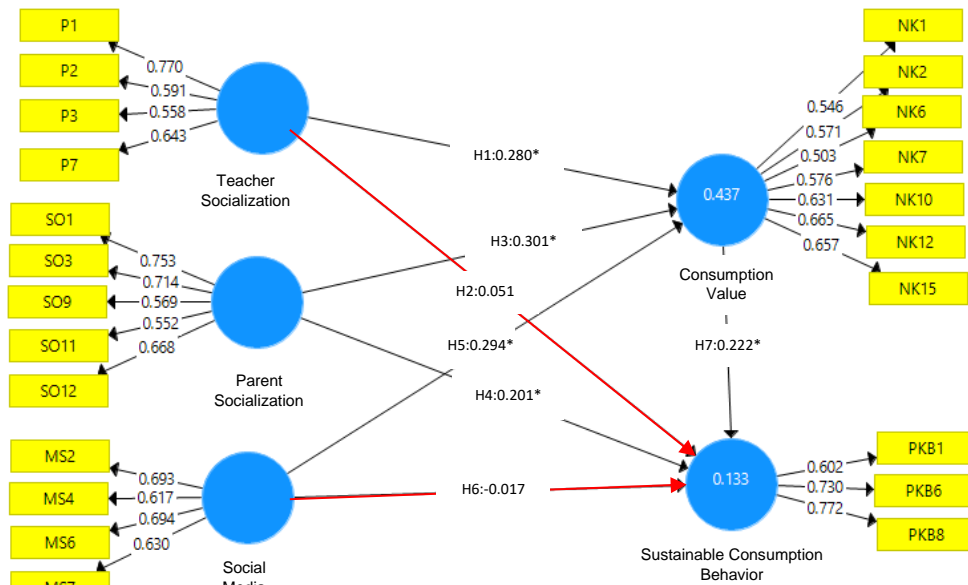


Figure 1 Final model results of sustainable consumption behavior: the influence of teacher socialization, parental socialization, and social media on consumption and sustainability values in SEM PLS (n=218)

**SEM Test**

**Measurement Model Test Results (Outer Model).** The measurement results in Figure 1 show that each indicator used has a loading factor value of more than 0.5, which means it is valid. The next test is carried out by looking at the composite reliability value with the condition that it is declared reliable if the composite reliability value is >0.7. Composite reliability value variable teachers' socialization (0.738), parents' socialization (0.786), social media (0.755), consumption value (0.792), and sustainable consumption behavior (0.746). The composite reliability value analysis results show

that all items in all variables have met the requirements and are considered reliable.

**Evaluation of Structural Model Measurements (Inner Model).** If the result of the R Square value is 0.02, it is categorized as weak, 0.13 as moderate, and 0.26 as vital (Cohen, 1988). The model shows that the consumption value variable has an adjusted R Square value of 0.455, indicating that the model has a moderate relationship. In addition, the research model shows that the sustainable consumption behavior variable has an adjusted R Square value of 0.154.

Table 3 Results of hypothesis testing of direct influence of variable sustainable consumption behavior, teacher socialization, parental socialization, and social media on consumption and sustainability values (n=218)

	Track		Coefficients Beta	t-value	Conclusion	Information
Teacher socialization	→	Consumption value	0.280	4.775	Significant	Accept H1
Teacher socialization	→	Sustainable consumption behavior	0.051	0.557	Not significant	Reject H2
Parental socialization	→	Consumption value	0.301	4.896	Significant	Accept H3
Parental socialization	→	Sustainable consumption behavior	0.201	2.296	Significant	Accept H4
Social media	→	Consumption value	0.294	4.888	Significant	Accept H5
Social media	→	Sustainable consumption behavior	-0.017	0.214	Not significant	Reject H6
Consumption value	→	Sustainable consumption behavior	0.222	2.184	Significant	Accept H7

Table 4 Variable indirect influence test results (n=218)

Track			Path Coefficient	t-value	Conclusion
Teacher Socialization	→ Consumption Value	→ Sustainable Consumption Behavior	0.037	2.089	Significant
Parent Socialization	→ Consumption Value	→ Sustainable Consumption Behavior	0.022	2.304	Significant
Social Media	→ Consumption Value	→ Sustainable Consumption Behavior	0.040	2.056	Significant

**Hypothesis Test.** The results of the direct influence hypothesis test between variables (Table 3) show that the results of the direct influence hypothesis test of five of the seven hypotheses were accepted and declared significantly positive in H1, H3, H4, H5, and H7 because of the coefficients value beta below 0.05. Apart from that, it is also known that of the five accepted hypotheses, the influence of parental socialization on consumption values is the most significant influence (coefficients beta 0.301), and the impact of parental socialization on sustainable consumption behavior is the most critical (coefficients beta 0.201). This shows that the better the teachers' socialization, the better the consumption values they will have, and the better the parents' socialization, the better the consumers' sustainable consumption behavior will be.

The third hypothesis shows that the better the socialization of consumers' parents, the better their consumption values will be. Consumers who gain understanding and examples from their parents regarding good and sustainable consumption can influence the purchase of goods or services. The influence of parental socialization on consumption values has beta coefficients of 0.301. The fifth hypothesis shows that the better the exposure to information from social media, the better the consumption value. Consumers exposed to good information regarding sustainable consumption behavior can influence consumption decisions to purchase goods or services. The influence of social media on consumption value has beta coefficients of 0.294. The seventh hypothesis shows that the better the consumption value, the better the sustainable consumption behavior. When purchasing a good or service, consumers with good values will influence consumer behavior by considering the environmental impact when deciding to buy a good or service. The influence of consumption

values on sustainable consumption behavior has beta coefficients of 0.222.

Apart from the direct influence, this research has indirect influences between variables. Indirect influences in this research include teacher socialization, which influences sustainable consumption behavior through consumption values; parent socialization, which influences sustainable consumption behavior through consumption values; and social media, which influences sustainable consumption behavior. Table 5 shows that all indirect influences between teacher socialization variables positively influence sustainable consumption behavior through consumption values, parental socialization positively influences sustainable consumption behavior through consumption values, and social media influences sustainable consumption behavior through influential consumption values significantly in this study.

## DISCUSSION

The results of the correlation test show that only the characteristics of gender and maternal employment have a significant positive relationship with sustainable consumption behavior. Men tend to have better sustainable consumption behavior than women. This is in line with the research results of Gilal et al. (2019); it is known that men tend to have better sustainable consumption behavior because they are easier to respond to external things, which increases their motivation to behave in sustainable consumption behavior. The research results also show that children whose mothers work tend to have better sustainable consumption behavior than those who do not. This research results align with Vygotsky's (2003) sociocultural theory, which emphasizes that social and cultural interactions in a person's environment can influence their cognitive

development. This shows that working mothers can have children with better sustainable consumption behavior because they interact with more people to influence their perspective regarding sustainable consumption, which can then be socialized to children.

The correlation test results show that teacher socialization has a significant favorable influence on consumption values. Knowledge conveyed through teacher outreach in schools about sustainable consumption can form positive values toward children's sustainable consumption behavior at school. Teachers in schools disseminate knowledge related to sustainable consumption. However, some students still need to implement sustainable consumption behavior in everyday life, such as using private vehicles to travel and never even using public transportation. Therefore, providing direct practice to children regarding sustainable consumption in daily activities at school is essential. The limitation of this research is that the measuring instrument is still in the refinement stage, so the scale used cannot measure variables optimally. Apart from that, this research only uses children as research objects and has yet to look at the perspectives of teachers and parents as agents of socialization regarding sustainable consumption.

The results show that teacher socialization regarding sustainable consumption research influences children's values. The structural model test calculations show the coefficient value  $\beta = 0.280$  and t-value = 4.775 (t-value <1.96). These results indicate that teacher socialization significantly influences consumption values, so the first hypothesis (H1) is proven and accepted. The coefficient value of teacher socialization on consumption values is 0.280, indicating that teacher socialization regarding sustainable consumption owned by respondents can influence consumption values by 28 percent.

This influence test aligns with previous research, namely that the knowledge gained regarding sustainable consumption has a significant relationship with consumption value (Wang et al., 2018). According to research by Tseng and Wu (2014), the knowledge that consumers have can influence the value that consumers have in purchasing goods or services. The research results concluded that children who receive teacher outreach regarding sustainable consumption, such as saving water, saving electricity, using public transportation shopping bags, choosing organic

products, and sorting waste properly, could also develop good consumption values.

The results of this study indicate that the teacher socialization variable does not directly influence children's sustainable consumption behavior. The calculation results showed the coefficient value  $\beta = 0.051$  and t-value 0.557 (t-value <1.96). The path coefficient value of the influence of teacher socialization on sustainable consumption behavior is 0.051, which means that teacher socialization only has an effect of 5.1 percent on sustainable consumption behavior. These results indicate that the second hypothesis (H2) is not proven or rejected.

The influence test results in this research contrast with research by Al-Nuaimi and Al-Ghamdi (2022), which shows a significant favorable influence of teacher socialization on sustainable consumption behavior. However, the results of this research are supported by research by Vicente-Molina et al. (2013), which shows that there is a tendency for students not to know enough about objective knowledge and learning related to sustainable consumption and current environmental issues, so it is not relevant enough when tested. The research results concluded that even though children have received socialization from teachers regarding sustainable consumption, more is needed to encourage children to have good sustainable consumption behavior.

Parental socialization influences children's consumption values. The structural model test calculations show the coefficient value  $\beta = 0.301$  and t-value = 4.896 (t-value <1.96). These results indicate that the third hypothesis (H3) is proven and accepted. The coefficient value of parental socialization on consumption values is 0.301, which shows that parental socialization can influence consumption values by 30.1 percent. This is in line with research results, which show that parental socialization of children in an authoritarian manner can positively impact the formation of sustainable consumption values in children (Queiroz et al., 2020). The research results concluded that the better parental socialization with their children, the better their consumption values will be.

The research results show that parental socialization variables significantly affect children's sustainable consumption behavior. The structural model test calculations show the coefficient value  $\beta = 0.201$  and t-value = 2.296 (t-value <1.96). These results indicate that the fourth hypothesis (H4) is proven and accepted. The path coefficient value of parental

socialization towards sustainable consumption behavior is 0.201, which shows that the parental socialization received by consumers can influence sustainable consumption behavior by 20.1 percent.

In line with research by Gong (2022), positive or negative socialization provided by parents to children regarding sustainable consumption plays a vital role in children's sustainable consumption behavior. Martinez-Escudero's (2020) research also shows that socialization provided by parents can influence children. A person's green consumption behavior is influenced by the socialization they receive (Hendarsyah, 2020). The research results concluded that the better parents' socialization, such as providing children with knowledge and examples of sustainable consumption, the better their sustainable consumption behavior will be.

The research results show that exposure to social media influences children's consumption values. The structural model test calculations show the coefficient value  $\beta = 0.294$  and  $t\text{-value} = 4.888$  ( $t\text{-value} < 1.96$ ). The path coefficient value of the influence of social media exposure on consumption value is 0.294, which means that social media only has an influence of 29.4 percent on consumption value. These results indicate that the fifth hypothesis (H5) is proven and accepted. This is in line with research (Chen & Lin, 2019), which shows that social media exposure can influence the values held by consumers. The research results concluded that the more exposure children get to sustainable consumption on social media, the better their consumption values will be.

The results of this study indicate that social media variables do not influence sustainable consumption behavior in children. The calculation results showed the coefficient value  $\beta = -0.017$  and the  $t\text{-value} 0.214$  ( $t\text{-value} < 1.96$ ). The path coefficient value of the influence of social media exposure on sustainable consumption behavior is -0.017, so it can be interpreted that social media exposure only has an effect of 1.7 percent on sustainable consumption behavior. These results indicate that the sixth hypothesis (H6) is not proven or rejected. The results of this research are supported by the results of research by Strähle and Gräff (2017), which shows that there is a need for groups on social media to influence behavior optimally because otherwise, it will not be influential in forming sustainable consumption behavior. The research results concluded that even though children have been

exposed to information related to sustainable consumption on social media, this may not necessarily encourage children to behave properly regarding sustainable consumption.

The research results show that the consumption value variable has a significant positive effect on sustainable consumption behavior. This means that the better a child's consumption values, the better the sustainable consumption behavior will be. The structural model test calculations show the coefficient value  $\beta = 0.222$  and  $t\text{-value} = 2.184$  ( $t\text{-value} < 1.96$ ). These results indicate that the seventh hypothesis (H7) is proven and accepted. The path coefficient value of consumption value on sustainable consumption behavior is 0.222, which shows that the consumption value owned by consumers can influence sustainable consumption behavior by 22.2 percent.

The results of this research are in line with Rizkalla's (2017) findings that consumption values have a significant effect on sustainable consumption behavior. The research results of Suki (2016) also show that it is essential to pay attention to consumer consumption values in order to increase environmental awareness among consumers in making decisions to purchase goods or services that are environmentally friendly. The research results concluded that the better children have functional, social, and emotional consumption values, the better their sustainable consumption behavior will be.

This research provides references and strengthens previously existing theories. The results of this research show a significant favorable influence between the variables of teacher socialization, parental socialization, and social media on consumption values, and parental socialization and consumption values have a significant favorable influence on sustainable consumption behavior. This strengthens Bandura's social learning theory, which explains that children's behavior, knowledge, and environment can influence each other. Children can learn this through knowledge and examples of sustainable consumption behavior from school, family, and social media. In addition, the research results show that parental socialization is a variable that significantly influences sustainable consumption behavior. Based on consumer socialization theory by Schiffman and Kanuk (1997), it is known that consumer socialization is a form of socialization that involves family members continuously throughout their lives. Parents are essential socialization agents for



children to form positive behavior, so parents must teach and model sustainable consumption behavior.

The limitation of this research is that the measuring instrument is still in the refinement stage, so the scale used cannot measure variables optimally. Apart from that, this research only uses children as research objects and has not looked at the perspectives of teachers and parents as agents of socialization regarding sustainable consumption

### CONCLUSION AND SUGGESTION

The research results show that boys and children whose mothers work tend to have better sustainable consumption behavior. The influence test results using SEM show that teacher socialization, parental socialization, and social media have a significant positive effect on consumption values, and teacher socialization and consumption values have a significant positive effect on sustainable consumption behavior.

Suggestions for society as consumers are to care more about the surrounding environment by instilling consumption values in children so that they can further socialize sustainable consumption behavior through schools, families, and social media in children because teacher socialization, parent socialization, and social media influence behavior. Sustainable consumption through consumption value. Suggestions for the Bekasi City Education Department to further improve programs or activities to create awareness to protect the environment among school children and teachers because research results show that teacher socialization can shape sustainable consumption behavior through consumption values. Apart from that, suggestions for further research are to develop measuring tools for teacher socialization, parent socialization, social media, consumption values, and sustainable consumption behavior with a more appropriate scale and grammar adjustment that is easier for respondents to understand. Apart from that, further research can also collect data on elementary school children in small groups so that the process of filling out the questionnaire can be more effective.

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