

(Research / Review) Article

Online Shopping Behavior of FEB UNDARIS Students in the Perspective of TPB

Muhammad Nahrowi ¹, Annisa Cahyarani ², Luthfi Ayu Ananda ^{3*}, Intan Nuraini ⁴, Pitaloka Dharma Ayu ⁵

¹ University of Darul Ulum Islamic Centre Sudirman GUPPI; e-mail : muhammadnahrowi23@gmail.com

² University of Darul Ulum Islamic Centre Sudirman GUPPI; e-mail : annisacahyarani755@gmail.com

³ University of Darul Ulum Islamic Centre Sudirman GUPPI; e-mail : anandaluthfi79@gmail.com

⁴ University of Darul Ulum Islamic Centre Sudirman GUPPI; e-mail : int689786@gmail.com

⁵ University of Darul Ulum Islamic Centre Sudirman GUPPI; e-mail : ayuloka@gmail.com

* Corresponding Author : Luthfi Ayu Ananda

Abstract: The development of e-commerce and social commerce has driven significant changes in student shopping behaviour, including at FEB UNDARIS. Ease of access, digital promotions, and the influence of social media have led students to shop online more frequently, even impulsively. This study aims to analyse how attitudes, subjective norms, and perceived behavioural control interact in shaping students' online shopping behaviour using the Theory of Planned Behaviour (TPB) framework. This study uses a descriptive qualitative method with in-depth interviews with ten students who actively shop online. The data were analysed to understand the experiences, perceptions, and social factors that influence their decisions in digital transactions. The results show that positive attitudes towards efficiency and promotions, social pressure from friends and influencers, and high perceived behavioural control due to technological convenience work simultaneously to reinforce online shopping intentions and actions. These three TPB components support each other and trigger increasingly impulsive consumption patterns in the digital environment.

Keywords: Online shopping behaviour, Theory of Planned Behaviour, subjective norms, perceived behavioural control.

1. Introduction

The era of globalisation and accelerated digital transformation has brought significant changes in consumer behaviour, including among students. Online shopping is now the preferred option because it is considered faster, more effective, and in line with modern lifestyles. Suherman et al., (2024) explain that digital transformation is reshaping economic and social paradigms through increasingly widespread internet access and more intensive use of technological devices. This convenience is one of the main reasons why students prefer to shop online rather than visiting physical stores. Among students, time and energy efficiency are dominant factors in digital purchasing decisions. Pahmi et al. (2022) show that students utilise digital platforms to meet both primary and secondary needs because online shopping allows them to save time without having to leave their academic activities. Additionally, the availability of a wide range of product options and the ease of the transaction process make e-commerce platforms increasingly popular among students who live in the midst of busy academic and social activities.

Digital lifestyle then becomes an important factor that shapes student consumption behaviour. According to Jazilah (2021), lifestyle in the modern era is part of one's identity, reflected through an individual's consumption choices. The digital lifestyle then becomes an important factor that shapes student consumption behaviour. According to Jazilah (2021), lifestyle in the modern era is part of one's identity, reflected through an individual's consumption choices. In this context, student shopping patterns are not only driven by functional needs, but also by the desire to project a certain image of oneself in a social environment. Jazillah and Siti (2022) add that students often buy branded products because of their symbolic value, not because of their primary use. This pattern shows that consumption has become a means of self-expression, a status symbol, and part of popular culture. However, such consumptive patterns have long-term consequences, as explained by Monica et al. (2022), that consumptive behaviour can trigger economic inefficiency and a wasteful lifestyle.

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Changes in student shopping behaviour cannot be separated from the role of social media, which serves a dual function as both entertainment and transaction media. Wulandari and Setiawan (2023) argue that platforms such as TikTok, Instagram, and Shopee combine elements of entertainment, social interaction, and digital promotion to provide a persuasive and emotional shopping experience. The concept of social commerce makes it easy for students to be driven to buy products not because of need, but because they are influenced by viral trends, influencer reviews, or visual stimuli from short video content. The interactive design of digital platforms also further reinforces impulsive purchasing behaviour through flash sale promotions, free shipping, product recommendations and personalised advertising.

Nationally, the rapid growth of e-commerce in Indonesia has further strengthened this phenomenon. According to the e-Economy SEA 2023 report, Indonesia has become the largest e-commerce market in Southeast Asia, with transaction values exceeding USD 80 billion. Putra et al. (2023) explain that this rapid growth is driven by increased middle-class income and widespread internet penetration. With a more mature digital ecosystem, students have become one of the most active segments participating in the digital economy.

Additionally, psychological aspects play a significant role in shaping students' online shopping behaviour. Features such as gamification, cashback, point programmes, and augmented reality for virtually trying products enhance consumers' emotional engagement. Lee et al. (2023) emphasise that this innovation not only provides an enjoyable experience but also significantly increases purchase intent through the confidence and instant satisfaction felt by users. Lee et al. (2023) emphasise that these innovations not only provide an enjoyable experience but also significantly increase purchase intent through the confidence and instant satisfaction felt by users. The phenomenon of fear of missing out (FOMO) further strengthens the urge to purchase, especially for products that are viral or trending on social media.

In the context of students at the Faculty of Economics and Business (FEB) at Darul Ulum University Islamic Centre Sudirman (UNDARIS), this phenomenon becomes even more interesting to study. As a group that studies rationality theory, consumer behaviour, financial management, and economic decision-making, FEB students should have a better ability to consider every consumption decision logically and efficiently. However, the reality on the ground shows that the ease of transactions, aggressive promotions, and digital social pressure often encourage consumptive behaviour that is not in line with the principles of rational economics that they have learned. This shows a gap between the theory they understand and the actual consumption practices of students.

To understand this phenomenon more comprehensively, a theoretical framework is needed that can explain individual behaviour in the context of social and digital technology. The Theory of Planned Behaviour (TPB) developed by Ajzen (1991) is a relevant psychological model because it emphasises that the intention to perform a behaviour is influenced by three main determinants, namely: (1) attitude towards behaviour, (2) subjective norms, and (3) perceived behavioural control. Ajzen (2020) emphasises that these three components interact with each other and can predict an individual's actual behaviour, especially in the context of consumption behaviour that involves social, emotional, and cognitive aspects.

In the context of FEB UNDARIS students, attitudes towards online shopping can be shaped by perceptions of convenience, time efficiency, product variety, and competitive prices. Subjective norms can be influenced by peers, digital trends, social communities, and the influence of influencers on social media. Meanwhile, perceptions of behavioural control are influenced by students' ability to use digital technology, the availability of payment facilities, and the ability to control impulsive urges. Research by Chen and Peng (2021) shows that TPB is a highly effective model for analysing the online shopping behaviour of the younger generation because it considers the interaction between rational, emotional, and social factors.

Based on the development of the phenomenon and previous research findings, the online shopping behaviour of FEB UNDARIS students can be understood as the result of a complex interaction between psychological, technological, and social environmental factors. The change in lifestyle, social media penetration, digital promotions, and ease of transactions further reinforce the consumptive behaviour of students living in a fast-paced and persuasive

digital ecosystem. Changes in lifestyle, social media penetration, digital promotions, and ease of transactions further reinforce the consumptive patterns of students living in a fast-paced and persuasive digital ecosystem. This condition indicates the need for an in-depth study to understand how attitudes, subjective norms, and perceived behavioural control shape students' shopping intentions and behaviour in the context of the current digital transformation. Based on the above description, the research question is: "How does the interaction between attitudes, subjective norms, and perceived behavioural control within the Theory of Planned Behaviour framework shape the online shopping behaviour of FEB UNDARIS students in the era of digital transformation?"

2. Preliminaries or Related Work or Literature Review

Theory of Planned Behavior (TPB)

The Theory of Planned Behaviour (TPB) developed by Ajzen (1991) is the main theory that explains individual behaviour based on three psychological determinants, namely attitude towards behaviour, subjective norms, and perceived behavioural control. Ajzen (2020) emphasises that a person's behaviour is formed through intention, which is influenced by these three determinants. In the context of digital consumption, TPB is effective for analysing how purchasing decisions are influenced by the interaction of rational, emotional, and social factors. TPB is relevant for understanding the online shopping behaviour of students because this model not only views purchasing decisions as a rational process, but also takes into account social pressure and perceptions of ease of use of technology. Chen and Peng (2021) emphasise that the TPB is a robust framework for explaining the digital consumption behaviour of the younger generation because it encompasses psychological dimensions that are appropriate to the context of modern social media and e-commerce.

Attitude Towards Online Shopping Behaviour

Attitude refers to an individual's positive or negative evaluation of a behaviour. According to Ajzen (1991), attitudes are formed from an individual's beliefs about the consequences of an action. In the context of online shopping, students' attitudes are influenced by perceptions of benefits such as time efficiency, convenience, product variety, and competitive prices. The findings of Pahmi et al. (2022) show that ease of transaction and time efficiency are the dominant factors that shape students' positive attitudes towards online shopping. In addition to functional factors, students' attitudes are also shaped by perceptions of economic benefits, such as discounts, flash sales, and free shipping promotions. Suherman et al. (2024) found that these digital marketing strategies increase students' positive evaluations because they are perceived to provide financial benefits. However, risks such as product mismatches, fraud, and unstable product quality can form negative attitudes that hinder shopping intentions. Students' attitudes ultimately result from a conflict between perceptions of convenience and risk. In a highly persuasive digital environment, benefits often dominate, so positive attitudes form more quickly and strongly than negative ones.

Subjective Norms in Digital Consumption Behaviour

Subjective norms refer to individuals' perceptions of social pressure from significant others in their lives. Ajzen (2020) emphasises that subjective norms are strongly influenced by normative beliefs and motivation to follow social expectations. In the context of students, sources of subjective norms include peers, family, digital communities, and social media influencers. Wulandari and Setiawan (2023) assert that social commerce creates a digital interaction space where students are often influenced by viral trends and influencer recommendations. Short video content, reviews, and visual testimonials reinforce the perception that a product is 'worth buying' because it has received social validation. The fear of missing out (FOMO) phenomenon also reinforces social pressure to follow consumption trends to avoid being left behind by peers. Jazilah (2021) and Jazillah and Siti (2022) add that subjective norms encourage students to purchase branded products to enhance their social status and display their identity within their social circles. This social pressure is not merely

an explicit demand, but also an implicit norm created by a digital culture that judges individuals based on lifestyle symbols. In the context of TPB, subjective norms become a strong driver of students' shopping intentions because they want to gain social acceptance, follow trends, and maintain their self-image.

Perceived Behavioral Control

Perceived behavioural control refers to an individual's belief in their ability to control an action. Ajzen (1991) explains that behavioural control is influenced by the availability of resources, abilities, and opportunities that an individual has. In online shopping, this perception is influenced by students' technical abilities, access to the internet, smartphone ownership, and the ease of various payment methods. Younger generations who are accustomed to technology have a high perception of control when using e-commerce. The ease of application navigation, checkout speed, automatic product recommendations, and features such as e-wallets and pay-later options reinforce students' belief that they can shop easily. Lee et al. (2023) state that interactive features such as gamification and augmented reality increase the sense of control while also increasing purchase intent. The perception of control also includes students' ability to manage risk. Many platforms provide features such as return guarantees, real-time tracking, and buyer protection that increase the sense of security when making transactions. Thus, even though there are threats such as fraud or inconsistent product quality, students feel they have the ability to mitigate them. This high level of control often contributes to impulsive behaviour as it removes psychological barriers to consumption decision-making.

The Interaction of the Three Components TPB in Online Shopping Behaviour

TPB not only explains each component separately, but also emphasises that the three interact to form actual intentions and behaviour. A positive attitude towards shopping convenience, strong social norms, and a high perception of control create impulsive consumption patterns that are increasingly difficult to control. According to Ajzen (2020), when these three factors align, behavioural intention becomes very strong and more easily transforms into actual action. In digital platforms, these three determinants are reinforced by technological design specifically engineered to encourage consumptive behaviour. Automatic recommendation features, limited-time promotions, and social media connections create an environment that facilitates spontaneous purchases. This phenomenon is also explained by Solomon (2020), who emphasises that modern consumer behaviour is heavily influenced by psychological, social, and symbolic dynamics, not merely economic logic.

Online Shopping as a Digital Lifestyle Phenomenon Among Students

Research on student lifestyles shows that online shopping has become part of their digital identity. Jazilah (2021) emphasises that modern lifestyles are shaped by exposure to social media and symbols of consumption. Social commerce creates a space where students evaluate themselves and others based on their ability to follow trends. Putra et al. (2023) add that increased purchasing power and access to technology reinforce this phenomenon in Indonesia.

3. Proposed Method

This study uses a descriptive qualitative approach to understand the interaction of attitudes, subjective norms, and perceived behavioural control in shaping the online shopping behaviour of FEB UNDARIS students. The research location was at FEB UNDARIS in October 2025. Informants were selected using purposive sampling, consisting of 10 active students who regularly shop online and use e-commerce or social commerce platforms. Data was collected through semi-structured in-depth interviews, non-participant observation, and documentation studies. This approach was chosen because it is able to describe social reality based on the informants' direct views and experiences. According to (Sugiyono, 2022), this is research conducted by first examining secondary data, then continuing with research on primary data in the field.

4. Results and Discussion

Attitude: Efficiency and Promotion Overcome Risk Perception

All informants showed a positive attitude towards online shopping. They considered this activity to be more efficient, practical, and flexible, in line with the findings of Pahmi et al. (2022) that time efficiency is a dominant factor for young consumers. Discounts, free shipping, and flash sales further reinforce this positive evaluation, as revealed by Suherman et al. (2024) regarding the influence of digital promotions in driving purchase intentions. Despite risks such as product quality discrepancies or potential fraud, students mitigate these by reviewing product ratings, selecting trusted stores, and utilising platform warranty features. These findings are consistent with Wijaya and Handayani (2023), who noted that e-commerce protection features enhance consumers' psychological security. Thus, the belief in benefits is more dominant than the perception of risks, consistent with the behavioural beliefs concept in the TPB (Ajzen, 2020).

Subjective Norms: The Influence of Friends, Influencers, and FOMO

Subjective norms are a very strong motivator, especially since students are in an active and digital social environment. Most informants purchase products because of recommendations from friends or social trends. This finding reinforces Jazilah's (2021) research that student identity is shaped through group consumption. TikTok and Instagram influencers also have a significant influence, especially through review and unboxing content. This is in line with Wulandari and Setiawan (2023), who explain that social commerce reinforces digital social pressure. FOMO emerged among 6 informants, prompting them to purchase products that were trending to avoid being left behind. This phenomenon aligns with Jazillah and Siti (2022), who found that students purchase branded products for social status. This subjective norm forms strong normative beliefs and significantly influences students' purchasing intentions.

Perception of Behavioural Control: Technological Convenience Creates an Illusion of Control

All informants had a high perception of behavioural control due to the ease of navigation of digital platforms, the comprehensive features of applications, and stable access to technology. Features such as e-wallets, QRIS, and paylater increased their confidence that they could shop easily. This finding supports Lee et al.'s (2023) statement about the role of technology in strengthening purchase intentions. However, this high perception of control often creates illusory control, which is an excessive belief that they can manage their spending when in fact technology facilitates impulsive shopping. This phenomenon aligns with Solomon's (2020) analysis that digital convenience weakens consumers' rational control. With high perceived control, the barriers to purchasing become smaller, so intentions quickly turn into actions, according to Ajzen's (2020) theory.

The Interaction of Attitudes, Subjective Norms, and Perceived Control in Shaping Consumptive Behaviour

The interaction of the three TPB components is clearly evident in students' consumption patterns:

- positive attitudes towards efficiency and promotion → increase the tendency to purchase;
- subjective norms from friends and influencers → reinforce the urge to follow trends;
- high perceived behavioural control → making the shopping process quick and unhindered.

All three are accelerated by recommendation algorithms, flash sales, and one-click payment. This combination results in consumptive and impulsive behaviour, as emphasised

by Solomon (2020) that the digital environment is designed to accelerate purchasing decisions without deliberation.

5. Conclusions

This study shows that the online shopping behaviour of FEB UNDARIS students is shaped by a strong interaction between positive attitudes, subjective norms, and perceptions of behavioural control within the TPB framework. Efficiency and digital promotions reinforce positive attitudes, social pressure from friends and influencers shapes strong subjective norms, while technological ease creates high perceived behavioural control that accelerates purchasing decisions. All three work synergistically and are facilitated by the digital ecosystem, thereby encouraging impulsive and consumptive shopping behaviour. Conclusions must summarize briefly and concisely the contents of the document or essay. This section may contain (1) A summary of the main results, findings, and evidence from your research or analysis. (2) Synthesis of findings, namely the relationship between findings and research objectives, and show how these findings support arguments or hypotheses. (3) The author may also be able to discuss the implications of research findings for research benefits. What is the contribution or impact on the knowledge or topic discussed? (4) Limitations and suggestions for further research.

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