


Digital generation online shopping users: not a secret for generation z

Ariefah Yulandari

Management Study Program, Faculty of Economics, Setia Budi University, Surakarta, Indonesia.

ARTICLE INFO	ABSTRACT
<p>Article history:</p> <p>Received Oct 9, 2023 Revised Nov 20, 2023 Accepted December 11, 2023</p> <p>Keywords:</p> <p>impulse buying tendencies; observational learning; online impulse buying; sentiment polarity.</p>	<p>Impulse buying is often a label for generation Z. This study was carried out to test the influence of sentiment polarity and observational learning on online impulsive buying moderated by impulsive buying tendencies. This research takes data from generation Z who live in the city of Solo who buy online. The sample obtained was 96 respondents and tested using logistic regression analysis. It was found that sentiment polarity has no effect on online impulse buying and impulse buying tendency is an ordinary independent variable that has an independent effect on impulse buying. In contrast, observational learning has a positive effect on online impulsive buying, while the impulsive buying tendency variable does not moderate the relationship between sentiment polarity and observational learning on online impulsive buying.</p> <p><i>This is an open access article under the CC BY-NC license.</i></p> 

Corresponding Author:

Ariefah Yulandari,
Management Study Program, Faculty of Economics,
Setia Budi University, Surakarta,
Jl. Lt. Gen. Sutoyo, Mojosongo, Jebres, Surakarta.
Email: yolana_fe@setiabudi.ac.id

1. INTRODUCTION

A change in society, especially generation Z teenagers, occurs along with advances in information technology. The emergence of social media has caused changes in generation Z behavior patterns, including shifts in existing culture, ethics and norms. Social media is a form of online media where users can easily engage, share and create content, including blogs, social networks, wikis, forums and virtual worlds. Social media has had an impact on social life in society and generation Z itself. Such changes may include changes in social relationships or shifting the existing balance. Social media presents the concept of the term participatory culture, namely when users establish relationships with people who have similar views to actively engage in non-stop information exchange activities.

According to Ashman et al., (2015), people's lives and habits continue to monitor updates, and seek opinions and assessments regarding various products, services and activities. Therefore, generation Z uses social media, one of which is to search for information about their favorite brands and products in addition to communicating, interacting, sharing experiences and content. Generation Z's extraordinary ability to use social media is no longer a secret because they have been in a versatile, sophisticated and digitalized era since birth. Generation Z finds many reasons for preferring to make purchases online, namely saving time and energy, free shipping and purchase discounts, and easier prices compared to offline stores, and what is quite interesting is that they can quickly

compare the prices of one product with another. prices of other products. So it can be said that generation Z has a tendency to make impulse purchases.

In addition, several research results acknowledge that social networking involvement has triggered a number of impulse purchases, and they show an intention to utilize it in making purchases. This was discovered through identifying high penetration rates from Facebook and Instagram. However, on the contrary, the potential to trigger impulse purchases on Twitter is the lowest among social networks. If sensory stimuli trigger impulsive purchasing desires, then the lack of images generally included in tweets can be considered an obstacle or limitation. Generation Z's response to marketing stimuli is believed to arise because the stimuli are considered interesting enough to fulfill their needs during the shopping process. Therefore, attractive mobile phone promotions may inadvertently contribute to reducing impulse buying behavior (Ghose et al., 2019).

Several previous studies revealed that impulse shopping behavior is influenced by many factors, such as website characteristics, website atmosphere, browsing activities, recommendations, customer mood, demographic variables, and income, then evaluating consumer experience plays a crucial role in the context of online purchasing, helping gain an accurate understanding of customers' views of the product and also their feelings (Yanhong Chen, Lu, Wang, and Pan, 2019; Zheng, Men, Yang, and Gong, 2019 in Zafar et al., 2019; Hultén and Vanyushyn, 2014; Liu, Li, and Hu, 2013). Research notes that consumers tend to make impulse purchases more often when they encounter discount offers or get products for free (Alzoubi and Ahmed et al., 2019).

Direct experience is gained by buyers through their first transaction from an online seller (Luo et al., 2020), where the existence of mechanisms to build online trust has been proven to increase self-confidence and have an impact on users' first purchase intentions. Such insights can reshape buyers' trust in online sellers and platforms, leading to customers' repurchase intentions. The tendency to buy impulsively or buying interest is a tendency in individuals who are stimulated to respond quickly without reflection and careful planning (Dholakia, 2000).

Online impulse buying is defined as an unplanned purchase without careful consideration, as there is a sudden, often strong, and persistent urge to purchase as soon as possible, influenced by visual appeal that influences the appearance of the goods or services (Liu et al., 2018; Rook, 1987: 191). The definition above is based on the event that impulsive buying in consumers can be described as something that involves a sudden, often strong, and continuous urge to buy immediately (Rook, 1987: 191), so impulsive buying can be said to not only involve behavior that unplanned but also includes the experience of urge to buy, especially among teenagers.

Not all individuals, let alone generation Z teenagers, are influenced by bias in their judgments and decisions. There is significant variation in the extent to which various cognitive biases, including blind spot bias, correspondence bias, overconfidence, and loss resistance, are exhibited by them (Cokely et al., 2018). Generation Z will learn and improve their reasoning abilities by observing the impartial or biased judgments and decisions taken by other people. The findings suggest that social interactions based on behavior become observational learning where there are discrete signals that are revealed in the actions of other consumers but are not based on these basic actions (Bandura, 1977; Bikhchandani et al., 1998). So observational learning can be defined as an effort to improve reasoning through observing the behavior of other people in a social interaction (Zimmerman and Rosenthal, 1974; Yoon et al. 2021). So observational learning is defined as a social interaction that involves the behavior of other people in trying to improve reasoning through observation results (Zimmerman and Rosenthal, 1974; Yoon et al. 2021).

The grouping of opinions regarding various services and products as positive or negative in a review is called sentiment polarity (Toqir and Cheah, 2016), so that consumers are free to express their ideas and thoughts in purchasing products online. The research results of Xiang et al., (2016), confirm that shopping behavior is influenced by the potential of social media so that the potential cause of weak online impulse buying is not due to other factors but rather shipping and return costs, as well as delayed gratification, which can indeed be a problem. driving force for this behavior. Social networks as a source of inspiration for Generation Z in buying clothes and accessories online trigger their purchasing behavior. For individuals who consider themselves to be impulsive, both in offline and online channels, impulse purchases provide evidence of the expected social network influence.

2. RESEARCH METHOD

Associative research with a quantitative approach is used in this research with empirical studies on online impulse buying, sentiment polarity, observational learning, and impulse buying tendencies. According to Sugiyono (2018:13), collecting data in the form of numbers, known as quantitative data, is a research approach that uses statistics as a means to test hypotheses and reach conclusions. This research design uses a survey that was chosen because of its good external validity in describing the conclusions of the research and having wide generalization. Data obtained using Google forms and distributed via social media such as Instagram, WhatsApp, Line, and Facebook which is expected to reach the research sample, namely generation Z who make online purchases. Within the population is generation Z who live in the city of Solo, Central Java. The research period was one semester with data collection for 3 consecutive months at the end of 2023. The sampling technique used was purposive sampling of 96 respondents.

3. RESULTS AND DISCUSSIONS

The gender categories in this study, namely men and women in generation Z, are based on a sample which explains that the total number of male and female respondents has a significant difference. This can be explained by the fact that women are more likely to make online purchases than men, as explained in Table 1.

Table 1.
Sample Distribution Based on Gender

Gender	Amount	Percentage
Man	37	32.7
woman	59	67.2
total	96	100.0

Generation Z aged 11 – 18 years has a lower percentage and Generation Z aged 19 – 26 years has a higher percentage (table 2). This is in line with Priporas et al., (2017), where generation Z uses the internet more often in their daily lives so they do not have difficulty buying online.

Table 2.
Sample Characteristics Based on Age

Age (Years)	Amount	Percentage
11-18	38	41.5
19-26	58	58.4
Total	96	100

The following are the results of research using logistic regression analysis used to predict sentiment polarity variables and observational learning, with the impulsive buying tendency variable acting as a moderator in the impulsive buying variable:

Table 3
Sentiment polarity and observational learning influence impulse buying.

Variable	Coefficient of Determination		Model significance test	Significance Test of Partial Regression Coefficients
	Cox&Snell R Square	Nagelkerke R Square	(Hosmer & Lemeshow Test)	P
Sentiment polarity	0.274	0.475	0.715	0.934
Observational Learning				0.001

Table 3 shows that sentiment polarity and observational learning influence impulse buying, showing the significance value of sentiment polarity is 0.934 ($0.934 > 5\%$), meaning that sentiment polarity has no significant effect on impulsive buying. These results are found in research by Salma Mardhiyah et al., (2021) which shows that sentiment does not have a significant effect on impulsive

buying, because consumers who get positive sentiment do not experience high levels of impulsive buying and still think long and hard about whether the goods they buy can be used. beneficial.

Observational learning has a positive effect on impulsive buying with a significance value of 0.001 ($0.001 > 5\%$). This is proven, the more often you do observational learning, the greater the probability that impulsive buying will occur. The influence of sales volume on online purchases implies the importance of observational learning and consumer involvement in it (Chen et al., 2016; Zhang et al., 2014 in Zafar et al., 2019). So the sentiment polarity relationship has no significant effect on impulse buying, while the observational learning variable has a significant effect on impulsive buying. The first hypothesis is not supported and the second hypothesis is supported.

Table 4
The moderating role of impulse buying tendencies in the relationship between polarity of sentiment and impulse buying.

Variable	Coefficient of Determination		Model Significance Test	Significance Test of Partial Regression Coefficients
	Cox&Snell R Square	Nagelkerke R Square	(Hosmer & Lemeshow Test)	P
Sentiment polarity	0.116	0.198	-	0.001
Sentiment polarity	0.244	0.423	0.054	0.001
Impulse buying tendencies				0.002
Sentiment polarity	0.249	0.431	0.138	0.499

Table 4 shows that the interaction between sentiment polarity which is moderated by impulsive buying tendencies has no significant effect on impulsive buying with a significance value of 0.782 ($0.782 > 0.05$), so the third hypothesis is not supported.

Table 5
The moderating role of impulsive buying tendencies in the relationship between observational learning and impulsive buying.

Variable	Coefficient of Determination		Model significance test	Significance Test of Partial Regression Coefficients
	Cox&Snell R Square	Nagelkerke R Square	(Hosmer & Lemeshow Test)	P
Observational learning	0.274	0.475	0.512	0,000
Observational Learning	0.275	0.477	0.681	0.086
Impulse buying tendencies				0.750
Observational Learning	0.275	0.477	0.679	0.403

Table 5 shows that the interaction between observational learning which is moderated by impulsive buying tendencies has no significant effect on impulsive buying with a significance value of 0.752 ($0.752 > 0.05$), so the fourth hypothesis is not supported. The findings of this study show that there is no moderation of impulsive buying tendencies on the relationship between sentiment polarity, observational learning, and impulsive buying behavior. The influence of environmental cues in social commerce increases due to the inherent impulsiveness of consumers (Zhang et al., (2018), from which interesting findings show that impulsive buying tendencies do not significantly influence the relationship between sentiment polarity, observational learning, and impulsive buying behavior. Insignificance This interaction shows that consumers' perceptions still cannot be influenced by positive sentiment, even if there is an inherent impulsive nature. The result is that they always reduce

the likelihood of purchasing a product, both in regular purchases and impulse purchases (Zafar et al., 2019).

4. CONCLUSION

The first conclusion from the hypothesis test results is that the sentiment polarity variable has no significant effect on impulse buying. Observational learning variables have a positive effect on impulse buying. The impulsive buying tendency variable does not moderate the relationship between sentiment polarity, observational learning and impulsive buying.

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