STUDENTS' KNOWLEDGE AND SKILLS IN BEAUTY CONTENT CREATION: A DESCRIPTIVE STUDY IN HIGHER EDUCATION

Reza Agrestia[1], Indra Saputra[2], Reflianto[3], Siti Hajar Thaitami[4]
[1,2,3,4]Department of Beauty and Cosmetology, Faculty of Tourism and Hospitality, Universitas Negeri Padang
E-mail: rezaagrestia2011bio03@gmail.com

Abstract
The rapid growth of social media has increased the need for students in the Cosmetology and Beauty Education Study Program to develop knowledge and skills in beauty content creation as essential competencies in the digital era. However, previous studies have predominantly examined beauty content from audience responses, consumer interest, purchasing decisions, and digital marketing perspectives, while limited attention has been given to students' self-reported knowledge and skills in beauty content creation. This study aimed to analyze students' self-reported knowledge and skills in beauty content creation. A quantitative approach with a descriptive research design was employed involving 55 students from the 2022 cohort at Universitas Negeri Padang, selected through total sampling. Data were collected using a questionnaire and analyzed using descriptive statistics and the Respondent Achievement Level (TCR). The findings showed that students' knowledge was categorized as very high, with an average TCR of 87.32%, while their skills were also categorized as very high, with an average TCR of 87.01%. The contribution of this study lies in providing a profile of students' self-reported knowledge and skills in beauty content creation by integrating knowledge and skills as two dimensions relevant to digital content creation in beauty education. Theoretically, this study contributes empirical evidence to digital competence in beauty education by highlighting the importance of beauty-related knowledge and content-creation skills in conceptualizing, producing, and communicating content through social media. These findings provide a basis for improving digital content-based learning and strengthening students' knowledge and skills for the evolving beauty industry.
Keywords: *Knowledge, Skills, Beauty Content Creation, Digital Competence, Higher Education.*

INTRODUCTION

The rapid advancement of information technology and the Internet has transformed the ways people access information, communicate, and create digital content. Social media platforms such as TikTok and Instagram have evolved beyond entertainment media to become important channels for education, promotion, and creativity development (Nasrullah, 2015). According to Statistics Indonesia Badan Pusat Statistik (2024), 67.65% of individuals aged 5–24 years use the Internet to access social media, while DataReportal (2026) reported that TikTok and Instagram are the most widely used social media platforms in Indonesia. These trends indicate that social media has become a strategic platform for disseminating various forms of digital content, including beauty-related content. Furthermore, social media has evolved as part of the creator economy, an ecosystem that provides individuals with economic opportunities through the production and distribution of digital content (Cunningham & Craig, 2021).

The rapid growth of the beauty industry has further increased the demand for digital content, including makeup tutorials, skincare reviews, beauty vlogs, and product promotions. Beauty content

serves not only as a source of information but also as a significant factor influencing consumers' interests and purchasing decisions regarding beauty products (Mawalia et al., 2025). The success of a content creator depends not only on the frequency of content uploads but also on the quality, originality, credibility, and ability to engage audiences. Casaló et al. (2020) argued that content originality plays a crucial role in establishing opinion leadership on social media, whereas Lou & Yuan (2019) emphasized that message quality and content creator credibility are key determinants of audience trust. In addition, consistent personal branding contributes significantly to enhancing credibility and audience engagement (Khamis et al., 2017). Taken together, these studies indicate that effective beauty content creation requires a combination of content quality, originality, credibility, and audience engagement rather than merely frequent content production. However, the existing literature largely emphasizes how content characteristics influence audience responses and creator performance, while providing less attention to the knowledge and skills that students need to develop these qualities. This distinction is particularly important in beauty education, where students are expected to integrate their professional knowledge with the practical skills required for digital content creation.

Students in the Cosmetology and Beauty Education Study Program have considerable potential to become beauty content creators because they possess fundamental knowledge in the field of beauty. However, this knowledge must be complemented by the ability to conceptualize, produce, edit, and communicate digital content effectively through social media. These knowledge and skills are related to the concept of digital competence, which refers to the ability to use digital technologies effectively, creatively, critically, and responsibly in educational and professional contexts (Redecker, 2017; Vuorikari et al., 2022). Research on higher education students further indicates that digital competence encompasses multiple practical dimensions, including online learning and collaboration, social media use, and the effective use of digital devices and technologies (Tzafilkou et al., 2022). Moreover, the success of content creators is influenced by a combination of competencies, content quality, audience engagement, and consistency in producing digital content (Arora et al., 2019). Therefore, students are expected not only to master beauty related knowledge but also to develop the knowledge and skills required to create high-quality digital content.

In the context of beauty content creation, domain-specific knowledge and content-creation skills represent complementary dimensions of students' digital capabilities. Beauty-domain knowledge provides the substantive foundation for developing accurate, relevant, and informative content, while content-creation skills enable students to translate this knowledge into digital content through planning, production, editing, communication, and audience interaction. Therefore, both knowledge and skills were selected as the main dimensions in this study because effective beauty content creation requires not only an understanding of beauty-related information but also the ability to apply and communicate that knowledge through digital media. From this perspective, the combination of knowledge and skills provides a descriptive profile of students' capabilities relevant to beauty content creation, without implying that the study directly measures actual performance-based competence.

Ideally, students in the Cosmetology and Beauty Education Study Program should possess the knowledge and skills required to produce informative, creative, and industry relevant beauty content. However, a preliminary survey involving 38 students from the 2022 cohort revealed that 60.5% were uncertain about

their content-editing abilities, 65.8% lacked confidence in determining effective communication strategies, 60.6% experienced difficulties in using social media creatively, and 86.8% indicated the need for additional learning in digital content creation. These findings suggest that students' knowledge and skills in beauty content creation remain varied and require further investigation.

Previous studies have highlighted the significant role of social media in the development of the beauty industry and digital marketing. Cahyadewi & Andriana (2025) found that makeup tutorial content on social media positively influences consumers' interest in and purchasing decisions for beauty products. Similarly, Mawalia et al. (2025) reported that the effectiveness of beauty content is influenced by social media knowledge and digital creativity. However, these studies predominantly examine beauty content from the perspective of audience responses, consumer behavior, and digital marketing outcomes, rather than from the perspective of students' knowledge and skills as prospective beauty content creators. Consequently, there is limited empirical evidence regarding students' self-reported knowledge and skills in developing, producing, and communicating beauty content effectively in the digital environment. This gap is important because the growing creator economy increasingly requires beauty graduates to combine professional beauty knowledge with digital content creation skills.

Accordingly, the novelty of this study lies in developing a descriptive profile of students' self-reported knowledge and skills in beauty content creation within higher education. Rather than merely reporting overall scores, this study identifies the patterns of students' knowledge across factual, conceptual, procedural, analytical, creative, and metacognitive dimensions, as well as their skills across technical, interpersonal, and conceptual dimensions. This profile provides a clearer picture of the areas in which students demonstrate relatively stronger or lower levels of self-reported knowledge and skills relevant to beauty content creation. Theoretically, the study contributes to the understanding of digital competence in beauty education by linking beauty-domain knowledge with practical content-creation skills as complementary dimensions of students' capabilities for developing digital beauty content. Practically, this profile can serve as a basis for designing learning activities that strengthen areas requiring further development, particularly procedural knowledge and technical skills.

METHOD

This study employed a quantitative approach with a descriptive research design to analyze the level of students' knowledge and skills in beauty content creation. The study was conducted among students of the Cosmetology and Beauty Education Study Program, Faculty of Tourism and Hospitality, Universitas Negeri Padang, from May to July 2026. The research period included the preparation stage, questionnaire development, data collection, and data analysis. The study population consisted of 55 students from the 2022 cohort, and all members of the population were included as the research sample using the total sampling technique.

Data were collected using a closed-ended questionnaire with a five-point Likert scale. Operationally, students' self-reported knowledge was defined as their perceived level of understanding of the knowledge required for beauty content creation, measured through six indicators: factual knowledge (5 items), conceptual knowledge (5 items), procedural knowledge (3 items), analytical knowledge (4 items), creative knowledge (3 items), and metacognitive knowledge (2 items), comprising 22 items in total. Students' self-reported skills were operationally defined as their perceived ability to apply and communicate the skills required for beauty content creation, measured through three

indicators: technical skills (6 items), interpersonal skills (6 items), and conceptual skills (7 items), comprising 19 items in total. The knowledge indicators were developed based on (Widoyoko, 2021), (Notoatmodjo, 2018), and (Anderson & Krathwohl, 2015), while the skills indicators were based on (Robbins & Judge, 2017), Katz as cited in (Northouse, 2022), and (Busno et al., 2023).

Before the main data collection, the questionnaire was subjected to expert validation by two lecturers with relevant expertise to assess the relevance, clarity, and appropriateness of the items to the research variables and their respective indicators. Following the validation process, necessary revisions were made based on the validators' recommendations. No separate pilot-testing group was used in this study. Instead, the 41 questionnaire items were assessed for validity and reliability using the responses obtained from the 55 students who constituted the main research sample. The validity of the questionnaire items was assessed using the Pearson Product-Moment correlation at a 5% significance level. With 55 respondents, the critical value (r-table) was 0.266. All 41 items obtained r-count values greater than the r-table value of 0.266 and were therefore considered valid. The reliability of the instrument was assessed using Cronbach's Alpha. The reliability test produced a Cronbach's Alpha coefficient of 0.971 for the 41 items, indicating very high internal consistency. Therefore, all 41 questionnaire items were retained for the main data analysis.

The questionnaire was administered to all 55 respondents through Google Forms. The research procedure consisted of instrument development, expert validation, validity and reliability testing, questionnaire distribution, data collection, and data analysis. The collected data were analyzed using descriptive statistics and the Respondent Achievement Level (TCR) to describe the level of students' self-reported knowledge and skills in beauty content creation. The descriptive design was selected because the primary objective of this study was to describe the level and patterns of students' self-reported knowledge and skills in beauty content creation rather than to examine causal relationships or associations between the two dimensions. Knowledge and skills were treated as complementary dimensions of students' capabilities in beauty content creation and were analyzed separately to identify their respective levels and patterns. Therefore, the analysis focused on descriptive statistics and TCR to identify the relative strengths and areas requiring further development across the assessed dimensions. Accordingly, the findings are interpreted as a descriptive profile of students' self-reported knowledge and skills and do not imply a statistical relationship or causal effect between knowledge and skills. TCR was calculated by comparing the mean score obtained by respondents with the maximum possible score and expressing the result as a percentage using the following formula:

$$TCR = (\text{mean score} / \text{maximum score}) \times 100\%$$

The resulting TCR percentages were interpreted according to the following predetermined categories: 81–100% = very high, 61–80% = high, 41–60% = moderate, 21–40% = low, and 0–20% = very low.

RESULTS AND DISCUSSION

Respondent Achievement Level (TCR) of the Knowledge Indicator

The Respondent Achievement Level (TCR) was used to describe students' self-reported knowledge in beauty content creation based on six sub-indicators: factual knowledge, conceptual knowledge, procedural knowledge, analytical knowledge, creative knowledge, and metacognitive knowledge. The results of the TCR analysis are presented in Table 1.

Table 1. Respondent Achievement Level (TCR) of the Knowledge Indicator

Indikator	Mean	Maximum Score	TCR (%)	Categosy
Factual Knowledge (FK)	21.87	25	87.48%	Very High
Conceptual Knowledge (CK)	21.64	25	86.56%	Very High
Procedural Knowledge (PK)	12.95	15	86.33%	Very High
Analitical Knowledge (AK)	17.65	20	88.25%	Very High
Creative Knowledge (CrK)	13.13	15	87.53%	Very High
Metacognitive Knowledge (MK)	8.78	10	87.80%	Very High

As shown in Table 1, the TCR scores across the six knowledge sub-indicators ranged from 86.33% to 88.25%, indicating relatively consistent levels across the assessed dimensions. The highest achievement was observed in analytical knowledge (88.25%), while the lowest was found in procedural knowledge (86.33%), with a difference of only 1.92 percentage pointsThe relatively higher score for analytical knowledge indicates that students reported a stronger ability to examine and evaluate information relevant to beauty content creation. In contrast, the comparatively lower score for procedural knowledge suggests that students' perceived understanding of the procedures involved in applying knowledge to content production was relatively less strong. Factual, conceptual, creative, and metacognitive knowledge showed intermediate TCR scores of 87.48%, 86.56%, 87.53%, and 87.80%, respectively. Overall, the pattern indicates that students reported relatively balanced levels of knowledge across all six dimensions, with procedural knowledge representing the area requiring comparatively greater attention.

Respondent Achievement Level (TCR) of the Skills Indicator

The Respondent Achievement Level (TCR) was used to describe students' self-reported skills in beauty content creation based on three sub-indicators: technical skills, interpersonal skills, and conceptual skills. The results of the TCR analysis are presented in Table 2.

Table 2. Respondent Achievement Level (TCR) of the Skills Indicator

Indikator	Mean	Maximum Score	TCR (%)	Categosy
Teachnical Skills (TS)	25.89	30	86.30%	Very High
Interpersonal Skills (IS)	26.27	30	87.57%	Very High
Conceptual Skills (CS)	30.51	35	87.17%	Very High

As presented in Table 2, the TCR scores across the three skills sub-indicators ranged from 86.30% to 87.57%, indicating relatively consistent levels across the assessed dimensions. The highest achievement was observed in interpersonal skills (87.57%), while the lowest was found in technical skills (86.30%), with a difference of 1.27 percentage points. The relatively higher score for interpersonal skills indicates that students reported a stronger ability to communicate ideas, interact with audiences, and collaborate during the content creation process. In contrast, the comparatively lower score for technical skills suggests that students' perceived ability to use digital tools and apply content production techniques was relatively less strong. Conceptual skills recorded a TCR score of 87.17%, which was close to the scores of the other two dimensions. Overall, the pattern indicates that students reported relatively balanced levels of skills across the three dimensions,

with technical skills representing the area requiring comparatively greater attention.

Students Knowledge in Beauty Content Creation

The findings show that students reported relatively balanced levels of knowledge across the six dimensions of beauty content creation. Analytical knowledge obtained the highest TCR score (88.25%), whereas procedural knowledge obtained the lowest score (86.33%), with a difference of 1.92 percentage points. The relatively higher score for analytical knowledge indicates that students reported a stronger ability to examine and evaluate information relevant to beauty content creation. In contrast, the comparatively lower score for procedural knowledge suggests that students perceived somewhat less strength in understanding the procedures involved in applying knowledge to digital content production. Thus, the findings indicate that students reported relatively strong and balanced levels of knowledge across the six dimensions, while procedural knowledge represents an area requiring greater attention.

This finding can be interpreted through the framework of knowledge proposed by Pertiwi (2021), who argues that knowledge encompasses factual, conceptual, procedural, and metacognitive dimensions that support the development of higher-order thinking. Similarly, Anderson & Krathwohl (2015) explain that procedural knowledge concerns knowledge of procedures, techniques, methods, and specific skills required to accomplish particular tasks. From this perspective, the comparatively lower score for procedural knowledge may indicate that students have developed substantial knowledge of beauty-related concepts but have comparatively fewer opportunities to strengthen their understanding of how such knowledge is translated into content-production procedures.

The finding is consistent with Wahida et al. (2024), who found that the integration of digital media into learning can enhance students' knowledge through interactive and contextually relevant learning experiences. Astuti (2023) similarly emphasized the role of digital literacy in enabling individuals to understand and use digital information effectively. Furthermore, Falloon (2020) conceptualized digital competence as extending beyond technological proficiency to include cognitive abilities, communication, ethical awareness, and the effective application of knowledge. Pangrazio et al. (2020) likewise emphasized that digital literacy involves accessing, critically evaluating, and creating digital information. These perspectives support the present finding that knowledge relevant to digital content creation involves more than understanding information; it also requires the ability to apply and transform knowledge in digital contexts.

The comparatively lower procedural knowledge may be related to the practical nature of digital content production. Students may acquire beauty-related knowledge through classroom learning and through social media platforms such as Instagram and TikTok, but opportunities to systematically practice content planning, production, editing, and evaluation may be more limited. This interpretation is consistent with Sillat et al. (2021), who emphasized that digital competence should be assessed through the ability to apply knowledge in authentic digital tasks. Therefore, the findings suggest the importance of providing students with more practice-oriented learning experiences that connect disciplinary knowledge with actual digital content-production activities.

From a theoretical perspective, the findings illustrate how domain-specific knowledge may be related to the development of digital capabilities in beauty education, particularly when such knowledge is applied in digital content-creation contexts. From a practical perspective, beauty education can strengthen this connection through project-based learning and hands-on activities involving the planning, production, editing, and evaluation of

beauty content. Such activities may help students develop the procedural dimension of their knowledge and better connect their beauty-related knowledge with the practical demands of digital content creation.

Students Skills in Beauty Content Creation

The findings show that students reported relatively balanced levels of skills across the three dimensions of beauty content creation. The TCR scores ranged from 86.30% to 87.57%, with interpersonal skills recording the highest score (87.57%) and technical skills the lowest (86.30%). The difference of only 1.27 percentage points indicates that the three skill dimensions were relatively consistent. The higher score for interpersonal skills suggests that students reported a stronger ability to communicate ideas, interact with audiences, and collaborate during the content creation process. In contrast, the comparatively lower score for technical skills indicates that students' perceived ability to operate digital tools and apply content-production techniques requires comparatively greater attention.

These findings are consistent with Robbins & Judge (2017), who identify technical, interpersonal, and conceptual skills as important dimensions of effective work performance. In the context of beauty content creation, technical skills relate to the use of digital devices, editing applications, photography, and video-production techniques; interpersonal skills support communication and interaction with audiences and collaborators; while conceptual skills facilitate the development of creative ideas and strategic content planning. The relatively balanced scores across these dimensions suggest that students reported a broad foundation of skills relevant to beauty content creation, although technical skills represent the comparatively weaker area.

The findings are also supported by Fernández-Batanero et al. (2021), who emphasized that digital competence in higher education involves technical, communication, collaboration, and problem-solving abilities. Similarly, Lucas et al. (2022) highlighted the importance of digital competence for students' adaptation to digital learning environments and future employment contexts. In the present study, the combination of technical, interpersonal, and conceptual skills similarly reflects the range of self-reported skills relevant to participation in digital environments. This indicates that effective beauty content creation requires more than the ability to operate digital tools; it also involves communicating ideas and developing content concepts that are relevant to audiences.

The relatively high interpersonal skills score is further supported by Beenen et al. (2018), who identified interpersonal skills as an important factor in educational and professional success. In addition, Casaló et al. (2020) found that content creators' success is associated with the ability to produce original and high-quality content while establishing audience trust. Audrezet et al. (2020) further demonstrated the importance of authenticity in strengthening audience trust and engagement. These findings help explain why interpersonal skills are relevant to beauty content creation, as students need to communicate content effectively and establish meaningful interactions with their audiences. Thus, communication and audience engagement should complement technical and conceptual abilities in the development of beauty content.

From a practical perspective, the comparatively lower TCR score for technical skills indicates an area that could receive greater attention in learning activities. Practice-based learning involving editing software, photography and videography, lighting, and video production may provide students with more opportunities to apply their self-reported skills in authentic content-creation tasks. This recommendation is consistent with Alruthaya et al. (2021), who found that practice-oriented digital learning environments can support the development of digital skills among Generation Z students and prepare them for technology-oriented careers. In beauty education, project-based activities that require students to

plan, produce, edit, and evaluate beauty content could therefore strengthen the practical application of technical skills while maintaining the interpersonal and conceptual abilities already reported at relatively high levels.

The preliminary survey and the main findings should also be considered in relation to their different measurement contexts. The preliminary survey indicated that some students were uncertain about their content-editing abilities, communication strategies, and creative use of social media, whereas the main survey showed very high levels of self-reported knowledge and skills. This difference may reflect variations in students' confidence and perceived ability across specific practical tasks, as well as differences in the instruments and measurement contexts used in the preliminary and main surveys. The preliminary survey focused on students' initial perceptions of particular difficulties, while the main questionnaire assessed broader dimensions of self-reported knowledge and skills. Therefore, the very high TCR scores should not be interpreted as evidence that students have mastered all practical aspects of beauty content creation. Instead, the discrepancy suggests that students may perceive themselves as having a strong overall foundation while still experiencing uncertainty in specific technical or practical tasks. This finding reinforces the importance of providing opportunities for hands-on practice and performance-based assessment in future learning activities.

Overall, the findings provide a self-reported skills profile showing relatively balanced development across technical, interpersonal, and conceptual dimensions. The results indicate that students reported a relatively strong foundation of skills relevant to beauty content creation, while technical skills warrant comparatively greater instructional attention. Rather than demonstrating actual performance-based competence, these findings provide an empirical basis for identifying areas that can be strengthened through practice-oriented learning and digital content-production activities in higher education.

CONCLUSION

This study demonstrates that students in the Cosmetology and Beauty Study Program at Padang State University reported very high levels of knowledge and skills in beauty content creation. In terms of knowledge, students reported very high levels across factual, conceptual, procedural, analytical, creative, and metacognitive knowledge, which provide the foundation for producing informative and relevant beauty content. In terms of skills, students reported very high levels of technical, interpersonal, and conceptual skills that support the planning, production, and delivery of beauty content through digital media. The findings indicate that students reported a strong foundation of knowledge and skills relevant to beauty content creation, although procedural knowledge and technical skills require further enhancement through practice-oriented learning, particularly in digital content production and editing.

Theoretically, this study contributes to the understanding of digital competence in beauty education by highlighting the importance of integrating domain-specific knowledge and practical skills in beauty content creation. The findings extend the application of digital competence to the context of cosmetology and beauty education, where students are expected not only to understand beauty-related information but also to develop and apply knowledge and skills in producing and communicating digital content. From an educational and employability perspective, strengthening these knowledge and skills can support students' development of capabilities relevant to digital work environments and the evolving beauty creative industry.

Practically, the findings provide empirical evidence that may serve as a reference for the Cosmetology and Beauty Study Program in developing curricula and

instructional strategies that are more responsive to the needs of the digital creative industry. The implementation of project-based learning, hands-on digital content creation activities, and the integration of social media as a learning platform can be further strengthened to provide students with greater opportunities to apply their knowledge and develop technical skills.

This study has several limitations. First, the study was limited to students in the Cosmetology and Beauty Study Program at Padang State University and focused on the 2022 cohort, which limits the generalizability of the findings to students from other study programs, institutions, or cohorts. Second, the study employed a descriptive quantitative design and relied on questionnaire responses analyzed using the Respondent Achievement Level (TCR); therefore, the findings describe the level of students' self-reported knowledge and skills but do not establish causal relationships or determine the factors that influence these variables. Third, no separate pilot-testing group was used in this study. The validity and reliability testing of the questionnaire was conducted using responses from the same 55 students who constituted the main research sample. This may limit the methodological independence between instrument testing and the main data collection.

Future research should therefore involve students from different cohorts, institutions, or educational contexts to obtain broader evidence regarding students' knowledge and skills in beauty content creation. Further studies may also examine factors influencing students' digital competence or employability and investigate the effectiveness of project-based or digital content-based learning models in improving students' knowledge, technical skills, and practical performance in beauty content creation.

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