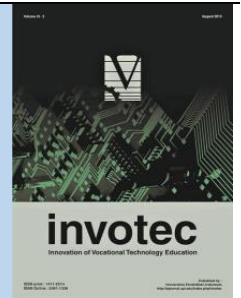




Innovation of Vocational Technology Education

Available online at <http://ejournal.upi.edu/index.php/invotec>



BEAUTY INFLUENCER EXPOSURE ON INSTAGRAM AND TIKTOK: VOCATIONAL STUDENTS' CAREER INTEREST

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ARTICLE INFO

Article history:

Received: 7 Dec 2025

Received in revised form: 29 Jun 2026

Accepted: 30 Jun 2026

Available online: 30 Jun 2026

Keywords: *Beauty Influencer; Social Media; Instagram; TikTok; Career Interest; Make-Up Artist; Beauty Students*

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ABSTRACT

This study examined how exposure to beauty influencer content on Instagram and TikTok is associated with the interest of beauty education students in becoming Make-Up Artists (MUA), framed within technical and vocational education and training. A quantitative survey was conducted with 15 students of the Beauty and Makeup concentration at the Indonesia University of Education, selected through total sampling, and the data were analysed using correlation and multiple and simple linear regression in SPSS. The two platforms together were strongly associated with career interest, but in opposite directions. Exposure to beauty influencer content on Instagram had a positive and significant association with career interest, whereas exposure on TikTok had a negative association, a contrast interpreted through the platforms' differing uses and gratifications and through social cognitive career theory. Because the two predictors were highly intercorrelated, the separate platform analyses were given greater weight than the combined model. These findings suggest that the role of social media in vocational career formation depends on the type of content and platform rather than on overall usage, and that more curated, information-oriented content may be more conducive to career interest than entertainment-oriented content. Given the small, single-programme sample and cross-sectional design, the results are associative rather than causal and should be confirmed in larger and longitudinal studies.

1. Introduction

In the era of the Fourth Industrial Revolution, technology has advanced rapidly and increasingly shapes everyday life, with social media among its most pervasive forms. Social media refers to digital platforms that let users interact, share content, and build networks online (Prasetya et al., 2024), and its ease of access has made it inseparable from the lives of adolescents (Mustaqimah & Rahmah, 2022). Among these platforms, Instagram and TikTok are two of the most widely used worldwide and are especially favoured by Indonesian youth.

On both platforms, content creators known as influencers have emerged as figures who shape their audiences' perceptions and aspirations. In the beauty field, beauty influencers produce content on products, makeup techniques, and routines that can influence followers' behaviour and aspirations through trust, emotional closeness, and content relevance (Garg & Bakshi, 2024). This

closeness is often explained through parasocial interaction, the one-sided bond followers feel toward an influencer (Qu & Wang, 2025), and is particularly strong among Generation Z (Bratina, 2024).

Why students turn to a given platform can be understood through Uses and Gratifications theory, which views audiences as active agents who select media to meet psychological and social needs (Pedersen, 2024). The gratifications sought differ across platforms: Instagram is dominated by curated visual content, self-presentation, and information seeking (Menon, 2022), whereas TikTok is driven mainly by entertainment, escapism, and trends (Scherr & Wang, 2021). Because Instagram content tends to be more structured while TikTok is shorter and entertainment-oriented (Lee, 2023), the two platforms may not contribute equally to shaping professional perceptions.

How such exposure may translate into career interest is explained by Social Cognitive Career Theory, in which career interest develops through self-efficacy, outcome expectations, and goals (Sheu et al., 2009; Rogers et al., 2008). A key source of self-efficacy is vicarious learning, that is, observing others' success (Wilde & Hsu, 2019); beauty influencers can thus act as digital role models whose observed success fosters students' confidence and interest in a beauty career. Recent studies confirm that digital influencers shape career intentions among vocational students (Tang & Cui, 2026) and students' professional attitudes (Dağcan Şahin & Gürol Arslan, 2026).

Because this study takes place within beauty education, it is framed within Technical and Vocational Education and Training (TVET), where career interest is tied to vocational identity, the awareness of one's career goals, interests, and abilities (Hirschi, 2011; Klotz et al., 2014). Career guidance plays an important role in developing students' career choices in vocational education (Afrizal et al., 2021), and studies in this journal show that career interest and orientation are central TVET concerns, linking employability and interest to students' chosen field (Awodiji & Magogodi, 2023). Social media is increasingly seen as a digital career-guidance resource in vocational settings (Tkachuk et al., 2025; Triyono et al., 2023), positioning exposure to beauty influencer content as a form of digital career orientation rather than mere entertainment.

Despite extensive research on both platforms, comparative studies of how Instagram and TikTok differ in shaping career interest, particularly the interest in becoming a Make-Up Artist among beauty education students, remain scarce. This study therefore examines the influence of beauty influencer content on both platforms on students' career interest and compares their relative contribution.

The research questions are: (1) Is exposure to beauty influencer content on Instagram and TikTok associated with beauty education students' career interest in becoming Make-Up Artists? and (2) To what extent does each platform contribute relative to the other? Theoretically, the study enriches understanding of digital career-interest formation in vocational beauty education; practically, it offers insights for lecturers and institutions seeking to strengthen students' career motivation through social media.

2. Method

This study employed a quantitative survey design. Primary data were collected through a questionnaire distributed via Google Forms, the link to which was sent directly to all respondents through a WhatsApp class group between 20 and 28 May 2025. Before completing the questionnaire, respondents were informed of the purpose of the study and were assured that their responses would be kept confidential and used solely for research purposes; participation was voluntary. The questionnaire used a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Secondary data were obtained from a review of relevant journals and institutional publications.

The population comprised all students of the Beauty and Makeup concentration in the Fashion Education Study Program at the Indonesia University of Education, namely the 2021 cohort (8 students) and the 2023 cohort (7 students). A total (census) sampling technique was used, yielding 15 respondents.

The questionnaire measured three variables, each with ten items. Variable X1 captured exposure to and engagement with beauty influencer content on Instagram, and X2 captured the same construct on TikTok; both used parallel items covering following beauty influencers for inspiration, watching makeup tutorials, trying observed techniques, recognising products and tools, keeping up with trends, and perceiving a makeup-artist career as appealing through such content. Variable Y measured career interest in becoming a Make-Up Artist, with items covering motivation to develop in the field, actively seeking career information, intention to pursue training, plans to pursue the career after graduation, confidence of success, and inspiration drawn from beauty influencers' success. Thus X1 and X2 operationalised exposure to influencer content rather than influencer credibility, while Y operationalised career interest.

Before the main study, the instrument was pilot-tested on 6 respondents from the 2022 cohort of the same concentration, and all items were confirmed valid and reliable. Instrument validity was examined using Pearson product-moment correlation, with an item considered valid when its calculated r exceeded the critical r -table value of 0.514 ($df = 13$, $n = 15$) and its significance value was below 0.05. On this criterion, all items measuring X1, X2, and Y were valid.

Instrument reliability was assessed using Cronbach's Alpha, with a value above 0.60 indicating reliability. All three variables were reliable, with Cronbach's Alpha values of 0.949 for X1, 0.904 for X2, and 0.845 for Y, indicating high internal consistency.

The data were analysed using SPSS. Prior to regression, a series of classical assumption tests was conducted: a normality test of the residuals using the one-sample Kolmogorov-Smirnov method, a linearity test of the relationship between each independent variable and the dependent variable, a multicollinearity test based on tolerance and variance inflation factor (VIF) values, and a heteroscedasticity test of the constancy of residual variance.

A multiple linear regression analysis was then performed to examine the relationship between exposure to beauty influencer content on Instagram (X1) and TikTok (X2) and career interest (Y). The overall model was assessed using the F-test, the contribution of each independent variable using the t-test, and the explanatory power of the model using the coefficient of determination. Separate simple regression analyses were also run for each platform to assess its individual contribution.

3. Result and Discussion

3.1 Result

3.1.1 Validity Test

The results of the validity test in this study indicated that all questionnaire items used to measure the variables X1 (exposure to beauty influencer content on Instagram), X2 (exposure to beauty influencer content on TikTok), and Y (career interest in becoming a Make-Up Artist) were declared valid. This conclusion was supported by the correlation coefficients ($r_{\text{calculated}}$) of each item exceeding the critical r -table value of 0.514 (with 15 respondents), and significance values lower than 0.05. Therefore, each item in the questionnaire was statistically capable of accurately measuring the intended aspects of each variable.

The instrument's validity confirms that the questions posed to respondents were consistent with and relevant to the theoretical indicators established in the study's conceptual framework. As such, the data obtained through this instrument can be considered appropriate for further analysis to examine the relationships between the variables in this research.

3.1.2 Reliability Test

The reliability test showed that all three variables were reliable, with Cronbach's Alpha values well above the 0.60 threshold: 0.949 for X1 (exposure to beauty influencer content on Instagram), 0.904 for X2 (exposure to beauty influencer content on TikTok), and 0.845 for Y (career interest in becoming a Make-Up Artist). These values indicate high internal consistency, meaning that respondents' answers to the items within each variable were stable and consistent.

Such reliability is essential to ensure that the research findings accurately reflect the actual phenomena being measured, rather than being influenced by measurement errors or inconsistencies within the instrument. Therefore, the instrument used in this study can be considered reliable and appropriate for further analysis.

3.1.3 Normality Test

The results of the normality test for the relationship between variable X1 and Y are presented in Table 1.

Table 1. Results of the Normality Test of Variable X1 against Y

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		15
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	2.46093074
Most Extreme Differences	Absolute	.118
	Positive	.118
	Negative	-.091
Test Statistic		.118
Asymp. Sig. (2-tailed)		.200 ^{c,d}

Similarly, the normality test results for the relationship between variable X2 and Y are shown in Table 2.

Table 2. Results of the Normality Test of Variable X2 against Y

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		15
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	3.43150551
Most Extreme Differences	Absolute	.119
	Positive	.119
	Negative	-.104
Test Statistic		.119
Asymp. Sig. (2-tailed)		.200 ^{c,d}

The normality test was conducted using the one-sample Kolmogorov-Smirnov method. The results of the test showed a significance value of 0.2 for both the relationship between variable X1 and Y, as well as between X2 and Y. Since this value is greater than the threshold of 0.05, the data meet the criteria for a normal distribution. The testing criteria used were as follows:

If the significance value is greater than 0.05, the data are normally distributed;

If the significance value is less than 0.05, the data are not normally distributed.

Based on these results, it can be concluded that the data for both variable X1 in relation to Y and variable X2 in relation to Y are normally distributed.

3.1.4 Linearity Test

The linearity test results for variable X1 against Y are summarised in Table 3.

Table 3. Results of the Linearity Test of Variable X1 against Y

			Sum of Squares	df	Mean Square	F	Sig.
Career Interest * Instagram	Between Groups	(Combined)	326.267	9	36.252	10.876	.009
		Linearity	258.147	1	258.147	77.444	.000
		Deviation from Linearity	68.120	8	8.515	2.554	.158
	Within Groups		16.667	5	3.333		
	Total		342.933	14			

The linearity test results for variable X2 against Y are summarised in Table 4.

Table 4. Results of the Linearity Test of Variable X2 against Y

			Sum of Squares	df	Mean Square	F	Sig.
Career Interest * Instagram	Between Groups	(Combined)	305.767	10	30.577	3.291	.131
		Linearity	178.080	1	178.080	19.166	.012
		Deviation from Linearity	127.687	9	14.187	1.527	.362
	Within Groups		13.167	4	9.292		
	Total		342.933	14			

The linearity test in this study demonstrated that the relationship between the independent variables—X1 (exposure to beauty influencer content on Instagram) and X2 (exposure to beauty influencer content on TikTok)—and the dependent variable Y (career interest in becoming a Make-Up Artist) was linear. This conclusion is supported by the significance values obtained from the linearity test: 0.158 for the relationship between X1 and Y, and 0.362 for the relationship between X2 and Y. According to the testing criteria:

If the significance value is greater than 0.05, the relationship is considered linear;

If the significance value is less than 0.05, the relationship is considered non-linear.

Based on these results, it can be concluded that each independent variable has a linear relationship with the dependent variable, with no significant deviation from linearity. This means that the association between exposure to beauty influencer content and career interest can appropriately be modelled with linear regression; the direction of each association, positive for Instagram and negative for TikTok, is examined in the correlation and regression analyses below.

3.1.5 Multicollinearity Test

Table 5 presents the results of the multicollinearity test for the two independent variables.

Table 5. Result of Multicollinearity Test

Model		Tolerance	VIF
1	Instagram	.136	7.373
	TikTok	.136	7.373

a. Dependent Variable: Career Interest

The multicollinearity test produced tolerance values of 0.136 and Variance Inflation Factor (VIF) values of 7.373 for both X1 (exposure to beauty influencer content on Instagram) and X2 (exposure to beauty influencer content on TikTok). Although the VIF values remain below the conventional cut-off of 10, the low tolerance, the relatively high VIF, and a condition index of 47.28 in the collinearity diagnostics together indicate a strong intercorrelation between the two independent variables. This degree of collinearity is important to note, as it can inflate the variance of the regression coefficients and destabilise their estimated values in the two-predictor model. For this reason, separate (simple regression) analyses for each platform are treated as more reliable indicators of each platform's individual contribution.

3.1.6 Heteroscedasticity Test

The results of the heteroscedasticity test, conducted using the Glejser approach, are reported in Table 6.

Table 6. Result of Heteroscedasticity Test

Model		B	Std. Error	Beta	t	Sig
	(Constant)	-6.583	4.773		-1.379	.193
1	Instagram	.138	.062	1.297	2.225	.046
	TikTok	.101	.080	.737	1.265	.230

The heteroscedasticity test was conducted using the Glejser approach, regressing the absolute residuals on the two independent variables (Table 6). The results show a significance value of 0.046 for X1 (Instagram), which is below 0.05, indicating that the assumption of constant residual variance is not fully met and that some degree of heteroscedasticity is present, particularly in relation to Instagram exposure. The significance value for X2 (TikTok) was 0.230, above 0.05.

This finding, together with the small sample size and the strong intercorrelation between the two predictors, is a limitation that warrants caution when interpreting the standard errors and significance of the combined regression model. It reinforces the decision to rely primarily on the simple regression analyses for each platform and to interpret the overall findings as associations rather than precise effect estimates.

3.1.7 Correlation Test

The correlation between variable X1 (Instagram) and career interest is presented in Table 7.

Table 7. Correlation Test Results of Variable X1 against Y

		Instagram	Career Interest
Instagram	Pearson Correlation	1	.868**
	Sig. (2-tailed)		.000
	N	15	15
Career Interest	Pearson Correlation	.868**	1
	Sig. (2-tailed)	.000	
	N	15	15

The correlation between variable X2 (TikTok) and career interest is presented in Table 8.

Table 8. Correlation Test Results of Variable X2 against Y

		TikTok	Career Interest
TikTok	Pearson Correlation	1	-.721**
	Sig. (2-tailed)		.002
	N	15	15

Career Interest	Pearson	-.721**	1
	Correlation		
	Sig. (2-tailed)	.002	
	N	15	15

The correlation test showed that both platforms were significantly related to career interest (Y), with significance values below 0.05, but in opposite directions. Exposure to beauty influencer content on Instagram (X1) had a strong positive correlation with career interest ($r = 0.868$), whereas exposure on TikTok (X2) had a strong negative correlation ($r = -0.721$). In other words, higher Instagram exposure was associated with greater career interest, while higher TikTok exposure was associated with lower career interest.

These opposite correlations suggest that the two platforms relate to career interest in different ways: Instagram exposure tends to accompany stronger interest in a Make-Up Artist career, while TikTok exposure tends to accompany weaker interest. This pattern provides the basis for the subsequent regression analyses, which examine the contribution of each platform in more detail. Because the two predictors are themselves strongly intercorrelated, the simple regression analyses for each platform are given greater weight than the combined model.

3.1.8 Multiple Regression Test

The overall result of the multiple regression model is shown in Table 9.

Table 9. Result of Multiple Regression Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.905 ^a	.819	.789	2.107

Taken together as a model, exposure to beauty influencer content on Instagram (X1) and TikTok (X2) accounted for a large share of the variation in career interest (Y). The combined model produced an R Square of 0.819 and an adjusted R Square of 0.789, meaning that about 78.9% of the variation in students' career interest is statistically associated with the two predictors, while the remaining 21.1% relates to factors outside the model. However, because the two predictors are strongly intercorrelated, the individual coefficients in this combined model are unstable and are interpreted with caution alongside the simple regression results.

These results indicate that exposure to beauty influencer content, taken as a whole, is closely associated with the career interest of beauty education students. The direction and size of each platform's individual contribution are examined in the following sections.

3.1.9 Model Reliability Test (F Test)

The result of the model feasibility test (F-test) is presented in Table 10.

Table 10. Result of F Test

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	241.109	2	120.554	27.146	.000 ^b
	Residual	53.291	12	4.441		
	Total	294.400	14			

a. Dependent Variable: Career Interest

b. Predictors: (Constant), TikTok, Instagram

The F-test indicates that the combined regression model is statistically significant for explaining career interest in becoming a Make-Up Artist, with a significance value below 0.05. This confirms that, taken simultaneously, exposure to beauty influencer content on Instagram (X1) and TikTok (X2) is significantly associated with career interest (Y).

While the overall model is significant, this F-test concerns the joint association of the two predictors and does not establish the direction or stability of each platform's individual contribution, which is addressed in the t-test and the separate simple regression analyses below.

3.1.10 Regression Coefficient Test (T Test)

The results of the regression coefficient test (t-test) are presented in Table 11.

Table 11. Result of T Test

Model		B	Std. Error	Beta	t	Sig
	(Constant)	1.242	12.212		.102	.921
1	Instagram	.714	.158	1.507	4.518	.001
	TikTok	.421	.205	.686	2.057	.062

a. Dependent Variable: Career Interest

The t-test was conducted to determine the individual influence of variable X1 (exposure to beauty influencer content on Instagram) and variable X2 (exposure to beauty influencer content on TikTok) on the dependent variable Y (career interest in becoming a Make-Up Artist). The criteria for this test are as follows:

- If the significance value (Sig.) is less than 0.05, the variable has a significant effect.
- If the significance value is greater than 0.05, the variable does not have a significant effect.

In the combined model, X1 (Instagram) had a significance value of 0.001 and X2 (TikTok) a value of 0.062. Instagram was therefore a significant positive predictor of career interest, whereas TikTok was not statistically significant within the combined model. It should be noted that TikTok's coefficient was positive in the combined model but negative in its own simple regression; this sign reversal is a known symptom of the strong intercorrelation between the two predictors, and it further supports interpreting the separate platform analyses as more trustworthy than the combined coefficients.

3.1.11 Coefficient of Determination Test

The coefficient of determination for the combined model is presented in Table 12.

Table 12. Results of the Test of the Determination Coefficient of Variables X1 and X2 on Variable Y

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.905 ^a	.819	.789	2.107

a. Predictors: (Constant), TikTok, Instagram

The coefficient of determination for the simple regression of variable X1 (Instagram) on career interest is presented in Table 13.

Table 13. Results of the Test of the Determination Coefficient of Variables X1 on Variable Y

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.869 ^a	.755	.736	2.355

a. Predictors: (Constant), Instagram

The coefficient of determination for the simple regression of variable X2 (TikTok) on career interest is presented in Table 14.

Table 14. Results of the Test of the Determination Coefficient of Variables X2 on Variable Y

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.715 ^a	.511	.473	3.328

a. Predictors: (Constant), TikTok

The coefficient of determination for the combined model shows that exposure on Instagram (X1) and TikTok (X2) together account for about 78.9% of the variation in career interest (Y), based on the adjusted R Square of 0.789, with the remaining 21.1% relating to factors outside the model.

Separate simple regression analyses were also run for each platform. Instagram alone explained 73.6% of the variation in career interest (adjusted R Square = 0.736), confirming a strong positive contribution. TikTok alone was associated with 47.3% of the variation (adjusted R Square = 0.473), but its relationship with career interest was negative rather than positive (standardised coefficient = -0.715), meaning that higher TikTok exposure was associated with lower career interest. These results show that Instagram exposure relates to career interest far more strongly and in the opposite direction to TikTok exposure.

3.2 Discussion

The findings indicate that exposure to beauty influencer content is associated with the career interest of beauty education students in becoming Make-Up Artists, but the two platforms behaved very differently. Because the study used a correlational survey design, these results are interpreted as associations and predictive relationships rather than proof of causation. Exposure to Instagram content showed a strong, positive, and statistically significant association with career interest, whereas TikTok behaved unexpectedly, a pattern that is most coherent when read through the platforms' distinct gratification profiles.

Instagram's positive contribution is consistent with Uses and Gratifications theory and with the platform's more curated, information-oriented character (Menon, 2022; Lee, 2023). When students follow beauty influencers on Instagram for inspiration, technique, and professional information, they engage in vicarious learning: observing the visible success of these role models can strengthen self-efficacy and outcome expectations, which Social Cognitive Career Theory identifies as the engines of career interest (Sheu et al., 2009; Wilde & Hsu, 2019). This is convergent with evidence that digital influencers shape the career intentions of vocational students (Tang & Cui, 2026) and broader professional attitudes (Dağcan Şahin & Gürol Arslan, 2026), and it supports the view that career interest in vocational education is socially and experientially formed (Hirschi, 2011; Klotz et al., 2014).

TikTok, by contrast, did not strengthen career interest. At the bivariate level its association with career interest was negative rather than positive, and although the two-predictor regression returned a positive sign for TikTok, the very high correlation between the two platforms produced inflated variance and an unstable coefficient, so the combined model should be read with caution and the separate analyses treated as more trustworthy. This result runs counter to a body of work that portrays TikTok as a beneficial educational and career resource, in which the platform supports microlearning and engagement (Alino et al., 2024), facilitates career exploration through formats such as "day in the life" videos (Malik et al., 2024), and is applied across disciplines in higher education (Yang et al., 2025). Several considerations help reconcile this divergence. First, much of that evidence concerns TikTok content that is deliberately designed or curated for instruction, whereas the present study measured students' ordinary exposure to beauty influencer content, whose dominant gratifications are entertainment, escapism, and trend participation rather than structured professional learning (Scherr & Wang, 2021). Second, the negative direction observed

here is consistent with research linking heavier or problematic TikTok use to academic burnout and reduced concentration (Chen et al., 2026), to lower school engagement (Liu et al., 2025), and specifically to poorer outcomes among higher vocational students (Xu et al., 2026). For these students, then, habitual entertainment-oriented TikTok use may simply not translate into a serious vocational orientation toward makeup artistry. Read this way, the finding is interpretable rather than anomalous, and it reinforces the central argument that platforms differing in gratification structure do not contribute equally to professional perception formation.

Read together, the results position exposure to beauty influencer content as a form of digital career orientation whose value depends on the platform through which it occurs. Because career guidance is central to developing students' career choices in TVET (Afrizal et al., 2021), and because career interest and employability are closely tied to students' chosen field (Awodiji & Magogodi, 2023), lecturers and study programmes might deliberately direct students toward structured, information-rich influencer content and curate it as a learning resource, consistent with the growing use of social media as a digital career-guidance tool in vocational settings (Tkachuk et al., 2025; Triyono et al., 2023). Rather than treating social media as mere entertainment, programmes can frame it as a channel for vocational identity formation.

Several limitations qualify these conclusions. The sample was small and drawn from a single study programme through total sampling, so the findings cannot be generalised and should be read as exploratory. The cross-sectional, self-report design cannot establish causal direction, and the strong intercorrelation between the two platform measures limits the stability of the combined regression model. The study also measured exposure to and engagement with content rather than the specific credibility dimensions of influencers, so it speaks to how much and through which platform students engage, not to which influencer attributes drive the effect. Future research could use larger and multi-programme samples, longitudinal or experimental designs, and measures that separate exposure from perceived credibility, ideally testing the proposed self-efficacy pathway directly.

4. Conclusion

This study examined how exposure to beauty influencer content on Instagram and TikTok relates to beauty education students' interest in becoming Make-Up Artists. Although the two platforms together are strongly associated with career interest, they point in opposite directions: Instagram exposure shows a positive and significant association, while TikTok exposure shows a negative one, so that the two cannot be treated as a single, uniform influence. The more curated, information-oriented character of Instagram appears better suited to shaping professional perceptions of a beauty career than the predominantly entertainment-oriented use of TikTok. For vocational beauty education, this suggests that the value of social media for career formation depends less on time spent online than on the kind of content and platform involved, and that programmes can help students engage with influencer content in more deliberate, career-oriented ways. These conclusions are necessarily tentative, given the small single-programme sample, the cross-sectional design, and the strong intercorrelation between the two measures; they are best read as associations to be confirmed by larger, longitudinal, and multi-programme studies that also distinguish exposure from influencer credibility.

Conflicts of Interest

The authors declare no conflict of interest regarding the publication of the paper

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