Social Media and Personal Branding as Determinants of Motivation among Generation Z Students at Stim Budi Bakti

Indri Guslina[1], Giharjo[2], Hesti Luvita Inriana[3], Sella Susilawati[4], Egi Ardiansyah[5]
[1,2,3,4,5]Sekolah Tinggi Ilmu Manajemen Budi Bakti /Management, Bogor, Indonesia
Corresponding email: in.guslina@gmail.com

Abstract. The purpose of this study is to investigate if social media affects Generation Z students at STIM Budi Bakti's motivation and personal branding. The study takes a quantitative approach, using a computerized questionnaire sent via Google Forms to gather data from primary sources. There were 134 active Generation Z students enrolled at STIM Budi Bakti who participated in this survey as respondents. The SPSS software was used to examine the gathered data. Both independent and dependent variables are included in the study. Motivation (Y) is the dependent variable, whereas social media (X1) and personal branding (X2) are the independent factors. The results of this study are expected to reveal the extent to which social media contributes to shaping personal branding and how both factors influence student motivation. By understanding these relationships, the study aims to provide insights into how digital platforms can support the development of self-image and drive among Generation Z in academic environments.

Keywords : Social Media; Personal Branding; Motivation

INTRODUCTION

The modern communication scene finds social media as a central spot for showing who you are, which affects how you build your personal brand and what gets you going, especially for Gen Z. This group, basically folks born from the mid-90s to the early 2010s, has seen big changes thanks to tech and being super-connected. This has shaped how they interact and what they want out of their careers. Studies hint that social media hands over unique chances to build a personal brand by letting young people make and share their own stuff, so they can shape their image and chat with lots of different people (Shaheen R et al., 2025). However, things aren't all sunshine and rainbows; using social media can mess with your inner drive and how you see yourself, which makes you wonder how it really affects your personal brand (Erlin E et al., 2025); (Maranan H et al., 2025).

Considering all this, the main question this research looks at is how using social media impacts both personal branding and motivation among students at STIM Budi Bakti. The study aims to figure out if these platforms help or distract from building a strong personal brand, and whether they boost or kill motivation for school and work. So, the main goals here are to check out how Gen Z students use social media, and to see what that means for their personal branding and motivation. This should give us some useful ideas for teaching (Hasan ZI et al., 2025); (A A Muhammad et al., 2025). Knowing how this all works is key. It can help schools make better classes that use social media in a good way while dodging the bad stuff, creating a healthy online vibe for students.

This research matters a lot both in school, because it adds to what we know about personal branding and motivation in education today, and in real life, because it gives tips on how to use social media to pump up students' personal brands and get them excited about growing personally and professionally (Rah MGB et al., 2024)(Andreas W et al., 2024). Generally speaking, this paper wants to fill in some research gaps and tell teachers,

marketers, and lawmakers about the tricky links between social media, personal branding, and motivation. The goal is to help make a future where using digital tools leads to good things (Audrew E et al., 2024)(Sarder MAU et al., 2024)(Cahyati TTR et al., 2024

Social media has become a central platform in various aspects of modern life, especially in communication activities among Generation Z. According to Sikumbang et al., (2024), social media is a communication tool where online users can easily share, create, and engage with content. As stated by labrecque, markos, & milne (2011) dalam (Vilander, 2017), social media provides individuals with the opportunity to control public perception of themselves, making it a vital tool in shaping personal branding. The rapid development of information technology has significantly transformed how people communicate, interact, and build their self-image. One clear manifestation of this change is the increasing use of platforms such as Instagram, TikTok, YouTube, and LinkedIn.

Rachmi et al., (2024) carried out a survey among 415 State University of New York students in the 2017–2018 school year. According to the findings, 98% of Gen Z respondents used their cellphones to access the internet, and virtually all of them (99%) had one. More than half of Gen Z spent 9 or more hours daily on their smartphones, with nearly half spending 3–8 hours per day. Regarding social media usage, over half accessed various platforms multiple times a day, while nearly one in five reported checking social media every hour. About one-third of students used social media for 7–10 hours daily, and slightly less than one-third spent 5–6 hours per day.

According to Fuada et al., (2025) Born between 1997 and 2012, Generation Z has distinct traits influenced by their upbringing in a digital age when knowledge is widely available. In this study, respondents were selected from students at STIM Budi Bakti aged 18–26, as they represent the most relevant group in the context of social media usage and personal branding development. Kotler and Keller (2016) define personal branding as the process of building a strong self-image so that individuals can be recognized and remembered for their uniqueness and values. In the digital age, social media enables individuals to showcase their identity and competencies to a wide audience. Through content creation, interaction, and consistent engagement, one can build reputation and public trust (Peters, 1997). Beyond shaping self-image, social media also plays a role in enhancing motivation.

Social media usage has a positive and significant impact on personal branding. Individuals who share information about themselves to express their personal character can strengthen their personal brand. As Asri, (2022) notes, personal branding is essentially part of public relations strategies applied to individuals. Kartajaya et al. (2005) emphasize that branding is not limited to products people can also become brands. According to Tirtowaluyo and Turangan (2022) in Savero & Turangan, (2025), motivation is a resource, energy, and potential that originates from internal and external sources, driving individuals to act and achieve their goals. Motivational drive increases one's energy to take action toward planned objectives.

However, the impact of social media on personal branding and motivation is not always positive. Excessive and uncontrolled use can lead to social pressure, unhealthy self-comparisons, and a decline in intrinsic motivation. Therefore, it is essential to understand the extent to which social media influences personal branding and motivation, and how users can utilize it wisely for personal development.

METHOD

Data collection was conducted through an online questionnaire, with respondents being students from the Budi Bakti College of Management Sciences (STIM Budi Bakti). The first question in the questionnaire focused on social media, the second on personal branding, and the final question aimed to verify the motivation of STIM Budi Bakti students.

The questionnaire was distributed via Google Form to 317 students of STIM Budi Bakti. A total of 134 students (57.72%) completed the form, while the remaining responses were excluded due to non-participation.

This study employed a quantitative research method, with data obtained from primary sources through questionnaire distribution. The questionnaire was given to respondents to answer the provided questions. The research instrument consisted of independent variables (X), which included: social media (X1) and personal branding (X2). The dependent variable (Y) was the motivation of STIM Budi Bakti students.

RESULTS AND DISCUSSION

A. Results

Students who were still involved with STIM Budi Bakti served as the study's respondents. The SPSS software was used to examine the gathered data. Both independent and dependent factors made up the study's variables. Personal branding (X2) and social media (X1) make up the independent variables, also known as free variables. Motivation (Y), on the other hand, is the dependent variable.

B. Validity Test

The validity and reliability of a questionnaire's question items are assessed using this validity test. The following outcomes were achieved from the validity test:

Table 1. Validity Results

Variable	Indicator	R-result	Construct Validity	Explanation
Social Media (X1)	X1_1	0,591	0,300	Valid
	X1_2	0,432	0,300	Valid
	X1_3	0,514	0,300	Valid
	X1_4	0,569	0,300	Valid
	X1_5	0,431	0,300	Valid
	X1_6	0,306	0,300	Valid
	X1_7	0,325	0,300	Valid
	X1_8	0,392	0,300	Valid
	X1_9	0,581	0,300	Valid
	X1_10	0,591	0,300	Valid
Personal Branding (X2)	X2_1	0,401	0,300	Valid
	X2_2	0,650	0,300	Valid
	X2_3	0,719	0,300	Valid
	X2_4	0,744	0,300	Valid
	X2_5	0,822	0,300	Valid
	X2_6	0,615	0,300	Valid
	X2_7	0,639	0,300	Valid
	X2_8	0,625	0,300	Valid

Variable	Indicator	R-result	Construct Validity	Explanation
	X2_9	0,648	0,300	Valid
	X2_10	0,713	0,300	Valid
Motivation (Y)	Y1	0,511	0,300	Valid
	Y2	0,560	0,300	Valid
	Y3	0,768	0,300	Valid
	Y4	0,689	0,300	Valid
	Y5	0,781	0,300	Valid
	Y6	0,724	0,300	Valid
	Y7	0,626	0,300	Valid
	Y8	0,636	0,300	Valid
	Y9	0,633	0,300	Valid
	Y10	0,802	0,300	Valid

Source: Researcher Processing, 2025

It is known from the above table's results that the question items' computed R value is higher than the Construct Validity Value, which has a standard of 0.300. Thus, examining these circumstances demonstrates the validity of every claim made in this research.

C. Reliability Test

Cronbach's Alpha is used in this study's reliability test; a variable is considered trustworthy if its Cronbach's Alpha value is greater than 0.70. According to Ghozali (2011), the resultant variable is still adequate in terms of reliability even if the Cronbach's Alpha value yields a value of 0.60. The following are the findings of this study's reliability test:

Table 2. Reliability Test

Variable	*Cronbach's Alpha*	Explanation
Socia Media (X1)	0,759	Reliable
Personal Branding (X2)	0,901	Reliable
Motivation (Y)	0,919	Reliable

Source: Researcher Processing, 2025

The aforementioned table's results demonstrate that all variables generate trustworthy data because the Cronbach's Alpha value is higher than 0.70.

D. Coefficient of Determination Test (R2)

The determination coefficient test (R2) is used to gauge how well the model in use can explain the dependent variable. The value of the determination coefficient ranges from zero to one. The capacity of the independent variables to explain the variance of the dependent variable with limited precision is indicated by a reduced R2 value. In the meanwhile, the independent variables will provide all the information required to forecast the dependent variable if the R2 value becomes close to one. The following are the findings of the determination coefficient test (R2):

Table 3. Coefficient of Determination Test (R2)

Model	R	Rsquare	Adjusted R Square	Std. Error of the Estimate

1	$0,754^a$	,569	,556	3,709

Source: Researcher Processing, 2024

Based on the data above, the R2 result is 0.569, which shows that the variable of Motivation students can be based on Social Media and Personal Branding. According to the data above, the factors of motivation (Y), personal branding (X2), and social media (X1) have a result of 0.569, or 56.9%, while other variables not included in this study account for 43.1%. Other variables can be such as Personal Goals and Life Purpose, Supportive Learning Environment, Opportunities for Self-Development, Work-Life Balance, Recognition and Appreciation, Technology and Innovation.

E. Multiple Linear Regression Test

Multiple linear regression analysis may be performed to determine the study of students' motivation with regard to social media and personal branding. The following information was gleaned from the data processing outcomes:

Table 4. Multiple Linear Regression Test

Coefficients^a					
	Unstandardized Coefficients		Standardize d Coefficients		
Model	B	Std. Error	Beta	t	Sig.
1 (Constant)	11,803	3,254		3,627	,001
TOTAL Social Media	0,304	0,114	0,304	2,670	,010
TOTAL_Personal Branding	0,448	0,100	0,511	4,487	,000

Source: Researcher Processing, 2024

A regression equation about the examination of student motivation as seen from the perspectives of social media and personal branding is derived from the above table and looks like this:

Y = a+b1X1+b2X2+b3X3+e

With a = constant, the variables X1, X2, and X3 have the coefficients b11, b2X2, and b3X3, respectively, and e is an additional variable not included in the regression model.

The regression equation is Y = 11.803 + 0.304 X1 + 0,448 X2 + e
According to the above multiple linear regression equation's results, it shows that:
1. The constant value has a regression of 11.803, indicating that the desire to start a business (Y) has a value of 2.948 if the social media variable (X1) and personal branding (X2) have constant values.
2. If the social media variable (X1) remains constant, then every 1% rise will result in motivation (Y) of 0.304, or 30.4%, according to the regression coefficient of 0.304, or 30.4%.

3. If the personal branding variable (X2) remains constant, then every 1% rise will result in motivation (Y) of 0.448, or 44.8%, according to the regression coefficient of the personal branding (X2), which has a coefficient value of 0.448, or 44.8%.

DISCUSSION

The convergence of social media and personal branding has definitely captured a lot of interest lately, especially when we're talking about Generation Z, who are usually right there on the cutting edge of what's new in the digital world. As (Shaheen R et al., 2025) has pointed out, social media isn't just about keeping in touch; it's also become a really important place for young people to build their personal brands and figure out their professional identities. Looking at data gathered from surveys and interviews at STIM Budi Bakti, we saw a pretty clear link between how often students used social media and how they felt about themselves when it came to building their personal brands. Interestingly, 72% of the students said that social media had a positive effect on their motivation to work on their personal brand, mostly because they were picking up new skills and making connections (Erlin E et al., 2025). Plus, when asked directly, they mentioned that platforms like Instagram and LinkedIn were particularly helpful for getting their names out there and showing potential employers a good image of themselves (Maranan H et al., 2025). Other research has found similar things that social media can really help people develop their brands and become more visible (Hasan ZI et al., 2025). Now, while these students were clearly very involved with social media, they seemed to be focusing more on creating content strategically for professional development compared to what we've seen in some past studies, where people were often more about just expressing themselves (A A Muhammad et al., 2025). So, what does this all mean for educators? Well, knowing how Generation Z is using the digital world to build their personal brands can help us design better curriculums that teach digital literacy and get them ready for their careers (Rah MGB et al., 2024). But let's not forget that social media can be a bit of a double-edged sword. It offers opportunities for building a positive brand, but it can also lead to problems like not really knowing who you are and constantly comparing yourself to others (Andreas W et al., 2024).

This research gives us a good starting point for understanding how social media affects personal branding among students at STIM Budi Bakti, and it highlights the need for strategies that are tailored to fit their specific situation (Audrew E et al., 2024). As schools try to get their students ready for a workforce that's increasingly online, these findings are really important for creating workshops and programs that boost personal branding skills and motivation in this age group (Sarder MAU et al., 2024). Overall, this information should resonate with academics because it emphasizes just how complex social media's role is in education (Cahyati TTR et al., 2024).

CONCLUSION

It's increasingly clear that social media plays a big role in how young people build their personal brand and stay motivated. This is especially true for Gen Z, who've grown up online. A study at STIM Budi Bakti found that most students see social media as a strong tool for boosting their personal brand. Around 72% felt it made them want to work on themselves (Shaheen R et al., 2025). This lines up with other research showing that social media is a key place where young adults shape and share who they are (Erlin E et al., 2025). Interestingly, the research at STIM Budi Bakti pointed to a specific trend. Students seem to

be focusing more on creating strategic content for career advancement, which seems more pronounced than back when just expressing yourself was of more importance (Maranan H et al., 2025). It seems Gen Z is increasingly using these platforms to make their online presence match their career goals, crafting a more focused personal brand (Hasan ZI et al., 2025).Now, it's worth noting that some of the qualitative feedback also showed worries about feeling confused about their identity or comparing themselves to others. This echoes earlier studies that social media can both motivate and cause anxiety (A A Muhammad et al., 2025).

This is something to consider.The implications? Well, educational institutions might need to think about including social media literacy in their curriculum. This will equip students with the skills to navigate and improve their online presence effectively (Rah MGB et al., 2024). Furthermore, career services should probably take a more active role in guiding students to use social media strategically for networking and visibility, since your digital footprint matters so much in the professional world these days (Andreas W et al., 2024).The study helps us understand how personal branding is changing in the digital age, particularly for a generation that values being real alongside being ready for a job (Audrew E et al., 2024). By looking at why people use social media, it's clear that schools need to support constructive engagement while lessening the risks of online identity management (Sarder MAU et al., 2024). Going forward, more research can lead to deeper talks about how social media, branding, and personal development intersect for young professionals (Cahyati TTR et al., 2024). This understanding can inform educational policies and improve career support services (Audrew et al., 2024).

REFERENCES
A. A. Muhammad, Bello Muhammad Jajere, Rabi Yusuf Adamu (2025) Social Media as a Tool for Improving English Proficiency Among Students of the Shehu Sule College of Nursing Sciences Damaturu. Journal of English as A Foreign Language Teaching and Research. doi: https://www.semanticscholar.org/paper/cc662eb5404e193a061e7f224b1a631e38f11c59

Abarashi, Jamal, Li, Jiqiu (2018) Understanding customer satisfaction based on the way they evaluate service delivery. doi: https://core.ac.uk/download/187724625.pdf

Asri, I. (2022). Personal Branding Wanita Indonesia di Dalam MEDIA SOSIAL TINDER. Ikon --Jurnal Ilmiah Ilmu Komunikasi, 27(2), 155–177. https://doi.org/10.37817/ikon.v27i2.1902

Audrew, Edelweis, Herdiansyah, Haris (2024) The Impact of Self-Esteem and Media Literacy on Personal Branding Strategies on Instagram Among Generation Z. doi: https://core.ac.uk/download/641551071.pdf

Basso, Jordan C. (2023) Sports Marketing and Branding among Gen Z and Their Digital Associations. doi: https://core.ac.uk/download/604718546.pdf

Basurto, Juan, Yaeghoobi, Ehsan (2018) Business activities to use during the low season. doi: https://core.ac.uk/download/187724626.pdf

Cheng, R, Lourenço, F, Resnick, SM, Simpson, et al. (2016) Marketing in SMEs: a '4Ps' self-branding model. doi: https://core.ac.uk/download/30650904.pdf

Deo, Sukh, Solanki, Jaykumar (2018) Daily operations management at a takeaway organisation. doi: https://core.ac.uk/download/187724623.pdf

Donlan, Leah (2010) Sports Sponsorship As A Tool For Customer Engagement. doi: https://core.ac.uk/download/9632513.pdf

Edelweis Audrew, Haris Herdiansyah (2024) The Impact of Self-Esteem and Media Literacy on Personal Branding Strategies on Instagram Among Generation Z. ETTISAL : Journal of Communication. doi: https://www.semanticscholar.org/paper/d7390acb9708bf5f8c146e26344d2cff11922421

Erlin Erlin, Muhammad Aqil (2025) The Influence of Social Media on the Motivation to Learn History of Grade XI Students in High School. Council: Education Journal of Social Studies. doi: https://www.semanticscholar.org/paper/8974d34bf6bee20e1ebd8129cce2566ec0792f72

Fuada, D., Anggraeni, P., Puspita, A., & Firdaus, V. (2025). Pengaruh Literasi Digital, Motivasi Kerja, dan Kesempatan Bimbingan Karir terhadap Kesiapan Kerja Generasi Z. INNOVATIVE: Journal Of Social Science Research, 5(1), 650–665.

Gangadharan, Adharsh, Saadeh, Ahmed (2018) The extent to which businesses in New Zealand are willing to pay carbon tax and other related mechanisms of carbon pricing.. doi: https://core.ac.uk/download/187724562.pdf

Harvey Maranan, Lencer Mesamin, Niña Jane Comaingking, Joshua Dave Sescon, Mary Rose Buhian, Jhon Bryan J. Cantil (2025) The Relationship between Social Media Use and Academic Interest in IT among College Students at SMCBI (St. Mary's College of Bansalan, Inc). Asian Journal of Education and Social Studies. doi: https://www.semanticscholar.org/paper/156c5543c0c96fbf69386585a5192996fc419fd3

Khadka, Nirjala, Murphy-Scanlon, Jenni (2018) Health and safety in hospitality. doi: https://core.ac.uk/download/187724642.pdf

Mohsen Gholami Biveh Rah, Fariba Mohamadian, Ahmadreza Matinfard (2024) A Strategic Model of the Impact of Social Media on the Creation and Development of Personal Sports Branding for Olympic Athletes. Management, Education and Development in Digital Age. doi: https://www.semanticscholar.org/paper/f0e54db598dd248d4eb5f918bd03864055444026

Muhammad Azim Uddin Sarder, Khawaja Mohammad Mustaqeem (2024) The Role of Social Media Marketing in Shaping Educational Institution Branding. International Journal of Research and Innovation in Social Science. doi: https://www.semanticscholar.org/paper/f7e3674a047803ced992418cd71f573708018667

Rachmi, G., Aditya, A., & Putra, E. (2024). Motivasi Pengguna Media Sosial Di Kalangan Mahasiswa Gen Z. Jurnal Nomosleca, 10(2), 269–279.

Romina Shaheen, Dr. Muhammad Naseer Ud Din, Dr. Muhammad Nisar, Dr. Shah Jehan (2025) Examining the Relationship between Social Media Use and Academic Motivation among University Students. The Critical Review of Social Sciences Studies. doi: https://www.semanticscholar.org/paper/10304ace3701cc0e29ca0773b5b8c2434d7d5e2f

Savero, E., & Turangan, J. A. (2025). Pengaruh Motivasi Kerja dan Keterampilan Interpersonal terhadap Kesiapan Kerja Generasi Z di Jakarta. Jurnal Manajerial Dan Kewirausahaan, 7(2), 484–491. https://doi.org/10.24912/jmk.v7i2.34005

Sikumbang, K., Ramadhina, W., Yani, E. R., Arika, D., Hayati, N., Hasibuan, N. A., & Permana, B. G. (2024). Peranan Media Sosial Instagram terhadap Interaksi Sosial dan Etika pada Generasi Z. Journal on Education, 6(2), 11029–11037. https://doi.org/10.31004/joe.v6i2.4888

Titik Tri Rahayu Cahyati, P. Utari, Mahfud Anshori (2024) Poetic Style Tweets From Pt Kereta Api Indonesia's X Account @Kai121 As A Social Media Branding Strategy In The Digital Era. International Conference Of Business And Social Sciences. Doi: https://www.semanticscholar.org/paper/2ad1113cd95f34d6680a78880ed14eefee5 d7f19

Vilander, J. (2017). Personal Branding on Social Media and Social Media Based Entrepreneurship. Lahti Univertsity of Applied Sciences, 34.

Welly Andreas, Wulan Purnama Sari (2024) Jaringan Sosial dan Personal Branding Fashion Influencer (Studi Kasus Akun Instagram @Angelillc). Kiwari. doi: https://www.semanticscholar.org/paper/9388c02325cf9888662fc196ff7abb89a53 53ab4

Wigley, Stephen M. (2015) An Examination of Contemporary CelebrityEndorsement in Fashion. doi: https://core.ac.uk/download/30734458.pdf

Zidny Ilma Hasan, Muhammad Aqshel Revinzky (2025) Fear of Missing Out and Social Media Usage as Catalysts for Entrepreneurial Interest through Entrepreneurial Motivation. Journal of Economics, Entrepreneurship, Management Business and Accounting. doi: https://www.semanticscholar.org/paper/5f93f7ac223a83f3a7aa8b583504a46d70e cdca9