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RESEARCH

The Effect of Social Media Content and Live Streaming Selling on Students' Purchase Intention on Shopee

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Kata Kunci:
Konten Media Sosial, Live Steaming Selling, Minat Beli, Shopee.

Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh konten media sosial dan penjualan melalui *live streaming* terhadap niat beli mahasiswa. Perkembangan pemasaran digital melalui *platforme-commerce* seperti Shopee telah memengaruhi perilaku konsumen secara signifikan, khususnya di kalangan mahasiswa. Penelitian ini menggunakan pendekatan kuantitatif dengan metode survei yang melibatkan mahasiswa Pendidikan Ekonomi FKIP Universitas Sebelas Maret sebagai responden. Data dikumpulkan melalui kuesioner menggunakan skala Likert dan dianalisis menggunakan regresi linear berganda. Hasil penelitian menunjukkan bahwa konten media sosial berpengaruh positif dan signifikan terhadap niat beli ($t = 6{,}783$; $p < 0{,}05$). Demikian pula, penjualan melalui *live streaming* juga berpengaruh positif dan signifikan terhadap niat beli ($t = 4{,}628$; $p < 0{,}05$). Secara simultan, kedua variabel tersebut berpengaruh signifikan terhadap niat beli ($F = 149{,}145$; $p < 0{,}05$) dengan nilai koefisien determinasi ($R^2 = 0{,}612$). Temuan ini mengindikasikan bahwa strategi pemasaran digital berperan penting dalam membentuk minat beli mahasiswa. UNS.

Keyword:
Social Media Content, Live Streaming Selling, Purchase Intention, Shopee.

Abstract

This study aims to analyze the effects of social media content and live streaming selling on students' purchase intention. The development of digital marketing through e-commerce platforms such as Shopee has significantly influenced consumer behavior, particularly among students. This quantitative study employed a survey method involving students of Economic Education at FKIP Universitas Sebelas Maret. Data were collected through questionnaires using a Likert scale and analyzed using multiple linear regression. The results show that social media content has a positive and significant effect on purchase intention ($t = 6.783$; $p < 0.05$). Similarly, live streaming selling has a positive and significant effect on purchase intention ($t = 4.628$; $p < 0.05$). Simultaneously, both variables significantly influence purchase intention ($F = 149.145$; $p < 0.05$), with a coefficient of determination of $R^2 = 0.612$. These findings indicate that digital marketing strategies play an important role in shaping students' purchase intention.

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INTRODUCTION

The rapid development of information technology in the digital era has significantly transformed commerce by changing how businesses operate and consumers behave. In Indonesia, the growth of e-commerce continues to increase alongside expanding internet accessibility and digital adoption (Utami & Nugroho, 2021; Dewi & Suasana, 2021). This development has made e-commerce an integral part of modern consumption, particularly among digitally literate consumers.

Students, as part of Generation Z, are among the most active users of digital technology. Their consumption behavior is increasingly influenced by digital content, social interactions, peer recommendations, and influencers on online platforms (Hughes et al., 2019). In Indonesia, 96.5% of internet users actively use social media, while 85.3% of users aged 18–24 use social media to search for products. However, only 29.7% frequently make purchases after being exposed to online promotions (We Are Social & Meltwater, 2024). This indicates that high exposure to digital marketing does not necessarily translate into purchase intention.

In addition to social media content, live streaming selling has emerged as a digital marketing strategy that enables real-time interaction between sellers and consumers. Survey data show that 78% of students aged 18–24 have watched Shopee Live, but only 35% have made direct purchases during live sessions (Jakpat, 2023). This finding further suggests a gap between exposure to digital marketing and consumers' intention to purchase. Therefore, examining the factors that influence students' purchase intention in digital

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commerce is important.

From a theoretical perspective, purchase intention refers to consumers' tendency to purchase a product in the future (Schiffman & Kanuk, 2010). In the digital context, purchase intention is influenced not only by rational evaluation but also by emotional responses, social interaction, and user experience (Cheong & Kim, 2022; Chen et al., 2021). Social media facilitates two-way communication and high consumer engagement, making it an effective marketing channel (Kaplan & Haenlein, 2010). Meanwhile, live streaming selling can strengthen consumer trust through real-time interaction and product demonstrations (Li et al., 2021).

Shopee, as one of Indonesia's leading e-commerce platforms, actively utilizes social media content and live streaming selling to attract consumers, particularly Generation Z. The number of e-commerce users in Indonesia has also shown a significant upward trend, reaching 178.94 million in 2022 and projected to continue increasing in subsequent years (Abdullah et al., 2024). This development highlights the importance of understanding how digital marketing strategies shape consumer behavior in e-commerce.

Despite the growing use of social media content and live streaming selling, previous studies have generally examined these variables separately. Moreover, limited studies have simultaneously examined their effects on students' purchase intention specifically in the context of Shopee. This gap is particularly relevant because students may have different purchasing considerations and levels of digital engagement compared with general consumers. Therefore, this study aims to analyze the effects of social media content and live streaming selling on students' purchase intention, particularly among Economic Education students at FKIP Universitas Sebelas Maret.

METHODS

This study employed a quantitative approach using a survey method. The study examined the effect of social media content and live streaming selling on students' purchase intention. The research was conducted among students of the Economic Education Study Program at the Faculty of Teacher Training and Education, Universitas Sebelas Maret, Indonesia.

The population consisted of 369 active students of the Economic Education Study Program from the 2021–2023 cohorts. The population comprised 123 students from the 2021 cohort, 122 students from the 2022 cohort, and 124 students from the 2023 cohort. This population was selected because the students belonged to a digitally engaged group and were considered relevant to the study of social media content, live streaming selling, and purchase intention.

The sample size was determined using the Slovin formula with a 5% margin of error:

$$n = \frac{N}{1 + Ne^2}$$

where $n$is the sample size, $N$is the population size, and $e$is the margin of error. With a population of 369 students, the calculation was:

$$n = \frac{369}{1 + 369\ (0.05)^2} = \frac{369}{1.9225} = 191.93$$

The result was rounded to 192 respondents. Therefore, the main study involved 192 respondents.

The respondents were selected using non-probability sampling with a purposive sampling technique. The inclusion criteria were: (1) active students of the Economic Education Study Program at FKIP Universitas Sebelas Maret from the 2021–2023 cohorts; (2) students who had taken courses related to consumer behavior and the digital economy; (3) students who had seen Shopee promotional content on social media platforms, such as Instagram, TikTok, or YouTube; and (4) students who had watched or participated in Shopee Live. These criteria were applied to ensure that the respondents had sufficient knowledge and experience relevant to the variables examined in this study.

Primary data were collected using a structured, closed-ended questionnaire. The questionnaire items were developed and adapted from previously tested instruments. The purchase intention instrument was replicated from Husnain and Toor (2017) and Abzari, Ghassemi, and Vosta (2014). The social media content instrument was modified from Godey et al. (2016), while the live streaming selling instrument was modified from Lu, He, and Ke (2023). The instruments were adapted to the context of Shopee and student respondents.

The questionnaire consisted of 41 items: 15 items measuring social media content, 17 items measuring live streaming selling, and 9 items measuring purchase intention. Each item was measured using a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). Before the main data collection, the questionnaire was tested on 30 respondents to assess its validity and reliability. Item validity was examined using the Pearson Product-Moment correlation. With 30 respondents and a 5% significance level, the r^{table} value was 0.361. An item was considered valid when its $r^{calculated}$ value was greater than r^{table}.

The validity test showed that all 15 social media content items were valid, with $r^{calculated}$ values

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ranging from 0.384 to 0.716. All 17 live streaming selling items were also valid, with values ranging from 0.362 to 0.669. In addition, all 9 purchase intention items were valid, with values ranging from 0.365 to 0.739. Thus, all 41 questionnaire items were retained for the main study.

Instrument reliability was assessed using Cronbach's Alpha. An instrument was considered reliable when the Cronbach's Alpha value exceeded 0.60. The Cronbach's Alpha values were 0.815 for social media content, 0.833 for live streaming selling, and 0.745 for purchase intention. Since all values exceeded the threshold of 0.60, the instruments were considered reliable and internally consistent.

The data were analyzed using multiple linear regression. The t-test was used to examine the partial effects of social media content and live streaming selling on purchase intention, while the F-test was used to examine their simultaneous effect. The coefficient of determination (R^2) was used to assess the explanatory power of the regression model. All statistical analyses were conducted using SPSS version 26 with a significance level of 0.05.

Table 1. Validity and reliability test result

Variable	Number of item	Valid item	$r\ calculated$ range	$r\ table$	Cronbach's Alpha	Decision
Social Media Content	15	15	0.384 – 0.716	0.361	0.815	Valid and reliable
Live Streaming Selling	17	17	0.362 – 0.669	0.361	0.833	Valid and reliable
Purchase Intention	9	9	0.365 – 0.739	0.361	0.745	Valid and reliable

RESULT AND DISCUSSION

Multiple Linear Regression Results

Table 2. Multiple Linear Regression Results

Variable	Coefficient (B)	Std. Error	Standardized Beta	T-value	Sig.
Constant	0.510	0.219	-	2.327	0.021
Social Media Content (X1)	0.589	0.087	0.492	6.783	0.001
Live Streaming Selling (X2)	0.306	0.066	0.336	4.628	0.001

Multiple linear regression analysis was conducted to examine the effects of social media content and live streaming selling on students' purchase intention. The analysis was based on data from 192 respondents. The regression results are presented in Table 2.

Based on the unstandardized coefficients, the estimated regression model is:

$$Y = 0.510 + 0.589X_1 + 0.306X_2 + \varepsilon$$

where Yrepresents purchase intention, X_1represents social media content, X_2represents live streaming selling, and εrepresents the error term. The constant value of 0.510 represents the predicted value of purchase intention when the scores of social media content and live streaming selling are zero.

The coefficient for social media content is 0.589. This means that a one-unit increase in social media content is associated with a 0.589-unit increase in purchase intention, assuming that live streaming selling remains constant. The coefficient for live streaming selling is 0.306, indicating that a one-unit increase in live streaming selling is associated with a 0.306-unit increase in purchase intention, assuming that social media content remains constant.

Both coefficients are positive, indicating that higher-quality social media content and more effective live streaming selling are associated with higher purchase intention.

Partial Effects

The partial effects of the independent variables were examined using the t-test. Social media content had a positive and significant effect on purchase intention, with a standardized beta coefficient of 0.492, a t-value of 6.783, and a significance value of $p < 0.001$. Because the t-value was greater than the critical value of 1.984 and the significance value was below 0.05, Hypothesis 1 was supported. Live streaming selling also had a positive and significant effect on purchase intention, with a standardized beta coefficient of 0.336, a t-value of 4.628, and a significance value of $p < 0.001$. Because the t-value was greater than 1.984 and the significance value was below 0.05, Hypothesis 2 was supported.

The standardized beta coefficients show that social media content had a stronger relative effect on purchase intention than live streaming selling ($\beta = 0.492$ compared with $\beta = 0.336$). This comparison is based on standardized coefficients, which allow the relative contribution of the predictors to be compared on the same scale.

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Table 3. F-Test Results

F-value	Sig.	Conclusion
149.145	0.000	Significant

The simultaneous effect of social media content and live streaming selling was examined using the *F*-test. The results showed that the regression model was statistically significant, $F(189) = 149.145, p < 0.001$. This finding indicates that social media content and live streaming selling jointly have a significant effect on students' purchase intention. Therefore, Hypothesis 3 was supported.

Table 4. Coefficient of Determination

R Square	Interpretation
0.612	61.2% explained

The coefficient of determination showed an R^2 value of 0.612 and an adjusted R^2 value of 0.608. This means that social media content and live streaming selling jointly explain 61.2% of the variance in students' purchase intention. After adjustment for the number of predictors, the model explains 60.8% of the variance. The remaining 38.8% may be explained by other factors that were not included in this model, such as brand attitude, price, product quality, consumer trust, and other marketing communication factors.

The results indicate that social media content has a positive and significant effect on students' purchase intention. The standardized beta coefficient of 0.492 suggests that social media content makes a relatively strong contribution to the formation of purchase intention in this model. Attractive, informative, and relevant content can capture students' attention, improve their understanding of a product, shape their perceptions, and generate interest in purchasing. Because students frequently use social media, they may encounter promotional content repeatedly through platforms such as Instagram, TikTok, and YouTube. This continuous exposure can strengthen product awareness and encourage consumers to consider purchasing the promoted product.

This finding is consistent with the Stimulus–Organism–Response (S–O–R) framework. In this context, social media content acts as an external stimulus that influences consumers' cognitive and affective responses. Attractive visual elements, relevant information, and persuasive messages may shape consumers' perceptions and emotions, which subsequently result in purchase intention. Thus, social media content does not merely deliver product information but also creates an initial psychological response that encourages students to consider a purchase.

Live streaming selling also has a positive and significant effect on students' purchase intention. The standardized beta coefficient of 0.336 indicates that live streaming selling contributes significantly to purchase intention, although its relative effect is lower than that of social media content. Through live streaming, consumers can interact directly with sellers, ask questions, observe product demonstrations, and receive responses in real time. These features can reduce uncertainty, increase product knowledge, and strengthen consumer trust.

The effect of live streaming selling can be explained through social presence theory. Real-time communication creates a sense of closeness and human interaction between sellers and consumers. This social presence may make the online shopping experience feel more personal and reliable. However, the influence of live streaming selling may depend on situational factors, including the quality of the presenter, the timing of the broadcast, the attractiveness of the product demonstration, the availability of discounts, and the level of consumer participation during the session.

The difference between the standardized beta coefficients may be explained by the different roles of the two marketing strategies in the consumer decision-making process. Social media content generally provides broader and more continuous exposure. It can reach students even when they are not actively planning to purchase a product and can create initial awareness and interest. Live streaming selling, in contrast, is more dependent on consumers watching a particular session and engaging with the seller in real time. Therefore, its effect may be more specific and situational.

These findings suggest that social media content and live streaming selling operate through complementary mechanisms. Social media content primarily attracts attention, provides initial information, and creates interest, whereas live streaming selling strengthens interaction, demonstrates the product, and builds trust. The higher standardized beta coefficient of social media content does not mean that live streaming selling is unimportant. Rather, the results indicate that social media content has a stronger relative contribution in this sample, while live streaming selling remains an important mechanism for reinforcing consumers' confidence and purchase consideration.

The simultaneous test further confirms that social media content and live streaming selling

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significantly influence purchase intention when considered together. The value of 0.612 indicates that the two predictors jointly explain 61.2% of the variance in students' purchase intention. This result suggests that the combination of broad digital exposure and real-time interaction provides a meaningful explanation of students' purchase intention in the context of Shopee.

From a practical perspective, businesses should integrate both strategies. Social media content can be used to attract attention, create awareness, and provide initial product information, while live streaming selling can provide direct interaction, product demonstrations, and additional reassurance before purchase. The findings also suggest that businesses should not evaluate the two strategies solely based on their individual roles, because their combination may guide consumers from initial exposure to stronger purchase consideration.

CONCLUSIONS AND SUGGESTION

This study concludes that social media content and live streaming selling have positive and significant effects on students' purchase intention. Social media content has a stronger relative effect than live streaming selling, as indicated by the standardized beta coefficients of 0.492 and 0.336, respectively. Simultaneously, both variables significantly influence purchase intention and jointly explain 61.2% of its variance. These findings suggest that businesses, particularly Shopee sellers, should develop attractive, informative, and relevant social media content while optimizing live streaming through effective product demonstrations, responsive communication, and real-time interaction. Students are encouraged to evaluate digital promotions critically by considering product quality, price, usefulness, and personal needs before making purchasing decisions. Future researchers should include additional variables, such as brand attitude, product quality, price, consumer trust, and other forms of digital marketing communication, to provide a more comprehensive explanation of purchase intention.

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