

THE INFLUENCE OF FAST FASHION AND VISUAL SOCIAL MEDIA ON STUDENTS' CONSUMER BEHAVIOR : A HIRARCHICAL MULTIPLE REGRESSION STUDY

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ABSTRACT

The development of visual social media has changed the way students access information and consume fashion products. For fashion students, social media is not only used for personal interests, but also as a learning medium to keep up with fashion developments. This duality of functions then blurs the line between academic needs and consumption of fashion products, making them a vulnerable group to the urge to consume fashion products, especially fast fashion products. This study aims to examine the influence of fast fashion, Instagram, and Pinterest in influencing the consumer behavior of fashion products among students. This research is explanatory with a quantitative approach. The population of this study is Bachelor of Fashion Design Education and Bachelor of Applied Fashion Design students at the State University of Malang, with a total sample of 160 respondents taken through purposive random sampling technique. Data were collected using a questionnaire and analyzed using hierarchical multiple regression analysis techniques. The results show that, overall, the three variables together explain with R^2 of 20.6% of the variation in students' consumption behavior. Specifically, fast fashion is the dominant predictor, exerting a significant positive influence with a standard beta of 0.289. The inclusion of the Instagram variable also exerts a significant influence due to several factors, such as the FoMO phenomenon. Conversely, the inclusion of the Pinterest variable actually had a significant negative effect on consumer behavior. This suggests that Pinterest serves more as a source of inspiration for creative ideas and academic design than directly encouraging impulsive purchases among students.

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INTRODUCTION

The development of social media in this era has changed the way students access information and consume fashion products. Visual platforms such as Instagram and Pinterest have become one of the main media in discovering the latest (Kim et al., 2021) fashion trends. Instagram and Pinterest themselves are social media platforms that are visual and have a significant role in the fashion industry. Research shows that the main motivation of Pinterest users is specifically related

to " fashion " while Instagram is more related to " surveillance or knowledge about others " (Garg et al., 2024). Students as a demographic group that is very active in social media and has financial limitations, are the main target consumers in the fast fashion industry . Research Prasetyaningtyas et al. (2023) shows that students, especially female students, can actively shop for fashion products online with a spending range of Rp. 100,000 to Rp. 200,000 to buy a fashion product on the platform. e-commerce.

This is because students actively seek out fashion information through various digital platforms, in addition to e-commerce platforms like Shopee. Social media, especially Instagram, has become a primary source of fashion information for students (Samosir et al., 2023). This shortens the time between desire and purchase. Fast fashion itself is a concept in the fashion industry that is generally defined as a clothing production-consumption model that emphasizes rapid reproduction that uses trends to create low-priced mass products, high-frequency collections, and high product turnover, thus encouraging repeat purchases rather than extensions in product life (Dissanayake & Weerasinghe, 2021; Hugo et al., 2021). Meanwhile, visual platforms play a central role in changing student consumption habits. Social media, especially visual platforms, act as the main channel for style transfer and representation of new trends, while e-commerce facilitates student access to purchases, thus accelerating trend rotation and style adoption among students (Alha & Kaur, 2023; Kylila & Elgeka, 2024).

When users start to be influenced by the content presented on social media, unconscious needs are triggered, which ultimately influences their decision-making process (Kim et al., 2021). Wu (2022) outlines how influencers can drive changes in student preferences through endorsements and lifestyle content on social media platforms. Prasetyaningtyas et al. (2023) stated that, influencers Fashion has a significant influence on changing college students' consumption habits to become more consumerist. Students' interactions with fast fashion brands on social media can directly influence their consumption habits. Research Maysitoh et al. (2020) shows how young consumers are active Instagram users, and their interactions with brands on the social media platform influence their consumption and purchasing habits.

The characteristics of generational students also contribute to strengthening consumer tendencies towards fast fashion. Students exhibit low price awareness and high impulsive buying behavior, and are easily influenced by advertising (Derrick et al., 2025). The combination of high emotionality, low price awareness, and vulnerability to advertising creates ideal conditions for fast fashion to influence students' consumer habits towards fashion products. The existence of the FoMO (Fear of Missing Out) phenomenon also has a significant role in influencing students' consumption habits to become more consumptive. Students with low autonomy in using social media tend to feel that when they look at their smartphones, they think of thousands of things that are happening and being done by people around them, thus creating a desire to stay connected to the virtual world (Maysitoh et al., 2020).

Fashion students encounter a distinct challenge as they utilize social media for both personal objectives and as a means for education and self-promotion. Suprpto et al. (2021) found that students regard the overall structure of Instagram, Pinterest, and YouTube as the most effective for fostering creative ideas. This dual function obscures the distinction between academic requirements and excessive consumption. Fast fashion can alter students' consumption patterns into more compulsive behaviors due to the interplay of several mutually reinforcing factors. The affordability of prices relative to students' financial capabilities, continuous visibility on visual social media platforms such as Instagram and Pinterest, the impact of influencers, and psychological factors like FOMO collectively foster an environment that promotes consumption, facilitating its transformation into impulsive behavior. Fashion design students experience heightened vulnerability due to the academic requirement to perpetually stay abreast of trends and advancements in fashion, rendering them particularly susceptible to consumerism's influence.

The aforementioned explanation reveals a gap in understanding how exposure to visual platforms and fast fashion affects a particular demographic, students in fashion design and fashion studies programs who are currently confronted with the dual challenges posed by social media. For these students, social media platforms have evolved from mere entertainment to an academic imperative for staying abreast of trends in the fashion industry. This demand obscures the distinction between educational requirements and overindulgence, rendering fashion students the demographic most susceptible to the impact of fashion product consumption, especially fast fashion items. Moreover, limited research has systematically differentiated and analyzed the effects of various visual platform characteristics; some studies concentrate on the overall influence of social media or specific platforms, neglecting to emphasize the unique effects of each platform examined. This study seeks to evaluate and analyze the impact of fast fashion, Instagram, and Pinterest on students' consumption of fashion products hierarchically to ascertain the predictive capacity and distinct contributions of each visual platform to students' consumption behavior.

METHOD

This research is an explanatory type with a quantitative approach. Meanwhile, the data analysis technique used is... The method used in this study is Hierarchical Multiple Regression . The use of the Hierarchical Multiple Regression data analysis technique was considered because it provides the ability to enter variable blocks in a step by step (hierarchical) manner and test the increase in predictive ability in each variable block. The research design can then be described as in the following table (see Table 1)

Table 1 Research Model Design

Variables		Hierarchical Model		
		1	2	3
		H ₁	H ₂	H ₃
X ₁	Fast fashion	√	√	√
X ₂	Instagram		√	√
X ₃	Pinterest			√
Y	Fashion Products	√	√	√

Hierarchical Multiple Regression data analysis technique was considered because it allows for the gradual (hierarchical) entry of blocks of variables and the testing of predictive power for each block of variables. Hierarchical Multiple Regression itself is a data analysis technique in which predictor variables are entered into the model in a gradual (stratified) manner based on a predetermined sequence, usually based on theory or research considerations. Each stage (or block) of variable addition allows researchers to see the unique contribution of each group of variables to the dependent variable after controlling for previously entered variables (Mashilo et al., 2025).

This research design has three models. The first model is fast fashion as a predictor variable of fashion product consumption. The second model is fast fashion and Instagram as predictors of fashion product consumption. The third model is fast fashion, Instagram, and Pinterest as predictors of fashion product consumption.

In this study, the population used was undergraduate students of Fashion Design Education and Bachelor of Applied Fashion Design at Malang State University. The sample information determined by the researcher using purposive random sampling technique was 240 students. Finally, 160 respondents were obtained who completed the questionnaire completely.

In this study, the data collection tool used was a questionnaire to measure respondents' attitudes, opinions, or perceptions of a statement or phenomenon. The questionnaire used in this study consisted of five sections, namely: (1) Sustainable Fast Fashion ; (2) Instagram; (3) Pinterest; and (4) Fashion Product Consumption (see Table 2).

Table 2 Questionnaire Grid

Sub Variables	Indicator	Number of items
Fast fashion (X1)	Fast Fashion Products	4
	Pricing strategy	3
Instagram (X2)	Influencer Recommendations on Instagram	3
	Fashion Trends on Instagram	3
Pinterest (X3)	The use of boards or pins as a fashion trend	2
	Recommendations that match your preferences	3
Fashion Products (Y)	Impulsive Tendencies in Buying Fashion Products	3
	Number of Fast Fashion Purchases in a Certain Period	3

Source: Araujo et al. (2022), Cayaban et al. (2023), Deborah et al. (2022), Gurova (2024), Hasbullah et al. (2022), Jansom & Pongsakornrungrsilp (2021), Japutra et al. (2023), Jung & Jin (2016), Nyrhinen et al. (2024), Ong et al. (2021), Ramdani et al. (2025).

The questionnaire was administered via a Google Form and a printed version, both of which students completed and submitted to researchers for analysis. The preliminary assessment of the instrument, specifically the Validity Test and Reliability Test, was performed on 30 Bachelor of Fashion Design Education students as the initial participants. The decision was made due to the significantly smaller population of Bachelor of Applied Fashion Design students, prompting the researchers to conduct the initial testing of the instrument on Bachelor of Fashion Design Education students at the

State University of Malang. The researchers performed classical assumption tests to verify that the model satisfied the requisite criteria, thereby enabling the academic and practical interpretation of the hierarchical multiple regression results. The researchers employed classical assumption tests, including the normality test, multicollinearity test, and heteroscedasticity test, as illustrated in Table 3.

Table 3. Normality Test

One-Sample Kolmogorov-Smirnov Test	
Information	Mark
N	160
Test Statistics	0.045
Asymp. Sig. 2-tailed	0.200
Monte Carlo Sig. 2-tailed	0.604

Based on the results of the Kolmogorov-Smirnov normality test, the Asymp. Sig. value was obtained at 0.200. This value is greater than 0.05, so it can be concluded that the residuals in the regression model are normally distributed. Thus, the assumption of normality has been statistically met.

Table 4. Multicollinearity Test

Variables	Coefficientsa		Conclusion
	Tolerance	VIF	
X1	0.901	1,070	There is no multicollinearity
X2	0.845	1,184	There is no multicollinearity
X3	0.981	1,019	There is no multicollinearity
Y	0.702	1,425	There is no multicollinearity

Based on the results of the multicollinearity test, all independent variables have a Tolerance value greater than 0.10 and a VIF value less than 10. In the final model, the Tolerance value is between 0.845 and 0.981, while the VIF value is between 1.019 and 1.425. Thus, it can be concluded that the regression model does not experience symptoms of multicollinearity.

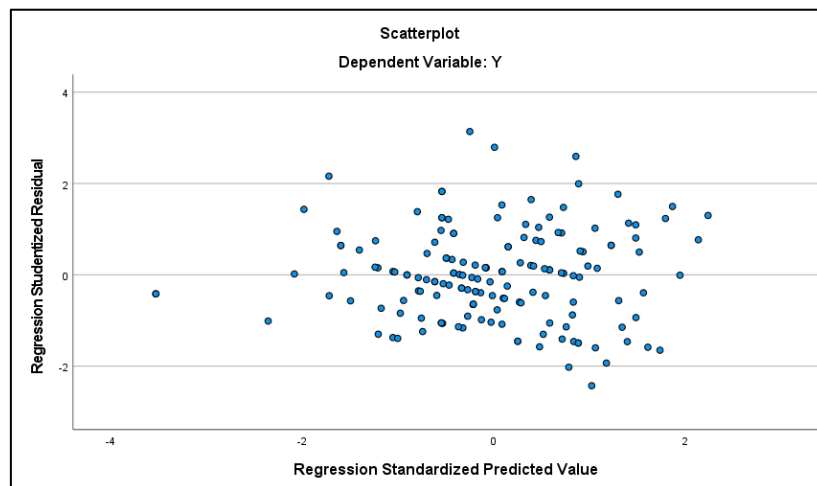


Figure 1 Scatterplot Graph

The data were analysed by the hierarchical multiple regression technique. This test was conducted in several modeling stages according to Model 1 to Model 3. Furthermore, in the final stage, all added variables will be seen for their influence on this model. This model will be used to see the overall influence of existing variables on student fashion product consumption together. The steps above were then processed using SPSS one by one. Testing was carried out by looking at the R value, R Square, Adjusted R Square, F Change, significance value, regression coefficient, beta value, t value, and multicollinearity test through tolerance and VIF.

RESULT AND DISCUSSION

RESULT

Based on the regression output, the number of samples used in this study was 160 respondents, as seen from the total df value = 159. Hypothesis testing was carried out at a significance level of 5% ($\alpha = 0.05$). Evaluation of the analysis results was carried out by considering three main components, namely Model Summary, ANOVA, and Coefficients as in Tables 3, 4, and 5.

Table 3 the Summary Model Data Analysis Test

Model Summary ^d									
Model	R	R Square	Adjusted R Square	Standard Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.289 ^a	0.084	0.078	3,730	0.084	14,430	1	158	0.00 1
2	.405 ^b	0.164	0.153	3,574	0.080	15,094	1	157	0.00 1
3	.454 ^c	0.206	0.191	3,494	0.042	8,199	1	156	0.005

Table 5 shows that model 1 has an R Square value of 0.084 with a Sig. F Change of <0.001, thus explaining that *Fast Fashion* provides a significant contribution in explaining the consumer behavior of *fashion products* of students. After Instagram was added to Model 2, the R Square value increased to 0.164 with an R Square Change of 0.80 and a Sig. F change of <0.001. This shows that the two variables, namely Fast fashion and Instagram, are able to explain 16.4% of the variation in Fashion Product Consumption. When compared to Model 1, the Adjusted R Square value also increased to 0.153 indicating that the model has also become more efficient. The R Square Change value of 0.080 means that the addition of Instagram provides an additional contribution which then also significantly increases the model's ability by 8%. Meanwhile, the Sig. F Change value of <0.001 indicates that the addition of the Instagram variable provides a significant improvement to the model.

In Model 3, the R Square value increased to 0.206, with an R Square Change of 0.42 and a Sig. F change of <0.001. Thus, the addition of Pinterest also provided a significant increase in contribution of 4.2%.

Table 4 Results of ANOVA Data Analysis Test

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	200,728	1	200,728	14,430	.000 ^b
	Residual	2197.866	158	13,911		
	Total	2398,594	159			
2	Regression	393,502	2	196,751	15,406	.000 ^c
	Residual	2005.092	157	12,771		
	Total	2398,594	159			
3	Regression	493,625	3	164,542	13,475	.000 ^d
	Residual	1904,968	156	12,211		
	Total	2398,594	159			

Based on Table 4, model 1 is declared significant, with an F value of 14,430 and a Sig. of <0.001. Meanwhile, model 2 is also declared significant with an F value of 15,406 and a significance value of <0.001, and model 3 is also declared significant with an F value of 13,475 and a Sig. of <0.001. So it can be interpreted that model 3 is simultaneously able to significantly predict student fashion product consumption.

Table 5 of Data Analysis Test Coefficients

Coefficients ^a										
Model	Unstandardize d Coefficients		Standardize d Coefficients	t	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	6,233	1,960	3,181	0.002					
	Fast fashion	0.350	0.092	0.289	3,799	0.000	0.289	0.289	1,000	1,000
2	(Constant)	1,424	2,249	0.633	0.527					
	Fast fashion	0.288	0.090	0.238	3,208	0.002	0.289	0.248	0.968	1,033
	Instagram	0.302	0.078	0.288	3,885	0.000	0.331	0.296	0.968	1,033
3	(Constant)	5,899	2,698	2,187	0.030					
	Fast fashion	0.274	0.088	0.226	3.112	0.002	0.289	0.242	0.965	1,036
	Instagram	0.297	0.076	0.283	3,906	0.000	0.331	0.299	0.968	1,033
	Pinterest	-0.220	0.077	-0.205	-2,863	0.005	-	-0.223	0.996	1,004

Based on Table 5, in model 3, the variables that significantly influence student fashion product consumption are fast fashion, Instagram, and Pinterest. The results show that fast fashion has a significant positive effect on student fashion product consumption, Instagram also has a significant positive effect, while Pinterest has a significant negative effect. The fast fashion variable is the most dominant predictor because it has the largest standardized beta value, namely 0.289. In addition, the Tolerance value for all variables is above 0.10 and the VIF value is below 10, so there is no indication of multicollinearity in the model.

Thus, it can be concluded that overall, Model 3 is the best model because it is able to explain the variation in student fashion product consumption behavior by 20.6% with an Adjusted R Square of 0.191. These results indicate that the gradual addition of variables in hierarchical regression can significantly improve the model's capabilities.

DISCUSSION

Model 1: Fast fashion as a predictor variable of fashion product consumption

The results of the analysis show that *Fast Fashion* has a high relationship with the consumer behavior of student *Fashion products*. Thus, *Fast Fashion* as the only predictor in the model is actually strong enough to explain changes or variations in the consumer behavior of student *Fashion products*. In Model 1 it can be understood that *Fast Fashion* shows a tendency of a positive relationship with the consumer behavior of student *Fashion products*, these results indicate that the current distribution of *Fast Fashion products* is able to influence the consumer behavior of students, especially *Fashion* students. Fast fashion itself is closely related to the culture of fast buying, following trends, and sometimes impulsive consumption, thus strengthening the tendency of student consumptiveness in fashion products. Having unique and up-to-date models has become the main advantage of fast fashion products today, so it cannot be denied that students today consume more fast fashion products. Affordable prices among students also make fast fashion products the main choice in purchasing fashion products, coupled with promotional support in social media and influencers also causes a high level of student consumptiveness towards *fast fashion*.

This is in line with several literatures which show that students tend to use *Fast Fashion* as a way to express themselves and show their identity, so that the purpose of consumption changes into an effort to increase social status through purchasing *Fast Fashion products*. (Gadi et al., 2025; Nisak & Sulistyowati, 2022) Other studies have also shown

that, while *fashion students* generally have a high level of awareness of the environmental impact of *fast fashion* and understand the importance of sustainability, this often aligns with their consistently high consumer behavior. This is often driven by social pressure, the desire to stay *up-to-date* with trends, and easy access to social media and *e-commerce*. (Bläse et al., 2024).

The acceleration of trends and product distribution in the digital era further strengthens the advantages of *Fast Fashion*, especially among students and the younger generation. Social media and *influencers* also play a significant role in shaping perceptions and encouraging impulsive purchases of *Fast Fashion products* among students, despite having studied sustainability (Cayaban et al., 2023). Limited budgets, coupled with the need for identity expression and social confirmation, as well as easy access to purchasing products, make students more susceptible to impulsive purchases (Vlastelica et al., 2023).

These results are understandable because *Fast Fashion* is synonymous with rapid product availability, constantly changing model variations, relatively affordable prices, and the urge to always follow trends. These characteristics encourage individuals to make more frequent purchases, not only based on necessity, but also because of the desire to stay relevant with changing fashions. In this context, *Fast Fashion* becomes one of the factors that strengthens consumer behavior. Overall, these findings confirm that orientation towards *Fast Fashion* is closely related to impulsive buying behavior, high purchase frequency, and a tendency to constantly follow the latest trends. Thus, the greater an individual's interest in *Fast Fashion*, the greater the likelihood of consumer behavior in purchasing *Fashion products*.

Model 2: Fast fashion and Instagram as predictor variables of fashion product consumption

In Model 2, after Instagram was added to *Fast Fashion*, the model's ability to explain *fashion product consumption* increased significantly. These results then indicate that the current *fashion industry* is characterized by accelerated production, which is then driven by easy access to promotion through social media such as Instagram. Instagram itself currently ranks among the most downloaded applications, with 150 million active users in Indonesia (Wisnuadi, 2025). Instagram is also one of the social media platforms widely used by students, where this platform is often used by students to build their identity and lifestyle through interactions with friends, interacting with *influencer accounts*, and viewing fashion content. The existence of advertising promotions by influencers or affiliate accounts that are directly linked to purchase links can ultimately trigger impulsive purchases by students and increase their consumption of fast fashion products. Instagram also serves as a platform for students to explore and express their fashion styles, through feeds and Reels, students can build their image and portfolio as fashion designers. Thus, Instagram functions not only as a tool for purchasing or consuming fashion content, but also as a means of self-expression and portfolio-building. It is this bias that ultimately leads students to use Instagram more as a tool for discovering trends and as a driver of their desire to buy clothing through the content and ads featured there.

This finding is then also strengthened by research Arrahman dan Nastainb (2023) that suggests that through Instagram social media, externalization and internalization processes occur which are part of the Social Construction Theory. The externalization process includes realizing dreams, channeling creativity, and the need to follow trends, while the internalization process includes fulfilling the need for information from the outside world, the need for inspiration for innovation and creativity, as well as reference sources for daily activities, for example choosing daily clothes (Arrahman & Nastainb, 2023). This process can be in the form of a desire to be able to buy a product to support the appearance such as hairstyle, clothing style, speaking style, and other consumptive lifestyles. Another theory explained in the study Adialita dan Septiarini (2023) uses the Mimesis Theory or imitation in explaining how teenagers to young adults tend to imitate the *Fashion styles* of figures who serve as *role models* on Instagram and other social media. This theory is then strengthened by the researcher's findings where 93% of respondents follow *influencers* on social media, which then shows how strong the influence of digital *role models on students' Fashion consumption behavior*. Students' interest in what is posted on social media can influence lifestyle.

Another study also stated that psychological mechanisms also drive *fashion consumption* through Instagram. The existence of social pressure and fear of being left behind or FOMO (*Fear Of Missing Out*), students, especially in the field of Fashion Design, tend to have pressure to stay updated with current trends, which is one of the influences that makes students always follow trends on social media (Lisnawita et al., 2020). The function of Instagram itself has now shifted to a space for aesthetic observation, design inspiration, and *fashion trend references* by students. Continuous visual exposure from Instagram then fosters the urge to buy, follow trends, and adjust appearance. Therefore, the second hypothesis is accepted.

Model 3: Fast fashion, Instagram and Pinterest as predictor variables of fashion product consumption

Model 3 is the most robust model compared to the previous two models and can show variations in student consumer behavior towards *fashion products*. Although the results show a negative direction of influence, the results are still significant. This finding indicates that Pinterest has a different pattern of influence than Instagram. While Instagram tends to increase consumer behavior, Pinterest tends to decrease it. This can be explained because Pinterest is generally used as a medium for finding ideas, visual references, compiling *mood boards*, and exploring more reflective concepts. In contrast to Instagram, which directly displays promotional photos or videos for fast fashion products supported by influencers and purchase links, the *homepage design* on Pinterest social media only provides visual images based on user searches, making Pinterest a comfortable visual platform for students, especially fashion students, to find references and ideas related to fashion. The videos and advertisements on Pinterest are not displayed and promoted as massively as Instagram. The Pinterest platform is also more often used as a learning tool to help the process of developing student tastes and design inspiration so it does not directly lead to purchasing decisions. Thus, students who are more active in using Pinterest may have a tendency to consume more selectively, more planned, and less impulsively.

Research shows that while social media can be a major source of inspiration in shaping style preferences, its influence on consumer behavior is not always the same. Many other factors such as self-control, financial literacy, social norms, and personal motivation moderate the relationship between digital inspiration and consumption decisions (Kairupan & Suoth, 2024). Social media such as Pinterest tends to act as a visual stimulus that can trigger a user's emotional or cognitive response (*organism*), then resulting in purchase intention or action (*response*). However, the effect is still influenced by internal factors such as self-control and personal values (Iyer et al., 2020).

Research on *Fashion design students* shows that Pinterest effectively improves students' design skills and creativity, but does not directly prove that Pinterest use can cause consumer behavior (Nash, 2019). The study Nyrhinen et al. (2024) confirms that the influence of digital trends on consumer behavior is strongly influenced by the level of finances and individual control, so that the higher the financial literacy/self-control, the less likely consumer behavior will occur even though exposed to inspiration or trends on social media or Pinterest. Other studies also highlight the ambivalence where students can be inspired but remain critical or even refuse to buy if it does not suit their individual needs and values (Rendra Graha et al., 2024). From the explanation above, it can be concluded that Pinterest has indeed been proven to be a source of creative inspiration for *Fashion students*. However, it does not necessarily automatically encourage students to become more consumer of *Fashion products*. The relationship between visual exposure or inspiration and purchasing decisions is very complex and is strongly influenced by factors such as psychology, individual, or economics.

Based on the results of the analysis of models 1, 2, and 3, it can be concluded that *Fast Fashion* and Instagram increase consumption, while Pinterest surprisingly has a negative effect in the form of suppressing consumption of *fashion products* among students.

CONCLUSION

The variables of fast fashion, Instagram, and Pinterest simultaneously predict and significantly influence student consumer behavior. Partially, fast fashion is the most dominant predictor and has a significant positive influence on student consumer behavior. The addition of the Instagram social media variable in the model is also proven to have a positive influence that significantly strengthens students' consumer drive, which is driven by the need to stay up to date with existing trends, social pressure, and the influence of the FoMO (fear of Missing Out) phenomenon. Conversely, the addition of the Pinterest platform has a significant negative influence on fashion product consumption. This shows that the use of Pinterest by fashion students is more dominantly functioning as a visual stimulus for design inspiration and academic creativity, which actually does not encourage or can even suppress the occurrence of impulsive buying behavior. The results of this study recommend that students, especially in the Fashion Design and Fashion Design study program, be more aware of the boundaries between seeking inspiration or academic references and consumptive behavior. Students can optimize the use of Pinterest purely as a space for exploring creative ideas rather than using Instagram which has the potential to trigger impulsive buying behavior in students. The results of this study also provide an overview of the need for education related to sustainable fashion as well as the importance of financial literacy and self-control in the learning process, especially for fashion students.

While this study provides comprehensive insights, there are limitations that should be considered. The sample size was limited to students from a single university, so generalizability of the results may not fully represent the broader student population. Therefore, there is room for further research. Future researchers are advised to expand the sample size to include students from various universities to test the model's consistency. Furthermore, to deepen our understanding of

the psychological and economic dynamics in purchasing decisions, we recommend adding internal variables such as financial literacy, self-control, materialism, or Fear of Missing Out (FoMO) as mediating or moderating variables. This is recommended considering that students' responses to digital visual exposure and inspirational stimuli are highly dependent on their literacy level and psychological state.

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