



Lampiran 3. Data Responden dan Jawabannya

Timestam p	Apakah anda termasu k Generas i Z berusia 14 - 29 tahun?	Apakah anda seorang penggun a aktif TikTok setidakn ya selama 6 bulan terakhir?	Apakah anda pernah melihat konten dari penggun a lain mengen ai parfum Mykono s di TikTok ?	Jenis Kelamin	Usia	Jenjang Pendidikan Terakhir	Jenis Pekerjaan	Rata – Rata Durasi Meno nton TikTo k Shop	Rata-rata Pendapat an Per Bulan
02/06/26 18.29	Ya	Ya	Ya	Laki - Laki	22 - 25 Tahun	S1	Pelajar/Mahasiswa	30 Menit - 60 Menit	30 Menit - 60 Menit
02/06/26 18.31	Ya	Ya	Ya	Laki - Laki	26 - 29 Tahun	S1	Karyawan Swasta	< 15 Menit	< 15 Menit
02/06/26 18.31	Ya	Ya	Ya	Laki - Laki	22 - 25 Tahun	SMA/SMK/ MA/MK	Pelajar/Mahasiswa	< 15 Menit	< 15 Menit
02/06/26 18.37	Ya	Ya	Ya	Laki - Laki	22 - 25 Tahun	SMA/SMK/ MA/MK	Pelajar/Mahasiswa	30 Menit - 60 Menit	30 Menit - 60 Menit

02/06/26 18.40	Ya	Ya	Ya	Laki - Laki	22 - 25 Tahun	S1	Job less	30 Menit - 60 Menit	30 Menit - 60 Menit
02/06/26 18.48	Ya	Ya	Ya	Laki - Laki	22 - 25 Tahun	SMA/SMK/ MA/MK	Pelajar/Mahasiswa	15 Menit - 30 Menit	15 Menit - 30 Menit
02/06/26 18.52	Ya	Ya	Tidak						
02/06/26 18.56	Ya	Ya	Ya	Laki - Laki	18 - 21 Tahun	S1	Pelajar/Mahasiswa	< 15 Menit	< 15 Menit
02/06/26 18.56	Ya	Ya	Ya	Perempu an	14 - 17 Tahun	SMA/SMK/ MA/MK	Pelajar/Mahasiswa	< 15 Menit	< 15 Menit
02/06/26 18.58	Ya	Ya	Ya	Laki - Laki	22 - 25 Tahun	S1	Pelajar/Mahasiswa	60 Menit >	60 Menit >
02/06/26 18.59	Ya	Ya	Ya	Laki - Laki	22 - 25 Tahun	SMA/SMK/ MA/MK	Pelajar/Mahasiswa	> 60 Menit	> 60 Menit
02/06/26 19.01	Ya	Ya	Ya	Perempu an	22 - 25 Tahun	SMA/SMK/ MA/MK	Pelajar/Mahasiswa	> 60 Menit	> 60 Menit
02/06/26 19.01	Ya	Ya	Ya	Laki - Laki	22 - 25 Tahun	S1	Pelajar/Mahasiswa	15 Menit - 30 Menit	15 Menit - 30 Menit
02/06/26 19.14	Ya	Ya	Ya	Laki - Laki	18 - 21 Tahun	SMA/SMK/ MA/MK	Pelajar/Mahasiswa	> 60 Menit	> 60 Menit

02/06/26 19.14	Ya	Ya	Ya	Perempuan	18 - 21 Tahun	SMA/SMK/ MA/MK	Pelajar/Mahasiswa	30 Menit - 60 Menit	30 Menit - 60 Menit
02/06/26 19.17	Ya	Ya	Ya	Laki - Laki	18 - 21 Tahun	SMA/SMK/ MA/MK	Pelajar/Mahasiswa	30 Menit - 60 Menit	30 Menit - 60 Menit
02/06/26 19.18	Ya	Ya	Ya	Perempuan	18 - 21 Tahun	SMA/SMK/ MA/MK	Pelajar/Mahasiswa	< 15 Menit	< 15 Menit
02/06/26 19.24	Ya	Ya	Ya	Laki - Laki	14 - 17 Tahun	SMA/SMK/ MA/MK	Pelajar/Mahasiswa	< 15 Menit	< 15 Menit
02/06/26 19.24	Ya	Ya	Ya	Perempuan	22 - 25 Tahun	SMA/SMK/ MA/MK	Pelajar/Mahasiswa	> 60 Menit	> 60 Menit
02/06/26 19.29	Ya	Ya	Ya	Perempuan	26 - 29 Tahun	S1	Wiraswasta	15 Menit - 30 Menit	15 Menit - 30 Menit
02/06/26 19.41	Ya	Ya	Ya	Perempuan	22 - 25 Tahun	S1	Pelajar/Mahasiswa	30 Menit - 60 Menit	30 Menit - 60 Menit
02/06/26 19.57	Ya	Ya	Ya	Laki - Laki	18 - 21 Tahun	S1	Karyawan Swasta	15 Menit - 30 Menit	15 Menit - 30 Menit
02/06/26 20.05	Ya	Ya	Ya	Laki - Laki	18 - 21 Tahun	SMA/SMK/ MA/MK	Pelajar/Mahasiswa	< 15 Menit	< 15 Menit

02/06/26 20.06	Ya	Ya	Ya	Laki - Laki	22 - 25 Tahun	SMA/SMK/ MA/MK	Pelajar/Mahasiswa	15 Menit - 30 Menit	15 Menit - 30 Menit
02/06/26 20.07	Ya	Ya	Tidak						
02/06/26 20.08	Ya	Ya	Ya	Laki - Laki	26 - 29 Tahun	S2	Wirausaha	< 15 Menit	< 15 Menit
02/06/26 20.12	Ya	Ya	Ya	Laki - Laki	22 - 25 Tahun	S1	Karyawan Swasta	15 Menit - 30 Menit	15 Menit - 30 Menit
02/06/26 20.13	Ya	Ya	Ya	Laki - Laki	22 - 25 Tahun	SMA/SMK/ MA/MK	Pelajar/Mahasiswa	30 Menit - 60 Menit	30 Menit - 60 Menit
02/06/26 20.15	Ya	Ya	Ya	Laki - Laki	18 - 21 Tahun	S1	Pelajar/Mahasiswa	30 Menit - 60 Menit	30 Menit - 60 Menit
02/06/26 20.16	Ya	Ya	Ya	Laki - Laki	22 - 25 Tahun	SMA/SMK/ MA/MK	Pelajar/Mahasiswa	15 Menit - 30 Menit	15 Menit - 30 Menit
02/06/26 20.18	Ya	Ya	Ya	Laki - Laki	22 - 25 Tahun	S1	Pelajar/Mahasiswa	< 15 Menit	< 15 Menit
02/06/26 20.19	Ya	Ya	Ya	Laki - Laki	22 - 25 Tahun	S1	Pelajar/Mahasiswa	< 15 Menit	< 15 Menit

02/06/26 20.20	Ya	Ya	Ya	Perempu an	22 - 25 Tahun	D1/D2/D3/D 4	Karyawan Swasta	15 Menit - 30 Menit	15 Menit - 30 Menit
02/06/26 20.20	Ya	Ya	Ya	Perempu an	18 - 21 Tahun	SMA/SMK/ MA/MK	Pelajar/Mahasiswa	30 Menit - 60 Menit	30 Menit - 60 Menit
02/06/26 20.20	Ya	Ya	Ya	Laki - Laki	22 - 25 Tahun	SMA/SMK/ MA/MK	Pelajar/Mahasiswa	< 15 Menit	< 15 Menit
02/06/26 20.21	Ya	Ya	Ya	Laki - Laki	18 - 21 Tahun	SMA/SMK/ MA/MK	Pelajar/Mahasiswa	> 60 Menit	> 60 Menit
02/06/26 20.21	Ya	Ya	Ya	Laki - Laki	22 - 25 Tahun	SMA/SMK/ MA/MK	Pelajar/Mahasiswa	< 15 Menit	< 15 Menit
02/06/26 20.23	Ya	Ya	Ya	Laki - Laki	18 - 21 Tahun	SMA/SMK/ MA/MK	Pelajar/Mahasiswa	15 Menit - 30 Menit	15 Menit - 30 Menit
02/06/26 20.23	Ya	Ya	Ya	Laki - Laki	18 - 21 Tahun	SMA/SMK/ MA/MK	Pelajar/Mahasiswa	< 15 Menit	< 15 Menit
02/06/26 20.25	Ya	Ya	Ya	Laki - Laki	22 - 25 Tahun	SMA/SMK/ MA/MK	Pelajar/Mahasiswa	< 15 Menit	< 15 Menit
02/06/26 20.29	Ya	Ya	Ya	Laki - Laki	22 - 25 Tahun	S2	Wirausaha	< 15 Menit	< 15 Menit
02/06/26 20.32	Ya	Ya	Tidak						
02/06/26 20.36	Ya	Ya	Ya	Laki - Laki	22 - 25 Tahun	SMA/SMK/ MA/MK	Pelajar/Mahasiswa	15 Menit	15 Menit - 30 Menit

								- 30 Menit	
02/06/26 20.36	Ya	Ya	Ya	Laki - Laki	26 - 29 Tahun	SMA/SMK/MA/MK	Freelance	< 15 Menit	< 15 Menit
02/06/26 20.37	Ya	Ya	Ya	Laki - Laki	22 - 25 Tahun	SMA/SMK/MA/MK	Pelajar/Mahasiswa	30 Menit - 60 Menit	30 Menit - 60 Menit
02/06/26 20.37	Ya	Ya	Ya	Laki - Laki	18 - 21 Tahun	SMA/SMK/MA/MK	Pelajar/Mahasiswa	< 15 Menit	< 15 Menit
02/06/26 20.40	Ya	Ya	Ya	Laki - Laki	22 - 25 Tahun	SMA/SMK/MA/MK	Wirausaha	30 Menit - 60 Menit	30 Menit - 60 Menit
02/06/26 20.42	Ya	Ya	Ya	Laki - Laki	14 - 17 Tahun	SMA/SMK/MA/MK	Pelajar/Mahasiswa	< 15 Menit	< 15 Menit
02/06/26 20.42	Ya	Ya	Ya	Laki - Laki	22 - 25 Tahun	SMA/SMK/MA/MK	Pelajar/Mahasiswa	< 15 Menit	< 15 Menit
02/06/26 20.42	Ya	Ya	Ya	Laki - Laki	22 - 25 Tahun	SMA/SMK/MA/MK	Pelajar/Mahasiswa	< 15 Menit	< 15 Menit
02/06/26 20.43	Ya	Ya	Ya	Laki - Laki	18 - 21 Tahun	SMA/SMK/MA/MK	Pelajar/Mahasiswa	< 15 Menit	< 15 Menit
02/06/26 20.43	Ya	Ya	Ya	Perempuan	22 - 25 Tahun	S1	Pelajar/Mahasiswa	< 15 Menit	< 15 Menit
02/06/26 20.43	Ya	Ya	Ya	Laki - Laki	22 - 25 Tahun	SMA/SMK/MA/MK	Wirausaha	< 15 Menit	< 15 Menit
02/06/26 20.44	Ya	Ya	Ya	Laki - Laki	22 - 25 Tahun	SMA/SMK/MA/MK	Pelajar/Mahasiswa	> 60 Menit	> 60 Menit

02/06/26 20.44	Ya	Tidak							
02/06/26 20.45	Ya	Ya	Ya	Perempu an	18 - 21 Tahun	S1	Pelajar/Mahasiswa	< 15 Menit	< 15 Menit
02/06/26 20.45	Ya	Ya	Ya	Laki - Laki	22 - 25 Tahun	S1	Pelajar/Mahasiswa	30 Menit - 60 Menit	30 Menit - 60 Menit
02/06/26 20.45	Ya	Ya	Ya	Perempu an	22 - 25 Tahun	S1	Pelajar/Mahasiswa	15 Menit - 30 Menit	15 Menit - 30 Menit
02/06/26 20.46	Ya	Ya	Ya	Perempu an	22 - 25 Tahun	S1	Karyawan Swasta	> 60 Menit	> 60 Menit
02/06/26 20.46	Ya	Ya	Ya	Perempu an	18 - 21 Tahun	SMA/SMK/ MA/MK	Pelajar/Mahasiswa	< 15 Menit	< 15 Menit
02/06/26 20.49	Ya	Ya	Ya	Perempu an	18 - 21 Tahun	S1	Pelajar/Mahasiswa	30 Menit - 60 Menit	30 Menit - 60 Menit
02/06/26 20.52	Ya	Ya	Ya	Laki - Laki	18 - 21 Tahun	S1	Pelajar/Mahasiswa	15 Menit - 30 Menit	15 Menit - 30 Menit
02/06/26 20.52	Ya	Ya	Tidak						
02/06/26 20.54	Ya	Ya	Ya	Perempu an	22 - 25 Tahun	SMA/SMK/ MA/MK	Karyawan Swasta	15 Menit	15 Menit - 30 Menit

								- 30 Menit	
02/06/26 21.01	Ya	Ya	Ya	Perempuan	22 - 25 Tahun	SMA/SMK/MA/MK	Pelajar/Mahasiswa	< 15 Menit	< 15 Menit
02/06/26 21.02	Ya	Ya	Ya	Perempuan	22 - 25 Tahun	S1	Karyawan Swasta	30 Menit - 60 Menit	30 Menit - 60 Menit
02/06/26 21.03	Ya	Ya	Ya	Perempuan	18 - 21 Tahun	SMA/SMK/MA/MK	Pelajar/Mahasiswa	< 15 Menit	< 15 Menit
02/06/26 21.11	Ya	Ya	Ya	Perempuan	18 - 21 Tahun	SMA/SMK/MA/MK	Pelajar/Mahasiswa	> 60 Menit	> 60 Menit
02/06/26 21.14	Ya	Ya	Ya	Perempuan	22 - 25 Tahun	S1	Wirausaha	< 15 Menit	< 15 Menit
02/06/26 21.18	Ya	Ya	Ya	Laki - Laki	18 - 21 Tahun	SMA/SMK/MA/MK	Pelajar/Mahasiswa	< 15 Menit	< 15 Menit
02/06/26 21.23	Ya	Ya	Ya	Laki - Laki	22 - 25 Tahun	SMA/SMK/MA/MK	Pelajar/Mahasiswa	> 60 Menit	> 60 Menit
02/06/26 21.24	Ya	Ya	Ya	Perempuan	22 - 25 Tahun	S1	Pelajar/Mahasiswa	< 15 Menit	< 15 Menit
02/06/26 21.32	Ya	Ya	Ya	Laki - Laki	22 - 25 Tahun	SMA/SMK/MA/MK	Pelajar/Mahasiswa	30 Menit - 60 Menit	30 Menit - 60 Menit
02/06/26 21.33	Ya	Tidak							
02/06/26 21.36	Ya	Tidak							

02/06/26 21.41	Ya	Ya	Ya	Laki - Laki	18 - 21 Tahun	D1/D2/D3/D 4	Pelajar/Mahasiswa	< 15 Menit	< 15 Menit
02/06/26 21.45	Ya	Ya	Ya	Laki - Laki	18 - 21 Tahun	SMA/SMK/ MA/MK	Pelajar/Mahasiswa	15 Menit - 30 Menit	15 Menit - 30 Menit
02/06/26 21.45	Ya	Ya	Ya	Laki - Laki	18 - 21 Tahun	SMA/SMK/ MA/MK	Pelajar/Mahasiswa	15 Menit - 30 Menit	15 Menit - 30 Menit
02/06/26 21.46	Ya	Ya	Ya	Laki - Laki	18 - 21 Tahun	SMA/SMK/ MA/MK	Pelajar/Mahasiswa	15 Menit - 30 Menit	15 Menit - 30 Menit
02/06/26 21.46	Ya	Ya	Ya	Laki - Laki	18 - 21 Tahun	SMA/SMK/ MA/MK	Pelajar/Mahasiswa	< 15 Menit	< 15 Menit
02/06/26 21.46	Ya	Ya	Ya	Laki - Laki	18 - 21 Tahun	S1	Pelajar/Mahasiswa	30 Menit - 60 Menit	30 Menit - 60 Menit
02/06/26 21.47	Ya	Ya	Ya	Laki - Laki	18 - 21 Tahun	D1/D2/D3/D 4	Pelajar/Mahasiswa	15 Menit - 30 Menit	15 Menit - 30 Menit
02/06/26 21.48	Ya	Ya	Ya	Laki - Laki	18 - 21 Tahun	SMA/SMK/ MA/MK	Pelajar/Mahasiswa	< 15 Menit	< 15 Menit
02/06/26 21.49	Ya	Ya	Ya	Perempu an	18 - 21 Tahun	SMA/SMK/ MA/MK	Pelajar/Mahasiswa	15 Menit	15 Menit - 30 Menit

								- 30 Menit	
02/06/26 21.50	Ya	Ya	Ya	Laki - Laki	18 - 21 Tahun	D1/D2/D3/D4	Pelajar/Mahasiswa	> 60 Menit	> 60 Menit
02/06/26 21.51	Ya	Ya	Ya	Laki - Laki	18 - 21 Tahun	D1/D2/D3/D4	Pelajar/Mahasiswa	30 Menit - 60 Menit	30 Menit - 60 Menit
02/06/26 21.51	Ya	Ya	Ya	Laki - Laki	18 - 21 Tahun	SMA/SMK/MA/MK	Pelajar/Mahasiswa	< 15 Menit	< 15 Menit
02/06/26 21.55	Ya	Ya	Ya	Perempuan	22 - 25 Tahun	D1/D2/D3/D4	Karyawan Swasta	< 15 Menit	< 15 Menit
02/06/26 21.57	Ya	Ya	Ya	Laki - Laki	22 - 25 Tahun	SMA/SMK/MA/MK	Wirausaha	15 Menit - 30 Menit	15 Menit - 30 Menit
02/06/26 21.57	Ya	Ya	Ya	Laki - Laki	22 - 25 Tahun	S1	Pelajar/Mahasiswa	< 15 Menit	< 15 Menit
02/06/26 21.59	Ya	Ya	Tidak						
02/06/26 22.02	Ya	Ya	Ya	Laki - Laki	18 - 21 Tahun	SMA/SMK/MA/MK	Pelajar/Mahasiswa	< 15 Menit	< 15 Menit
02/06/26 22.09	Ya	Ya	Ya	Perempuan	22 - 25 Tahun	S1	belum bekerja	15 Menit - 30 Menit	15 Menit - 30 Menit
02/06/26 22.14	Ya	Ya	Ya	Laki - Laki	22 - 25 Tahun	SMA/SMK/MA/MK	Pelajar/Mahasiswa	30 Menit	30 Menit - 60 Menit

								- 60 Menit	
02/06/26 22.15	Ya	Ya	Ya	Perempuan	18 - 21 Tahun	SMA/SMK/MA/MK	Pelajar/Mahasiswa	< 15 Menit	< 15 Menit
02/06/26 22.25	Ya	Ya	Ya	Laki - Laki	18 - 21 Tahun	SMA/SMK/MA/MK	Pelajar/Mahasiswa	> 60 Menit	> 60 Menit
02/06/26 22.27	Ya	Ya	Ya	Perempuan	22 - 25 Tahun	SMA/SMK/MA/MK	Pelajar/Mahasiswa	< 15 Menit	< 15 Menit
02/06/26 22.30	Ya	Ya	Tidak						
02/06/26 22.36	Ya	Ya	Ya	Laki - Laki	18 - 21 Tahun	S1	Pelajar/Mahasiswa	15 Menit - 30 Menit	15 Menit - 30 Menit
02/06/26 22.40	Ya	Ya	Ya	Laki - Laki	22 - 25 Tahun	SMA/SMK/MA/MK	Pelajar/Mahasiswa	15 Menit - 30 Menit	15 Menit - 30 Menit
02/06/26 22.44	Ya	Ya	Ya	Laki - Laki	26 - 29 Tahun	S1	Freelance	> 60 Menit	> 60 Menit
02/06/26 22.47	Ya	Ya	Ya	Laki - Laki	22 - 25 Tahun	S1	Pelajar/Mahasiswa	30 Menit - 60 Menit	30 Menit - 60 Menit
02/06/26 22.48	Ya	Ya	Ya	Perempuan	22 - 25 Tahun	S1	Pelajar/Mahasiswa	> 60 Menit	> 60 Menit
02/06/26 22.50	Ya	Ya	Ya	Laki - Laki	18 - 21 Tahun	S1	Pelajar/Mahasiswa	< 15 Menit	< 15 Menit

02/06/26 22.51	Ya	Ya	Ya	Laki - Laki	18 - 21 Tahun	S1	Pelajar/Mahasiswa	< 15 Menit	< 15 Menit
02/06/26 22.58	Ya	Ya	Ya	Perempu an	22 - 25 Tahun	SMA/SMK/ MA/MK	Pelajar/Mahasiswa	15 Menit - 30 Menit	15 Menit - 30 Menit
02/06/26 23.03	Ya	Ya	Ya	Laki - Laki	22 - 25 Tahun	S1	Pelajar/Mahasiswa	< 15 Menit	< 15 Menit
02/06/26 23.05	Ya	Ya	Ya	Perempu an	18 - 21 Tahun	SMA/SMK/ MA/MK	Pelajar/Mahasiswa	< 15 Menit	< 15 Menit
02/06/26 23.05	Ya	Ya	Ya	Perempu an	22 - 25 Tahun	S1	Pelajar/Mahasiswa	> 60 Menit	> 60 Menit
02/06/26 23.13	Ya	Ya	Ya	Laki - Laki	22 - 25 Tahun	SMA/SMK/ MA/MK	Pelajar/Mahasiswa	< 15 Menit	< 15 Menit
02/06/26 23.15	Ya	Ya	Tidak						
02/06/26 23.16	Ya	Ya	Ya	Laki - Laki	22 - 25 Tahun	S1	Pelajar/Mahasiswa	< 15 Menit	< 15 Menit
02/06/26 23.17	Ya	Ya	Ya	Perempu an	18 - 21 Tahun	SMA/SMK/ MA/MK	Pelajar/Mahasiswa	15 Menit - 30 Menit	15 Menit - 30 Menit
02/06/26 23.19	Ya	Ya	Ya	Laki - Laki	22 - 25 Tahun	S1	Pelajar/Mahasiswa	< 15 Menit	< 15 Menit
02/06/26 23.43	Ya	Ya	Ya	Laki - Laki	22 - 25 Tahun	SMA/SMK/ MA/MK	Pelajar/Mahasiswa	15 Menit - 30 Menit	15 Menit - 30 Menit

02/06/26 23.48	Ya	Ya	Ya	Laki - Laki	22 - 25 Tahun	SMA/SMK/ MA/MK	Pelajar/Mahasiswa	< 15 Menit	< 15 Menit
02/06/26 23.55	Ya	Ya	Ya	Laki - Laki	18 - 21 Tahun	SMA/SMK/ MA/MK	Pelajar/Mahasiswa	15 Menit - 30 Menit	15 Menit - 30 Menit
03/06/26 00.14	Ya	Ya	Ya	Laki - Laki	22 - 25 Tahun	SMA/SMK/ MA/MK	Pelajar/Mahasiswa	< 15 Menit	< 15 Menit
03/06/26 00.42	Ya	Ya	Ya	Laki - Laki	22 - 25 Tahun	S1	Pelajar/Mahasiswa	< 15 Menit	< 15 Menit
03/06/26 01.16	Ya	Ya	Ya	Perempu an	22 - 25 Tahun	S1	Karyawan Swasta	15 Menit - 30 Menit	15 Menit - 30 Menit
03/06/26 02.46	Ya	Ya	Ya	Perempu an	22 - 25 Tahun	S1	Pelajar/Mahasiswa	15 Menit - 30 Menit	15 Menit - 30 Menit
03/06/26 02.59	Ya	Ya	Ya	Laki - Laki	22 - 25 Tahun	SMA/SMK/ MA/MK	Wirausaha	15 Menit - 30 Menit	15 Menit - 30 Menit
03/06/26 02.59	Ya	Ya	Ya	Laki - Laki	22 - 25 Tahun	SMA/SMK/ MA/MK	Wirausaha	30 Menit - 60 Menit	30 Menit - 60 Menit
03/06/26 04.31	Ya	Ya	Ya	Laki - Laki	22 - 25 Tahun	S1	Pelajar/Mahasiswa	> 60 Menit	> 60 Menit

03/06/26 04.31	Ya	Ya	Ya	Laki - Laki	22 - 25 Tahun	SMA/SMK/ MA/MK	Pelajar/Mahasiswa	30 Menit - 60 Menit	30 Menit - 60 Menit
03/06/26 06.04	Ya	Ya	Ya	Laki - Laki	22 - 25 Tahun	SMA/SMK/ MA/MK	Pelajar/Mahasiswa	< 15 Menit	< 15 Menit
03/06/26 06.41	Ya	Ya	Ya	Perempu an	22 - 25 Tahun	S1	Karyawan Swasta	< 15 Menit	< 15 Menit
03/06/26 06.47	Ya	Ya	Ya	Laki - Laki	18 - 21 Tahun	SMA/SMK/ MA/MK	Pelajar/Mahasiswa	30 Menit - 60 Menit	30 Menit - 60 Menit
03/06/26 06.48	Ya	Ya	Tidak						
03/06/26 06.50	Ya	Ya	Ya	Laki - Laki	18 - 21 Tahun	SMA/SMK/ MA/MK	Pelajar/Mahasiswa	15 Menit - 30 Menit	15 Menit - 30 Menit
03/06/26 06.53	Ya	Ya	Ya	Laki - Laki	18 - 21 Tahun	D1/D2/D3/D 4	Pelajar/Mahasiswa	15 Menit - 30 Menit	15 Menit - 30 Menit
03/06/26 06.55	Ya	Ya	Ya	Laki - Laki	18 - 21 Tahun	D1/D2/D3/D 4	Pelajar/Mahasiswa	15 Menit - 30 Menit	15 Menit - 30 Menit
03/06/26 06.57	Ya	Ya	Ya	Laki - Laki	18 - 21 Tahun	SMA/SMK/ MA/MK	Pelajar/Mahasiswa	< 15 Menit	< 15 Menit

03/06/26 06.57	Ya	Tidak							
03/06/26 06.57	Ya	Tidak							
03/06/26 06.57	Ya	Ya	Tidak						
03/06/26 07.09	Ya	Tidak							
03/06/26 07.11	Ya	Ya	Ya	Laki - Laki	18 - 21 Tahun	D1/D2/D3/D 4	Pelajar/Mahasiswa	> 60 Menit	> 60 Menit
03/06/26 07.21	Ya	Ya	Ya	Laki - Laki	18 - 21 Tahun	SMA/SMK/ MA/MK	Pelajar/Mahasiswa	< 15 Menit	< 15 Menit
03/06/26 07.27	Ya	Ya	Ya	Laki - Laki	18 - 21 Tahun	D1/D2/D3/D 4	Pelajar/Mahasiswa	15 Menit - 30 Menit	15 Menit - 30 Menit
03/06/26 07.34	Ya	Ya	Ya	Laki - Laki	18 - 21 Tahun	D1/D2/D3/D 4	Pelajar/Mahasiswa	< 15 Menit	< 15 Menit
03/06/26 07.36	Ya	Ya	Ya	Laki - Laki	18 - 21 Tahun	SMA/SMK/ MA/MK	Pelajar/Mahasiswa	> 60 Menit	> 60 Menit
03/06/26 07.49	Ya	Ya	Ya	Laki - Laki	18 - 21 Tahun	D1/D2/D3/D 4	Pelajar/Mahasiswa	< 15 Menit	< 15 Menit
03/06/26 07.54	Ya	Ya	Ya	Laki - Laki	18 - 21 Tahun	D1/D2/D3/D 4	Pelajar/Mahasiswa	15 Menit - 30 Menit	15 Menit - 30 Menit
03/06/26 08.10	Ya	Ya	Ya	Perempu an	22 - 25 Tahun	S1	Pelajar/Mahasiswa	15 Menit	15 Menit - 30 Menit

								- 30 Menit	
03/06/26 08.27	Ya	Ya	Ya	Perempuan	22 - 25 Tahun	SMA/SMK/MA/MK	Pelajar/Mahasiswa	< 15 Menit	< 15 Menit
03/06/26 08.40	Ya	Ya	Ya	Laki - Laki	22 - 25 Tahun	D1/D2/D3/D4	Karyawan Swasta	< 15 Menit	< 15 Menit
03/06/26 08.55	Ya	Ya	Ya	Perempuan	18 - 21 Tahun	SMA/SMK/MA/MK	Karyawan Swasta	30 Menit - 60 Menit	30 Menit - 60 Menit
03/06/26 09.20	Ya	Ya	Ya	Laki - Laki	22 - 25 Tahun	SMA/SMK/MA/MK	Pelajar/Mahasiswa	15 Menit - 30 Menit	15 Menit - 30 Menit
03/06/26 09.29	Ya	Ya	Ya	Laki - Laki	18 - 21 Tahun	SMA/SMK/MA/MK	Pelajar/Mahasiswa	< 15 Menit	< 15 Menit
03/06/26 09.34	Ya	Ya	Ya	Laki - Laki	18 - 21 Tahun	SMA/SMK/MA/MK	Pelajar/Mahasiswa	15 Menit - 30 Menit	15 Menit - 30 Menit
03/06/26 09.41	Ya	Ya	Tidak						
03/06/26 09.46	Ya	Ya	Ya	Perempuan	18 - 21 Tahun	D1/D2/D3/D4	Pelajar/Mahasiswa	15 Menit - 30 Menit	15 Menit - 30 Menit
03/06/26 09.46	Ya	Ya	Ya	Perempuan	18 - 21 Tahun	SMA/SMK/MA/MK	Pelajar/Mahasiswa	< 15 Menit	< 15 Menit

03/06/26 09.48	Ya	Ya	Ya	Perempuan	18 - 21 Tahun	D1/D2/D3/D 4	Pelajar/Mahasiswa	15 Menit - 30 Menit	15 Menit - 30 Menit
03/06/26 09.51	Ya	Ya	Ya	Perempuan	18 - 21 Tahun	D1/D2/D3/D 4	Pelajar/Mahasiswa	< 15 Menit	< 15 Menit
03/06/26 09.57	Ya	Ya	Ya	Laki - Laki	22 - 25 Tahun	SMA/SMK/ MA/MK	Pelajar/Mahasiswa	> 60 Menit	> 60 Menit
03/06/26 10.06	Ya	Ya	Ya	Laki - Laki	22 - 25 Tahun	S1	Pelajar/Mahasiswa	> 60 Menit	> 60 Menit
03/06/26 10.09	Ya	Ya	Ya	Laki - Laki	18 - 21 Tahun	S1	Pelajar/Mahasiswa	30 Menit - 60 Menit	30 Menit - 60 Menit
03/06/26 13.52	Ya	Ya	Ya	Laki - Laki	22 - 25 Tahun	SMA/SMK/ MA/MK	Pelajar/Mahasiswa	30 Menit - 60 Menit	30 Menit - 60 Menit
03/06/26 13.56	Ya	Ya	Ya	Laki - Laki	22 - 25 Tahun	SMA/SMK/ MA/MK	Pelajar/Mahasiswa	30 Menit - 60 Menit	30 Menit - 60 Menit
03/06/26 14.27	Ya	Ya	Ya	Laki - Laki	22 - 25 Tahun	S1	Freelance	< 15 Menit	< 15 Menit
03/06/26 14.58	Ya	Ya	Ya	Perempuan	22 - 25 Tahun	S1	PNS	15 Menit - 30 Menit	15 Menit - 30 Menit

03/06/26 15.25	Ya	Ya	Ya	Laki - Laki	22 - 25 Tahun	SMA/SMK/ MA/MK	Pelajar/Mahasiswa	> 60 Menit	> 60 Menit
03/06/26 15.27	Ya	Ya	Ya	Laki - Laki	22 - 25 Tahun	SMA/SMK/ MA/MK	Pelajar/Mahasiswa	> 60 Menit	> 60 Menit
03/06/26 15.48	Ya	Ya	Ya	Laki - Laki	22 - 25 Tahun	SMA/SMK/ MA/MK	Pelajar/Mahasiswa	> 60 Menit	> 60 Menit
03/06/26 15.48	Ya	Tidak							
03/06/26 17.03	Ya	Ya	Ya	Laki - Laki	18 - 21 Tahun	S1	Pelajar/Mahasiswa	< 15 Menit	< 15 Menit
03/06/26 18.01	Ya	Ya	Ya	Laki - Laki	18 - 21 Tahun	SMA/SMK/ MA/MK	Pelajar/Mahasiswa	< 15 Menit	< 15 Menit
03/06/26 18.02	Ya	Ya	Ya	Laki - Laki	18 - 21 Tahun	SMA/SMK/ MA/MK	Pelajar/Mahasiswa	< 15 Menit	< 15 Menit
03/06/26 18.40	Ya	Ya	Ya	Laki - Laki	22 - 25 Tahun	D1/D2/D3/D 4	Wirausaha	< 15 Menit	< 15 Menit
03/06/26 19.34	Ya	Ya	Ya	Perempu an	26 - 29 Tahun	S1	Karyawan Swasta	15 Menit - 30 Menit	15 Menit - 30 Menit
03/06/26 19.48	Ya	Ya	Ya	Perempu an	22 - 25 Tahun	S1	Karyawan Swasta	< 15 Menit	< 15 Menit
03/06/26 19.55	Ya	Ya	Ya	Laki - Laki	22 - 25 Tahun	SMA/SMK/ MA/MK	Pelajar/Mahasiswa	15 Menit - 30 Menit	15 Menit - 30 Menit
03/06/26 20.01	Ya	Ya	Ya	Laki - Laki	18 - 21 Tahun	S1	Pelajar/Mahasiswa	< 15 Menit	< 15 Menit

03/06/26 20.01	Ya	Ya	Ya	Perempuan	18 - 21 Tahun	SMA/SMK/ MA/MK	Pelajar/Mahasiswa	> 60 Menit	> 60 Menit
03/06/26 21.48	Ya	Ya	Ya	Laki - Laki	18 - 21 Tahun	SMA/SMK/ MA/MK	Pengusaha agrobisnis	< 15 Menit	< 15 Menit
03/06/26 22.00	Ya	Ya	Ya	Laki - Laki	22 - 25 Tahun	SMA/SMK/ MA/MK	Pelajar/Mahasiswa	30 Menit - 60 Menit	30 Menit - 60 Menit
04/06/26 10.15	Ya	Ya	Ya	Laki - Laki	22 - 25 Tahun	SMA/SMK/ MA/MK	Pelajar/Mahasiswa	< 15 Menit	< 15 Menit
04/06/26 14.13	Ya	Ya	Ya	Perempuan	22 - 25 Tahun	S1	Pelajar/Mahasiswa	< 15 Menit	< 15 Menit
04/06/26 16.04	Ya	Ya	Tidak						
04/06/26 20.31	Ya	Ya	Ya	Laki - Laki	22 - 25 Tahun	S1	Pelajar/Mahasiswa	< 15 Menit	< 15 Menit
04/06/26 22.54	Ya	Ya	Ya	Perempuan	22 - 25 Tahun	S1	Pelajar/Mahasiswa	< 15 Menit	< 15 Menit
05/06/26 09.15	Ya	Ya	Ya	Laki - Laki	26 - 29 Tahun	S1	Karyawan Swasta	< 15 Menit	< 15 Menit
06/06/26 22.42	Ya	Ya	Ya	Laki - Laki	22 - 25 Tahun	SMA/SMK/ MA/MK	Pelajar/Mahasiswa	15 Menit - 30 Menit	15 Menit - 30 Menit
07/06/26 18.38	Ya	Ya	Ya	Laki - Laki	22 - 25 Tahun	S1	Freelance	15 Menit - 30 Menit	15 Menit - 30 Menit

08/06/26 19.51	Ya	Ya	Ya	Laki - Laki	22 - 25 Tahun	S2	Pelajar/Mahasiswa	30 Menit - 60 Menit	30 Menit - 60 Menit
12/06/26 17.47	Ya	Ya	Ya	Perempu an	22 - 25 Tahun	S1	Karyawan Swasta	< 15 Menit	< 15 Menit
12/06/26 23.34	Ya	Tidak							

N O	DTL S1	DTL S2	DTL S3	DTL S4	DTL S5	K I1	K I2	K I3	K I4	K I5	IT 1	IT 2	IT 3	IT 4	IT 5	F O 1	F O 2	F O 3	F O 4	F O 5	PI 1	PI 2	PI 3	PI 4
1	5	5	4	3	3	4	4	4	5	5	5	5	5	5	5	3	3	3	3	3	1	1	1	1
2	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
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129																								
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15 9	5	5	4	3	3	3	4	4	5	4	4	3	3	4	5	3	4	3	5	4	3	4	4	5
16 0	5	4	5	4	4	4	4	4	5	4	4	4	5	5	5	5	4	5	4	4	5	4	5	5
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18 9																								

Lampiran 4. Hasil SmartPLS4

Hasil Analisis Deskriptif Variabel

Indicators														Copy to Excel/Word	
Name	No.	Type	Missings	Mean	Median	Scale min	Scale max	Observed min	Observed max	Standard deviation	Excess kurtosis	Skewness	Cramér-von Mises p value		
DTLS1	1	MET	0	4.081	4.000	1.000	5.000	1.000	5.000	0.807	0.303	-0.613	0.000		
DTLS2	2	MET	0	3.966	4.000	1.000	5.000	1.000	5.000	0.847	0.220	-0.606	0.000		
DTLS3	3	MET	0	4.067	4.000	1.000	5.000	1.000	5.000	0.791	1.191	-0.859	0.000		
DTLS4	4	MET	0	3.966	4.000	1.000	5.000	1.000	5.000	0.930	-0.392	-0.540	0.000		
DTLS5	5	MET	0	3.960	4.000	1.000	5.000	1.000	5.000	0.858	-0.076	-0.501	0.000		
KI1	6	MET	0	3.946	4.000	1.000	5.000	1.000	5.000	0.858	0.036	-0.541	0.000		
KI2	7	MET	0	3.826	4.000	2.000	5.000	2.000	5.000	0.910	-0.692	-0.347	0.000		
KI3	8	MET	0	4.242	4.000	2.000	5.000	2.000	5.000	0.692	-0.348	-0.487	0.000		
KI4	9	MET	0	4.262	4.000	2.000	5.000	2.000	5.000	0.708	0.067	-0.656	0.000		
KI5	10	MET	0	4.181	4.000	2.000	5.000	2.000	5.000	0.820	-0.431	-0.644	0.000		
IT1	11	MET	0	4.087	4.000	2.000	5.000	2.000	5.000	0.851	-0.119	-0.697	0.000		
IT2	12	MET	0	3.758	4.000	1.000	5.000	1.000	5.000	1.001	-0.477	-0.471	0.000		
IT3	13	MET	0	4.027	4.000	1.000	5.000	1.000	5.000	0.867	0.014	-0.615	0.000		
IT4	14	MET	0	4.087	4.000	2.000	5.000	2.000	5.000	0.851	-0.306	-0.631	0.000		
IT5	15	MET	0	4.054	4.000	1.000	5.000	1.000	5.000	0.903	0.266	-0.824	0.000		
FO1	16	MET	0	3.268	3.000	1.000	5.000	1.000	5.000	1.246	-0.964	-0.270	0.000		
FO2	17	MET	0	3.309	3.000	1.000	5.000	1.000	5.000	1.203	-0.757	-0.312	0.000		
FO3	18	MET	0	3.443	4.000	1.000	5.000	1.000	5.000	1.234	-0.657	-0.593	0.000		
FO4	19	MET	0	3.195	3.000	1.000	5.000	1.000	5.000	1.329	-1.104	-0.311	0.000		
FO5	20	MET	0	3.423	4.000	1.000	5.000	1.000	5.000	1.222	-0.684	-0.477	0.000		
PI1	21	MET	0	3.389	3.000	1.000	5.000	1.000	5.000	1.246	-0.943	-0.270	0.000		
PI2	22	MET	0	3.248	3.000	1.000	5.000	1.000	5.000	1.310	-1.123	-0.198	0.000		
PI3	23	MET	0	3.416	4.000	1.000	5.000	1.000	5.000	1.296	-0.870	-0.477	0.000		
PI4	24	MET	0	3.537	4.000	1.000	5.000	1.000	5.000	1.277	-0.888	-0.503	0.000		

Hasil Outer Loadings

Outer loadings - Matrix					
	DTLS	FO	IT	KI	PI
DTLS2	0.761				
DTLS4	0.803				
DTLS5	0.871				
FO1		0.908			
FO2		0.923			
FO4		0.914			
FO5		0.889			
IT2			0.796		
IT3			0.824		
IT4			0.832		
IT5			0.867		
K11				0.814	
K12				0.865	
K15				0.832	
PI1					0.885
PI2					0.876
PI3					0.882
PI4					0.899

Hasil Cross Loadings

Discriminant validity - Cross loadings

	DTLS	FO	IT	KI	PI
DTLS2	0.761	0.221	0.412	0.446	0.223
DTLS4	0.803	0.267	0.447	0.476	0.276
DTLS5	0.871	0.316	0.540	0.507	0.297
FO1	0.292	0.908	0.377	0.373	0.633
FO2	0.353	0.923	0.408	0.422	0.654
FO4	0.258	0.914	0.405	0.359	0.701
FO5	0.314	0.889	0.387	0.405	0.637
IT2	0.507	0.358	0.796	0.567	0.228
IT3	0.468	0.267	0.824	0.574	0.270
IT4	0.533	0.276	0.832	0.619	0.304
IT5	0.443	0.468	0.867	0.519	0.370
K1	0.498	0.335	0.554	0.814	0.229
K2	0.557	0.409	0.618	0.865	0.269
K5	0.403	0.323	0.515	0.832	0.274
PI1	0.255	0.675	0.381	0.363	0.885
PI2	0.366	0.621	0.353	0.294	0.876
PI3	0.295	0.591	0.209	0.189	0.882
PI4	0.259	0.667	0.323	0.235	0.899

Hasil Uji Heterotrait Monotrait Ratio (HTMT)

Discriminant validity - Heterotrait-monotrait ratio (HTMT) - Matrix

	DTLS	FO	IT	KI	PI
DTLS					
FO	0.397				
IT	0.727	0.461			
KI	0.756	0.496	0.829		
PI	0.399	0.784	0.396	0.360	

Hasil Uji Validitas dan Reliabilitas Variabel

Construct reliability and validity - Overview

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	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
DTLS	0.744	0.768	0.853	0.660
FO	0.929	0.930	0.950	0.825
IT	0.853	0.895	0.899	0.689
KI	0.788	0.801	0.875	0.701
PI	0.908	0.911	0.936	0.784

Hasil Uji R – Square

R-square - Overview		
	R-square	R-square adjusted
FO	0.224	0.208
PI	0.523	0.520

Hasil Uji F - Square

f-square - Matrix					
	DTLS	FO	IT	KI	PI
DTLS		0.003			
FO					1.096
IT		0.038			
KI		0.033			
PI					

Hasil Uji Q – Square

PLSpredict LV summary - PLS-SEM

	Q^2 predict	RMSE	MAE
FO	0.178	0.920	0.745
PI	0.121	0.949	0.770

Hasil Uji Path Coefficient

Path coefficients - Mean, STDEV, T values, p values

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	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
DTLS -> FO	0.058	0.084	0.099	0.590	0.555
FO -> PI	0.723	0.725	0.054	13.443	0.000
IT -> FO	0.246	0.242	0.116	2.123	0.034
KI -> FO	0.228	0.218	0.114	2.003	0.045

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RESEARCH ARTICLE

FOMO and the Impulsive Purchasing Behavior of Young People

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ABSTRACT

The study on impulsive purchasing behavior plays an important role for sellers. This research evaluates the impact of the fear of missing out (FOMO) on the impulsive purchasing behavior of young people via livestream platforms (Facebook, TikTok, etc.). The research model is built the SOR (Stimulus-Organism-Response) theory. The model proposes that three key stimuli—livestreamers' attractiveness (SA), information quality (IQ), and interactivity (IT)—drive buyers toward approach behaviors, including fear of missing out (FOMO), which ultimately leads to impulsive buying (IMP). Data collected from Vietnamese youth, with 236 responses analyzed using the PLS-SEM model, indicates that FOMO has a positive impact on their impulsive buying behavior. Additionally, there are three main factors affecting the fear of missing out, including (1) The attractiveness of the livestreamer, (2) Information quality, and (3) Interaction. Based on these findings, the author also provides theoretical and practical implications.

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Keywords: FOMO, impulse purchasing, PLS-SEM, young people.

1. INTRODUCTION

The fear of missing out (FOMO) has become a significant psychological trigger influencing consumer behavior, particularly in online shopping environments. As digital marketing strategies increasingly leverage limited-time offers, flash sales, and social proof mechanisms, consumers experience heightened urgency to make quick purchase decisions (Dhar *et al.*, 2021). Studies suggest that individuals who frequently engage with social media and online shopping platforms are more susceptible to FOMO-induced buying behavior, leading to impulsive spending and reduced decision-making rationality (Tandon *et al.*, 2021). This phenomenon is particularly pronounced among younger demographics, who are more likely to be influenced by influencer endorsements and peer purchases. The psychological pressure generated by FOMO creates a sense of artificial scarcity, making consumers believe that missing out on a deal equates to a personal or financial loss (Przybylski *et al.*, 2013). Given the widespread impact of FOMO on online consumer decisions, it is crucial to examine how e-commerce platforms capitalize on this psychological trigger to drive impulsive purchases and how consumers can develop awareness to mitigate its effects.

Impulse buying, characterized by unplanned and spontaneous purchasing behavior, has become increasingly

prevalent in the digital age due to easy access to online shopping platforms. Unlike traditional retail environments, e-commerce platforms employ sophisticated recommendation algorithms, personalized marketing, and time-sensitive promotions to encourage impulsive spending (Verhaeghe & van Dolen, 2011). Research indicates that website design, ease of payment, and real-time notifications contribute to impulsive buying tendencies by reducing cognitive deliberation (Sundström *et al.*, 2019). Furthermore, mobile commerce has intensified this phenomenon by allowing consumers to make instant purchase decisions anytime, anywhere, without the constraints of physical store hours (Chen & Wang, 2016). The combination of FOMO and impulse buying in online settings creates an environment where consumers feel compelled to act swiftly, often overlooking financial consequences. Given the significant economic and psychological implications, understanding the mechanisms driving impulse buying in the digital space is essential for both businesses and consumers. Addressing this issue can lead to more responsible consumer practices and more ethical marketing approaches by online retailers.

Despite the growing body of research on FOMO and impulse buying, there remains a gap in understanding the interplay between these factors in online shopping contexts. While existing literature has explored FOMO's

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psychological impact and the prevalence of impulsive purchases, there is limited research examining how digital marketing techniques exploit this fear to drive sales (Islam *et al.*, 2018). Moreover, as e-commerce continues to evolve, new marketing strategies, such as gamification and social commerce, are emerging as additional drivers of impulsive decision-making (Liu *et al.*, 2019). Without a comprehensive analysis of these influences, consumers remain vulnerable to excessive and irrational spending behaviors. Policymakers and consumer advocacy groups must also consider the ethical implications of FOMO-driven marketing tactics, mainly regarding financial well-being and digital addiction. Therefore, conducting an in-depth study on FOMO and impulse buying is essential for promoting consumer awareness, guiding regulatory measures, and helping businesses adopt responsible marketing practices. By addressing this research gap, future studies can provide insights into effective interventions that balance commercial interests with consumer protection.

The research object is the influence of FOMO on impulse buying behavior on online platforms. From these results, the research will recommend controlling the FOMO phenomenon in customers' purchasing behavior on online platforms.

2. LITERATURE REVIEW

2.1. Online Shopping and Buying via Livestream

Online shopping is a type of electronic commerce that enables customers to use a web browser to directly buy products or services from an online vendor (Zhou *et al.*, 2007). According to the definition in the study of (Mousavi *et al.*, 2004), online shopping refers to customers making purchases through websites or online retailers. According to the study by Li and Zhang (2021), online shopping behaviour (also known as online shopping behaviour or internet shopping behaviour) is the process of purchasing products and services via the Internet. In this study, we approach online shopping, which is the behavior of purchasing/buying goods/services through the Internet. Livestream shopping has become a prominent trend in online retail, combining entertainment and e-commerce to drive consumer engagement and purchases. According to Zhang *et al.* (2020), livestreams provide a dynamic platform where sellers can directly interact with consumers, creating a more immersive and persuasive shopping experience. This interactivity, coupled with real-time demonstrations and limited-time offers, enhances the likelihood of impulse purchases (Chen *et al.*, 2021). Studies by Li and Zhang (2021) further emphasize the role of FOMO (Fear of Missing Out) in livestream shopping, as viewers are often influenced by a sense of urgency and exclusivity when products are presented in real-time. Moreover, the attractiveness and charisma of livestreamers have been identified as critical factors in boosting consumer engagement, with well-liked influencers driving higher purchase intentions (Zhao *et al.*, 2022). As the livestream format continues to evolve, understanding the psychological and social factors behind impulse buying in this context remains vital for marketers.

2.2. FOMO

FOMO is the sensation of losing out on information, chances, experiences, or decisions that could make one's life better. In addition to anxiety, loneliness, and a sense of relative deprivation that one would not be able to keep up with the fulfilling chances that others present, FOMO causes compulsive worry over being left out of social engagements (Abel *et al.*, 2016). FOMO is best described by the psychological traits of belonging and isolation anxiety (Katz *et al.*, 2019). A basic human urge known as the desire to belong is characterized by an acute need for social connection, as well as the need to define one's status and the need to win others' approval or admiration. The dread of being disregarded or left out of the majority group is known as isolation anxiety. The FOMO effect is the fear of missing out on something interesting others are experiencing. FOMO syndrome is becoming increasingly popular with the strong development of social networks. This psychological syndrome not only negatively affects people's mental health but also has a significant impact on the financial aspect. In recent years, with the strong development of the Internet, in addition to the outbreak of the Covid 19 pandemic, the number of users accessing e-commerce sites is increasing daily, especially TikTok. Along with that, e-commerce sites also use many tricks and effects to attract customers, including FOMO.

2.3. Impulse Purchasing

Impulse buying is a purchase that a consumer makes suddenly without prior planning. In this situation, the buyer decides to buy a product or service that he or she would not usually intend to buy, often under the influence of emotions or stimuli at the time. Impulse shopping accounts for a significant portion of retail sales (Floh & Madlberger, 2013) and is defined as an unplanned purchase that results from exposure to a stimulus and is made on the spot (Pron, 1991). Similarly, impulse consumption in this study refers to unplanned purchases made during a live broadcast. The broadcaster often shows product details, tries them out at the viewer's request, demonstrates useful tips, and interacts with each viewer in real-time. Suggestive purchasing can occur in live videos when viewers do not intend to purchase but see a product featured by the broadcaster and envision a need for that product (Parboteeah *et al.*, 2009).

2.4. Hypotheses Development

Singer and Ferreira (1983) asserts that likability—the source's likability—is a key factor in determining how effective a message is. Customers frequently create favourable perceptions of those who appeal to them, such as KOLs, celebrities, and idols. According to research, attractive "endorsers" have a greater impact on consumers' attitudes and ideas about a product, helping them make purchase decisions and participate in activities than less attractive ones (Friedman & Fireworker, 1977; Xu *et al.*, 2017). According to research by Chi *et al.* (2022), celebrity endorsements may boost consumers' opinions about the value of a product, which in turn may encourage them to make a purchase. Similarly, an attractive livestreamer can strongly persuade viewers, causing them to accept

information about the product and change their perceptions and attitudes accordingly. Furthermore, if viewers feel attracted to the livestreamer, they tend to watch longer and more frequently. This contributes to increased viewer acceptance of the information, thanks to the connection between the brand and the attractive livestreamer. Therefore, the research hypothesis is proposed as follows:

- H1: The attractiveness of livestreamers has a positive impact on FOMO.

Customers are more satisfied with their shopping experiences when they receive high-quality information (Gao & Bai, 2014). Credibility of the information and the perceived value of the product lower perceived risk and increase transactional trust (Nicolaou *et al.*, 2013). This directly connects to the spectator's newly altered attitude and cognitive state. In live streaming commerce, information quality—such as completeness, correctness, timeliness, and reliability—is helpful (Hilligoss & Rich, 2006). With task-relevant cues like review comments, photos, videos, music, thorough product presentations, and real-time interactions, TikTok live streams offer top-notch content. As a result, the quality of the information affects how viewers modify or revise their perception of the product's worth. Viewers can also observe how the product functions in a variety of periods. Therefore, the better the quality of information perceived in TikTok livestreams, the stronger the trust in the product and the decision to buy under the fear of missing out will be created because when they trust the product and understand better from there, they will buy because of the fear of missing out on a good deal. The following hypothesis is proposed:

- H2: Information quality has a positive impact on FOMO.

Consumers who engage with the livestreamer will experience a high sensation of prosocial connection, much like when they engage with a close friend. When viewers trust the livestreamer, they are more likely to experience emotional excitement and satisfaction. Therefore, livestreamers use the livestreamer as a real social agent to "increase social engagement" and elicit social interaction between viewers. As a result, the audience's level of arousal and enthusiasm is altered. According to earlier research, a gregarious and cheerful salesman has a beneficial impact on customers' emotional states, including their attention and excitement when approaching (Oaker *et al.*, 1992; Shen & Khajafar, 2012). According to an additional study, audiences are likelier to feel an emotional connection and empathy to media personalities that offer rich social interaction experiences (Frederick *et al.*, 2012). Therefore, viewers' social interactions with streamers are likelier to be emotionally engaging and enthusiastic. Therefore, the following hypothesis is proposed:

- H3: Interactivity has a positive impact on FOMO.

An unanticipated purchase made right away after viewing a product or a stimulus that represents that product is known as impulse buying, according to Piron (1991). Prior studies have examined the connection between impulse

purchases and FOMO (Zhang *et al.*, 2022). Motivation reduction theory may clarify the connection between impulse purchase and FOMO. Motivation reduction theory is based on homeostasis, which holds that the body actively works to preserve a specific balance or equilibrium (Hull, 1943).

Every drive stem from biological or psychological requirements. In order to relieve stress and regain equilibrium, humans try to meet these demands. According to reduction theory, there is a strong correlation between conduct and motivation, and people are more inclined to take prompt action to lessen stress. As a result, many who suffer from FOMO try to lessen the stress brought on by their negative emotions and compulsive worry. They could respond promptly to increase their social interaction and opportunity to partake in fulfilling activities like others. As a result, impulse buying may be common among those who experience high levels of FOMO. The preceding debate leads to the following hypothesis:

- H4: FOMO has a positive impact on impulse buying behavior.

The S-O-R model assumes that the environment contains stimuli that cause changes to a person's internal state, including cognitive and emotional states (Erdoğan *et al.*, 2003). I build on the S-O-R framework to develop an explanatory model and a corresponding set of hypotheses. The connections between the specified dimensions are shown in Fig. 1. Three stimuli—livestreamers' attractiveness (SA), information quality (IQ), and interactivity (IT)—are based on the S-O-R framework and the interactions between contextual and environmental stimuli, organisms, and reactions in live-streaming commerce, lead buyers to approach behaviors, including fear of missing out (FOMO) and ultimately impulse buying (IMP). I further assert that purchase decisions and fear of missing out mediate the relationship between the three stimuli and the three responses. The research model is presented in Fig. 1.

3. METHODOLOGY

3.1. Research Design

Based on the theoretical basis of the topic and the methodology, the study built a questionnaire to collect data. The questionnaire was tested before the official investigation on the primary and supplementary subjects. The responses were sent by mail between the remote interviewees and the researcher. The survey was divided into two parts: (1) Information about the survey subjects and (2) questions about factors related to FOMO and impulsive buying behaviour. A 5-point Likert scale was used with 1-Strongly disagree and 5-Strongly agree. The survey is presented in Appendix 1.

3.2. Data Collection

The data collection process for this study focuses on young consumers, primarily university students, through an online survey conducted from October 2024 to December 2024. Given the increasing influence of digital platforms on purchasing behavior, particularly among the

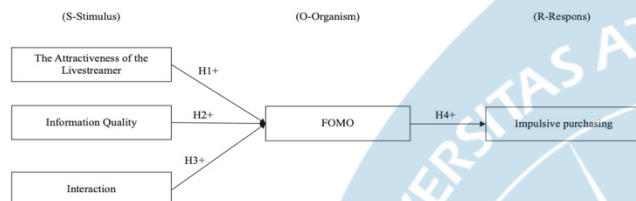


Fig. 1. Research model.

TABLE I: DESCRIPTIVES

Descriptives	Frequency	Percent	Cumulative percent
Gender			
Male	70	29.7	29.7
Female	164	69.5	99.2
Others	2	0.8	100.0
Year of students			
First-year	40	16.9	16.9
Second-year	88	37.3	54.2
Third-year	67	28.4	82.6
Fourth-year	41	17.4	100.0
How often do you buy products on Tiktok livestreams per month?			
1-2 time	159	67.4	67.4
2-5 time	48	20.3	87.7
>5 time	24	10.2	97.9
Hardly	5	2.1	100.0

n = 236

younger demographic, an online survey method is the most effective approach to reaching a large and diverse sample. This survey will be distributed across multiple channels, including university forums, social media platforms, and email invitations, ensuring a broad representation of students from different academic backgrounds. Ethical considerations, including informed consent and data confidentiality, will be strictly followed, ensuring participant privacy. By gathering data over an extended period, this study aims to capture evolving trends in consumer behaviour and provide valuable insights into the purchasing habits of young consumers on the online platform. The information on responses is in Table I.

4. RESULTS

4.1. Reliability Test

The analysis results from Smart-PLS software indicate that all factors are reliable, with Cronbach's Alpha coefficient greater than 0.6 and composite reliability (CR) greater than 0.7 (Hair *et al.*, 2014). Furthermore, the factors converge with factor loadings above 0.5 and Average Variance Extracted (AVE) greater than 50% (Hair *et al.*, 2014). The details are in Table II.

4.2. Discriminant Test

In addition to the reliability and convergent validity of the factors, the discriminant validity of the factors was also tested. In this study, discriminant validity was tested using the method of Fornell and Larcker (2018). Accordingly, the square root of AVE has to be greater than the corresponding correlation coefficient between the variables. The analysis results showed that the factors achieved discriminant validity (Table III).

4.3. Hypothesis Test by PLS-SEM

The analysis results based on PLS-SEM show that hypotheses H1, H2, H3 and H4 are all accepted at the 1% significance level. The FOMO effect positively impacts impulse buying behavior via livestream (Beta coefficient is positive and statistically significant at 1%). At the same time, IQ, IT and SA positively impact FO (all beta coefficients are positive and statistically significant at 1%). Details are in Table IV.

FOMO has a positive impact on impulse purchases during livestreams by creating a sense of urgency and exclusivity. Viewers, driven by the fear that they might miss out on limited-time offers or special deals, are more likely to make quick decisions to purchase products. This emotional trigger intensifies during Livestream events, where hosts highlight limited stock or exclusive promotions in real-time. As a result, FOMO encourages viewers to act

TABLE II: RELIABILITY TEST

	Outer loading	Cronbach's Alpha	Composite reliability (CR)	Average variance extracted (AVE)
FO1	0.91	0.83	0.886	0.661
FO2	0.832			
FO3	0.797			
FO4	0.699			
IMP1	0.625	0.712	0.799	0.579
IMP2	0.649			
IMP3	0.963			
IQ1	0.866			
IQ2	0.699	0.653	0.809	0.587
IQ3	0.723			
IT1	0.792			
IT2	0.907			
SA1	0.678	0.773	0.848	0.585
SA2	0.819			
SA3	0.701			
SA4	0.847			

TABLE III: DISCRIMINANT VALIDITY TEST

	FO	IMP	IQ	IT	SA
FO	0.813				
IMP	0.206	0.761			
IQ	0.673	0.49	0.766		
IT	0.783	0.074	0.583	0.852	
SA	0.734	0.15	0.578	0.693	0.765

TABLE IV: PLS-SEM RESULT

	Beta	SE	T	P values
FO → IMP	0.206	0.061	3.358	0.001
IQ → FO	0.253	0.058	4.391	0.000
IT → FO	0.439	0.086	5.138	0.000
SA → FO	0.283	0.097	2.905	0.004

immediately, leading to spontaneous buying behavior that might not have occurred in a traditional shopping setting, boosting sales and enhancing consumer engagement.

The attractiveness of livestreamers plays a crucial role in enhancing FOMO (Fear of Missing Out) and influencing impulse purchases. Livestreamers, especially those who are engaging and visually appealing, create a sense of relatability and aspiration for their audience. Viewers often feel a stronger emotional connection to attractive and charismatic hosts, making them more likely to trust their recommendations and feel like they are part of an exclusive experience. This connection can amplify FOMO, as viewers do not want to miss out on what feels like a personal, curated opportunity, especially if they perceive the livestreamer as a trendsetter or influencer. When an attractive livestreamer promotes limited-time offers, exclusive items, or even personal engagement, it triggers a fear of losing out on the product and the social validation associated with being part of the livestream community. As a result, viewers are more impulsive in their buying decisions, responding to both the influencer's charm and the fear of missing out.

The quality of information presented during a livestream has a direct positive impact on FOMO as it enhances the viewer's sense of urgency and importance regarding the products or services being offered. When

livestreamers provide in-depth, accurate, and valuable information about a product—such as its features, benefits, and limited availability—viewers feel more informed and confident in their purchasing decisions. This high-quality content, with real-time updates and exclusive deals, makes viewers feel they are gaining access to unique knowledge that others may not have. As the sense of exclusivity grows, so does the pressure to act fast, leading to impulsive purchases driven by the fear that others might get ahead or take advantage of the opportunity first. Well-researched and high-value information during livestreams creates a stronger sense of urgency, effectively feeding into FOMO and motivating viewers to purchase before it is too late.

The interactivity of a streamer plays a significant role in enhancing FOMO, as it fosters a sense of connection and engagement that makes viewers feel more involved. When livestreamers actively respond to comments, interact with their audience, and create a dynamic conversation, viewers feel like they are part of a real-time, personalized experience. This level of engagement creates a social atmosphere where viewers are watching and participating. The more interactive the streamer is, the stronger the sense of community, and viewers fear missing out on this unique, shared experience. Additionally, when livestreamers involve their audience in decisions, such as selecting products or giving

feedback on limited-time offers, it deepens the sense of exclusivity. This interactivity encourages viewers to act quickly, as they do not want to be left out of the conversation or miss out on exclusive offers being promoted live, thus driving impulse purchases.

5. CONCLUSION

The study's objective is to investigate the impact of FOMO on impulse purchases on livestreams, thereby providing recommendations for sellers to take advantage of FOMO to increase sales on this platform. The analysis results show that there are three main factors affecting the fear of missing out (FOMO), including (1) The attractiveness of the livestreamer, (2) Information quality, (3) Interaction and missing out (FOMO) directly affect impulse purchases. Based on these results, the author has proposed several solutions to help students with this syndrome reduce impulse purchases and suggest to sellers or businesses how to apply FOMO to sell effectively on livestreams.

6. IMPLICATION

This paper helps to expand the concept and role of FOMO in influencing impulse buying behavior. In the field of marketing and consumer behavior, the study will contribute to the understanding of the impact of fear of missing out on purchasing decisions, especially in the context of online commerce. This study explores how modern technology (TikTok, livestreams) can influence consumer shopping behavior, especially among young people. The paper will provide a theoretical model of the interaction between technological factors and consumer psychology, contributing to enriching knowledge in this field. The paper contributes to impulse buying behavior research by clearly identifying the factors that cause and stimulate this behavior. Analyzing student behavior in e-commerce and livestream environments helps scholars gain deeper insights into the factors that stimulate impulse buying from FOMO.

The results can help businesses and online sellers better understand how to use FOMO in their marketing campaigns. By better understanding consumer psychology, businesses can design more effective livestream strategies, target audiences, and create engaging shopping experiences. Research on FOMO on TikTok can help sellers create creative livestream content that stimulates consumers to participate actively, increasing sales and customer engagement with the brand. The research results can provide useful data for regulatory agencies to monitor livestream shopping activities, protect consumer rights, and prevent FOMO-abusing behaviors that harm consumers.

CONFLICT OF INTEREST

The authors declare that they do not have any conflict of interest.

APPENDIX QUESTIONNAIRE

1. The Attractiveness of the Livestreamer

- SA1: You find the livestreamer talented in speaking and conveying messages.
SA2: You find the livestreamer has an interesting way of speaking during live broadcasts.
SA3: You find the livestreamer always has an attractive appearance.
SA4: You find the livestreamer to be a fun and humorous person.

2. Information Quality

- IQ1: You believe that the content provided by the livestreamer should be reliable (such as products, brands, and user experiences).
IQ2: During livestreams, you believe that the content provided by the livestreamer must be truthful.
IQ3: The livestreamer provides immediate information to meet my needs during the live broadcast.

3. Interaction

- IT1: You feel that the livestreamer cares about your feedback during the live broadcast.
IT2: You feel that this livestreamer is like a friend.

4. Fear of Missing Out (FOMO)

- FO1: When watching a livestream, you feel uncomfortable if you miss a product.
FO2: When watching a livestream, you often spend a lot of time watching what is happening.
FO3: You fear that others may have more valuable experiences than you.
FO4: You feel anxious when you don't know whether others are buying the product while watching the livestream.

5. Impulsive purchasing

- IMP1: You often purchase products spontaneously.
IMP2: You tend to buy products without careful consideration.
IMP3: You feel that the livestreamer urges you to buy immediately, and you also make purchasing decisions quickly.

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