

Exploring The Impact Of Social Commerce Platforms On Vocational Students' Entrepreneurial Independence: A Case Study Of Tiktok Shop

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ABSTRACT

This study explores the potential of social commerce platforms, specifically TikTok Shop, as a medium for enhancing entrepreneurial independence among vocational students. Using a Product Oriented-Learning approach, this research examines how TikTok Shop influences students' entrepreneurial skills, initiative, and decision-making abilities. Data were collected from vocational students at Politeknik LP3I Medan, utilizing both quantitative surveys and qualitative interviews. The findings indicate that the Product Oriented-Learning method on TikTok Shop significantly contributes to increasing students' interest and readiness for entrepreneurship, although it shows a weaker impact on their autonomy. This study suggests integrating practical, hands-on approaches alongside TikTok Shop to fully foster entrepreneurial independence among vocational students.

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INTRODUCTION

The rise of social commerce platforms has transformed the landscape of e-commerce and entrepreneurial practices. TikTok Shop, a feature within the TikTok platform, has emerged as a powerful tool for brands and individuals to promote and sell products. For vocational students, TikTok Shop represents a potential avenue not only for income generation but also for entrepreneurial learning. However, limited studies have examined the impact of social commerce platforms on vocational students' entrepreneurial skills, particularly in developing independence.

Table 1. State of the art research

TikTok Shop in the Context of Education and Entrepreneurship	Product Oriented-Learning as a Learning Approach	Recent Research: TikTok Shop Exploration: Vocational Student Independence through Product Oriented-Learning
(Erlina and Aribowo, 2023) (Priyono and Sari, 2023) (Andriana, 2023)	(Syahrial, Afifah and Gunada, 2020) (Duengo, Latjompoh and Ibrahim, 2020)	No references found in Google Scholar (Zaharah

Ahmad and Ramelan, 2023) (Brilianita and Sulistyowati, 2023) (Supriyanto *et al.*, 2023) (Putri, Savitri and Fadilla, 2024) (Narawati and Rachman, 2024) (Juliana, 2023) (Nurjannah, Kumalasari and Ismanto, 2023) (Silvya, Sandri and Sera, 2023) (Yanti, Astuti and Safitri, 2023) (Eni Susilowati, Laily Hidayati Rosyidi, 2020) (Aisyah *et al.*, 2022) (Agustiawan and Irawati, 2022)

and Silitonga, 2023) (Kurnianto, 2019) (Eleaser, Tegeh and Sudarma, 2023) (Premana, Widiananda and Wibawa, 2023) (Junanto and Sartika, 2023) (Ayub *et al.*, 2021) (Agustiawan and Irawati, 2022)

The previous research above has paved the way for understanding the potential of TikTok Shop as a learning tool. The special features and utilization of video content show that TikTok Shop can be integrated with entrepreneurship learning. However, further exploration is still needed to fully understand its impact on students' learning styles.

Previous research on Product Oriented-Learning, has made significant contributions to the development of product-based learning models. Evaluation of effectiveness, integration with the curriculum, and measurement of positive impacts on students' entrepreneurial interests provide a strong basis for the incorporation of this approach in the context of higher education.

Recent research, there has been no evidence that the integration of TikTok Shop with the Product Oriented-Learning approach has a positive impact on the development of student independence. There has also been no other research comparing the effectiveness of learning with conventional methods, there has been no other research highlighting the need for further exploration so that the potential of TikTok Shop has not been fully explored.

This study seeks to address this gap by analyzing TikTok Shop as a learning medium to foster entrepreneurial independence among vocational students. Specifically, the study aims to explore the following questions:

- a. How can TikTok Shop be optimized as a Product Oriented-Learning platform to enhance vocational students' entrepreneurial independence?
- b. What are the effects of implementing Product Oriented-Learning principles on vocational students' entrepreneurial interest and preparedness?

METHODS

This study employs a mixed-method approach, integrating quantitative and qualitative data collection methods to provide a comprehensive analysis.

1. Population and Sample, The population consists of vocational students from Politeknik LP3I Medan, with a stratified random sample taken from various programs.
2. Data Collection

- a. Quantitative Survei, A structured survey was administered to measure students' perceptions of TikTok Shop as an entrepreneurial learning tool.
 - b. Qualitative Interviews, In-depth interviews were conducted to gain insights into students' experiences and perspectives on using TikTok Shop for business-related learning.
3. Data Analysis
- a. Quantitative Analysis, Descriptive statistics and path analysis were used to examine the relationships between TikTok Shop usage, Product Oriented-Learning, and entrepreneurial independence.
 - b. Qualitative Analysis, Thematic analysis was conducted on interview data to identify recurring themes and insights into students' learning experiences.

Research Variables

Independent Variables

1. Use of TikTok Shop (X1), Frequency of TikTok Shop use by students.
2. Implementation of Product Oriented-Learning (X2), Level of implementation of the Product Oriented-Learning approach in the learning process.

Dependent Variables, Independence of Vocational Students (Y), The ability of students to take initiative, make decisions, and act independently in the context of entrepreneurship.

Control Variables

1. Demographic Factors (Z1), Control variables such as age, gender, and educational background.
2. Previous Learning Experience (Z2), History of students' learning experiences before using TikTok Shop.

Intervening Variables, Interest in Entrepreneurship (M) The level of students' interest in exploring and engaging in entrepreneurial activities as a response to learning experiences.

RESULTS AND DISCUSSION

After getting the results of 51 respondents, the data can be obtained

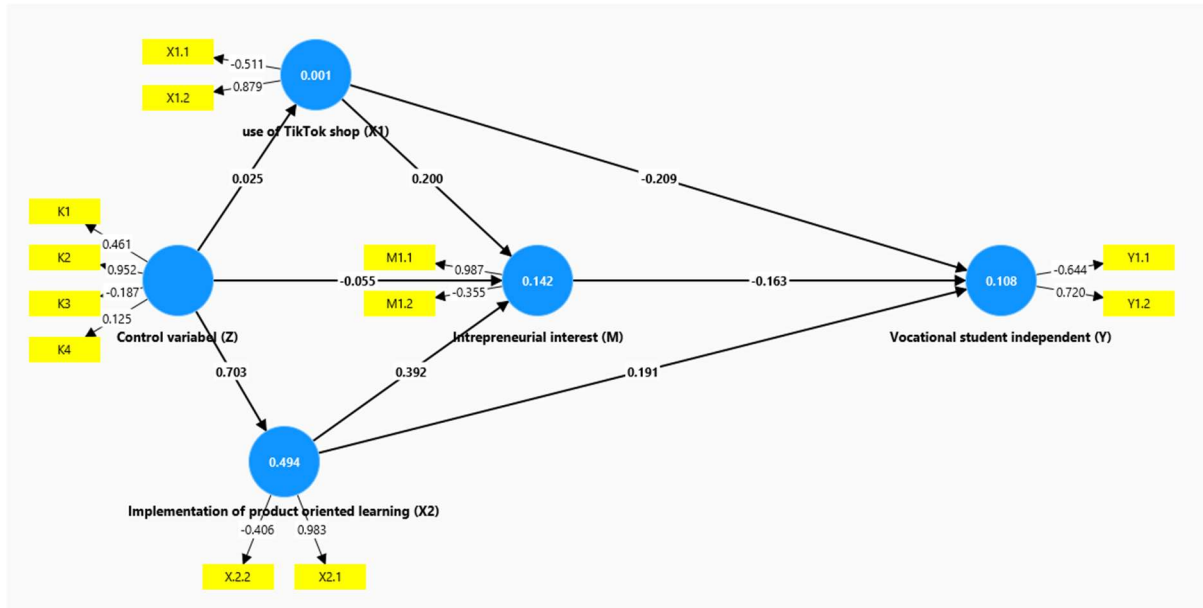


Figure 1. Structural Model Path Coefficients: Initial Calculation in SmartPLS

The Figure 1. above shows the results of the initial calculations on the structural model analyzed using SmartPLS. This model illustrates the causal relationship between the research variables, including exogenous (independent), mediator (intervening), and endogenous (dependent) variables. The initial interpretation of this model provides an overview of the strength and direction of the relationship between variables based on the path coefficients.

1. Structural Model Components

Exogenous Variables, Use of TikTok Shop (X1): Measures the impact of using TikTok Shop on other variables. Implementation of Product Oriented-Learning (X2): Measures the effectiveness of implementing product-based learning methods. Control Variables (Z): Demographic variables that affect outcomes, such as age and previous experience. Mediator Variables, Entrepreneurial Interest (M), Measures the level of student entrepreneurial interest in response to learning experiences. Endogenous Variables, Vocational Student Independence (Y): Measures the level of independence of vocational students in entrepreneurship.

2. Interpretation of Path Coefficient

Path coefficients indicate the strength of the relationship between variables. Some important points, The use of TikTok Shop (X1) has a negative effect on Vocational Student Independence (Y) with a coefficient value of -0.209, indicating that the use of TikTok Shop alone is not effective enough in increasing student independence. The implementation of Product Oriented-Learning (X2) has a positive relationship with Entrepreneurial Interest (M) with a coefficient value of 0.392, indicating that the product-based learning approach encourages students' interest in entrepreneurship. Entrepreneurial Interest (M) as a mediator variable has a low effect on Student Independence (Y) with a coefficient of -0.163, indicating a weak mediation role.

The next step is to evaluate the validity and reliability of the measurement model by checking the outer loadings for each indicator. Outer loadings values of less than 0.7 will be considered weak and the relevant indicators need to be considered for deletion or revision to strengthen the quality of the construct. This check aims to ensure that each indicator is able to represent its construct consistently and significantly.

Outer loadings - Matrix					
	Control variabel (Z)	Implementation of product oriented learning (X2)	Intrepreneurial interest (M)	Vocational student independent (Y)	use of TikTok shop (X1)
K1	0.461				
K2	0.952				
K3	-0.187				
K4	0.125				
M1.1			0.987		
M1.2			-0.355		
X.2.2		-0.406			
X1.1					-0.511
X1.2					0.879
X2.1		0.983			
Y1.1				-0.644	
Y1.2				0.720	

Figure 2. Outer Loadings Matrix: Initial Evaluation of Indicator Validity

This figure 2. shows the results of Outer Loadings on the initial model to evaluate the validity of the indicators in measuring the constructs of each variable in the study. Outer loading is used to determine how well the indicators represent their constructs. Based on validity guidelines, an outer loading value ≥ 0.7 is considered to meet the validity criteria, while values below 0.7 require further evaluation or removal to improve the quality of the measurement model. Outer Loading Evaluation Results:

1. Valid Indicators (≥ 0.7):

- a. M1.1 on the Entrepreneurial Interest (M) construct has a value of 0.987, indicating very high validity.
- b. X1.2 on the Use of TikTok Shop (X1) construct has a value of 0.879.
- c. X2.1 on the Implementation of Product Oriented Learning (X2) construct has a value of 0.983.
- d. Y1.2 on the Vocational Student Independent (Y) construct has a value of 0.720.

These indicators do not require deletion because their contribution is significant to the construct.

2. Invalid Indicators (<0.7):

- a. In Control Variable (Z):
 - 1) K1 has a value of 0.461.
 - 2) K3 has a value of -0.187.
 - 3) K4 has a value of 0.125.
- b. In Implementation of Product Oriented Learning (X2), X2.2 has a value of -0.406.
- c. In Use of TikTok Shop (X1), X1.1 has a value of -0.511.
- d. In Entrepreneurial Interest (M), M1.2 has a value of -0.355.
- e. In Vocational Student Independent (Y):
- f. Y1.1 has a value of -0.644.

These indicators have values far below the minimum validity limit, including negative values, indicating that their contribution to the construct is very weak or even interferes with the analysis results. Therefore, these indicators are recommended to be removed from the model to improve overall validity and reliability.

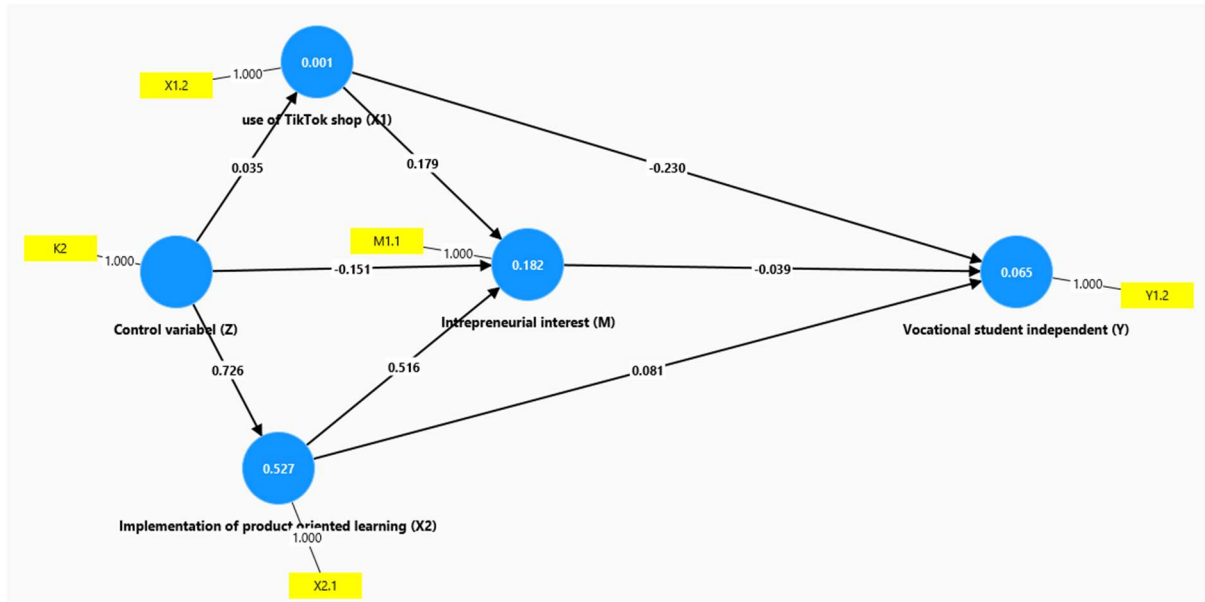


Figure 3. Revised Structural Model After Removing Low Outer Loadings

This figure 3. shows the revised structural model after removing indicators with outer loadings values below 0.7, which do not meet the validity criteria in the measurement model. This revision aims to improve the accuracy and reliability of the research model so as to produce more valid and relevant interpretations.

Model Conditions After Revision, Relationship Between Variables:

- a. Use of TikTok Shop (X1) still shows a negative effect on Vocational Student Independence (Y) with a coefficient of -0.230.
- b. Implementation of Product Oriented Learning (X2) shows a positive effect on Entrepreneurial Interest (M) with a coefficient of 0.516.
- c. Entrepreneurial Interest (M) makes a small contribution to Vocational Student Independence (Y) with a coefficient of 0.081.

Relationship Between Constructs

The revised structural model shows the causal relationship between exogenous, mediator, and endogenous variables. Here is the explanation:

1. The Effect of Use of TikTok Shop (X1) on Vocational Student Independence (Y):
 - a. Path coefficient: -0.230 (negative).
 - b. Interpretation: The use of TikTok Shop has a negative relationship with the independence of vocational students. This indicates that although TikTok Shop functions as a learning medium, direct use of this platform is not enough to increase student independence. Dependence on the platform can hinder the development of independent skills.

2. The Effect of Implementation of Product Oriented Learning (X2) on Entrepreneurial Interest (M):
 - a. Path coefficient: 0.516 (positive).
 - b. Interpretation: The implementation of product-based learning has a significant positive effect on students' interest in entrepreneurship. This approach is effective in encouraging students to be more interested in entrepreneurship because they can directly practice concepts and theories in real contexts.
3. The Effect of Entrepreneurial Interest (M) on Vocational Student Independence (Y):
 - a. Path coefficient: 0.081 (positive but small).
 - b. Interpretation: Entrepreneurial interest has a positive but small effect on student independence. This shows that although interest is important, student independence in entrepreneurship is also influenced by other factors, such as direct experience or environmental support.
4. Control Variables (Z)

The control variable (K2) has a significant relationship to other variables, indicating that demographic factors such as previous learning experiences affect the effectiveness of the implementation of the learning model.

Academic Implications

1. Curriculum Development:
 - a. These results support the integration of the Product Oriented Learning approach into vocational curricula. Curricula need to be designed to optimize hands-on practice through platforms such as TikTok Shop that are relevant to the younger generation.
 - b. Mentoring students in using digital platforms is essential so that they can develop more independent skills.
2. Strengthening Learning Strategies:
 - a. Vocational Polytechnic can utilize the results of this study to improve digital-based learning methods. The focus should be directed at developing entrepreneurial skills through in-depth practical learning.
 - b. Platforms such as TikTok Shop should be used as a tool, not the only approach, to provide a directed learning experience.
3. Further Research:
 - a. This study opens up opportunities for further research to explore additional factors that can increase student independence, such as the influence of mentoring, entrepreneurial culture on campus, or the integration of other technologies.
 - b. Similar research can also be conducted on different populations to see if the results are consistent, for example in other educational institutions or in the non-vocational sector.
4. Contribution to Academic Literature:

This study provides empirical contributions in understanding the relationship between social commerce platforms, product-based learning methods, entrepreneurial interest,

and vocational students' independence. This is relevant to be studied further in the context of educational digitalization.

Through understanding the relationship between these constructs, the study not only provides academic insights but also practical guidance to improve the effectiveness of entrepreneurship-based learning in the digital era.

1. The Potential of TikTok Shop as a Product-Oriented Learning Media to Increase the Independence of Vocational Students

The results of the study show that TikTok Shop has great potential as a Product-Oriented Learning media. This platform offers opportunities for integration between product-based learning concepts and real-world digital marketing practices. Students can use TikTok Shop to:

- a. Develop entrepreneurial skills through hands-on experience in marketing, production, and product management.
- b. Learn to adapt to digital technology that is relevant to current industry trends.
- c. Gain access to a wider global market, thereby increasing their ability to innovate and compete.

However, this potential can only be optimized if the learning approach is accompanied by guidance and mentoring. The results of the structural model show that the use of TikTok Shop alone has a negative relationship with the independence of vocational students. This indicates that the platform must be combined with targeted learning strategies, such as intensive mentoring by lecturers or entrepreneurial mentors. Thus, the potential of TikTok Shop can be maximized as an innovative learning tool that supports the development of student independence.

2. Impact of Implementing Product Oriented-Learning Principles on Vocational Students' Interest and Readiness in Entrepreneurship

The implementation of the Product Oriented-Learning principle has a significant positive impact on vocational students' interest in entrepreneurship. The path coefficient of 0.516 between Implementation of Product Oriented Learning and Entrepreneurial Interest shows that this method encourages students to be more interested and confident in exploring entrepreneurial opportunities. This approach allows students to:

- a. Improve skills in the production cycle and marketing of real products.
- b. Practice entrepreneurial concepts in a relevant digital environment.
- c. Understand market challenges through direct experience, thereby increasing their readiness to run a business.

However, the results of the study also showed that the effect of entrepreneurial interest on student independence was still relatively small (path coefficient 0.081). This indicates that vocational students' readiness in entrepreneurship requires further support, such as further training, soft skills development, and strengthening financial literacy. With a combination of product-based learning approaches and additional support, students can be better prepared to be independent in entrepreneurship.

CONCLUSION

Overall, TikTok Shop has great potential as an innovative learning medium in supporting Product Oriented-Learning. Its impact on students' interest in entrepreneurship is very positive, but it needs to be supported by a targeted learning strategy to ensure students' readiness and independence in entrepreneurship. This implementation recommendation is not only academically relevant, but also practical to be applied in vocational institutions that want to improve the quality of digital-based entrepreneurship learning.

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