THE INFLUENCE OF TIKTOK SHOP, POCKET MONEY, AND FINANCIAL LITERACY ON ONLINE SHOPPING INTEREST AT SMKN 01 DUKUHTURI

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Abstract

This study aims to analyze the influence of TikTok Shop, pocket money, and financial literacy on online shopping interest among students of SMK Negeri 1 Dukuhturi, Tegal Regency. The rapid development of social commerce through TikTok Shop has transformed adolescents' consumption behavior by providing interactive shopping experiences through short videos, live shopping, and digital promotions. These conditions are assumed to influence students' online shopping interest, which is also affected by financial capability represented by pocket money and financial management ability represented by financial literacy. This quantitative research employed a survey method involving 296 students selected using proportional random sampling. Data were collected through questionnaires and analyzed using multiple linear regression. The findings reveal that TikTok Shop has no significant effect on students' online shopping interest. Conversely, pocket money and financial literacy have a positive and significant effect on online shopping interest. Simultaneously, all three variables significantly influence students' online shopping interest. These findings indicate that financial capability and financial literacy remain more dominant factors than digital platform attractiveness in shaping students' online shopping interest.

Keywords: TikTok Shop; Pocket Money; Financial Literacy; Online Shopping Interest;

1 INTRODUCTION

The rapid development of information technology has driven society into a digital transformation era that has fundamentally changed consumption patterns, including the shift from face-to-face transactions to online shopping platforms or e-commerce (Pramesti et al., 2025). This shift is driven by the value of efficiency, ease of access, and the diversity of products offered within the online shopping ecosystem, so that shopping activity is no longer merely about fulfilling basic needs but has become part of a practical digital lifestyle (Haliza & Habib, 2022). In Indonesia, the growth of online shopping is further supported by high internet penetration, which in 2024 reached 79.5% of the total population, or approximately 221 million people, consistent with findings that the surge in internet users is positively correlated with transactions on e-commerce platforms and drives economic growth (Ni Made Yulia Dewati Ayu & Jakaria, 2023).

The development of e-commerce in Indonesia has entered a new phase with the emergence of the social commerce phenomenon, namely the shift of consumers, particularly the younger generation, from conventional e-commerce platforms such as Shopee or Tokopedia toward social media platforms integrated with shopping features, one of which is TikTok Shop (Darullah & Tanamal, 2023). The combination of entertainment content in the form of short videos and live-streaming features creates a more dynamic shopping experience through direct interaction between sellers and buyers, an aspect not available in conventional markets (Yanti et al., 2023). For vocational high school (SMK) students, continuous exposure to attractive visual content on the For You Page (FYP), combined with subjective norms from peer environments that regard a product as trending, has the potential to strengthen online shopping interest even when the product is not a primary need — particularly given convenient features such as flash sales, discounts, and cash-on-delivery payment methods that remove transaction barriers for students who do not yet have their own income (Perdana Oskar et al., 2022).

Beyond the platform's appeal, pocket money serves as students' main source of funding for digital transactions. The amount of pocket money students receive varies and reflects their financial capacity to respond to promotions and flash sales offered on online shopping platforms (Kurniati, 2021), and previous research shows that pocket money has a significant effect on consumption patterns (Rismayanti & Oktapiani, 2020). In addition to pocket money, students' ability to manage their finances, or financial literacy, is also presumed to play an important role, since low financial literacy may increase students' vulnerability to promotions and advertisements without rational consideration (Selfianti et al., 2025). For vocational high school students, who generally do not yet have their own income and still depend on pocket money from their parents, adequate financial understanding becomes essential to prevent them from using their pocket money for excessive online shopping.

Vocational high school (SMK) students were chosen as the subjects of this study based on four considerations. First, SMK students generally do not yet have independent income and therefore rely entirely on pocket money as their sole financial resource. Second, as digital natives with high device ownership and intensive social media use, SMK students are among the groups most exposed to digital marketing stimuli such as TikTok Shop (Ridhayani & Johan, 2020). Third, as active recipients of pocket money, students' online shopping patterns directly reflect how their limited financial resources are allocated. Fourth, financial literacy at the vocational secondary education level has generally not been deeply integrated into the curriculum, so students' ability to plan and control their spending is still at a developing stage (Fatimah et al., 2025). The combination of these four conditions makes SMK students a group that is both vulnerable and strategic to study, as the consumption patterns formed at this stage have the potential to carry over once students enter the workforce and earn their own income.

Empirical observation at SMK Negeri 1 Dukuhturi, Tegal Regency, indicates a high level of online shopping interest in TikTok Shop, driven by flash-sale promotions and attractive video content, which is further compounded by students' suboptimal management of their pocket money. A number of previous studies have examined the influence of social media (Salsabilla & Handayani, 2023; Setianingsih & Aziz, 2022; Saling & Zakaria, 2024) and pocket money (Patandean et al., 2025; Nicky & Sofhin, 2024) on shopping interest or consumption behavior. However, most of these studies used university students as subjects, measured consumptive behavior that had already occurred rather than shopping interest as a tendency that precedes behavior, and rarely tested the three determinants — platform appeal, financial capacity, and financial literacy — simultaneously within a single model. This is the gap that the present study seeks to address by simultaneously testing the determinants of TikTok Shop, pocket money, and financial literacy on online shopping interest among SMK students, a population that has not been extensively studied. Based on the foregoing, this study aims to analyze the influence of TikTok Shop, pocket money, and financial literacy on the online shopping interest of students at SMK Negeri 1 Dukuhturi, Tegal Regency, both partially and simultaneously.

2 METHODOLOGY

This study employed a quantitative approach using a causal-associative survey design, which aims to test the cause-and-effect relationship between variables through statistical hypothesis testing (Sugiyono, 2023). TikTok Shop (X1), pocket money (X2), and financial literacy (X3) were positioned as independent variables, while online shopping interest (Y) was positioned as the dependent variable.

The accessible population of this study consisted of 1,142 tenth- and eleventh-grade students of SMK Negeri 1 Dukuhturi, Tegal Regency, in the 2025/2026 academic year, distributed across six vocational programs. The sample size was determined using the Slovin formula with a 5% margin of error, as follows:

$$n = N / (1 + N e^2) \qquad (1)$$

Based on this calculation, a sample size of 296 students was obtained, which was then proportionally allocated across each vocational program using the proportional random sampling technique so that all majors were represented in a balanced manner (Sugiyono, 2023).

Data were collected through a four-point Likert-scale questionnaire (Strongly Agree–Strongly Disagree), observation, and documentation. Each variable was measured through the dimensions/indicators presented in Table 1.

Table 1. Description and Indicators of Research Variables

Variable	Indicator	Source

TikTok Shop (X1)	Social interaction, creative content, live shopping, transaction convenience, affiliate marketing/influencer	Winoto et al. (2026)
Pocket Money (X2)	Amount of pocket money, usage, management, spending priorities, remaining pocket money (savings)	Patandean et al. (2025)
Financial Literacy (X3)	Knowledge, attitude, behavior, skills, and financial decision-making	Putri Ratnasari et al. (2025)
Online Shopping Interest (Y)	Transactional, referential, preferential, and exploratory interest	Purbohastuti & Hidayah (2020)

Source: processed by the researcher, 2026

The research instrument's validity was tested using the Pearson product-moment formula on 30 respondents outside the research sample, with the criterion for validity being r-calculated > r-table (0.361), and its reliability was tested using Cronbach's Alpha with a threshold of 0.60 (Sahir, 2022). Items found to be invalid were removed from the final instrument, so that the number of items used to collect data from the 296 respondents was 10 items for TikTok Shop, 12 items for pocket money, 13 items for financial literacy, and 11 items for online shopping interest. The reliability test results for all valid items are presented in Table 2.

Table 2. Instrument Reliability Test Results

Variable	Cronbach's Alpha	Number of Valid Items	Description
TikTok Shop (X1)	0.970	10	Highly Reliable
Pocket Money (X2)	0.928	12	Highly Reliable
Financial Literacy (X3)	0.912	13	Highly Reliable
Online Shopping Interest (Y)	0.843	11	Highly Reliable

Source: SPSS data processing results, 2026 (n = 30)

Prior to regression estimation, the data were tested through a series of classical assumption tests, namely a residual normality test using the One-Sample Kolmogorov-Smirnov test, a multicollinearity test using Tolerance and Variance Inflation Factor (VIF) values, and a heteroscedasticity test using the scatterplot graphical approach. Data identified as outliers through Casewise Diagnostics were excluded from the final model, so that the number of data analyzed in the final model became 292 respondents. As a methodological solution to the remaining violation of the residual normality assumption, this study applied a bootstrapping technique (1,000 samples, Bias-Corrected and Accelerated/BCa 95%) to strengthen the validity of the regression coefficient estimates (Ghozali, 2021).

Data were analyzed using multiple linear regression with the following equation:

$$Y = a + b1X1 + b2X2 + b3X3 + e \qquad (2)$$

where Y is online shopping interest, X1 is TikTok Shop, X2 is pocket money, X3 is financial literacy, a is the constant, b1 through b3 are the regression coefficients, and e is the error term (Sahir, 2022). Hypothesis testing was conducted through a partial test (t-test) to examine the effect of each independent variable, and a simultaneous test (F-test) to examine the combined effect of the three independent variables, both at a 5% significance level. Subsequently, the coefficient of determination (R^2) was calculated to determine the magnitude of the independent variables' contribution in explaining the variation of the dependent variable (Sahir, 2022).

3 RESULTS AND DISCUSSION

Descriptive Statistics

Data processing results for the 296 respondents show a general overview as presented in Table 3.

Table 3. Descriptive Statistics Analysis Results

Variable	N	Min	Max	Mean	Std. Deviation
TikTok Shop (X1)	296	13	40	25.92	9.403
Pocket Money (X2)	296	16	46	30.42	9.727
Financial Literacy (X3)	296	18	50	32.78	9.909
Online Shopping Interest (Y)	296	15	41	27.59	8.203

Source: SPSS data processing results, 2026

The Financial Literacy variable has the highest mean value (32.78), while TikTok Shop has the lowest mean value (25.92). The standard deviation values across all variables range from 8.2 to 9.9, indicating fairly varied responses among respondents for each variable (Ghozali, 2021). Further frequency analysis shows that the majority of respondents fall into the moderate category for all four variables, with the highest proportion in the high category found in the Pocket Money and Financial Literacy variables (23.65% each), while nearly a quarter of respondents (23.31%) had a high level of Online Shopping Interest.

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Multiple Linear Regression Analysis Results

The results of the multiple linear regression analysis for 292 respondents (after excluding 4 outlier data points) are presented in Table 5.

Table 5. Multiple Linear Regression Analysis Results

Model	B	Std. Error	Beta	t	Sig.
(Constant)	1.246	0.362	–	3.439	0.001
TikTok Shop (X1)	-0.023	0.031	-0.026	-0.752	0.453
Pocket Money (X2)	0.294	0.050	0.348	5.878	0.000
Financial Literacy (X3)	0.550	0.038	0.662	14.486	0.000

Source: SPSS data processing results, 2026 (N = 292, after excluding 4 outlier data points)

Based on Table 5, the following multiple linear regression equation was obtained:

$$Y = 1.246 - 0.023\ X1 + 0.294\ X2 + 0.550\ X3 + e$$

The constant value of 1.246 (Sig. = 0.001) indicates that if the three independent variables are held constant, students' Online Shopping Interest is predicted to be 1.246. The TikTok Shop coefficient of -0.023 with Sig. = 0.453 (> 0.05) indicates that this variable has no significant effect on Online Shopping Interest. The Pocket Money coefficient of 0.294 with Sig. = 0.000 (< 0.05) indicates a positive and significant effect, while the Financial Literacy coefficient of 0.550 with Sig. = 0.000 (< 0.05) indicates a positive and significant effect with the highest Beta value (0.662) among the three independent variables, making it statistically the most dominant predictor.

Hypothesis Testing

The partial test (t-test) at df = 288 with a 5% significance level has a t-table value of 1.968. The test results show that TikTok Shop has a t-calculated value of -0.752 (< t-table) with Sig. = 0.453, so H0 is accepted and Ha is rejected, meaning there is no significant effect of TikTok Shop on Online Shopping Interest. Pocket Money has a t-calculated value of 5.878 (> t-table) with Sig. = 0.000, so Ha is accepted, meaning there is a positive and significant effect of Pocket Money on Online Shopping Interest. Financial Literacy has a t-calculated value of 14.486 (> t-table) with Sig. = 0.000, so Ha is accepted, meaning there is a positive and significant effect of Financial Literacy on Online Shopping Interest.

The simultaneous test (F-test) and coefficient of determination are presented in Table 6.

Table 6. F-Test (ANOVA) and Coefficient of Determination Results

Model	F	Sig.	R	R Square	Adjusted R Square
Regression	1974.778	0.000	0.977	0.954	0.953

Source: SPSS data processing results, 2026

The F-calculated value of 1974.778 (> F-table of 2.636 at df1 = 3 and df2 = 288) with Sig. = 0.000 (< 0.05) indicates that TikTok Shop, Pocket Money, and Financial Literacy simultaneously have a significant effect on students' Online Shopping Interest. The R Square value of 0.954 indicates that the three independent variables are able to explain 95.4% of the variation in Online Shopping Interest, while the remaining 4.6% is explained by other factors outside the model, such as peer influence, lifestyle, or exposure to advertisements on other platforms. Given the multicollinearity findings in Table 4, this high R^2 value should be interpreted with caution, as it may be partly inflated by the correlation among the independent variables (Ghozali, 2021).

Discussion

The Effect of TikTok Shop on Online Shopping Interest.

The research results show that TikTok Shop has no significant effect on students' Online Shopping Interest (Sig. = 0.453). This finding is inconsistent with the studies of Marbun & Rasyid (2022) and Imamiatul Jannah et al. (2025), which found a significant effect of TikTok Shop on consumptive behavior or shopping interest. This inconsistency is most likely influenced by the high multicollinearity in the regression model, in which the effect of TikTok Shop may be statistically masked by the Pocket Money and Financial Literacy variables, which are strongly correlated with each other. In other words, the appeal of TikTok Shop in this study likely still plays a role in driving students' shopping interest, but statistically this effect is difficult to separate from the influence of students' pocket money and financial literacy. Referring to the Technology Acceptance Model, or TAM (Davis, 1989), the ease of using a shopping platform alone is not sufficient to make students interested in shopping if their financial capacity is limited, so that students' financial condition appears to be a more determining factor than the platform's features themselves.

The Effect of Pocket Money on Online Shopping Interest.

The research results show that Pocket Money has a positive and significant effect on students' Online Shopping Interest (Sig. = 0.000; B = 0.294). This finding supports the study of Rismayanti & Oktapiani (2020), which states that pocket money has a significant effect on consumption patterns, and is consistent with the frequency analysis results, in which the group of students with higher pocket money theoretically has greater financial flexibility to respond to promotions and flash sales on online shopping platforms. The behavioral life-cycle hypothesis (Shefrin & Thaler, 1988) also explains that money received regularly and in limited amounts, such as daily or weekly pocket money, tends to be spent within the same period, since adolescents are not yet strongly motivated to save for the long term.

The Effect of Financial Literacy on Online Shopping Interest.

The research results show that Financial Literacy has a positive and significant effect on students' Online Shopping Interest (Sig. = 0.000; B = 0.550), with the largest contribution (Beta = 0.662) among the three independent variables. This positive direction of influence needs to be interpreted carefully: good financial literacy does not automatically reduce shopping interest, but may instead serve as a resource that enables students to shop in a more planned and selective manner. This can be explained through the concept of the knowledge-behavior gap in financial literacy (Shah & Oppenheimer, 2022), which states that good financial knowledge plays more of a role on the "knowing how" side (for example, calculating discounts) than on the "being able to resist desire" side. Furthermore, according to the Theory of Planned Behavior (Ajzen, 1991), a person's intention to perform an action is influenced by how confident they are in their ability to control that action, so students with high financial literacy tend to feel more confident and capable of managing the financial consequences of their shopping decisions, which in turn may actually increase rather than decrease their shopping interest.

The Simultaneous Effect of TikTok Shop, Pocket Money, and Financial Literacy on Online Shopping Interest.

The F-test results show that the three variables simultaneously have a significant effect on students' Online Shopping Interest (Sig. = 0.000), with a contribution of 95.4%. This confirms that students' online shopping interest is shaped by the combined influence of digital platform appeal, financial capacity, and financial management ability, although partially, the dominant influence is contributed more by Financial Literacy and Pocket Money than by TikTok Shop.

4. CONCLUSION

Based on the results of the analysis and discussion, it can be concluded that TikTok Shop, partially, has no significant effect on the Online Shopping Interest of students at SMK Negeri 1 Dukuhturi, Tegal Regency, while Pocket Money and Financial Literacy each have a positive and significant effect, with Financial Literacy being the variable with the largest contribution to the effect. Simultaneously, TikTok Shop, Pocket Money, and Financial Literacy have a significant effect on students' Online Shopping Interest with a very large contribution, while the remainder is influenced by other factors outside this research model. These findings confirm that students' financial capacity and understanding of financial management are more dominant determinants than the mere appeal of digital platform features in shaping online shopping interest among vocational high school students.

5. RECOMMENDATIONS

Given that Financial Literacy and Pocket Money have proven to be more dominant determinants than TikTok Shop, schools are advised to incorporate financial literacy education and pocket-money management more intensively into learning activities and guidance-and-counseling programs, in order to equip students to make more rational and planned shopping decisions. For parents, the results of this study can serve as a basis for evaluating the amount and pattern of pocket money given to their children. Students are also advised to manage their pocket money more wisely and improve their personal financial literacy, so that online shopping decisions, including through TikTok Shop, are based on rational needs rather than merely trend-driven impulses or momentary promotions. For future researchers, given the high multicollinearity found between Pocket Money and Financial Literacy, it is recommended to consider more appropriate analytical methods to address it, such as combining the two variables through factor analysis, using ridge regression or Partial Least Squares Structural Equation Modeling (PLS-SEM), and expanding the scope of research to more than one school so that the results can be generalized more broadly.

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