



THE ROLE OF THE SOCIAL MEDIA TIKTOK ACCOUNT @VMULIANA IN IMPROVING PERSONAL BRANDING FOR STUDENTS OF THE STATE ISLAMIC UNIVERSITY OF NORTH SUMATRA

Lathifah Amri Marbun¹, Anang Anas Azhar²

^{1,2}Universitas Islam Negeri Sumatera Utara, Indonesia

*Corresponding Author: lathifa0603213106@uinsu.ac.id

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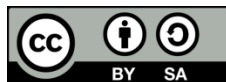
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ABSTRACT

This study aims to analyze the role of the TikTok account @vmuliana in enhancing personal branding knowledge among students of the Communication Studies Program at Universitas Islam Negeri Sumatera Utara. Using a descriptive qualitative approach, data were collected through semi-structured interviews with ten senior students and observation of five TikTok videos related to personal branding. The analysis reveals that @vmuliana's content supports students' understanding of key concepts such as value consistency (Unity), digital visibility (Visibility), and personal distinctiveness (Distinctiveness) in building a professional identity. Informative, relatable, and strategically communicated content facilitates the transformation of conceptual knowledge into practical actions, such as optimizing LinkedIn profiles and creating professional resumes. These findings indicate that TikTok can function as an effective informal learning medium for developing students' personal branding skills in the digital age.

Keywords: TikTok, personal branding, students, social media, informal learning

1. INTRODUCTION

The digital technology revolution has transformed communication patterns across the globe, including in Indonesia. The internet and smart devices like smartphones enable fast and interactive access to information, shifting the way younger generations interact from face-to-face communication to virtual spaces. Internet-based new media, such as online platforms, offer dynamic information delivery, transcending geographical and time constraints. Younger generations, in particular, are now increasingly using digital platforms to share ideas, collaborate, and build their identities, reflecting a major transformation in how they communicate and express themselves (Utami, 2021).

Among various social media platforms, TikTok stands out as one of the most popular, especially among university students. Launched in 2016, TikTok offers a concise, short-form video format, supported by an artificial intelligence-based For You Page (FYP) algorithm that personalizes content based on user interests. Creative features, such as visual effects and music, make the platform appealing to Generation Z, who dominate its user base in Indonesia, one of TikTok's largest markets globally (Nadya Fitrah et al., 2024; Munir & Mubarak, 2025). TikTok's ability to convey information concisely and engagingly opens up significant opportunities as an educational medium, particularly for students seeking practical insights in an easily digestible format.

The concept of personal branding is increasingly important in the digital age, especially for final-year students facing intense competition in the job market. Personal branding, as popularized by Tom Peters, is the strategic process of shaping public perception of oneself through values, uniqueness, and image consistency. Final-year students often face challenges in distinguishing themselves from thousands of other candidates, both in terms of professional reputation and career opportunities. Social media, with its interactive and broad reach, is an ideal platform for building a personal brand, allowing students to showcase their skills and identity to a larger audience ('PERSONAL BRAND EQUITY': WHEN YOU BECOME A HIGHLY VALUABLE ASSET - Indonesia Spicing The World, n.d.).

The TikTok account @vmuliana is an interesting example of utilizing social media for personal branding education. The content produced by this account focuses on career topics, self-development, and practical guides such as CV creation, LinkedIn profile optimization, and job interview techniques. Presented in a clear, concise, and relevant style to the needs of students and recent graduates, @vmuliana's content attracts millions of followers, particularly the younger generation. Its popularity is driven by its ability to convey immediately applicable information, making it a reference for students preparing to enter the workforce (Sumanti et al., 2022; Ningtyas et al., 2023). This account is worthy of research because of its role as an informal educational resource relevant to the needs of a young audience.

Previous research has examined the @vmuliana account from various angles. For example, E. M. Putri & Febriana (2023) analyzed how this account builds its own creator's personal brand based on Peter Montoya's Eight Laws of Personal Branding. Ramadhani & Faridah (2023) explored Vina Muliana's communication techniques, while Saputra & Yuliani (2024) highlighted the role of her content as a source of career information for students. However, these studies have not yet qualitatively explored the educational impact of @vmuliana's content on students' personal branding knowledge, particularly among Communication Studies students. Putri's (2024) research measured the impact on professionalism in general, but did not focus on understanding the concept and methods of building

personal branding. This gap highlights the need for research exploring the impact of TikTok content on student knowledge.

This study aims to understand the role of the TikTok account @vmuliana in enhancing the knowledge of Communication Studies students at the State Islamic University of North Sumatra on how to build personal branding. Using a qualitative approach, this study offers new insights into how social media, specifically TikTok, can be an effective informal educational tool in shaping students' understanding and practical skills. Focusing on the impact of @vmuliana's content, this study contributes to the understanding of the role of digital platforms in personal branding learning, highlighting the experiences of students as audiences. The novelty of this research lies in its in-depth exploration of the informal learning process through digital content relevant to students' career needs.

2. RESEARCH METHOD

This study used a descriptive qualitative method to explore the perceptions of Communication Studies students at the State Islamic University of North Sumatra (UINSU) regarding the role of the TikTok account @vmuliana in enhancing their personal branding knowledge. The descriptive method was chosen because it allows for an in-depth description of the phenomenon from the subject's perspective, resulting in a rich understanding of how educational content influences student learning (Moleong, 2017). The study was conducted at UINSU, Jalan Lapangan Golf, Pancur Batu, Deli Serdang, North Sumatra, a location relevant to the research subjects.

The subjects were 10 (ten) final-year students in the Communication Studies Program at UINSU who actively use TikTok and follow the account @vmuliana. Subjects were selected through purposive sampling to ensure relevance to the needs of building personal branding ahead of their professional careers, given the urgency of developing a competitive self-image for final-year students. The researcher served as the primary instrument, as is common in qualitative research, to collect and interpret data in depth (Moleong, 2017).

Data were collected through semi-structured interviews with university students to explore their perceptions of @vmuliana's content, including their understanding of personal branding, practical application, and perceptions of Vina Muliana's communication techniques. Interviews were conducted face-to-face with 15 questions to ensure accuracy. Observations were made of five @vmuliana TikTok videos relevant to personal branding. They were analyzed based on Peter Montoya's Eight Laws of Personal Branding framework, including Specialization, Leadership, Personality, Distinctiveness, Visibility, Unity, Persistence, and Goodwill (Ramadhani & Surahmadi, 2025). Field notes during the interviews recorded informal observations, such as the subjects' expressions, to enrich data interpretation.

Data analysis used Miles and Huberman's Interactive Model of Analysis, which involves iterative collection, reduction, presentation, and drawing conclusions (Irawan et al., 2023). Interview data and video observations were organized by theme, such as understanding of personal branding and Vina's communication techniques, then reduced to focus on information relevant to the research objectives. Data is presented in narrative and tabular form to facilitate interpretation, for example, comparing student perceptions with video content. Conclusions are drawn from emerging data patterns, such as the influence of content on understanding of Specialization and Visibility.

Data validity is maintained through source triangulation, comparing student interview data and content analysis of @vmuliana's TikTok videos. This comparison ensures consistency, for example, between student perceptions of Vina's authenticity and her delivery style in the videos, thereby enhancing the credibility and objectivity of the research results (A'yun & Kusmajid, 2024).

3. RESULT AND ANALYSIS

This study aims to analyze the role of the TikTok account @vmuliana in enhancing the personal branding knowledge of students in the Communication Studies Program at the State Islamic University of North Sumatra. Data were collected through semi-structured interviews with 10 final-year students who actively follow the @vmuliana account, observations of five TikTok videos relevant to personal branding, and field notes during the interviews. The interviews were conducted face-to-face and included 15 questions on personal branding understanding, practical application, Vina Muliana's delivery style, and content impact. Table 1 below shows a series of interview questions designed to capture students' perceptions of @vmuliana's content, covering aspects of understanding, application, delivery style, and impact.

Video observations were analyzed based on Peter Montoya's Eight Laws of Personal Branding framework, which includes Specialization, Leadership, Personality, Distinctiveness, Visibility, Unity, Persistence, and Goodwill. Field notes captured informal observations, such as interviewee expressions, to enrich the data. Data were processed using Miles and Huberman's Interactive Model of Analysis, grouped according to four analytical patterns: Understanding the Concept of Personal Branding, Practical Application, Vina's Delivery Style, and Content Impact.

The interviewees' characteristics are presented to illustrate their engagement with the @vmuliana account. All interviewees, students in their 6th to 8th semesters, actively use TikTok and follow the @vmuliana account, with the duration of their follow-up ranging from six months to two years. Interviewees from SNCT to AAP and ZFR reported following the @vmuliana account for one year, with SNCT stating: "It's been about a year" and NIRD stating: "It's been about a

year." Interviewees SPS, DS, and H reported a six-month period, with SPS stating: "It's not long because it started on my TikTok feed." Interviewees WA and MW reported a two-year period, with WA stating: "Two years ago" and MW stating: "Two years ago." Table 2 below summarizes the interviewee characteristics.

Interview data revealed students' understanding of the concept of personal branding, including value consistency, online visibility, and personal uniqueness. The SNCT interviewee stated that personal branding is the process of shaping public perception that aligns with personal values and goals, emphasizing consistency. The SPS interviewee explained that personal branding is not simply about image building, but rather an authentic effort to present the best version of oneself, emphasizing authenticity. Interviewee H described personal branding as creating a strong and memorable image, with a focus on uniqueness. Interviewee WA stated that personal branding involves understanding oneself to create a consistent identity.

Students' practical application of @vmuliana content included actions such as improving their CVs, optimizing their LinkedIn profiles, and practicing presentations. The OSS interviewee reported that after following the content suggestions, their CVs and LinkedIn profiles became more polished and attracted external attention. The SPS interviewee stated that she had implemented tips for creating LinkedIn summaries that reflect personal identity, increasing online visibility. The DS interviewee noted that she began practicing presentation skills in class after being inspired by the content. The NIRD interviewee stated that she had not yet implemented any of the suggestions, although she expressed an intention to do so in the future.

Vina Muliana's delivery style was considered clear, authentic, and professional by students. SNCT interviewees stated that Vina delivered messages using clear and concise language, with a coherent structure, making them easy to understand. ZFR interviewees noted that Vina's delivery had a distinctive, effective style, appearing authentic and professional. AAP interviewees described Vina's delivery as simple, relevant, and supported by engaging visuals. MW interviewees stated that Vina's delivery was easy to understand and motivated the audience.

The impact of @vmuliana's content included increased self-confidence and perceptions of content relevance. SPS interviewees stated that @vmuliana's content provided concrete steps that boosted their confidence. H interviewees described the @vmuliana account as highly informative, prompting them to recommend the content. OSS interviewees considered the content useful and relevant for students and recent graduates. MW interviewees found the content motivating and encouraging self-development.

Table 1 below summarizes interviewee responses based on the analytical pattern and the Eight Laws of Personal Branding, with quotes linked to the corresponding laws. The analysis results indicate that the classification of interviewee responses based on the interview questions is linked to the Eight Laws

of Personal Branding and the analytical pattern. SNCT interviewees' responses about uniqueness and consistency reflected Distinctiveness and Unity. OSS and SPS interviewees noted practical applications such as improving their CVs and LinkedIn profiles, aligning with Visibility and Specialization. NIRD interviewees noted not having implemented the suggestions, demonstrating a variation in responses. Vina's delivery style, as reported by SNCT, ZFR, and MW interviewees, emphasized Personality. The impact of the content, as noted by SPS, MW, and H interviewees, highlighted Goodwill through relevance and motivation.

Table 1. Interview Responses Based on Analytical Patterns and the Eight Laws of Personal Branding

Informant Number	Question	Quote	Law	Patterns
1	Q5	Yes, I've become more aware of the importance of standing out and having your own unique personality in the workplace.	Distinctiveness	Understanding uniqueness
	Q6	I really understand it, especially when it comes to building a consistent self-image on social media.	Visibility, Unity	Understanding consistency
	Q7	I once tried to improve my LinkedIn and CV, and the result was more confidence and positive feedback.	Visibility, Specialization	Practical application of LinkedIn and CVs
	Q8	Vina communicates clearly, coherently, and uses simple yet firm language.	Personality	Clarity of delivery
	Q10	I think she seems honest, consistent, and very professional.	Personality, Unity	Perception of authenticity
...

Table 2 below shows the contents of @vmuliana's TikTok video, which describes content relevant to personal branding.

Tabel 4. 5 Video TikTok @vmuliana

No.	Themes	Video Content
1	Personal Branding	Do you want to build your personal brand, but are shy, afraid of being called a show-off, or considered a public figure? Here's how, try using the three-pronged method: Self, differentiation, and living it. Huh? What do you mean? There's the word "personal" in personal branding. So, the first thing you have to do is understand your personality. That's what differentiates your brand from others. After that, find your differentiation or distinguishing factor. This can strengthen your personal brand, and try to showcase it through various platforms like social media. And to avoid being called a public figure, personal branding must be lived through your actions. Walk the talk. And start with simple things from your daily life, so that what you present is in line with what you say and do.
2	Fresh Graduate CV Tips	Fresh graduate, no work experience, inactive in college, and no achievements. But you want to apply for a job that's different from your major. So, how should you write your resume? This, this, this. Before that, don't forget to follow my TikTok so you

		don't miss out on other career news. For example, like me, I'm studying agriculture but I want to apply for a job in communications. So, try to remember what I studied in college? It turns out there's a relevant course. I did an assignment on developing an agricultural communication model. Then, you can write about that experience, paying attention to it. And, it turns out like this. Here's another example. I also suggest that you take training, courses, certifications, or organizations during this job application process that are relevant to the position you're applying for. This way, you can have a portfolio to sell during the recruitment session. So, even if your major isn't relevant, you still have experience in that field.
3	Job Interview Self-Introduction	Try introducing yourself. My name is Fina, I'm 22 years old, born in Jakarta. If asked to introduce yourself, try using the present, past, and future technique. This will help you pass the job application. To do this, explain what you're currently busy with, what you've done in the past, and what your future career aspirations are. For example, "Introduce yourself. Let me introduce myself, ma'am. My name is Fina." I graduated from University A, majoring in B, and am interested in working in field C. Participating in student organizations during college enabled me to delve deeper into field C. In the organization, I was entrusted with coordinating several teams and creating activities X, Y, and Z. Furthermore, I enjoy participating in other activities such as volunteering and seminars related to field C. This experience has allowed me to master several skills such as E, F, and G. My strong desire to learn and work in a team, I think, makes me a suitable candidate for this position. Follow Fina Mulyana for more interview cheat sheets.
4	LinkedIn	Fresh graduate, just graduated, no experience whatsoever? How should I fill in the link-in? Try this: create a headline or section. You can write it in the format "Graduate...with a focus on the field..." For example, you could write something like this: To write the "About Me" section, first write a brief description. Then answer your activities during college or internship experience. Then share your skills and work interests.
5	Career Development	Sis, if you were asked in an interview what are your plans for the next 5 years? How would you answer? This is the event 1. Tell me about your plans My focus in the next 1-2 years is to really delve into this field of work so that in the next 2-3 years I can bear more responsibility 2. Show interest in the job I have a great interest especially in this industry and its future potential 3. Emphasize commitment to the company And in my opinion, this company is the right place to make that happen Because there are company values That continue to motivate employees to return themselves.

The first video explains the three-step method (self, differentiation, and living it), with the quote: "There's the word personal in personal branding. So, the first thing you have to do is understand your personality," reflecting Specialization. The quote: "Try showing it off through various platforms like social media," reflects Visibility, while "To avoid being called image-building, personal branding must be lived through actions. Walk the talk," reflects Unity. The second video suggests utilizing college and training experiences, with the quote: "You can take training, courses, certifications... so you can build a portfolio," reflecting Persistence. The third video uses the "now, then, and later" approach, with the quote: "Try using the now, then, and later technique. So your answers can help you pass job interviews," reflecting Specialization and Personality. The fourth video provides LinkedIn guidance, with the quote: "Create a headline... You can write it in the format Graduate... with a focus on the field...", reflecting Visibility and Specialization. The fifth video emphasizes interview strategies, with the quote: "Tell us about your

plans... Show interest in the job... Emphasize commitment to the company," reflecting Distinctiveness and Leadership.

The results of the analysis through source triangulation compared interview data and video observations to validate consistency. Understanding value consistency, as expressed by the SNCT resource person: "Personal branding is about how we are known to others in a way that aligns with our values and goals," is in line with the first video: "So that it is not called image building, personal branding must be lived through actions. Walk the talk." Understanding visibility, as stated by the SPS resource person: "One of them is how to utilize platforms like LinkedIn as a digital portfolio," is consistent with the fourth video: "Create a headline... You can write it in the format of Graduate... with a focus on the field..." Understanding uniqueness, as expressed by Resource person H: "Personal branding is more than just posting cool photos on social media. It's about building a strong and memorable image," is in line with the first video: "There is the word personal in personal branding... That's what differentiates your branding from others." Practical application, as reported by the OSS Interviewee: "I tried to improve my CV and LinkedIn, the results look neater and more attractive," is consistent with the fourth video, except for the NIRD Interviewee: "I have never applied the tips or suggestions," which shows a minor discrepancy with the second video. Increased self-confidence, as expressed by the SPS Interviewee: "More confident, because I now know the concrete steps I can take," is consistent with the fifth video: "Because there are company values that continue to motivate employees to restore themselves." Clarity of delivery, as noted by the SNCT Interviewee: "Vina conveyed clearly, coherently, and used language that was easy but still firm," is consistent with the first video: "Huh? What do you mean?" Perception of authenticity, as expressed by the ZFR Interviewee: "Vina Muliana managed to show an authentic and professional personality," is consistent with the third video: "Try using the now, then, and later technique. So that your answers can help you pass the job interview." The relevance and motivation of the content, as stated by the OSS Interviewee and H, are consistent with the second and fifth videos.

Discussion

Based on the research findings, the conceptual and theoretical significance of the role of the TikTok account @vmuliana in enhancing the personal branding knowledge of students in the Communication Studies Program at the State Islamic University of North Sumatra is explored, using Peter Montoya's Eight Laws of Personal Branding framework as the primary lens. Students' understanding of personal branding as a process emphasizing value consistency reflects the concept of Unity in Montoya's framework, which defines branding as the alignment between public image and personal identity. Goffman's dramaturgy theory explains that individuals manage the front stage to shape authentic public

perceptions, which is reinforced by @vmuliana's content guidance on consistency of actions (Oktantia & Sudrajat, 2023). This process demonstrates that learning through social media allows for the internalization of the concept of branding as an integrated representation of values, rather than merely superficial imagery.

@vmuliana's content facilitates students' understanding of the element of consistency in personal branding, addressing the research objective by demonstrating that structured guidance in the videos, such as the emphasis on value alignment and actions, strengthens conceptual knowledge. SNCT interviewees stated that personal branding is the process of shaping public perceptions that align with personal values, which is consistent with the first video on personal branding. This demonstrates that the account serves as an educational medium that bridges branding theory with students' practical understanding.

Visibility, as an aspect of personal branding, as understood by students through digital platform optimization, reflects the concept of "visibility" in Montoya's framework, which emphasizes the importance of strategic exposure to target audiences. Rogers' diffusion of innovation theory illustrates that media facilitates the transmission of ideas through easily accessible channels, such as TikTok (Hariyanto, 2021). @vmuliana's content, with its LinkedIn profile optimization guide, reinforces the understanding that visibility is a strategy for expanding professional reach, demonstrating how social media shapes knowledge about digital branding tools. @vmuliana's role in increasing knowledge about visibility is demonstrated through practical guidance that encourages students to use digital platforms strategically, addressing the research objectives. Data shows that students, like the SPS interviewee, understand the importance of LinkedIn as a digital portfolio, aligning with the fourth video, which provides guidance on LinkedIn profile structure. This suggests that the account reinforces knowledge by delivering structured information relevant to students' professional needs.

Uniqueness as an element of personal branding reflects "distinctiveness" in Montoya's framework, which emphasizes individual differentiation from competitors through a distinctive identity. The concept of symbolic communication explains that individuals construct identities through distinguishing symbols, such as personal narratives on social media (Sari, 2024). Students' understanding of uniqueness suggests that @vmuliana's content facilitates learning about differentiation strategies, which are essential for building a competitive professional image.

The @vmuliana account enhanced students' knowledge of uniqueness in personal branding, addressing the research objective by providing guidance that emphasizes individual identity. Interviewee H stated that personal branding is the creation of a strong and memorable image, consistent with the first video highlighting differentiation through personality. This suggests that the content enabled students to strategically articulate their identities in professional settings.

Students' practical applications, such as improving their CVs and LinkedIn profiles, reflect Specialization and Visibility in Montoya's framework, where individuals develop specialized expertise and strategically display it. Persuasive communication theory explains that relevant and structured messages encourage concrete action (Ramadhani & Faridah, 2023). This application demonstrates that @vmuliana's content not only transfers conceptual knowledge but also influences practical behavior, reinforcing learning through purposeful action. @vmuliana's role in encouraging practical application addresses the research objective by demonstrating that the content facilitates the transformation of knowledge into action. Data shows that students, like the OSS resource person, revised their CVs and LinkedIn profiles based on the fourth video guide, suggesting the account serves as an educational resource that encourages the implementation of branding strategies in professional practice.

Minor discrepancies in practical application, such as a lack of action by one speaker, reflect individual variation in response to educational content. Message reception theory suggests that factors such as individual motivation or readiness influence message adoption (Natsir et al., 2022). This variation suggests that the effectiveness of @vmuliana's content depends on personal dynamics, which influence the extent to which knowledge is translated into action.

Vina's delivery style, perceived as clear and authentic, reflects the Personality and Unity framework within Montoya, where authentic communication strengthens message acceptance. Interactive communication theory in new media explains that relatable delivery increases audience engagement (Fajari, 2024). This style suggests that @vmuliana facilitates learning through a communication approach that combines authenticity and professionalism, strengthening conceptual and practical understanding. @vmuliana's content reinforces knowledge through an effective delivery style, addressing the research objective by demonstrating that clear and authentic communication facilitates learning. Data shows that students, like the SNCT interviewee on March 10, 2023, found Vina's presentation coherent and relatable, consistent with the relaxed tone of the first video (2022). This suggests that the account plays a key role in conveying the concept of personal branding in an easily understood manner.

The motivational impact of @vmuliana's content reflects the goodwill within Montoya's framework, which emphasizes positive values for building trust and engagement. Communication motivation theory suggests that inspirational messages motivate audiences to action (Ningtyas et al., 2023). The increased self-confidence and perceived relevance of the content suggest that @vmuliana reinforces knowledge through emotional stimulation, which is essential for informal learning. The @vmuliana account increased student knowledge through motivational impact, addressing the research objective by demonstrating that relevant and inspirational content encourages engagement with the concept of personal branding. The SPS interviewee, on March 12, 2023, stated that the content

provides concrete steps that increase self-confidence, aligning with the fifth video (2023) which emphasizes professional motivation. This suggests that the account serves as a catalyst for cognitively and emotionally integrated learning.

The results of this study demonstrate the educational role of @vmuliana in enhancing personal branding knowledge, which differs from Putri and Febriana's (2023) focus on Vina's own branding strategy. Both studies utilize the Montoya framework; however, this study highlights the impact on student audiences through interviews and observations, while Putri and Febriana's analyzes content directly. Qualitative methods with source triangulation provide an in-depth analysis of informal learning, demonstrating that @vmuliana functions as a structured educational platform, not simply as a creator branding tool.

Ardiansyah and Sinduwiatmo's (2023) study explored the personal branding of Instagram celebrities on TikTok, focusing on entertainment imagery, while this study emphasizes students' academic learning. While both utilize the Montoya framework, this study integrates interviews to capture audience perceptions, providing a richer dimension of educational impact. Variations in practical applications suggest that @vmuliana has a more targeted effect on professional behavior compared to the Instagram celebrity's entertainment approach, reinforcing the account's role as a learning medium.

Ramadhani and Faridah (2023) analyzed Vina's communication techniques, while this study explores their impact on student knowledge. Both studies used a qualitative approach, but this study stands out for its source triangulation, validating the consistency between student perceptions and content. Vina's authentic delivery style supports both conceptual and practical learning, suggesting that @vmuliana has a broader role in informal education than a mere analysis of communication techniques. Saputra and Yuliani (2024) highlighted @vmuliana's informative role for job needs, while this study focused on enhancing personal branding knowledge. Both studies used interviews, but this study integrated Montoya's framework for a more in-depth conceptual analysis. The motivation generated by @vmuliana's content supports structured learning, suggesting that the account not only provides practical information but also shapes theoretical understanding of branding.

Putri's (2024) study used a quantitative approach to measure professionalism, in contrast to this study's qualitative approach, which explores the understanding and application of personal branding. Montoya's framework provides a depth of analysis not found in Putri's study, which did not use a similar framework. The increase in student self-confidence suggests that @vmuliana influences learning through a combination of motivation and practical application, providing a unique contribution to understanding the dynamics of education through social media.

The results show that TikTok, as a new medium, facilitates personal branding learning through focused content structure (Specialization), authentic communication (Personality), and increased visibility (Visibility). Lister and

McQuail's new media theory explains that digital platforms create interactive spaces for identity negotiation, reinforced by Goffman's dramaturgy of front-stage management (Fajari, 2024; Oktantia & Sudrajat, 2023). @vmuliana's content allows students to internalize branding concepts through relevant and accessible guidance, broadening their understanding of informal learning in digital environments. Students' practical application reflects the transformation of knowledge into action, as explained by communication persuasion theory, which states that structured messages encourage behavioral adoption (Ramadhani & Faridah, 2023). Minor discrepancies suggest that individual factors, such as readiness or motivation, influence learning effectiveness, in line with message reception theory (Natsir et al., 2022). These results extend Montoya's framework by demonstrating that social media can integrate branding elements into informal education, providing insight into the mechanisms of learning through digital content.

The study's scope was limited to ten Communication Studies students, which limits generalizability to a broader population. The selection of five videos may not capture the full range of @vmuliana content, leaving other potential aspects of personal branding learning unexplored. Purposive sampling could potentially introduce selection bias, as only students actively following the account were analyzed. Minor discrepancies in practical implementation suggest that individual factors influence effectiveness, but the limited number of subjects limits in-depth analysis of this variation. This study contributes to the Eight Laws of Personal Branding framework by demonstrating that social media can integrate elements of Specialization, Visibility, and Unity into informal learning.

4. CONCLUSION

This study concludes that the TikTok account @vmuliana plays a significant role in enhancing the personal branding knowledge of UINSU Communication Science students. Through structured, relevant, and communicative educational content, students understand key concepts in personal branding such as value consistency, digital visibility, and unique identity. This content not only builds conceptual understanding but also encourages practical applications such as improving CVs and managing LinkedIn profiles. The integration of theory (the Eight Laws of Personal Branding) and practice through the TikTok platform demonstrates that social media can be an effective and transformative informal learning space in the context of higher education. Future research is recommended to expand the scope of the subject by involving students across study programs or institutions to obtain stronger generalizability. Quantitative or mixed methods research can be conducted to statistically measure the relationship between exposure to TikTok content and improved branding skills, and can also explore the role of TikTok's

algorithm, content visual style, and comment interaction in shaping students' informal learning processes.

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