

Impulse Buying among Students under Influencer Exposure and Brand Image in an Islamic Economic Context

Aufa Fhathiy Rizky*, Inngamul Wafi

Sekolah Tinggi Keguruan dan Ilmu Pendidikan Majenang, Indonesia

*Corresponding Author: aufa96057@gmail.com

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ABSTRACT

Impulse buying behavior among young consumers has increasingly been shaped by digital marketing environments, particularly through influencer exposure and brand-related cues. However, existing studies often examine these factors separately, providing limited insight into their relative influence on spontaneous purchasing decisions, especially within value-oriented consumption frameworks. This study examines the relationship between influencer exposure and brand image in shaping students' impulse buying behavior within an Islamic economic context. A quantitative survey was conducted involving 39 university students, with data analyzed using multiple linear regression to assess both partial and simultaneous relationships. The findings indicate that influencer exposure has a significant and positive relationship with impulse buying behavior, suggesting the strong role of external stimuli in triggering spontaneous consumption. In contrast, brand image does not demonstrate a significant partial relationship, indicating that cognitive evaluation of brand reputation plays a less dominant role in impulsive decisions. Simultaneously, both variables show a significant combined relationship, reflecting the interaction between affective triggers and cognitive cues in shaping consumer responses. From an Islamic economic perspective, these findings highlight potential tensions between externally driven consumption behavior and principles of balanced consumption, particularly in avoiding excess and maintaining financial responsibility. This study contributes by clarifying the relative roles of affective and cognitive influences in impulse buying and underscores the importance of strengthening financial awareness and self-regulation in digital consumption environments.

Keywords: influencer marketing, brand image, impulse buying, islamic economics, consumer behavior



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Introduction

The development of technology has progressed rapidly and penetrated nearly every aspect of human life, along with the advancement of science and civilization. Technological progress is inevitable, as it continuously evolves in parallel with scientific development (Ngafifi, 2014). Technology enables transformations that

were once considered impossible in the real world, creating new patterns of interaction, communication, and economic activity (Wirasaputra et al., 2022). One of the most significant technological developments in contemporary society is the internet, which has fundamentally reshaped how people access information and conduct daily transactions (Kurniawan et al., 2023). In the trade sector, for instance, buying and selling activities are no longer limited by physical space, as consumers can now shop conveniently through smartphones using various marketplace platforms.

In the current digital era, changes in consumer behavior are increasingly visible, particularly in impulsive purchasing behavior or impulse buying. Impulse buying refers to unplanned purchasing behavior that occurs suddenly, driven by a strong emotional urge and often accompanied by feelings of excitement and pleasure, despite the absence of careful rational consideration (Verplanken & Sato, 2011). This behavior is no longer merely associated with functional needs, but is increasingly shaped by emotional responses, social influence, and psychological triggers within the consumption environment (Ayyasy et al., 2025).

In the specific context of online shopping, impulse buying manifests differently from its offline counterpart, as consumers are exposed to a distinct set of digital stimuli that intensify spontaneous purchase urges. Features such as personalized advertisements, flash sales, limited-time promotions, algorithm-driven recommendations, and influencer endorsements create a highly persuasive environment that encourages immediate purchasing decisions. This phenomenon is particularly relevant among students, who are generally more engaged with digital platforms and social media, making them more vulnerable to online consumption patterns driven by emotional and social factors.

The ease of access and various stimuli in online shopping encourage consumers to make spontaneous purchases without prior planning. Impulse buying occurs when consumers experience a sudden and often strong urge to purchase something immediately, without prior consideration (Rhamdahani, 2025). This behavior is generally unplanned and emerges as a spontaneous response after individuals are exposed to certain stimuli, such as promotions, discounts, or persuasive marketing content (Djamhari et al., 2024). Technological developments have further intensified this behavior by introducing new forms of digital stimuli, including social commerce and live shopping, which have significantly transformed online purchasing patterns and indicate the need for a more updated understanding of online impulse buying (Wulansari et al., 2025).

In addition, online payment methods have become increasingly diverse and accessible. Indonesian consumers are now widely introduced to various digital payment systems that make transactions faster and more convenient (Luthfia et al., 2023). Based on data from the Asosiasi Penyelenggara Jasa Internet Indonesia (APJII, 2024), the number of internet users in Indonesia has reached 221.5 million

people, representing approximately 79.5% of the total population. Generation Z constitutes the largest user group, accounting for 34.40%, surpassing other generational groups (Chandra et al., 2025). This indicates that the daily activities of Indonesian society are increasingly inseparable from digital and online environments (Rasyid & Farida, 2023).

Given that Indonesia is home to the world's largest Muslim population, the rapid growth of digital consumption and impulse buying behavior among its citizens cannot be examined in isolation from Islamic values and ethical principles that govern everyday economic life. This phenomenon is therefore important to examine from an Islamic economic perspective, considering that in Islam, consumption behavior is not solely based on the pursuit of satisfaction, but also emphasizes principles such as balance (*wasathiyah*), avoiding excess (*israf*), and refraining from wastefulness (*tabdzir*). Therefore, impulse buying behavior has the potential to conflict with the values of consumption in Islamic economics if it is not properly controlled.

Influencers are individuals on social media who possess the ability to shape the attitudes, preferences, and purchasing decisions of their followers through content creation, personal branding, and digital engagement (Hariyanti & Wirapraja, 2018). In the contemporary digital marketing landscape, influencers are commonly classified into mega, macro, micro, and nano influencers based on the size of their follower base and audience engagement. While mega and macro influencers offer broader visibility, micro and nano influencers tend to generate stronger trust and closer emotional connections due to their perceived authenticity and direct interaction with followers. These characteristics strengthen perceived credibility, parasocial interaction, and social proof, which are important mechanisms influencing purchase intention and encouraging impulse buying behavior.

Based on preliminary observations conducted among students of the Economic Education Study Program at STKIP Majenang, it was found that many students actively follow influencers on platforms such as Instagram and TikTok and show strong interest in products promoted through social media. When influencers explain product benefits persuasively, demonstrate product usage, and provide direct links to e-commerce platforms, students tend to develop trust and stronger purchase intentions. In addition, students' active social media lifestyle and tendency to follow current trends further increase the likelihood of spontaneous purchases. This condition indicates that influencers play an important role in shaping students' online consumption behavior, making this group relevant as the object of this study.

Brand image refers to consumers' perceptions, beliefs, and overall impressions of a brand that are formed through experience, marketing communication, and product quality (Kotler & Keller, 2016). A strong brand image

can enhance consumer trust, emotional attachment, and perceived value, which often influence purchasing decisions. In online shopping environments, where consumers cannot directly assess product quality, brand image serves as an important psychological assurance that reduces uncertainty and strengthens purchase intention. Positive brand associations may also encourage quicker and less rational decision-making, particularly when combined with promotional stimuli, discounts, and emotional triggers. For students as active digital consumers, well-known brands often represent not only product quality, but also lifestyle, prestige, and social identity. This condition makes brand image a relevant factor in understanding impulse buying behavior, especially in the context of increasingly consumptive online shopping patterns.

The widespread phenomenon of influencers on social media indicates a significant change in consumption patterns, especially among the younger generation. Influencers not only act as conveyors of information but also as shapers of preferences and consumption lifestyles. This has implications for the increasing consumptive behavior that needs to be further examined from an Islamic economic perspective. Based on the above description, this study aims to analyze the influence of influencers and brand image on students' impulse buying behavior from an Islamic economic perspective. The object of this research is focused on students of the Economic Education Study Program at STKIP Majenang.

Research Method

The type of research used in this study is quantitative research, which is obtained through primary data using a questionnaire. Primary data sources are data that are directly obtained from the first data source at the research location or research object. According to Sugiyono, quantitative research methods are traditional research methods based on the philosophy of positivism, focusing on reality or phenomena and causal relationships in examining certain populations or samples by conducting statistical data analysis to test hypotheses (Sugiyono, 2021). This research was conducted at STKIP Majenang, which is located on Jalan Raya Pahonjean Km. 15, Majenang District, Cilacap, Central Java. The implementation of this research was carried out on August 7, 2025.

Population and Sample

1. Population

Population is the entire object to be studied, including its characteristics or attributes within a generalization area determined by the researcher to be studied and from which conclusions are drawn (Sugiyono, 2021). The population of this study consists of students of the Economic Education Program at STKIP Majenang from the cohorts of 2020–2022, totaling 65 students

Table 1. Total Population

No.	Cohort	Number of Students
1	2020	21
2	2021	14
3	2022	30
Total		65 Students

Source: STKIP Majenang Staff Data

2. Sample

A sample is a part of the total number and characteristics of the population that can represent it. The determined sample, using a sampling technique, is measured to identify the size or number of samples by using the degree of variability. The degree of variability refers to the level of diversity within a population; the more diverse the population, the larger the sample size required (Sugiyono, 2021). The sampling in this study uses the Slovin formula. The Slovin formula is used to determine the appropriate sample size in statistical research. This formula can be used when calculating a representative sample size from a population with a certain level of confidence. The Slovin formula is as follows:

$$n = \frac{N}{1 + Ne^2}$$

Formula Explanation:

n = required sample size

N = total population

e = margin of error of 10% (The 10% margin of error was considered appropriate due to the relatively small population size and the exploratory nature of the study.)

Example:

$$\begin{aligned} n &= \frac{N}{1 + Ne^2} \\ n &= \frac{65}{1 + 65(0,10)^2} \\ n &= \frac{65}{1 + 0,65} \\ n &= \frac{65}{1,65} \\ &= 39 \text{ respondents} \end{aligned}$$

Based on the explanation above, the sample used in this study consists of 39 students from the Economic Education Program, cohorts of 2020, 2021, and 2022.

Variables and Operational Definitions

a. Research Variables

Research variables are anything in any form determined by the researcher to be studied so that information about them can be obtained and conclusions can be drawn (Sugiyono, 2021). There are two types of research variables, namely the dependent variable and the independent variable.

1. Dependent Variable

The dependent variable is a variable whose value depends on other variables, where the value can change. The dependent variable is often referred to as the response variable and is symbolized by Y. The dependent variable in this study is impulse buying at STKIP Majenang.

2. Independent Variable

The independent variable is a variable that influences the dependent variable, whether the effect is positive or negative (Ferdinand, 2006). The independent variables in this study are:

- a) Influencer (X1)
- b) Brand image (X2)

b. Operational Definition

The operational definition of a variable is a definition given to a variable by providing meaning, specifying activities, or determining the operations required to measure the variable (Nazir, 2005).

Research Instrument

The instrument is developed based on the operational variables that have been established and is arranged according to an appropriate scale (Indrawan & Yaniawati, 2016). Since the research instrument is used to conduct measurements with the aim of producing accurate quantitative data, each instrument must have a scale.

The scale used in this study is the Likert scale. According to Sugiyono, “the Likert scale is a scale used to measure the attitudes, opinions, and perceptions of an individual or a group of people regarding social phenomena” (Sugiyono, 2021). To measure respondents’ answers in this study, the research instrument in the form of a questionnaire uses the Likert scale method. Meanwhile, for the purposes of quantitative analysis, the scores are assigned as follows:

Table 2. Response Scores

Respondents’ Answers	Scor
Strongly Disagree (STS)	1
Disagree (TS)	2
Neutral (N)	3
Agree (S)	4
Strongly Agree (SS)	5

The instrument blueprint used as the basis for developing the questionnaire is as follows:

Table 3. Influencer Instrument Blueprint

No.	Indicator	Item Number	Total
1	Information	1-2	2
2	Motivation	3-4	2
3	Role	5-6	2
4	Situation	7-8	2
Total Items			8

Table 4. Brand Image Instrument Blueprint

No.	Indicator	Item Number	Total
1	Brand Association Advantage	1-2	2
2	Brand Association Strength	3-4	2
3	Brand Association Uniqueness	5-6	2
Total Items			6

Table 5. Impulse Buying Instrument Blueprint

No.	Indicator	Item Number	Total
1	Spontaneity	1-2	2
2	Not Considering Consequences	3-4	2
3	Spontaneous Buying Desire Accompanied by Emotions	5-6	2
4	Inability to Resist Internal Urges	7-8	2
Total Items			8

Research Data Sources

This study obtains data directly from the research subjects, or in other words, it uses primary data. The data in this study were collected through the distribution of questionnaires to the research sample, namely individuals who have made spontaneous purchases on e-commerce platforms due to the influence of discounts, influencer advertisements, and marketing on social media. The data collected from respondents' answers in the questionnaires will subsequently be processed in quantitative form by assigning scores to each statement in the questionnaire.

Data Collection Technique

This questionnaire was distributed through Google Forms to 39 respondents selected from students of the Economic Education Program, cohorts of 2020–2022, who had experience shopping on e-commerce platforms and had made spontaneous purchases online. The questionnaire consisted of two sections: the first section contained respondent identity, while the second section included research statements related to influencer, brand image, and impulse buying variables.

Data Analysis Technique

Research data analysis is the process of collecting, processing, and interpreting data obtained from the study to generate useful information and draw appropriate conclusions. Activities in data analysis include grouping data based on variables and types of respondents, presenting data for each variable studied, performing calculations to answer the research problems, and conducting calculations to test the proposed hypotheses (Sugiyono, 2021). The data analysis technique used in this study is multiple analysis techniques.

1. Descriptive Statistics

Descriptive statistics is a part of statistics that studies methods of data collection and data presentation so that they are easy to understand (Hasan, 2001). Statistics are only concerned with describing or providing information about data, conditions, or phenomena. In other words, descriptive statistics function to explain conditions, symptoms, or problems. Descriptive statistics include data presentation through tables, graphs, pie charts, pictograms, calculation of mode, median, and mean (measures of central tendency), calculation of deciles and percentiles, measurement of data dispersion through the calculation of averages and standard deviation, and percentage calculations.

2. Classical Assumption Tests

a. Normality test

This study uses a normality test, which is a technique used to determine whether the data distribution is normal or not. A good regression model has a normal or nearly normal distribution (Sonata, 2019). The testing tool used is the Kolmogorov Smirnov test (K-S test). By using the Kolmogorov Smirnov test in the normality test, the probability values are interpreted as follows:

- 1) If the probability value (Sig.) ≥ 0.05 , then the data are normally distributed.
- 2) If the probability value (Sig.) ≤ 0.05 , then the data are not normally distributed.

b. Multicollinearity test

The multicollinearity test is used to determine whether there is a correlation among independent variables in the regression model. If such a correlation exists, then a multicollinearity problem occurs (Sonata, 2019). A

good regression model should indicate no correlation among independent variables. The basis for analysis in the multicollinearity test is as follows:

- 1) If the tolerance value ≥ 0.1 or the VIF value ≤ 10.0 , then multicollinearity does not occur.
- 2) If the tolerance value ≤ 0.1 or the VIF value ≥ 10.0 , then multicollinearity occurs.

c. Heteroscedasticity test

The heteroscedasticity test is used to determine whether there is an inequality of variance in the residuals from one observation to another in a regression model (Sonata, 2019). If the variance of the residuals from one observation to another remains constant, it is called homoscedasticity; if it differs, it is called heteroscedasticity. A good regression model is one that exhibits homoscedasticity or does not show heteroscedasticity. The basis for decision-making using the Glejser test is as follows:

- 1) If the significance value > 0.05 , then heteroscedasticity does not occur.
- 2) If the significance value < 0.05 , then heteroscedasticity occurs.

d. Linearity test

The linearity test aims to determine whether research variables have a significant relationship. According to Setiawan and Yosepha, the linearity test is used to determine whether two or more variables being tested have a significant linear relationship. The calculation can be performed using SPSS through the Test for Linearity with a significance level of 0.05. If two variables produce a significance value below 0.05, then the variables are considered to have a linear relationship (Setiawan & Yosepha, 2020).

e. Autocorrelation test

Autocorrelation may occur due to sequential observations over time that are related to one another (Ghozali, 2016). This problem arises because the residuals are not independent from one observation to another. A good regression model is one that is free from autocorrelation. To detect whether autocorrelation exists, the Run Test is used.

The Run Test is part of non parametric statistics that can be used to test whether there is a high correlation among residuals. If there is no correlation among residuals, then the residuals are considered random. The hypotheses used as the basis for decision-making are as follows (Ghozali, 2016):

- 1) If the Asymp. Sig. (2-tailed) value is less than 5% or 0.05, then H_0 is rejected and H_a is accepted. This means that the residual data occur non randomly (systematically).
- 2) If the Asymp. Sig. (2-tailed) value is greater than 5% or 0.05, then H_0 is accepted and H_a is rejected. This means that the residual data occur randomly.

3. Research Instrument Testing

Before the instrument is used in the study, it must first be tested. The quality of research data in testing a hypothesis is highly dependent on the quality of the data used in the study. The quality of research data is determined by the quality of the instrument. The tests used to examine data quality in this study are validity and reliability tests. These tests are conducted to ensure that the required criteria are met. An instrument qualifies as a data collection tool if it is valid and reliable.

a. Data validity test

According to Sugiyono, validity means that the instrument can be used to measure what it is intended to measure. A valid instrument indicates that the measuring tool used to obtain the data is valid (Sugiyono, 2021). Using valid and reliable instruments is an absolute requirement to obtain valid and reliable research results.

Validity testing is commonly conducted using the correlation between item scores and total scores (Item-Total Correlation). The correlation between item scores and total scores must be significant based on certain statistical measures. If all question or statement items constructed based on conceptual dimensions correlate with the total score, then the instrument can be considered valid (Anwar, 2009).

The correlation formula based on the Pearson Product Moment (Sugiyono, 2021). is as follows:

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

Description:

r_{xy} = correlation coefficient

$\sum xy$ = sum of the product of x and y

x^2 = sum of squared scores of variable X

y^2 = sum of squared scores of variable Y

Basis for Decision-Making in the Product Moment Validity Test (Sugiyono, 2021):

1. Comparing the calculated r-value (r count) with the r-table value:
 - a) If r count > r table, the statement is declared valid.
 - b) If r count < r table, the statement is declared invalid.
2. Comparing the Sig. (2-tailed) value with a probability of 0.05:
 - a) If Sig. (2-tailed) < 0.05 and the Pearson correlation is positive, the questionnaire item is valid.
 - b) If Sig. (2-tailed) < 0.05 and the Pearson correlation is negative, the questionnaire item is invalid.
 - c) If Sig. (2-tailed) > 0.05, the questionnaire item is invalid.

b. Reliability test

Reliability is a tool used to measure a questionnaire that serves as an indicator of a variable or construct. A questionnaire is considered reliable if a person's responses to the statements are consistent or stable over time (Ghozali, 2018).

To test reliability in this study, the Cronbach's Alpha technique is used. Respondents' answers are considered reliable if each statement is answered consistently and not randomly. The decision making criterion, as stated by Ghozali, is that if the Cronbach's Alpha coefficient > 0.70, then the statements are considered reliable, and the construct or variable is declared reliable.

Table 6. Reliability Level

Reliability Coefficient	Criteria
>0,9	Very Reliable
0,7-0,9	Reliabel
0,4-0,7	Moderately Reliable
0,2-0,4	Less Reliable
<0,2	No Reliable

Sumber: Ghozali (2018)

4. Multiple Linear Regression Analysis

This analysis is used to determine the direction and magnitude of the influence of independent variables on the dependent variable (Ghozali, 2018). In simple regression and correlation analysis, the number of independent variables used is one. Meanwhile, in multiple regression and correlation analysis, the number of independent variables used is more than one. Thus, the multiple linear regression equation model is as follows:

$$Y = a + b_1 x_1 + b_2 x_2 + e$$

Description:

Y = Impulse buying

x1 = Influencer

x2 = Brand image

b₁, b₂ = Multiple regression coefficients

a = Constant

e = Standard error

5. Hypothesis Testing

a. Coefficient of determination test (R² Test)

The coefficient of determination test (R² test) aims to measure the extent to which independent variables can explain the variation in the dependent variable, either partially or simultaneously. According to Ghozali,

the coefficient of determination is used to test the goodness-of-fit of a regression model. The value of the coefficient of determination ranges from zero to one ($0 < R^2 < 1$). A small R^2 value indicates that the ability of the independent variables to explain the variation in the dependent variable is very limited. However, if the value is close to one, it means that the independent variables provide almost all the information needed to predict the variation in the dependent variable.

b. t-Test (partial test)

The t-test is used to examine the effect of each independent variable on the dependent variable partially (Ghozali, 2018). According to Sugiyono, the t-test is a temporary answer to the formulation of the problem, which questions the relationship between two or more variables. The hypothesis testing design is used to determine the correlation between the variables studied. The level of significance is set at 5%:

- 1) If significance > 0.05 , then H_0 is accepted and H_1 is rejected, meaning that the independent variable does not have a significant effect on the dependent variable.
- 2) If significance < 0.05 , then H_0 is rejected and H_1 is accepted, meaning that the independent variable has a significant effect on the dependent variable.

c. F-Test (simultaneous test)

According to Ghozali, the joint significance test (F-test) is used to determine whether independent variables simultaneously affect the dependent variable. The F-test in this study uses a significance level of 0.05. If the significance value is less than 0.05 or the calculated F-value (F count) is greater than the F-table value, then all independent variables simultaneously have a significant effect on the dependent variable.

$$f_h = \frac{R^2/k}{(1 - R^2)/(n - k - 1)}$$

Description:

R^2 = coefficient of multiple correlation

k = number of independent variables

n = number of sample members

dk = $(n - k - 1)$ degrees of freedom

F-test criteria:

1. Significance level $\alpha = 0.05$.

2. If $F_{count} > F_{table}$, H_0 is rejected and H_a is accepted, meaning that the independent variables simultaneously have a significant effect on the dependent variable.
3. If $F_{count} < F_{table}$, H_0 is accepted and H_a is rejected, meaning that the independent variables do not simultaneously have a significant effect on the dependent variable.

Results and Discussion

Influencer Marketing and Students' Impulse Buying Behavior

The findings indicate that influencer exposure is significantly associated with students' impulse buying behavior. Based on descriptive statistical results, the Influencer variable (X1) obtained a mean value of 29.92 with a standard deviation of 4.64 from a total of 39 respondents. This suggests that students are frequently exposed to influencer-driven shopping stimuli, such as promotional content, product reviews, lifestyle representations, and direct recommendations through social media platforms. In the context of consumer behavior theory, influencers function as external stimuli that shape perceptions, trust, and emotional responses before purchasing decisions are made. This pattern can also be explained through the Stimulus Organism Response (S-O-R) model, where influencer content acts as the stimulus, emotional attraction and perceived credibility become the organism, and impulse buying behavior emerges as the response. This is consistent with the findings of Sari et al., who explain that attractive advertising characteristics and persuasive promotional content can increase impulsive purchasing tendencies (Sari et al., 2021).

This tendency is particularly strong among students as members of Generation Z, who are highly engaged in digital environments and often use consumption patterns as part of social identity expression. The fear of missing out (FOMO), the desire for social validation, and the tendency to follow current trends may intensify the influence of influencer-driven promotions. As a result, students are more likely to make spontaneous purchasing decisions, especially when products are promoted by influencers they perceive as credible, relatable, and trustworthy.

Based on the results of the t-test, a significance value of 0.001 was obtained, which is smaller than 0.05, and the calculated t-value of 3.550 is greater than the t-table value of 2.021. These results indicate that the first hypothesis (H1) is accepted, suggesting that the Influencer variable has a positive and significant relationship with impulse buying among Economic Education students at STKIP Majenang from the cohorts of 2020–2022. In addition, based on the Coefficient table, the partial R^2 value of the Influencer variable is 25.90%, obtained from squaring the partial correlation coefficient (0.509^2). This indicates that approximately one quarter of the variation in students' impulse buying behavior is

associated with influencer-related factors, while the remaining variation may be explained by other variables such as discounts, flash sales, digital payment convenience, peer influence, and emotional shopping tendencies.

These findings suggest that influencer marketing may serve as an important factor associated with students' purchasing behavior, particularly in encouraging impulse buying tendencies. Authentic content, persuasive communication styles, and the credibility possessed by influencers may increase consumer confidence and reduce rational evaluation during purchasing decisions. However, considering the relatively moderate explanatory power (25.90%) and the limited sample size of this study, this influence should not be interpreted as the sole determinant of impulse buying behavior. Rather, influencers should be understood as one of several external factors that contribute to spontaneous purchasing decisions in digital shopping environments.

The results of this study are consistent with research conducted by Zukhrofan and Zakiy, as cited in Savitri and Fikriyah, which found that influencers have a positive relationship with purchasing decisions (Savitri & Fikriyah, 2024). Similarly, Pradipta's study shows that influencers play an important role in creating emotional triggers that lead to spontaneous purchases, especially among younger generations who intensively use social media (Pradipta, 2020). The consistency of these findings strengthens the argument that influencers are not merely promotional agents, but also social figures capable of building psychological connections, perceived trust, and social proof, which may increase the tendency toward impulsive buying behavior.

Brand Image and Students' Impulse Buying Behavior

Brand image is generally considered an important factor in shaping consumer purchasing decisions, particularly in digital shopping environments where consumers cannot directly assess product quality. A positive brand image may increase trust, perceived value, and emotional attachment, which often strengthen purchase intention. However, in the context of impulse buying, the influence of brand image may differ because impulsive purchases are often driven more by emotional reactions and situational stimuli than by rational evaluation of product attributes.

Based on descriptive statistical results, the Brand Image variable (X2) obtained a mean value of 21.17 with a standard deviation of 2.89, indicating that respondents generally perceived the brands they purchased positively. However, the results of the t-test show a significance value of 0.327, which is greater than 0.05, and a calculated t-value of -0.993, which is smaller than the t-table value of 2.021. These findings indicate that the proposed hypothesis is rejected, suggesting that brand image does not have a significant relationship with impulse buying among Economic Education students at STKIP Majenang from the cohorts of 2020-2022.

This result can be understood through consumer behavior theory, particularly the distinction between cognitive and emotional buying behavior. Brand image is commonly associated with cognitive evaluation, where consumers consider reputation, product quality, and long-term value before making purchasing decisions. In contrast, impulse buying tends to occur spontaneously and is more strongly influenced by emotional triggers such as discounts, flash sales, limited time promotions, and influencer recommendations. As explained by Iyer et al the urge to engage in impulse buying often originates within the individual's emotional response rather than from the product itself (Iyer et al., 2020). This suggests that although students may perceive a brand positively, such perception does not automatically translate into spontaneous purchasing behavior.

Students, as active digital consumers, are often more responsive to situational factors than to brand reputation alone. Competitive pricing, promotional urgency, social media recommendations, and the fear of missing out (FOMO) frequently create stronger purchase motivation than brand associations. This is consistent with the findings of Nasution et al, which show that promotions have a positive and significant effect on impulse buying behavior (Nasution et al., 2022). Similarly, Widiyati and Ghozi explain that impulse buying is characterized by sudden desire, emotional excitement, and rapid decision-making with minimal prior planning (Widya & Ghozi, 2018). In this context, brand image functions more as a supporting factor rather than the primary driver of impulse buying behavior.

These findings also suggest that students tend to prioritize immediate emotional satisfaction over symbolic brand value when making unplanned purchases. Rather than relying solely on brand reputation, they are more likely to respond to external stimuli that create urgency and emotional attraction. This helps explain why brand image, although positively perceived, does not show significant partial influence in this study.

Previous studies demonstrate both similar and contrasting findings. Febiona found that brand image had a positive but not significant effect on impulse buying on the Shopee platform in Pangkal Pinang City, which is consistent with the findings of this study (Febiona, 2024). Meanwhile, Surbakti et al., found that brand image, when combined with other variables such as influencers and lifestyle factors, can significantly influence impulse buying among the millennial generation (Surbakti et al., 2022). These differences indicate that the effect of brand image is highly context-dependent and may become stronger when supported by other external stimuli.

Therefore, this study contributes academically by showing that, in the context of Economic Education students at STKIP Majenang, brand image is not a dominant determinant of impulse buying. Instead, students' impulsive purchasing behavior appears to be more strongly associated with emotional triggers, situational promotions, and influencer exposure. This finding reinforces the importance of

understanding impulse buying not only as a branding issue, but also as a behavioral response shaped by digital consumption patterns and social influence.

The Combined Role of Influencer Marketing and Brand Image in Students' Impulse Buying Behavior

Based on the results of the simultaneous F-test, the significance value for the effect of the Influencer variable (X1) and Brand Image (X2) on impulse buying behavior is 0.003, which is smaller than the significance level of 0.05. In addition, the calculated F-value of 6.727 is greater than the F-table value of 3.252. These results indicate that the third hypothesis (H3) is accepted, suggesting that influencer marketing and brand image simultaneously have a significant relationship with impulse buying behavior among Economic Education students at STKIP Majenang from the cohorts of 2020–2022.

These findings show that although brand image does not have a significant partial effect when tested independently, its role becomes more meaningful when combined with influencer exposure. This suggests a complementary rather than isolated relationship between the two variables. In digital shopping environments, brand image may function as a cognitive foundation that builds trust and product legitimacy, while influencers serve as emotional and persuasive triggers that accelerate purchasing decisions. In other words, students may not engage in impulse buying solely because of a positive brand perception, but they become more likely to do so when that positive perception is reinforced by persuasive influencer communication.

This pattern can also be understood through the Stimulus–Organism–Response (S-O-R) model. Brand image and influencer exposure function as external stimuli, while emotional attraction, perceived trust, and social validation operate as the internal organism that shapes consumer response. The final response appears in the form of spontaneous purchasing decisions or impulse buying. This indicates that impulse buying is not driven by a single factor, but rather by the interaction of cognitive evaluation and emotional stimulation within digital consumption environments.

This finding is consistent with Cao, who explains that the congruence between social media influencers and the products they recommend has a positive and significant relationship with impulse buying, particularly when consumer identity is taken into account (Cao, 2024). Similarly, Utami states that one of the main causes of impulse buying is situational influence, where consumers often become aware of their needs only after being exposed to new external stimuli (Utami, 2017). Sindy et al., also found that higher levels of positive emotions are associated with stronger tendencies toward online impulse buying among students (Sindy et al., 2025). These studies support the argument that emotional triggers and situational influences strengthen the relationship between influencer marketing, brand perception, and spontaneous purchasing behavior.

Rather than suggesting a direct causal effect, these findings indicate that marketing effectiveness is often shaped by the interaction between multiple external factors. Influencer exposure without sufficient brand credibility may generate only short-term attention, while a strong brand image without emotional engagement may not be enough to stimulate immediate purchasing decisions. This supports the view that brand image remains relevant, but its influence becomes stronger when supported by influencer credibility, social proof, and digital engagement.

The credibility of influencers also affects how followers evaluate the promoted brand, as explained (Breves et al., as cited in Koay et al., 2021). This study is also consistent with the findings of Surbakti et al., which show that influencers and brand image simultaneously have a significant relationship with impulse buying among the millennial generation (Surbakti et al., 2022). Therefore, this study contributes by showing that the simultaneous influence of influencer marketing and brand image is more meaningful than their isolated partial effects, particularly in understanding students' consumptive behavior in the digital era.

Impulse Buying Behavior from an Islamic Economic Perspective

From the perspective of Islamic economics, consumption behavior is not merely oriented toward satisfying desires, but must be guided by the principles of balance (*wasathiyah*), rationality, responsibility, and the pursuit of *barakah* (blessing). Islam emphasizes moderation in spending and strongly discourages excessive consumption (*israf*) and wastefulness (*tabdzir*), as both may lead individuals away from the ethical purpose of wealth management. Consumption in Islam is directed toward fulfilling legitimate needs rather than uncontrolled wants, and it should generate benefit (*maslahah*) for both individuals and society. In this context, economic behavior is closely related to the objectives of *maqasid al-shari'ah*, particularly *hifz al-mal* (the protection of wealth), which encourages Muslims to manage financial resources responsibly and avoid harmful spending patterns (Ardiansyah et al., 2025); (Agustina et al., 2024).

Based on the findings of this study, the influencer variable has a positive and significant relationship with students' impulse buying behavior, while brand image does not show a significant partial effect. However, when tested simultaneously, influencer marketing and brand image together still demonstrate a significant relationship with impulse buying behavior. These findings suggest that students tend to make spontaneous purchases primarily due to external stimuli, especially influencer-driven promotions on social media, rather than rational evaluation of actual needs. This pattern reflects how digital consumption is increasingly shaped by emotional triggers, social influence, and persuasive online environments.

From an Islamic economic perspective, impulse buying behavior driven by emotional impulses and a lack of rational consideration has the potential to conflict with the principles of ethical consumption. Purchases made without prior planning

and without clear necessity may lead to *israf* (excessive use of wealth) and *tabdzir* (wastefulness without meaningful benefit), both of which are discouraged in Islamic teachings. Indriyani and Islami, explain that impulse buying practices, which are often dominated by temporary emotions and desires, may contradict Islamic moral values (*akhlak*) and Sharia-based economic principles (Indriyani & Islami, 2025). Similarly, Mardatillah et al., show that stronger Islamic financial literacy positively contributes to better financial management and helps reduce excessive impulsive buying behavior (Mardatillah et al., 2024).

The significant influence of influencers in this study indicates that students' consumption decisions are often shaped more by momentary desire than by actual necessity. Social media exposure, persuasive promotional content, lifestyle representation, and the pressure to follow digital trends create a strong tendency toward irrational purchasing decisions. This condition is particularly relevant among students as members of Generation Z, who are highly connected to digital platforms and often use consumption as part of identity expression and social validation. In such circumstances, self-control becomes an essential internal mechanism to maintain balanced consumption behavior and protect financial well-being.

This finding also reinforces the relevance of *hifz al-mal* within contemporary digital consumption patterns. Protecting wealth in Islamic economics does not merely mean saving money, but also ensuring that spending decisions are aligned with ethical responsibility, long-term benefit, and spiritual accountability. Islamic financial literacy therefore functions as a normative control that helps individuals distinguish between needs and desires, preventing consumption behavior from being driven solely by temporary emotional satisfaction (Muflih, 2026).

This research contributes theoretically by demonstrating that impulse buying among students should not only be understood as a consumer behavior issue, but also as an ethical and financial concern within the framework of Islamic economics, particularly in relation to *maqasid al-shari'ah* and *hifz al-mal*. Strengthening self-control, prioritizing needs over wants, and improving Islamic financial literacy are essential in reducing excessive consumptive behavior. In addition, digital marketing practices should also be viewed through ethical considerations, where business actors are encouraged to balance commercial objectives with social responsibility and Sharia-based values.

The present study is subject to several limitations that should be considered when interpreting the findings. First, the relatively limited sample size ($n = 39$) and the concentration on students from a single study program within one institution may restrict the broader applicability of the results to other student groups or different socio-cultural settings. Second, this study focuses solely on influencer marketing and brand image as the primary determinants of impulse buying behavior, whereas other important factors such as promotional discounts, lifestyle

patterns, peer influence, self-control, and financial literacy may also play a substantial role in shaping impulsive purchasing decisions. Accordingly, future studies are recommended to involve larger and more diverse samples and to incorporate additional variables in order to generate a more comprehensive understanding of impulse buying behavior from both consumer behavior and Islamic economics perspectives.

Conclusion

This study examined the relationship between influencer marketing and brand image on students' impulse buying behavior from an Islamic economic perspective among Economic Education students at STKIP Majenang. The findings indicate that influencer marketing has a positive and significant relationship with impulse buying behavior, while brand image does not show a significant partial effect. However, when tested simultaneously, influencer marketing and brand image together demonstrate a significant relationship with students' impulse buying behavior.

The partial coefficient of determination (R^2) for the influencer variable is 25.90%, indicating moderate explanatory power rather than a dominant determinant. This suggests that influencer-related factors contribute to students' impulse buying tendencies, but other variables such as discounts, flash sales, digital payment convenience, peer influence, lifestyle, and emotional shopping behavior may also play important roles. Influencers function as external stimuli that shape trust, emotional attraction, and social validation, which may encourage spontaneous purchasing decisions, particularly among students who are highly engaged in digital environments.

In contrast, brand image does not have a significant partial relationship with impulse buying. This indicates that although students may perceive a brand positively, such perception does not automatically lead to spontaneous purchasing behavior. Impulse buying tends to be driven more by emotional and situational factors, such as promotions, urgency, and influencer recommendations, rather than by cognitive evaluation of brand reputation. Therefore, brand image functions more as a supporting factor than as the main driver of impulse buying in this context.

The simultaneous significance of influencer marketing and brand image suggests that both variables work in a complementary manner rather than independently. Brand image provides cognitive assurance and perceived product legitimacy, while influencers strengthen emotional engagement and persuasive communication. This interaction increases the likelihood of impulse buying, particularly in digital shopping environments where purchasing decisions are often shaped by both trust and emotional stimulation.

From the perspective of Islamic economics, these findings indicate that impulse buying behavior among students should not only be understood as a consumer behavior issue, but also as an ethical and financial concern. Consumption driven by emotional impulses and excessive desire may lead to *israf* (excessiveness) and *tabdzir* (wastefulness), which are inconsistent with the principles of *maqasid al-shari'ah*, particularly *hifz al-mal* (the protection of wealth). Therefore, strengthening Islamic financial literacy, self-control, and awareness of ethical consumption becomes essential in maintaining balanced consumption behavior.

This study has limitations due to the relatively small sample size (n = 39) and its focus on students from a single study program at one institution, which may limit the generalizability of the findings. In addition, this study only examines influencer marketing and brand image, while other factors such as self-control, financial literacy, peer influence, and lifestyle may also significantly affect impulse buying behavior. Future research is recommended to involve larger and more diverse samples and to include additional variables in order to provide a more comprehensive understanding of impulse buying behavior from both consumer behavior and Islamic economic perspectives.

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