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The Effect of the TikTok Live Streaming Trend on Digital Communication Skills and Self-Confidence of Generation Z University Students in Pontianak City

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ABSTRACT

The development of communication technology and social media has brought significant changes to the interaction patterns and communication behavior of young people, particularly Generation Z. One of the widely used social media platforms is TikTok, especially through its Live Streaming feature, which enables users to interact directly, express themselves, and develop self-confidence. This study aims to examine the influence of the trend of using TikTok Live on the communication skills and self-confidence of Generation Z university students in Pontianak City, identify the factors influencing communication skills and self-confidence, and explore the obstacles encountered in using TikTok Live. This study employed a quantitative approach using a survey method. Data came from questionnaires consisting of indicators of TikTok Live Streaming (X), digital communication (Y1), and self-confidence (Y2), with 10 statements for each variable. The sample consisted of 89 Generation Z university students from public and private higher education institutions in Pontianak City, comprising 54 students from public universities and 35 students from private universities. The sampling technique used was non-probability sampling with a convenience sampling method. Regression analysis served as the data analysis technique. The results showed a significance value of 0.098 and a beta coefficient of 0.426. Since the significance value of 0.098 is greater than 0.05, the results rejected the research hypothesis (H1). Therefore, the trend of using TikTok Live Streaming does not have a statistically significant effect on digital communication skills and self-confidence among Generation Z university students in Pontianak City. Nevertheless, TikTok remains a platform that provides opportunities for students to express themselves and engage in communication in a more informal and expressive manner.

Keywords: TikTok Live Streaming, Digital Communication, Self Confidence, Generation Z, University Students

INTRODUCTION

Technology in the world of young people is developing extremely rapidly. Almost every activity now relies on technology without clear boundaries in its use. Many people regard

technology as a means of solving problems, simplifying human activities, and improving both physical and non-physical efficiency and productivity (Susanto, 2010). Its development continues to expand across many fields, including communication, transportation, health, and business.

Communication technology is a tool that enables fast, long-distance interaction through the internet and mobile phones, and its use brings many benefits. Today's technology also improves quality of life, accelerates communication, and drives economic growth in an increasingly competitive environment. This condition becomes a challenge for creative and innovative young people who contribute to the development of the nation and the state. The interactive character of TikTok, particularly through features such as live streaming, comments, and virtual appreciation systems, builds a dynamic and participatory communication environment. Within this interaction, TikTok Live acts as a social learning mechanism that can strengthen communication skills while also increasing self-confidence. That environment can encourage Generation Z to express themselves more openly, adaptively, and confidently, both in digital spaces and in real-world social interaction. The following discussion describes specifically the effect of TikTok Live on the communication skills and self-confidence of Generation Z.

The TikTok Live trend is currently pushing the communication style of Generation Z towards a more informal and expressive register. This communication style can improve linguistic flexibility and the capacity for self-expression. On the other hand, the same habit may create a communication gap when users must adapt to formal contexts, such as academic or professional settings, which demand a higher degree of structural accuracy and precision of meaning (Crystal, 2011).

The live streaming feature on TikTok enables direct two-way communication between the creator and the audience. This interaction requires users to think quickly, respond spontaneously, and adjust their messages contextually. The process contributes to strengthening oral communication skills, particularly fluency of speech, clarity of message, and emotional management while interacting in front of a public audience. In addition, communication conducted in real time creates an impression of closeness and authenticity, which can improve users' ability to build more effective social relationships (D. B. V. Kaye et al., 2021).

Digital communication is the process of exchanging information, ideas, and messages through electronic devices and internet networks, covering text, images, sound, or video (Universitas Persada Indonesia Y.A.I., n.d.). It replaces traditional methods with faster, more efficient, and more interactive means using social media, email, and digital platforms, and it is integral to modern life, business, and social interaction (Syahputra, 2019). Digital communication is also interaction without direct physical meeting, using devices such as computers and smartphones through internet networks, in which these devices transmit and receive information or messages virtually (Repositori STIKOM Yogyakarta, n.d.). Digital communication improves efficiency and creativity, but it risks triggering negative effects such as the spread of fake news (hoaxes), a decline in direct social interaction, an instant culture, and cybercrime.

According to Nasrullah (2021), digital communication has the main characteristics of interactivity, hyperreality, and media convergence, which allow users to interact simultaneously through various platforms. This view highlights that, behind the rapid development of digital communication, users need a sound understanding to manage the social and personal effects it generates. Budiargo et al. (2020), in the study entitled Media Komunikasi Digital, Efektif namun Tidak Efisien, assess digital communication as effective in delivering messages quickly but often less efficient in capturing emotion and non-verbal context (such as gestures) than face-to-face communication, even though video media can help bridge that limitation.

High self-confidence does not appear instantly; it develops through a process of life experience and a positive reaction to one's own weaknesses. Self-confidence is a belief in one's own abilities, capacity, and judgement to face life's challenges, act independently, and achieve goals. According to Lauster (2012), self-confidence is an attitude or belief in one's own ability that makes a person not anxious, able to act independently, responsible, optimistic, objective, and able to interact politely. It is a personality aspect formed through interaction with the environment and includes the recognition of one's strengths and weaknesses, a positive outlook, and control over emotion. Its formative factors include life experience, education, and environment. Self-confidence can also have negative effects, such as carelessness, acting arbitrarily, and causing conflict.

In the life of today's generation, many phenomena occur, such as a limited ability to communicate openly, a fear of speaking out, and a persistent feeling of low self-confidence. These become obstacles to their self-development with today's technology. Lauster (2012) also describes self-confidence as a concept or belief in one's own ability such that individuals do not feel anxious, act independently, have a positive self-concept, and are brave in acting, while Fatimah (2017) defines self-confidence as an individual's belief in every aspect of the self that makes the individual feel capable of achieving various goals in life. Self-confidence is a belief that forms independently so that a person can achieve goals and indirectly control emotions, and education and the environment have a major influence on the formation of each person's self-confidence.

TikTok Live Streaming enables direct two-way communication between the creator and the audience. This interaction requires users to think quickly, respond spontaneously, and adjust their messages contextually, which calls for good, efficient, and effective communication skills and self-confidence. Among Generation Z students, the use of TikTok Live is now a trend; the feature makes it possible to interact, sell, promote, and entertain, and for students TikTok Live does not interfere with their lecture time. It serves as practice in communication and in building the self-confidence needed to go live, and it adds knowledge and insight that is developing in society. Students learn about communication, apply through TikTok Live the knowledge they gain in class, and test their self-confidence as members of Generation Z, who face many challenges and problems.

Society and students experience many benefits and obstacles in using TikTok, which they use as a fast source of information whenever needed and as a means of making the businesses

they run successful; students take advantage of this opportunity to increase their income. Those who frequently interact through TikTok tend to feel awkward, lack self-confidence, and be less skilled or weaker in oral or face-to-face communication.

This study has several objectives that serve as the reference for distributing the questionnaire in order to obtain answers that match the research problem, namely: (i) to examine the effect of the TikTok Live usage trend on the communication skills and self-confidence of Generation Z students; (ii) to identify the factors that influence the communication skills and self-confidence of Generation Z students; and (iii) to determine the obstacles encountered in the use of TikTok Live in relation to the communication skills and self-confidence of Generation Z students.

RESEARCH METHOD

Research Approach and Type

This study uses a quantitative research approach, in which it first establishes the concepts that serve as the interrelated variables, derived from existing theory, and subsequently collects data using a questionnaire to measure those variables.

Based on the objectives set out above, this study is explanatory research, that is research that highlights the relationships between research variables and tests a previously formulated hypothesis (Umar, 2019).

Population and Sample

A population is a collection of certain characteristics that researchers examine and investigate, concerning a complete and clear set of objects whose properties they intend to investigate and analyse. The population in this study comprises students at several campuses in Pontianak City.

A sample is a part of a population that researchers select through a particular procedure so that it can serve as a representative source of primary data from which they can draw conclusions about the whole population (Umar, 2019). This study refers to three sampling techniques: first, non-probability sampling, a technique that does not give every element or member of the population an equal opportunity for selection (Umar, 2019); second, purposive sampling, a frequently used technique in which the researcher draws the sample specifically according to the criteria that the research objectives require; and third, census sampling (saturated sampling), which applies when the population is relatively small (usually fewer than 100) and takes the entire population as the sample.

The sample in this study consists of 89 students from several higher education institutions in Pontianak City. To obtain a representative sample, the Slovin formula (Umar, 2019) with a precision level of 10% determined its size, expressed as $n = N / (N(e)^2 + 1)$, where n is the sample size, N is the population size, and e is the tolerated margin of sampling error. Based on this formula, $n = 800 / ((800)(0.1)^2 + 1)$, giving a sample of 89 respondents.

Data Sources and Collection Techniques

This study uses two types of data, namely primary and secondary data. Because the object under study is respondent behaviour, the main data required to support the hypothesis are primary data, that is first-hand data obtained directly from the source and collected specifically in relation to the problem under study. The primary data source in this study is the students of higher education institutions in Pontianak City. Secondary data in the form of books, scientific journals, magazines, literature, and internet sources related to the research object serve as supporting material.

Data collection relied on interviews, questionnaires, and documentation study (Riduwan, 2018a). Interviews provided an overview of the conditions and facts at the research location. The questionnaire is a list of statements that asks respondents for data related to the research and for descriptive data for testing the hypothesis (Singarimbun & Effendi, 2010); Generation Z students received the questionnaire and completed it following the instructions provided. The documentation study collected information from documents, archives, reports, and records relevant to the problem.

A five-point Likert scale measured the responses (Riduwan, 2018b). According to Sugiyono (2022), the Likert scale is a measurement method used to assess the attitudes, opinions, and perceptions of a person or group towards a social phenomenon, with response gradations ranging from strongly agree to strongly disagree, generally arranged in four to five points to obtain precise quantitative data. The scale used in this study runs from negative to positive, namely (1) strongly disagree, (2) disagree, (3) undecided/neutral, (4) agree, and (5) strongly agree.

Data Analysis Techniques

Validity testing checks that the instrument produces results consistent with its purpose. According to Supardi (2019), validity indicates the extent to which a research instrument measures what it needs to measure and is able to reveal the data and variables under study accurately. Item analysis tested the validity of the instrument; an instrument counts as valid if its correlation coefficient is ≥ 0.3 at $\alpha = 0.05$. The test applied the product-moment correlation formula, $r = [n\Sigma xy - (\Sigma x)(\Sigma y)] / \sqrt{\{[n\Sigma x^2 - (\Sigma x)^2][n\Sigma y^2 - (\Sigma y)^2]\}}$, where r is the correlation coefficient, x is the score of each item, y is the total score, and n is the number of respondents. If t-count > t-table the item is valid, and if t-count < t-table it is not valid.

Reliability refers to the consistency of a measuring instrument. When an instrument measures the same phenomenon twice and produces relatively consistent results, the instrument is reliable (Supardi, 2019). According to Arikunto (2019), an instrument is reliable when its reliability coefficient reaches 0.60 or higher. The reliability test used Cronbach's alpha, computed as $r_{11} = [k / (k - 1)] \times [1 - (\Sigma\sigma^2 b / \sigma^2 t)]$, where r_{11} is instrument reliability, k is the number of items, $\Sigma\sigma^2 b$ is the sum of item variances, and $\sigma^2 t$ is the total variance. Table 1 presents the reliability index criteria according to Arikunto (2019).

Table 1. Reliability Coefficient Index Criteria

No.	Interval	Criteria
1.	< 0.200	Very low
2.	0.200 – 0.399	Low
3.	0.400 – 0.599	Moderate
4.	0.600 – 0.779	High
5.	0.800 – 1.00	Very high

Source: Arikunto (2019)

A multiple regression model qualifies as a sound model when it satisfies the assumption of data normality and is free from classical statistical assumption violations. The classical assumption tests applied in this study cover heteroscedasticity, normality, and multicollinearity.

The heteroscedasticity test examines whether the regression model exhibits unequal variance of residuals from one observation to another. Santoso (2010) calls the condition homoscedasticity when the variance of residuals is constant across observations, and heteroscedasticity when it differs. The heteroscedasticity test used a scatterplot diagram: when the points scatter randomly above and below zero on the vertical axis and form no particular pattern, the model shows no heteroscedasticity.

The normality test detects whether the distribution of the variable data is normal (Santoso, 2010). A normal probability plot served this purpose. A normal distribution has characteristic properties: most observations lie around the mean, very few observations fall far to the left or right of the mean, and the pattern is symmetrical. According to Santoso (2010), one way of testing normality is the Chi-square test; to determine whether the data distribution is normal, the test compares the probability value with α, and if the probability value is < α, the data follow a normal distribution.

The multicollinearity test examines whether the independent variables in the model have a perfect or near-perfect relationship (a high correlation coefficient, or even 1). According to Santoso (2010), a good regression model is one without multicollinearity; the test examines the variance inflation factor (VIF), and if the VIF is greater than 10, the variable has a multicollinearity problem with the other independent variables.

Conceptual Framework

The conceptual framework is the logical sequence for solving the research problem; it takes the form of a diagram with its explanation, derives from the indicators of each variable, and appears in Figure 1. The indicators of effective live streaming for increasing sales and audience engagement include the attractiveness and expertise of the streamer (communication/product), real-time interactivity (replying to comments), visual and content quality, and ease of transaction and promotion (discounts). These indicators aim to create e-trust and to encourage impulse buying.

The indicators of digital communication measure the effectiveness of information exchange through technology, covering speed of delivery, interactivity, and clarity of message. The main indicators consist of the four pillars of digital literacy: digital skills (competence), digital safety (protection), digital culture (values), and digital ethics (etiquette). Digital communication includes the use of email, social messaging, and multimedia content to interact.

According to Lauster (2012), self-confidence is an attitude or belief in one's own ability that makes a person not anxious, able to act independently, responsible, optimistic, objective, and able to interact politely. It is a personality aspect formed through interaction with the environment and includes the recognition of one's strengths and weaknesses.

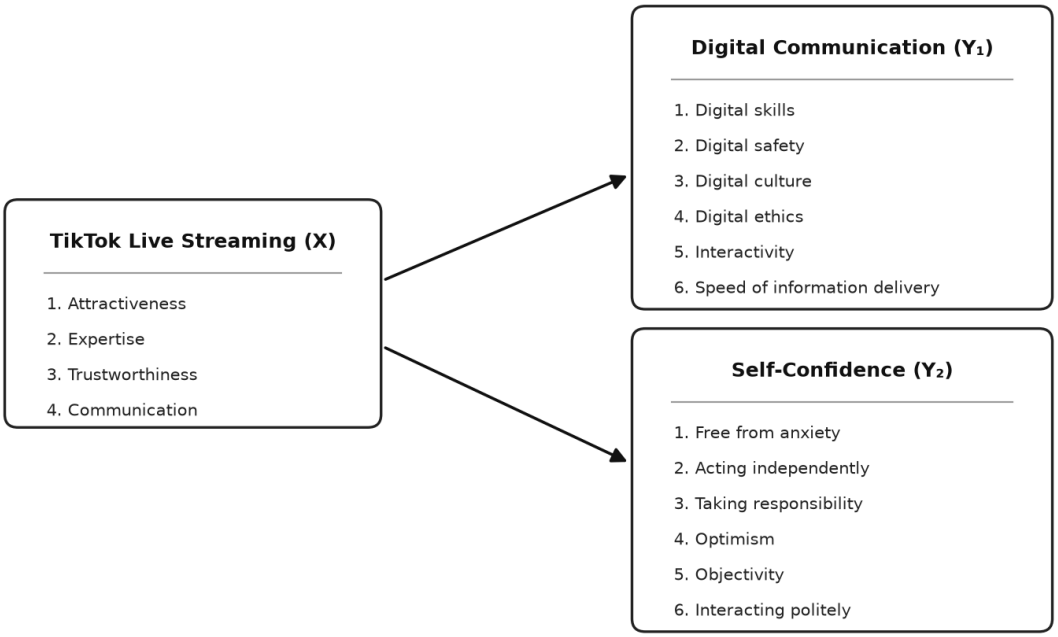


Figure 1. Conceptual Framework

RESULTS AND DISCUSSION

Respondent Profile

This section presents the results of the questionnaire distributed to 89 respondents, consisting of the respondents' personal data and the research variable data in the form of their answers to the statements posed in the questionnaire, which statistical software subsequently processed. The respondents in this study are students of public and private campuses in Pontianak City, all of whom took part in TikTok activity.

Table 2. Respondent Profile by Gender

No	Gender	Respondents	Percentage (%)
1	Male	30	34
2	Female	59	66
	Total	89	100

Source: Primary data (questionnaire), processed (2026)

Table 2 shows that most respondents in this study are female, numbering 59 respondents (66%), while the remaining 30 respondents (34%) are male.

Table 3. Respondent Profile by Institution Type

No	Institution	Respondents	Percentage (%)
1	Private	35	39
2	Public	54	61
	Total	89	100

Source: Primary data (questionnaire), processed (2026)

Table 3 shows that 35 respondents (39%) come from private higher education institutions and 54 respondents (61%) come from public higher education institutions.

Validity Test

The validity test assesses the reliability of the measuring instrument that the study uses and determines whether the items in the questionnaire adequately represent the variable that they aim to define. An item is valid when r-count is greater than r-table, and invalid when r-count is smaller than r-table.

Table 4. Validity Test Results for TikTok Live Streaming (X)

Item	Corrected Item-Total Correlation	Critical r Value	Description
X1	0.720	0.89	Valid
X2	0.617	0.89	Valid
X3	0.757	0.89	Valid
X4	0.747	0.89	Valid
X5	0.633	0.89	Valid
X6	0.842	0.89	Valid
X7	0.838	0.89	Valid
X8	0.841	0.89	Valid
X9	0.846	0.89	Valid
X10	0.847	0.89	Valid

Source: Statistical data processing (2026)

Based on the table above, the r-count values for statements 1 to 10 in the questionnaire are greater than the r-table value (0.89). All statements in the TikTok Live Streaming (X) indicator are therefore valid and usable.

Table 5. Validity Test Results for Digital Communication (Y1)

Item	Corrected Item-Total Correlation	Critical r Value	Description
Y1.1	0.588	0.89	Valid
Y1.2	0.502	0.89	Valid
Y1.3	0.545	0.89	Valid
Y1.4	0.538	0.89	Valid
Y1.5	0.567	0.89	Valid
Y1.6	0.682	0.89	Valid
Y1.7	0.620	0.89	Valid
Y1.8	0.679	0.89	Valid
Y1.9	0.658	0.89	Valid
Y1.10	0.717	0.89	Valid

Source: Statistical data processing (2026)

Based on the table above, the r-count values for statements 1 to 10 in the questionnaire are greater than the r-table value (0.89). All statements in the Digital Communication (Y1) indicator are therefore valid and usable.

Table 6. Validity Test Results for Self-Confidence (Y2)

Item	Corrected Item-Total Correlation	Critical r Value	Description
Y2.1	0.624	0.89	Valid
Y2.2	0.618	0.89	Valid
Y2.3	0.610	0.89	Valid
Y2.4	0.556	0.89	Valid
Y2.5	0.407	0.89	Valid
Y2.6	0.658	0.89	Valid
Y2.7	0.659	0.89	Valid
Y2.8	0.608	0.89	Valid
Y2.9	0.666	0.89	Valid
Y2.10	0.748	0.89	Valid

Source: Statistical data processing (2026)

Based on the table above, the r-count values for statements 1 to 10 in the questionnaire are greater than the r-table value (0.89). All statements in the Self-Confidence (Y2) indicator are therefore valid and usable.

Reliability Test

Reliability testing measures the dependability of the research instrument. An instrument is reliable when repeated measurement of the same object produces the same data. The reliability assessment compares the computed coefficient with the Cronbach's alpha threshold of 0.60; a value above 0.60 indicates that the instrument is reliable, whereas a value below 0.60 indicates that it is not.

Table 7. Reliability Test Results (Cronbach's Alpha)

Variable	Alpha	Standard	Result
TikTok Live Streaming (X)	0.914	0.60	Reliable
Digital Communication (Y1)	0.915	0.60	Reliable
Self-Confidence (Y2)	0.916	0.60	Reliable

Source: Statistical data processing (2026)

Classical Assumption Tests

The heteroscedasticity test examines whether the variance of the residuals differs from one observation period to another. Good data show no heteroscedasticity. The decision rule is that a regular pattern formed by the plotted points indicates heteroscedasticity, whereas the absence of a clear pattern, with points scattered above and below zero on the X axis, indicates that heteroscedasticity does not occur.

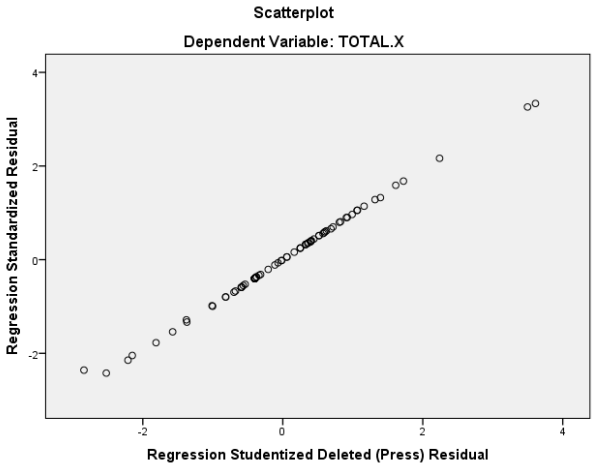


Figure 2. Heteroscedasticity Test Result (Scatterplot)
Source: SPSS 24 data processing (2026)

The normality test uses a normal probability plot. A normal distribution has characteristic properties: most observations lie around the mean, very few observations lie far to the right or left of the mean, and the pattern is symmetrical.

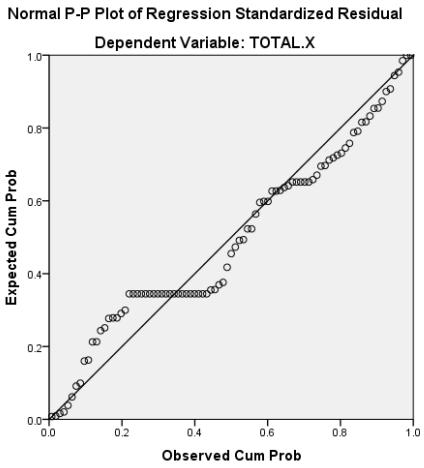


Figure 3. Normality Test Result (Normal P-P Plot)
Source: SPSS 24 data processing (2026)

Figure 3 shows that the points scatter around the diagonal line and follow its direction, so the regression model satisfies the normality assumption and the data follow a normal distribution.

The multicollinearity test serves to determine whether independent variables in a model relate to one another; relationships between independent variables would produce a very strong correlation. The tolerance (TOL) and variance inflation factor (VIF) values of each independent and dependent variable reveal multicollinearity. When VIF does not exceed 10 and TOL is greater than 0.1, the model is free from symptoms of multicollinearity.

Table 8. Multicollinearity Test Results

Model	Variable	Tolerance	VIF
1	TOTAL.Y1	0.338	2.957
	TOTAL.Y2	0.338	2.957

Dependent variable: TOTAL.X. Source: SPSS 24 data processing (2026)

Table 8 shows that no variable has a tolerance value below 0.1 and no independent variable has a VIF above 10. The regression model therefore shows no multicollinearity between the independent variables.

Multiple Linear Regression Analysis

Multiple linear regression analysis determines how large the effect of the independent variables, Digital Communication and Self-Confidence, is on the dependent variable, TikTok Live Streaming (Santoso & Tjiptono, 2002). The multiple linear regression equation takes the form $X = a + b_1Y_1 + b_2Y_2 + e$, where X is TikTok Live Streaming, a is the intercept (constant), Y_1 is Digital Communication, b_1 is the regression coefficient for Y_1, Y_2 is Self-Confidence, b_2 is the regression coefficient for Y_2, and e is the error (residual value). Based on testing with statistical software, Table 9 presents the results of the multiple linear regression equation.

Table 9. Multiple Linear Regression and Partial (t) Test Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	6.057	1.958		3.090	0.098
Y1 – TOTAL	0.408	0.099	0.426	4.122	0.338
Y2 – TOTAL	0.419	0.097	0.446	4.309	0.338

Dependent variable: TOTAL.X. Source: SPSS 24 data processing (2026)

Based on Table 9, the regression equation formed is $X = 6.057 + 0.408Y_1 + 0.419Y_2 + e$.

Based on this equation, if all independent variables (Y_1 and Y_2) remain constant, the value of TikTok Live Streaming (X) is 6.057, with e (standard error) remaining fixed and unchanged. The equation also shows that the regression coefficient of digital communication, 0.408, is smaller than the regression coefficient of self-confidence, 0.419. This means that the TikTok Live Streaming variable has a greater effect on digital communication and self-confidence.

Discussion

The Effect of TikTok Live Streaming on Digital Communication and Self-Confidence

The regression test of the effect of TikTok Live Streaming on digital communication and self-confidence produced a significance value of 0.098 with a beta coefficient of 0.426. Because the significance value of 0.098 is greater than 0.05, the results reject H1. This means that TikTok Live Streaming does not have a significant effect on the digital communication and self-confidence of Generation Z students in Pontianak City.

Factors Influencing Digital Communication Skills and Self-Confidence

Internal factors such as self-image and external factors such as the social environment and the use of digital media influence digital communication skills and self-confidence. The internal factors comprise self-image, that is the way a person evaluates themselves, which determines their courage in interacting online; technological mastery, the functional skill of using digital devices and applications, which makes a person better prepared and calmer; and basic self-confidence, the personal belief that serves as the main resource against anxiety when delivering messages in writing or on video.

The wider literature supports these internal factors. Self-image, which encompasses self-esteem and self-perception, is a critical determinant of digital communication skills, since a positive self-image strengthens an individual's confidence in online interaction (Bratu & Cioca, 2024); research further identifies self-esteem as the strongest predictor of communication skills, ahead of extraversion, information and communications technology usage, and gender (Bugay & Korkut-Owen, 2016). Technological mastery operates in a similar way: individuals who are proficient in digital tools and platforms display greater calmness and preparedness in online interaction, and self-confidence itself predicts the acquisition of digital skills, so that those who believe in their own ability are more likely to engage with and master digital technologies (Rosales-Márquez et al., 2025). Basic self-confidence, finally, acts as a buffer against anxiety in digital communication and raises willingness to communicate, which is essential for effective digital interaction (Guo, 2024).

The external factors comprise the social and family environment, in which support from the people around a person shapes their mental readiness and courage to speak; the intensity of social media use, since exposure to digital platforms strongly influences how a person builds perception and self-confidence; and critical thinking skills, the ability to process information on the internet so as to compose clear and accurate messages.

These findings align with Nasrullah (2021), who emphasises that the interactivity, hyperreality, and media convergence of digital communication require a sound understanding in order to manage the social and personal effects they generate, and with Budiargo et al. (2020), who report that digital communication delivers messages quickly but is often less efficient at conveying emotion and non-verbal context than face-to-face communication, even though video media can partly compensate for that limitation.

Obstacles Encountered in the Use of TikTok Live

The obstacles that broadcasters encounter during TikTok Live fall into three types. The first is the internal constraint, in the form of mental blocks and stage fright. Its effect on digital communication is that message delivery becomes halting, articulation becomes unclear, and the broadcaster loses focus by thinking too much about viewers' opinions in the comment column. Its effect on self-confidence is the emergence of insecurity and anxiety and the desire to end the broadcast early out of a feeling of incompetence.

The second is the market constraint, in the form of audience and comment management, arising from external interaction such as a small number of viewers or negative comments and cyberbullying. Its effect on digital communication is that two-way interaction stalls, since the host struggles to build engagement when feedback is minimal or when negative comments absorb the host's attention. Its effect on self-confidence is a sharp decline in self-esteem when the broadcaster compares their audience size with that of other creators, in line with social comparison theory, as a quiet live session is frequently misread as a rejection of the creator's own quality.

The third is the policy constraint, in the form of limited mastery of platform features and the algorithm, arising from an incomplete understanding of how the live feature works, of community guidelines, and of the consistency of the TikTok algorithm. Its effect on digital communication is difficulty in using interactive stickers, filters, or the Live Match (PK) feature that could otherwise support visual communication, together with vulnerability to wording violations that lead to account restriction. Its effect on self-confidence is frustration and helplessness when a broadcast suddenly loses its audience or when the platform bans it because of an unintentional violation.

CONCLUSION AND RECOMMENDATIONS

Conclusion

The regression test of the effect of TikTok Live Streaming on digital communication and self-confidence produced a significance value of 0.098 with a beta coefficient of 0.426. Because the significance value of 0.098 is greater than 0.05, the results reject H1, which means that TikTok Live Streaming does not have a significant effect on the digital communication and self-confidence of Generation Z students in Pontianak City. Internal factors such as self-image and external factors such as the social environment and the use of digital media influence digital communication skills and self-confidence: the internal factors are (a) self-image, (b) technological mastery, and (c) basic self-confidence, and the external factors are (a) the social and family environment, (b) the intensity of social media use, and (c) thinking skills. This view highlights that, behind the rapid development of digital communication, users need a sound understanding to manage the social and personal effects it generates. Internal constraints (mental block and stage fright), with (a) an impact on digital communication and (b) an impact on self-confidence, together with market constraints (audience and comment management) and tactical and policy constraints (mastery of features and the algorithm), influence the obstacles

that students encounter in using TikTok Live in relation to communication skills and self-confidence.

Recommendations

The current generation should continue to develop themselves and to understand the technology that can help in various fields and support their daily activities. They can use technology to communicate over short and long distances, and this requires a strong sense of self-confidence. As TikTok Live Streaming is currently in high demand among this generation, the campus environment should provide a space for students to practise digital communication through TikTok, helping them hone their skills and build self-confidence.

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