

Tracing Digital Footprints of Fast Fashion: A Pre-experimental Study on TikTok Educational Videos and the Customer Response Index

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Abstract

The development of Indonesia's fashion industry is influenced by the rise of fast fashion and social media platforms such as TikTok. This study analyzes the influence of educational fast fashion videos on TikTok on the stages of the DAGMAR model (awareness, comprehension, conviction, and action) among adolescents. A pre-experimental design was applied involving 183 respondents aged 18–24 years who use TikTok and are interested in fashion trends. The results show that educational videos about fast fashion on TikTok significantly influence all components of the DAGMAR model: awareness, comprehension, conviction, and action. The better the quality of the video presented, the higher the levels of awareness, understanding, belief, and motivation to act among the audience. A Customer Response Index (CRI) value of 31%, indicating the interconnection between the stages in the model. These findings emphasize that TikTok can be a strategic medium for delivering educational campaigns to encourage more conscious and sustainable consumer behavior among teenagers.

Keywords: fast fashion, DAGMAR model, educational video

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Introduction

Social media has rapidly evolved into a means of fast, efficient social interaction. Indonesia has 167 million active social media users and ranks highest in Southeast Asia. Additionally, as of January 2024, Indonesia had the second-largest social media advertising reach in the world. One of the fastest-growing platforms is TikTok, which is used not only for entertainment but also for promotion and education (We Are Social, 2024). However, the presence of social media also brings negative impacts. The content often promotes a consumptive and hedonistic lifestyle that influences purchasing decisions (Khansa & Putri, 2022). Social media users, especially adolescents, are highly susceptible to trends and lifestyles presented online. Social media is associated with increased impulsive buying intentions (Ramadhan & Simanjuntak, 2018).

One approach to assessing the effectiveness of communication in social media is the DAGMAR model (Defining Advertising Goals for Measured Advertising Results), introduced by Colley in 1971. This model is a strategic approach to marketing communication that delivers persuasive messages in a structured manner to maximize communication outcomes. DAGMAR consists of four stages: awareness, comprehension, conviction, and action, which help build audience awareness and drive them toward action regarding a product or issue (Atala & Komsiah, 2023). This model is considered effective in building communication that can change consumer perceptions and behavior (Putri et al., 2023).

While fast fashion offers easy access to the latest trends, it also poses serious environmental and social impacts. The fast fashion industry contributes to large-scale waste and water pollution (Fletcher & Maki, 2022). It also affects human health through the use of harmful chemicals and has social impacts, such as labor exploitation (Indriyani & Suri, 2020). TikTok, as a short-form video-based social media platform, has evolved into an effective educational medium, capable of delivering information in an engaging, easily digestible format (Araujo et al., 2022). Through the DAGMAR model, this study contributes to achieving Sustainable Development Goal (SDG) 12: responsible consumption and production. Proper education can play a vital role in shaping a younger generation that is more aware of sustainable consumption patterns (Julianto & Firmansyah, 2024).

This study aims to identify the characteristics of respondents and educational videos, as well as adolescents' awareness, comprehension, conviction, and actions. It also seeks to analyze the influence of using TikTok videos as an educational medium on the DAGMAR components (awareness, comprehension, conviction, and action) among adolescents, and to examine the relationships among awareness and comprehension, comprehension and conviction, and conviction and action in the context of purchasing fast fashion products.

Literature Review

DAGMAR

The DAGMAR model (Defining Advertising Goals for Measured Advertising Results) is a marketing model that emphasizes the importance of communication in shaping advertising objectives and assessing the effectiveness of delivered messages (Dacosta & Sugandi, 2017). This model consists of four stages: awareness, comprehension, conviction, and action, which form a structured communication flow to influence audience behavior (Putri et al., 2023). In

the context of fast fashion education, the DAGMAR model can serve as a guideline for creating social media content that not only raises awareness of the issue but also helps build understanding, foster conviction, and encourage responsible actions, such as reducing fast fashion consumption.

TikTok Video

TikTok is a social media platform with a broad reach that has rapidly gained popularity among Generation Z and is utilized as an effective digital marketing strategy (Araujo et al., 2022). Unlike other social media platforms, TikTok stands out for its short-form video format, which is both informative and entertaining, enabling direct interaction between content creators and audiences (Valino et al., 2022). Its popularity surged during the COVID-19 pandemic, alongside the growing demand for concise and easily digestible content (Mikaere, 2024). In fact, TikTok is increasingly considered a pedagogical approach in education due to its ability to facilitate quick, creative understanding of concepts (Khlaif & Salha, 2021). With its advanced algorithm and large user base, TikTok has become a promising medium for delivering engaging educational content and reaching a wide audience.

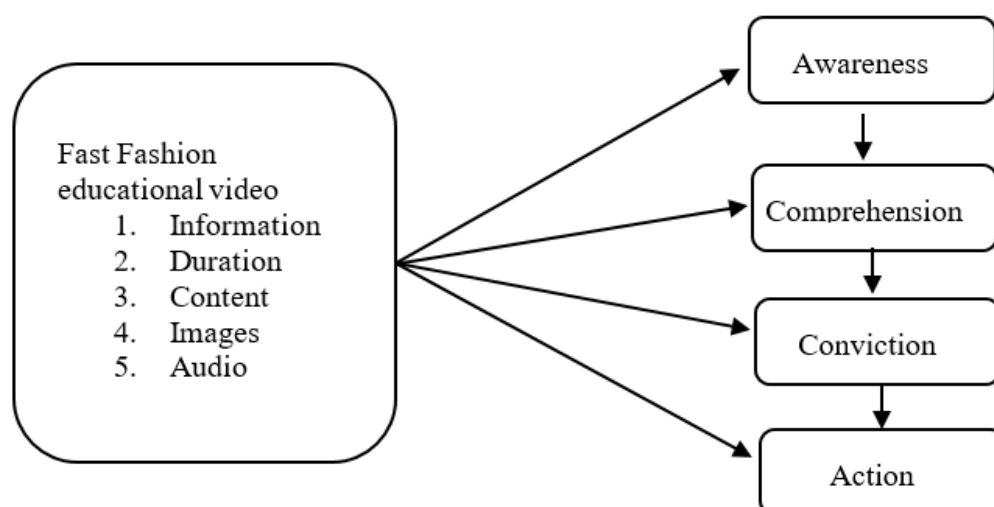
Fast Fashion

Fast fashion is a clothing trend characterized by affordable prices, constantly trend-driven designs, and mass production using materials that are generally less durable (Indriyani & Suri, 2020). Although it quickly meets consumer demand, fast fashion has negative impacts on the environment and human health due to the use of harmful chemicals (Teerawattananon et al., 2021). In response to these impacts, the concept of sustainable fashion has emerged, emphasizing mindful clothing consumption, the use of eco-friendly materials, and designs that prioritize ethical practices and resource efficiency (Bommanavar & Malipatil, 2024). Brands such as Sejauh Mata Memandang exemplify the implementation of these principles in Indonesia (Handayani, 2022). Fashion norms are also shaped by social institutions and media, with influencers and governments playing a role in steering consumer behavior toward more sustainable clothing choices (Kovaks & Zsoka, 2020).

Conceptual Framework

TikTok is a short-form video-based social media platform that has experienced rapid growth in Indonesia. Along with its rising popularity, TikTok can influence people's lifestyles, including fashion choices that follow trends, a pattern commonly referred to as fast fashion. The negative impacts of fast fashion can be mitigated by delivering educational content on widely accessible platforms, such as TikTok. Audience interest in fast fashion educational content is influenced by several factors, including appropriate video duration, clear, easy-to-understand messages, appealing visuals, and good audio quality. Fast fashion education on TikTok plays a role in raising public awareness of the industry's environmental and social impacts. Moreover, such content helps users understand the complex issues being addressed, encourages conviction in making more mindful fashion consumption decisions, and enables them to follow through on their purchases of fast fashion products.

Figure 1
Conceptual Framework



Hypotheses

- H1: Educational videos have a significant effect on awareness
- H2: Educational videos have a significant effect on comprehension
- H3: Educational videos have a significant effect on conviction
- H4: Educational videos have a significant effect on action
- H5: Awareness has a significant effect on comprehension
- H6: Comprehension has a significant effect on conviction
- H7: Conviction has a significant effect on action

Method

Data Collection

This study employed a pre-experimental design (one-group, after-only design) by presenting respondents with five one-minute educational videos on fast fashion. This approach aimed to analyze the influence of respondent characteristics and the use of TikTok as an educational medium on the DAGMAR model. Data collection was conducted from March to April 2025 in the Bogor area, covering data gathering, processing, and reporting. A brief overview of the data collection method is presented in Table 1.

Table 1
Data Collection

Data Collection Method	Numbers of Respondents	Duration	Location
Pre-experiment (<i>one group, after only design</i>)	183 respondents	March–April 2025	SMAIT Plus BBS Bogor and SMK Pelita Bogor

Respondent Characteristics

The respondents in this study consisted of 183 individuals, with the majority being female (86.9%). Most respondents were 18 years old (33.9%), while the smallest proportion was 23 years old (3.8%). In terms of educational background, the majority were pursuing a bachelor's degree (62.3%), followed by those in senior high school or its equivalent (34.4%), indicating that the sample was predominantly composed of university students (65.6%).

Regarding monthly income, most respondents earned between IDR 1,000,001 and IDR 3,000,000 (57.9%) and spent less than IDR 1,000,000 per month (51.9%). Based on TikTok usage, 79.2% of respondents reported using the app daily, and 60.7% stated that TikTok content influenced their daily lives. Additionally, 57.4% of respondents reported purchasing fashion products at least once a month, primarily to appear fashionable (29.5%).

Variable Indicators

Each indicator within the respective variables was systematically designed to facilitate quantitative analysis. Respondents' responses to each statement are presented in percentages using the top two boxes (two highest scores) and bottom two boxes (two lowest scores) approach, aiming to more precisely capture the tendency toward agreement or disagreement. The responses were then grouped into two main categories: "agree" and "disagree," and classified based on final scores into three categories, namely low (≤ 60.00), moderate (60.01–79.99), and high (≥ 80.00), to simplify data interpretation.

The analysis results show that all dimensions of the educational video variable, namely information, duration, content, visuals, and audio, were rated in the high category, with respective percentages of (48.6%, 55.7%, 53.6%, 56.8%, and 58.5%). Although these values are close to the lower limit of the high category, they still indicate that most respondents gave positive assessments of the quality of the fast fashion educational video elements presented on TikTok. Thus, it can be concluded that the visual, auditory, and content aspects of the educational videos were well-received and considered effective by the adolescent audience.

In addition, the level of awareness shown by respondents also falls into the high category, with a percentage of (60.1%), indicating that adolescents are beginning to develop awareness of the fast fashion issue. The levels of comprehension, conviction, and action also fall into the high category, at (56.8%, 46.4%, and 46.4%), respectively. This demonstrates that most adolescents not only understand the issue presented but are also beginning to develop convictions and show tendencies toward more responsible behavior in response to fast fashion consumption. These results affirm that educational videos are not only effective in conveying information but also capable of influencing the psychological and behavioral dimensions of their audience. A more detailed breakdown of the indicators for each variable is provided in Table 2.

Table 2*Distribution of Respondent Categories Based on Variables and Dimensions*

Variable	Categories			Min–Max	Average±Std
	Low	Moderate	High		
Educational Video					
Information	12.6	38.8	48.6	00.00–100.00	78.04 ± 18.06
Duration	9.8	34.4	55.7	00.00–100.00	80.94 ± 16.60
Content	14.2	32.3	53.6	00.00–100.00	78.11 ± 16.87
Image	9.3	33.9	56.8	18.75–100.00	82.27 ± 16.81
Audio	7.7	33.9	58.5	25.00–100.00	83.15 ± 16.64
Awareness	9.8	31.1	60.1	25.00–100.00	82.75 ± 16.20
Comprehension	8.2	35.0	56.8	8.33–100.00	83.83 ± 16.32
Conviction	15.3	38.3	46.4	25.00–100.00	78.46 ± 16.92
Action	21.3	32.2	46.4	8.33–100.00	79.20 ± 17.80

Result and Discussion

Level of Model Fit

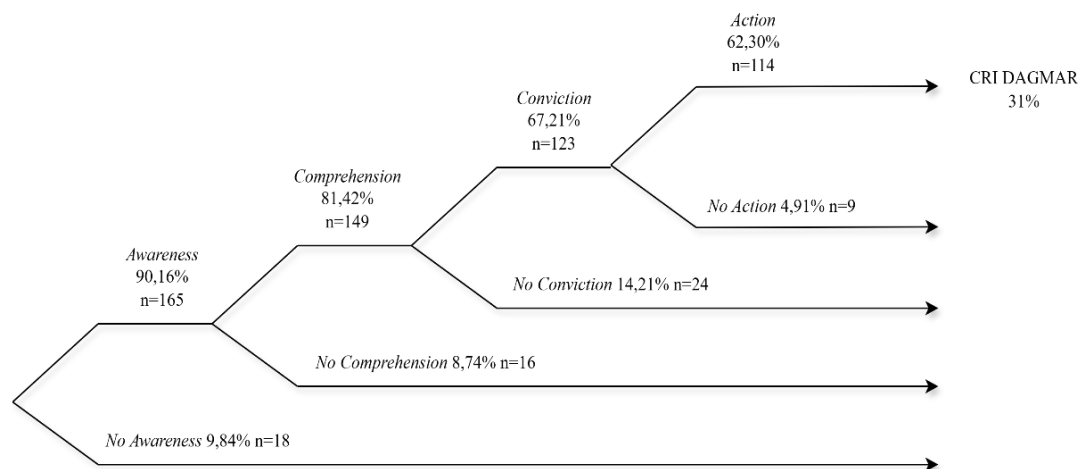
The evaluation consists of both outer- and inner-model assessments. After conducting the tests, all indicators in this study were found to meet validity requirements. In addition, a structural model (inner model) evaluation was also performed. Based on the results of the Goodness of Fit (GOF) calculation, a value of 0.680 was obtained. This indicates that the GOF value falls within the good-fit category (Daryanto et al., 2010).

Customer Response Index (CRI)

Customer Response Index (CRI) is a measurement tool used to assess the extent to which consumers respond to marketing stimuli, such as advertisements, promotions, or educational product content. This index reflects the proportion of consumers who successfully progress through all stages of communication in sequence from awareness to action. In this study, the CRI results indicated that the educational videos successfully increased respondents' awareness by 90.16% and comprehension by 81.42%. Subsequently, 67.21% of respondents demonstrated conviction, and 62.30% reached the stage of taking concrete action.

Overall, the CRI value obtained in this study was 31%, which is considered fairly good for educational communication via social media. Although this figure shows that a portion of respondents successfully went through all stages of the DAGMAR model, the findings also highlight room for improvement, particularly in enhancing the effectiveness of content in the later stages, such as conviction and action. Therefore, improving the quality of educational video elements, especially in terms of narrative, visualization, and emotional appeal, should be considered to encourage more optimal audience responses. A detailed visualization of the CRI results is shown in Image 2.

Figure 2
The Results of the Goodness of Fit Calculation



Contribution of Indicators to Latent Variables

Based on the SEM model analysis shown in Figure 3, the highest contributing indicators for each variable, namely educational video (comprising the dimensions of information, duration, content, visuals, and audio), awareness, comprehension, conviction, and action, are respectively GV2 (0.91); AW2 and AW3 (0.93); CP2 (0.92); CN2 (0.90); and AC2 (0.91). On the other hand, the lowest contributing indicators for each variable are, in order: DV3 (0.68); AW1 (0.90); CP1 (0.86); CN1 (0.76); and AC1 (0.78).

Figure 3
The Results of SEM Model Analysis



Hypothesis Analysis Results

Based on the tests conducted in Table 3, the results indicate that the educational video, which consists of the dimensions of information, duration, content, visuals, and audio, has an influence on awareness ($\beta = 0.80$; $|t\text{-stat}| = 25.98$), comprehension ($\beta = 0.35$; $|t\text{-stat}| = 4.12$), conviction ($\beta = 0.37$; $|t\text{-stat}| = 3.99$), and action ($\beta = 0.24$; $|t\text{-stat}| = 2.50$). This means that H1, H2, H3, and H4 are accepted.

The study also shows significant relationships among the stages of the DAGMAR model. Awareness affects comprehension ($\beta = 0.53$; $|t\text{-stat}| = 6.11$), comprehension affects conviction ($\beta = 0.44$; $|t\text{-stat}| = 5.14$), and conviction affects action ($\beta = 0.57$; $|t\text{-stat}| = 8.37$). Thus, it can be concluded that H5, H6, and H7 are accepted.

These findings suggest that increasing adolescents' understanding of fast fashion issues through educational videos plays a role in shaping their convictions, which subsequently drives them to take real actions. Overall, all hypotheses in this study are accepted, indicating that the DAGMAR model can be applied to measure communication response stages toward educational content on social media platforms such as TikTok.

Table 3*Results of Hypothesis Testing on the Direct Effect Between Latent Variables*

	Path		Coef. Path	t-value	Conclusion
Educational video	→	Awareness	0.80	25.98	H1 accepted
Educational video	→	Comprehension	0.35	4.12	H2 accepted
Educational video	→	Conviction	0.37	3.99	H3 accepted
Educational video	→	Action	0.24	2.50	H4 accepted
Awareness	→	Comprehension	0.53	6.11	H5 accepted
Comprehension	→	Conviction	0.44	5.14	H6 accepted
Conviction	→	Action	0.57	8.37	H7 accepted

Discussion

The emergence of social media, particularly TikTok, has brought significant changes to society, while advancements in telecommunications and the internet have made daily life easier. Currently, many people, especially teenagers, spend more than 5 hours a day on TikTok (Putri et al., 2023). TikTok is used not only for entertainment but also as an educational platform that shares educational content. Research shows that 79.2% of respondents use TikTok every day. TikTok content also influences purchasing decisions, with 60.7% of teenagers admitting it affects their product purchases, particularly in fashion. This is supported by the fact that 57.4% of teenagers purchase fashion items about once a month.

The majority of respondents in this study were female teenagers (86.9%), who were more interested in fast fashion products. Around 65.6% of respondents were university students of various ages, while the remaining 34.4% were high school students aged around 18 to 19 years. The average income of respondents ranged from IDR 1,000,001 to IDR 3,000,000, with average spending under IDR 1,000,000. Certainly, income and expenditure can influence one's consideration when shopping for fashion products. Research shows that women's income significantly affects their purchasing decisions for fashion products. The higher the income, the stronger the lifestyle drive, which leads to more fashion purchases (Fachri & Zulaikah, 2024).

Based on the research findings, teenagers purchase fast fashion products not only out of necessity. They do so for various reasons, including collecting, low prices, the desire to appear fashionable, and a tendency to get bored with wearing the same clothes repeatedly. This aligns with previous research stating that it is normal for most teenage girls to have a monthly shopping budget of IDR 500,000, as it is considered essential for social life. When shopping for fashion products online, some teenagers struggle to control their desire to buy more than they need, which fosters a consumptive behavior. Purchases can also result from following peers' behavior (Solichah & Dewi, 2019).

The educational video used in this study shows that each dimension of information, duration, content, visuals, and audio, has a significant influence. The study found that after watching the educational video, respondents showed 80% awareness. High-quality content can increase viewers' attention and awareness of a phenomenon (Santoso et al., 2025). The educational video had a 35% influence on comprehension. It positively affected teenagers' understanding of fast fashion (Ghozali et al., 2023). This also indicates that the information a person seeks or obtains influences their understanding (Simanjuntak & Harbani, 2022). Meanwhile, the educational video influenced conviction and action by 35% and 37%, respectively. This is supported by research stating that educational videos help strengthen audience conviction and

can shift their perceptions of a product (Rosadi et al., 2023). Studies have shown that educational videos can influence one's attitude and behavior (NURUL, 2023). In addition, a person needs to have good awareness to make purchases that meet their needs, thereby avoiding impulse buying (Pramesty & Simanjuntak, 2020).

The findings indicate that teenagers' awareness significantly affects their comprehension of fast fashion, with an effect size of 53%. Research suggests that the DAGMAR model is used to craft educational messages that improve understanding by raising awareness (Atala & Komsiah, 2023). A solid understanding of fast fashion also positively affects teenagers' conviction, with an effect size of 44%. This aligns with previous studies indicating that educational fast fashion videos can enhance comprehension and build trust in the information presented. Moreover, individual trust influences purchasing decisions (Hakim et al., 2021). In addition, teenagers' convictions also impact their actions to reduce fast fashion use by 57%. This is consistent with psychological theory, which states that perception influences conviction. Furthermore, conviction shapes action or behavior. It can be concluded that accurate perception leads to strong conviction, which in turn results in positive actions (Nasution, 2016).

This study provides a reference and reinforces existing theories. The results indicate a significant influence of the educational video variable on each component of the DAGMAR model, namely awareness, comprehension, conviction, and action. In this study, educational videos were created in short formats to make it easier for the audience to understand the messages about fast fashion education. This aligns with research indicating that concise videos make it easier for the audience to understand the content and share it with others (Mikaere, 2024). It can be said that the use of video as an educational medium effectively influenced the audience, particularly regarding fast fashion consumption. This reinforces evidence that short videos on social media can influence a person's mindset and behavior, especially when it comes to shopping.

Additionally, the research results indicate significant correlations among the DAGMAR components: awareness influences comprehension, comprehension influences conviction, and conviction influences action. These results reinforce the DAGMAR model theory, which aims to convey persuasive messages to maximize desired outcomes (Atala & Komsiah, 2023). The DAGMAR model successfully builds awareness, provides consumers with an understanding of fast fashion products, convinces them, and encourages purchasing behavior. This demonstrates that the DAGMAR model, which is frequently used in marketing, influences a person's behavioral decisions.

Based on the research findings, respondents also reported the frequency of social media use, particularly TikTok, which they use daily. They acknowledged that TikTok use also influences their habits. Respondents cited several reasons for purchasing fast fashion, including relatively low prices and the desire to look fashionable. This, of course, affects fast fashion purchases, with respondents typically buying about one item per month.

This study makes a theoretical contribution by expanding the DAGMAR model, which is not only applicable to commercial marketing but also to educational contexts. The study contributes educational videos on fast fashion that can be used in future research. The findings indicate that educational videos comprising several dimensions of information, duration, content, visuals, and audio influence each component of the DAGMAR model. The DAGMAR components are also shown to influence one another in the context of fast fashion

consumption. Thus, this study can enrich our understanding of the importance of recognizing fast fashion to preserve the environment.

The findings of this study indicate that educational videos on fast fashion significantly influence each component of the DAGMAR model: awareness, comprehension, conviction, and action. The results show that each stage of the DAGMAR model influences adolescents' actions regarding fast fashion consumption. Based on the research results, the educational video variable has the strongest influence on changes in adolescents' awareness of fast fashion. Additionally, the influence of adolescents' convictions on their actions is the most significant relative to changes at other stages of the DAGMAR model.

Based on these study results, the Ministry of Communication and Digital Affairs (Komidigi) plays a crucial role in regulating the circulation of content on social media that fuels increased waste and impulsive buying habits. The Ministry of Environment and Forestry (KLHK) plays a role in preserving environmental sustainability and reducing environmental pollution caused by human behavior, such as through education on responsible clothing consumption among adolescents. The Ministry of Trade (Kemendag) has a role in monitoring distribution permits for clothing products identified as fast fashion to prevent their excessive sale. The Ministry of Trade (Kemendag) can reduce the amount of fast fashion in circulation by introducing sustainable fashion products. On the other hand, teenagers as consumers are expected to distinguish between needs and wants when purchasing fashion items, thereby reducing their consumption of fast fashion. Teenagers can also learn to manage their finances effectively, exercising self-control and avoiding impulse buying, particularly of fast fashion products. Strong support from various quarters will undoubtedly further encourage positive changes in teenagers' consumption of fast fashion.

This study has several limitations. First, the sample is limited to teenagers, specifically students and college students in Bogor Regency, West Java. Another limitation is that the sample is predominantly female, which may influence perspectives and preferences regarding the issues under study. Furthermore, a limitation is that the study was conducted offline in a classroom setting, potentially introducing external influences, such as background noise from nearby peers. Such conditions may disrupt respondents' concentration while answering questions. This also occurs due to the absence of standardized baseline conditions, which may introduce bias in the final results. Additionally, the study lacks a control group to compare the respondents who watched the video with those who did not. This study only evaluates the intention to act, not the actual actions taken by the respondents.

Conclusion

This study involved late adolescents aged 18–24 who are still students, unmarried, interested in fashion, and active TikTok users. The majority of respondents were female and active TikTok users with high daily usage duration, indicating that this platform holds significant potential for delivering educational messages to young audiences.

The results show that educational videos about fast fashion on TikTok significantly influence all components of the DAGMAR model: awareness, comprehension, conviction, and action. The better the quality of the video presented, the higher the levels of awareness, understanding, belief, and motivation to act among the audience. All hypotheses were accepted and found to be significant, with a Customer Response Index (CRI) value of 31%, indicating the interconnection between the stages in the model. These findings emphasize that

TikTok can be a strategic medium for delivering educational campaigns to encourage more conscious and sustainable consumer behavior among teenagers.

Declaration of Generative AI and AI-Assisted Technologies in the Writing Process

The authors used Paperpal and Grammarly, AI-assisted writing support tools, during the preparation of this manuscript. These tools were employed exclusively for proofreading, grammar correction, language refinement, sentence structure improvement, and enhancement of overall readability. The AI-assisted technologies were not used to generate research ideas, conduct literature reviews, analyze data, interpret results, formulate conclusions, or create scientific content.

All outputs and suggestions generated by these tools were carefully reviewed, verified, and, where appropriate, revised by the authors. The authors assume full responsibility for the accuracy, integrity, and originality of the manuscript.

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