

ABSTRAK

Generasi Z saat ini mulai menunjukkan cara baru dalam membagikan pencapaian akademik di media sosial TikTok. Melalui tren “*What is Better Than Relationship? Scholarship*”, prestasi akademik tidak lagi ditampilkan secara biasa, tetapi dikemas menjadi konten yang lebih menarik, inspiratif, dan mengandung nilai edukatif. Penelitian ini bertujuan untuk menganalisis bagaimana strategi *educational personal branding* Generasi Z dibentuk melalui tren tersebut. Penelitian menggunakan metode kualitatif deskriptif dengan pendekatan teori *Impression Management* dari Erving Goffman dan *The 8 Laws of Personal Branding* dari Peter Montoya. Data diperoleh melalui wawancara mendalam dengan tujuh informan, observasi digital pada platform TikTok, serta studi dokumentasi. Hasil penelitian menunjukkan adanya hubungan antara praktik presentasi diri dengan pembentukan strategi personal branding. Pada awalnya, para informan membagikan pencapaian akademiknya secara spontan di ruang publik TikTok, sementara proses perjuangan dan tantangan yang dialami cenderung tidak ditampilkan. Namun, tingginya respons positif dari audiens mendorong mereka untuk mengembangkan konten tersebut menjadi strategi komunikasi yang lebih terarah. Temuan penelitian menunjukkan bahwa para informan secara sadar menerapkan kedelapan hukum personal branding Peter Montoya untuk membangun citra akademik yang autentik, dekat dengan audiens, dan kredibel, tanpa menonjolkan kesan pamer prestasi. Pada akhirnya, tren *academic self-presentation* ini tidak hanya menjadi wadah untuk membagikan pencapaian pribadi, tetapi juga berkembang menjadi sarana membangun portofolio digital yang dapat mendukung peluang akademik maupun karier profesional Generasi Z di masa depan.

Kata kunci: *Personal Branding*, Generasi Z, TikTok, Presentasi Diri Akademik, *Scholarship*.

ABSTRACT

Generation Z is currently pioneering new ways of sharing academic achievements on the social media platform TikTok. Through the trend ‘What is Better Than a Relationship? Scholarship’, academic achievements are no longer presented in the usual way, but are packaged as content that is more engaging, inspiring and educational. This study aims to analyse how Generation Z’s educational personal branding strategies are shaped through this trend. The research employs a descriptive qualitative method, drawing on Erving Goffman’s theory of Impression Management and Peter Montoya’s ‘The 8 Laws of Personal Branding’. Data was collected through in-depth interviews with seven informants, digital observation on the TikTok platform, and documentary analysis. The findings reveal a relationship between self-presentation practices and the formation of personal branding strategies. Initially, the informants spontaneously shared their academic achievements in TikTok’s public spaces, whilst the struggles and challenges they faced tended not to be displayed. However, the high level of positive feedback from the audience encouraged them to develop this content into a more targeted communication strategy. The research findings indicate that the informants consciously applied Peter Montoya’s eight laws of personal branding to build an authentic, relatable and credible academic image, without giving the impression of showing off their achievements. Ultimately, this trend in academic self-presentation has not only become a platform for sharing personal achievements but has also evolved into a means of building a digital portfolio that can support Generation Z’s future academic and professional career opportunities.

Keywords: Personal Branding, Generation Z, TikTok, Academic Self-Presentation, Scholarship.