

ABSTRACT

This study aims to analyze how Tasya Farasya, a beauty influencer, builds influencer through review content posted on the TikTok social media platform, with a focus on the "Tasya Farasya Approved" label. Tasya Farasya is known as an influencer with a significant impact in the beauty industry, particularly in recommending products through social media. The approach used in this study is qualitative content analysis with a narrative paradigm theory involving two main dimensions: coherence and fidelity. Through this analysis, the study explores how persuasive principles such as authority, scarcity, commitment and consistency, social proof, and unity are utilized by Tasya to build trust with her audience towards the products she reviews. The research findings show that Tasya Farasya conveys promotional messages through content by incorporating various effective persuasive principles. She involves professionals in the beauty field to enhance authority, emphasizes product scarcity through pre-orders and lab tests, and fosters commitment by sharing personal experiences. In maintaining narrative coherence, Tasya actively engages with her audience through comments and shares her personal experiences regarding product use, including challenges faced and results achieved. This study also found that fidelity in Tasya Farasya's review content is built through transparency and honesty in sharing experiences, as well as ensuring product credibility through lab test results and collaborations with beauty experts. Tasya Farasya successfully builds a strong influencer through an authentic and transparent approach in each of her contents, which not only encourages product purchases but also builds a deeper and more trustworthy relationship with her followers. This research provides insights into how influencers can leverage personal branding and persuasive techniques to create a more solid influencer on social media.

Keywords: *influencer, influencer, Tasya Farasya, TikTok, content analysis, coherence, fidelity*