

The Influence of Instagram @wantja's Exposure on the Level of Knowledge of Instagram Followers about Mental Health

Bramcov Stevens Situmeang^{1*}, Chontina Siahaan²

Universitas Kristen Indonesia, Indonesia

*Email: bramcov143@gmail.com, chontina.siahaan@uki.ac.id

ABSTRACT

Mental health is an important indicator in determining an individual's quality of life. Individuals experiencing mental health disorders generally show a decline in productivity in daily activities. Maintaining mental health requires consistent efforts, such as consulting with psychologists or watching programs engaging with content that offers tips on mental health, like the account @wantja. The Instagram account @wantja is one of the accounts that frequently shares content emphasizing the importance of maintaining mental health and self-awareness. This research aims to determine whether there is an influence of the exposure to the Instagram account @wantja on the followers' knowledge about mental health, focusing on three main variable indicators: frequency, duration, and intensity of viewing. In addition, this research examines control variables, namely Gender and Education. This study utilizes George Gerbner's Cultivation Theory, which posits that prolonged exposure to media content shapes the audience's perceptions and knowledge. Data was collected through an online survey of 100 followers of the Instagram account @wantja (ages 16-27), selected through purposive sampling with a margin of error of 10%. This research employs a quantitative approach. The research findings indicate that the frequency, duration, and intensity of viewing significantly influence the knowledge, awareness, and comprehension of followers regarding mental health. Intensity of viewing shows the strongest influence, followed by frequency and duration. Furthermore, the results of the tests on the control variables of gender and education level also indicate that there is no significant effect. This means that all Instagram followers are equally influenced by the exposure to the content of @wantja in shaping their level of knowledge about health, regardless of the gender and education level of the Instagram followers.

Keywords: Exposure, Instagram @wantja, Mental Health, Instagram Followers.

INTRODUCTION

The increasing mental health issues among Generation Z have become a global concern, particularly in Indonesia. According to the Indonesian Ministry of Health (2022), the Basic Health Research (RISKESDAS) 2018 revealed that more than 19 million Indonesians aged 15 and above experience emotional mental disorders, with over 12 million suffering from depression (Kementerian Kesehatan RI, 2022). Furthermore, data from Kompas (2023) indicates that between 2012 to 2023, there were 2,112 reported cases of suicide in Indonesia, with 985 cases (46.63%) involving adolescents. According to the Indonesia National Adolescent Mental Health Survey (INAMHS) in 2022, the increase in suicide cases is caused by mental health disorders. This survey revealed that 1 out of 20 adolescents, approximately 5.5%, experience mental health disorders, In addition, it also revealed that 1.4% of adolescents admitted to having suicidal thoughts, 0.5% who claim to have made plans for suicide, and 0.2% who have attempted suicide but failed (Wahdi et al., 2022). The data indicates an urgent need for effective education and knowledge about mental health, particularly among Generation Z.

The rise of social media, especially Instagram, has changed the way mental health information is disseminated and accepted by the public. Instagram, with its visual and interactive features, has become a powerful platform for raising awareness and educating users about mental health. However, excessive use of social media is also associated with increased mental health problems, such as stress and depression, due to overproduction of the hormone cortisol (Febri, 2024). Although Instagram has the potential to have negative impacts, it has proven to be an effective medium for voicing mental health issues, such as the Instagram account

@wantja, which provides educational content through doodle sketches and good visual storytelling, making it appealing to the Generation Z audience. Furthermore, the Instagram account @wantja is also one of the accounts that frequently shares content emphasizing the importance of maintaining mental health and self-awareness. This account is managed by Irwan, an alumnus of the Bandung Institute of Technology, who has been involved in mental health issues since 2012. In this study, the researcher has chosen the Instagram account @wantja as the object of research due to the uniqueness of its educational and creative doodle content, which characterizes the account and distinguishes it from most other Instagram accounts. In addition, the @wantja account has a significant number of followers, reaching 154,000 as of October 30, 2024. This large number of followers is thought to be one of the reasons why the Instagram users are so engaged with the content presented on the account (Shafira, 2023).

Several studies have explored the impact of social media on mental health awareness and knowledge. Nurfitrihanah and Sri Ekowati (2023) examined the influence of YouTube content on mental health knowledge, their research hypothesis is whether there is an influence from the exposure to the YouTube content '1% Indonesian Life School' on mental health knowledge, finding that exposure to such content significantly increased the audience's comprehension of mental health issues. Similarly, Klara Delviyana (2021) investigated the effect of Instagram content on users' interest in watching Netflix movies, highlighting the platform's ability to influence user behavior. The hypothesis of Klara's research is whether there is an influence of the Instagram social media exposure @netflixid on the interest in watching films on Netflix. After conducting tests, it was found that there is a significant influence between the Instagram social media exposure @netflixid and the interest in watching films on Netflix. Whina Putri Sion (2023) focused on TikTok content and its impact on Generation Z's mental health knowledge, the hypothesis of the research by Whina states that the frequency of content viewing on TikTok @devvweis influences the level of knowledge of Gen Z regarding mental health, whether the duration of viewing TikTok content @devvweis affects the level of knowledge of Gen Z regarding mental health, and lastly whether the attention given to TikTok content @devvweis influences the level of knowledge of Gen Z regarding mental health. After conducting tests, it was found that there is a significant influence between frequency, duration, and intensity on the level of knowledge of Gen Z regarding mental health. Additionally, Illona Situmeang and Ivonne Situmeang (2023) studied the relationship between media exposure and public anxiety about health issues, emphasizing the role of social media in shaping public perceptions. Their research hypothesis states that the variable of Media Exposure Affects the variable of Community Anxiety Levels. After conducting tests, it was found that there is a significant influence of the media exposure variable on the community anxiety level variable.

Lastly, Winda Harahap dan Ignatius Agung (2021) explored the influence of Korean drama exposure on cultural knowledge, further supporting the idea that media consumption can significantly impact the audience's knowledge and attitudes. Winda Harahap's research hypothesis states that there is a positive and significant relationship between exposure to South Korean dramas and knowledge about South Korean culture among followers of the Instagram account @wowkdrama.id, and that there is a positive and significant relationship between the intensity of peer group communication and knowledge about South Korean culture among followers of the Instagram account @wowkdrama.id. After conducting the analysis, it was found that there is a positive and significant relationship between exposure to South Korean dramas and knowledge about South Korean culture among followers of the Instagram account @wowkdrama.id. This means that the higher the exposure to South Korean dramas, the higher the knowledge about South Korean culture. The relationship between the two variables is categorized as a moderate relationship.

Although research on the influence of social media on the level of public knowledge is increasing, a gap remains in understanding the impact of specific Instagram content, particularly content presented by @wantja, on influencing its followers' knowledge of mental health. Meanwhile, previous studies have only focused on the influence of social media platforms such as YouTube and TikTok on the level of public knowledge. Therefore, this study aims to fill the gap in existing research by examining the influence of Instagram exposure from @wantja on the mental health knowledge of its followers.

This research is based on George Gerbner's Cultivation Theory, which posits that prolonged exposure to media content shapes individuals' perceptions and knowledge. Initially, focused solely on the influence of television viewing on audiences. However, this theory has been applied beyond television media, as it remains relevant to the assumptions articulated by George Gerbner in 1986. Gerbner stated that the influence of media exposure will increase, not only from television but also from other media sources, not only from television but also from other media sources.

Although this theory initially focused solely on the influence of television, recent research by Pickett (Intravia et al., 2020) has expanded the scope of this theory to the realm of new media, particularly social media platforms such as Instagram. Their research titled "Net Legitimacy: Internet and Social Media Exposure and Attitudes Toward the Police" examines the impact of news consumption from the internet and Instagram on the public's attitudes and knowledge regarding the United States police, especially concerning the negative actions of certain police officers. Their research expansion aligns with the visionary predictions of Gerbner (1986), who anticipated that new media beyond television would have a significant influence on public views and knowledge in the future. The results of Pickett's research reveal significant and convincing findings, namely the existence of a significant influence between exposure to Instagram content and the public's level of knowledge about the police. This means that the more frequently the public is exposed to negative news about the police, the more likely their views and knowledge about law enforcement will become negative. This highlights the continued relevance of cultivation theory in the context of social media (Intravia et al., 2020).

Based on the explanation above, the researcher is interested in studying the influence of Instagram exposure, which includes frequency, duration, and intensity, on the level of knowledge that can be measured through the knowledge, awareness, and comprehension of Instagram followers about mental health. This study seeks to provide insight into whether Instagram can be used effectively as a tool to provide mental health education. The findings of this study will contribute to the growing literature on the role of social media in voicing mental health and provide practical recommendations for content creators and mental health professionals who aim to use Instagram in providing education to Instagram followers.

METHOD

This research employs a quantitative approach, using a descriptive research design to investigate the influence of Instagram content exposure on followers' knowledge of mental health. The research design is structured to examine the relationship between the independent variables (frequency, duration, and intensity of exposure to Instagram content) and the dependent variables (knowledge, awareness, and comprehension of mental health). The study aims to provide a comprehensive analysis of how Instagram content impacts mental health literacy among its followers. The population of this study consists of followers of the Instagram account @wantja, which focuses on mental health content. The sample was selected using purposive random sampling, with specific criteria: respondents must be followers of @wantja and aged between 16 and 27 years. The sample size was determined using Slovin's formula, with a 10% margin of error (MoE), resulting in 100 respondents. This sample size ensures a 90% accuracy level, providing a reliable representation of the population. Data were collected through an online survey using Google Forms. The survey instrument consisted of a closed-ended questionnaire based on a 5-point Likert scale, ranging from "Strongly Disagree" (1), Disagree (2), Neutral (3), Agree (4) and Strongly Agree (5). The questionnaire was designed to measure the frequency, duration, and intensity of exposure to Instagram content, as well as the respondents' knowledge, awareness, and comprehension of mental health. The survey was distributed to 100 respondents who met the specified criteria.

In this study, the variable "intensity" was operationalized through self-reported engagement metrics, measured via a 5-point Likert scale questionnaire. Respondents were asked to rate their level of engagement with @wantja's content, for example, "You take the posts by @wantja about mental health seriously; you seek in-depth information on the topic of mental health each time you watch the Instagram broadcasts by @wantja, to assess their interaction depth. This approach aligns with cultivation theory, where intensity reflects active audience involvement beyond passive viewing. In addressing research bias, the researcher provides a questionnaire that contains clear and specific items, for example, "You watch the Instagram posts of @wantja regularly every day; you check the notification of @wantja's Instagram story at least once a day." This is done to reduce subjective interpretation. The researchers selected a margin of error (MoE) of 0.1 or 10%, considering that this level of bias is still acceptable in the context of this study. Although stricter limits such as 0.05 or 5% could be employed, the researchers argue that a variation of 10% remains valid as long as the obtained results do not deviate significantly. In the observations conducted by the researchers, the use of a 10% MoE has proven to be sufficiently adequate to maintain data reliability. With this consideration, the researchers assert that a 10% MoE is still justifiable in this study.

Alternative hypothesis (Ha)

H1: There's a significant influence of the composite variable of exposure to content (X) on the level of knowledge (Y) about mental health.

H2: There is a significant influence of the frequency variable indicator(X1) watching @wantja shows on the level of knowledge (Y1) about mental health.

H3: There is a significant influence of the frequency variable indicator(X1) watching @wantja shows on the level of awareness (Y2) about mental health

H4: There is a significant influence of the frequency variable indicator(X1) watching @wantja shows on the level of comprehension (Y3) about mental health.

H5: There is a significant influence of the duration variable indicator(X2) watching @wantja shows on the level of knowledge (Y1) about mental health.

H6: There is a significant influence of the duration variable indicator(X2) watching @wantja shows on the level of awareness (Y2) about mental health.

H7: There is a significant influence of the duration variable indicator(X2) watching @wantja shows on the level of comprehension (Y3) about mental health.

H8: There is a significant influence of the intensity variable indicator(X3) watching @wantja shows on the level of knowledge (Y1) about mental health.

H9: There is a significant influence of the intensity variable indicator(X3) watching @wantja shows on the level of awareness (Y2) about mental health.

H10: There is a significant influence of the intensity variable indicator(X3) watching @wantja shows on the level of comprehension (Y3) about mental health.

H11: There is a composite influence of the exposure variable (X) and the dummy control variable of education level 4 (Master's S2) on the level of knowledge (y).

H12: There is a composite influence of the exposure variable (X) and the dummy control variable of education level 3 (Diploma IV/S1) on the level of knowledge (Y).

H13: There is a composite influence of the exposure variable (X) and the dummy control variable of education level 2 (Diploma III) on the level of knowledge (Y).

H14: There is a composite influence of the exposure variable (X) and the dummy control variable of education level 1 (High School/Vocational School) on the level of knowledge (Y).

Null hypothesis (Ho)

H1: There is no significant influence of the composite variable of exposure to content (X) on the level of knowledge (Y) about mental health.

H2: There is no significant influence of the frequency variable indicator (X1) watching @wantja shows on the level of knowledge (Y1) about mental health.

H3: There is no significant influence of the frequency variable indicator (X1) watching @wantja shows on the level of awareness (Y2) about mental health.

H4: There is no significant influence of the frequency variable indicator (X1) watching @wantja shows on the level of comprehension (Y3) about mental health.

H5: There is no significant influence of the duration variable indicator(X2) watching @wantja shows on the level of knowledge (Y1) about mental health.

H6: There is no significant influence of the duration variable indicator(X2) watching @wantja shows on the level of awareness (Y2) about mental health.

H7: There is no significant influence of the duration variable indicator(X2) watching @wantja shows on the level of comprehension (Y3) about mental health.

H8: There is no significant influence of the intensity variable indicator(X3) watching @wantja shows on the level of knowledge (Y1) about mental health.

H9: There is no significant influence of the intensity variable indicator(X3) watching @wantja shows on the level of awareness (Y2) about mental health.

H10: There is no significant influence of the intensity variable indicator (X3) watching @wantja shows on the level of comprehension (Y3) about mental health.

H11: There is no significant composite influence of the exposure variable (X) and the dummy control variable of education level 4 (Master's S2) on the level of knowledge (y).

H12: There is no significant composite influence of the exposure variable (X) and the dummy control variable of education level 3 (Diploma IV/S1) on the level of knowledge (Y).

H13: There is no a composite influence of the exposure variable (X) and the dummy control variable of education level 2 (Diploma III) on the level of knowledge (Y).

H14: There is no significant composite influence of the exposure variable (X) and the dummy control variable of education level 1 (High School/Vocational School) on the level of knowledge (Y).

RESULTS AND DISCUSSION

Results

Validity Test

Validity testing is one of the processes that must be carried out by researchers in compiling research instruments. Validity tests are used to measure the validity or disvalidity of each statement or research question that is usually used in research (Darma, 2021). According to Darma (2021), the validity test requires the following conditions:

- a. If $r\text{-statistics} \geq r\text{ table}$, then the research instrument is said to be valid.
- b. If $r\text{-statistics} \leq r\text{ table}$, then the research instrument is said to be invalid.

Significance analysis was carried out by comparing the results of r calculations against r tables with degrees of freedom (df): the number of samples minus 2. In this research, a sample of 100 respondents was used, so the df value was 98 ($100-2$). With a significance level of 0.1, the table r value of 0.1654 was obtained.

Table 1. Validity Test Results

Concept	Dimension	Indicators	R statistics	R Table (0,1)	Summary
Impressions (X)	Frequency (X1)	1	0.6091	0.1654	Valid
		2	0.6836	0.1654	Valid
		3	0.5874	0.1654	Valid
		4	0.7095	0.1654	Valid
	Duration (X2)	5	0.1886	0.1654	Valid
		6	0.6632	0.1654	Valid
		7	0.4688	0.1654	Valid
		8	0.5688	0.1654	Valid
		9	0.5297	0.1654	Valid
		10	0.7687	0.1654	Valid
		Intensity (X3)	11	0.6215	0.1654
	12		0.4377	0.1654	Valid
	13		0.6811	0.1654	Valid
	14		0.6811	0.1654	Valid
	Level of Knowledge (Y)	Knowledge (Y1)	15	0.4592	0.1654
1			0.8155	0.1654	Valid
2			0.7620	0.1654	Valid
3			0.8067	0.1654	Valid
4			0.8454	0.1654	Valid
		5	0.8525	0.1654	Valid

Concept	Dimension	Indicators	R statistics	R Table (0,1)	Summary
	Awareness (Y2)	6	0.6556	0.1654	Valid
		7	0.8582	0.1654	Valid
		8	0.7379	0.1654	Valid
		9	0.8750	0.1654	Valid
		10	0.8568	0.1654	Valid
		11	0.5492	0.1654	Valid
	Comprehension (Y3)	12	0.8973	0.1654	Valid
		13	0.7865	0.1654	Valid
		14	0.8940	0.1654	Valid
		15	0.8170	0.1654	Valid
		16	0.8239	0.1654	Valid
17		0.8828	0.1654	Valid	

Source: Researcher Data Processing Results (2025)

Referring to table 3.1, all statements for the x and y variables have a calculated r value that exceeds 0.1654 and the correlation coefficient value is higher than the r of the table (0.1654). Therefore, it can be concluded that all statements related to variables x and y have met the validity requirements and are suitable to be used as instruments in this study.

Reliability Test

According to Budi Darma (2021), reliability refers to the consistency of measurement results when repeated on the same subject under similar conditions. A study can be considered reliable if it produces consistent data across repeated measurements; conversely, it is considered unreliable if the data varies significantly (Darma, 2021). This study uses the calculation of Cronbach's Alpha coefficient as a method to measure the level of consistency of the instrument used as a measuring tool and reliability testing can be conducted using SPSS (Statistical Package for the Social Sciences) software.

a. The value of Cronbach' Alpha coefficient of more than 0.60 indicates that the research instrument can be said to be consistent.

b. The value of Cronbach' Alpha coefficient of less than 0.60 indicates that the research instrument can be said to be inconsistent and needs to be retested.

Table 2. Reliability Test Result X

Composite	Cronbach's Alpha Values	Summary
Exposure (X)	0,887	Reliable

Source: Researcher Data Processing Results (2025)

Based on the reliability test of the Exposure of Displays (X) presented in Table 3.2, it can be concluded that the research instrument as a whole has a Cronbach's Alpha coefficient value exceeding the minimum standard reliability test value of 0.60. Therefore, the research instrument for X can be considered consistent, as the value obtained exceeds the established reliability test criteria of Cronbach's Alpha.

Table 3. Reliability Test Result Y

Composite	Cronbach's Alpha Values	Summary
Level of Knowledge (Y)	0,967	Reliable

Source: Researcher Data Processing Results (2025)

Based on the reliability test of the Knowledge Level (Y) presented in Table 3.3, it can be concluded that the research instrument as a whole has a Cronbach's Alpha coefficient value exceeding the minimum standard value for reliability testing of 0.60. Therefore, the research instrument for Y can be considered consistent, as the values obtained surpass the established criteria for Cronbach's Alpha reliability testing.

Table 4. Reliability Test Results X

Variable Indicator	Cronbach's Alpha Values	Summary
Frequency (X1)	0,755	Reliable
Duration (X2)	0,691	Reliable
Intensity (X3)	0,823	Reliable

Source: Researcher Data Processing Results (2025)

Based on the reliability test for variable X contained in Table 3.2, it can be concluded that the overall research instrument has a Cronbach' Alpha coefficient value exceeding the minimum standard value of the reliability test of 0.60, then the research instrument for variable X can be said to be consistent because the resulting value exceeds the criteria for the Cronbach's Alpha reliability test that has been set.

Table 5. Reliability Test Results Y

Variable Indicator	Cronbach's Alpha Values	Summary
Knowledge (Y1)	0,905	Reliable
Awareness (Y2)	0,885	Reliable
Comprehension (Y3)	0,946	Reliable

Source: Researcher Data Processing Results (2025)

Based on the reliability test for the Y variable contained in Table 3.3, it can be concluded that the research instrument as a whole has a Cronbach' Alpha coefficient value exceeding the minimum standard value of the reliability test of 0.60, then the research instrument for the Y variable can be said to be consistent because the resulting value exceeds the Cronbach's Alpha reliability test criteria that have been set.

Normality Test

In this study, the normality test was carried out using the SPSS (Statistics Package for Social Sciences) application. The normality test is one of the statistical methods used to test whether the data that has been collected comes from a normally distributed population or vice versa (Yayat Suharyat, 2023). The researcher used the one-sample kolmogorov-smirnov test with a comparison value of $\alpha = 0.05$.

Table 6. Normality Test

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		100
Normal Parameters ^{a,b}	Mean	.0000000
	Std.Deviation	.06047458
Most Extreme Differences	Absolute	.086
	Positive	.072
	Negative	-.086
Test Statistic		.086
Asymp. Sig. (2-tailed) ^c	Sig	.064

One-Sample Kolmogorov-Smirnov Test			
			Unstandardized Residual
Monte Carlo Sig. (2-tailed) ^d	99% Confidence Interval	Lower Bound	.057
		Upper Bound	.070
a. Test distribution is Normal			
b. Calculated from data			
c. Lilliefors Significance Correction			
d. Lilliefors' method based on 10000 Monte Carlo Samples with starting seed 299883525			

Source: Researcher Data Processing Results (2025)

From the results of the normality test that has been carried out by the researcher, a probability value or asym Sig (2-tailed) of 0.0644 was obtained. This value is greater than 0.05 so it can be concluded that the data in this study has a normal distribution.

Correlation Coefficient Test

The correlation coefficient test is a statistical measurement used to determine how strong the relationship between two variables is and in which direction the relationship is (Yayat Suharyat, 2023). The decision making is as follows:

- a) There is a correlation between variables if the value of Sig. (2-tailed) < 0.05.
- b) There is no correlation between variables if the value of Sig. (2-tailed) > 0.05.
- c) The presence of an asterisk (*) or (**) in the pearson correlation column indicates that there is a correlation between variables and vice versa.

Table 7. Correlation Coefficient Test

No	Variable Indicator	Statistical Test		
		Correlation Coefficient		
		Test Equipment	Results	Summary
1.	Exposure (X) and Level Knowledge	Pearson Correlation Coefficient	0,538 < 0,05	There is a correlation that exists between the two variables.
2.	Frequency (X1) and Knowledge (Y1)	Pearson Correlation Coefficient	0,550 < 0,05	There is a correlation that exists between the two variables.
3.	Frequency (X1) and Awareness (Y2)	Pearson Correlation Coefficient	0,556 < 0,05	There is a correlation that exists between the two variables.
4.	Frequency (X1) and Comprehension (Y3)	Pearson Correlation Coefficient	0,442 < 0,05	There is a correlation that exists between the two variables.
5.	Duration (X2) and Knowledge (Y1)	Pearson Correlation Coefficient	0,501 < 0,05	There is a correlation that exists between the two variables.
6..	Duration (X2) and Awareness (Y2)	Pearson Correlation Coefficient	0,476 < 0,05	There is a correlation that exists between the two variables.
7.	Duration (X2) and Comprehension (Y3)	Pearson Correlation Coefficient	0,395 < 0,05	There is a low correlation between the two variables.
8.	Intensity (X3) and Knowledge (Y1)	Pearson Correlation Coefficient	0,693 < 0,05	There is a strong correlation between the two variables.
9.	Intensity (X3) and Awareness (Y2)	Pearson Correlation Coefficient	0,701 < 0,05	There is a strong correlation between the two variables.
10.	Intensity (X3) and Comprehension (Y3)	Pearson Correlation Coefficient	0,596 < 0,05	There is a correlation that exists between the two variables.

Source: Research Data Processing Results (2025)

Simple Linear Regression Test

According to Almuttazah (2021), simple linear regression analysis is one of the time series calculation techniques or time used as the basis for the prediction. This analysis is used to study the relationship between

two specific variables, such as the influence of independent variables on dependent variables (Almumtazah et al., 2021).

Table 8. Simple Linear Regression Test of Exposure (X) and Level Knowledge (Y)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	16.442	1.363		12.065	.000
Exposure	.546	.087	.538	6.311	.000

a. Dependent Variable: : Level Knowledge

Source: Researcher Data Processing Results (2025)

From Table 7..the researcher compiled a simple linear regression equation from the formula:

$$Y = a + bX$$

$$Y = 16.442 + 0.546X$$

Information:

Y: Knowledge (Y1)

a: Intercept

b: Coefficients of independent variables

X: Frequency (X1)

From the regression equation above, it can be concluded that:

1. The constant value obtained is positive 16.442, which indicates an influence between the exposure composite (X) and the knowledge level composite (Y).
2. The regression coefficient value of the exposure composite (X) is positive (+) at 0.546, which means that if the exposure (X) increases by one unit, the knowledge level (Y) will increase by 0.546. One unit in simple linear regression means one unit or one point from variable X.

Table 9. Simple Linear Regression Test of Frequency (X1) and Knowledge (Y1)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3.018	.216		13.983	<.001
Frequency	.339	.052	.550	6.521	<.001

a. Dependent Variable: Knowledge

Source: Researcher Data Processing Results (2025)

From Table 8. the researcher compiled a simple linear regression equation from the formula:

$$Y = a + bX$$

$$Y = 3,018 + 0,339X$$

Information:

Y: Knowledge (Y1)

a: Intercept

b: Coefficients of independent variables

X: Frequency (X1)

From the regression equation above, it can be concluded that:

3. The value of the constant obtained is positive 3.018, so it can be interpreted that there is an influence between the frequency variable indicator (X1) and the knowledge variable indicator (Y1).
4. The value of the regression coefficient of the frequency variable indicator (X1) has a positive (+) value of 0.339, it can be interpreted that if the frequency variable indicator (X1) increases by one unit, then the value of the knowledge variable indicator (Y1) will increase by 0.339.

Table 10. Simple Linear Regression Test of Frequency (X1) and Awareness (Y2)

Model	Coefficients ^a				t	Sig.
	Unstandardized B	Coefficients Std. Error	Standardized Coefficients Beta			
(Constant)	3.113	.207			15.056	<.001
Frequency	.330	.050	.556		6.629	<.001
a. Dependent Variable: Awareness						

Source: Researcher Data Processing Results (2025)

From Table 9. the researcher compiled a simple linear regression equation from the formula:

$$Y = a + bX$$

$$Y = 3,113 + 0,330$$

Information:

Y: Awareness (Y2)

a: Intercept

b: Coefficients of independent variables

X: Frequency (X1)

From the regression equation above, it can be concluded that:

1. The value of the constant obtained is positive 3.113, so it can be interpreted that there is an influence between the frequency variable indicator (X1) and the Awarenessvariable (Y2).
2. The value of the regression coefficient of the frequency variable indicator (X1) has a positive value (+) of 0.330, it can be interpreted that if the frequency variable indicator (X1) increases by one unit, then the value of the Awareness variable indicator (X2) will increase by 0.330.

Table 11. Simple Linear Regression Test of Frequency (X1) and Comprehension (Y3)

Model	Coefficients ^a				t	Sig.
	Unstandardized B	Coefficients Std. Error	Standardized Coefficients Beta			
(Constant)	3.085	.262			11.785	<.001
Frequency	.308	.063	.442		4.884	<.001
a. Dependent Variable: Comprehension						

Source: Researcher Data Processing Results (2025)

From Table 10. the researcher compiled a simple linear regression equation from the formula:

$$Y = a + bX$$

$$Y = 3,085 + 0,308$$

$$Y = a + bX$$

Information:

Y: Comprehension (Y3)

a: Intercept

b: Coefficients of independent variables

X: Frequency (X1)

From the regression equation above, it can be concluded that:

1. The value of the constant obtained is positive 3.085, it can be interpreted that there is an influence between the frequency variable indicator (X1) and the comprehension variable indicator indicator (Y3).
2. The value of the regression coefficient of the frequency variable indicator (X1) has a positive (+) value of 0.308, it can be interpreted that if the frequency variable indicator (X1) increases by one unit, then the value of the comprehension variable indicator indicator (Y3) will increase by 0.308.

Table 12. Simple Linear Regression Test of Duration (X2) and Knowledge (Y1)

Model	Coefficients ^a			
	Unstandardized B	Coefficients Std. Error	Standardized Coefficients Beta	t Sig.
(Constant)	2.999	.248		12.094 <.001
Duration	.344	.060	.501	5.732 <.001

a. Dependent Variable: Knowledge

Source: Researcher Data Processing Results (2025)

From Table 11. the researcher compiled a simple linear regression equation from the formula:

$$Y = a + bX$$

$$Y = 2,999 + 0,344$$

$$Y = a + bX$$

Information:

Y: Knowledge (Y1)

a: Intercept

b: Coefficients of independent variables

X: Awareness (X2)

From the regression equation above, it can be concluded that:

1. The value of the constant obtained is positive 2.999, so it can be interpreted that there is an influence between the duration variable indicator (X2) and the knowledge variable indicator indicator (Y1).
2. The value of the regression coefficient of the Awarenessvariable (X2) has a positive (+) value of 0.344, it can be interpreted that if the Awareness variable indicator indicator (X2) increases by one unit, then the value of the knowledge variable indicator indicator (Y1) will increase by 0.344.

Table 13. Simple Linear Regression Test of Duration (X2) and Awareness (Y2)

Model	Coefficients ^a			
	Unstandardized B	Coefficients Std. Error	Standardized Coefficients Beta	t Sig.
(Constant)	3.176	.243		13.094 <.001
Duration	.315	.059	.476	5.365 <.001

Model	Coefficients ^a				t	Sig.
	Unstandardized B	Coefficients Std. Error	Standardized Coefficients Beta			
a. Dependent Variable: Awareness						

Source: Researcher Data Processing Results (2025)

From Table 12. the researcher compiled a simple linear regression equation from the formula:

$$Y = a + bX$$

$$Y = 3,176 + 0,315X$$

$$Y = a + bX$$

Information:

Y: Awareness (Y2)

a: Intercept

b: Coefficients of independent variables

X: Duration (X2)

From the regression equation above, it can be concluded that:

1. The value of the constant obtained is positive 3.176, so it can be interpreted that there is an influence between the duration variable indicator (X2) and the Awareness variable (Y2).
2. The value of the regression coefficient of the duration variable indicator (X2) has a positive value (+) of 0.315, it can be interpreted that if the duration variable indicator (X2) increases by one unit, then the value of the Awareness variable indicator (X2) will increase by 0.315.

Table 14. Simple Linear Regression Test of Duration (X2) and Comprehension (Y3)

Model	Coefficients ^a				t	Sig.
	Unstandardized B	Coefficients Std. Error	Standardized Coefficients Beta			
(Constant)	3.093	.297		10.403	<.001	
Duration	.306	.072	.395	4.257	<.001	
a. Dependent Variable: Comprehension						

Source: Researcher Data Processing Results (2025)

From Table 13. the researcher compiled a simple linear regression equation from the formula:

$$Y = a + bX$$

$$Y = 3,093 + 0,306X$$

$$Y = a + bX$$

Information:

Y: Comprehension (Y3)

a: Intercept

b: Coefficients of independent variables

X: Duration (X2)

From the regression equation above, it can be concluded that:

1. The value of the constant obtained is positive 3.093, so it can be interpreted that there is an influence between the duration variable indicator (X2) and the comprehension variable indicator (Y3).
2. The value of the regression coefficient of the duration variable indicator (X2) has a positive (+) value of 0.306, it can be interpreted that if the duration variable indicator (X2) increases by one unit, then the value of the comprehension variable indicator (Y3) will increase by 0.306.

Table 15. Simple Linear Regression Test of Intensity (X3) and Knowledge (Y1)

Coefficients ^a					
Model	Unstandardized B	Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
(Constant)	1.617	.295		5.483	<.001
Intensity	.130	.014	.693	9.506	<.001
a. Dependent Variable: Knowledge					

Source: Researcher Data Processing Results (2025)

From Table 14. the researcher compiled a simple linear regression equation from the formula:

$$Y = a + bX$$

$$Y = 1,617 + 0,130X$$

$$Y = a + bX$$

Information:

Y: Knowledge (Y1)

a: Intercept

b: Coefficients of independent variables

X: Intensity (X3)

From the regression equation above, it can be concluded that:

1. The value of the constant obtained is positive 1.617, so it can be interpreted that there is an influence between the intensity variable indicator (X3) and the knowledge variable indicator (Y1).
2. The value of the regression coefficient of the intensity variable indicator (X3) has a positive (+) value of 0.130, it can be interpreted that if the intensity variable indicator (X3) increases by one unit, then the value of the knowledge variable indicator (Y1) will increase by 0.130.

Table 16. Simple Linear Regression Test of Intensity (X3) and Awareness (Y2)

Coefficients ^a					
Model	Unstandardized B	Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
(Constant)	1.747	.281		6.223	<.001
Intensity	.126	.013	.701	9.726	<.001
a. Dependent Variable: Awareness					

Source: Researcher Data Processing Results (2025)

From Table 15. the researcher compiled a simple linear regression equation from the formula:

$$Y = a + bX$$

$$Y = 1,747 + 0,126X$$

$$Y = a + bX$$

Information:

Y: Awareness (Y2)

a: Intercept

b: Coefficients of independent variables

X: Intensity (X3)

From the regression equation above, it can be concluded that:

1. The constant value obtained is positive 1.747, so it can be interpreted that there is an influence between the intensity variable indicator (X3) and the Awarenessvariable (Y2).
2. The value of the regression coefficient of the intensity variable indicator (X3) has a positive (+) value of 0.126, it can be interpreted that if the intensity variable indicator (X3) increases by one unit, then the value of the Awarenessvariable (Y2) will increase by 0.126.

Table 17. Simple Linear Regression Test of Intensity (X3) and Comprehension (Y3)

Model	Coefficients ^a			
	Unstandardized B	Coefficients Std. Error	Standardized Coefficients Beta	t Sig.
(Constant)	1.636	.371		4.412 <.001
Intensity	.126	.017	.596	7.345 <.001

a. Dependent Variable: Comprehension

Source: Researcher Data Processing Results (2025)

From Table 16. the researcher compiled a simple linear regression equation from the formula:

$$Y = a + bX$$

$$Y = 1,636 + 0,126X$$

$$Y = a + bX$$

Information:

Y: Comprehension (Y3)

a: Intercept

b: Coefficients of independent variables

X: Intensity (X3)

From the regression equation above, it can be concluded that:

1. The value of the constant obtained is positive 1.636, so it can be interpreted that there is an influence between the intensity variable indicator (X3) and the comprehension variable indicator indicator (Y3).
2. The value of the regression coefficient of the intensity variable indicator (X3) has a positive (+) value of 0.126, it can be interpreted that if the intensity variable indicator (X3) increases by one unit, then the value of the comprehension variable indicator indicator (Y3) will increase by 0.126.

Hypothesis (T) Test

Yayat Suharyat (2023) states that a hypothesis is a statement proposed as a temporary assumption to answer research questions. This research includes two hypotheses: the alternative hypothesis and the null hypothesis. In addition, hypothesis testing is influenced by several factors, including the sample size, standard deviation, and type of parametric method (Romie Priyastama, 2020). Essentially, hypothesis testing is used to examine whether there is an effect between the independent variable and the dependent variable. The formula used in the hypothesis test compares the t-statistic to the t-table value. The following is the explanation:

- a). If $t\text{-statistics} \geq t\text{ table}$, then the hypothesis states that the independent variable has a significant influence on the dependent variable and vice versa,
- b). If $t\text{-statistics} \leq t\text{ table}$, then the hypothesis shows that the independent variable does not have a significant influence on the dependent variable (Darma, 2021).

Finding the value of the t table can be done by the following calculation method:

Df: $n-k-1$
 : $100-6-1$
 : 93

Information:

Df: Degree of freedom
 n: Number of samples
 k: Number of variables

Based on the calculation of the t table value df Sig. with a probability level of 0.10, the t table value of 1.290 can be found. The following is the calculation of the t-test for each variable that has been calculated by the researcher using the SPSS (Statistics Package for Social Sciences) software below:

Table 18. Hypothesis Test

No	Variable Indicator	Statistical Test		
		Hypothesis Test		
		Test	Results	Summary
		Equipment		
1.	Exposure (X) and Level Knowledge (Y)	T Statistic \geq T Table	6.311 > 1.290	There is a significant influence between the two variables.
2.	Frequency (X1) and Knowledge (Y1)	T Statistic \geq T Table	6.521 > 1.290	There is a significant influence between the two variables.
3.	Frequency (X1) and Awareness (Y2)	T Statistic \geq T Table	6.629 > 1.290	There is a significant influence between the two variables.
4.	Frequency (X1) and Comprehension (Y3)	T Statistic \geq T Table	4.884 > 1.290	There is a significant influence between the two variables.
5.	Duration (X2) and Knowledge (Y1)	T Statistic \geq T Table	5.732 > 1.290	There is a significant influence between the two variables.
6.	Duration (X2) and Awareness (Y2)	T Statistic \geq T Table	5.365 > 1.290	There is a significant influence between the two variables.
7.	Duration (X2) and Comprehension (Y3)	T Statistic \geq T Table	4.257 > 1.290	There is a significant influence between the two variables.
8.	Intensity (X3) and Knowledge (Y1)	T Statistic \geq T Table	9.506 > 1.290	There is a significant influence between the two variables.
9.	Intensity (X3) and Awareness (Y2)	T Statistic \geq T Table	9.726 > 1.290	There is a significant influence between the two variables.
10.	Intensity (X3) and Comprehension (Y3)	T Statistic \geq T Table	7.345 > 1.290	There is a significant influence between the two variables.

Source: Researcher Data Processing Results (2025)

Based on the calculation of hypothesis tests that have been carried out on each research variable consisting of independent variables, namely frequency (X1), duration (X2) and intensity (X3) and bound variables, namely knowledge (Y1), awareness (Y2) and comprehension (Y3), it can be concluded that the nine hypotheses in this study have a significant influence on each of these variables. In addition, the results show that there is a significant influence between the influence of exposure to Instagram impressions @wantja on the level of knowledge of Instagram followers about mental health.

Control Variables

According to Sugiyono (in Setyawan, 2021) The control variable is a variable that can be controlled so that the independent variable and the dependent variable cannot be influenced by factors outside the research. In

addition, control variables can be used by researchers when they want to test and control other factors that have the potential to affect dependent variables other than independent variables (Setyawan, 2021).

In this study, the researcher used control variables, namely gender and education. In testing control variables can be done in the following ways:

Table 19. Composite of the Exposure Variable (X) and the Control Variable of Gender on the Level of Knowledge (Y)

		Coefficients ^a			t	Sig.
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	16.526	1.388		11.906	.000
	Exposure	.537	.091	.528	5.900	.000
	Dummy_Gender	.181	.497	.033	.364	.717

a. Dependent Variable: Level Knowledge
Source: Researcher Data Processing Results (2025)

Based on Table 18. the results of the control variable test show that the significance value of gender (Z) on the level of knowledge (Y) is 0.727 > 0.05, and the calculated t value is 0.364 > the table t value of 1.290. So, Ho is accepted and Ha is rejected. This means there's no significant impact of the gender variable (the control variable) on watching the @wantja program in terms of knowledge about mental health.

Table 20. The composite of the exposure variable (X) and the education dummy control variable 4 (Master's degree) on the knowledge level (Y).

		Coefficients ^a			t	Sig.
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	16.391	1.353		12.119	.000
	Expsure	.544	.086	.536	6.336	.000
	Dummy_Master's degree	1.657	1.039	.135	1.594	.114

a. Dependent Variable: Level Knowledge
Source: Researcher Data Processing Results (2025)

Referring to Table 3.21, the results of the control variable test show that the significance value of the influence of education at the Master's/S2 level (Z) on the level of knowledge (Y) is 0.114 > 0.05 and the calculated t value is 1.594 < the t table value of 1.290. Therefore, Ho is accepted and Ha is rejected. This means that there is no significant influence of the education variable at the Master's/S2 level (control variable) on the level of knowledge about mental health concerning watching @wantja shows. In other words, higher education does not equate to a higher level of knowledge about mental health.

Table 21. The Composite of Exposure Variable (X) and Control Dummy Variable for Education 3 (Diploma IV/Bachelor's S1) on the Level of Knowledge (Y)

		Coefficients ^a			t	Sig.
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	18.062	1.666		10.843	.000
	Exposure	.465	.099	.458	4.712	.000
	Dummy_ Diploma IV/Bachelor's S1	-.879	.529	-.161	-1.661	.100

a. Dependent Variable: Level Knowledge
Source: Researcher Data Processing Results (2025)

Referring to Table 20.the results of the control variable test show that the significance value of the influence of education at the Diploma IV/Bachelor's (S1) (Z) level on the knowledge level (Y) is 0.114 > 0.05 and the

calculated t-value is $1.594 < \text{the table t-value of } 1.290$. Therefore, H_0 is accepted and H_a is rejected. This means that there is no significant influence of the education variable at the Diploma IV/S1 level (control variable) on watching the @wantja program regarding the level of knowledge about mental health. In other words, higher education does not lead to a higher level of knowledge about mental health.

Table 22. Composite of the Exposure Variable (X) and Dummy Control Variable for Education 2 (Diploma III) on the Level of Knowledge (Y)

		Coefficients ^a				
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	16.316	1.401		11.649	.000
	Exposure	.557	.090	.548	6.159	.000
	Dummy_Diploma III	-.312	.734	-.038	-.425	.672

a. Dependent Variable: Level Knowledge
 Source: Researcher Data Processing Results (2025)

Referring to Table 21. the results of the control variable test show that the significance value of the influence of education at the Diploma III level (Z) on knowledge (Y1) is $0.672 > 0.05$ and the calculated t value is $0.425 < \text{the t table value of } 1.290$. Thus, H_0 is accepted and H_a is rejected. This means that there is no significant impact of the education variable at the Diploma III level (the control variable) on the level of knowledge about mental health as watched on @wantja. In other words, higher education does not necessarily lead to a higher level of knowledge about mental health.

Table 23. The Composite of Exposure Variable (X) and Control Dummy Variable for Education 1 (High School/Vocational School) on the Level of Knowledge (Y)

		Coefficients ^a				
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	16.680	1.381		12.080	.000
	Exposure	.517	.091	.509	5.693	.000
	Dummy_High School/Vocational School	.509	.485	.094	1.048	.297

a. Dependent Variable: Level Knowledge
 Source: Researcher Data Processing Results (2025)

Referring to Table 22. the results of the control variable test show that the significance value of the influence of education at the high school/vocational school level (Z) on knowledge (Y1) is $0.297 > 0.05$ and the calculated t value is $1.048 < \text{the t table value of } 1.290$. Therefore, H_0 is accepted and H_a is rejected. This means that there is no significant influence of the education variable at the high school/vocational school level (control variable) on the level of knowledge about mental health when watching @wantja broadcasts. In other words, higher education does not lead to a higher level of knowledge about mental health.

Discussion

The statistical tests conducted revealed interesting findings regarding the impact of Instagram exposure on public knowledge. Partial statistical testing demonstrated that the frequency variable indicator has a significant impact on knowledge, with a calculated t value of 6.521. A similar influence was also observed in the aspects of awareness (t value of 6.629) and understanding (t value of 4.884), all supported by calculated t values exceeding the critical value of 1.290. When relating these results to cultivation theory to Gerbner's (1986) assumption that high-frequency viewers will significantly shape perceptions and knowledge compared to light viewers. In the context of social media such as Instagram, a high viewing frequency indicates that followers of Instagram @wantja are consistently exposed to mental health content, thereby reinforcing information absorption and fostering a deeper understanding, awareness, and knowledge of mental health.

The duration variable shows a consistent pattern in influencing the three aspects under study. This is reflected in the calculated t value reaching 5.732 for knowledge, 5.365 for awareness, and 4.257 for understanding, all of which exceed the critical t value of 1.290. When these results are linked to cultivation theory,

then prolonged viewing duration (heavy viewers) will strengthen the cultivation effect, as the audience has more time to absorb and process the information presented. In the context of Instagram, a longer viewing duration suggests that followers of @wantja are not merely passively consuming content, but actively engaging with it the messages conveyed, thereby enhancing their knowledge, awareness, and understanding of mental health.

Lastly, the intensity variable shows the strongest influence among the four variables, with a calculated t value reaching 9.506 for knowledge, 9.726 for awareness, and 7.345 for understanding, all exceeding the critical t value of 1.290. If the results of this statistical test are related to cultivation theory, then high viewing intensity suggests that the audience not only watches passively but also pays close attention to the content. In the context of social media, high viewing intensity may reflect the active engagement of Instagram followers @wantja in learning and understanding mental health content. This aligns with cultivation theory's assumption that the more intensively an individual is exposed to media, the stronger the cultivation effects that occur.

The results overall demonstrate the rejection of the null hypothesis (H_0) and the acceptance of the alternative hypothesis (H_1) for all nine proposed hypotheses, while simultaneously strengthening and expanding the understanding of the role of new media in creating cultivation effects that are even stronger than those of conventional media. This is supported by consistent statistical values and a significant impact on all tested variables, indicating that the cultivation process can occur more robustly through social media platforms that which allow for more personal and systematic interactions. Thus, the frequency of viewing, duration of viewing, and intensity of watching the Instagram show @wantja can be stated to have a significant influence in shaping knowledge, awareness, and understanding among Instagram followers regarding mental health.

The results of this study also both align with and offer unique insights compared to previous research. Nurfitriah and Sri Ekowati (2023), in their study on the influence of YouTube content exposure on mental health knowledge, found a significant effect, albeit using the Stimulus Organism Response (SOR) theory approach. Interestingly, despite employing a different theoretical framework, their findings reveal a similar pattern regarding the influence of media exposure on mental health knowledge, indicating that the media effect is consistent regardless of the platform used.

Klara Delviyana's (2021) research on the influence of the Instagram account @netflixid provides an interesting perspective as it reveals how Instagram content can affect user behavior, albeit in a different context, namely viewing interest. This finding reinforces current research results indicating that Instagram, as a platform, holds significant power in shaping users' perceptions and behaviors.

Whina Putri Sion (2023), in her research on the content exposure of TikTok account @devvweis, employs the same cultivation theory and finds similar results. The uniqueness of this research compared to Whina's lies in the different platforms yet yielding similar cultivation effects, demonstrating that cultivation theory can be effectively applied across various social media platforms.

The research by Illona Situmeang and Ivonne Situmeang (2023) provides a different perspective by focusing on the anxiety of the community, yet still demonstrates that social media can influence both the cognitive and affective aspects of the audience. This reinforces the current research findings that social media exposure has various effects on the audience.

Winda Ramadiah (2021), in her research on the relationship between exposure to South Korean dramas, found a positive correlation between the intensity of exposure and the level of knowledge. Although the contexts differ, the patterns of influence found align with the results of this study, which show that the level of exposure intensity has a significant impact on the level of knowledge.

The main uniqueness of this research compared to the five previous studies lies in its comprehensive approach to examining three indicators of exposure variables, namely frequency, duration, and intensity, against three indicators of knowledge variables that can be measured through knowledge, awareness, and understanding. The majority of previous studies tend to focus on only one or two aspects; therefore, the novelty of this research is evident in its exploration of mental health understanding through Instagram, considering that similar research has been extensively conducted on other social media platforms such as YouTube and TikTok. This study aims to fill the gap in research related to Instagram users. Furthermore, this study demonstrates that the intensity variable indicator has the strongest influence, with a calculated t value of 9.726 compared to frequency and duration. The results of this research reveal a phenomenon that has not been studied in depth by previous studies.

Further statistical testing revealed interesting findings regarding the role of control variables in this research. Testing of the gender control variable displayed significant results in the context of its influence on the level of knowledge about mental health. This is indicated by a significance value of 0.174, which exceeds the threshold of 0.05, accompanied by a calculated t value of 1.370, which is higher than the table t value of 1.290. Additionally,

the results of the correlation testing found a strong correlation between viewing intensity and knowledge about mental health of 0.693 (69.3%) for the knowledge aspect; in other words, the more serious or focused the audience is in watching the program, the higher the level of knowledge about mental health.

Then, the results of the test for control variables of gender and education level showed no significant influence. This can be determined based on the significance value results that exceed the threshold of 0.05. This means that the higher the education level of the audience, the higher their level of knowledge about mental health does not increase. In addition, all Instagram followers are equally influenced by the exposure to the content of Instagram @wantja in shaping their level of knowledge about health, regardless of the gender and education level of the Instagram followers.

CONCLUSION

This study demonstrates that Instagram particularly through engaging accounts like @wantja can serve as an effective platform for mental health education, especially when content fosters active participation (e.g., likes, comments). The findings highlight that intensity of engagement, rather than passive viewing, most strongly enhances mental health knowledge, offering actionable insights for mental health advocates. Content creators should prioritize interactive formats (e.g., polls, Q&A features) to deepen audience engagement and learning.

REFERENCES

- Almumtazah, N., Azizah, N., Putri, Y. L., & Novitasari, D. C. R. (2021). Prediksi Jumlah Mahasiswa Baru Menggunakan Metode Regresi Linier Sederhana. *Jurnal Ilmiah Matematika Dan Terapan*, 18(1), 31–40. <https://doi.org/10.22487/2540766x.2021.V18.I1.15465>
- Darma, B. (2021). *Statistika Penelitian Menggunakan Spss (Uji Validitas, Uji Reliabilitas, Regresi Linier Sederhana, Regresi Linier Berganda, Uji T, Uji F, R2)*. Guepedia.
- Delviyana, K. (2021). Pengaruh Terpaan Media Sosial Instagram @Netflixid To Minat untuk Menonton Film di Netflix (Studi Pada Followers Instagram @Netflixid). 1–23.
- Febri, H. (2024). Stres No More: Strategi Efektif Mengelola Stres Di tengah Kehidupan Digital. *Coram Mundo: Jurnal Teologi Dan Pendidikan Agama Kristen*, 6(2), 54–71.
- Gerbner, G., Gross, L., Morgan, M., & Signorielli, N. (1986). *Living With Television: The Dynamics of The Cultivation Process. Perspectives On Media Effects*, 17–40.
- Harahap, W. R. B., & Satyawan, I. A. (2021). Hubungan Terpaan Drama Korea Selatan dan Intensitas Komunikasi Kelompok Teman Sebaya. *Jurnal Komunikasi Massa*.
- Intravia, J., Thompson, A. J., & Pickett, J. T. (2020). Net legitimacy: Internet and social media exposure and attitudes toward the police. *Sociological Spectrum*, 40(1), 58–80.
- Kementerian Kesehatan RI. (2022). Kesehatan Mental. *Early Childhood Education Journal*, November 2019, 10. <https://www.who.int/news-room/fact-sheets/detail/mental-health-strengthening-our-response>
- Kompas. (2023, December). Ada 985 Kasus Bunuh Diri Remaja, Kesehatan Mental Penyebab Utama. Kompas.Com. <https://lestari.kompas.com/read/2023/12/17/162703186/ada-985-kasus-bunuh-diri-remaja-kesehatan-mental-penyebab-utama>
- Naslund, J. A., Bondre, A., Torous, J., & Aschbrenner, K. A. (2020). Social Media and Mental Health: Benefits, Risks, and Opportunities for Research and Practice. *Journal of Technology in Behavioral Science*, 5(3), 245–257. <https://doi.org/10.1007/s41347-020-00134-x>
- Nurfitriannah, & Ekowati, S. (2023). Pengaruh Terpaan Konten Youtube 1% Indonesian Life School to Pengetahuan Kesehatan Mental. *Ikon --Jurnal Ilmiah Ilmu Komunikasi*, 29(1), 60–66. <https://doi.org/10.37817/ikon.v29i1.2923>
- Romie Priyastama. (2020). *The Book of SPSS Pengolahan & Analisis Data. Start Up*.
- Setyawan, D. A. (2021). Hipotesis dan Variabel Penelitian. in Tahta Media Group. Tahta Media. <https://poltekkes-solo.ac.id/cni-content/uploads/modules/attachments/20210902143751-Buku%20Modul%20Hipotesis%20dan%20Variabel%20Penelitian.pdf>
- Shafira, F. (2023). Persepsi Audiens To Storytelling Nadhifa Allya Tsana Dalam Konten Instagram “Rintik Sedu.” Universitas Islam Indonesia.
- Sion, W. P. (2023). Pengaruh Terpaan Tayangan Konten Tiktok@ Devvweis To Tingkat Pengetahuan Gen Z Terkait Kesehatan Mental.
- Situmeang, I. O., & Ivonne Ruth Vitamaya Oishi Situmeang. (2023). Terpaan Tayangan Pemberitaan Obat Sirup Mengandung Zat Berbahaya Dan Tingkat Pengetahuan To Tingkat Kecemasan Masyarakat Akan Penyakit

Ginjal Akut Anak. *Ekspresi Dan Persepsi: Jurnal Ilmu Komunikasi*, 6(2), 368–379. <https://doi.org/10.33822/jep.v6i2.5723>

Wahdi, A. E., Setyawan, A., Putri, Y. A., Wilopo, S. A., Erskine, H. E., Wallis, K., Mcgrath, C., Blondell, S. J., Whiteford, H. A., Scott, J. G., Blum, R., Fine, S., Li, M., & Ramaiy, A. (2022). National Adolescent Mental Health Survey (I-Namhs) Laporan Penelitian. <https://qcmhr.org/outputs/reports/12-i-namhs-report-bahasa-indonesia/file>

Yayat Suharyat. (2023). *Dasar-Dasar Aplikasi Statistik* (Lusiana (ed.); Pertama). Wawasan Ilmu.