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

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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. Additionally, gender was found to be a significant control variable, while educational background did not significantly affect the results. The analysis of control variables revealed that education level does not correlate with greater knowledge about mental health. This means that a higher level of education does not necessarily correlate with greater knowledge about mental health. However, the control variable of gender has a positive influence.

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

H2: There is a significant influence of the frequency variable indicator (X1) watching @wantja shows on the level of awareness (Y2) about mental health
H3: There is a significant influence of the frequency variable indicator (X1) watching @wantja shows on the level of comprehension (Y3) about mental health.
H4: There is a significant influence of the duration variable indicator (X2) watching @wantja shows on the level of knowledge (Y1) about mental health.
H5: There is a significant influence of the duration variable indicator (X2) watching @wantja shows on the level of awareness (Y2) about mental health.
H6: There is a significant influence of the duration variable indicator (X2) watching @wantja shows on the level of comprehension (Y3) about mental health.
H7: There is a significant influence of the intensity variable indicator (X3) watching @wantja shows on the level of knowledge (Y1) about mental health.
H8: There is a significant influence of the intensity variable indicator (X3) watching @wantja shows on the level of awareness (Y2) about mental health.
H9: There is a significant influence of the intensity variable indicator (X3) watching @wantja shows on the level of comprehension (Y3) about mental health.
H10: There is a significant influence of the variable gender (control variable) watching @wantja shows on the level of comprehension (Y3) about mental health.
H11: There is a significant influence of education level (control variable) watching @wantja on the level of knowledge about mental health.

Null hypothesis (Ho)

H1: There is no significant influence of the frequency variable indicator (X1) watching @wantja shows on the level of knowledge (Y1) about mental health.
H2: There is no significant influence of the frequency variable indicator (X1) watching @wantja shows on the level of awareness (Y2) about mental health.
H3: There is no significant influence of the frequency variable indicator (X1) watching @wantja shows on the level of comprehension (Y3) about mental health.
H4: There is no significant influence of the duration variable indicator (X2) watching @wantja shows on the level of knowledge (Y1) about mental health.
H5: There is no significant influence of the duration variable indicator (X2) watching @wantja shows on the level of awareness (Y2) about mental health.
H6: There is no significant influence of the duration variable indicator (X2) watching @wantja shows on the level of comprehension (Y3) about mental health.
H7: There is no significant influence of the intensity variable indicator (X3) watching @wantja shows on the level of knowledge (Y1) about mental health.
H8: There is no significant influence of the intensity variable indicator (X3) watching @wantja shows on the level of awareness (Y2) about mental health.
H9: There is no significant influence of the intensity variable indicator (X3) watching @wantja shows on the level of comprehension (Y3) about mental health.
H10: There is no significant influence of the variable gender (control variable) on the level of comprehension (Y3) about mental health.
H11: There is no significant influence of the variable level of education (control variable) watching @wantja shows on the level of knowledge about mental health.

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-statistics ≥ r table, then the research instrument is said to be valid.
b. If r-statistics ≤ r 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	Valid
		12	0.4377	0.1654	Valid
		13	0.6811	0.1654	Valid
		14	0.6811	0.1654	Valid
		15	0.4592	0.1654	Valid
Level of Knowledge (Y)	Knowledge (Y1)	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
	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

Concept	Dimension	Indicators	R statistics	R Table (0,1)	Summary
		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 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 3. 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.

Descriptive Statistical Analysis

Table 4. Descriptive Statistical Analysis of Frequency (X1), Duration (X2), Intensity (X3) and Knowledge (Y1)

Descriptive Statistics					
	N	**Minimum**	**Maximum**	**Mean**	**Std. Deviation**
Frequency	100	2.00	5.00	4.0775	.79112
Duration	100	2.33	5.00	4.0717	.70998
Intensity	100	13.00	25.00	21.4600	2.60311
Knowledge	100	2.20	5.00	4.4000	.48742
Valid N (listwise)	100				

Source: Researcher Data Processing Results (2025)

Based on the calculation results in Table 3.4, descriptive statistical results for each variable in this study can be described by showing that the frequency variable indicator (X1) has an average value of 4.077 with a standard deviation value of 0.791. The standard deviation value reflects the diversity of the average frequency data. The minimum value of the frequency variable indicator (X1) is 2,000, while the maximum value reaches 5,000. This data distribution shows that the frequency variable indicator (X1) has uniform data.

In addition, from the results of the data produced on average in duration (X2) has an average value of 4.071 with a standard deviation value of 0.709. The standard deviation value reflects the diversity of the average duration data. The minimum value of the duration variable indicator (X2) is 2,333, while the maximum value reaches 5,000. This data distribution shows that the duration variable indicator (X2) has uniform data.

Then, from the results of the data produced, the average intensity (X3) has an average value of 21.46 with a standard deviation value of 2.603. The standard deviation value reflects the diversity of the average intensity data. The minimum value of the intensity variable indicator (X3) is 13.00, while the maximum value reaches 25.00. This distribution of data shows that the intensity variable indicator (X3) has uniform data.

Finally, from the results of the data produced, the average knowledge (Y1) has an average value of 4,400 with a standard deviation value of 0.487. The standard deviation value reflects the diversity of the average frequency data. The minimum value of the knowledge level variable (Y1) is 2,200, while the maximum value reaches 5,000. This data distribution shows that the knowledge level variable (Y) has uniform data.

Table 5. Descriptive Statistical Analysis of Frequency (X1), Duration (X2), Intensity (X3) and Awareness (Y2)

Descriptive Statistics					
	N	**Minimum**	**Maximum**	**Mean**	**Std. Deviation**
Frequency	100	2.00	5.00	4.0775	.79112
Duration	100	2.33	5.00	4.0717	.70998
Intensity	100	13.00	25.00	21.4600	2.60311
Awareness	100	2.33	5.00	4.4583	.46924
Valid N (listwise)	100				

Source: Researcher Data Processing Results (2025)

Based on the calculation results in Table 3.5, descriptive statistical results for each variable in this study can be described by showing that the frequency variable indicator (X1) has an average value of 4.077 with a standard deviation value of 0.791. The standard deviation value reflects the diversity of the average frequency data. The minimum value of the frequency variable indicator (X1) is 2,000, while the maximum value reaches 5,000. This data distribution shows that the frequency variable indicator (X1) has uniform data.

In addition, from the results of the data produced on average in duration (X2) has an average value of 4.071 with a standard deviation value of 0.709. The standard deviation value reflects the diversity of the average duration data. The minimum value of the duration variable indicator (X2) is 2,333, while the maximum value reaches 5,000. This data distribution shows that the duration variable indicator (X2) has uniform data.

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Finally, from the results of the data produced, the average knowledge (Y1) has an average value of 4,400 with a standard deviation value of 0.487. The standard deviation value reflects the diversity of the average frequency data. The minimum value of the knowledge level variable (Y1) is 2,200, while the maximum value reaches 5,000. This data distribution shows that the knowledge level variable (Y) has uniform data.

Table 6. Descriptive Statistical Analysis of Frequency (X1), Duration (X2), Intensity (X3) and Comprehension (Y3)

Descriptive Statistics					
	N	**Minimum**	**Maximum**	**Mean**	**Std. Deviation**
Frequency	100	2.00	5.00	4.0775	.79112
Duration	100	2.33	5.00	4.0717	.70998
Intensity	100	13.00	25.00	21.4600	2.60311
Comprehension	100	1.00	5.00	4.3400	.55044
Valid N (listwise)	100				

Source: Researcher Data Processing Results (2025)

Based on the results of the calculation in Table 3.6, the descriptive statistical results for each variable in this study can be described by showing that the frequency variable indicator (X1) has an average value of 4.077 with a standard deviation value of 0.791. The standard deviation value reflects the diversity of the average frequency data. The minimum value of the frequency variable indicator (X1) is 2,000, while the maximum value reaches 5,000. This data distribution shows that the frequency variable indicator (X1) has uniform data.

In addition, from the results of the data produced on average in duration (X2) has an average value of 4.071 with a standard deviation value of 0.709. The standard deviation value reflects the diversity of the average duration data. The minimum value of the duration variable indicator (X2) is 2,333, while the maximum value reaches 5,000. This data distribution shows that the duration variable indicator (X2) has uniform data.

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Finally, from the results of the data produced, the average comprehension (Y3) has an average value of 4,340 with a standard deviation value of 0.550. The standard deviation value reflects the diversity of the average frequency data. The minimum value of the comprehension variable indicator indicator (Y3) is 1,000, while the maximum value reaches 5,000. This data distribution shows that the comprehension variable indicator indicator (Y3) has uniform data.

Based on the overall descriptive statistical analysis of the data in this study, it can be stated that all the research variables in the study consisting of frequency (X1), duration (X2), and intensity (X3) as well as knowledge (Y1), awareness (Y2), and comprehension (Y3) describe uniform data characteristics. This can be proven by the relatively small standard deviation value compared to the mean value.

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 7. 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
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.

Linearity Test

According to Yayat (2023), the linearity test is one of the statistical methods used to test whether there is a relationship between two variables that can be explained through a linear model. The following are the criteria for the linearity test:

a) If the deviation value of the linearity of Sig. > 0.05, then the data can be said to have a linear relationship.

b) If the deviation value of the linearity of Sig. < 0.05, then the data can be said to be the absence of a linear relationship.

Table 8. Linearity Test

No	Variable Indicator	Classical Assumption		
		Linearity		
		Test Equipment	Results	Summary
1.	Frequency (X1) and Knowledge (Y1)	The deviation value from the linearity of Sig	0,477 > 0,05	The existence of a significant linear relationship
2.	Frequency (X1) and Awareness (Y2)	The deviation value from the linearity of Sig	0,509 > 0,05	The existence of a significant linear relationship
3.	Frequency (X1) and Comprehension (Y3)	The deviation value from the linearity of Sig	0,598 > 0,05	The existence of a significant linear relationship
4.	Duration (X2) and Knowledge (Y1)	The deviation value from the linearity of Sig	0,709 > 0,05	The existence of a significant linear relationship
5.	Duration (X2) and Awareness (Y2)	The deviation value from the linearity of Sig	0,354 > 0,05	The existence of a significant linear relationship
6.	Duration (X2) and Comprehension (Y3)	The deviation value from the linearity of Sig	0,075 > 0,05	The existence of a significant linear relationship
7.	Intensity (X3) and Knowledge (Y1)	The deviation value from the linearity of Sig	0,132 > 0,05	The existence of a significant linear relationship
8.	Intensity (X3) and Awareness (Y2)	The deviation value from the linearity of Sig	0,988 > 0,05	The existence of a significant linear relationship

No	Variable Indicator	Classical Assumption		
		Linearity		
		Test Equipment	Results	Summary
9.	Intensity (X3) and Comprehension (Y3)	The deviation value from the linearity of Sig	0,450 > 0,05	The existence of a significant linear relationship

Source: Researcher Data Processing Results (2025)

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 9. Correlation Coefficient Test

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

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

Coeffients[a]						
Model		**Unstandardized B**	**Coefficients Std. Error**	**Standardized Coefficients Beta**	**t**	**Sig.**
a.	Dependent Variable: Knowledge					

Source: Researcher Data Processing Results (2025)

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

$$Y = a + bX$$

Y = 3,018 + 0,339

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 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 indicator (Y1).
2. 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 indicator (Y1) will increase by 0.339.

Table 11. Simple Linear Regression Test of Frequency (X1) and Awareness (Y2)

Coeffients[a]						
Model		**Unstandardized B**	**Coefficients Std. Error**	**Standardized Coefficients Beta**	**t**	**Sig.**
	(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 11 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 indicator (X2) will increase by 0.330.

Table 12. Simple Linear Regression Test of Frequency (X1) and Comprehension (Y3)

Coeffients[a]						
Model		**Unstandardized B**	**Coefficients Std. Error**	**Standardized Coefficients Beta**	**t**	**Sig.**
	(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 12 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 13. Simple Linear Regression Test of Duration (X2) and Knowledge (Y1)

Coeffients[a]						
Model		**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 13 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 14. Simple Linear Regression Test of Duration (X2) and Awareness (Y2)

Coeffients[a]						
Model		**Unstandardized B**	**Coefficients Std. Error**	**Standardized Coefficients Beta**	**t**	**Sig.**
	(Constant)	3.176	.243		13.094	<.001
	Duration	.315	.059	.476	5.365	<.001
a.	Dependent Variable: Awareness					

Source: Researcher Data Processing Results (2025)

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

$$Y = a + bX$$

Y = 3,176 + 0,315

$$Y = a + bX$$

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 Awarenessvariable (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 indicator (X2) will increase by 0.315.

Table 15. Simple Linear Regression Test of Duration (X2) and Comprehension (Y3)

Coeffients[a]						
Model		**Unstandardized B**	**Coefficients Std. Error**	**Standardized Coefficients Beta**	**t**	**Sig.**
	(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 3.15 the researcher compiled a simple linear regression equation from the formula:

$$Y = a + bX$$

Y = 3,093 + 0,306

$$Y = a + bX$$

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 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 indicator (Y3) will increase by 0.306.

Table 16. Simple Linear Regression Test of Intensity (X3) and Knowledge (Y1)

Coeffients[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 3.16 the researcher compiled a simple linear regression equation from the formula:

$$Y = a + bX$$

Y = 1,617 + 0,130

$$Y = a + bX$$

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 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 indicator (Y1) will increase by 0.130.

Table 17. Simple Linear Regression Test of Intensity (X3) and Awareness (Y2)

Coeffients[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 3.17 the researcher compiled a simple linear regression equation from the formula:

$$Y = a + bX$$

Y = 1,747 + 0,126

$$Y = a + bX$$

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

Coeffients[a]					
Model	**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 18 the researcher compiled a simple linear regression equation from the formula:

$$Y = a + bX$$

Y = 1,636 + 0,126

$$Y = a + bX$$

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-statistics ≥ t table, then the hypothesis states that the independent variable has a significant influence on the dependent variable and vice versa,

b). If t-statistics ≤ t 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 19. Hypothesis Test

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

No	Variable Indicator	Statistical Test		
		Hypothesis Test		
		Test Equipment	Results	Summary
9.	Intensity (X3) and Comprehension (Y3)	T Statistic ≥ 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 20. Frequency variable indicator (X1), Duration (X2), Intensity (X3), and Gender Variable (Z) on Knowledge (Y1)

Coeffients[a]					
Model	Unstandardized B	Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
(Constant)	1.610	.308		5.221	<.001
Frequency	.072	.097	.117	.744	.459
Duration	-.073	.104	-.107	-.704	.483
Intensity	.123	.021	.659	5.761	<.001
Gender		.078	.107	1.370	.174
b. Dependent Variable: Knowledge					

Source: Researcher Data Processing Results (2025)

Referring to Table 3.20, the results of the control variable test indicate that tGenhe significance value of the effect of education (Z) on knowledge (Y1) is 0.174 > 0.05 and the calculated t-statistics is 1.370 < the table t-value of 1.290. So, null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted. This means that there is a significant influence of the gender variable (control variable) of watching @wantja shows on the level of knowledge about mental health.

Table 21. Frequency variable indicator (X1), Duration (X2), Intensity (X3), and Education Variable (Z) on Knowledge (Y1)

Coeffients[a]					
Model	Unstandardized B	Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
(Constant)	1.660	.361		4.598	<.001
Frequency	.061	.098	.099	.619	.537
Duration	-.037	.102	-.054	-.363	.718
Intensity	.123	.022	.657	5.662	<.001

Coeffients[a]					
Model	**Unstandardized B**	**Coefficients Std. Error**	**Standardized Coefficients Beta**	**t**	**Sig.**
Education	.001	.039	.002	.030	.976
a. Dependent Variable: Knowledge					

Source: Researcher Data Processing Results (2025)

Referring to Table 3.21, the results of the control variable test indicate that the significance value of the effect of education (Z) on knowledge (Y1) is 0.976 > 0.05 and the calculated t-statistics is 0.030 < the table t-value of 1.290. So, null hypothesis (Ho) was accepted and alternative hypothesis (Ha) was rejected. This means that there was no significant effect of the educational variable (control variable) of watching @wantja shows on the level of knowledge about mental health. In other words, a higher level of education does not necessarily correlate with a greater 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. Nurfitrianah 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.

On the other hand, the control variable in the form of education level shows a different pattern with a significance value of 0.976, which far exceeds the threshold of 0.05, but the calculated t value of 0.030 is below the t table value of 1.290. This result indicates that educational background does not have an impact on the level of mental health knowledge. In other words, a higher level of education does not correlate with an increase in knowledge about mental health. This indicates that an individual's level of formal education does not always correlate with their knowledge of mental health issues. Even if a person has pursued higher education, it does not guarantee that they possess sufficient knowledge regarding the symptoms, prevention, or management of mental disorders. This may occur due to a lack of initiative on the part of the individual to actively seek information related to mental health through literature, training, or other educational sources such as the Instagram account @wantja (Naslund et al., 2020). However, the control variable of gender has a positive influence.

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.

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