Instagram as a platrorm for information and public engagement in education developmen in remote area

¹ Ani Rizki Dwi Septi*, ² Nuryanti, ³ Agus Ganjar Runtiko

Faculty of Social and Political Sciences, Universitas Jenderal Soedirman, Purwokerto, 53122, Indonesia
¹ ani.septi@mhs.unsoed.ac.id; ² nuryanti1510@unsoed.ac.id; ³ Runtiko@gmail.com
*Correspondent email author: ani.septi@mhs.unsoed.ac.id

ARTICLE INFO	ABSTRACT
	The advancement of digital communication technologies has transformed societal patterns of information exchange, particularly through social media platforms such as Instagram, which enable rapid, visual, and interactive dissemination of messages. In the context of education in remote areas of Indonesia, where access and facilities remain limited, social media offers significant potential as both an information channel and a space for public engagement. This study analyzes how the social community Distrik Berisik employs Instagram as a digital campaign medium to support formal education development through the account @sekolah.tanahair, and examines its role in shaping public opinion and fostering participatory communication. A descriptive qualitative approach was applied, with data collected through observation of Instagram content and document analysis of campaign activities. The analysis was guided by New Media Theory and Digital Campaign Theory to explore strategies of information dissemination, the use of Instagram as a medium for public aspirations, and forms of community participation. Findings reveal that Instagram is strategically utilized by District Berisik as both an educational information platform and a participatory space that highlights the realities of schooling in remote regions. Campaign strategies such as defining objectives, crafting persuasive visual narratives, and engaging audiences were found to influence public awareness of educational inequality and encourage broader community involvement, including attention from stakeholders and government actors. This study contributes to digital communication scholarship by demonstrating the role of social communities in leveraging Instagram as a participatory medium for educational campaigns. Its novelty lies in addressing the underexplored use of Instagram for disseminating information and channeling public aspirations in the context of education development in remote areas of Indonesia.

1. Introduction

The development of digital communication technology has significantly transformed how people access, produce, and disseminate information. Social media has become one of the primary media in this process, as it enables rapid, interactive, and participation-based communication. One social media platform with a large and diverse user base is Instagram. Initially used as a photo- and video-sharing platform, Instagram has evolved into a public communication space that functions as a medium for information, expression, and public aspiration (Nurbayani et al., 2025).

According to Nasrullah (2018), social media is an online platform that allows individuals to build social relationships, share information, and represent their identities digitally. In this context, Instagram functions not only as an entertainment medium but also as a form of social communication that influences patterns of interaction in society (Al-Oraiqat et al., 2022). Through features such as posts, comments, stories, and live broadcasts, users are no longer passive recipients of information but also producers and managers of information flows (Bruns, 2023; Muhammad, 2024). This positions Instagram as a strategic space for shaping public opinion and conveying public aspirations regarding various social issues, including education.

Previous studies indicate that social media plays an important role in increasing public engagement with social and educational issues. Prier (2020) emphasize that social media enables the formation of social networks that support the wide dissemination of messages. Chen et al. (2022) argue that social media encourages participation and community interaction around social issues. Research by Garnham (2020) also shows that digital campaigns are effective in increasing public awareness of social issues, with relevance to the educational context. Additionally, Qian (2020) highlight the importance of social capital in supporting educational success through connections between schools and communities.

In Indonesia, educational inequality remains a major issue, particularly in remote and underdeveloped regions. Limited facilities, shortages of teaching staff, and restricted access to information have resulted in many schools in these areas receiving insufficient public attention and support. This condition has encouraged the emergence of various initiatives by social communities that seek to highlight educational issues through digital media. One such community is *Distrik Berisik*, through its Instagram account @sekolah.tanahair, which specifically highlights the conditions of formal education in remote areas of Indonesia.

Several factors contribute to educational inequality in Indonesia, including limited infrastructure and access to education, long distances between islands that require extensive travel time, and social and cultural barriers such as social constructions that perceive education as unimportant. Economic conditions of local communities also play a significant role, alongside inadequate supporting facilities and a shortage of qualified and competent teachers (Massa & Anzera, 2023; Susen, 2023).

Furthermore, these challenges are compounded by the implementation of the new national curriculum introduced by the Ministry of Education, namely the "Merdeka" Curriculum. This curriculum emphasizes the integration of digital learning and digital literacy, as well as the creativity of both students and teachers in the learning process. However, schools in remote and underserved areas face significant difficulties in implementing this curriculum due to limited internet access, inadequate school facilities, and the economic constraints of local communities. As a result, the effective adoption of the Merdeka Curriculum remains uneven across regions, particularly in remote and rural areas (setneg.go.id).

According to Rogers and Storey (1987), social media campaigns for educational development function not only as channels for information dissemination but also as tactical tools to enhance cooperation and public engagement in order to achieve the goal of equitable national educational development. This condition poses a significant challenge for the government in ensuring equal access to education in remote areas and in fulfilling citizens' rights to proper education, as mandated by Article 28C paragraph (1) of the 1945 Constitution of the Republic of Indonesia, which places primary responsibility on the state. In response to these challenges, socially empathetic and education-oriented community groups play an important role in supporting education in remote regions by voicing local community aspirations and disseminating information to the wider public

through digital education development campaigns across various digital platforms, such as those conducted by the Instagram account @sekolah.tanahair.

The @sekolah.tanahair account utilizes Instagram as a digital campaign medium by presenting visual content in the form of photos, videos, and narratives depicting the real conditions of schools in remote areas. This content serves not only as an information medium but also as a space for public aspiration that fosters empathy, social solidarity, and community participation in supporting educational development. The high level of user interaction such as likes, comments, and donation participation indicates that the digital campaign has successfully built participatory public engagement.

Although research on digital campaigns is extensive, most studies focus on political, health, or commercial marketing contexts. Research on digital campaign strategies for educational development, particularly those conducted by social communities through Instagram, remains relatively limited. Therefore, this study is urgent in filling this gap by examining how social media is utilized as a medium for information and public aspirations in the context of education in remote areas.

At present, scholarly research on digital campaign strategies within the context of formal education remains very limited, as most studies tend to focus on topics related to politics, health, or commercial marketing. Several previous studies have demonstrated the significant role of social media in promoting educational and social agendas. According to Chami (2025), social media particularly platforms such as Instagram offer numerous opportunities for building social relationships and disseminating messages. Furthermore Prier (2020) argue that social media can enhance community engagement and public participation in social issues. Therefore, in this study, Instagram functions not only as an information medium but also as a platform for expressing and channeling public aspirations.

Based on this background, the main research problem is how the *Distrik Berisik* social community uses Instagram as an information medium and a space for public aspiration in addressing inadequate educational conditions in remote areas of Indonesia, and how this role influences public opinion formation and participatory communication dynamics. Accordingly, this study aims to analyze the digital campaign strategies employed by *Distrik Berisik* through the Instagram account @sekolah.tanahair in disseminating information, utilizing Instagram as a public aspiration space, and encouraging community participation and government attention in educational development in remote areas.

2. Method

This study employs a qualitative method with a case study approach, aiming to gain an in-depth understanding of a phenomenon, program, or social activity within its real-life context. The case study approach was chosen because it allows for a comprehensive exploration of the digital campaign strategies carried out by the Distrik Berisik social community through the Instagram account @sekolah.tanahair, particularly in the context of formal education development in remote areas of Indonesia. This study was conducted from Agustus to October 2025, focusing on digital campaign activities disseminated through the Instagram account @sekolah.tanahair. The research employed both online and offline settings, consisting of online observation of the Instagram account and offline field observations through interviews with several relevant informants.

The study involved three informants selected through purposive sampling based on their involvement and relevance to the digital campaign activities. The informants consisted of: (a) The manager of the @sekolah.tanahair Instagram account as the primary digital campaign actor; (b) A

representative of the Distrik Berisik community involved in planning and implementing the educational campaign; (c) A representative from the school featured in the digital campaign. The informant criteria included: (1) active involvement in digital education campaign activities, (2) an understanding of campaign objectives and strategies, and (3) willingness to provide in-depth information relevant to the study.

Data collection techniques in this study included: (a) In-depth Interviews, The interview was conducted not only in the context of collecting data/information, but qualitatively carried out an exploration related to understanding, behavior and perception, both from participants and researchers by interviewing several related resource persons from members of the school community in the country and from schools assisted by the social. (b) Observation, Observation was conducted by examining activities on the @sekolah.tanahair Instagram account, including content types, messaging patterns, audience interaction, and visual strategies used in the digital campaign. In addition to online observation, the researcher also conducted direct observation at one of the schools featured in the campaign content to gain a realistic understanding of educational conditions in remote areas. (c) Document Analysis, Document analysis was conducted on photos, videos, captions, and comments posted on the @sekolah.tanahair Instagram account. This data was supported by additional documentation, such as community activity records, related social media archives, and other relevant documents supporting the research (Wahidmurni, 2017).

The collected data were analyzed using the interactive analysis model proposed by Miles and Huberman, which consists of three main stages: data reduction, data display, and conclusion drawing/verification. The analysis process was conducted iteratively to identify patterns, themes, and meanings related to digital campaign strategies, the role of Instagram as an information and aspiration medium, and the dynamics of participatory communication formed. To ensure data credibility, this study employed triangulation techniques, including: (a) Source triangulation by comparing data from different informants; (b) Technique triangulation by comparing interview, observation, and document analysis results; (c) Time triangulation by collecting data at different times to ensure information consistency (Moleong, 2019; Sugiyono, 2018).

The theoretical approach used in this study provides a conceptual basis for understanding Instagram's dual role as a medium of aspiration and public information. Here are some relevant theories: (a) New media theory, Compared to traditional media, new media facilitates more intimate, participatory, and interactive communication (McQuail & Windahl, 2015). Instagram users become producers and distributors of information, in addition to message recipients. Therefore, Instagram is a versatile platform to encourage the exchange of ideas and public goals. (b) Agenda setting theory, according to McCombs and Shaw (1972) in Schroeder (2018), the media can influence the general public's view of important topics. Instagram has the power to influence public opinion and focus public attention through the use of trending hashtags, widely shared stories, and viral posts. (c) Participatory communication theory, Participatory communication, according to Servaes (2002) in Biletska et al. (2021), emphasizes the active participation of the public in the process of communication, acting as a subject, rather than an object. The public can participate on Instagram by uploading content, leaving comments, and supporting or criticizing social and political issues. This theoretical framework is used to explain the dual role of Instagram as an information medium as well as a space for public aspiration. By referring to new media theory, agenda setting, and participatory communication, this study is expected to be able to provide a comprehensive understanding of how Instagram affects people's communication behavior and its role in democratizing information and the use of Instagram as a campaign media for education issues in remote areas.

3. Result and Discussion

This section presents the research findings and discussion organized thematically, namely: (1) Instagram as an information medium, (2) Instagram as a space for public aspiration and participation, (3) digital campaign strategies, and (4) the impact of the campaign on educational development. Each theme integrates empirical findings with theoretical foundations to strengthen the analysis.

Instagram @sekolah.tanahair

As seen in Fig. 1, the Instagram account @sekolah.tanahair is one of the social media accounts belonging to the Noisy District community with 2.966 followers and tens of thousands of likes (instagram @sekolahtanahair).

Fig. 1. Profile Instagram @sekolah.tanhair

A social community that cares about the community, the Noisy District community helps those in need, such as during natural disasters, criticizing the government, and in the field of educational development. Quoted from kumparan.com, the Noisy District community was founded by a social activist and influencer named Rian Fahardian, who frequently discusses social and political issues on his personal social media. The Noisy District is a youth discussion community that addresses social issues within the community and the government. They use social media as a medium for information and aspirations. One of their social media platforms is the Instagram account @sekolah.tanahair. They created this social media platform with the aim of acting as a "mouthpiece for the community," meaning they, as young people, help the community convey their aspirations through their social media accounts, such as on Instagram @sekolah.tanahair.

Compared to other social community initiatives that also address educational issues such as the Instagram account @1000guru, which has a larger number of followers the content of that account lacks a clear issue focus and primarily shares documentation of traveling and teaching activities as well as volunteers' experiences, rather than conducting digital campaigns that introduce and

highlight the actual conditions of schools. In contrast, the Instagram account @sekolah.tanahair specifically focuses on the issue of formal educational inequality in remote areas by sharing posts that highlight the conditions of formal schools through its Instagram platform.

On this account, they share various conditions of educational development in several remote areas, through photos, videos, and written narratives that depict the inadequate state of education, in terms of building infrastructure and inadequate to inadequate educational facilities, On average, the posted content garnered approximately 2.000 to 1.000.000 views. The goal is for the wider community to see the conditions there and participate through donations or volunteering in the areas they support. Not only the community but also a form of information and criticism of the government so that the government pays more attention to education in remote areas.

Instagram as an information medium

Based on observations and interviews, the @sekolah_tanah_air account regularly uses Instagram as its primary platform to share information about the quality of education in remote areas of Indonesia. Narratives depicting educational challenges, inadequate facilities, and motivational stories from educators and students accompany each post. These reports effectively capture viewers' attention with poignant and educational images, highlighting key elements and narratives (Hendrickx & Vázquez-Herrero, 2024).

According to Burton & McQuail (2021), the participatory and interactive features of new media enable the general public to become both producers and consumers of information. This is demonstrated by active user interaction in direct messages and comments, where members of the public provide further details about the conditions of other schools in need of assistance, in addition to providing emotional support (Brigo et al., 2025; Ibrahim et al., 2025).

As a form of citizen journalism, the information provided by the Sekolah Tanah Air community helps raise public awareness of educational issues. Social media creates a new public space that allows for the rapid and widespread dissemination of social messages (Boyd & Ellison, 2007). Therefore, Instagram is crucial as an alternative source of information for educational advancement. For example, the first content uploaded to the social media account @sekolah tanah air on March 4, 15, 17, 25, and 28, 2025, featured a short video of a school located in a remote area of South Sulawesi, specifically the Punraga Inpress Elementary School in Pujananting Village, Barru Regency, South Sulawesi. In the post, the administrator of a local school provides information about education in a remote area of South Sulawesi, featuring video footage, photos, and a voiceover. The post highlights inadequate facilities, such as the road access to the school, where students and teachers must walk kilometers along a damaged road and cross extensive rice paddy embankments to reach their school. Furthermore, learning facilities, such as chairs, classrooms, and other supporting facilities, are also inadequate. The classrooms are starting to crumble, and the ceilings are eroding, posing a danger to students during the learning process. Furthermore, many of the chairs used by the students are damaged and unusable.

This demonstrates the public's understanding that many children in Indonesia still lack adequate learning facilities, and that local governments are neglecting the development of appropriate educational facilities, such as access to nets, proper chairs, and classrooms that do not endanger teachers or students during the learning process. Not only that, the Instagram account @seklahtanahair also provides information or invitations to contribute directly, from opening donations to inviting the public to go directly to the locations that will be visited or schools that will be visited by the noisy district community. Here are some Fig. 2, uploaded by @sekolahtanahair:
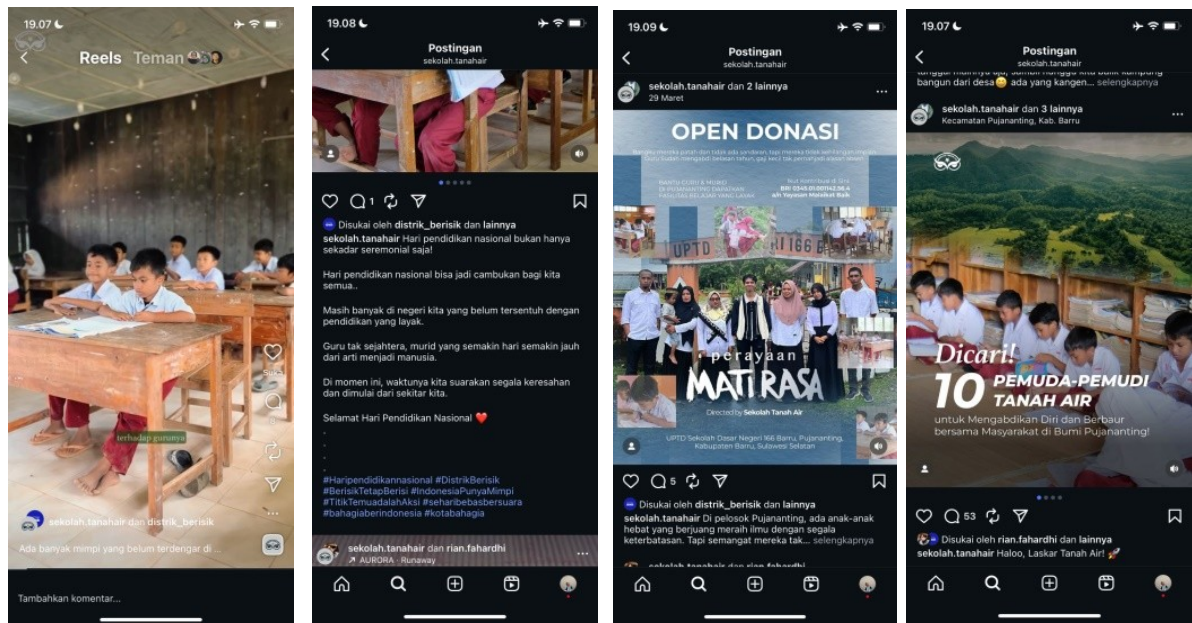
Fig. 2. Instagram upload @sekolahtanahair and image caption

As seen in Fig. 2, the findings indicate that the @sekolahtanahair Instagram account functions as an effective information medium in disseminating the real conditions of education in remote areas of Indonesia. Through posts in the form of photos, short videos, and visual narratives, the Distrik Berisik community highlights limited school infrastructure, inadequate learning facilities, and difficult access to education faced by teachers and students.

As seen in Fig. 3, the uploaded content is not merely documentary but is accompanied by narratives that frame educational realities in emotional and informative ways. This aligns with New Media Theory McQuail & Windahl (2015), which emphasizes that digital media enables message convergence, interactivity, and rapid, wide-reaching information distribution. Instagram allows the public not only to receive information but also to understand the social context underlying educational problems in remote areas.
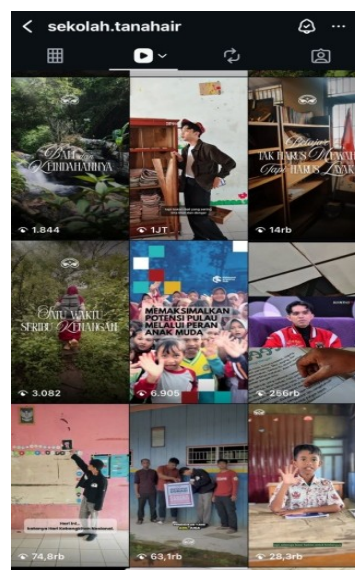

Fig. 3.   Viewers in Instagram @sekolah.tanahair

These findings are reinforced by the high reach and view counts of several early posts, indicating that Instagram can serve as an alternative information source beyond mainstream media On

average, the posted content garnered approximately 2.000 to 1.000,000 views. Thus, Instagram @sekolah.tanahair plays a role as a public information medium that raises awareness of educational inequality in Indonesia.

Instagram as a Space for Public Aspiration and Participation

Instagram is also a medium for public aspiration. Hashtags and comments on the account allow the public to voice their opinions, recommendations, and even criticisms of educational practices. Direct conversations with volunteers, educators, and other educational leaders in remote locations often take place using live streaming capabilities.

Participatory communication positions the audience as the subject of communication, not merely the object, claims (Sudoł-Kaszuba, 2024). Donations, reposting content, and actively participating in community-organized social events are examples of public participation in this context. Rather than simply receiving information, the public participates in the process of solving educational problems. (Willet, 2024) concept of "digital solidarity," which states that social connectedness in cyberspace can be crucial social capital in fostering educational success, is supported by this phenomenon.

The concept of communication in introductory books on communication science, put forward by communication experts such as David K. Berlo, defines communication as having several elements: sender, message, medium, and receiver. Charles Osgood, Gerald Miller, and Melvin L. De Fluer further add several elements, including reciprocity, to illustrate successful communication. Therefore, it can be concluded that the important elements in communication are the sender/source, message, media, recipient, influence, and feedback (Cangara, 2014). In this study, the elements of communication that occurred through the Instagram account @sekolahtanahair can be described as follows:

Sender/source of message

In communication, the source or sender of a message, or communicator, is between people, whether from one person or more than one person in a group, such as an organization or institution (Cangara, 2014). In this study, the message sender is a group from the Noisy District community, namely the administrators of the social media account @sekolahtanahair, which is part of the Noisy District community, conducting direct field observations of schools in remote areas of Indonesia. Before sending messages or information on the @sekolahtanahair social media account, the Noisy District community documented the results of interviews, videos and photos in the field, and written captions to be shared on the @sekolahtanahair Instagram account so that the wider public can understand and observe the conditions of schools in remote areas of Indonesia that have inadequate facilities in terms of road infrastructure, buildings, and other supporting facilities such as inadequate classrooms and other school equipment.

Message / information

A message is information conveyed by a sender to a recipient face-to-face or through communication media in the form of sound, writing, or symbols (Cangara, 2014). In this study, messages were conveyed through writing on images, captions, and the use of symbols in hashtags or tags in posts on the @sekolahtanahair account. Researchers found messages contained in Instagram social media posts @sekolahtanahair through videos, captions, and symbols contained in the posts. One of these was a post on July 28, 2025.

As seen in Fig. 4, the image above is one of the uploads from the Instagram account @ seklahtanahair in the upload there is a photo with a broken chair in the classroom and the additional text "Learning doesn't have to be luxurious, but it must be decent, there is no projector, no AC but

they still learn" not only that the addition of a caption or description of the upload with the text "They don't need luxury, just need a decent space to dream, let's be part of their journey" and the use of several hashtags such as #indonesiapunyamimpi. The photo, the caption of the upload and the hashtags they use are the message they want to convey about the real state of education in remote areas of Indonesia through the images they share so that all children can get a decent education with the sentence "let's be part of their journey" namely the wider community and the government can participate in the development of decent education.
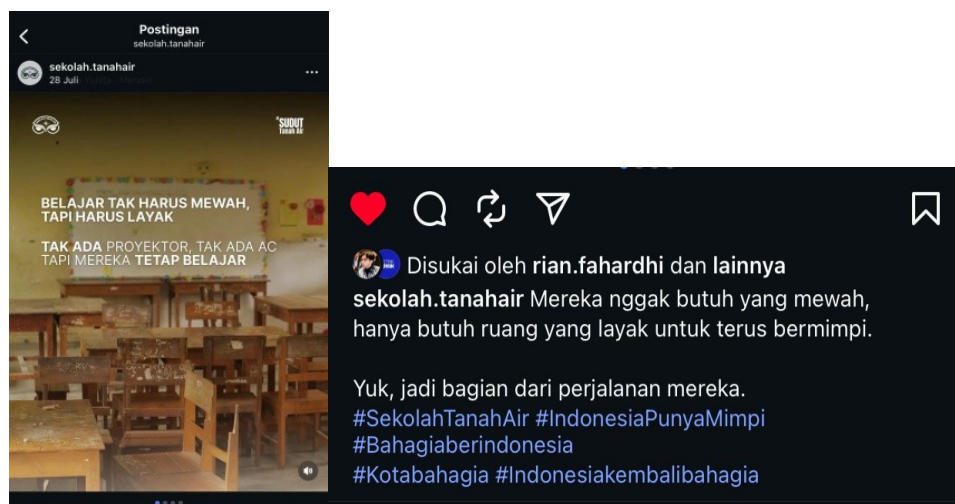

Fig. 4. Caption and narration Instagram @sekolahtanahair

Media

Media is a tool used to transfer messages or information from the sender to the recipient or audience in interpersonal communication or mass communication (Cangara et al., 2016). In this study, it is included in open mass communication where everyone can see or listen through the media. The media used is Instagram as a message sending medium through uploads on the Instagram account @sekolahtanahair to send messages to the audience or the general public without any reach limitations and can interact directly through the comments column or special messages available in the Instagram application.

Recipient

The recipient is the target of the message sent by the source or sender. The recipient can be a single person or a group (Cangara et al., 2016). In this study, the recipients or intended audience are Instagram users, from the general public to government officials. This can be seen in several comments on the @sekolahtanahair post.

Influence

Influence is the difference between what the recipient feels, thinks, and does before and after receiving a message that can be seen through attitudes or actions as a result of the recipient of the message (Fleur et al., 1982). In a digital campaign carried out through the Instagram account @sekolah tanah air, the manager uses words or videos with narrative invitations that can influence, such as the use of the words "let's be part of their journey" or "let's donate" and also video and photo displays to influence and convince the audience to take actions in accordance with the manager's wishes, such as donating books and other materials.

Feedback

Feedback is a form of action from the recipient's influence or response after receiving a message (Bossetta & Schmøkel, 2024; Cangara et al., 2016). In this study, feedback via the Instagram account

@sekolahtanahair took the form of comments, sharing @sekolahtanah air's posts on the story feature on Instagram so that they can be seen by the wider community and participating in donations ranging from goods to money.

So ,in addition to functioning as an information medium, Instagram @sekolahtanahair also serves as a space for public aspiration and participation. Comment sections, direct messages, repost features, and hashtag usage enable audiences to express opinions, support, criticism, and recommendations related to educational issues.

The observed interactions demonstrate that audiences are not passive. The public actively engages by providing emotional responses, offering assistance, and recommending other schools in need of attention. This phenomenon reflects the concept of participatory communication proposed by Ghaderi et al. (2024), in which communities are positioned as communication subjects rather than mere message recipients.

Public participation in the form of donations, volunteer involvement, and content sharing indicates the formation of digital solidarity. This aligns with the concept of "digital solidarity," which suggests that social connectedness in digital spaces can serve as social capital for driving tangible social change, particularly in education.

Digital Campaign Strategy of the @sekolahtanahair Instagram Account

According to Morissan, a digital campaign is a strategic communication effort using digital media to influence audience behavior, raise awareness, and change public opinion about an issue, product, or idea (morrisan.2018). Meanwhile, a digital campaign strategy is an online-based communication planning process and uses various media, including websites, social media, and interactive content, to build connections with the public (Al-Dmour et al., 2023; Singh et al., 2025). So, a digital campaign strategy is a strategy carried out by utilizing digital or internet-based media such as applications, Instagram, TikTok, X, Facebook and others, with the aim of being more easily accessed by many people because there is no limit to the audience reach as long as there is internet. The selection of interesting media and messages and the active involvement of the audience so that communication goals can run optimally and successfully must have a good strategy.

The digital campaign strategy implemented by the Distrik Berisik community through the @sekolah.tanahair account is systematically designed by leveraging Instagram's social media characteristics. The campaign aims to raise public awareness, build audience engagement, and encourage concrete actions.

Based on the digital campaign stages proposed by Smith and Lattimore et al., the strategy can be identified in three main stages. First, the awareness stage is achieved by presenting visual content depicting educational conditions in remote areas to build public awareness. Second, the engagement stage is realized through the use of interactive Instagram features such as comments, direct messages, and discussion invitations. Third, the action stage is reflected in calls for donations, volunteer participation, and campaign dissemination to broader audiences.

The selection of Instagram as a campaign medium is considered appropriate because the platform supports strong visual narratives and storytelling. Campaign messages are crafted persuasively, informatively, and emotionally through short captions, slogans, and consistent hashtags. This strategy strengthens campaign identity and helps audiences recognize and remember the conveyed messages.

The elements of a digital campaign strategy according to R.D Smith and Lattimore et.al are: Determining communication objectives (awareness, engagement, action). Campaign objectives are

the foundation of every digital campaign, emphasizing that objectives must be specific, realistic, structured, and time-bound. In the digital context, there are three objectives, namely:

Awwarnes

The goal of this stage is to present a program or issue to a wider audience. For example, the Noisy District community, on the Instagram account @sekolahtanahair, has been campaigning for education by sharing photos and videos of educational conditions in remote areas. The goal is to raise public and government awareness and contribute to improving the development of proper education.

Engagement

In this stage, the sender attempts to engage with the audience through the features of the media used for the digital campaign. For example, the Instagram account @sekolahtanahair utilizes features like likes, comments, and messages to engage with the audience.

Action

The third action aims to encourage the audience to take real actions such as donating, spreading the campaign more widely and participating in activities. The three stages carried out by the Instagram account manager @sekolahtanahair aim to increase public awareness of educational disparities, encourage community participation, and inspire the community to contribute directly in the form of material assistance such as volunteering or fundraising.

Target audience analysis

According to Pratiwi et al. (2023) Audience analysis is an important stage in understanding the target audience of a campaign, their information needs, and their digital activities and this strategy is called digital segmentation in digital campaigns. Segmentation is carried out based on psychographics (lifestyle, interests and values), online behavior (active time, digital media used, and level of interaction) and finally digital demographics (age, gender, occupation). This analysis can help to determine the right social media according to audience segmentation or characteristics.

In this study, Instagram was chosen as a social media for delivering messages in a digital campaign for educational development with an audience segmentation of approximately 18-30 years old with a basis of short video content and interesting photos as well as the use of appropriate captions and hashtags that are frequently searched by other users so that they are widely seen by the audience (Çelik et al., 2023).

Selection of digital media

According to Tian et al. (2023), in selecting the right digital media as the primary communication medium in a digital campaign, several considerations are needed, namely, how the media can convey the message visually and interactively, the characteristics of the audience, and the type of message to be conveyed.

The choice of the Instagram account @sekolahtanahair as a communication medium for delivering a digital campaign on education development issues is highly appropriate. Instagram, because it can share not only text but also short videos and photos, further convincing the audience and greatly supports the smooth running of the digital campaign on education development in remote areas. Furthermore, Instagram currently has a large user base, approximately one million users.

Creating persuasive messages and visual narratives

A message is the information you want to convey to the public, or it can also be the core of a campaign. According to Ibrahim (2022), information or messages must be persuasive, informative, and inspiring. To capture the audience's attention, visual elements and storytelling are also needed in digital content creation to be more creative and attract a wider audience. Important elements in creating digital information include:

1) Clarity, that is, not being long-winded in its delivery, with writing or narration that is not hyperbolic or exaggerated, with the use of words that are easy for the audience to understand.
2) Credibility, namely the information conveyed has a reliable source so as not to cause problems or losses to the related parties.
3) Emotion (emotional appeal), namely the use of visual narratives or sentences that can create empathy and emotional closeness, such as the use of images or videos that show a very worrying situation.
4) Visual consistency. This means using a logo, colors, and design style that are easily understood and recognized by the audience, as well as using a memorable slogan with unique characteristics.

In the digital campaign carried out on the Instagram account @sekolahtanahair, the narrative in the Instagram bio is "Guard the Homeland, Return to the Roots, I Love Indonesia" and the consistent use of hashtags in each upload such as #indonesiabalikbahagia, #sekolahtanahair and the logo of the school of homeland in every photo or video uploaded on its Instagram social media.

Evaluate digital campaign results

According to Smith (2020), measurements are conducted to determine the effectiveness of message use, audience reach, and the actual impact of changes in attitudes or actions within the audience, using available data. Commonly used evaluation parameters are:

1. Click-through rate (CTR), how many Instagram users click on the digital campaign link
2. Engagement rate, which is the level of audience involvement or can also be called the recipient's response to messages such as likes, comments, shares, reposts.
3. Reach (reach), the number of audiences who see digital campaign posts.
4. Sentiment Analysis, looking at audience feedback that is positive, negative and neutral.
5. Conversion rate, measuring the actions taken by the audience after viewing the uploaded digital campaign.

In the digital campaign research conducted on the @sekolahtanahair Instagram account, the manager can conduct an evacuation using engagement rate, sentiment analysis, conversion rate, it can be concluded from the Instagram upload @sekolah tanah air successfully in conveying the digital campaign for educational development in remote areas. This success can be seen from the likes, comments, users who saw the first upload in March with 96 likes, 22 comments with narratives that are all positive, for example comments from the @m.fahanc account "bismillah many good prayers, may all these great things be made easy, aamiin ya rabb", from the account on behalf of @teman.mengajarofficial "really cool ka, hopefully we can collaborate yes", @truefadhil "let's continue that color for Indonesia" the responses in the comments column are all positive. On the upload on April 9, 92 likes, 14 comments and all positive, then the short video upload on May 20, 2025 has more than 100 likes, 38 positive comments such as the account under the name @ardann_13 "continue to be successful", @dronetipistipis "long live the homeland fighters" and

viewed by 78.8 thousand Instagram users. On the upload on June 3, 2025 with 102 likes, 15 positive comments.

The data above shows that the evaluation results of the digital campaign for educational development on the Instagram account @sekolahtanahair were successful, with many positive comments, an increase in likes, and an increase in the number of people viewing the posts.

Impact of the Digital Campaign on Educational Development

Interviews with beneficiaries indicate that Instagram marketing activities have had a significant impact. Several schools highlighted in the blog received increased public attention and donor support, leading to support in the form of books, educational resources, and even classroom construction.

There are social consequences beyond material ones, particularly increased awareness of the educational gap in Indonesia. This corroborates the findings of Widiastuti et al. (2022), who found that social solidarity is crucial for improving literacy standards and basic education. Instagram's function has evolved from mere entertainment to a vehicle for social change. In efforts to improve education in underdeveloped areas, this social media platform effectively enables two-way communication between the general public, communities, and the government.
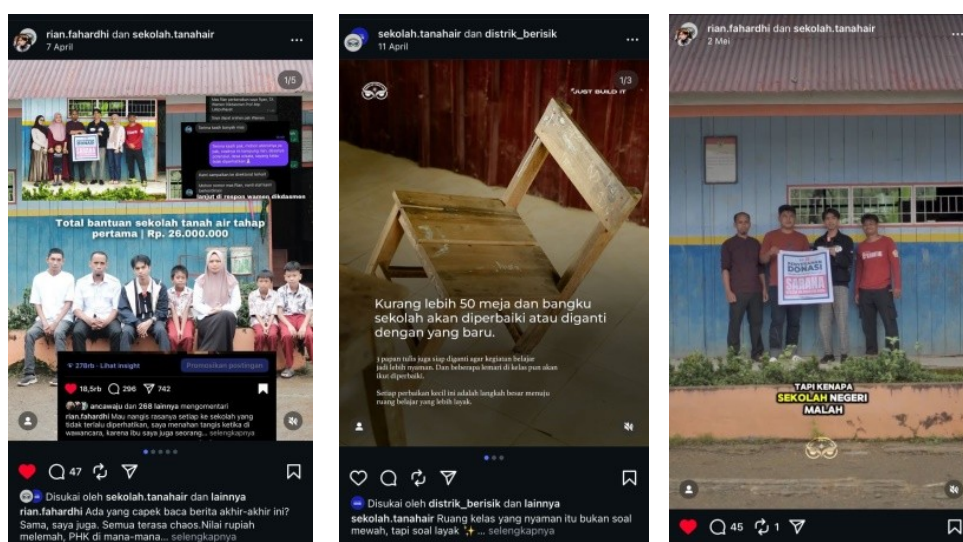

Fig. 5. Posting and documentation of donation submission

As seen in Fig. 5, from the image above, it proves the impact of the digital campaign carried out through Instagram @sekolahtanahair for one of the schools in the South Sulawesi area, namely SDN 166 Barru, Pujananting, Barru Regency, South Sulawesi, there is donation assistance from the results of the open donation that was carried out, so that it can help to buy 50 new and decent chairs, 3 good whiteboards and repair the classroom so that students are more comfortable. So it can be seen the positive impact of the digital campaign for schools in remote areas of Indonesia.

The findings show that the digital campaign through Instagram @sekolah.tanahair has produced tangible impacts on educational development in the featured areas. Several highlighted schools received assistance in the form of desks, whiteboards, books, and classroom renovations as a result of fundraising and community support.

Beyond material impacts, the campaign also generated social impacts by increasing public awareness of educational inequality in Indonesia. Audiences became more sensitive to educational conditions in remote areas and were motivated to participate in improvement efforts. These

findings are consistent with previous studies emphasizing the importance of social solidarity and community participation in enhancing educational quality. Thus, Instagram has evolved beyond an entertainment medium into a tool for social change. The digital campaign conducted by the Distrik Berisik community demonstrates that social media can serve as a two-way communication bridge between society, social communities, and the government in promoting more equitable educational development.

When linked to Lasswell's Model, the @sekolahtanahair digital campaign fulfills all elements of communication. The Distrik Berisik community acts as the communicator (who), educational campaign messages are conveyed through visual narratives (says what), Instagram functions as the communication channel (in which channel), audiences include the public and government (to whom), and the resulting effects include increased awareness, engagement, and concrete actions (with what effect). Overall, the findings affirm that utilizing Instagram as a medium for information, public aspiration, and digital campaigning can shape public opinion and foster participatory communication in the context of educational development in remote areas of Indonesia.

Based on New Media Theory, Instagram functions as an interactive, participatory, and networked communication space in which audiences are not merely message recipients but also contributors to campaign dissemination and reinforcement. Meanwhile, when viewed through Lasswell's Model, the @sekolah.tanahair digital campaign fulfills all communication elements, from credible communicators and strong social messages to appropriate channel selection, clearly defined audiences, and communication effects in the form of increased awareness, engagement, and social action.

The digital campaign strategy implemented by the *Distrik Berisik* community encompassing the establishment of communication objectives, audience analysis, media selection, persuasive message construction, and audience response evaluation has proven effective in fostering public empathy and encouraging collective participation. The tangible impact of the campaign is evident in increased public attention to schools in remote areas and the distribution of educational assistance, such as learning facilities and classroom improvements.

The findings offer several important implications. For the government, social media can serve as an alternative information source for participatory mapping of educational issues in remote areas. For social communities and NGOs, Instagram is proven to be an effective platform for advocacy, support mobilization, and public solidarity building. Meanwhile, for digital campaign practitioners, this study highlights that visual storytelling based content and two-way interaction are key to successful social campaigns in digital spaces.

4. Conclusion

This study concludes that the Instagram account @sekolah.tanahair plays an effective role as a digital campaign medium in highlighting disparities in educational development in remote areas of Indonesia. The use of Instagram enables the visual, rapid, and wide dissemination of information while simultaneously opening interactive spaces that encourage active public engagement. Through posts featuring photos, videos, narratives, and participatory calls to action, the campaign successfully increased public awareness and generated tangible responses in the form of moral support, donations, and direct field involvement. This study has limitations as it focuses on a single case study and one social media platform, limiting the generalizability of the findings. Additionally, campaign impact measurement remains qualitative and has not been complemented by in-depth statistical data analysis.

Future studies are recommended to examine educational digital campaigns using comparative approaches across multiple social media platforms, involve more informants from audiences and government stakeholders, and combine qualitative and quantitative methods to obtain a more comprehensive understanding of campaign impacts. Overall, this study affirms that Instagram functions not only as an entertainment medium but also as a strategic tool for driving social change. With creative and well-planned utilization, community-based digital campaigns have the potential to become tangible movements in supporting equity and improving the quality of education in remote areas of Indonesia.

Acknowledgment

References

Al-Dmour, R., Alkhatib, O. H., Al-Dmour, H., & Amin, E. B. (2023). The influence of social marketing drives on brand loyalty via the customer satisfaction as a mediating factor in travel and tourism offices. *Sage Open*. https://doi.org/10.1177/21582440231181433

Al-Oraiqat, A. M., Ulichev, O. S., Meleshko, Y. V, & Polichchuk, L. I. (2022). Modeling strategies for information influence dissemination in social networks. *Journal of Ambient Intelligence and Humanized Computing*. https://doi.org/10.1007/s12652-021-03364-w

Biletska, O., Lastovskyi, V., & Semchynskyy, K. (2021). Intercultural communication competence. *Linguistics and Culture Review*, *5*(S4). https://doi.org/10.21744/lingcure.v5ns4.1874

Bossetta, M., & Schmøkel, R. (2024). Cross-platform emotions and audience engagement in social media political campaigning: comparing candidates' Facebook and Instagram images in the 2020 US Election. *Dissonant Public Spheres*. https://doi.org/10.4324/9781003479598-8

Brigo, F., Kinney, M., & Shlobin, N. A. (2025). How to use social media in medical education: A focus on epilepsy. *Epilepsy &Behavior*. https://www.sciencedirect.com/science/article/pii/S152550502500383X

Bruns, A. (2023). From "the" public sphere to a network of publics: Towards an empirically founded model of contemporary public communication spaces. *Communication Theory*. https://academic.oup.com/ct/article-abstract/33/2-3/70/7199747

Burton, H., & McQuail, D. (2021). Perspectives on Mass Communication. In *Perspectives on Mass Communication*. https://doi.org/10.2307/j.ctv22jnpbn

Cangara, H. (2014). Pengantar Ilmu Komunikasi (Edisi Kedua). In *Jakarta: PT Rajagrafindo Persada*.

Cangara, H., Prof. Dr.H. Hafied Cangara, M. s., & Cangara, H. (2016). *Pengantar Ilmu Komunikasi* (P. R. Persada (ed.); 2nd ed.). Rajawali Press.

Çelik, F., Çam, M. S., & Koseoglu, M. A. (2023). Ad avoidance in the digital context: A systematic literature review and research agenda. *International Journal of COnsumer Studies*. https://doi.org/10.1111/ijcs.12882

Chami, G. (2025). Social Media as a Conduit for Civil Society Movements. *From Epic Tales to Digital Trails.* https://doi.org/10.4324/9781003628910-2

Chen, L., Chen, J., & Xia, C. (2022). Social network behavior and public opinion manipulation. *Journal of Information Security and Applications.* https://www.sciencedirect.com/science/article/pii/S2214212621002441

Fleur, M. L. De, Ball-Rokeach, S., McQuail, D., & Windahl, S. (1982). *General Media.* Taylor &Francis. https://doi.org/10.1080/10948008209488584

Garnham, N. (2020). The media and the public sphere. *The Information Society Reader.* https://doi.org/10.4324/9780203622278-34

Ghaderi, Z., Béal, L., Zaman, M., Hall, C. M., & Rather, R. A. (2024). How does sharing travel experiences on social media improve social and personal ties? *Current Issues in Tourism.* https://doi.org/10.1080/13683500.2023.2266101

Hendrickx, J., & Vázquez-Herrero, J. (2024). Dissecting social media journalism: A comparative study across platforms, outlets and countries. *Journalism Studies.* https://doi.org/10.1080/1461670X.2024.2324318

Ibrahim, B. (2022). Social media marketing activities and brand loyalty: A meta-analysis examination. *Journal of Promotion Management.* https://doi.org/10.1080/10496491.2021.1955080

Ibrahim, B., Hazzam, J., Qalati, S. A., & Dobson, P. (2025). Building a tribe on Instagram: How User-generated and Firm-created Content can drive brand evangelism and fidelity. *Journal of Marketing Communications.* https://doi.org/10.1080/13527266.2024.2338788

Lexy J. Moleong, D. M. A. (2019). Metodologi Penelitian Kualitatif (Edisi Revisi). *PT. Remaja Rosda Karya.* https://doi.org/10.1016/j.carbpol.2013.02.055

Massa, A., & Anzera, G. (2023). Soft power clashes? China in platform geopolitics: Global aspirations and political struggles. *China, Media, and International Conflicts.* https://doi.org/10.4324/9781003261278-4

McQuail, D., & Windahl, S. (2015). Communication models: For the study of mass communications, second edition. In *Communication Models for the Study of Mass Communications, Second Edition.* https://doi.org/10.4324/9781315846378

Muhammad, M. (2024). Social Space and Public Aspiration in Village Policy Process A Case Study in Peron Village, Limbangan, Kendal, Indonesia. In *Publica: Jurnal Pemikiran Administrasi Negara.* https://doi.org/10.15575/jpan.v16i2.37410

Nasrullah, R. (2018). *Riset Khalayak Digital: Perspektif Khalayak Media Dan Realitas Virtual Di Media Sosial. 17*(2). https://doi.org/https://doi.org/10.5614/sostek.itbj.2018.17.2.9

Nurbayani, S., Malihah, E., Widiawaty, M. A., Dede, M., & Wahyuni, S. (2025). Freedom of expression, aspiration and gender: A cultuling in the student demonstration. In *Social Sciences & Humanities Open.* Elsevier. https://www.sciencedirect.com/science/article/pii/S2590291124004649

Pratiwi, S. D., Husna, N., & Savitri, G. A. (2023). Social Media Communication Strategy of Kapanlagi Youniverse in Strengthening Brand Equity in The Era of The Covid-19 Pandemic. *E3S Web of Conferences.* https://doi.org/10.1051/e3sconf/202342602145

Prier, J. (2020). Commanding the trend: Social media as information warfare. *Information Warfare in the Age of Cyber Conflict.* https://doi.org/10.4324/9780429470509-7

Qian, J. (2020). Geographies of public space: Variegated publicness, variegated epistemologies.

Progress in Human Geography. https://doi.org/10.1177/0309132518817824

Schroeder, R. (2018). Towards a theory of digital media. *Information Communication and Society*, *21*(3), 323–339. https://doi.org/10.1080/1369118X.2017.1289231

Singh, S., Chaubey, D. S., Raj, R., Kumar, V., & Mahlawat, S. (2025). Social media communication, consumer attitude and purchase intention in lifestyle category products: a PLS-SEM modeling. *Marketing Intelligence & Planning*. https://doi.org/10.1108/mip-11-2023-0626

Smith, S. M. (2020). The Communication of Corporate Social Responsibility: Asian Oasis-Mythical Journeys in the Hill Tribe Villages of Northern Thailand. In *The Communication of Corporate Social Responsibility: Asian Oasis-Mythical Journeys in the Hill Tribe Villages of Northern Thailand*. https://doi.org/10.4135/9781529717785

Sudoł-Kaszuba, W. (2024). The Role of Instagram in Building Journalist's Personal Brand: An Analysis of Communication Strategies in Social Media. *Social Communication*. https://journals.wsiz.edu.pl/sc/article/view/1120

Sugiyono. (2018). Metode Penelitian Manajemen, Pendekatan: Kuantitatif, Kualitatif, Kombinasi, Penelitian Tindakan Kelas, Penelitian Evaluasi. In *CV. ALFABETA* (Vol. 6).

Susen, S. (2023). A new structural transformation of the public sphere? With, against, and beyond Habermas. In *Society*. Springer. https://doi.org/10.1007/s12115-023-00908-y

Tian, Q., Stylos, N., Colmekcioglu, N., & Andronoudis, D. (2023). Digital and marketing transformation in relation to brand value: The video game industry. *Digital Transformation and Corporate Branding*. https://doi.org/10.4324/9781003263784-6

Widiastuti, T., Widyastuti, D. A., & Arditiar, A. (2022). Social Media Optimization in the Young Small Medium Enterprise. *Journal of Enterpreneurship, Management and Industry*. https://journal.bakrie.ac.id/index.php/JEMI/article/view/2265

Willet, K. B. S. (2024). Early career teachers' expansion of professional learning networks with social media. *Professional Development in Education*. https://doi.org/10.1080/19415257.2023.2178481