



Instagram Contents of Occupational Health and Safety Education in Indonesia on 2023–2024

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ABSTRACT

Background: Occupational accidents in Indonesia remain high, and limited occupational safety and health (OSH) knowledge among workers is one of their basic causes. Instagram, the most widely used social media platform in Indonesia, has become an alternative channel for OSH education, yet little is known about what such education actually looks like on the platform. This study analyzed OSH educational content published on Instagram between June 2023 and June 2024 in terms of topic, creator, upload timing, and delivery method. **Method:** A descriptive quantitative study with an observational approach was conducted. Thirty educational posts from eighteen accounts were selected purposively through the hashtag #keselamatandankesehatankerja using predefined inclusion and exclusion criteria. Data were recorded on an observation sheet, examined with the 5W+1H approach, and analyzed through data reduction, data display, and conclusion drawing, with method triangulation applied to the findings. **Results:** Occupational safety topics accounted for 53.3% and occupational health topics for 46.7%. Company accounts made up most of the creators (55.6%) and produced 70.0% of the posts, followed by personal (27.8%) and government accounts (16.7%). Uploads peaked in September 2023 (20.0%) and were lowest in December 2023 and June 2024 (3.3% each). The carousel was the dominant delivery method (76.7%), followed by video (13.3%) and single photo (10.0%). **Conclusion:** OSH education on Instagram is driven mainly by companies, emphasizes safety over health, and relies heavily on carousels, indicating that structured visual formats are preferred while government participation and video-based education remain limited.



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1. Introduction

Occupational accidents remain a major public health burden worldwide. The International Labour Organization estimates that around 430 million work-related accidents and diseases occur each year, of which approximately 270 million are occupational accidents; 2.7 million workers die from work-related accidents or occupational diseases, and more than 160 million people are injured or fall ill because of their work [1]. In Indonesia, statistics from the national social security agency for employment recorded 1,200,634 occupational accident cases between 2017 and 2022, with the annual number continuing to increase [2].

One of the factors repeatedly identified behind this trend is the low level of occupational safety and health (OSH) knowledge among the Indonesian workforce, as a large proportion of workers only become aware of OSH issues after entering the world of work [2]. This is consistent with the domino theory, in which insufficient knowledge is categorized as one of the basic causes that eventually lead to unsafe acts and unsafe conditions, and finally to accidents [3]. Empirical studies in Indonesia also show that workers' knowledge is significantly associated with compliance in using personal protective equipment [4], so that improving knowledge is a legitimate entry point for accident prevention.

OSH promotion has traditionally relied on face-to-face activities such as safety induction, training, toolbox meetings, and printed media [5], [6]. These conventional channels nevertheless reach a limited audience and depend heavily on the resources of individual companies. Social media offers a complementary channel that is inexpensive, continuous, and able to reach workers in both the formal and the informal sector. Intervention studies have demonstrated that social media exposure can improve knowledge and attitudes on health topics [7], and a social network analysis of construction safety discussions on Twitter identified 6,561 safety-related tweets, concluding that social media can stimulate public interest in OSH issues [8].

Among the available platforms, Instagram is particularly relevant in the Indonesian context. Instagram reached approximately 116 million users in Indonesia in 2023, exceeding the number of Facebook users in the same period [9]. Its visual orientation, its variety of publishing formats such as feed posts, carousels, reels, and stories [10], and its role as an everyday information source [11] make it a plausible medium for OSH education. Content on Instagram is also organized and retrieved through hashtags, which function both as an indexing device and as a mechanism that increases the visibility and reach of a post [12], [13]. Hashtag-based content analysis has accordingly been used to study how organizations communicate during crises [14] and how health-related behaviors are represented on the platform [15].

Despite this potential, evidence on how OSH education is actually delivered on Instagram is scarce. A literature search conducted in November 2023 through Google Scholar and ScienceDirect using the keywords "Instagram account on occupational safety and health" and "analysis of Instagram accounts on occupational safety and health" retrieved only one Indonesian study, which examined the use of Instagram to improve the services of a national OSH development center rather than the educational content itself [16]. It therefore remains unknown which OSH topics are being communicated, who produces the content, when it is published, and in which format it is presented.

This study aimed to analyze OSH educational content on Instagram published between June 2023 and June 2024. Specifically, it sought to identify the topics of OSH education available on the platform, to identify the creators who produce such content, to analyze the timing of the uploads, and to analyze the methods used to deliver the material.

2. Methods

2.1. Study design and setting

This study used a descriptive qualitative design with an observational approach. A qualitative design was chosen because the objective was to describe and interpret the characteristics of a phenomenon, namely the OSH educational content circulating on Instagram, rather than to test a hypothesis. The observational approach was used to obtain a picture of the condition under study through direct observation performed by the researcher [17].

The research setting was the Instagram platform, accessed through the researcher's smartphone and laptop. Data collection was carried out in the fourth week of July 2024, and data processing and analysis were conducted in August 2024. The unit of analysis was a single educational post; a total of 30 posts originating from 18 accounts were examined.

2.2. Sampling and eligibility criteria

Subjects were selected using a non-probability purposive sampling technique. The inclusion criteria were: (1) Instagram accounts that published educational content on OSH; (2) content published with the hashtag #keselamatandankesehatankerja; (3) content uploaded within the one-year period

from June 2023 to June 2024; (4) accounts that had been active during that period; and (5) accounts with more than 100 followers. The exclusion criteria were: (1) accounts publishing non-educational OSH content such as job vacancies and commercial training offers; (2) content uploaded outside the observation window; (3) accounts that were inactive during the period; and (4) accounts with fewer than 100 followers.

2.3. Instrument and data collection

The main research instrument was the researcher, supported by an observation sheet developed specifically for this study. The observation sheet recorded the account name, the number of followers, the total number of posts, the number of posts using the hashtag, the description of the content, the upload date, and the format used. Data were collected by searching the hashtag #keselamatandankesehatankerja on Instagram, screening the retrieved posts against the inclusion and exclusion criteria, and recording the eligible posts on the observation sheet. The content of each post was then described using the Kipling method, or 5W+1H approach, covering what topic was presented, who presented it, when it was published, and how it was delivered.

2.4. Classification and analysis

Each eligible post was classified into one of two topic categories, occupational safety or occupational health, based on the substance of the message. Creators were classified into three categories — personal, government, and company accounts — based on the account profile and its stated identity. Delivery methods were classified as video, single photo, or carousel, following the publishing formats available on the platform.

Data were analyzed following the interactive model of data reduction, data display, and conclusion drawing and verification [17]. In the reduction stage, information relevant to the research focus was retained and irrelevant information was eliminated. In the display stage, the data were presented as tables and short narratives, and the proportion of each category was calculated. Conclusions were then drawn from the displayed data and verified against the recorded evidence. Method triangulation was applied to test the credibility of the data by comparing the results obtained through different techniques on the same source.

2.5. Ethical considerations

This study did not involve human participants or personal data. All observed content was publicly available on Instagram, and account names are reported as they are publicly displayed by the creators themselves.

3. Results and Discussion

3.1. Results

A total of 30 educational posts published by 18 accounts met the inclusion criteria during the period June 2023 to June 2024. The findings are presented according to the four research objectives: the topics discussed, the creators who produced the content, the timing of the uploads, and the delivery methods used.

3.1.1. Topics of OSH educational content

Of the 30 topics identified, 16 (53.3%) addressed occupational safety and 14 (46.7%) addressed occupational health, as summarized in Table 1. The safety topics were dominated by hazard control at the operational level, such as personal protective equipment, confined space work, work at height, and accident investigation. The health topics were dominated by ergonomics and industrial hygiene, including work station design, workplace lighting, air sampling, and the role of occupational health personnel.

Table 1. Distribution of OSH education topics on Instagram, June 2023–June 2024

Category	n	%	Examples of topics identified
Occupational safety	16	53.3	Personal protective equipment (PPE); classification of safety shoes; prohibitions for workers in confined spaces; PPE for confined space work; hazard identification and risk assessment; accident, incident, and near miss; work environment measurement and control; fall factor principles; road safety at work; timing of job safety analysis revision; three-meter safe clearance from power lines; workplace hazard classification; accident investigation; safety is not constant; fire extinguishers in the workplace; non-destructive testing
Occupational health	14	46.7	Ergonomics in the workplace; determination of air sampling points; work station dimensions; characteristics of waste containers; lighting requirements for general areas in industrial buildings; work station layout; hazard categories involving hazardous chemicals; air sampling time criteria; importance of workplace lighting; duties of occupational health nurses; distinction between occupational health nurses, paramedics, and first aiders; safe manual handling; OSH principles when working with a laptop or computer; recommended air-conditioning temperature in offices
Total	30	100.0	

3.1.2. Creators of OSH educational content

The 30 posts originated from 18 accounts with widely differing audience sizes, ranging from 115 to 108,000 followers. The account with the largest audience was @infhse.id (108,000 followers), which contributed three posts, while the account with the smallest audience was @dpmptsp.nakertrans.soppeng (115 followers), which contributed one post. The most productive account in terms of hashtag use was @intisuryalab, which published nine of the 30 posts. The profile of each account is presented in Table 2, and the distribution by creator type is summarized in Table 3.

Table 2. Profile of accounts producing OSH educational content on Instagram

Account	Creator type	Followers	Posts using the hashtag
@satrio_wbsn	Personal	1,744	1
@safetyman.id	Personal	1,438	1
@intisuryalab	Company	3,611	9
@fskatiga.uinjkt	Company	1,680	1
@has.environmental	Company	2,038	1
@perkesja.id	Company	138	2
@andotobing86	Personal	1,203	1
@nila_m._listantiwi	Personal	523	1
@k3__poltekun	Company	934	1
@a3laboratories	Company	1,045	1
@infhse.id	Company	108,000	3
@pln.ulp.singkawangkota	Government	698	1
@dinkes_lamteng	Government	9,738	1
@dpmptsp.nakertrans.soppeng	Government	115	1
@maxima_group	Company	5,967	1
@darmawans_setiawan	Personal	1,092	2
@nocola_id	Company	788	1
@asb.pjk3_indonesia	Company	1,064	1
Total (18 accounts)		141,816	30

Table 3. Distribution of creators of OSH educational content by type of account

Creator type	Accounts (n)	%	Posts contributed (n)
Company	10	55.6	21
Personal	5	27.8	6
Government	3	16.7	3
Total	18	100.0	30

Company accounts constituted the largest group of creators, with 10 accounts (55.6%) contributing 21 posts. Personal accounts followed with 5 accounts (27.8%) contributing 6 posts, while government accounts formed the smallest group, with 3 accounts (16.7%) contributing 3 posts.

3.1.3. Timing of uploads

The 30 posts were distributed unevenly across the 13-month observation window, as shown in Table 4. Nineteen posts (63.3%) were published in 2023 and eleven posts (36.7%) in 2024. The highest concentration occurred in September 2023, with six posts (20.0%), followed by July 2023 with four posts (13.3%). The lowest volumes were recorded in December 2023 and June 2024, with one post each (3.3%). Throughout 2024, the monthly volume was stable but low, at two posts per month from January to May and one post in June.

Table 4. Monthly distribution of OSH educational content uploads on Instagram

Year	Month	Posts (n)	%
2023	June	2	6.7
	July	4	13.3
	August	2	6.7
	September	6	20.0
	October	2	6.7
	November	2	6.7
	December	1	3.3
	January	2	6.7
2024	February	2	6.7
	March	2	6.7
	April	2	6.7
	May	2	6.7
	June	1	3.3
Total		30	100.0

3.1.4. Delivery methods

Three delivery formats were identified: carousel, video, and single photo. As shown in Table 5, the carousel was used in 23 posts (76.7%) by 12 accounts, video in 4 posts (13.3%), and a single photo in 3 posts (10.0%).

Table 5. Delivery methods used in OSH educational content on Instagram

Delivery method	Posts (n)	%	Accounts using the method (n)
Carousel	23	76.7	12
Video	4	13.3	4
Single photo	3	10.0	3
Total	30	100.0	—

Note: the number of accounts is not additive because one account used more than one delivery method.

3.2. Discussion

3.2.1. Safety topics outweigh health topics

The slight predominance of occupational safety over occupational health topics indicates that creators tend to prioritize hazards that are physical, visible, and immediate. This pattern is consistent with the way OSH programs are implemented in practice, where safety is often treated as the primary concern, particularly in high-risk sectors [18]. It is also consistent with evidence that occupational accidents are frequently linked to the absence of standard operating procedures, inadequate use of personal protective equipment, and weak supervision [19], which are precisely the themes that dominated the safety posts in this study.

Emphasizing safety is understandable, but the relative under-representation of occupational health deserves attention. Health-related exposures such as inadequate lighting, poor work station design, and chemical hazards produce effects that accumulate slowly and are therefore less visible than an accident, yet they determine workers' long-term productivity and wellbeing. Programs that integrate

safety and health have been shown to contribute positively to job satisfaction and worker performance [20], and the total worker health perspective argues explicitly for treating protection and health promotion as a single agenda rather than as separate ones [21]. In the present study, most of the health content was produced by laboratory and industrial hygiene service providers, which suggests that occupational health education on Instagram is currently sustained by a narrow group of specialist actors rather than by the OSH community as a whole.

The evidence also suggests that social media education is not merely informative. Workers who engage in social learning through social media are more likely to translate the knowledge they acquire into safety practice [22], indicating that content of this kind may support behavior change and not only awareness. Improving knowledge of ergonomics, for example, has been associated with better working postures and reduced workload [23], which reinforces the value of expanding the health component of OSH content.

3.2.2. Companies dominate, government participation is limited

More than half of the accounts producing OSH educational content were company accounts, most of them OSH service providers, testing and inspection companies, and training consultants. For these organizations, educational content simultaneously serves a commercial function by demonstrating technical competence to prospective clients. Instagram has been shown to be an effective promotional medium in other sectors [24], [25], which helps explain why commercial actors are the most consistent contributors.

The low participation of government accounts, only three of eighteen, is the most notable finding of this analysis. Government institutions hold the regulatory mandate for OSH and are the authoritative source of the standards that workers are expected to follow. The national OSH profile explicitly calls for creative and innovative OSH campaigns that make use of digital technology [2], yet this study found that government presence on the hashtag was minimal and largely confined to district-level offices with small audiences. Strengthening the digital presence of labor and health authorities would give regulatory content the reach it currently lacks, particularly for informal-sector workers who are not covered by company safety programs.

The distribution of followers also reveals a structural imbalance. A single account, @infohse.id, held 108,000 of the 141,816 followers recorded across all 18 accounts, so the potential reach of OSH education on the platform is concentrated in very few hands. Because Instagram is used by its audience primarily as a source of everyday information [11], [26], accounts with authority but small audiences contribute little to actual exposure. Collaboration between authoritative institutions and high-reach accounts is therefore a practical way to widen the impact of OSH messages, complementing efforts to build a stronger safety culture within organizations [27].

3.2.3. Uploads are irregular and not aligned with the national OSH calendar

The distribution of uploads shows that OSH education on Instagram is produced sporadically rather than as part of a sustained campaign. Only two accounts published more than two posts during the entire observation period, while the remaining sixteen published once or twice. The two most productive accounts, @intisuryalab and @infohse.id, together contributed 12 of the 30 posts, so the month-to-month variation largely reflects the activity of a few prolific creators rather than a coordinated effort across the OSH community.

It is also notable that no increase was observed during January and February 2024, the period of the National Occupational Safety and Health Month in Indonesia, when OSH campaigns are conventionally intensified. This suggests that offline campaign cycles are not yet reflected in digital content production. Since the effectiveness of digital communication depends on regular publication and on the relevance of the content to the audience's interests [25], an editorial calendar aligned with national campaign periods and with recurring occupational risks would be a straightforward improvement for creators and institutions alike.

3.2.4. Carousels dominate the delivery of OSH education

The strong preference for the carousel format, used in more than three quarters of the posts, reflects the nature of OSH material. Educational messages on topics such as hazard identification, confined space entry, or the classification of safety shoes require sequential explanation, definitions, and examples that cannot be accommodated in a single image. The carousel allows a topic to be divided into discrete slides that the reader controls, which supports comprehension while retaining the visual character of the platform.

The limited use of video, at only 13.3%, contrasts with the way the platform itself is currently used, since short video formats generally attract wider distribution than static posts. Video is well suited to demonstrating procedures, such as the correct donning of equipment or safe manual handling techniques, that are difficult to convey through static slides. Expanding the use of video would therefore complement rather than replace the carousel. It should also be noted that this study assessed the format of delivery, not its effectiveness; comparative research on audience engagement and knowledge gain across formats remains necessary, particularly because exposure to Instagram content has effects that extend beyond the informational domain [28].

3.2.5. Limitations

Several limitations should be acknowledged. First, content was retrieved through a single hashtag, #keselamatandankesehatankerja, so relevant posts published with other hashtags or without hashtags were not captured, and the 30 posts analyzed should not be read as the total volume of OSH education on the platform. Second, only one platform and a single 13-month window were examined. Third, the analysis was restricted to the manifest characteristics of the content and did not assess the technical accuracy of the messages, their conformity with prevailing regulations, or the engagement they generated. Fourth, the classification of accounts and topics was performed by a single observer, which introduces the possibility of subjectivity despite the use of method triangulation. Finally, comparable prior studies were scarce, which limited the extent to which the findings could be benchmarked against previous work.

4. Conclusion

OSH educational content published on Instagram between June 2023 and June 2024 under the hashtag #keselamatandankesehatankerja comprised 30 posts from 18 accounts. Occupational safety topics were slightly more common than occupational health topics, at 53.3% and 46.7% respectively. Company accounts were the dominant creators, making up 55.6% of the accounts, while government accounts made up only 16.7%. Uploads were distributed irregularly across the period, peaking in September 2023 at 20.0% and falling to 3.3% in December 2023 and June 2024, with no increase during the National OSH Month. The carousel was by far the most frequently used delivery method, at 76.7%, followed by video at 13.3% and single photo at 10.0%.

These findings indicate that Instagram is already being used as a channel for OSH education, but that its use is uncoordinated and driven mainly by commercial actors. Creators are encouraged to publish more regularly, to reference the applicable regulations for each topic, and to broaden coverage of occupational health. Government institutions are encouraged to strengthen their digital presence so that authoritative OSH information reaches a wider audience, including informal-sector workers. Further research should extend the observation to multiple hashtags and platforms, assess the accuracy of the messages conveyed, and compare the effectiveness of different delivery formats in improving OSH knowledge and behavior.

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Conflicts of Interest: The authors declare no conflict of interest.

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