



The Effectiveness Of Instagram Social Media In Building The Branding Of Nonformal Educational Institutions (A Study Of Razaka Academy Jambi)

Ridho Agung Prayogi¹, David Iqroni², Mohd. Adrizal³

^{1,2,3} Sports And Health Education, Jambi University, Jl. Raya Jambi - Muara Bulian KM. 15, Mendalo Darat, Jambi Luar Kota, Muaro Jambi, Jambi, 31361, Indonesia

Abstract

One platform that stands out in this phenomenon is Instagram. This research aims to provide an empirical description of the effectiveness of Instagram as a branding tool for non-formal educational institutions and to serve as a basis for developing a more focused and data-driven digital branding strategy. This study employed a quantitative approach using an explanatory survey method. The sampling technique applied was purposive sampling, and the research instrument used was a questionnaire distributed to Instagram followers of Razaka Academy. The findings indicate that the effectiveness of Razaka Academy's Instagram social media is categorized as high, with an average score of 87.74 out of 100. Furthermore, branding perception based on followers' responses is also in the high category, with an average score of 70.44 out of 80. The results of the simple linear regression analysis reveal that Instagram effectiveness has a positive and significant effect on Razaka Academy's branding. The correlation coefficient (R) of 0.928 indicates a very strong relationship. The coefficient of determination (R²) of 0.861 shows that 86.1% of branding variation is explained by Instagram effectiveness, while 13.9% is influenced by other factors.

Keywords: *Instagram, Social Media Effectiveness, Digital Branding, Non-Formal Education, Branding*

Correspondence author: Ridho Agung Prayogi, Universitas Jambi, Jambi, Indonesia.
Email: ridhoagungprayogi08@gmail.com



Jurnal Pendidikan Jasmani (JPJ) is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/).

INTRODUCTION

The development of information and communication technology (ICT) over the past two decades has changed the paradigm of social interaction, patterns of information consumption, and even the way institutions build their public identity. The emergence of social media has become one of the most dominant products of this digital transformation. In the field of communication, social media has transformed into a strategic medium that goes beyond entertainment. The introduction begins (briefly, for example a maximum of 1 paragraph) the general background of the study; then it should include a State of The Art (a review of literature or previous studies briefly, 1-2 paragraphs) with the aim of justifying/strengthening the novelty or significance or scientific contribution or originality of this article and try to include references to articles from journals 10 the last year that strengthens the justification for the originality or contribution); Before writing the purpose of the study, there must be a clear and explicit Gap Analysis or statement of the gap (originality) or statement of the contribution of

novelty, or the unique difference of this research compared to previous studies, also in terms of the importance of the research being carried out; Then, the purpose of the research in this article is written in a straightforward and clear manner.

The role of information and communication technology is no less important than the basic human needs of clothing and food. Technology is essentially created to make human life easier and more comfortable (Wiryaningrum et al., 2022). Information and Communication Technology is the application of knowledge and skills used by humans to transmit information or messages with the aim of helping to solve human problems in order to achieve communication goals (Setiawan, 2018). Information technology is a technology used to process data, including processing, obtaining, compiling, storing, manipulating data in various ways to produce quality information, namely information that is relevant, accurate, and timely, which is used for personal, business, and government purposes and constitutes strategic information for decision making (Asmawi et al., 2019).

The global phenomenon of social media dominance is also clearly reflected in Indonesia. With a population of more than 270 million, Indonesia is one of the largest digital markets in the world. Data from We Are Social and DataReportal (2024) shows that the number of active social media users in Indonesia has reached 142 million people, or around 51.5% of the total population. Of that number, more than 99 million are active Instagram users, making this platform the second most popular social media after YouTube. This figure confirms that Instagram has become an important part of the lives of Indonesia's digital society. A survey by the Indonesian Internet Service Providers Association (APJII, 2023) revealed that 87% of internet users in Indonesia use social media to search for educational information, including courses, training, and tutoring. This fact shows a shift in the orientation of social media use: from merely a space for entertainment to a strategic medium for accessing academic information. In other words, social media has become an edutainment space that combines educational and entertainment functions.

Table 1. Social Media User Statistics (Global & Indonesia)

Platform	Global (2023) – Million Users	Source
Youtube	2.5 Billion	DataReportal, Apjii
Instagram	2.0 Billion	DataReportal, Apjii
Facebook	2.9 Billion	DataReportal, Apjii

This condition also encourages educational institutions, both formal and non-formal, to integrate social media into their communication and promotion strategies. Haryanto (2019) shows that universities that optimize Instagram are able to strengthen their institutional image

and increase public trust. Meanwhile, Nugroho's (2020) research proves that universities that actively share academic content, student achievements, and alumni testimonials through Instagram can significantly attract prospective students. This shows that Instagram is not only a means of distributing information, but also a strategic instrument in building the brand equity of educational institutions.

Not only in formal educational institutions, social media is also widely used by non-formal institutions such as language courses, job training, and tutoring. Research by Amarilia and Putri (2021) even found that the effectiveness of Instagram on the personal branding of public figures reached 64.3%. This finding provides a strong signal that non-formal educational institutions also have a great opportunity to utilize Instagram in building reputation, increasing credibility, and expanding audience reach. On the policy side, in 2020, the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) emphasized the importance of digital literacy as one of the competencies of the 21st century. UNESCO (2018) also affirmed that digital literacy is an important prerequisite in developing human resources that are adaptive to global developments. Thus, the use of Instagram in the context of education in Indonesia is not only relevant as a promotional strategy but also aligns with the direction of national education development that emphasizes mastery of digital technology.

The use of Instagram in education and institutional branding has attracted the attention of many researchers, both internationally and nationally. The results of these studies show that Instagram has great potential as a strategic medium, although its use still faces a number of limitations. An international study by Djafarova and Rushworth (2017) revealed that visual content uploaded via Instagram has a strong influence on audience perceptions of a brand's authenticity and credibility. This is in line with the findings of De Veirman, Cauberghe, and Hudders (2017), which emphasize that the number of followers and the level of interaction (engagement rate) serve as social proof that can strengthen the reputation of an institution or public figure. In the context of education, this means that an institution's image is not only shaped by the quality of its services, but also by how it presents itself in the digital space.

In the national context, research by Amarilia and Putri (2021) highlights the effectiveness of Instagram for the personal branding of public figures. They found that Instagram's effectiveness in building personal branding reached 64.3%, with the dominant factors being consistency of posts, visual quality, and intensity of interaction with the audience. These results show that digital branding cannot be separated from consistent content management and attractive visual communication strategies. Meanwhile, Nugroho (2020) proved that universities that actively manage their Instagram accounts can increase public trust

in the institution. Publishing student achievements, documenting academic activities, and alumni testimonials have been proven to strengthen the positive image of the institution. Haryanto (2019) also found that universities that utilize Instagram as a promotional medium are able to attract prospective students, mainly because of the visual credibility displayed. Another study by Mu'minin et al. (2025) adds a new dimension, namely the importance of creative content-based branding strategies. They found that visual consistency, inspirational narratives, and active interaction with the audience are the keys to success in building institutional identity. This study shows that digital branding should not only focus on the number of followers, but more on the quality of engagement generated.

Although previous studies have proven the effectiveness of Instagram in the context of branding, there are still several gaps. First, most studies have focused more on formal educational institutions or public figures, while studies on non-formal educational institutions in rural areas are still limited. Second, previous studies tend to place Instagram as a promotional medium, not as a predictive variable in a brand equity measurement model based on digital audience perception, especially in local non-formal educational institutions such as Jambi, even though regional social and cultural conditions can influence branding strategies and results. Thus, previous studies provide a strong theoretical foundation while also revealing gaps that need to be filled through this research. Evaluating the effectiveness of Instagram branding at non-formal institutions such as Razaka Academy Jambi can provide academic contributions as well as practical benefits relevant to local needs.

analysis of Razaka Academy's Instagram content shows that its visual identity (colors, typography, logo) is inconsistent, the content narrative tends to be formal, and the use of interactive features such as reels, polls, Q&A, and live streaming is still limited. As a result, the account functions more as a digital information board than as a strategic branding instrument capable of building emotional engagement with the audience. This condition reveals a gap between the great potential that exists and the communication strategy that is being implemented. The situation at Razaka Academy provides a concrete example of how non-formal educational institutions in the regions face the challenges of digital branding. On the one hand, this institution has a relevant audience base and promising empirical data. However, on the other hand, its Instagram management strategy does not yet fully support the formation of a strong institutional image. This discrepancy underscores the urgency of research focused on the effectiveness of Instagram branding in the context of non-formal institutions, particularly in the city of Jambi. Based on global, national, and local observations, it is clear

that Instagram has great potential as a branding tool in the context of education. However, there are a number of gaps that make this research important.

METHOD

This study uses a quantitative approach with an explanatory survey method. The research design is cross-sectional, meaning that data collection is conducted at a specific point in time without treatment or experimentation.

RESULTS AND DISCUSSION

Result

Table 2. Respondent Profile

Characteristics	Category	Persentase (%)
Gender	Male	38%
	Female	62%
Age	< 18 Years Old	5%
	18 – 22 Years Old	25%
	23 – 27 Years Old	30%
	> 27 Years Old	40%
Status	Alumni	75%
	Current Students	15%
	General Followers	10%

Table 3. Descriptive Statistics

Variabel	N	Min	Max	Mean	Std. Dev
Total_X	137	20	100	87,74	12,590
Total_Y	137	16	80	70,44	10,320

Based on descriptive statistics, the average value of the Instagram social media effectiveness variable (X) was 87.74 out of a maximum score of 100. This indicates that the effectiveness of Razaka Academy's Instagram social media is in the high category. Meanwhile, the average value of the branding variable (Y) was 70.44 out of a maximum score of 80, indicating that Razaka Academy's branding level based on the perception of Instagram followers is in the high category.

Table 4. Test of normality

Tests of Normality

	Kolmogorov-Smirnov ^a		
	Statistic	df	Sig.
Unstandardized Residual	.191	137	.000

a. Lilliefors Significance Correction

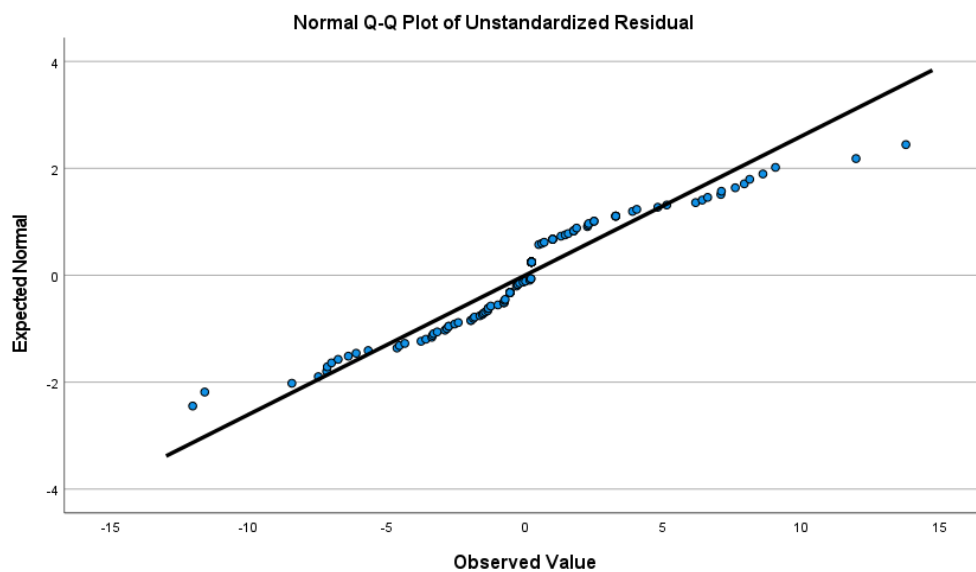


Figure 1. Histogram Residual

Based on the normality test results, a Kolmogorov-Smirnov value of 0.191 was obtained with a significance value (Sig.) of 0.000 and a sample size (N) of 137. Since the significance value is less than 0.05 ($0.000 < 0.05$), it can be concluded that the residual data is not statistically normally distributed.

Based on the residual histogram graph, the distribution pattern appears to form a bell-shaped curve and does not show extreme deviations. In addition, on the Normal Q-Q Plot graph, most of the residual points follow and are around the diagonal line, although there are slight deviations at some points.

Considering the statistical test results and graphs, it can be concluded that statistically the data does not fully meet the assumption of normality. However, because the sample size in this study is relatively large ($N = 137$), based on the Central Limit Theorem, the residual distribution can be assumed to be close to normal so that the regression model can still be used for further analysis.

Table 5. Regression Test Results

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.928 ^a	.861	.860	3.856

a. Predictors: (Constant), Total_X

b. Dependent Variable: Total_Y

An R value of 0.928 indicates a very strong relationship between the effectiveness of Instagram social media and Razaka Academy's branding. An R Square value of 0.861 indicates

that 86.1% of the variation in branding can be explained by the effectiveness of Instagram social media, while the remaining 13.9% is influenced by other factors outside the scope of this study.

Table 6. Model Feasibility Test (ANOVA)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12478.098	1	12478.098	839.073	.000 ^b
	Residual	2007.624	135	14.871		
	Total	14485.723	136			

a. Dependent Variable: Total_Y

b. Predictors: (Constant), Total_X

Based on the ANOVA test results in the table above, the calculated F value is 839.073 with a significance level of 0.000 (<0.05). This indicates that the regression model used in this study is statistically significant. A significance value of less than 0.05 indicates that the Instagram social media effectiveness variable (Total_X) is collectively able to explain the variation in the branding variable (Total_Y). Thus, the simple linear regression model used is declared fit for use in predicting the effect of Instagram social media effectiveness on Razaka Academy's branding. In addition, the Sum of Squares value in the Regression section of 12478.098 indicates the amount of branding variation that can be explained by the model, while the Residual value of 2007.624 indicates the variation that cannot be explained by the model. This further reinforces that the contribution of the Instagram social media effectiveness variable to branding is very large. Thus, based on the ANOVA test results, it can be concluded that the regression model in this study meets the feasibility criteria and can be continued in hypothesis testing through the t-test.

Table 7. Hypothesis Testing (t-test)

Coefficients ^a								
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B		
	B	Std. Error				Beta	Lower Bound	Upper Bound
							Lower Bound	Upper Bound
1 (Constant)	3.682	2.328		1.582	.116	-.922	8.286	
Total X	.761	.026	.928	28.967	.000	.709	.813	

a. Dependent Variable: Total_Y

The t-test results show a significance value of 0.000 (<0.05), so the hypothesis that the effectiveness of Instagram social media affects Razaka Academy's branding is accepted. The

regression coefficient of 0.761 shows that each unit increase in the effectiveness of Instagram social media will increase branding by 0.761 units.

Discussion

Level of Effectiveness of Razaka Academy's Instagram Social Media, based on the results of descriptive statistical analysis, the average (mean) value of the Instagram social media effectiveness variable was 87.74 out of a maximum score of 100. This value indicates that the effectiveness of Razaka Academy's Instagram social media is in the high category. This indicates that the use of Instagram as a communication medium has been successful and is able to convey messages optimally to followers. The results of this study show that Razaka Academy's Instagram account has met these indicators, so it can be said to be effective as a digital communication medium for the institution.

Razaka Academy Branding Level Based on Instagram Followers' Perceptions, Descriptive statistics show that the average value of the branding variable is 70.44 out of a maximum score of 80. This indicates that Razaka Academy's branding is in the high category based on the perceptions of Instagram followers. This high level of branding indicates that Instagram followers have good brand awareness of Razaka Academy, have a positive brand image, and view the institution as having good perceived quality. The results of this study indicate that Razaka Academy has successfully built strong brand equity through Instagram as one of its communication channels.

The Effect of Instagram Social Media Effectiveness on Razaka Academy's Branding, Based on the results of simple linear regression analysis, an R value of 0.928 was obtained, indicating a very strong relationship between the effectiveness of Instagram social media and Razaka Academy's branding. An R Square value of 0.861 shows that 86.1% of branding variation can be explained by the effectiveness of Instagram social media, while the remaining 13.9% is influenced by other factors outside the scope of this study. In addition, the t-test results show a significance value of 0.000 (<0.05), which means that the effectiveness of Instagram social media has a significant effect on Razaka Academy's branding. A positive regression coefficient (0.761) indicates that the higher the effectiveness of Instagram social media, the higher the level of branding that is formed.

These findings confirm that social media, particularly Instagram, is not merely an informational platform but a strategic instrument in building and strengthening the branding of educational institutions. Effectiveness in content management, interaction, and message delivery has been proven to make a substantial contribution to shaping perceptions and institutional image among followers. Therefore, it can be concluded that the effectiveness of

Instagram social media has a very strong and significant influence on the branding of Razaka Academy.

Boyd and Ellison (2007) offer another perspective by defining social media as web-based services that allow individuals to build public or semi-public profiles within a system, establish connections with other users, and view and explore the connections that others have built within that system. Social media plays an important role in building the image and branding of educational institutions through creative and well-planned digital communication strategies. The use of various platforms can expand reach and increase public trust, although there are still challenges in the form of limited human resources, technical competence, and platform risks such as data security and algorithm changes (Anggita & Sulistyorini, 2025).

One platform that stands out in this phenomenon is Instagram. Launched in 2010, Instagram emphasizes the power of visual content in the form of photos, short videos, stories, and reels. Instagram, sebagai salah satu platform media sosial paling populer, tidak hanya digunakan untuk hiburan atau berbagi foto, tetapi juga dimanfaatkan oleh berbagai lembaga pendidikan sebagai alat yang efektif untuk membangun citra merek institusional mereka (Lubis & Hidayat, 2023). Interactive features such as likes, comments, and direct messages reinforce Instagram's role as a two-way communication tool (Sheldon & Bryant, 2016).

Interactive features such as likes, comments, and direct messages reinforce Instagram's role as a two-way communication tool (Sheldon & Bryant, 2016). International studies show Instagram's significant influence on shaping public perception. Djafarova and Rushworth (2017) found that brand authenticity and credibility are greatly influenced by visual representation on Instagram. De Veirman, Cauberghe, and Hudders (2017) added that the number of followers, interaction levels, and engagement rates serve as social proof that strengthens an institution's reputation. Thus, Instagram's effectiveness in building image is not only determined by the number of audiences reached, but also by the quality of interactions created. This global phenomenon shows that social media, especially Instagram, has shifted from being merely a space for sharing personal moments to a strategic arena for strengthening institutional identity.

CONCLUSION

Based on the results of the study, it can be concluded that the effectiveness of Instagram social media has a positive and significant influence on the branding of Razaka Academy. The descriptive analysis shows that the level of Instagram effectiveness is in the high category, as well as the branding level based on followers' perceptions.

The simple linear regression analysis indicates a very strong relationship between Instagram effectiveness and branding ($R = 0.928$), with a coefficient of determination (R^2) of 0.861. This means that 86.1% of the variation in branding can be explained by the effectiveness of Instagram social media, while the remaining 13.9% is influenced by other factors beyond this study. The hypothesis testing further confirms that Instagram effectiveness significantly affects institutional branding.

Therefore, Instagram is not merely an informational medium but a strategic digital branding instrument capable of strengthening institutional image, increasing audience engagement, and shaping positive public perceptions. This study contributes empirically to the development of digital branding strategies for non-formal educational institutions, particularly in regional contexts.

ACKNOWLEDGMENT

The authors would like to express their sincere gratitude to the management of Razaka Academy for granting permission and providing support during the data collection process. Appreciation is also extended to all Instagram followers who participated as respondents in this study. The authors also thank the lecturers and colleagues of the Sports and Health Education Study Program, Faculty of Teacher Training and Education, Jambi University, for their guidance, input, and academic support throughout the completion of this research.

REFERENCES

- Amarilia, R., & Putri, D. A. (2021). Efektivitas media sosial Instagram terhadap personal branding figur publik. *Jurnal Ilmu Komunikasi*, 9(2), 145–158.
- Anggita, N. R., & Sulistyorini. (2025). Pemanfaatan Media Sosial untuk Meningkatkan Branding Lembaga Pendidikan : Tinjauan Sistematis 2021-2024. 14(4), 6769–6786.
- APJII. (2023). Survei penetrasi dan perilaku pengguna internet Indonesia 2023. Jakarta: Asosiasi Penyelenggara Jasa Internet Indonesia.
- Asmawi, Syafei, & Yamin, M. (2019). *Pendidikan Berbasis Teknologi Informasi Dan Komunikasi*. 50–55.
- Boyd, D. M., & Ellison, N. B. (2007). Social network sites: Definition, history, and scholarship. *Journal of Computer-Mediated Communication*, 13(1), 210–230.
- DataReportal. (2024). Digital 2024: Indonesia. We Are Social & Meltwater.
- De Veirman, M., Cauberghe, V., & Hudders, L. (2017). Marketing through Instagram influencers: The impact of number of followers and product divergence on brand attitude. *International Journal of Advertising*, 36(5), 798–828.
- Djafarova, E., & Rushworth, C. (2017). Exploring the credibility of online celebrities' Instagram profiles in influencing the purchase decisions of young female users. *Computers in Human Behavior*, 68, 1–7.
- Haryanto, R. (2019). Pemanfaatan media sosial Instagram sebagai media promosi perguruan tinggi. *Jurnal Komunikasi Pendidikan*, 3(2), 85–94.

- Hu, Y., Manikonda, L., & Kambhampati, S. (2014). What we Instagram: A first analysis of Instagram photo content and user types. *Proceedings of the International AAAI Conference on Web and Social Media*, 8(1), 595–598.
- Lubis, A. R. H., & Hidayat, R. (2023). Pengaruh Marketing Media Sosial Instagram Terhadap Citra Merek. *Ekonomi, Keuangan, Investasi Dan Syariah (EKUITAS)*, 4(4), 1213–1219. <http://doi.org/10.47065/ekuitas.v4 i4.3210>
- Nugroho, A. (2020). Peran Instagram dalam membangun citra perguruan tinggi. *Jurnal Manajemen Pendidikan*, 7(1), 41–52.
- Setiawan, D. (2018). Dampak Perkembangan Teknologi Informasi dan Komunikasi Terhadap Budaya Impact of Information Technology Development and Communication on Culture. 4(1), 62–72.
- Sheldon, P., & Bryant, K. (2016). Instagram: Motives for its use and relationship to narcissism and contextual age. *Computers in Human Behavior*, 58, 89–97.
- UNESCO. (2018). Digital literacy global framework. Paris: United Nations Educational, Scientific and Cultural Organization.
- We Are Social. (2024). Global digital overview 2024. We Are Social & Meltwater.
- Wiriany, D., Natasha, S., & Kurniawan, R. (2022). Perkembangan Teknologi Informasi Dan Komunikasi Terhadap Perubahan Sistem Komunikasi Indonesia. 8(November), 242–252.