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Analysis of Instagram Utilization as a Medium for Learning Islamic History: A Netnographic Study of the @islamichistories Account

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Abstract

The development of social media (requiring reinterpretation in accessing, studying, and understanding history, including Islamic history education) has changed the way people access knowledge, including Islamic history education. Earlier studies have placed a greater emphasis on the creativity of packaging historical content but are still limited in examining audience interaction and the effectiveness of Instagram as a new sphere for learning Islamic history. Therefore, this study intends to examine the way Instagram serves as a specific means for learning Islamic history on the @islamichistories account through the *Sahabat Nabi* Series content. This study uses a netnographic approach, focusing on 30 posts from the Sahabat Nabi series. Data was obtained through digital observation by examining the content form, presentation strategy, and audience response. Analysis of data occurred thematically, utilizing a series of data reduction, categorization, and interpretation to find patterns of interaction and meaning. The findings show that Instagram is effective as a medium for learning history because it combines visual, narrative, and reflective aspects that can improve historical literacy as well as digital literacy. What is new about this study involves its emphasis on audience interaction, which creates a dialogical space in learning Islamic history.

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INTRODUCTION

Digital technology's growth has caused substantial transformations in numerous life sectors, such as the educational field. Social media, which was initially used only for communication and entertainment, has now become a space for the dissemination of knowledge and learning. (Greenhow & Lewin, 2019) emphasize the importance of reconceptualizing traditional classrooms by leveraging the dynamics of social media to create inclusive, participatory learning communities. In line with this, (Junco, 2014) asserts that social media can strengthen social relationships, foster learning motivation, and create a more participatory educational experience. This matches the 21st-century learning framework, prioritizing digital literacy, collaboration, and the use of information technology (Zubaidah, 2018).

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Instagram stands as a widely used social media networking site, excelling at attracting users with its creative, interactive visual features. These advantages make it a medium for delivering educational material in a more engaging, interactive, and easy-to-understand way. Referencing 2025 survey data released by the Indonesian Internet Service Providers Association (APJII), within a complete population of 284,438,900 throughout Indonesia, 229,428,417 people are connected to the internet. This figure shows that the internet penetration level in Indonesia hit 80.66% (Survei APJII, 2025). Data from Statista also shows that Indonesia's active social media users by February 2025 placed third within Asia Pacific, following China and India, while remaining the highest throughout the Southeast Asian region (statista, 2025). Furthermore, We Are Social (2025) reports that Instagram ranks second, after WhatsApp, among the most popular social media platforms in Indonesia. This proves that Instagram has a very strong appeal compared to other digital platforms.

Researchers explain that Instagram has great potential as an interesting and effective medium for learning history, especially for younger generations such as Generation Z and millennials. Instagram can present historical information using more captivating methods via visual media, including pictures, clips, and infographics, alongside interactive tools such as various stories and reels (Syaikhu & Shalihah, 2024). Moreover, Instagram is able to deliver historical data in more lively, reachable, and engaging manners than conventional techniques such as textbooks (Nawawi & Sumiati, 2023). Studies show that using Instagram in history learning can significantly increase student engagement and interest, with various educational accounts presenting historical material in engaging and relevant ways (Kusmayadi et al., 2025). Based on these advantages, Instagram has become one of the most widely used platforms for disseminating historical education content, especially Islamic history.

The growing number of Instagram users is accompanied by rising interactions on the platform. Using a netnographic approach, researchers explore digital culture and community interactions on Instagram. Several previous researchers have successfully analyzed social media for learning., from its effectiveness to its impact on understanding learning materials. First, researchers found that Instagram is effective for teaching history, as demonstrated by Haq & Ibrahim (2025). A case study of the @historiadotid account shows that Instagram is effective at introducing critical, credible historical information to the millennial generation. In addition, research by Rani & Khakim (2024) using historical site tour videos uploaded to Instagram (such as Visimuka) has demonstrated high validity and suitability as a medium for history learning in schools. Second, research focusing on the effects of Instagram on student learning motivation, as conducted by Widarti et al. (2024) and Amanda et al. (2024). These authors suggest utilizing Instagram as a learning medium significantly increases students' motivation and interest, making them more enthusiastic about learning history.

Based on previous research, Instagram has significant potential as a learning medium for Islamic history, given its visual, interactive, and accessible features. This platform not only presents information in short texts but also combines them with illustrations and visual narratives that attract the audience's attention. In the context of learning, this kind of strategy is believed to help the audience understand history more easily, and in line with the learning style of the digital age. Thus, the hypothesis underlying this study is that educational Instagram accounts, such as @islamichistories, which present Islamic history content, not only work to distribute various information and simultaneously operate as a powerful alternative choice of learning media. In addition, it is assumed that audience engagement, as reflected in likes, comments, and shares, indicates an elevated motivation for learning in addition to the presence of an indirect process of knowledge internalization. Using a netnographic approach, this study aims to reveal how this educational process occurs in the digital space.

The urgency of this study lies for perceiving how social media is able to optimized as an educational tool, particularly for conveying religious and historical material. Social media operates not simply for entertainment but furthermore acts as an instructional tool capable of enhancing the general public's overall understanding and awareness of historical events. By presenting contextual, narrative, and accessible historical content, social media enables audiences to understand history more closely in relation to their current reality. This contributes to the development of historical awareness, the ability of individuals to understand past events, assess their relevance, and learn lessons for the present and future (Jumardi et al., 2024). This study is vital as a reaction to educational shifts within digital environments and provides a contribution toward creating flexible, modern, and effective learning methods.

METHOD

The selection of this research topic is based on the urgency of understanding the transformation of Islamic history learning in the digital age, particularly through the Instagram platform, which is widely used by the younger generation. The @islamichistories account was chosen as the object of research for its consistent presentation of Islamic history content in an engaging, educational, and interactive manner, making it a potential medium for learning outside the classroom. This topic is considered important because social media serves not just for amusement but additionally functions as has great potential as an alternative learning medium, especially in the field of Islamic history, which is often considered less interesting when presented solely in text. The study employs qualitative research through a specific netnographic approach, a method that combines ethnography with digital interaction spaces. (Kozinets, 2020) defines netnography as an adaptation of ethnography applied to online communities to understand the practices, meanings, and social interactions that occur in a digital context. Similarly, (Sulianta, 2022) explains that netnography is a digital ethnographic method that allows researchers to examine the behavior, communication, and identity construction of modern society through online platforms.

The data used are descriptive-qualitative, consisting of visual content, narrative text, and audience interaction with the posts studied. This study primarily derives its data from various Instagram posts on the @islamichistories account, which are part of a series themed Sahabat Nabi (Friends of the Prophet) uploaded between January and April 2025, totaling 30 posts. This series was chosen because it is relevant to Islamic history material and thus aligns with the research objective of analyzing the the application of Instagram as platforms for learning Islamic history. Data selection was carried out using purposive sampling, which involves only selecting content that is relevant to the research focus so that the data obtained is relevant for analysis. Additionally, audience comments, interaction counts, and response types were used as supplementary data sources to understand the dynamics of the learning process. Through such an approach, the research targets giving a full and clear description of Instagram's utilization as a medium for teaching Islamic history.

The data collection stage in this study was conducted through systematic virtual observation of content published on Instagram, particularly that related to Islamic history. The observation process involved documenting all posts published within a specific period. In addition, the researchers also recorded audience interactions through comment columns, the number of likes, and emerging response patterns. This data was organized into digital field notes to facilitate analysis. Moreover, the data analysis stage followed the principles of netnographic analysis (Kozinets, 2020), which included data coding, theme grouping, and interpretation of meaning in the context of digital culture. The analysis was carried out by

rereading all the data to find patterns of communication, narratives, and representations of Islamic history learning that emerged. Visual data was analyzed by focusing on the design elements, symbols, and messages, whereas written information was examined via a thematic approach to identify dominant topics and audience responses. The final stage of analysis linked the findings to digital literacy and 21st-century learning, resulting in a deep understanding about how Instagram serves as a specific medium for learning Islamic history.

RESULTS AND DISCUSSION

About The @islamichistories Account

The image shows the profile of an Instagram account with the username @islamichistories. This account focuses specifically on the theme of Islamic civilization history, which falls under the Education category. Based on the information in its profile, this account has an educational mission with the tagline "Islamic History for a better life." This tagline indicates that the account aims to provide life lessons through the narrative of Islamic history. The account is highly active, as evidenced by 1,330 posts. The 144,000 followers indicate that it has a large audience and is trusted by Instagram users as a source of information on Islamic history. The @islamichistories account joined Instagram since March 2019, meaning it has been active for more than five years. This duration of existence demonstrates the consistency and dedication of the account managers in building and developing Islamic history content continuously on the social media platform.



Figure 1. @islamichistories's Profile Account

Series *Sahabat Nabi*

Throughout 2025, a total of 30 posts were published as part of the *Companions of the Prophet* series. These posts were classified into eight categories: Black Companions, Jewish Companions, Coptic Companions, Persian Companions, Roman Companions, Indian Companions, Iraqi Companions, and Lost Companions. Table 1 presents the names of all Companions featured in the posts published throughout 2025, organized according to these eight categories.

Audience Interaction

Furthermore, several dominant patterns of audience comments were identified throughout the series, reflecting the dynamics of interaction between content creators and their audiences. Table 2 presents the dominant patterns of audience interaction observed in the comment sections of the *Companions of the Prophet* series.

Table 1. Series *Sahabat Nabi*

Category	Name	Like	Comment	Share	Link
Series Sahabat Kulit Hitam	Bilal bin Rabbah	359	2	20	https://www.instagram.com/p/DERHo8_TKm-/?utm_source=ig_web_copy_link&igsh=MzRlODBiNWFlZA==
	Washyi bin Harb	240	7	7	https://www.instagram.com/p/DEWIxjxzvkc/?-utm_source=ig_web_copy_link&igsh=MzRlODBiNWFlZA==
	Ummu Ayman	267	11	17	https://www.instagram.com/p/DEYgLHKznEl/?-utm_source=ig_web_copy_link&igsh=MzRlODBiNWFlZA==
	Ayman bin Ubayd	337	9	11	https://www.instagram.com/p/DEbZVAVTpmY/?-utm_source=ig_web_copy_link&igsh=MzRlODBiNWFlZA==
	Sumayyah	179	2	8	https://www.instagram.com/p/DEdxBZczUGz/?-utm_source=ig_web_copy_link&igsh=MzRlODBiNWFlZA==
	Ummu Mahjan	185	2	24	https://www.instagram.com/p/DEgULIHThm7/?-utm_source=ig_web_copy_link&igsh=MzRlODBiNWFlZA==
	Mihja bin Salih	148	0	4	https://www.instagram.com/p/Dei9itzTSh2/?-utm_source=ig_web_copy_link&igsh=MzRlODBiNWFlZA==
	Saad al-Aswad	109	7	5	https://www.instagram.com/p/DElibXlT8nS/?-utm_source=ig_web_copy_link&igsh=MzRlODBiNWFlZA==
	Najashi	682	9	51	https://www.instagram.com/p/DeoEbstTK_e/?-utm_source=ig_web_copy_link&igsh=MzRlODBiNWFlZA==
	Abraha	136	0	5	https://www.instagram.com/p/DeqmeE_zjfV/?-utm_source=ig_web_copy_link&igsh=MzRlODBiNWFlZA==
	Usamah bin Zaid	501	11	63	https://www.instagram.com/p/Detd1d8zPL5/?-utm_source=ig_web_copy_link&igsh=MzRlODBiNWFlZA==
Series Sahabat Yahudi	Abdullah bin Salam	149	1	12	https://www.instagram.com/p/DExHIp9z5qS/?-utm_source=ig_web_copy_link&igsh=MzRlODBiNWFlZA==
	Safiyya binti Huyayy	274	5	16	https://www.instagram.com/p/Dezq-nZz0qk/?-utm_source=ig_web_copy_link&igsh=MzRlODBiNWFlZA==
	Rayhana binti Zayd	159	1	27	https://www.instagram.com/p/DE1BBh2zfkT/?-utm_source=ig_web_copy_link&igsh=MzRlODBiNWFlZA==
	Zaid bin Su'na	123	0	2	https://www.instagram.com/p/DE6HxfgTg57/?-utm_source=ig_web_copy_link&igsh=MzRlODBiNWFlZA==
Series Sahabat koptik	Maria al-Qibtiya	142	3	12	https://www.instagram.com/p/DFB05doTufi/?-utm_source=ig_web_copy_link&igsh=MzRlODBiNWFlZA==

	Sirin	74	1	1	https://www.instagram.com/p/DFEcEJmTAPT/?-utm_source=ig_web_copy_link&igsh=MzRlODBiNWFlZA==
Series Sahabat Persia	Salman al-Farisi	129	1	10	https://www.instagram.com/p/DFG_FWxTvHU/?-utm_source=ig_web_copy_link&igsh=MzRlODBiNWFlZA==
	Salim Maula Abi Hudzaifah	127	0	13	https://www.instagram.com/p/DFJmj6GtgOW/?-utm_source=ig_web_copy_link&igsh=MzRlODBiNWFlZA==
	Bazan	137	0	5	https://www.instagram.com/p/DFMFBZbzLgS/?-utm_source=ig_web_copy_link&igsh=MzRlODBiNWFlZA==
Series Sahabat Romawi	Lubaynah & Ummu Ubais	107	0	12	https://www.instagram.com/p/DFUDksczwWF/?-utm_source=ig_web_copy_link&igsh=MzRlODBiNWFlZA==
	Zinira	235	2	18	https://www.instagram.com/p/DFWZhz_TuxN/?-utm_source=ig_web_copy_link&igsh=MzRlODBiNWFlZA==
	Suhaib bin Sinan	135	0	3	https://www.instagram.com/p/DfbmvaSTvUY/?-utm_source=ig_web_copy_link&igsh=MzRlODBiNWFlZA==
Series Sahabat India	Cheraman Perumal	183	0	12	https://www.instagram.com/p/DFl8x3FzspY/?-utm_source=ig_web_copy_link&igsh=MzRlODBiNWFlZA==
Series Sahabat Iraq	Addas	206	2	14	https://www.instagram.com/p/DfoVlxgTuQX/?-utm_source=ig_web_copy_link&igsh=MzRlODBiNWFlZA==
Series Sahabat Yang Hilang	Julaybib	149	1	5	https://www.instagram.com/p/DFrHbZPTCV4/?-utm_source=ig_web_copy_link&igsh=MzRlODBiNWFlZA==
	Zahir bin Haram	245	3	29	https://www.instagram.com/p/DGAc_QhzabX/?-utm_source=ig_web_copy_link&igsh=MzRlODBiNWFlZA==
	Haritsah bin Suraqah	128	0	10	https://www.instagram.com/p/DGCU5w7TBPE/?-utm_source=ig_web_copy_link&igsh=MzRlODBiNWFlZA==
	Abu Dujanah	125	0	3	https://www.instagram.com/p/DitSxrrzBhp/?-utm_source=ig_web_copy_link&igsh=MzRlODBiNWFlZA==
	Al-Bara bin Malik	138	0	3	https://www.instagram.com/p/DIuuSYnTQmU/?-utm_source=ig_web_copy_link&igsh=MzRlODBiNWFlZA==

Table 2: Audience Interaction Patterns

No	Comments	Explanation
1		Comments expressing gratitude
2		Comments in the form of questions
3		Comments as self-reflection
4		Comments in the form of criticism or feedback

The Analysis of Content and Strategy of Presenting Historical Material

1. Types of Content

All 30 posts about the Sahabat Nabi series are presented in the form of infographic content. This is because infographics are highly effective for disseminating information on Instagram accounts (Saputri & Jumino, 2023). Infographics, such as photos or images, are considered simpler and very appropriate for conveying marketing and educational messages. The text in infographics is one of the efforts to persuade followers, aiming to influence the opinions, attitudes, and actions of those who read it (Pradatha & Muksin, 2021). The use of infographics is appropriate in increasing public interest and understanding. This is why, to capture the attention of the public, especially the younger generation who currently have low reading interest, an appropriate approach is needed, one of which is conveying information using infographics as a medium (Juliyanto & Rusdi, 2018).

As well as infographics, the @islamichistories account also uses two other types of content, namely Reels and Insta Stories, to share posts. Reels allows creators to make long or short videos to share educational topics in a more in-depth, interactive way (Hanafiah et al., 2024). In addition, they can also add contemporary music, effects, and filters (Noortyani, 2024). Meanwhile, Insta Stories is a feature for uploading photos, videos, and text. Unlike posts, Insta Stories have a time limit for uploading: they can only be viewed for 24 hours (Siahaan et al., 2022). Moreover, engaging tools like various polls, questions, and swipe-up links also increase audience participation, making communication more dialogical and expressive. This creates a more personal and spontaneous communication experience (Martha, 2021).

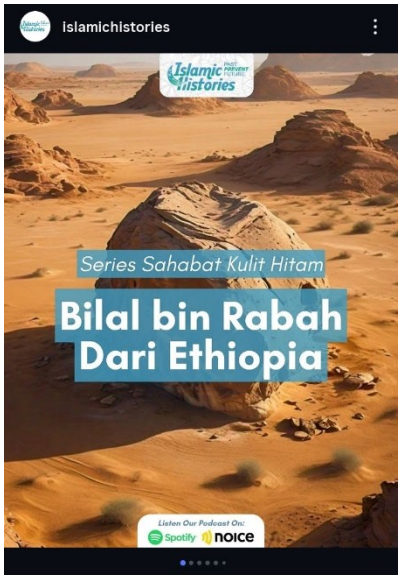


Figure 2. ***Sahabat Kulit Hitam***

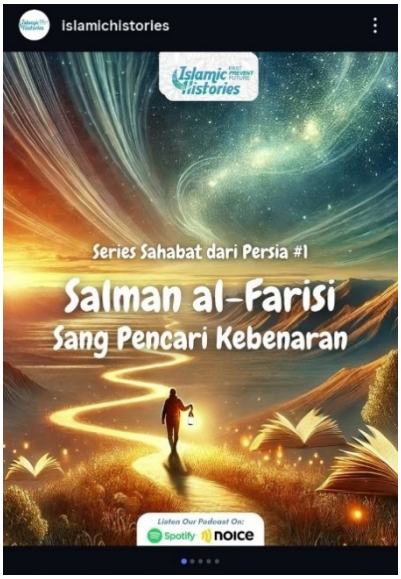


Figure 3. ***Sahabat Persia***

2. Presentation Strategies

The presentation of historical material through posts on the @islamichistories account in the Sahabat Nabi series appears to be designed with an attractive visual and narrative approach to make it easily accepted by the audience. Each post about the Prophet's companions is generally presented in six slides. The first slide always displays the companion's name as the content title, accompanied by the label "Series Sahabat Nabi" according to the companion's category, which reinforces the continuity of the theme. Visual elements such as the account logo reinforce a consistent visual identity. Selecting images in the form of illustrations related to the companion's background makes the companion easier to recognize. The font chosen is bold, white, and large enough to contrast with the dark background. This makes the text easy to read even when placed over detailed images.

Then, from the second slide onward, the slides use a white background and black font. In the middle of the slide, an image is usually also included. The account logo is displayed on every slide. The last slide always contains reflective questions for the audience and serves as a communication medium. Captions are always included to support the visuals by providing additional context. Captions are texts that accompany content and provide context, add meaning, and enrich the audience's understanding of what is displayed (Putra et al., 2024). It serve to convey information to express emotions such as happiness, sadness, and to convey a message in written language (Meisani et al.,

2016). In terms of language, captions are written simply and concisely but communicatively. Finally, the hashtag #PastPresentFuture is always included directly below the caption.

3. Audience Response

Common responses on Instagram to content include likes, comments, and shares. The like button functions as an affective response that is usually used to show interest, acceptance, or support for content and includes the lowest level of engagement because it only requires a quick click (Wut et al., 2022) (Kim & Yang, 2017). Pressing the Like button reflects support for the posted content (Alhabash et al., 2015). Liking is a much easier and faster interaction than sharing or commenting (Usmani et al., 2019). In the Sahabat Nabi Series, the number of likes generally ranges from 100 to 300 likes. Only two companions received a higher-than-average number of likes: Usamah bin Zaid and Najashi. This proves that the audience interacts with every post in the Sahabat Nabi Series. The audience also shares all posts in this series via the share feature to reach a larger audience. The Share feature on social media enables the dissemination of information and the reach of a wider audience (Tenenboim, 2022).

As shown in Table 2, comments indicate the audience's response to the historical content presented. Writing comments on social media constitutes an action necessitating increased intellectual focus and attention (Kertamukti et al., 2019) because users are required to provide responses in the form of narratives or opinions, thus reflecting more meaningful engagement (Wut et al., 2022) (Kim & Yang, 2017). The comment section helps users understand the content and learn about others' perspectives (Husna & Rianto, 2021). In this series, several dominant comment patterns emerge; first, expressions of gratitude. These comments indicate that the audience feels they have gained new insights and benefited from reading the posts. Second, comments in the form of questions. Some audiences ask questions about the uploaded content to better understand the historical material presented. Third, comments as self-reflection. Self-reflection involves the audience's personal experiences, as well as their thoughts and feelings after seeing the post. And finally, comments in the form of criticism or feedback. Some audience criticism or feedback takes the form of requests to add references and corrections to some posts.

The Benefits of Using Instagram as a Medium for Learning History

Why is it important to study history? This is because learning history can foster a range of thinking skills, including critical thinking and problem-solving (Lee, 2023). The purpose of studying history is to learn historical facts, understand cause-and-effect relationships, comprehend and appreciate past events, develop the ability to evaluate and critique those events, and practice historical research techniques (Alghamdi & Achour, 2020). Learning history is not only about memorizing dates and events, but also about understanding their implications and relevance to current life (Yusran & Tati, 2024). History is important for lifelong learning and self-development (Jackson, 2018) because it has intellectual value that can enhance understanding (Collins & Stearns, 2020).

In relation to the discussion about the Companions of the Prophet, the @islamichistories account introduces the names of the Companions with various backgrounds and explains their life stories. This is relevant to the function of studying history, one of which is to find out what happened in the past (Westberg, 2021). What happened in the lives of the Companions of the Prophet is a lesson that needs to be known. The diversity of the Prophet's Companions also teaches us to understand cultural diversity, appreciate differences, and prevent discrimination (Andi et al., 2023). In addition, the series on the Prophet's Companions inspires and serves as an example through their life stories,

enabling us to emulate their attitudes, struggles, and wisdom (Alghamdi & Achour, 2020). Studying history has been proven to instill character education values such as responsibility, perseverance, and gratitude, derived from the struggles and character of the Prophet's Companions (Restiana et al., 2020).

Another positive impact is the increase in historical literacy through digital media. Historical literacy is not only about content knowledge but also the ability to understand narratives, evaluate sources, and construct evidence-based arguments (Roberts, 2011). In the digital age, history learning must integrate digital literacy (Sormin et al., 2017). Digital literacy skills are essential when dealing with the various difficulties of 21st-century living (Saputra & Siddiq, 2020). Students need to be encouraged to critically search for, evaluate, and utilize historical information from various digital media. In history learning, digital literacy enables students to comprehend subject matter plus sharpen individual analytical logic, collective teamwork, along with interpersonal sharing abilities within the virtual world (Sormin et al., 2017). The existence of the @islamichistoris account has proven effective in improving digital literacy, especially in the context of learning Islamic history.

Using Instagram as a medium for learning Islamic history is highly effective and significantly increases users' knowledge and awareness. This is because Instagram is an easy-to-use learning medium that can enhance creativity in learning, provide new and enjoyable experiences, and facilitate the acquisition of information (Setia & Fajriana, 2022), so that historical content is more accessible and understandable, making the historical material presented interesting and not boring. Educators can take advantage of these benefits as an innovation in digital media-based learning. Through features such as Instagram feed, Instagram reels, Instagram stories, Instagram Live, and highlights, learning materials can be integrated into these features based on learning needs (Laily et al., 2022). For educators, Instagram can be a source of inspiration and creative ideas for teaching, facilitate interaction and engagement with students outside the classroom (Carpenter et al., 2020), and improve learning outcomes (Obeso et al., 2023).

CONCLUSION

This study shows that Instagram, particularly through the @islamichistories account and its Sahabat Nabi (Prophet's Companions) series, is highly effective as a medium for learning Islamic history. Presenting content as infographics has proven effective at attracting audience attention, especially among younger generations who are more accustomed to visual and interactive media. The consistent presentation strategy, from the slide structure and use of illustrations to fonts and communicative captions, shows the creator's awareness of combining visual, narrative, and interactive aspects to make historical messages easier to understand. User feedback through likes, comments, and shares demonstrates a high level of active engagement that is not only affective but also cognitive and reflective. The audience not only receives information but also asks questions, provides input, and engages in personal reflection. This shows that Instagram can function as a participatory learning space that encourages dialogue between content managers and audiences.

Furthermore, the existence of this account has been proven to improve historical and digital literacy. Through creative and interactive content, users not only gain insight into Islamic history, particularly the lives of the Prophet's Companions, but also reflect on the relevance of history to contemporary life. Thus, this study confirms that Instagram can be an innovative and effective alternative medium for learning Islamic history in the digital age. Therefore, this research offers educators a solution for integrating Instagram as a learning medium, especially for Islamic history. The aim is to provide a variety of learning methods

while creating new innovations in learning. In the digital age, educators must adapt to technological advancements.

The constraint of this study relates to its specific scope, which focuses solely on a single Instagram account, namely @islamichistories; consequently, the findings cannot yet be broadly generalized to other social media contexts or to accounts with different characteristics. Thus, the results of this study primarily reflect the specific dynamics of the account under investigation. Consequently, it is advised that future research broadens the current scope of study in the digital realm by conducting comparative analyses across several social media accounts that cover Islamic history, both on Instagram and other platforms such as TikTok and YouTube. Additionally, research could examine differences in the effectiveness of digital content formats, such as infographics, short videos, or live content, in enhancing understanding of Islamic history. Thus, it is hoped that future research will deliver a broader perspective regarding the employment of social media as a medium for learning Islamic history within today's digital era.

DECLARATION OF AI AND AI ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

During the preparation of this manuscript, the authors utilized ChatGPT (OpenAI) to assist with brainstorming research ideas and developing the manuscript outline. Connected Papers was used to identify relevant academic literature supporting the research. All AI-assisted outputs were subsequently reviewed, verified, and revised by the authors, who assume full responsibility for the accuracy, originality, integrity, and final content of the publication.

AUTHOR CONTRIBUTION STATEMENT

The first author (corresponding author) contributed to data collection, methodology, and formal data analysis. The second author contributed to media content analysis and methodology. The third author was responsible for language proofreading, grammatical editing, and similarity checking, while the fourth author contributed to manuscript proofreading and content analysis. All authors reviewed and approved the final version of the manuscript and agreed to be accountable for their respective contributions.

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DATA AVAILABILITY STATEMENT

The data supporting the findings of this study are available from the corresponding author upon reasonable request, subject to applicable ethical and confidentiality considerations.

DECLARATION OF INTERESTS

The authors declare that they have no financial or non-financial competing interests related to this study.

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