



A Phenomenological Study of Students Experiences in Understanding Mental Health Campaign Messanges on Instagram

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Article Info

Article history:

Received April 23, 2026

Approved August 15, 2026

Keywords:

College Students,
Instagram, Mental Health
Campaign, Mental Health
Literacy,,
Phenomenological Study,
Social Media

ABSTRACT

This study aims to explain how college students interpret mental health campaign messages on Instagram, focusing on the accounts @catatan_psikologis and @wantja. Using a phenomenological qualitative approach, participants were selected through purposive sampling and interviewed in depth; the data were then analyzed using thematic analysis. The results revealed five main themes: Instagram is positioned as a safe entry point for learning about mental health; visuals, storytelling, and everyday language facilitate message comprehension; students actively negotiate the credibility of accounts before trusting the content; there is ambivalence between feeling helped and fearing self-diagnosis; and campaigns can trigger self-reflection and encourage some students to seek professional help. These findings underscore the role of social media as a space mediating young people's mental health experiences and the importance of message design that is empathetic, accurate, and accompanied by clear service referrals.

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How to cite: Kurniawati, R. A., & Luqman, Y. (2026). A Phenomenological Study of Students Experiences in Understanding Mental Health Campaign Messanges on Instagram . *Jurnal Ilmiah Global Education*, 7(3), 2694–2703. <https://doi.org/10.55681/jige.v7i3.6178>

INTRODUCTION

College students are an age group in a developmental transition toward adulthood, during which academic, social, and existential pressures often affect their psychological well-being. In the dynamic context of campus life, students face various demands ranging from academic achievement and social adaptation to the search for self-identity which can trigger stress, anxiety, and symptoms of depression (Kustiawan *et al.*, 2025). This situation has made mental health issues among college students a serious concern, particularly in the post-pandemic era as digital and social pressures continue to rise. According to Setiyadi *et al.*, (2025), college students

are among the groups most vulnerable to post-pandemic emotional and mental disorders due to drastic changes in lifestyle, social restrictions, and uncertainty about the future.

Public awareness of mental health issues is growing, in line with a shift in public discourse that increasingly recognizes psychological well-being as an integral part of holistic health (Indiarma *et al.*, 2024). In Indonesia, results from the Basic Health Research (Riskesdas) indicate a significant increase in cases of emotional mental disorders among adolescents and young adults over the past five years (Kustiawan *et al.*, 2025). This phenomenon is exacerbated by low mental health literacy and strong social stigma, which deter individuals from seeking professional help (Duraku *et al.*, 2024). In this context, mental health campaigns on social media have emerged as an alternative effort to raise awareness and encourage positive behavior among college students.

Instagram, as a visual platform popular among the younger generation, has become a new space for disseminating mental health campaign messages. Through content such as infographics, short videos, and personal narratives, messages about the importance of maintaining mental health are shared in an engaging and accessible style. However, the effectiveness of these messages remains a subject of debate. Some studies suggest that social media can be an effective educational tool (Dávila *et al.*, 2024), while others have identified potential negative effects such as the emergence of fear of missing out (FOMO), social comparison, and inaccurate self-diagnosis (Jain *et al.*, 2025).

In the context of communication, the differing effects of these campaigns can be explained through Social Perception Theory and Reception Theory. Social Perception Theory emphasizes that an individual's understanding of a message is influenced by their experiences, values, and pre-existing cognitive schemas (Heider, 1958). Meanwhile, within the framework of Reception Theory (Hall, 1980), the audience is not merely a passive recipient but actively interprets and constructs meaning based on the socio-cultural context in which they live. In the context of this study, students act as active meaning makers who interpret mental health campaign messages on Instagram in accordance with their personal experiences, social environment, and psychological literacy.

The novelty of this study lies in the application of a phenomenological approach to the study of digital health communication, focusing on students' subjective experiences in interpreting mental health campaign messages. Most previous studies have highlighted the relationship between social media use and psychological impacts such as stress or depression through quantitative approaches (Rajaei, 2024); Plackett *et al.*, 2025). However, few studies have examined how the meaning of these campaign messages is shaped and internalized by individuals within specific social and cultural contexts. Thus, this study contributes to the development of phenomenologically grounded digital health communication research, emphasizing that perceptions of campaign messages are influenced not only by the message content but also by the recipients' life experiences and social constructions.

Furthermore, this study also contributes to the advancement of theories of interpersonal and mass communication in the digital realm by highlighting the dynamics of meaning between the intended meaning of the message by the campaign creator and the interpreted meaning received and understood by the audience. This study adds a new perspective to the literature on mental health campaigns on social media by emphasizing that campaign effectiveness is not solely measured by behavioral change, but also by the accompanying processes of subjective meaning-making and emotional experiences. Conceptually, this study contributes to the development of an experiential health communication model, which explains how the interaction

between personal factors (life experiences, mental health literacy, and emotions) and social factors (peer support, campus culture, and social norms) shapes how students interpret mental health campaign messages. This model extends perception and mass communication theories into a more interactive and participatory digital context.

Based on this foundation, this study aims to explore in depth students' experiences in understanding and interpreting mental health campaign messages on Instagram. This study also seeks to identify the personal and social factors that influence differences in perceptions of campaign messages, such as life experiences, levels of mental health literacy, support from peers, and the culture that has developed on campus. Furthermore, this study analyzes the subjective implications of this interpretation process on students' attitudes and behaviors in responding to mental health issues. Through these objectives, this study contributes to the development of digital health communication theories and practices that are more contextual, culturally sensitive, and relevant to the realities and psychosocial dynamics of today's youth.

METHODS

This study is grounded in a constructivist paradigm, which posits that social reality is shaped through subjective experiences and meanings constructed by individuals (Creswell, 1966). Therefore, this study employs a qualitative approach focused on gaining an in-depth understanding of students' experiences and perceptions in interpreting mental health campaign messages on social media, particularly Instagram. The research method used is phenomenology, with the aim of exploring the essence of participants' conscious experiences regarding the phenomenon of mental health campaigns (Giorgi, 2009). The research subjects were selected using purposive sampling, based on the following criteria: currently enrolled college students; active Instagram users for at least one year; individuals who have been exposed to or followed mental health campaigns on the platform; and those capable of articulating their experiences and perspectives in a reflective manner.

Data collection methods included semi-structured in-depth interviews and documentation of relevant campaign content. Interviews were conducted in person or online to elicit participants' personal narratives regarding their interpretation of the messages they received. The data analysis method followed Husserl's phenomenological procedure, including: epoche (bracketing) to suspend the researcher's preconceptions, horizontalization (identifying significant statements), grouping meanings into themes, and describing the essential nature of the experience. To ensure research quality, the following goodness criteria were applied: credibility (through source triangulation and member checking), transferability (detailed contextual descriptions), dependability (an audit trail of the research process), and confirmability (documentation of the researcher's reflections on personal biases).

RESULTS AND DISCUSSION

This phenomenological study explores how students actually experience and interpret mental health campaign messages on Instagram, focusing on the accounts @catatan_psikologi and @wantja. Through thematic analysis, their experiences were grouped into five domains of meaning: (1) Instagram is viewed as a relatively safe and welcoming space to begin learning about mental health, (2) visual presentation and the use of everyday language play a crucial role in helping them understand and feel connected to the messages, (3) students continuously assess

and negotiate the level of credibility and trust in the campaign accounts they follow, (4) there is a mixed feeling between being helped by the available information and concerns about falling into the practice of “self-diagnosis,” and (5) exposure to campaigns on social media can trigger self-reflection while also encouraging some students to begin considering, and even seeking, professional help.

Instagram as a Safe Gateway to Learning About Mental Health

Students see Instagram as a starting point that makes mental health issues feel accessible and normal to discuss.

“At first, I didn’t dare to talk about mental health it felt heavy and taboo. But when I saw content on Instagram, like on @catatan_psikologi, it felt ‘lighter.’ So I read it slowly, and then I realized, ‘Oh, so what I’m feeling actually has a name, and that’s normal.’” (M1, female, 21 years old).

“If I had to read a psychology book, honestly, I’d feel lazy and like it’s far removed from me. But on IG, even while casually scrolling, I might suddenly come across content about anxiety or burnout. From there, I actually became interested in learning more.” (M2, male, 20 years old).

The @catatan_psikologi feed, filled with educational posters, carousel series featuring practical tips and information on counseling services, as well as simple illustrations by @wantja accompanied by emotionally uplifting messages, is perceived by students as content that is easy to consume yet still touches their emotional side. Compared to having to read psychology textbooks or visit a professional in person, accessing explanations via devices and accounts they’re already familiar with on their feeds is considered far easier and less intimidating. This experience aligns with findings showing that visual platforms like Instagram serve as a key entry point for teens seeking mental health information and support (Deninotti, 2023), serta Allcott *et al.*, (2020) who emphasize the role of social media as a primary channel for obtaining health information, despite its associated risks. Rodon *et al.*, (2022) also found that young people often use social media to understand terms and experiences related to mental health before seeking professional help. In Indonesia, research by Gobel *et al.*, (2023) shows that social media campaigns urging people to stop self-diagnosing not only raise awareness but also create a more open space for discussion about mental health among young people. These findings reinforce the results of this study, which indicate that for college students, Instagram is no longer merely a space for entertainment but an important gateway to mental health literacy and initial conversations about the topic.

Visuals, Storytelling, and Everyday Language as the Keys to Understanding a Message

Students repeatedly emphasized that it’s not just what’s being conveyed, but how the message is presented that makes them stop, read, and then reflect on the content.

“What makes me want to read it is usually the colors and the layout. On @catatan_psikologi, the colors are soft, the text is clear, and the slides are well-organized. So I feel like I’m reading a short piece of material, not just passing by some quotes.” (M3, female, 22 years old).

“With @wantja, it feels like illustrations in a diary. There are cute doodles, and the sentences are simple like when you’re tired but still push yourself. That really resonates with my daily life, so the message sticks better.” (M4, female, 21 years old).

These findings align with various previous studies indicating that visual and narrative formats significantly influence how young audiences interpret mental health messages on social media Koinig (2022) in their study “Picturing Mental Health on Instagram,” found that content formats combining illustrations, brief text, and clear information structures are more effective at increasing user engagement and understanding than plain text alone.

Content analysis conducted by Torres & Brito (2022) on the #mentalhealth hashtag on Instagram also indicates that simple yet expressive images, paired with personal narrative captions, can foster emotional connection and encourage self-reflection among young users Koinig (2022) demonstrates that visual formats and narrative styles (motivational quotes, influencer posts, comics) influence how young users evaluate mental health messages on Instagram; content with a personal touch and language that evokes emotions is rated most positively. Research by Lee *et al.*, (2020) indicates that on #mentalhealth posts on Instagram, a combination of images and captions that describe everyday experiences and explicitly mention mental health issues is associated with higher engagement and the seeking of social support. These findings reinforce the research findings that structured visual styles and narratives closely tied to students’ real lives serve as peripheral cues and as a bridge to deeper elaboration of mental health campaign messages on Instagram.

Negotiating Credibility and Trust in Campaign Accounts

Although they view Instagram as a fairly welcoming space to discuss mental health, students don’t automatically accept all the content they encounter as trustworthy.

“I don’t just trust every account that discusses mental health. Usually, I check their bio first is it an official organization or not? Do they have a link to a website or counseling services? Accounts like @catatan_psikologi seem more serious and professional, so it feels safer to follow them.” (M5, male, 22 years old).

“As for @wantja, I trust it not because it’s an institution, but because it’s consistent. Its content has always been supportive, touching, and non-preachy. It also has a lot of followers and a blue checkmark, so I think, ‘oh, this is a fairly credible account.’” (M6, female, 20 years old).

They actively “screen” accounts and posts, then cite several indicators that make them feel more confident about accounts like @catatan_psikologi: a clear identity as a mental health platform, information about affiliations with counseling services and psychological testing, a Linktree leading to official websites or channels, and a structured list of highlights such as “Counseling,” “Psychologists,” and “Classes.”

Meanwhile, on @wantja, trust is built more through dimensions of closeness and authenticity: consistent supportive posts, the creator’s personal experience narratives, as well as a large number of followers and the presence of a verification badge. For students, this combination of aspects gives the impression that the account is both “serious” and “human,” not just random content that’s hard to hold accountable.

This experience demonstrates that students not only interpret the content of the message but also continuously assess who is speaking and from what position. This pattern aligns with

health communication literature emphasizing the importance of source credibility and information quality in social media-based health campaigns: accounts with the professional identities of psychologists, institutions, or official campaigns are generally considered more trustworthy, but they still need to use warm, non-preachy language that is relevant to daily life to encourage young audiences to engage further.

Ambivalence: Between Feeling Relieved and Fear of “Self-Diagnosis”

Another prominent theme emerging from the students' experiences is their ambivalence toward the abundance of mental health information on Instagram. On one hand, they felt greatly helped because they finally received simple explanations about stress, anxiety, or burnout issues they had previously struggled to name. Some participants described a sense of relief upon finding content that seemed to speak directly to their own experiences, affirming that what they were feeling was valid not merely a personal weakness or a sign of being fragile.

“Honestly, it really helped me. I didn’t understand before, but it turns out what I was feeling were symptoms of anxiety. After reading about it, I thought, ‘Okay, I’m not alone, and it’s not just that I’m weak.’ So I’ve been able to accept myself more.” (M7, female, 21 years old).

“But sometimes, if I read too much, I start overthinking. For example, after seeing a post about bipolar disorder or OCD, I start thinking, ‘What if I have it too?’ Even though I’ve never been checked by a professional. That’s when I also get a little scared of the risks of self-diagnosis.” (M8, male, 20 years old).

However, on the other hand, many admit to having become preoccupied after reading various content about mental health disorders. They worry about jumping to conclusions or incorrectly linking certain symptoms to specific diagnoses, simply because they feel they match one or two posts. This concern about self-diagnosis leads some students to take a brief step back from mental health content when they feel overwhelmed by the volume of information.

This ambivalent experience aligns with findings from various studies highlighting the dual nature of social media: on one hand, it provides support, validation, and access to information; on the other, it has the potential to trigger anxiety, social comparison, and exposure to information that isn’t always accurate. In the context of this study, students' experiences suggest the need for mental health campaigns that clearly draw a line between education and diagnosis for example, by explicitly stating that the content is not a diagnostic tool and always including a call to consult a professional when symptoms begin to disrupt daily life.

Campaigns as a Catalyst for Self-Reflection and Seeking Professional Help

Many students describe how repeated exposure to content from @catatan_psikologi and @wantja doesn’t stop at merely scrolling past posts on their feeds, but gradually encourages them to reflect on their emotional state, thought patterns, and daily habits.

“I often find myself rethinking things after reading content about self-compassion. Like, I’ve been so hard on myself all this time. From there, I’ve slowly started learning to forgive myself and not get too hard on myself when I fail.” (M9, female, 22 years old).

“At first, I just read through the posts. But eventually, after seeing information about classes and online counseling on @catatan_psikologi a few times, I mustered the courage to sign up. That was the first time I talked to a psychologist. If I hadn’t seen the info on Instagram, I might still be thinking, ‘Nah, I’ll just wait.’” (M10, male, 23 years old).

Social constructionism emphasizes that individuals’ meanings and understandings of an issue are shaped through social interaction and personal experience. In the context of mental health campaigns on Instagram, students do not merely receive messages passively; rather, they actively construct meaning based on their experiences, values, and social interactions on the Instagram platform. The finding that exposure to Instagram posts on self-compassion, guilt management, and assertive communication encourages college students to pause, reflect, and then take concrete steps such as enrolling in psychology classes, attending webinars, or seeking online counseling aligns with the results of various previous studies Hassen *et al.*, (2022) demonstrated that social media-based mental health literacy interventions can enhance adolescents’ mental health literacy and are deemed feasible for implementation when materials are structured and easily accessible; this affirms that consistent educational feeds, such as those followed by the informants, can serve as catalysts for changes in knowledge and attitudes. Research on psychologists and psychiatrists serving as influencers on Instagram and TikTok also found that content with an empathetic tone and accompanied by referral information (service links, hotlines, calls to consult) contributes to a more positive help-seeking attitude, consistent with the informant’s experience of beginning to feel brave enough to seek professional help after seeing concrete calls to action in captions or links in the bio.

More broadly, the systematic review by Tam *et al.*, (2024) indicates that mental health campaigns in mass media and social media can shift audiences from mere awareness of the issue toward the intention and behavior of seeking help, particularly when messages are perceived as relevant, easy to understand, and reduce stigma three characteristics that also emerged strongly in the students’ narratives in this study. Meanwhile, the study by Ren *et al.*, (2022) found that content characteristics on Instagram are associated with the dynamics of self-compassion and self-criticism among young adult users, reinforcing the interpretation that reflective posts about how one treats oneself can trigger a process of deep self-evaluation, as experienced by informants when they began to question whether they were being gentle enough with themselves (Varaona, 2024). Thus, through the lens of social constructionism, it can be understood that mental health campaigns on Instagram not only influence students’ awareness of the issue but also shape the way students understand, respond to, and act on mental health issues.

CONCLUSION

Based on the research findings, this study concludes that Instagram-based mental health campaigns through the @catatan_psikologi and @wantja accounts are interpreted by students not only as sources of information, but also as affective and reflective spaces that help them understand and negotiate their mental health experiences. The use of visual elements, storytelling, and everyday language makes campaign messages more accessible and emotionally relatable, while students’ attention to account credibility shows that trust and accuracy remain central in digital mental health communication. At the same time, the findings reveal an ambivalent reception: Instagram campaigns can provide support, validation, and self-reflection, yet they may also create the risk of self-diagnosis when educational content is not clearly separated from professional diagnosis.

Conceptually, this research confirms that social media functions as a mediating space between mental health awareness, digital literacy, and the intention to seek help among young people. The impact of this research lies in its contribution to the development of more responsible, empathetic, and credible mental health campaigns on social media, particularly in higher education contexts, so that digital communication can support mental health literacy and encourage students to access professional assistance when needed.

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