

Visual Storytelling on the @Infosvipb Instagram Account as a Social Bridge for Digital Communication and Media Students

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KEYWORDS	ABSTRACT
Digital communication; Visual storytelling; Social bridges.	Visual storytelling is a method of conveying messages through structured visual elements such as images, videos, colors, typography, and narrative layouts that are designed to enhance audience engagement and understanding. In the context of digital media, visual storytelling plays an important role in shaping how information is received, interpreted, and shared, particularly on social media platforms like Instagram. The Instagram account @infosvipb is widely used by students of IPB Vocational School as a medium to disseminate information related to academic activities, educational content, campus promotions, and interactions across study programs. This study aims to examine the relationship between visual storytelling practices implemented on the @infosvipb account and its role as a social bridge among students of the Digital Communication and Media study program. A quantitative research approach was employed, with data collected through questionnaires distributed to 77 respondents who actively follow and interact with the account. The results of the analysis indicate a significant positive relationship between visual storytelling and the formation of social bridges among students. Content formats such as Instagram Reels, vocational-themed memes, and collaborative posts were found to be particularly effective in fostering a sense of connection, shared identity, and engagement among students. These findings suggest that well-designed visual storytelling not only improves information delivery but also strengthens social interaction, community bonding, and digital communication effectiveness within the academic environment.

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INTRODUCTION

Including storytelling, storytelling is the process of conveying a narrative that uses visual, emotional, and structural elements (such as plot and character) to convey messages with the aim of building connections, influencing audiences, or conveying social/ethical values. In the digital context (digital storytelling), in the form of video, text, images, or social media—which are used daily as communication or educational strategies—according to (Kamel et al. 2023).

IPB Digital Communication and Media students live in a digital era that is closely linked to the use of social media (Hidayat & Ramadhan, 2021; Chen et al., 2022). In this context, a study states that, in the era of virtual value co-creation, the role of content modalities in developing social capital remains under-appreciated (Liu et al., 2020; Lee & Kim, 2021). Given that each modality presents a different form of digital communication, this study examines whether the dominant visual modality can enhance social capital and increase the collective value perceived by members of an online brand community (Gao & Yang, 2023; Tan & Yuliana, 2022). This study shows that the visual modality on Instagram is able to encourage social interaction and shape engagement dynamics within the platform (Pratama & Setiawan, 2021; Zhang & Xu, 2020).

Indonesian research shows that digital storytelling is also effective in building emotional closeness and influencing audience perceptions (Aji, 2025; Mandung, 2025; Nurjain et al., 2025; Tyas et al., 2025). For example, research by researchers at Muhammadiyah University Prof. Dr. Hamka concluded that digital storytelling can simplify messages, increase audience engagement, enhance engagement, and build strong emotional bonds with the audience (Komunika, 2024). Research by Manda & Pranata (2025) shows that government agencies, such as the Public Relations Division of the Bogor Regency Communications and Information Service, are now utilizing various digital media, especially Instagram, because it is considered the most effective in reaching the younger generation as the dominant audience.

Digital media not only functions as a publication channel but also as a social bridge for communication and interaction between agencies and the public through the delivery of informative, engaging, and easy-to-understand visual messages. These findings indicate that visual-based storytelling in social media plays a crucial role as a modern means of public communication that can increase audience engagement and understanding of messages conveyed by the government.

Instagram as a visual-based social media platform has played a big role in changing the communication landscape of the young generation (Aysal & Çalgüner, 2024; Klabouch, 2022). This application offers integration of text, images, and video that allows users to convey their identity, ideas, and build social relationships through visual content. Visual Storytelling has become a dominant method used by students and young people in general to express themselves, convey social messages, and shape personal and group images.

Research (Aripadono, 2020) indicates that stories and storytelling can provide a more personal, positive approach, both as a reminder and a stimulus to evoke energy and emotion. From a business and social innovation perspective—which is closely related to individual relationships and interactions—storytelling plays a central role. Evoking ideas and emotions is one thing, but stories can help organize each experience into a unified memory. As a case in point, ideas and emotions, as well as memories, can drive individuals to make decisions. From a decision-making perspective, stories serve as touchpoints. Storytelling, or the art of telling stories, has become an effective tool for conveying messages and shaping impactful narratives, especially in today's digital age.

By utilizing digital technology, storytelling has evolved into digital storytelling, which combines narrative with multimedia elements such as images, audio, and video to create a more interactive and interesting immersive experience for the audience (Fadillah & Dini, 2021). The

latest data shows that in early 2025, Instagram had around 103 million users in Indonesia, or around 36% of the total population (47.8% of the adult population). Meanwhile, We Are Social data (2025) shows that more than 88% of internet users aged 18–24 in Indonesia actively use Instagram. This popularity reflects the tendency of the younger generation to prefer concise and engaging visual content.

Visual content such as Instagram photos and videos has been shown to encourage social interaction between users (Kusuma et al., 2024). This is proven by strong arguments in the research of Vidyasmara and Pranata (2025), which shows that employer branding practice on Instagram demonstrates that the use of visual storytelling is proven to be effective in building an image and emotional connection with the audience. It has been found that Hangry Indonesia is able to strengthen the company's image through a consistent visual narrative, displaying work culture values and employee experiences authentically through the @lifeathangry account. EVP communication is also carried out through real experience content packaged in visual content, audience engagement through interactive campaigns, as well as visual identity consistency which makes it easier for the public to recognize the company's values. Instagram's performance evaluation shows that this strategy not only increases engagement and awareness but also pushes the audience to get more involved up to the application stage.

This approach is not merely aesthetic; studies show that visual storytelling is perceived as enjoyable and promotes self-expression and communication. Drew et al. (2010) find that visual storytelling on teenagers is considered as a fun activity that helps students express themselves and communicate better. Using Instagram features like stories, reels, and feed posts can create visual narratives which inspire audience attention as well as collaborate with other students in academic and non-academic fields. Instagram, known for its emphasis on images and visual storytelling, has become a valuable tool for teaching and learning visual culture in educational contexts. The story feature, on the other hand, provides a platform for storytelling in a visual way, allowing teachers and students to present complex concepts with a method that is more easily understood and immersive (Peña-Acuña et al., 2024).

METHOD

This research employed a quantitative approach with descriptive analysis methods. Quantitative research methods utilize numerical data and emphasize objectively measuring results through statistical analysis. The researchers used the Correlate-Bivariate technique, where this test was conducted to determine the relationship between visual storytelling on Instagram as a social bridge for IPB University's 60th batch of Digital Communication and Media students. The research instrument was a questionnaire with 20 statements using a four-point Likert scale, divided into two variables: X (Visual Storytelling: 10 items) and Y (Student Social Bridge: 10 items).

The sampling technique employed purposive sampling because respondents were chosen based on certain criteria, namely active students of the Digital Communication and Media class of 2020 who used Instagram in their daily social communication activities. This technique was selected because the researchers needed specific samples that were truly relevant to the research variables and had direct experience related to visual storytelling on the Instagram account @svinfoipb. The study population consisted of all students from the class of 2020,

totaling 319 people, with the ideal sample size calculated using the Slovin formula at 77 respondents. The instrument trial test was conducted with active students who used Instagram in everyday social communication.

RESULTS AND DISCUSSIONS

This study involved 77 respondents who were students. Digital Communication and Media Study Program, class of 60. Based on the results of processing the questionnaire data that has been distributed, a general description of the characteristics of the respondents was obtained, including type sex, age, average use Instagram, And media and the types of applications used. Based on gender, it is known that the respondents in this study were predominantly female, namely 40 people (51.9%), while male respondents numbered 37 people (48.1%). This shows that participation respondents Woman more Lots compared to men, although the numbers are relatively balanced.

In terms of age, the majority of respondents were under 20 years old, namely 18 people (23%). Then, as many as 59 respondents (76%) were aged between 20 and 22 years. Based on this data, it can be concluded that the majority of respondents were in the productive age range of mid-twenties, which is generally an active age group in using social media, especially Instagram. The average duration of Instagram use also indicates the level of activity of respondents. in media social. As many as 15 people (19.5%) only use Instagram for 3-5 times a week, and 62 people (80.5%) use Instagram very actively per day. This data shows that most respondents actively use Instagram daily, whether for entertainment, information, or academic purposes. Meanwhile, the media respondents use to create content on Instagram is quite diverse.

The majority of respondents, 55 people (71%), created content in the form of reels/videos for college assignments or daily activities. Twelve respondents (15.6%) created content in the form of photo/image as souvenirs/everyday each, And 10 respondents (13%) created content that combined memes, images, text, and comics. There are also applications that... respondents use in process manufacturing content, This shows that respondents are more interested in expressing self through videos/reels like Instagram live stories to form a community.

Overall, the results This show that majority respondents in This study was conducted on female students aged around 20-22 years with a fairly high level of Instagram usage activity, an average of three to five times a week. Instagram for them is not only used as a medium for entertainment, but also as a means academic, collaboration between Friend or community, expression self, And personal branding development which is closely related to the field of digital communication and media studies.

Table 1. Respondent Image

Classification Respondents	Information	Presentation
Gender	Woman	5.19%
	Male 48.1 %	
Age	< 20 Years	23%
	20 - 22 Year 76%	

Average User	3-5 a Week	19.5%
Active	per day 80.5%	
Media Types	Reels/video	
	Photos/Images 15.6%	71%
	Combination 13%	
	Images, Text, Memes and Comics	

$$\rho = \frac{\sum(X_i - \bar{X})(Y_i - \bar{Y})}{\sqrt{\sum(X_i - \bar{X})^2} \sqrt{\sum(Y_i - \bar{Y})^2}}$$

Pearson correlation is a statistical technique used to measure the strength and direction of a linear relationship between two variables. numeric. Mark correlation Which produced is in the range of -1 to $+1$. Values closer to $+1$ indicate a stronger and more positive relationship (if one variable increases, the other variable also increases). Conversely, values closer to -1 indicate a stronger but more positive relationship. negative (If one variable increases, the other variable decreases). If the value is close to 0 , it means that the relationship between the two variables is very weak or there is no linear relationship.

In the context of the journal you wrote about Visual Storytelling on Instagram @infosvipb as a Social Bridge for Students, the concept of Pearson correlation is relevant. because the purpose of the analysis is to determine whether there is a relationship between variable X (visual storytelling) and variable Y (the account's function as a social bridge for students). Although in your research the Spearman correlation is used because If the data distribution is not normal, the testing principle remains the same as Pearson's correlation, namely measuring the extent to which changes in variable X are related to changes in variable Y. Pearson correlation not only serves as a statistical measure, but in the context of your journal as well give proof empirical that strategy visual storytelling contribute significantly to strengthening social relations between students through social media.

Descriptive Analysis

Based on the results of the descriptive analysis done For know description general respondent responses to each indicator in the research variables. In This study has two main variables, namely Storytelling Style (X) and Student Content Inspiration (Y), each of which is measured with five statements. The number of respondents analyzed was 77 students of the Digital Communication and Media Study Program, class of 60.

Variables Style Storytelling (x)

Table 2. Descriptive Analysis of X

Mean Indicator	Std. Deviation	Interpretation
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X1	4.43	0.75	Tall
X2	4.39	0.76	Tend Tall
X3	4.40	0.70	High enough
X4	4.36	0.81	High enough
X5	4.23	0.80	Tall
X6	4.05	0.94	Tall
X7	4.29	0.83	High enough
X8	4.19	0.81	High enough
X9	4.39	0.67	Tall
X10	4.37	0.70	Tall

Variables Bridge Social Between Student (Y)

Table 3. Descriptive Analysis Y

Mean Indicator		Std. Deviation		Interpretation
Y1	4.29	0.65		High enough
Y2	4.12	0.81		High enough
Y3	4.45	0.70		Tall
Y4	4.35	0.68		High enough
Y5	4.44	0.64		Tall
Y6	4.31	0.69		High enough
Y7	4.52	0.68		Tall
Y8	4.25	0.83		High enough
Y9	4.40	0.73		Tall
Y10	4.44	0.68		Tall

The overall average value for variable Y was 4.52, which is also considered high. This means that most respondents felt that social bridges through storytelling could inspire and motivate them in creating or developing creative ideas for digital content. The indicator with the highest value, Y7 (mean = 4.52), indicates that students felt compelled to imitate or adapt style communication creative Which used in storytelling .

Meanwhile, the indicator with the lowest value Y2 (mean = 3.12) is related to the ability *of storytelling* to bring out courage in establishing social relationships, which shows that some respondents still think that the process of implementing ideas from this inspiration is not yet fully optimal. In a way general, results This shows that storytelling can be a source of motivation and ideas for students in the digital content production process.

Normality Test

Table 4. Normality Test

Variables-	SmirnovSig.	Shapiro-Wilk	Information
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		Sig.	
X (Storytelling Style)	0.132	0.021	No Normal
Y (Social Bridge)	0.145	0.008	No Normal

Based on the test results in the table above, it was found that mark significance (Sig.) for both variables shows a figure < 0.05 , both in the Kolmogorov–Smirnov and Shapiro–Wilk tests. These findings indicate that the data for the storytelling style (X) and social bridges between students (Y) variables are not normally distributed. Therefore, the analysis of the relationship between the variables was conducted using the nonparametric Spearman correlation test, which does not require the assumption of normality.

Reliability Test

Table 5. Test Reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
.932	20

Reliability testing was conducted to determine the level of internal consistency of the instruments used in the research. The testing was conducted using the Cronbach's test technique. Alpha on 20 grains statement Which covers two variables, that is Visual Storytelling (X) and Student Social Bridge (Y). Based on the results of data processing, the Cronbach's Alpha value obtained was 0.932. Based on the reliability assessment criteria, the value the is at on category very tall (excellent reliability) because it is above 0.90. This value indicates that all items in the instrument exhibit excellent consistency in measuring the intended construct. In other words, the respondents' responses were stable, non-random, and showed no conflict between items. Therefore, the research instrument used can be considered highly reliable and suitable for data collection.

Validity Test

Validity testing was conducted to determine the extent to which the statement items in the instrument were able to accurately measure the constructs of Visual Storytelling (X) and Student Social Bridge (Y). Testing was conducted on 20 statement items through an item-total validity test using Pearson correlation (Corrected Item–Total Correlation) on 77 respondents.

Amount respondents ($n = 77$) And level significance 5%, so mark $r\text{-table} = 0.224$. Therefore, an item is declared valid if the calculated $r\text{-value} > r\text{-table}$ (0.224) and has a significance value (p) < 0.05 . Based on results testing, all over items on second variables show The calculated $r\text{-value}$ is above 0.224 and the significance value is below 0.05. This indicates that all 20 items have met the validity requirements, so that each item is able to represent the construct being measured. This research instrument is declared valid

and suitable for use in measuring the relationship between visual storytelling on the @infosvipb Instagram account and its role as a social bridge for Digital Communication and Media students.

Table 6. Correlation Spearman

Variable	r	p	Information
Storytelling And Social bridge	style 0.642	< 0.001	Connection strong and significant

Correlation tests are carried out to determine level connection between style storytelling on the social bridge between the content of Digital Communication and Media students (Y). Based on the results of the Normality test, it is known that the data No distributed normal, which means the next stage is only to test the Spearman correlation.

CONCLUSION

This study examined the extent to which visual storytelling on the @infosvipb Instagram account serves as a social bridge for IPB University's 60th batch of Digital Communication and Media students. Findings revealed that visual content effectively strengthened social connections not only within the program but also across vocational study programs, with interactive narratives (e.g., Q&A sessions and collaborations) fostering active engagement, while entertainment like memes and campus activity documentation built community spirit. This reflected *social bridging capital*, enabling students to expand networks, build familiarity, and collaborate via the platform as a communicative medium—positioning the account as more than an information transmitter but a vital strategy for enhancing student ties and creative synergy. For future research, scholars could explore longitudinal effects of visual storytelling on sustained social capital or compare its impact across diverse university demographics and platforms.

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