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Instagram as a Media for Digital History Literacy: Content Analysis of Instagram Account @historiadotid

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Abstract

This study aims to analyze the Instagram account @historiadotid as a medium for historical literacy in the digital era. The background of this study is the shift in the way people, especially the younger generation, access historical information from conventional media to social media. The research uses the netnography method, through analyzing the posts, captions, and responses of the account's followers. The results show that @historiadotid consistently uploads daily content in the form of infographics and video reels that present history in a visual, concise and educative manner. The communicative narrative style, the use of credible sources, and the two-way interaction between account managers and followers show that social media can be an inclusive and critical means of learning history. Followers' responses in the form of appreciation, discussion and clarification indicate the existence of a dialogical historical literacy space in the digital realm. The main contribution of this research is to provide an understanding of the strategy of using social media in strengthening historical literacy. The implication is that social media, especially Instagram, has the potential to become an inclusive, participatory and contextual history education space, especially for young people who are attached to digital culture.

Keywords: Instagram, History Literacy, Digital Age

INTRODUCTION

Today, in the digital age of the 21st century, the way people access and consume information has fundamentally shifted. Social media has become a new public space that dominates the flow of information and communication, especially among the younger generation (Gerbaudo, 2012; Juris, 2012; Van Dijck & Poell, 2013). In the midst of a torrent of visual and instant information, historical literacy faces a serious challenge (Lee, 2007; Roberts, 2011; Nokes, 2022): how can narratives of the past remain relevant, interesting and critical amid the dominance of fast-paced digital culture? (Levy, 2016; Mihailidis, 2018).

In this context, historical literacy becomes crucial. Historical literacy is a concept that has many definitions, depending on the approach and context in which it is used. Veijola & Mikkonen (2016) say that historical literacy is an important tool for developing historical thinking skills. In addition, Veijola and Rantala (2018) posit that historical literacy is defined as the capacity to engage with, analyse and generate valid interpretations of historical sources. Thus, historical literacy plays a strategic role in building historical awareness that is not just memorizing facts, but understanding the context, assessing the validity of sources, and reflecting on the meaning of history in today's life.

Since the earliest human civilizations, literacy has been an integral part of the dynamics of human life. In prehistoric times, humans did not yet recognize writing, but already had the ability to read natural signs as a means of hunting and defending life. They also left symbols and pictures of hunted animals on the walls of caves as a form of early communication. Over time, the level of human life progressed. From ignorance of writing, humans began to create a system of symbols in the form of numbers and

letters. This marks the growing ability of human thinking. Entering the 21st century, literacy has expanded in meaning and function. No longer just the ability to read and write, literacy is now understood as a critical thinking skill that includes an understanding of words as well as the world around them, and the ability to find the connection between the two in order to solve various life problems (**Sormin et al., 2017**).

History as a scientific discipline has an important role in shaping the identity and collective memory of the nation. However, in the digital era, the way people, especially the millennial generation, generation Z and even the Alpha generation, consume history has shifted significantly. History books and school lessons are no longer the only sources. Social media, especially Instagram, is now an alternative space for disseminating historical information. The platform relies on the power of visuals, short narratives and quick interactions that suit the characteristics of young users.

Instagram's main characteristic of focusing on visual power makes it a convenient and attractive medium in the process of communicating information. With its simple and interactive interface, Instagram enables the delivery of historical messages in an aesthetic and communicative manner. In addition, Instagram is also known as a platform with a high level of speed of information dissemination, so it has the potential to reach a large number of audiences in a short time (**Agusta & Laugu, 2020**). Therefore, the use of Instagram as a medium for historical literacy is not only relevant, but also strategic in the context of

the development of information and communication technology today.

Educational Instagram accounts such as @historiadotid have approximately 375k followers, 0 following, and approximately 12.3k posts as of May 20, 2025. Utilizing the visual character of Instagram to present historical information in a format that is concise, interesting, and easily accessible to a wide audience, especially the younger generation who are familiar with the digital world. However, to date, no academic study has been found that specifically analyzes the @historiadotid Instagram account as a medium for historical literacy in Indonesia.

In contrast, several studies have been conducted on other Instagram accounts in the context of digital and social literacy, although they have not touched on specific aspects of historical literacy.

Damayanti (2020) conducted a study of the @kawalcovid19.id account as a risk communication medium during the COVID-19 pandemic with a netnography approach. This study shows that infographic-based content has high appeal and is effective in conveying health information quickly and visually to the wider community.

In a separate study, **Kurniawan and Supratiwi (2024)** explored the role of the @pinterpolitik account in promoting political literacy in advance of the 2024 presidential election. This study examines how the account uses visual strategies, viral issue selection, and digital interaction to increase political participation and

public knowledge about contemporary issues.

On the other hand, **Hendra and Yuliardiana (2021)** analyzed the @kpopers.hijrah account as a digital da'wah media. The main focus of this research is how the account's creative team composes persuasive and communicative da'wah messages through religious-themed content tailored to the segmentation of Korean culture fans.

These three studies indicate that social media, if managed strategically and communicatively, can be an effective public literacy channel in various fields. The relevance of these findings to education, especially history education, lies in how history educational content can be packaged visually, contextually and based on an interactive approach to be more easily accepted by the digital generation. History learning, which is generally textual and narrative, can be represented more adaptively through social media with formats such as infographics, short videos, and reflective captions. In this context, educational accounts such as @historiadotid play a strategic role as a means of digital historical literacy that is able to connect academic substance with the communication cultural preferences of today's young generation.

To date, no research has been found that specifically examines the @historiadotid account as a representation of historical literacy media in the digital realm. In fact, in the era of fast-paced visual culture, historical narratives constructed on social media play an important role in shaping public understanding of the past. Therefore, this research is here to fill this void by examining how the @historiadotid account constructs historical narratives and how its users respond to and interpret historical information in the context of digital culture.

The novelty of this research is that it focuses exclusively on the @historiadotid account, which has never been studied academically before in the context of historical literacy. Then, this research uses a netnography content analysis approach, including content delivery style, narrative structure, content choice, and the form of digital interaction between the account and its followers. Furthermore, this research highlights the benefits of the @historiadotid account as a medium for historical literacy in the digital era. Thus, this research not only fills a void in the existing literature, but also expands the scope of digital literacy studies into the realm of history, a crucial field in the formation of collective memory and the nation's cultural identity in the digital era.

Based on this, the purpose of this study is to analyze the form of presentation of historical narratives in the content uploaded by the @historiadotid account. This research will also examine the followers' responses to the historical content displayed, both in the form of comments, engagement, and re-distribution of content. In addition, this research will assess the benefits of the @historiadotid account as a historical literacy media, especially in increasing public interest and understanding of history amid the dynamics of information digitization. This research is expected to provide an overview of how social media, especially Instagram, can be optimized as

a means of historical education that is able to reach the younger generation more broadly and meaningfully.

RESEARCH METHODS

This research uses the netnography method, which is a form of qualitative approach developed from the ethnographic tradition to examine the behavior, culture, and interaction of virtual communities in the context of digitally mediated communication (Kozinets, 2019). Netnography was chosen because it is in accordance with the character of the research object which focuses on the communication practices of social media users, especially on the Instagram platform. Through this approach, researchers can observe and analyze how the user community, in this case the followers of the @historiadotid account, are involved in the process of forming and disseminating historical meanings in the digital space.

The research subjects are netizens who respond or interact through comments on @historiadotid account content uploads, while the research object is the @historiadotid Instagram account itself as a medium for conveying historical narratives to the public.

Data collection is done through observation of digital elements contained in the account, including visual content, narrative text or captions, comments, number of likes, and shares, as well as interactions between account admins and followers.

For data analysis, this research uses content analysis within the framework of netnography with an interpretative approach (Flick et al., 2014; Kozinets et al., 2014; Costello et al, 2017; Kozinets, 2019). The analysis steps include:

(1) Data collection from @historiadotid account upload content (reels, infographics, captions, comments);
(2) Manifest content analysis to identify explicit narrative patterns that appear in visual and text forms;
(3) Analysis of followers' digital interactions such as discussion, appreciation, and correction;
(4) Data triangulation was conducted between visual content, captions, and comments to strengthen the validity of the findings.

All data and findings are then analyzed holistically to draw conclusions regarding (1) the form of historical narrative presentation used by the @historiadotid account, (2) audience responses to the content, and (3) the contribution of this account as a relevant and effective historical literacy media in the digital era. Thus, the analytical technique used in this research is descriptive-interpretative, prioritizing in-depth understanding of social practices and historical communication in the context of digital culture.

RESEARCH RESULTS AND DISCUSSION

Based on the results of the researcher's observations, the @historiadotid Instagram account consistently carries out daily upload activities with an average frequency of three contents per day. The published content consists of two main forms, namely infographics and video reels. Infographics generally contain historical narratives presented in a static visual

format with a popular and information-dense language style. Video reels, on the other hand, feature snippets of historical information in the form of short-form audiovisuals, designed to capture users' attention through visual dynamics and sound narration.
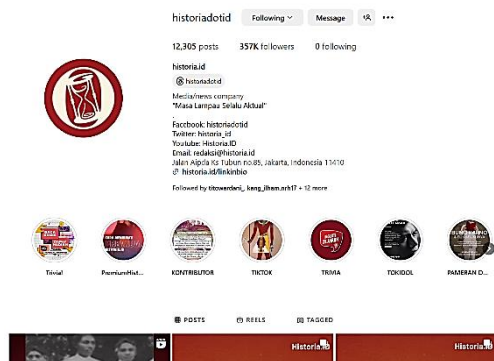
Picture 1. Instagram account @historiadotid
Source: Instagram @historiadotid

Based on the results of the researcher's observations, the @historiadotid Instagram account consistently carries out daily upload activities with an average frequency of three contents per day. The published content consists of two main forms, namely infographics and video reels. Infographics generally contain historical narratives presented in a static visual format with a popular and information-dense language style. Video reels, on the other hand, feature snippets of historical information in the form of short-form audiovisuals, designed to capture users' attention through visual dynamics and sound narration.

This consistency in upload frequency and variety of content formats suggests a planned communication strategy in delivering historical material to followers. It also shows how @historiadotid utilizes the visual-based characteristics of Instagram social media

to build engagement and reach a wide audience, especially the younger generation who tend to be more responsive to fast, concise, and visually appealing content formats.

Historical Narratives in @historiadotid Instagram Content

One of the interesting findings in the content analysis of the @historiadotid Instagram account is how historical narratives are conveyed through an approach that is adaptive to the characteristics of social media. For example, the content that raised clarification about the photo of Cut Nyak Dhien uploaded on April 24, 2025.

Picture 2. Accounts reels Instagram
@historiadotid
Source: Instagram @historiadotid

In the analyzed reels content, @historiadotid uses a short-duration visual storytelling presentation format, which is adapted to the distinctive characteristics of the Instagram Reels platform: short, concise, and to the point.

The content is presented through a combination of visual illustrations, short video clips, and moving text that serves as a support for the main narrative. This format allows audiences to receive information quickly without having to read a long caption first, making it

effective in reaching social media users who have limited attention spans.

In its captions, this content exhibits a reflective and educative narrative style, with a mix of persuasive and critical approaches. This style of delivery aims to build awareness of the importance of digital historical literacy, especially among the younger generation of social media users.

The choice of communicative and light diction, such as the use of the informal greeting "Guys", is an effective strategy to reach the millennial and Gen Z audience segments. This approach creates an emotional closeness with the reader, without reducing the weight of the message conveyed. On the other hand, warnings against the dangers of historical misinformation are packaged in the form of evocative invitations, such as the statement "Don't always swallow it whole". The phrase reflects an effort to form a critical attitude in receiving information, and invites audiences not to immediately believe information spread on social media without a verification process.

Furthermore, this narrative emphasizes the accuracy and authenticity of information by referring to credible sources, namely the photo collection from KITLV Netherlands. This emphasizes the importance of basing historical interpretation on empirical data and valid archives.

The narrative structure used in the caption consists of several main parts. The opening part in the form of a general greeting and invitation aims to build closeness while framing the issue to be discussed. Next, an attitude statement is conveyed regarding the need for vigilance against historical data, as well as an appeal to be selective in consuming digital information. The core part of the caption serves as a clarification of a public misconception, namely about the identity of a figure in a photo that is often misunderstood as Cut Nyak Dhien. The narrative is complemented by a chronological explanation of historical facts including the character, the year of the event, and its historical background.

This caption not only serves as a visual complement to the content, but also as the main instrument in delivering historical education. Its main function is to provide data-based clarification to counteract historical distortions that often occur in the digital era. Thus, this caption acts as a media filter for historical narratives, as well as a means of strengthening scientific attitudes and social responsibility in managing historical information. This is very relevant to the 21st century literacy goal, which is not only to understand information, but to be able to filter, criticize and re-share it responsibly.

Followers' Response to @historiadotid Instagram Content

Content reels that raised clarification about the Cut Nyak Dhien photo uploaded on April 24, 2025. The content's interaction achievements as of May 20, 2025 include 45,700 views, 1,275 likes, 93 comments, and 167 shares. The high number of interactions, especially in the shared aspect, shows that the audience considers this content important, relevant, or interesting to share. Rather than just

being passive viewing, these Reels also encourage active discussion in the comments section, signaling their function as an educational and interactive medium.

An analysis of the comments shows the discursive engagement of the followers. One comment states:
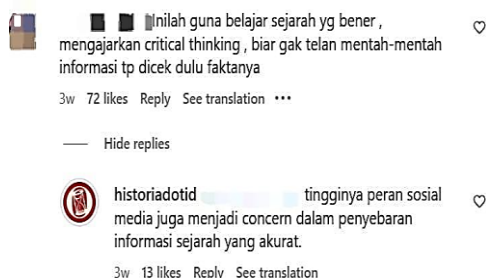
Picture 3. Followers' Comments
Source: Instagram @historiadotid

The comment received 72 likes, indicating a strong resonance with the values of critical thinking emphasized in history learning. The @historiadotid account admin also responded to the comment informatively by emphasizing the important role of social media in history education.

Active responses from the admin are also seen in responding to comments from other users, such as :

Picture 4. Followers' Comments
Source : Instagram @historiadotid

In the comment, a teacher expressed concern about the proliferation of unverified historical information on social media. The @historiadotid admin emphasizes the importance of verifying historical sources and suggests the need for digital literacy, even against user comments that claim to convey historical facts.

In addition, there are also comments from followers who support @historiadotid content.

Picture 5. Followers' Comments
Source : Instagram @historiadotid

This response shows the admin's appreciation of the audience's support while fostering a positive relationship with the account's followers.

User engagement in the form of comments, discussions and corrections shows that the content does not only function as a medium for delivering information, but also as a digital public space for collective reflection and critical dialog. Active participation from followers and responsive responses from account managers create a constructive ecosystem of interaction in the process of historical literacy.

The two-way communication approach between admins and followers strengthens Instagram's function as a dialogical historical literacy vehicle. Historical content in Reels format combined with reflective captions, as well as active responses from account managers to comments, are ideal models

in building social media-based historical awareness.

The Benefits of the @historiadotid Instagram Account as a Media for Historical Literacy in the Digital Age

The @historiadotid Instagram account shows a real contribution in supporting the strengthening of public historical literacy in the digital era. This is reflected in the consistency of daily uploads, varied content formats, communicative delivery styles, and active interaction between account managers and followers. Broadly speaking, the benefits of this account in the context of digital historical literacy can be described in the following five main aspects:

1. **Increasing the Accessibility of Historical Information**

   By utilizing the visual power and algorithms of social media, @historiadotid succeeds in reaching a wide audience, especially the younger generation who are more familiar with digital content. The presentation of historical information in the form of infographics and video reels makes it easier for audiences to understand complex material quickly and concisely. This increases the affordability of history as public knowledge, which previously tended to be exclusive and limited to academic spaces.

2. **Developing Digital and Historical Literacy Skills**

   This account not only conveys historical facts, but also encourages its followers to be critical of the information circulating. Through

clarification of misinformation such as the misrepresentation of Cut Nyak Dhien's photo, @historiadotid teaches the importance of source verification and data accuracy. Calls like "Don't swallow it whole" serve as a reminder that digital history must be responded to with reflective awareness, not just passive consumption.

3. **Encouraging Discursive and Educative Participation**

   The comment section on Reels' posts becomes a virtual public space that allows for historical discussions between users. The response from one follower who emphasized the importance of critical thinking, as well as a comment from a teacher, shows that this account is able to bridge between general users and educators. This interaction strengthens the dialogic dimension of social media in history education.

4. **Fostering a Social Media-Based History Learning Community**

   The two-way interaction between the account admin and followers through appreciation, clarification, and discussion shows that this account not only acts as a provider of information, but also as a facilitator of the formation of a digital community that cares about history. User support that is responded to personally strengthens emotional closeness and forms collective trust in the credibility of the content (**Hajli et al., 2015; Hollebeek & Macky, 2019**). Web-based social networks are popular for sharing information and connecting like-minded people, and

for trust in information, evaluation and dissemination (**Sherchan et al, 2013**). Digital content can be conceptualised as the creation and dissemination of content that is both relevant and valuable in terms of the subject brand. It is disseminated to both current and prospective audiences on digital platforms with the aim of developing favourable brand engagement, trust, and relationships (**Hollebeek & Macky, 2019**).

5. Promoting a Contextual and Relevant History Literacy Model

The narrative style used in the captions and video reels aligns the substance of history with today's digital lifestyle. The use of informal greetings such as "Guys", the selection of light yet meaningful diction, and the use of visual archival media from institutions such as KITLV, make history feel close, relevant and integrated into users' daily lives. This reflects the application of historical literacy that is contextual to the times (**Downey & Long, 2015; Nokes, 2022**).

Implications and Contributions to Historical Literacy and Education

The results showed that the @historiadotid account produces historical narratives that not only convey information, but also emphasize clarification, source validation, and invitation to critical thinking. This is in line with the concept of historical literacy according to **Veijola & Rantala (2018)**, namely the ability to work with, analyze, and produce valid interpretations of

historical sources (**Nokes, 2022**). This categorises the quality of students' writing on the subject of sourcing, and has been demonstrated to be correlated positively with the frequency of sourcing in students' writing. This finding suggests a connection between strategy use and historical thinking. The ensuing discourse proffers a series of recommendations for the conception of written assessments that are designed to evaluate students' historical thinking (**Nokes, 2017**).

The dialogic and reflective nature of followers' responses reinforces the finding that digital spaces such as Instagram can function as participatory history learning spaces. The emphasis on source validation, critique of misinformation, and public discussion reflects Instagram's function not only as a visual communication channel, but also as an arena for collective historical reflection in line with historical literacy as a 21st century thinking competency (**Sormin et al., 2017; Firmansyah et al., 2022**).

Furthermore, accounts like @historiadotid also have the potential to be integrated into history learning practices in schools. Teachers can use the available content as alternative teaching materials that are more contextual and relevant to learners' lives. For example, teachers can relate certain infographics or reels to national history curriculum topics, and use them as a stimulus for class discussions, source interpretation assignments, or media-based historical reflections. This strategy is in line with blended learning and student-centered learning approaches, which emphasize the importance of using digital learning resources to increase the

attractiveness and effectiveness of learning (**Tucker, 2012; Caulfield, 2023**).

In addition, the use of @historiadotid content also opens up space to develop digital project-based history learning, where students can be asked to recreate historical narratives in the form of infographics or short videos with a similar pattern, but using primary sources that they find and process themselves. This practice will develop historical thinking skills, digital literacy and visual creativity (**Eshet, 2012; Ohler, 2013**). The application of philosophical and historical perspectives to this pedagogical practice offers a compelling demonstration of how a diversity of teaching methods contributes to cognitive and holistic development, applicable within and beyond the domain of visual arts (**Simmons III, 2021; Tabieh, 2021**).

Thus, the findings in this study not only show the success of the @historiadotid account in reaching and shaping public historical literacy digitally, but also show its potential to be part of pedagogical innovation in history education in schools and non-formal learning communities. Going forward, history curriculum development needs to be more open to the integration of social media as part of learning strategies that are contextual, participatory and relevant to the current generation's communication landscape (**Jenkins, 2009; Rennie & Morrison, 2013**). Recent developments in the field of social media have resulted in the emergence of a novel logic of aggregation, characterised by the congregation of individuals from diverse backgrounds within shared virtual and physical spaces (**Juris, 2012**).

CONCLUSIONS

This study found that the Instagram account @historiadotid has a significant role as a medium for historical literacy in the digital era. The main findings show that this account consistently presents historical narratives in the form of infographic visual content and video reels with an approach that is communicative, concise, and in accordance with the characteristics of social media users. The narrative is not only informative, but also encourages critical, reflective and dialogic attitudes, both through the presentation of content that refers to credible sources and through active interaction between the account manager and his followers.

The implications of these findings show that social media, especially Instagram, can be an inclusive and contextualized space for history education, especially for younger generations who are more familiar with digital culture. The delivery model used by @historiadotid can be an alternative in expanding historical literacy outside the formal classroom. Therefore, this study recommends collaboration between educators, historians and social media managers to develop historical content that is more adaptive to digital culture. In addition, it is important to strengthen people's digital literacy to be able to filter and verify historical information spread on online platforms. Further research is recommended to explore the direct impact of historical digital content on improving student understanding, or to compare the effectiveness of similar accounts in strengthening public historical awareness.

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