
The Impact of Digital Content and Information Quality through Instagram @speakingid on Public Speaking Training Interest in Indonesia

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ABSTRACT

This study examines the Impact of digital content and information quality on public speaking training interest among followers of Instagram @speakingid in Indonesia. Using a quantitative explanatory survey design, data were collected from N = 300 respondents through an online questionnaire with a four-point Likert scale. Multiple linear regression analysis was conducted using SPSS. The results show that digital content and information quality have a statistically significant effect on training interest, both partially and simultaneously. Information quality has a greater standardized coefficient compared to digital content. The coefficient of determination ($R^2 = 0.533$) indicates that 53.3% of the variance in training interest is explained by the two independent variables. These findings extend Uses and Effect Theory by empirically demonstrating how specific content attributes and perceived information quality within Instagram-based educational accounts relate to interest in skill development. Unlike prior studies that primarily focus on engagement or purchase intention, this study specifically examines training interest in the context of informal public speaking education in Indonesia.

Keywords: *digital content; information quality; Instagram; public speaking training; learning interest.*

INTRODUCTION

Digital transformation has fundamentally changed the patterns of production, distribution, and consumption of information in global society. Social media is no longer positioned solely as a space for social interaction, but as a strategic medium for education, perception formation, and individual competency development.

Social media such as Instagram has become one of the dominant platforms due to its strong visual character, high level of interactivity, and its ability to reach a wide and continuous audience across regions. Through features such as feeds, reels, stories, and live streams,

educational accounts are able to convey messages in an engaging manner while building rapport with their audience.

Instagram no longer functions solely as a means of entertainment, but has evolved into a medium for education, promotion, and the formation of interest in various self-development activities, including public speaking training. In Indonesia, the need for public speaking skills is increasing in line with the demands of professionalism in education, organizations, and the world of work, which require effective communication skills.

Along with the increasing demands for communication skills in the global era, public speaking skills have become one of the essential soft skills needed in education, professional life, and entrepreneurship. According to Lucas (2019), public speaking is the ability to convey messages effectively in front of an audience, which is influenced by mastery of the material, self-confidence, and the ability to manage verbal and nonverbal language.

In Indonesia, the need for public speaking training continues to increase, in line with the dynamics of the world of work that emphasizes presentation, negotiation, and persuasive communication skills. Social media is then used as the main channel to disseminate preliminary knowledge, build awareness, and foster public interest in public speaking training. Adequate communication skills are also part of the increasingly demanding 21st-century competencies (Utomo & Wardani, 2017). Therefore, this topic not only supports the improvement of education quality but also contributes to the development of interpersonal and professional skills.

According to research data on the website <https://www.supportivecareaba.com/>, which is a site related to evidence-based therapy approaches, 75% of people experience fear of public speaking (glossophobia), making public speaking one of the most popular social fears in the world. This shows that most people do not yet have the confidence to speak in front of large audiences. Furthermore, 70% of jobs require presentation or public speaking skills, showing that this ability is not just an added value, but an important competency in the modern workplace.

The effectiveness of social media in shaping audience interest is largely determined by the characteristics of digital content and the quality of information conveyed. Digital content that is creatively designed, relevant, and consistent can attract attention and increase audience engagement. However, visual appeal alone is not enough; the quality of information, including the accuracy, clarity, relevance, and credibility of the message, is a crucial factor in building trust and encouraging the audience to take further action. From a strategic communication perspective, the combination of effective digital content and high-quality information plays an important role in influencing audience interest.

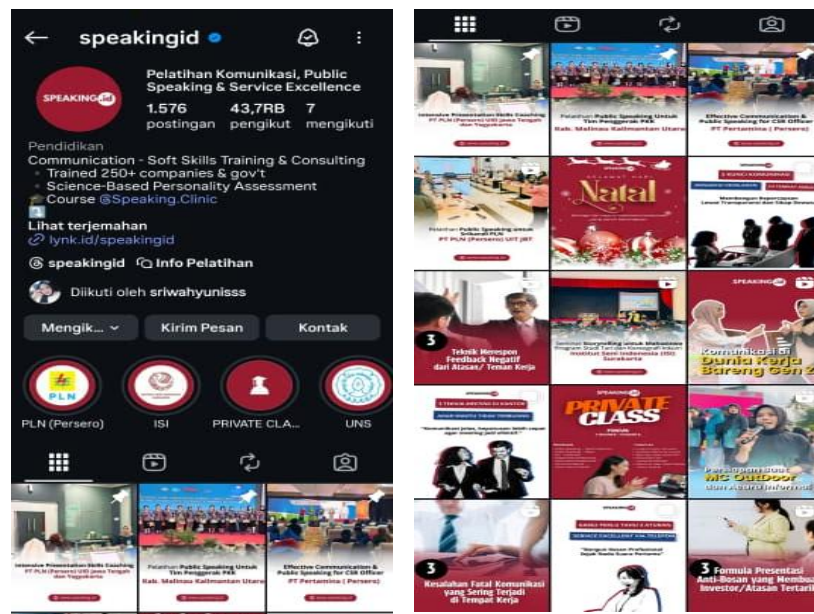


Figure 1 (Account and digital content of Instagram @speakingid)

Source: <https://www.instagram.com/speakingid/>

The Instagram account @speakingid is one of Indonesia's educational accounts that actively produces digital content related to public speaking, self-development, and effective communication, while also promoting public speaking training programs. The existence of this account reflects digital communication practices that integrate educational and promotional functions into a single platform.

There are other Instagram accounts similar to @speakingid, such as @bicaraofficial, @deliver.your.best, and @publicspeakinglab, but the researcher focused more on @speakingid because the Instagram account @speakingid does not only function as a personal coach or promotional media, but also systematically integrates public speaking educational content with training program information. The content presented includes basic education, motivation, practice simulations, and technical training information. @speakingid targets Indonesian audiences by using Indonesian language, local cultural contexts, and communication issues relevant to the needs of Indonesian society (students, young professionals, communities, and organizational actors).

Instagram @speakingid shows consistency in uploading digital content with a complete variety of formats, such as educational reels, informative carousels, interactive stories, and live sessions. This variety allows researchers to measure digital content as a comprehensive communication variable, covering visual aspects, messages, interactivity, and frequency of exposure. Compared to other accounts, it is more dominant in promotional content for activities and event documentation.

One of the advantages of @speakingid is the balance between educational content and training promotional content. Training information is delivered persuasively but remains education-based, not hard selling. This condition is ideal for researching interest, as the

audience first gains understanding and perceived value before being directed to the decision to participate in training.

Most previous studies in the field of digital communication and social media have focused more on the influence of content on brand awareness, purchasing interest, or consumptive behavior. Studies that place social media as a medium for shaping interest in communication skills training, especially public speaking, are still relatively limited. This condition indicates a research gap that needs to be filled to enrich the academic discourse on the role of social media in human resource capacity building.

In addition to changes in the function of social media, audience behavior dynamics in the digital era have also undergone significant shifts. Audiences are no longer passive in receiving information, but are active in choosing, selecting, and evaluating content that is considered relevant to their personal and professional needs. In the context of public speaking training, individuals tend to seek initial references through social media before deciding to take formal training. Social media acts as a pre-learning space that shapes initial perceptions, expectations, and levels of trust in training providers. Therefore, the quality of the audience's experience in consuming digital content is an important factor that influences their interest in the training programs offered.

Instagram's characteristics as a visual and algorithmic-based medium make exposure intensity and engagement strategic elements in the communication process. Content that appears repeatedly, is presented consistently, and is able to adapt to audience preferences has the potential to build lasting cognitive and affective effects. Continuous exposure to educational content on public speaking can strengthen the audience's understanding of the importance of public speaking skills, while reducing psychological barriers such as fear and lack of confidence. In this context, Instagram not only facilitates the delivery of messages, but also shapes a gradual learning process that contributes to the formation of interest and readiness of individuals to participate in training.

From a strategic communication perspective, the success of social media in driving interest cannot be separated from the synergy between content design and information quality. Visually appealing content serves as an attention getter, while information quality plays a role as a determining factor in the credibility and sustainability of audience interest. Clear, structured information based on audience needs will facilitate the message comprehension process, so that the audience not only understands the benefits of public speaking training but also feels the urgency to participate. Thus, digital content and information quality do not stand alone but complement each other in influencing audience attitudes and behavioral intentions. Academically, this research is significant as it bridges digital communication studies with soft skill development, particularly public speaking.

LITERATURE REVIEW

The Role of Public Speaking Competence Amidst the Demographic Bonus

The demographic bonus era in Indonesia is marked by the dominance of the productive age population, which presents a strategic opportunity for economic growth and national

competitiveness, provided that it is supported by adequate human resources, especially in terms of soft skills (Central Statistics Agency, 2023). One crucial soft skill is public speaking, which is the ability to convey ideas systematically, persuasively, and ethically.

In the world of work and organizations, public speaking plays an important role in supporting leadership, collaboration, negotiation, and decision-making. Amid increasingly fierce job competition, this ability is an indicator of human resource readiness because it reflects self-confidence, critical thinking, and interpersonal and public communication skills (Robbins & Judge, 2017). With the development of digital technology, public speaking also includes the ability to communicate in online spaces such as virtual presentations, webinars, and video content.

Public speaking does not stand alone; this skill is closely related to other interpersonal skills such as confidence, emotional control, and the ability to persuade and collaborate, all of which are important components needed by the future workforce in facing the economic and social dynamics of the digital era.

Skills must be developed systematically through formal education, non-formal training, and the use of digital media as an adaptive and inclusive learning tool. Digital platforms, especially social media, enable the public speaking learning process to be more flexible, contextual, and reach a wide range of productive age groups. Through educational content, practical simulations, and two-way interactions, digital media plays a role in fostering interest in learning while continuously improving public communication competencies (Kaplan & Haenlein, 2019).

Furthermore, the integration of public speaking training with a technology-based approach is also in line with the demands of the world of work, which increasingly emphasizes digital communication and cross-border collaboration. Individuals who have the ability to convey ideas effectively, both offline and online, tend to have a competitive advantage in the recruitment process, career development, and organizational leadership (World Economic Forum, 2023). Thus, public speaking is not only a supporting skill, but has transformed into a core competency in building superior human resources amid Indonesia's demographic bonus.

Therefore, strengthening public speaking skills in the era of demographic bonus is an important part of the strategy to improve the quality of Indonesia's human resources so that they can compete globally and contribute to the creation of a communicative and competitive society.

Instagram Digital Content as an Educational Medium

The development of digital technology has made Instagram not only a medium for entertainment, but also an effective medium for informal education (Endah, et.al,2024). Through various digital content formats such as images, short videos, carousels, and live broadcasts, Instagram is able to convey educational information in an interesting, concise, and easy-to-understand manner.

Instagram's strength as an educational medium lies in its visual power and interactivity. The presentation of contextual content and interactive features enables two-way communication, making the learning process more participatory. Consistent exposure to

educational content also plays a role in improving literacy, broadening knowledge, and fostering users' interest in learning.

With flexible access that is not limited by space and time, Instagram has great potential as an educational medium in the digital age. Its effectiveness greatly depends on the quality of the content, the clarity of the information, the credibility of the source, and the ability of the account manager to package educational messages in an interesting and responsible manner (Kietzmann, et.al, 2011).

The integration of social media in an educational context has increased public participation in learning activities when combined with clear and structured learning strategies (Junco et al., 2011; Manu, 2023). Thus, social media not only functions as a social communication tool but also has significant potential as an adaptive learning medium that meets the needs of society in the digital age.

Moreover, consistent exposure to educational content on Instagram can enhance digital literacy, broaden users' knowledge, and foster independent learning interest. Social media functions as a catalyst for learning motivation, as its content is tailored to users' interests and needs through algorithmic systems, making educational information more relevant and sustainable (Manu, 2023). This positions Instagram as an adaptive learning medium that aligns with the dynamics and learning styles of modern society.

Nevertheless, the effectiveness of Instagram as an educational medium largely depends on content quality and the credibility of information sources. Unverified or superficially presented content may lead to misconceptions. Therefore, the management of educational content on Instagram must emphasize informational accuracy, message clarity, and ethical communication practices to ensure optimal learning outcomes (Kietzmann et al., 2011). With proper management, Instagram holds significant potential as an innovative and relevant educational medium in the digital era.

Changes in Interest Patterns from Content Consumption to Training Participation

The development of digital media and social media has changed the behavior patterns of audiences in accessing information and learning. People no longer play only a passive role as consumers of digital content, but are gradually showing a tendency to become more actively involved in the process of continuing education. Consumption of educational content on social media, such as Instagram, often serves as the initial stage in building awareness, understanding, and interest in a particular topic or skill (Zarella, D. 2020).

Consistent, relevant, and high-quality exposure to digital content can influence the attitudes and interests of audiences. When audiences perceive the practical benefits of the content they consume, they develop a need for deeper and more structured understanding (Kotler & Keller, 2016). This condition encourages a shift in interest from simply consuming free content to actively participating in training, courses, or self-development programs. In this context, social media content serves as a means of awareness as well as a bridge to formal or non-formal learning.

This change in interest patterns is also influenced by the audience's increasing trust in information sources (Ryan and Deci, 2017). Content that is presented in a credible, applicable,

and audience-appropriate manner can build trust, which is an important factor in the decision to participate in training. Thus, social media not only acts as an information channel but also as part of the persuasion process and the formation of learning interests that lead to concrete actions.

Therefore, the shift from content consumption to training participation reflects the transformation of learning behavior in the digital age. This phenomenon shows that strategically designed educational content can encourage audiences to be more actively involved in improving their competencies through structured and continuous training.

The Challenge of Information Quality in the Digital Era

The development of digital media and social media has made it easier to access and distribute information, but on the other hand, it also poses serious challenges related to the quality of information circulating. The digital era is characterized by a very fast and massive flow of information, not all of which goes through an adequate verification process, thereby increasing the risk of spreading inaccurate, misleading, or superficial information.

Wardle and Derakhshan (2017) emphasize that the digital ecosystem allows anyone to become an information producer without clear editorial standards, so the quality of messages depends heavily on the literacy, ethics, and responsibility of content creators. This condition is exacerbated by social media algorithms that prioritize engagement over accuracy, making sensational or popular content easier to spread than data-driven and scientific information (OECD, 2019).

UNESCO also emphasizes that low levels of information and media literacy among the public are a major factor in making it difficult for audiences to distinguish between credible and non-credible information, especially in the context of educational content on social media (UNESCO, 2021). Therefore, the challenge of information quality in the digital age lies not only in content production, but also in the audience's ability to critically and responsibly evaluate, verify, and use information.

In addition to verification and literacy issues, the challenge of information quality in the digital age is also related to the depth, relevance, and clarity of messages conveyed through social media. Much digital content is concise and visual-driven, potentially sacrificing completeness of information for appeal and ease of consumption. DeLone and McLean (2003) emphasize that the quality of information is determined by accuracy, completeness, relevance, and timeliness; if one of these aspects is not fulfilled, the effectiveness of information in influencing users' attitudes and interests becomes low. In the context of educational social media, information that is overly simplified without a clear scientific basis can create partial understanding and misconceptions among the audience (Metzger & Flanagin, 2015). Therefore, digital content managers are required not only to be able to present information in an interesting way, but also to ensure that the substance of the message remains high-quality, credible, and contextual in order to provide a sustainable educational impact for users.

Uses and Effect Theory

This study is based on the Uses and Effects Theory. Sven Windhl first proposed this idea in 1979. This theory is a combination of the uses and gratification approach and traditional effect theory (Sendjaja, 2002). While uses and gratification theory emphasizes that media use is determined by individual needs, uses and effects theory emphasizes that individual needs are only one of the factors that cause media use. This theory also emphasizes how media use produces many effects on individuals.

The following are the basic assumptions of the Uses and Effects Theory by Windahl (1979), which is a development of the uses and gratifications and communication effects theories:

1. Media users have needs that drive them to use media, but needs are not the only factor that determines media use. Individuals use media not only because of psychological or social needs, but also because they are influenced by situations, social contexts, and environments.
2. Media use will produce certain effects on individuals. These effects are not always uniform; they can be cognitive (knowledge), affective (attitudes), or behavioral (behavior).
3. Media effects depend on how individuals use the media. This means that effects do not come from the media itself, but from the interaction between users and the media. The more intense, selective, and focused the use of media, the greater the likelihood of effects occurring.
4. Individual characteristics influence media use and the types of effects that may arise. Factors such as experience, motivation, perception, expectations, and needs will determine how a person interprets and responds to media.
5. Media is considered to have a variety of functions that can be selected according to user needs. Active users choose content that they consider to meet specific needs such as information, entertainment, identity, and social interaction.
6. Media effects occur gradually and are not always immediate. Communication effects can be short-term or long-term, depending on the consistency and intensity of use.

This theory explains the relationship between mass communication delivered through mass media, which has an effect on users of that mass media. Personal characteristics, expectations and perceptions of the media, and the level of media exposure will determine a person's decision to use or not use mass media content. Media use and its causes are an important part of this theory.

Overall, previous studies constantly indicate that social media can serve as an informal educational medium and that information quality plays a pivotal part in shaping followership stations and behavioral intentions. exploration on digital platforms has largely concentrated on engagement, purchase intention, or general literacy provocation, while studies on public speaking emphasize its significance as a soft skill in the digital period. still, limited empirical exploration specifically examines how attributes of digital content and perceived information quality contemporaneously impact interest in sharing in structured skill- grounded training, particularly within the environment of Instagram- grounded public speaking education in Indonesia. likewise, former studies frequently dissect content exposure or information credibility independently, without integrating both variables within a single explicatory model predicated in Uses and goods Theory. thus, this study positions itself by critically

integrating digital content and information quality as connected predictors of training interest, offering a more focused empirical donation to the literature on social media – grounded informal literacy and skill development.

METHODOLOGY

This study involved $N = 300$ respondents, selected from approximately 43.4 thousand followers of the @speakingid Instagram account in Indonesia. The sample size was determined using a non-probability purposive sampling technique, targeting active followers who had consumed the educational content published on the account, as commonly applied in digital media behavior research (Etikan et al., 2016). A sample of 300 respondents is considered adequate for multiple regression analysis, as it exceeds the minimum recommended sample size for models with two independent variables and provides sufficient statistical power to detect significant effects (Hair et al., 2019; Field, 2018). This study uses a quantitative approach with an explanatory survey method to analyze the contribution of digital content and information quality to interest in public speaking training, as this approach allows for objective and systematic measurement of the relationship between variables based on empirical data (Creswell & Creswell, 2018). Data were collected through an online questionnaire designed based on indicators of digital content variables, information quality, and interest in public speaking training using a four-point Likert scale. Before the main data collection, the instruments were tested for validity and reliability to ensure measurement accuracy (Hair et al., 2019). The data obtained were analyzed using descriptive and inferential statistics, including multiple regression analysis, to determine the contribution of independent variables to the dependent variable with the assistance of SPSS statistical software. The results were presented in tables and narrative interpretations in accordance with the research objectives (Field, 2018).

RESULTS AND DISCUSSION

In decision-making validity testing, each item is considered valid if *r hitung* is greater than *r tabel*. Meanwhile, if *r hitung* is smaller than *r tabel*, then the statement item is considered invalid. The results of the validity test on variables X1 (Digital Content) X2 (Information Quality), and Y (Interest in Public Speaking Training) with a total of 44 statement items can be declared valid because each statement item has an *r hitung* value greater than *rtabel* (0.361). In this study, reliability was tested using the Cronbach's alpha formula, with the decision that the instrument can be considered reliable if the Cronbach's alpha value is greater than 0.60 (Ghozali, 2006:42).

The results of the reliability test on variable X1 obtained a Cronbach's alpha value of 0.934, variable X2 obtained a Cronbach's alpha value of 0.920, and variable Y obtained a Cronbach's alpha value of 0.927. Based on the Cronbach's alpha values for variables X1, X2, and Y, it can be concluded that all items in the research questionnaire are reliable because the Cronbach's alpha value is greater than 0.60, so that each statement in the variable can be trusted.

In testing the classical assumptions of this study, we used normality tests, multicollinearity tests, and heteroscedasticity tests. The normality test used the Kolmogorov-Smirnov test with a decision of $\text{asymp.sig. (2-tailed)} > 0.05$, otherwise if $\text{asymp.sig. (2-tailed)}$

< 0.05 , then the data was not normally distributed. In the normality test results using the One-Sample Kolmogorov Smirnov Test, the Asymp. Sig. (2-tailed) value obtained was 0.200, so the decision result stated that the data could be normally distributed because Asymp. Sig. (2-tailed) $0.200 > 0.05$. In the multicollinearity test, the decision is that if the regression model must have a tolerance value > 0.10 and $VIF < 10$, then there is no multicollinearity, whereas if the tolerance value is < 0.10 and $VIF > 10$, then there is multicollinearity.

The results of the multicollinearity test show that the variables X1 (Digital Content) and X2 (Information Quality) each obtained a Tolerance value of 0.890. The variables X1 (Digital Content) and X2 (Information Quality) each obtained a VIF value of 1.124. Therefore, the results of the multicollinearity test can be concluded that there is no multicollinearity. In this study, the Glejser test was used for the heteroscedasticity test.

The decision in the heteroscedasticity test using the Glejser test is that if the significance value (Sig.) > 0.05 , then there is no heteroscedasticity. Conversely, if the significance value (Sig.) < 0.05 , then there is heteroscedasticity. The results of this study show that the significance value (Sig.) for variable X1 (Social Media Content) is 0.078 and variable X2 (Information Quality) has a significance value (Sig.) of 0.217. Therefore, it can be concluded that there is no heteroscedasticity.

Furthermore, to determine the magnitude of the relationship and influence of the independent variables, a multiple linear regression test was performed. The results of the multiple linear regression test showed that the constant value (α) was 25.782, meaning that if the value of the independent variable was zero, the value of the dependent variable would increase by 25.782. The regression coefficient for the Social Media Content variable (X1) is 0.197, indicating that every increase in exposure to media content results in a 0.197 increase in interest in public speaking training. The regression coefficient for the information quality variable (X2) is 0.384, indicating that every increase in information quality results in a 0.384 increase in public speaking skills.

A hypothesis is an opinion or statement whose truth is still uncertain, must first be tested, and is therefore temporary or a preliminary assumption (Kriyantoro, 2016:28). The hypotheses in this study are the T-test, F-test, correlation analysis, and determination analysis. The T-test results are shown in the following table:

Table 1. Partial Regression Coefficient Test Result (T Test)

Model	Coefficients ^a		t	Sig.
	Unstandardized Coefficients	Standardized Coefficients		
	B	Beta		
1 (Constant)	25.783		11.046	.000
Digital Content X1	.197	.219	4.692	.000
Information Quality X2	.384	.391	8/374	.000

a. Dependent Variable: Public Speaking Training Interest Y

In Table 1, the t-test results for the variable Contribution of digital content (X1) to Interest in Public Speaking Training (Y) show a value of *thitung* of 4.692 and a Sig. value of 0.000. This indicates that the value of *thitung* (4.692) > *ttabel* (1.966) and the Sig. value (0.000) < 0.05. Thus, it can be concluded that Ho is rejected and Ha is accepted, meaning that the regression coefficient on the digital content variable is significant. Therefore, the digital content variable partially influences interest in public speaking. Furthermore, in Table 1, the t-test results for the information quality variable (X2) on Interest in Public Speaking Training (Y) show a value of *thitung* of 8.374 and a Sig. value of 0.000. This indicates that the value of *thitung* (8.374) > *ttabel* (1.966) and the Sig. value (0.000) < 0.05. Thus, it can be concluded that Ho is rejected and Ha is accepted, meaning that the regression coefficient on the Information Quality variable is significant. Therefore, the information quality variable partially influences Interest in Public Speaking Training.

The F test was conducted to determine the simultaneous influence between the independent variables and the dependent variable. The results of the F test can be seen in the following table:

Table 2. Simultaneous Regression Coefficient Test Result (F Test)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	840.415	2	420.208	66.469	.000 ^b
	Residual	2414.946	382	6.322		
	Total	3255.361	384			

a. Dependent Variable: Public Speaking Training Interest Y

b. Predictors: (Constant), Information Quality X2, Digital Content X1

Based on Table 2, the results of the F test above show that the Fcount value (66.649) is greater than the F table value and the significance value (0.000) is less than (0.05). Therefore, it can be concluded that Ho is rejected and Ha is accepted. This means that the contribution of social media content and the quality of information on the @speakingid Instagram account together have a significant effect on interest in public speaking training. The correlation analysis and coefficient of determination test can be seen in the following table:

Table 3. Coefficient of Determination Test Result (R Square)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.730 ^a	.533	.531	2.122

a. Predictors: (Constant), Information Quality X2, Digital Content X1

In Table 3, it is known that in the correlation test results, the correlation coefficient between the Digital Content variable and the quality of information on Interest in Public

Speaking Training obtained an R value of 0.730. Therefore, it can be concluded that the contribution of digital content and information quality has a strong relationship with Interest in Public Speaking Training because the R value (0.730) is between the correlation coefficient values (0.60-0.799), which means it has a “strong” level. The coefficient of determination test yielded an R^2 (R square) value of 0.533 or (53.3%). This shows that the percentage of the digital content and information quality variables can influence interest in Public Speaking Training by 53.3%, while the remaining 46.7% is explained or influenced by other factors not described in this study.

The results show that both digital content (X1) and information quality (X2) of the @speakingid Instagram account significantly influence interest in Public Speaking Training, both partially and simultaneously. This finding is consistent with Windahl's (1979) Uses and Effects Theory, which emphasizes that how individuals use media will produce certain effects on themselves.

First, the theory states that media has an effect when users actively choose and use media according to their needs. In the context of this study, followers consciously consume @speakingid's educational content to become interested and motivated to participate in public speaking training. The regression results, which show an increase in public speaking skills as exposure to content increases, support this assumption: targeted media use produces cognitive (knowledge of speaking techniques), affective (increased confidence), and behavioral (better speaking practice) effects.

Second, the theory states that the effects of media are influenced by the quality of the content consumed. This is reflected in the finding that information quality has the greatest influence (coefficient 0.384) compared to content in general (0.197). This means that the more accurate, relevant, and clear the information presented by @speakingid is, the greater the effect on interest in participating in Public Speaking training. This supports the theoretical assumption that the effect does not come from the media alone, but from the quality of the user's interaction with the media content.

Third, Uses and Effects Theory emphasizes that individual characteristics and exposure levels determine the magnitude of media effects. The research results, which show a strong correlation ($R = 0.730$) and a contribution of 53.3%, reinforce the fact that followers who frequently and intensely follow @speakingid content experience more noticeable positive effects.

In addition to strengthening the theoretical framework of Uses and Effects Theory, these research results also provide empirical implications that social media, especially Instagram, does not only function as a passive information channel, but has developed into an effective informal learning medium. The high coefficient of determination ($R^2 = 53.3\%$) indicates that more than half of the variation in interest in public speaking training can be explained by exposure to digital content and the quality of information presented by the @speakingid account. This confirms that a consistent, structured, and relevant educational content-based communication strategy can build awareness, interest, and desire among audiences to improve their competencies. In other words, Instagram is no longer just a medium for entertainment, but also acts as a learning ecosystem that can significantly influence individual attitudes and decisions.

Furthermore, the dominance of the influence of the information quality variable over digital content in general indicates that audiences are increasingly critical of the information they consume. Followers are not only interested in visual appearance or posting intensity, but also assess the depth of the material, clarity of the message, credibility of the source, and practical usefulness of the content presented. These findings reinforce the view that in the digital age, message quality is a key factor in building audience trust and interest. Therefore,

educational account managers such as @speakingid need to prioritize the accuracy, relevance, and usefulness of information so that the resulting communication effect is not only short-term but also sustainable.

On the other hand, the existence of 46.7% of other variables that influence interest in public speaking training shows that individual decisions are not entirely determined by social media factors. Other factors such as intrinsic motivation, professional needs, previous speaking experience, social environment, recommendations from influential figures (opinion leaders), and economic factors are also thought to contribute to interest in participating in training. Therefore, further research is recommended to integrate these psychological and social variables in order to obtain a more comprehensive pictures.

This study shows that media influence is not determined solely by the intensity or format of exposure, but primarily by the quality of information as evaluated by users. In line with Uses and Effects Theory, media effects emerge from the interaction between individual needs, patterns of media use, and content characteristics. The finding that information quality ($\beta = 0.384$) is more dominant than digital content ($\beta = 0.197$) confirms that audiences actively evaluate the credibility, clarity, and relevance of information before deciding to participate in training. Thus, the observed effects are more closely related to cognitive processing rather than mere media exposure.

In the Indonesian context, the high level of social media usage and the strong orientation toward credibility and authority make information quality a decisive factor. Moreover, in the era of the demographic bonus and increasing job competition, public speaking is perceived as a career investment, leading audiences to be more cautious in evaluating information before engaging in training programs.

Nevertheless, 46.7% of the variance is explained by other variables, such as intrinsic motivation, economic factors, and social environment, indicating that media effects are conditional in nature. Theoretically, this study affirms that information quality functions as a primary cognitive trigger in fostering interest in Instagram-based training. Practically, educational content strategies should prioritize substance, clarity, and credibility to produce sustainable outcomes.

CONCLUSION

Based on the results of this study, it can be concluded that digital content and information quality presented through the Instagram account @speakingid significantly influence interest in public speaking training in Indonesia, both partially and simultaneously. The findings indicate that Instagram functions not only as a platform for entertainment but also as an informal learning medium capable of shaping audience interest in communication skill development. The regression analysis shows that information quality has a more dominant influence than digital content, suggesting that credibility, clarity, relevance, and accuracy of information are central factors in fostering training interest. With a coefficient of determination of 53.3%, more than half of the variance in training interest can be explained by the two independent variables examined in this study.

The findings support Uses and Effects Theory, emphasizing that media effects emerge from the interaction between users and content characteristics. Practically, the results suggest that educational content strategies should prioritize substance and credibility alongside visual engagement to effectively stimulate learning interest.

However, several methodological and conceptual limitations must be acknowledged. First, this study relies on self-reported interest rather than measuring actual participation in public speaking training, which may not fully reflect behavioral outcomes. Second, the research focuses on a single Instagram account (@speakingid), limiting the generalizability of the findings to other educational accounts or digital platforms. Third, the model does not incorporate psychological variables (such as intrinsic motivation or self-efficacy) and socio-economic factors (such as income level or professional background), which may also influence individuals' decisions to participate in training.

Future research is therefore recommended to examine actual behavioral participation, include multiple educational accounts or platforms for comparison, and integrate broader psychological and socio-economic variables to provide a more comprehensive understanding of how digital media influences structured skill development interest in Indonesia.

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