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The Effect of Information Quality of the Instagram Account @bemhimaperpusinfo on the Fulfillment of Information Needs of its Followers

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Abstract
Background: Recent studies on social media use in academic settings underline its increasing importance in fulfilling students' information needs. Still, few studies concentrate on student-run Instagram profiles and how well they meet these requirements.
Objective: Particularly in the context of 4C Chris Heuer and Guha's four approaches, this paper sought to examine how the information material given by the Instagram account @bemhimaperpusinfo fulfills the information demands of its followers.
Methods: Using a survey design, a quantitative method was applied. Using many linear models via SPSS 27, data was gathered from 100 followers of the @bemhimaperpusinfo account and evaluated. Tests of validity, reliability, normality, multicollinearity, and heteroskedasticity were run before the regression analysis to guarantee data quality.
Results: According to the study, all four aspects of the 4C Social Media model Context, Communication, Collaboration, and Connection had a notable beneficial impact on followers' information demand fulfillment. With Communication (β = .380) and Connection (β= .295) rising as the best predictors, the regression model accounted for 72.0% of the variation (R^2= .720). Every 4C variable showed notable correlations with various facets of Guha's information requirements Current, Everyday, Exhaustive, and Catching-up.
Conclusion: These findings suggest that material created and disseminated by student-led Instagram accounts can significantly help to meet academic and organizational information needs. Different institutional and peer-managed settings should be investigated in further studies using longitudinal or mixed-method designs to more thoroughly investigate long-term impacts and user experiences.

Keywords: 4C social media, Guha Approaches, Information Behavior, Information Needs Fulfillment, Instagram

INTRODUCTION

The digital technology's spread has changed the information environment all around. Social media channels, especially Instagram, have become important venues for generating, sharing, and consuming content. Originally intended as a visual-sharing tool, Instagram has evolved into a vibrant platform for public communication, community involvement, and educational outreach. For higher education institutions, particularly academic libraries and student groups, Instagram offers chances to interact with their members and meet a variety of information needs hitherto the sole realm of conventional media and library bulletin boards. Social media technologies more and more mediate the capacity to access pertinent, timely, and targeted

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information in the worldwide setting of knowledge societies. Sobreira et al. (2020) claim that during crucial periods like the COVID-19 epidemic, library institutions all around the world have looked to Instagram to provide both professional and public interest information. Social media's function has therefore gone well beyond personal networking to become a link between organizations and the public, including the academic community as well. Similar patterns are visible in Indonesia. Tools for communication and information distribution are increasingly Instagram accounts run by universities, faculties, and student groups. Managed by the student executive board of a library and information science (LIS) department, the Instagram account @bemhimaperpusinfo is one such example. Academic news, organizational events, literacy campaigns, and other student-centered material are all regularly posted on this account. Examining the efficacy of such accounts in satisfying followers' information demands is a question of practical and academic relevance considering the change in student behavior toward digital information sources.

Many research have looked at how Instagram material satisfies user information needs. Hild (2014), for example, underlined how the Herman B Wells Library in Indiana used Instagram to reach out to students rather than only market its services, hence closing gaps between students and libraries and lowering perceived institutional distance. This corresponds with the objectives of student-led accounts like @bemhimaperpusinfo, which could also act as mediators between the informal conversation of the student body and formal institutional communication. Likewise, Salomon (2013) discovered that, mostly because of the visual and participatory character of the site, UCLA's Powell Library saw far more activity on Instagram than on Facebook. The research found that Instagram helped students, especially those from different metropolitan backgrounds, develop greater emotional and cultural ties. This highlights Instagram's particular ability to satisfy informational, integrative, and emotional demands, fundamental to the UGT model. Adding even more weight, Lam et al. (2022) ran a 5E Instructional Model-based quantitative analysis. It found that although university students used Instagram a lot, its perceived usefulness as a learning tool stayed somewhat moderate. This emphasizes a common problem: Many educational accounts, despite great use, do not have significant educational influence since their material does not fit students' real information demands. Libraries and student groups have to better knowledge of their audience's tastes and behaviors if they want to close this gap. Posts motivating crowdsourcing where students were urged to remark or participate—got the most engagement according to a content study of academic library Instagram accounts by Doney et al. (2020). By comparison, posts that are solely promotional tend to lack response. To be regarded as valuable and reliable information sources, therefore, sites like @bemhimaperpusinfo have to go beyond simple broadcasting and toward dialogic involvement. Wallis (2014) investigated in another pertinent instance how a student-guided Instagram project in a first-year writing course enabled students to overcome "library anxiety" and fit into the academic setting. Although this research was conducted in the United States, its relevance is generally transferable. Instagram can serve as a social and cognitive bridge for students negotiating institutional culture when used with critical pedagogy in mind. For LIS student groups, this presents a chance to utilize Instagram not just for logistical announcements but also for academic identity development and community-building. Instagram also promotes a collaborative culture in which users co-create meaning rather than only consume material. Drivas & Vraimaki (2024) examined more than 1600 posts from 120 academic libraries and found that interaction metrics—likes, shares, comments—were not only

influenced by content volume or frequency but also by qualitative elements including emotional appeal, user voice, and cultural relevance. These results underline the importance of Heuer's 4C model and help to justify the need for local content strategy adaption. Ningrum (2022) recorded in the Indonesian setting how the UIN SAIZU library used Instagram to provide timely and engaging information during the epidemic. Engagement stayed very dependent on visual aesthetics and relevancy despite early success. Fadila et al. (2024) likewise discovered that student perception and platform loyalty were closely related to perceived content value; they highlighted the absence of strategic planning and student input as significant obstacles to achievement. Although many studies have highlighted Instagram's promotional function, its strategic usage for information literacy and academic help stays underexploited. Sparks et al. (2020) investigated how rare book libraries used Instagram to create worldwide scholarly communities and democratize access. Consistent visual identity, hashtag tactics, and user-generated content credited the success of these initiatives. Especially when aiming at academic groups with shared disciplinary interests, these strategies could be modified for student-run accounts like @bemhimaperpusinfo. Furthermore, Saufa's (2023) empirical findings reveal that Instagram content with informative, persuasive, and amusing aspects simultaneously boosted library visits and students' view of the library as a "living" academic setting. Guha's information needs framework aims to capture this whole function combining emotional, cognitive, and behavioral involvement. Therefore, theoretically and practically good is matching material with Guha's four categories—Current, Everyday, Exhaustive, and Catching-up. For example, Sholichah et al. (2022) found that university students' information-seeking behavior was greatly influenced by academic department Instagram usage, with a measured effect of 46.9%. Likewise, Gopinda & Nabila (2024) showed that student pleasure and the perceived value of Instagram material were greatly influenced by instructional, informative, and entertainment-driven motivations. Although these results confirm the value of Instagram in academic communication, they usually emphasize official institutional accounts or university-wide initiatives. On the other hand, there is a clear lack of research on how student-led Instagram accounts—particularly those from library and information science programs—fulfill academic and organizational information requirements. This is a major research hole. Though LIS students are often thought to be information literate and actively involved with institutional material, little is known about how they use or gain from peer-managed information channels. Given that such student organizations are usually the main interface for disseminating time-sensitive information, promoting academic identity, and motivating student involvement in curricular and extracurricular activities, this disparity is notable. User involvement and material relevance are two additional key aspects. University students generally find library Instagram content uninteresting or irrelevant to their actual information needs, according to a study by Masyithah (2021), and would rather utilize the library website or go to the library. This suggests that just having a digital presence is inadequate; material has to be thoughtfully selected to fit users' desires and expectations. Conversely, accounts that are attentive to their audience's preferences tend to do better. Ritonga et al. (2023) discovered that the Instagram account @melekteknologi.id, which serves library science students, properly fulfilled the information demands of its followers by means of content seen as timely, relevant, and contextually suitable. The study also underlined typical challenges affecting people's capacity to obtain wanted information: internet instability and algorithm-driven content visibility constraints. Institutional experiments have strengthened the worldwide trend of utilizing Instagram to promote literacy and library services. Lê (2019), for instance, looked at

how a museum library at The Met interacted with worldwide fashion academics and lovers via Instagram, so highlighting the intersection of visual culture and information demands in specialized libraries. Theoretically, these findings fit the Uses and Gratifications Theory (UGT), which holds that consumers deliberately look for media satisfying certain cognitive, affective, personal integrative, and social integrative demands. Instagram, as a media platform, is appropriate for meeting educational and community-building purposes since it provides unique affordances including visual narrative, real-time interaction, and hashtag-based discoverability. Moreover, as Parangu & Amaliah (2022) showed in a research of school library Instagram accounts during the epidemic, children reacted favorably to material that educated and motivated digital literacy and critical thinking. These results imply that Instagram could be a platform for developing digital skills among young people as well as a means of communication. New media growth has basically changed mass communication's character. Unlike conventional one-way communication channels, new media especially social media platforms are marked by interactivity, convergence, and decentralization. Theorists like McQuail and Lister et al. have suggested that new media redefines audience interaction with material by transforming users from passive consumers to active creators and distributors. A major expression of new media, social media illustrates this change. Launched in 2010, Instagram is a major example of a site where people consume and transform visual material to reflect identity, beliefs, and sense of community. Roots (2015) claims that Instagram users are motivated by different things including self-expression, information sharing, and community involvement compatible with the Uses and Gratifications Theory (UGT). Ranging from information gathering to emotional support, UGT holds that people actively hunt for media to satisfy particular psychological and social needs. Studies using UGT to Instagram use have revealed several gratifications among researchers, including self-promotion, social connection, amusement, and trend conformance (Menon, 2022). These results are pertinent to the research of @bemhimaperpusinfo since the motives of content creators student groups and consumers followers must be grasped within this dual gratification model. Chris Heuer's 4C Social Media Framework provides a useful viewpoint for grasping Instagram's function inside contemporary communication networks. The model describes four necessary dimensions—Context, Communication, Collaboration, and Connection—that define good digital interaction. Context underlines the need of appropriate and timely information catered to users' real-time demands. Through tools like comments, direct messaging (DMs), and interactive story elements like polls, communication emphasizes the platform's enabling of two-way conversation. When people co-create material, join campaigns, or interact via reposts, showing shared content ownership, collaboration becomes clear. Finally, Connection shows Instagram's ability to create and maintain communities, hence promoting significant user relationships and networks. Using Heuer's 4C model, Saputra & Luthfi (2023) discovered that pesantren tales using all four aspects had more interaction and greater audience confidence. Student accounts like @bemhimaperpusinfo, which have to strike a balance between community-based content tactics and formal academic announcements, may experience a similar dynamic. Especially in educational and academic settings, where these needs are quite varied and context-dependent, it is also crucial to investigate the idea of information needs. Guha's model categorizes information demands into four separate kinds, as mentioned in research such as Wicaksana (2023). Current Needs include urgent, real-time information including exam schedules, significant deadlines, or university announcements. Everyday Needs include regular updates such as organizational agendas, literacy program alerts, or event reminders. Exhaustive Needs
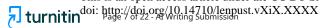
are those that call for thorough and in-depth knowledge, usually connected to academic research, development projects, or instructional programs. Finally, Catching-up Needs to handle retrospective information needs, such as prior post review, stored material recovery, or access to historical updates. Instagram accounts like @bemhimaperpusinfo, which have to provide all kinds of student information demands across several content formats feed posts, reels, stories, and highlights—simultaneously, find great relevance in this paradigm. Still, especially in the Indonesian LIS setting, empirical research on the junction of UGT, 4C, Guha's categories, and student-led social media communication remains scant despite the conceptual richness of these frameworks. Although university libraries or government-run educational accounts have received a lot of attention, student organizations' grassroots, peer-managed character presents particular issues and possibilities that are underexplored. Furthermore, research like Jin et al. (2023) emphasize the psychological satisfaction and continuance usage intentions that result from users' emotional and informational gratifications being fulfilled. These revelations are vital in determining whether @bemhimaperpusinfo meets information demands and promotes platform loyalty and long-term involvement among followers. Thus, this paper develops a strong framework for evaluating the impact of @bemhimaperpusinfo's Instagram material by combining several theoretical perspectives UGT, Heuer's 4C, Guha's information demand categories, and the idea of new media literacy. Focusing on how users understand, assess, and interact with this material in response to their changing information demands, the study offers a nuanced, empirical viewpoint to existing debates in library science, media studies, and student engagement research.

Though student-led digital projects are increasing, studies looking at their effects remain few, particularly in the Indonesian Library and Information Science (LIS) setting. This paper investigates how the information content posted by the Instagram account @bemhimaperpusinfo affects the fulfillment of its followers' information demands. Among the main issues are how people view the value and dependability of the material, what kinds of posts best satisfy their academic and organizational needs, and whether the account operates more as a source of educational support or mostly as a promotional and social platform. This study intends to add to a better knowledge of how social media might be a tool for information distribution and interaction within LIS education by means of user perceptions and content efficacy. The study also aims to offer useful ideas for enhancing content strategy in student groups. By means of this study, it connects digital communication, information behavior, and academic community-building, hence providing theoretical insights and practical suggestions for improving student involvement on social media channels in higher education.

LITERATURE REVIEW

Ranging from text, pictures, music, to video, new media is a kind of electronic communication available in many different forms presenting information material on demand on the internet (Sanida & Prasetyawati, 2023). Unlike conventional media, which is one-way and reliant on the communicator, new media lets consumers select the content they wish to consume, hence facilitating two-way communication and more flexibility (Faidlatul Habibah & Irwansyah, 2021). Pavlik (1998) lists four key roles of new media as production—the gathering and transmission of information; distribution—the electronic distribution of information; display—the technology presenting material to the audience; and storage the digital information storage

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(Faidlatul Habibah & Irwansyah, 2021). New tangible manifestations of this medium include several devices and platforms including computers, smartphones, and social media applications. One kind of new media, social media is a digital environment enabling user-generated content, sharing, and engagement via blogs, social networks, wikis, forums, and virtual worlds (Ni'matul Rohmah, 2020). Therefore, social media is both a platform for quick and participatory information exchange and a communication tool. According to Nasrullah (2016), social media falls under six categories: social networking media, online journals, microblogs, sharing platforms, bookmarking, and wikis or collaborative content media (Harahap & Adeni, 2020). Instagram, WhatsApp, Facebook, and Twitter are among the most well-liked and often used sites in Indonesia right now.
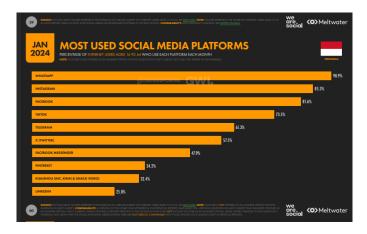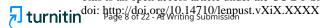

Figure 1. Most Used Social Media in Indonesia

Chris Heuer (in Djafar et al., 2020) suggested the "4C" model in relation to social media use: context, communication, colabboration, and connection. Context is about how we frame the narrative deciding the message style, shape, and appropriate methods to contact the audience. Communication is the activity of telling tales as well as listening, reacting, and assessing audience input. Collaboration underlines the need of user or account cooperation to produce richer and more useful material. While connection is the work of developing and sustaining lasting ties with the audience, which in turn promotes intimacy and loyalty. Of the most widely utilized sites, 86.5% of survey participants use Instagram (Anggraeni & Eko Hartanto, 2023). Followers/following, photo and video uploads, creative filters, Stories, and Direct Message promote the visual and real-time information flow (Feroza & Misnawati, 2020). Instagram is efficient in fulfilling different user information requirements by its simplicity of publishing material and engaging with the audience. Whether consciously or not, the need for information is the want or awareness of a person or group to seek and acquire knowledge to satisfy their wants (Wilson in Otoide, 2015; Kurnia Erza, 2020). Soleha et al. (2016) claim that users must know the kind and format of the information required for the information search process to be successful (Nurfadillah & Ardiansah, 2021). Guha (1978, in Salsabil & Arfa, 2019) categorizes information needs into four approaches: first, the Current Need Approach, where users want up-to-date information to support activities and decision-making; second, the Everyday Need Approach, the need for quick, practical, and relevant information for daily problems; third, the Exhaustive Need Approach, the need for comprehensive and in-depth information from many

sources; and fourth, the Catching-up Need Approach, the need for concise yet complete and up-to-date information.

Given the literature review, new media theory, information needs theory, Chris Heuer's 4C framework, and Guha's approach to information needs classification, it is assumed that the information content presented by the Instagram account @bemhimaperpusinfo has two possible hypotheses, considering that the research results are not yet empirically known. The first hypothesis (H_0) claims that the information material of the Instagram account @bemhimaperpusinfo has no major effect on the satisfaction of its followers' information demands. Whether those demands are daily, up-to-date, thorough, or intended at catching up on lost information, the information communicated via the account does not much help to fulfill the users' information needs. Conversely, the alternative hypothesis (H_1) claims that the information material of the account has a major impact on the satisfaction of its followers' information demands. Managed by student groups, the material can deliver pertinent, interesting information that fits user demands classified in Guha's method and is backed by the interactivity of new media provided by Instagram. The study's major goal is to test these two hypotheses in order to have an objective and quantifiable knowledge of how well social media fits student academic communication.

METHODS

This study uses a survey strategy and a positivist paradigm with a quantitative technique. The quantitative paradigm, based on the philosophy of positivism, holds that scientific knowledge is the only valid knowledge; this knowledge is derived from personal experience, so the research object is intimately linked to the cause-and-effect relationship between that experience and the current phenomenon (Andini et al., 2023). This study employs the positivist paradigm, a kind of research paradigm that sees knowledge as needing to follow obvious and quantifiable norms and processes, based on accepted laws and procedures. Knowledge is thought to be deductive, traveling from the general and abstract to the particular and concrete. Based on universal causal rules and involving several factors that finally produce a quantitative approach, knowledge is deemed nomothetic (Andini et al., 2023). This paper employs two kinds of variables: independent and dependent. While the dependent variable (Y) is the information needs with 4 perception indicators according to Guha (1978), which include Current Need Approach, Everyday Need Approach, Exhaustive Need Approach, and Catching-up Need Approach, the independent variable (X) is the use of social media with the 4C components suggested by Chris Heuer: context, communication, collaboration, and connection.

TABLE 1
CONCEPTUAL FRAMEWORK

X Variable	Y Variable
Information Quality (X)	Fulfillment of Information Needs (Y)
Context (X_1)	X_1Y
Communication (X_2)	X_2Y

X Variable	Y Variable
Collaboration (X_3)	X_3Y
Connection (X_4)	X_4Y

The population of this study comprises all 2,212 followers of the Instagram account @bemhimaperpusinfo.Universitas Pendidikan Indonesia. This work employs Slovin's formula to identify the appropriate sample size (n).

$$n = \frac{N}{1 + N \cdot e^2}$$

According to the formula, the population size (N) is 2,212 followers and the margin of error (e) is 10% or 0.10. The computation will so be as follows.

$$n = \frac{2212}{1 + 2212 \cdot (0.10)^2} = \frac{2212}{1 + 2212 \cdot 0.01} = \frac{2212}{1 + 2212 \cdot 0.01} = \frac{2212}{1 + 22.12} \; n = \frac{2212}{23.12} = 96$$

The computation results indicate that this study's sample size (n) is minimum 96 respondents. Non-Probability Sampling is a sampling method whereby not all people in a population have the same chance to be chosen as a sample, therefore reflecting differences in opportunity usually brought about by the researcher's subjectivity in choosing samples from the population (Asrulla et al., 2023).

TABLE 2
RESPONDENT CRITERIA

No.	Criteria
1	Registered as a follower of the Instagram account @bemhimaperpusinfo
2	Have followed the account for at least 1 month
3	Have engaged in at least one form of interaction with the content of the Instagram account @bemhimaperpusinfo in the last 6 months (liking, commenting, sharing, or clicking on a post).
4	Active students, alumni, or individuals involved in library and information science activities

This approach guarantees that the data collected originates from people who really know or are engaged in the subject under study. In this study, the data collecting method is the dissemination of digital surveys via Google Forms. A Likert scale was used in the questionnaire to determine the responses of the participants. Comprising statements paired with a measurement scale, the Likert scale questionnaire lets respondents choose a scale based on their attitude towards the provided statements, hence reflecting attitude options connected to the assertions (Suasapha, 2020). Usually, the Likert scale includes five levels; however, depending on the study requirements, the scale levels may vary. The researcher thus sought to reduce neutral ratings by using a scale of 1, 2, 3, and 4 with descriptors from strongly disagree to strongly agree, as indicated in the table below.

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TABLE 3
LIKERT SCALE INFORMATION

Scale	Information
1	Strongly Disagree
2	Disagree
3	Agree
4	Strongly Agree

Statistical software IBM SPSS Statistics 27 will be used to evaluate or measure the gathered data. Designed for data processing and analysis, SPSS is a statistical software with several benefits like simplicity, thorough statistical analysis, effective data management, and correctness and consistency (Mahariani et al., 2023). Research Methodology Structure Social media use, the independent variable (X) in this study, is made up of twelve statements representing the four 4C elements from Chris Heuer: context, communication, collaboration, and connection. Three statements meant to show the degree to which people use social media in relation to their information needs represent each component. Twelve statements making up the dependent variable (Y), or the information need, together reflect Guha's (1978) four information need perception approaches Current Need Approach, Everyday Need Approach, Exhaustive Need Approach, and Catching-up Need Approach integrated as a single construct. These statements are meant to reflect users' perspectives and habits in acquiring information depending on their needs approach.

FINDINGS

A total of 100 people have completed the online questionnaire, hence offering the following demographic profile. Of the 100 total respondents, 22 are male (22%) and 78 are female (78%). The age distribution shows 3 respondents (3%) under 18 years old, the bulk of 94 respondents (94%) in the 18–22 age group, 4 respondents (4%) aged 23–25, and no respondents above 25 years old (0%). There are no responses from other study programs, alumni, or the general public (0%). All respondents (100%) are identified as active students of the Library and Information Science Study Program.

TABLE 4
DEMOGRAPHY INFORMATION

Demography	Category	Total	Percentage
Gender	Male	22	22%
	Female	78	78%
Age	< 18 years	3	3%
	18 – 22 years	94	94%
	23–25 years	4	4%
	> 25 years	0	0%
Status	Active student of Library and Information Science	100	100%
	Active student of other study programs	0	0%
	Alumni	0	0%
	General public	0	0%

The poll results from 100 respondents show that most (83%) have followed the Instagram account @bemhimaperpusinfo for over six months, suggesting that most of them have

significant experience tracking the actions and material published by the account. Regarding the frequency of interactions in the past six months, 39% of respondents said they often interacted (more than five times), 30% sometimes (three to five times), and 31% rarely (one to two times), suggesting a rather active level of engagement from followers with the published content. Liking posts (98%) is the most common kind of contact; viewing Instagram stories (85%), sharing posts (37%), leaving comments (20%), and sending direct messages (12%) follow. These results show that passive types of interaction—such as liking and content viewing—are more prominent than active interactions like commenting or sending messages. Examining the degree to which the communication and connection aspects of the 4C social media components are reflected in user behavior might help one to explore this.

TABLE 5
INTERACTION INFORMATION

Aspect	Category	Total	Percentage
Duration of Following the Account	More than 6 months	83	83%
	4–6 months	3	3%
	1–3 months	13	13%
	Less than 1 month	1	1%
Interaction Frequency (Last 6 Months)	Often (>5 times)	39	39%
	Occasionally (3–5 times)	30	30%
	Rarely (1–2 times)	31	31%
	Never	0	0%
Types of Interaction Ever Done	Liked a post	98	98%
	Viewed Instagram stories	85	85%
	Shared a post	37	37%
	Commented on a post	20	20%
	Sent a message to the account	12	12%

Validity Test

Validity testing is the process of assessing how well an instrument such as a questionnaire measures what it is meant to measure. The validity test, therefore, guarantees that every item or question in the instrument really reflects the construct or variable under study (Faradillah & Septiana, 2022). All statement items are declared valid for both variable X (4C Social Media) and variable Y (4 Guha Approaches) based on the validity test employing the item-total correlation technique. Variable X, made up of 12 statements, shows correlation values between 0.566 and 0.757; variable Y, similarly made up of 12 statements, shows correlation values between 0.648 and 0.788. Since all of those correlation values surpass the required r table value of 0.197 (n = 100; α = 0.05), all items in both variables are appropriate for application in this research.

TABLE 6
VALIDITY TEST RESULT

Variable	Total Statement	Calculated r Range	r Table (n=100, α=0.05)	Result
X (4C Social Media)	12	0.566 – 0.757	0.197	Valid

Y (4 Guha Approaches)	12	0.648 – 0.788	0.197	Valid

Reliability Test

Reliability testing seeks to find the consistency and stability of an instrument in measuring a certain variable. A questionnaire is deemed credible if it yields consistent outcomes when run under comparable conditions many times (Sugiyono, 2013). Cronbach's Alpha was used in this study to perform the reliability test. While variable Y (4 Guha Approaches) had a coefficient of 0.912, variable X (4C Social Media) had a reliability value of 0.891. Both figures surpass the generally acknowledged criterion of 0.6, suggesting that the tools employed for both variables are very dependable and may be used with confidence for more data analysis. General understanding of Cronbach's Alpha holds that values between 0.8 and 0.89 are acceptable, while those above 0.9 are very trustworthy. Thus, the tool for variable X qualifies as dependable while the tool for variable Y is deemed extremely reliable.

TABLE 7
RELIABILITY TEST RESULT

Variable	Total Statement	Cronbach's Alpha Score	Cronbach's Alpha Criteria Reliabiity	Result
X (4C Social Media)	12	0.891	0.6	Reliable
Y (4 Guha Approaches)	12	0.912	0.6	Reliable

Normality Test

Normality testing is done to see whether the data distribution of a variable follows a normal distribution, which is a key assumption for many parametric statistical analyses. The Kolmogorov-Smirnov approach was used in this work to conduct the normalcy test. The outcome indicated a significance value of 0.52, over the usual threshold of 0.05. This suggests that the data are regularly distributed and satisfy the assumption of normality, so permitting the application of more parametric statistical tests in this study.
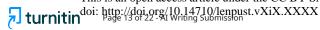
TABLE 8
NORMALITY TEST RESULT

Test Type	Variable	Significance Value (Sig.)	Criteria	Result
Kolmogorov-Smirnov Test	Variable X and Variable Y	0.52	Sig. > 0.05 Normal Sig. < 0.05 Not Normal	Data are normally distributed

Multicollinearity Test

Multicollinearity testing seeks to evaluate the degree of intercorrelation among independent variables in a regression model to guarantee that each predictor offers distinct information. Multicollinearity was assessed in this work utilizing Tolerance and Variance Inflation Factor (VIF) values (Sugiyono, 2013). The four predicted outcomes were as follows: The four predictors' results were as follows: Context (Tolerance = 0.485, VIF = 2.063), Communication (Tolerance = 0.567, VIF = 1.764), Collaboration (Tolerance = 0.481, VIF = 2.080), and Connection (Tolerance = 0.461, VIF = 2.169). Every VIF value stayed far below the

conservative criterion of 5 (and definitely below 10), and all tolerance values surpassed the usual bottom limit of 0.10, suggesting that multicollinearity is not an issue in this model and that every variable can be read alone.

TABLE 9
MULTICOLLINEARITY TEST RESULT

Predictor	Tolerance	VIF
Context	0.485	2.063
Communication	0.567	1.764
Collaboration	0.481	2.080
Connection	0.461	2.169

Heteroskedasticity Test

Testing for heteroskedasticity helped to identify any variance inequality in the regression model's residuals, which could compromise the validity of parameter estimates (Sugiyono, 2013). The Glejser test in this work was used by running the absolute residuals against the independent variables. All independent factors' significance values (Sig.) were over the threshold of 0.05: Context (0.102), Communication (0.317), Collaboration (0.256), and Connection (0.599). This suggests that the independent variables and the absolute residuals have no meaningful relationship, so the model shows no signs of heteroskedasticity and the residuals are homoscedastic.

TABLE 10
HETEROSKEDASTICITY TEST RESULT

Predictor	Sig. Value	Criteria	Result
Context	0.102	> 0.05	No Heteroskedasticity
Communication	0.317	> 0.05	No Heteroskedasticity
Collaboration	0.256	> 0.05	No Heteroskedasticity
Connection	0.599	> 0.05	No Heteroskedasticity

Multiple Linear Regression Analysis

To evaluate the degree to which the four elements of the 4C Social Media framework Context, Communication, Collaboration, and Connection collectively and separately forecast the adoption of Guha Approaches, a multiple linear regression analysis was run. All regression assumptions normality, multicollinearity, and Heteroskedasticity were satisfied before analysis. The total model was very significant, $F(4, 95) = 61.04$, $p < .001$, suggesting the set of predictors consistently predicts variation in Guha Approaches. With an adjusted R^2 of .708, the model accounted for 72.0% of the variance in the dependent variable ($R = .848$, $R^2 = .720$), suggesting a strong explanatory power even after considering model complexity; the standard error of the estimate was 3.011, indicating a fairly tight clustering of observed values around the regression line. Looking at the impact of each predictor, Communication stood out as the most significant one: its unstandardized coefficient (B) was 1.382 (SE = .262), producing a standardized β of .380, $t = 5.275$, $p < .001$. Controlling for all other dimensions, this suggests that every one-unit rise in the Communication dimension results in an average 1.382 unit increase in Guha Approaches. Following next in importance was connection (B = 1.013, SE = .274; β = .295; $t = 3.694$, $p < .001$), which suggested a significant beneficial impact of

networked involvement and relationship-building on the adoption of Guha Approaches. Statistically significant but more modest were Context (B = .672, SE = .310; β = .169; t = 2.168, p = .033) and Collaboration (B = .546, SE = .254; β = .169; t = 2.152, p = .034). Each one-unit increase in the provision of relevant context or joint problem-solving activities corresponded to increases of .672 and .546 units, respectively, in Guha Approaches. The intercept was not statistically significant (B = 3.608, t = 1.557, p = .123), implying that in this sample anticipated Guha Approaches did not differ materially from zero when all 4C dimensions are at zero.

TABLE 11
MULTIPLE LINEAR REGRESSION ANALYSIS RESULT

Category	Parameter	B*	Std. Error	β**	t	Sig.	Value
Model Summary	R						0.848
	R²						0.720
	Adjusted R²						0.708
	Standard Error of Estimate						3.011
	F (4, 95)						61.04
	p-value of F-test						< .001
Coefficients	(Constant)	3.608	2.317	–	1.557	.123	
	Context	0.672	0.310	0.169	2.168	.033	
	Communication	1.382	0.262	0.380	5.275	< .001	
	Collaboration	0.546	0.254	0.169	2.152	.034	
	Connection	1.013	0.274	0.295	3.694	< .001	

*B=unstandardized coefficient
**β=standardized coefficient
***Sig.=p-value
****value=report the model-level statistics
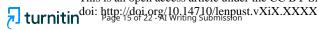
When all four 4C dimensions are considered together, these findings show that although every 4C factor strongly predicts Guha Approaches, Communication and Connection are the main drivers, therefore accounting for the most explained variance. Practically, this implies that while efforts to improve contextual relevance and cooperative features, though still vital, may have more incremental effects, strategies meant to increase user involvement and dialogic exchange on social media platforms will have the most influence on the adoption of Guha Approaches.

DISCUSSION

This paper aims to explore how the information material uploaded on the Instagram account @bemhimaperpusinfo affects the fulfillment of its followers' information requirements, operationalized using Guha's four-approach paradigm (Current, Everyday, Exhaustive, and Catching-up requirements). Our several regression analysis showed that all four aspects of the

4C framework Context, Communication, Collaboration, and Connection significantly forecast followers' perceived satisfaction of their information needs by drawing on the Uses and Gratifications Theory, Chris Heuer's 4C Social Media Model, and empirical data from previous studies of both institutional and student-led Instagram accounts. While Context (β= .169, p = .033) and Collaboration (β= .169, p = .034) had more moderate but nonetheless statistically significant effects, Communication (β= .380, p < .001) and Connection (β= .295, p < .001) emerged as the greatest predictors. The model as a whole accounted for 72% of variance in Guha Approaches (R^2 = .720, F[4,95] = 61.04, p < .001), emphasizing the key role that student-managed Instagram content can play in addressing various information demands.

The prominence of Communication and Connection in the prediction model corresponds with previous results indicating that user involvement and perceived value depend on interactive, dialogic aspects of social media. Doney, Wikle, and Martinez (2020), for instance, found that academic library posts generating two-way interactions via comments, polls, and direct responses consistently had higher engagement scores and that these interactive posts more successfully closed the gap between institutional messaging and student information needs. Likewise, Salomon's (2013) study at UCLA's Powell Library showed that Instagram's affordances for fast feedback and narrative reaction greatly increased emotional and cultural connections among students. Our findings carry these insights into the domain of student-led narratives, suggesting that when @bemhimaperpusinfo actively seeks follower input via question prompts, story polls, and mention features—followers feel more that their immediate (Current) and continuous (Everyday) needs are being satisfied. Another significant motivator was connection, the capacity to build community and keep continuous networks operating. This result corresponds with Wallis (2014), who noted how peer-managed Instagram accounts fostered a more approachable culture, hence helping first-year writing students to overcome "library anxiety." @bemhimaperpusinfo's constant branding, frequent student voice highlights, and reposting of follower contributions in our context probably strengthen peer solidarity, hence fulfilling Catching-up Needs (e.g., summaries of past events) and Exhaustive Needs (e.g., deeper dives into research events). Much as Niemen-Koreksi et al. (2021) described for health information groups on Instagram, where shared testimonials and community endorsements greatly increased perceived reliability and depth of information, the account's use of user-generated content and hashtag campaigns could act as a social integrative mechanism. Though Context and Collaboration showed lesser beta values, their relevance should not be downplayed. Context making sure material is timely, relevant, and suited to the particular academic calendar and interests of Library and Information Science students echoes results by Sobreira et al. (2020), who found that well-timed updates during crisis periods (e.g., COVID-19) acted as vital scaffolds for information distribution. Our findings imply that followers like exact, context-driven articles (e.g., thorough exam schedules, scholarship deadlines), fulfilling high-urgency Current Needs. On the other hand, collaboration refers to follower engagement in content production, including co-authoring book recommendations or participatory literacy projects. While Drivas and Vraimaki (2024) demonstrated that co-created postings drew greater cognitive involvement, fulfilling Exhaustive Needs, our findings verify that even student-led projects can use follower collaboration to enhance material depth. Although institutional accounts have ruled research such as Hild's (2014) work on library outreach or Lam et al.'s (2022) quantitative assessment of Instagram's learning efficacy our emphasis on a peer-managed, department-level account addresses a significant empirical gap. Unlike university-

wide libraries that may depend on professional communication tactics, student executive boards function with more constrained resources and a clearly "peer voice." While institutional Instagram accounts have more reach, Fadila, Darubekti, and Samosir (2024) said they frequently battle with student relevance perception; on the other hand, Ritonga et al. (2023) discovered that the student-driven material of @melekteknologi.id fit better with student information behaviors. Our results support that student autonomy in content curation—reflecting both Communication and Connection can produce better satisfaction of information requirements than more top-down strategies. Furthermore, the significance of Communication and Connection in our framework adds complexity to UGT-based studies such as Menon (2022) and Jin et al. (2023). Although those studies highlight a range of gratifications self-promotion, social integration, entertainment we show that, at least in an academic setting, the functional gratifications connected to real-time conversation and community development are most important. This implies a possible content strategy recalibration: @bemhimaperpusinfo and other comparable accounts could give greater attention to interactive storytelling and community elements to maximize information usefulness instead of concentrating mostly on aesthetic or commercial messaging. As McQuail and Lister et al. point out, Instagram has evolved from a strictly visual platform to a hybrid medium of information transmission; the importance of interactive elements and network-building emphasizes this transformation. User agency and convergence define new media environments users are active co-creators rather than passive consumers. Our research shows this dynamic: when @bemhimaperpusinfo encourages follower participation whether through crowd-sourced reading lists or interactive Q&A sessions followers say more satisfaction of both Everyday and Exhaustive Needs. This fits Heuer's 4C theory that meaningful digital conversation depends on cooperation and connection. It also broadens Guha's theory by showing that participatory processes can turn simple information flows into more complex, rich knowledge experiences.

This study has many shortcomings despite its benefits. First, the use of a cross-sectional survey design administered online via convenience sampling—may introduce selection bias: the most engaged followers (who are more likely to reply) might systematically differ in their impressions from less active users. Self-reported measures of information fulfillment might not exactly match actual knowledge acquisition or information-seeking behavior; future research could include system-generated analytics for example, click-through rates and time spent on linked resources to triangulate self-report data. Third, the particular emphasis on a single student-led account inside one department restricts generalizability; institutional accounts or accounts from other educational settings (e.g., high school librarians, other faculties) may show distinct dynamics. Though our studies validated expectations of normality, lack of multicollinearity, and homoscedasticity, the rather small sample size (n = 100) limits statistical power for finding smaller effects. The study did not investigate any moderating variables such as individual differences in digital literacy or prior knowledge of @bemhimaperpusinfo that might affect the association between 4C dimensions and information need fulfillment. Building on these ideas, we present potential paths for later research. A longitudinal design tracking follower perceptions and engagement measures throughout several school semesters would reveal causal paths: Does improved Communication work cause continuous rises in Exhaustive Need satisfaction? Furthermore, including qualitative approaches such as in-depth interviews and focus groups could reveal the subtle ways followers understand and use Instagram material to actual academic assignments.
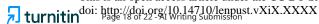
Comparative studies across various kinds of Instagram accounts university libraries vs. student groups, local vs. international settings would help to define the boundary conditions of our results. Future research might also look at how different content formats static posts, reels, and stories—serve various information needs, hence guiding platform-specific best practices. At last, investigating follower traits such level of study, digital self-efficacy, or reasons for following the account could produce a more customized knowledge of how demographic and psychographic variables modify the 4C-Guha link.

Our results imply that for practitioners student executive boards, academic librarians, and digital communication teams Instagram will be most effective as an information distribution platform if interactive elements and community-building content are given top priority. In particular, profiles should: Regularly ask questions, hold live Q&A sessions, and actively reply to comments and direct messages to support follower agency and meet current (Current) and everyday (Everyday) demands. Create follower-generated highlights, apply branded hashtags for shared experiences (e.g., #BEMHimaPerpusinfoActivity), and emphasize follower testimonials to promote a feeling of ownership and satisfying Catching-up and Exhaustive Needs. Match content calendars to academic milestones exam schedules, scholarship deadlines and include real-time notifications to precisely satisfy urgent information needs. Encourage followers to co-author articles, help to compile book recommendation lists, or take part in digital literacy campaigns to increase involvement and enhance content richness. To appeal to different consuming tastes, mix static infographics with interactive narratives and short-form movies (reels), hence increasing general reach and retention of informational content. Our research emphasizes the changing power of student-led Instagram accounts in fulfilling the several information demands of their academic colleagues. We offer both theoretical support for the 4C model, and Guha's framework as well as practical strategic advice for digital practitioners in higher education by showing that interactive and community-oriented elements influence followers' perceptions of information satisfaction. Student groups must use these knowledge as social media changes the shape of academic communication to create material that not only informs but also actively interacts, cooperates, and connects, so fulfilling the promise of new media as a participatory, user-centered information environment.

CONCLUSIONS

This research shows that the information content of the Instagram account @bemhimaperpusinfo is essential to meet followers' information needs; the 4C dimensions of Communication (β= .380) and Connection (β= .295) surface as the best predictors, together accounting for 72 % of the variance in Guha Approaches (β= .720, F[4,95] = 61.04, p < .001). Though Context and Collaboration contributed less but still important, the importance of dialogic interaction and community-building elements emphasizes the particular benefit of peer-led, interactive material over more top-down institutional messaging. These results provide obvious practical direction despite constraints including its cross-sectional design, dependence on self-reported data, and emphasis on a single student-managed account: student organizations should give two-way communication top priority, encourage follower involvement via community elements, and match material with academic calendars to optimize information usefulness. Future studies using longitudinal designs, qualitative techniques, and comparative analyses across various account types will help to clarify the causal pathways and

boundary conditions of these impacts, so improving approaches for building really participatory, user-centered social media environments in higher education.

AUTHOR CONTRIBUTIONS

[Alvin Tessar Permata]: Conceptualization, methodology, writing the original draft, review and editing, supervision. [Khuntum Khaira Ummatin]: Collecting respondents to fill out the questionnaire , investigation, literature review, writing the original draft. [Gema Rullyana]: Guide the research progress. [Fikri Dwi Oktavian]: Guide the research progress.

CONFLICTS OF INTEREST

The authors declare no conflict of interest.

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