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Students' Perceptions of Information Quality on the @SKKGANTOUNP Instagram Account: A Case Study of Library and Information Science Students at the Faculty of Languages and Arts, Universitas Negeri Padang

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Abstract

Instagram has become an important medium for disseminating academic and non-academic information to university students; therefore, information quality is essential in shaping students' perceptions of campus digital information platforms. This study aims to examine students' perceptions of the quality of information disseminated through the Instagram account @skkgantounp based on four dimensions: accuracy, relevance, timeliness, and completeness. A descriptive quantitative approach was employed, involving 77 students selected through total sampling. Data were collected using a questionnaire and analyzed using descriptive statistics. The findings indicate that the overall quality of information disseminated through @skkgantounp was perceived as good, with a mean score of 3.09. Among the four dimensions, relevance obtained the highest score (3.21), followed by completeness (3.10), timeliness (3.07), and accuracy (2.97). These results suggest that the Instagram account effectively functions as a campus information medium that supports students' information needs, particularly by providing relevant information. However, the relatively

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lower score for accuracy indicates the need to strengthen information verification before dissemination. This study concludes that @skkgantounp contributes to campus digital information services by facilitating student access to academic and non-academic information. The findings provide practical implications for improving the accuracy, timeliness, and completeness of information management on campus social media platforms.

Keywords: Campus Information Services; Information Quality; Instagram; Social Media; Student Perception

INTRODUCTION

The rapid advancement of Information and Communication Technology (ICT) has significantly transformed the way information is produced, distributed, and consumed in contemporary society. Digital technology, particularly the internet, has enabled information to be disseminated quickly, efficiently, and without geographical limitations, creating a communication environment characterized by global connectivity and real-time interaction (Wiryany et al., 2022). The widespread integration of mobile devices has further enhanced information accessibility, allowing individuals to access and share information anytime and anywhere. In academic environments, these developments have substantially influenced students' information-seeking behavior, making digital platforms an essential source for academic, social, and personal information needs (Srimega, 2025).

Along with technological development, social media has emerged as one of the most influential platforms for information dissemination in the digital era. Social media is no longer limited to interpersonal communication; it has evolved into an interactive environment where users actively create, distribute, and consume information through participatory communication processes (Dzakirah et al., 2025). This transformation has altered traditional communication patterns, enabling users to become both information consumers and content producers. Consequently, social media has become an important source of information, particularly among Generation Z, who are characterized by high levels of internet engagement and digital literacy (Nafisah & Jannah, 2024).

Among various social media platforms, Instagram has gained substantial popularity due to its ability to integrate visual and textual content in a highly engaging format. The platform facilitates the delivery of information through images, videos, stories, reels, and captions, enabling users to communicate messages effectively and attractively (Martha, 2021).

The visual nature of Instagram enhances user engagement and improves message comprehension, making it a preferred medium for information dissemination across different sectors, including education, health, business, and public communication (Ayu Khoirotul Umaroh et al., 2023). As a result, Instagram has become one of the primary sources of information for university students in their daily activities (Maradutua et al., 2024).

The increasing dependence on social media platforms for information acquisition highlights the importance of information quality. Information quality plays a crucial role in determining whether information can be trusted, understood, and utilized effectively by users. In digital environments where information is continuously produced and shared, users are frequently exposed to large volumes of content with varying levels of credibility and relevance. Consequently, evaluating information quality has become increasingly important in ensuring that users can obtain accurate and meaningful information (Kurnia & Astuti, 2017).

Information can be understood as processed data that possesses meaning and value for its recipients and supports decision-making processes (Agustin, 2018). Beyond its function as a collection of facts, information serves as a medium through which individuals acquire knowledge, develop understanding, and make informed judgments regarding particular issues (Prisgunanto, 2018). Within academic settings, information plays a fundamental role in supporting learning activities, academic decision-making, and participation in institutional activities (Fadly, 2025). Therefore, information should be presented in a manner that is accurate, relevant, timely, and complete to ensure its usefulness for intended audiences.

The quality of information is particularly significant in social media environments because users often rely on digital content to understand current events and make decisions. Information that is inaccurate, incomplete, or irrelevant may create confusion, misinformation, and misunderstanding among users (Muhajir, 2024). Conversely, high-quality information contributes to effective communication and enhances users' trust in information sources (Hartono, 2017). Therefore, organizations and institutions that utilize social media platforms must pay careful attention to the quality of information they disseminate.

Instagram's visual characteristics further emphasize the importance of information quality. The effectiveness of information dissemination on Instagram depends not only on

the substance of the information but also on how it is presented visually. Attractive visual content can increase audience engagement and facilitate information comprehension, whereas poorly designed content may reduce users' interest and understanding (Kusuma, 2025). Consequently, the combination of accurate information and effective visual presentation contributes significantly to the credibility and effectiveness of Instagram accounts (Agustine & Prasetyawati, 2020).

Previous studies have demonstrated that social media plays a significant role in shaping users' perceptions and attitudes. Continuous exposure to information through social media can influence how individuals interpret events, evaluate issues, and construct opinions regarding specific topics (Dwiyanti et al., 2024). Furthermore, repeated exposure to information may strengthen beliefs and attitudes, particularly when users perceive the information as credible and relevant to their interests (Ramadhein & Krismayani, 2025). In this regard, social media functions not merely as an information channel but also as a powerful mechanism for perception formation.

Within higher education institutions, social media has become an essential communication tool for disseminating academic and institutional information. Universities and student organizations increasingly utilize Instagram to reach broader audiences and facilitate communication with students (Hakim et al., 2024). Through Instagram, educational institutions can provide information regarding academic activities, events, policies, and student affairs in a timely and accessible manner. This trend reflects the growing importance of digital communication strategies in supporting information exchange within academic communities.

One student-based information provider that actively utilizes Instagram is the Student Press Organization (SKK) Ganto of Universitas Negeri Padang. Through its Instagram account, @skkgantounp, the organization distributes information related to campus activities, academic developments, student affairs, and issues relevant to university life (Hilman, 2014). The account serves as a digital communication channel that connects student journalists with the broader student community, making it an important source of campus-related information.

Despite its important role, the effectiveness of information dissemination through @skkgantounp cannot be evaluated solely based on the volume of content produced. The success of an information platform also depends on how users perceive the quality of the

information provided. Observations indicate that different posts on the account generate varying levels of engagement, including differences in likes, comments, and audience responses. Some posts receive substantial interaction, while others attract limited engagement. In addition, certain users frequently seek clarification regarding information that has already been provided in captions, suggesting that some information may not be communicated clearly or comprehensively.

These phenomena indicate that information presented through social media is not always interpreted uniformly by users. Individual perceptions are influenced by various factors, including prior experiences, information needs, knowledge levels, and digital literacy competencies (Dwivedi et al., 2021). As a result, evaluating students' perceptions of information quality becomes essential for understanding the effectiveness of social media as an information dissemination platform.

To assess information quality, this study adopts the Information Systems Success Model developed by DeLone and McLean (2003). The model identifies information quality as one of the key determinants of information system success and proposes four primary indicators: accuracy, relevance, timeliness, and completeness. Accuracy refers to the extent to which information is correct and free from errors. Relevance concerns the degree to which information meets users' needs and interests. Timeliness reflects whether information is delivered promptly and remains current. Completeness refers to the sufficiency of information provided to support understanding and decision-making. These dimensions provide a comprehensive framework for evaluating information quality in digital communication environments.

Several previous studies have examined social media as an information source. Umaroh et al. (2023) found that Instagram effectively fulfills users' information needs when content aligns with audience interests and expectations. Faisal et al. (2021) reported that Instagram-based information significantly influences followers' information fulfillment. Similarly, Nurfadila and Putri (2024) demonstrated that social media users access information based on specific motivations and informational needs. These findings collectively indicate that social media platforms play a substantial role in satisfying information demands among users.

Other studies have focused on Instagram's effectiveness in educational and institutional contexts. Pratama et al. (2024) concluded that Instagram can function effectively

as an educational medium when information is presented according to users' needs. Setiyani et al. (2023) found that information quality influences students' satisfaction and perceptions of university Instagram accounts. Likewise, Fadly (2025) reported that students perceive Instagram as an accessible and effective medium for obtaining academic information. These studies demonstrate the growing importance of Instagram as a communication and information platform within higher education environments.

However, despite the increasing body of research on social media and information dissemination, several limitations remain. Most previous studies have focused on information needs, user satisfaction, communication effectiveness, or media utilization. Relatively little attention has been given to students' perceptions of information quality within student press organizations' social media accounts. Furthermore, existing studies rarely employ the DeLone and McLean information quality framework to evaluate social media-based information dissemination in campus journalism contexts.

The primary research gap addressed in this study lies in the limited empirical investigation of students' perceptions regarding information quality on student press social media platforms. Previous studies have generally examined Instagram as a source of information, an educational medium, or a factor influencing user satisfaction and information fulfillment (Umaroh et al., 2023; Faisal et al., 2021; Setiyani et al., 2023). Although research has explored students' perceptions of university-related Instagram accounts (Fadly, 2025), studies specifically examining the information quality of student press Instagram accounts remain scarce. Moreover, few studies have applied the DeLone and McLean information quality dimensions—accuracy, relevance, timeliness, and completeness—to evaluate information disseminated through student media organizations.

The novelty of this study lies in its focus on the Instagram account of a university student press organization, namely @skkgantounp, as the object of investigation. Unlike previous studies that primarily examined information needs, user satisfaction, or communication effectiveness, this study specifically evaluates students' perceptions of information quality using the DeLone and McLean framework. Furthermore, the study involves Library and Information Science students who possess academic knowledge related to information evaluation, digital literacy, and information management, enabling a more informed assessment of information quality.

Based on these considerations, this study aims to describe the perceptions of Library and Information Science students of Universitas Negeri Padang regarding the quality of information disseminated through the Instagram account @skkgantounp. Specifically, the study examines students' evaluations of information accuracy, relevance, timeliness, and completeness. The findings are expected to contribute to the development of information quality research within social media environments and provide practical recommendations for improving the quality of information disseminated through campus-based digital media platforms.

METHODS

This study employed a quantitative approach with a descriptive research design to examine students' perceptions of the quality of information disseminated through the Instagram account @skkgantounp. The descriptive quantitative approach was selected because it enables the collection and analysis of numerical data to provide an objective and systematic description of the phenomenon under investigation. Rather than examining causal relationships, the study focused on describing how students evaluate the quality of information provided through the Instagram account.

The research was conducted in 2025 among students of the Library and Information Science Study Program, Universitas Negeri Padang. The population consisted of 77 students from the 2023 cohort. Since the population size was fewer than 100 individuals, the study applied a total sampling technique, in which all members of the population were included as research respondents. This approach ensured that the findings represented the entire target population. The study examined a single variable, namely students' perceptions of information quality. The measurement framework was based on the Information Systems Success Model proposed by DeLone and McLean (2003). Information quality was assessed through four indicators: accuracy, relevance, timeliness, and completeness. Accuracy refers to the correctness and reliability of information, relevance reflects the suitability of information to users' needs, timeliness concerns the promptness of information delivery, and completeness indicates the extent to which information provides sufficient details for users.

Data were collected using a structured questionnaire developed from the four information quality indicators. The instrument consisted of 20 statements measured using a

four-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (4). Prior to data collection, the instrument underwent validity and reliability testing. Content validity was assessed by experts in language and information studies, while construct validity was tested through a pilot study involving 30 respondents using Pearson Product Moment correlation. All items were found to be valid, with correlation coefficients exceeding the required threshold ($r > 0.361$). Reliability testing using Cronbach's Alpha produced a coefficient of 0.895, indicating a high level of internal consistency. The questionnaire was distributed online through Google Forms. In addition, documentation techniques were employed to obtain supporting data from the Instagram account @skkgantounp, including uploaded content and user interactions. These data were used to strengthen the interpretation of research findings.

Data analysis was conducted using descriptive statistics. The process began with data verification to ensure the completeness and accuracy of responses. The data were then tabulated and classified according to the Likert scale categories. Subsequently, descriptive analysis was performed by calculating the mean score for each indicator of information quality. The results were interpreted to determine students' perceptions regarding the accuracy, relevance, timeliness, and completeness of information presented on the Instagram account. Finally, conclusions were drawn based on the analysis results to provide a comprehensive description of students' perceptions of information quality on @skkgantounp.

RESULTS

A total of 76 students participated in this study, comprising 10 male (13.16%) and 66 female (86.84%) respondents, reflecting the female-dominant demographic characteristic of the Library and Information Science program at UNP.

Table 1. Mean Scores of Information Quality Indicators

No	Indicator	Mean	Category
1	Accuracy	2.97	Valid
2	Relevance	3.21	Valid
3	Timeliness	3.07	Valid
4	Completeness	3.10	Valid
	Overall Mean	3.09	Valid

source: Compiled by the researcher (2026)

As shown in Table 1. Mean Scores of Information Quality Indicators, all four indicators of information quality received mean scores in the high category, with an overall mean of 3.09. Relevance obtained the highest score (M = 3.21), followed by completeness (M = 3.10), timeliness (M = 3.07), and accuracy (M = 2.97).

Accuracy

The accuracy indicator yielded a mean of 2.97 (high category). Among the five items, the statement about information trustworthiness received the highest mean (M = 3.08), while the item assessing whether information is free from errors or data inaccuracies scored the lowest (M = 2.68). The relatively lower score on this item indicates that a subset of respondents perceived occasional data inaccuracies in the account's content.

Relevance

Relevance obtained the highest mean (3.21) among all indicators. The item addressing whether the account discusses topics aligned with issues currently discussed among students received the highest score (M = 3.37). The item concerning alignment with academic activities scored lowest within this indicator (M = 2.88). The high overall relevance score suggests that content published by @skkgantounp is broadly perceived as pertinent to students' daily campus life.

Timeliness

Timeliness produced a mean of 3.07. The item on whether information is up-to-date obtained the highest score (M = 3.25), while the item on whether information about academic deadlines is delivered before they expire scored the lowest (M = 2.95). These results indicate that while general currency of information is well-perceived, the delivery of time-sensitive academic information still requires improvement.

Completeness

Completeness yielded a mean of 3.10. The item assessing whether posts include adequate details such as time, venue, and activity requirements scored highest (M = 3.16). In contrast, the item asking whether information is sufficient without requiring searches from other sources scored lowest (M = 2.53), suggesting that some users still need to seek supplementary information elsewhere.

DISCUSSION

The findings indicate that students generally hold positive perceptions regarding the quality of information disseminated through the Instagram account @skkgantounp. The overall mean score of 3.09 suggests that the account has been successful in providing information that meets students' informational needs. Based on the Information Systems Success Model proposed by DeLone and McLean (2003), information quality is reflected through four dimensions: accuracy, relevance, timeliness, and completeness. All dimensions obtained favorable evaluations, indicating that students perceive the account as a credible and useful source of campus-related information.

Among the four dimensions, relevance achieved the highest mean score (3.21). This finding suggests that the information disseminated through @skkgantounp is closely aligned with students' academic interests, campus activities, and current issues affecting university life. Information is considered valuable when it corresponds to users' needs and expectations. Therefore, the high relevance score indicates that the account has successfully identified and addressed the informational demands of its audience. The result also demonstrates that students do not merely consume information passively but actively evaluate whether the information contributes to their academic and social activities.

The prominence of relevance can be explained by the nature of student media itself. As a campus-based information platform, SKK Ganto frequently publishes content related to academic policies, student activities, organizational events, and issues that directly affect university students. Such content is naturally perceived as more meaningful and beneficial because it relates to students' everyday experiences. Consequently, students tend to evaluate the information more positively when they perceive direct benefits from it.

This finding supports the study conducted by Umaroh et al. (2023), which revealed that Instagram is widely utilized to fulfill users' information needs when the content corresponds to their interests and objectives. Similarly, Pratama et al. (2024) emphasized that Instagram functions effectively as an information medium when its content is designed according to audience needs. The present study extends these findings by demonstrating that relevance remains the most influential dimension of information quality within the context of campus journalism and student-oriented social media platforms.

The second strongest dimension was completeness, which obtained a mean score of 3.10. This result indicates that students generally perceive the information provided through

@skkgantounp as sufficiently comprehensive. Information completeness is essential because users require adequate details to understand issues, events, and announcements without excessive uncertainty. The findings suggest that the combination of captions, visual elements, and supporting explanations allows users to obtain a relatively comprehensive understanding of the information presented.

Nevertheless, the completeness dimension also revealed an important issue. One statement concerning whether users still needed to search for additional information from other sources obtained the lowest score within this indicator. This finding suggests that although information is generally considered adequate, some students still seek complementary information elsewhere. Such a pattern may reflect the limitations of Instagram as a platform. Due to its visual and concise communication format, Instagram often prioritizes brevity and audience engagement over detailed explanation. As a result, certain users may expect more extensive contextual information than can be provided within a single post.

This finding is consistent with Setiyani et al. (2023), who reported that information quality influences users' perceptions and satisfaction regarding institutional Instagram accounts. The present study further demonstrates that completeness remains an important factor affecting positive evaluations of information quality, particularly in educational contexts where users often require detailed and reliable information.

The timeliness dimension achieved a mean score of 3.07, indicating that students generally perceive the information disseminated through @skkgantounp as current and promptly delivered. Timeliness is a critical component of information quality because information loses value when it is delivered too late. Social media platforms are particularly expected to provide rapid updates regarding ongoing events and emerging issues. Therefore, students' positive evaluation of timeliness suggests that the account has effectively utilized Instagram's real-time communication capabilities.

The positive assessment of timeliness may also reflect the dynamic nature of social media communication. Features such as posts, stories, reels, and instant updates allow information providers to disseminate content quickly and efficiently. Through these features, students can access campus-related information shortly after events occur. Consequently, Instagram serves not only as a communication platform but also as a mechanism for reducing information delays within academic communities.

However, several respondents expressed reservations regarding whether information related to academic activities was always delivered before important deadlines. This finding indicates opportunities for improvement in publication scheduling and information management. While students generally perceive the account as timely, strategic planning regarding posting schedules may further enhance information accessibility and usefulness.

Accuracy obtained the lowest mean score among the four dimensions (2.97), although it remained within the positive category. This finding is particularly noteworthy because accuracy is widely regarded as a fundamental component of information quality. Information users must trust that published content is factually correct, verified, and free from significant errors. Although students generally perceived the information provided through @skkgantounp as accurate and trustworthy, the relatively lower score suggests that some respondents remain cautious regarding the reliability of specific information.

Several factors may explain this result. First, users possess different levels of information literacy and critical evaluation skills. Students with stronger information literacy competencies may apply stricter standards when evaluating information credibility. Second, differences in personal experience and prior knowledge may influence perceptions of accuracy. Third, social media environments often encourage rapid information dissemination, which can sometimes create concerns regarding verification processes.

The finding aligns with Dwivedi et al. (2021), who argued that unclear or insufficiently verified information may generate different interpretations among users. It also supports the findings of Setiyani et al. (2023), who reported that information quality significantly affects user perceptions and satisfaction. Therefore, maintaining accuracy remains essential for strengthening audience trust and enhancing the credibility of campus media organizations.

From a theoretical perspective, this study supports the applicability of the DeLone and McLean Information Systems Success Model in evaluating information quality within social media environments. Although the model was originally developed in the context of information systems, the findings demonstrate that its dimensions remain relevant for assessing information quality on Instagram-based communication platforms. The study also contributes to the growing body of literature on digital information quality by applying the model within a student journalism context, an area that has received limited scholarly attention.

From a practical perspective, the findings provide valuable insights for SKK Ganto and other campus-based media organizations. The strong performance of relevance indicates that audience-oriented content strategies should be maintained. Meanwhile, improvements in accuracy and completeness may further strengthen users' trust and satisfaction. Providing clearer contextual explanations, additional references, and more comprehensive captions may help address users' expectations regarding information quality.

Despite its contributions, this study has several limitations. First, the research was conducted exclusively among students of the Library and Information Science Study Program, limiting the generalizability of the findings to broader student populations. Second, the study employed a descriptive quantitative approach, which provides an overview of perceptions but does not explore deeper reasons underlying respondents' evaluations. Third, the use of self-reported questionnaire data may introduce subjective bias because responses depend on individual perceptions and experiences. Future studies may incorporate qualitative interviews, mixed-method approaches, or comparative analyses involving students from different academic disciplines to obtain a more comprehensive understanding of information quality perceptions in social media environments.

Overall, the findings demonstrate that students perceive the quality of information disseminated through @skkgantounp positively, particularly in terms of relevance, timeliness, and completeness. Although accuracy received the lowest evaluation among the four dimensions, it remained within a favorable category. These results confirm the importance of information quality in shaping users' perceptions of social media-based information services and highlight the role of campus media in fulfilling students' information needs in the digital era.

CONCLUSION

This study aimed to describe students' perceptions of the quality of information disseminated through the Instagram account @skkgantounp based on four dimensions: accuracy, relevance, timeliness, and completeness. The findings indicate that the overall quality of information is perceived positively, with an overall mean score of 3.09, categorized as good. Relevance achieved the highest mean score (3.21), followed by completeness (3.10), timeliness (3.07), and accuracy (2.97). These findings suggest that the information provided

through @skkgantounp is considered relevant to students' needs, reasonably timely, and sufficiently complete and accurate.

The results answer the research objective by demonstrating that @skkgantounp effectively functions as a campus information medium capable of supporting students' information needs. This study contributes theoretically by extending the application of the DeLone and McLean Information Quality Model within the context of social media-based campus communication. Practically, the findings provide useful insights for improving information management and dissemination through student media platforms.

The study implies that information quality plays a crucial role in shaping positive user perceptions of digital information services. Therefore, account administrators are encouraged to maintain the high level of relevance achieved by the account while further improving information accuracy and completeness. Future studies are recommended to involve broader participant groups and employ different methodological approaches to gain a more comprehensive understanding of information quality perceptions in higher education social media environments.

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