The Impact of Interaction via Social Media on Youth Mental Health Through Social Media Content and Communication Style of Indonesian Students

Harmita Sari, National Dong Hwa University, Taiwan
Ming-Chou Liu, National Dong Hwa University, Taiwan
Anita Hafid, National Research and Innovation Agency, Indonesia
Jamilah Akbar, National Dong Hwa University, Taiwan
Fatiha Khoirotunnisa Elfahmi, National Dong Hwa University, Taiwan

Abstract
During the COVID-19 pandemic most of students globally suffered of mental health. Bisedes virus wudespread, communication and interaction pattern on social media also play important role on their mental disorder including anxiety, depression, and mood disorders. It needs to confirm which content and interactions influence students and youth behavior. Methods: A total of 604 valid participant which obtain through online survey, aged 15-25 years at beseline. Structural Equation Modelling (SEM) was used to examine research hypotheses. Results: Social media interaction pattern has positive and significant effect on which content student discuss and sharem as well as their communication style. Furthermore, communication style has greater effect on student mental health than social content. Conclusions: the interaction of baseline students' emotional features with social media environment predicted divergent of social communication and interaction on social media. Both anxiety and depression from social influenced by communication and interaction pattern. Results: the results indicate that the main motivator of students in this context is the effectiveness and convenience of using social media, particularly in the use of content and communication with the determination of individuals and student communities. One way to predict the widespread of social media interaction options is to examine the motivation for using it individually, socially, and within the context of the student's environment. According to the findings, mental health is more particular, and choosing to participate in social media interactions is what drives students in these situations.

Keywords: Social Media Interactions, Social Media Content, Communication Style, Youth Mental Health

Introduction

The COVID-19 pandemic has caused significant changes in various areas of life, including education. Two years since the beginning of 2020, the public has been shocked by the outbreak of the COVID-19, which changed almost all human behaviors, such as the implementation of online learning, teacher-student and student-student communication taking place in social media groups, as well as assignments submission, and many other educational activities carried out online (Adedoyin & Soykan, 2020; Aristeidou & Cross, 2021). Several countries such as India, Africa, and the United States have been actively using social media to communicate during the COVID-19 pandemic (Adekoya & Fasae, 2021; Bordoloi et al., 2021; Kemp, 2020; Madge et al., 2019; Sharma & Kapoor, 2021), thereby increasing the number of active users (Mason et al., 2021). Apart from India and America, Indonesia has the third highest number of social media users worldwide, precisely 191 million people. In this regard, the COVID-19 pandemic has undoubtedly promoted student communication on social media, including creating learning communities in *WhatsApp*, *Facebook*, and *Instagram*, which made these platforms very popular among Indonesian students (Statista, 2022).

The restrictions on direct communication through conventional methos do not prevent learners from actively communicating and interacting, considering that using social media has become their daily habit (Sims et al., 2017; Zarzycka et al., 2021). As the focal point of long-distance communication, social media facilitates the exchange of information, knowledge, and daily activities that positively affect pupils' boredom while at home (Boyd & Ellison, 2007; Haand & Shuwang, 2020; Lin & Lu, 2011). Hence, such behavior occurs all the time and eventually becomes a daily routine (Kemp, 2020; Shen, 2020). In addition, remote or long-distance communication is compatible with the existing methods and technologies, enabling it to run effectively. It expands interactions outside the home and school and eliminates the limitations of distance and space encountered in conventional or direct interaction (Kemp, 2020). Nonetheless, these two methods should ideally be applied simultaneously to promote the dissemination of information and knowledge along with other activities.

Students seem to feel comfortable communicating on social media due to several factors such as fascinating content (sounds, images, texts, and videos), learning needs, entertainment, opportunities to share experiences, and daily communication (Boyd & Ellison, 2007; Lin & Lu, 2011). However, there were limited studies investigating the impact of active communication on social media on learners' mental health, either in a positive or negative context. Researchers argue that students' familiarity with social media might affect their mental health based on previous studies (Baccarella et al., 2018; Glazzard & Stones, 2016; Hou et al*.,* 2019), changes in learning behaviors, communication at home, and decreased social awareness.

Some learners spend time interacting on social media all day without getting bored because of the variety of impressive content found on each social media platform (Ralph et al., 2022; Vraga et al., 2016; Zarzycka et al., 2021). For instance, *Facebook* provides many features such as storytelling, live broadcasts, instant article publishing, and a communication space (Bene et al., 2022; Bergström & Belfrage, 2018). *Instagram* offers quiz and giveaway content, regular posts, reels, and chat rooms (Voorveld et al., 2018). *WhatsApp* presents a simpler communication space, story-sharing feature, and a more effective learning group or community (Madge et al., 2019). In sharing or responding to content, each student has a different communication style, such as being self-centered by focusing on prominent issues,

commenting on posts positively and negatively, or simply sending *emoticons* and pressing the *like* or *unlike* button (Bene et al., 2022; Keller & Kleinen-von Königslöw, 2018).

Social media can be benefitted as a learning community (Madge et al., 2019; Zarzycka et al., 2021), a place for social interaction/daily communication (Bergström & Belfrage, 2018; Mason et al., 2021; Papoola, 2014), entertainment (Lin & Lu, 2011), and professional or work purposes (Boddy & Dominelli, 2016). In educational institutions, students and teachers have used social media to exchange knowledge, discuss, and share information (Madge et al., 2019). In the present study, researchers focused on *WhatsApp*, *Facebook*, and *Instagram*, as the most popular platforms, especially in Indonesia (Data Indonesia, 2022).

Daily interaction plays a crucial role in improving the quality of human life, one of which is the education process for students. Accordingly, scholars must explore the correlation between elements of daily communication (such as interaction on social media, content availability, communication style, and mental health) with students, teachers, and society by engaging various indicators. Pupils carried out two types of interactions: direct and indirect (First et al., 2020; Namkoong et al., 2016). In an indirect interaction, the use of social media likely motivates people to access the existing platforms frequently for a long time, resulting in a sort of addiction (Haand & Shuwang, 2020; Hilliard, 2019). Several empirical studies concluded that social media interactions correlated with content, communication style, and mental health (Glazzard & Stones, 2016; Hou et al., 2019; Vraga et al., 2016). In the context of student interaction, the discovered patterns included positive or negative communication, level of concern, and motivating content covering education, religion, and entertainment.

Anchored on previous study findings, Indonesia encountered a particular case in the form of students' mental health conditions affecting their interactions in life. Although mental health was investigated frequently, researchers still have not discovered the main problems and solutions, making the topic remain a polemic and a common issue. In addition, prior studies only focused on the existence of social media, the effectiveness of communication on social media, and mental health (Bergström & Belfrage, 2018; Haand & Shuwang, 2020; Kumar & Nayar, 2020), which oriented to the context of western countries and neglected the comprehensive concept of social media interaction such as variations in content and communication styles (Hilliard, 2019). Furthermore, (de Vries et al., 2017; Gambo & Musonda, 2022; Sajtos et al., 2022) suggested future studies to conduct an in-depth investigation of the impact of interactions via social media on students' mental health based on the context of eastern countries and education. Therefore, the present research aims to address the following questions:

RQ1. Does interaction via social media affect students' mental health?
RQ2. Does interaction via social media have a positive impact on social media content and communication style?
RQ3. Do mediating roles of social media content and communication style have a positive impact on students' mental health?

In an effort to answer the research questions, researchers examined the impact of students' active interactions via social media on their mental health in education by incorporating content and communication style as mediating variables. Therefore, this study was expected to provide some theoretical and practical contributions. *First*, this research correlated student interactions via social media, such as using learning groups in schools, organizations, and other communities through *WhatsApp*, *Facebook*, and *Instagram*. *Second*, previous scholars discussing the correlation between content and interaction on social media did not concern

the communication style and students' mental health conditions (Achen, 2019; Choi & Shin, 2016; Yuan & Lou, 2020). In the context of this study, both mediators and interaction were associated with content and communication style (Keller & Kleinen-von Königslöw, 2018; Vraga et al., 2016). Hence, it could assist academics and practitioners in comprehending the impact of interaction via social media on students' mental health, which further affected the content and communication styles that had an impact on psychological conditions such as positive or negative mental health.

Literature & Hypotheses

Social Media Interactions

The frequency of social media interactions among the public is increasing, particularly among teenagers/students. Increased social media interaction can be used as important research to determine its effect on students' conditions such as the impact of students' interactions with parents, teachers, friends, and other communities (Abar et al., 2017; Cunha et al., 2016; Miao et al., 2022). Several previous studies have focused on the use of social media as media of interaction that facilitate human activities such as daily communication processes, learning, buying and selling products, work meetings, and entertainment (Lin & Lu, 2011; Sims et al., 2017; Zarzycka et al., 2021). This is the time to know and pay attention to the students' condition during interactions on social media. Thus, this study provides important information about students' interactions on social media that have an impact on their mental health. There are several students' interaction media, such as WhatsApp, that help students form subject groups, schoolwork groups, discussion groups, communities both inside and outside of the school (social groups), and family groups (Madge et al., 2019; Lakmali et al., 2021). Facebook as interaction media function as a larger communication space for conveying and discovering information (such as education, politics, health, and social), and live streaming content to the world (Bene et al., 2022; Bergström & Belfrage, 2018; Ralph et al., 2022; Vraga et al., 2016; Zarzycka et al., 2021). Furthermore, as the popular interaction media among students, Instagram can provide entertainment such as quiz content, giveaways, reels content, chat rooms, regular post content, and a more flexible community among students (Voorveld et al., 2018). These three social media provide distinct platforms and have the appeal to be used on daily basis in the interaction space (Alaimo & Kallinikos, 2017). Interactions in social media will have an impact on students' mental health, such as positive or negative impacts (A. et al., 2022; Keles et al., 2020). In this study, interactions in social media were mediated by the provision of social media content and students' communication styles, which are expected to aid researchers in determining students' mental health conditions during interactions in social media.

Social Media Content

Social media content attracts students' attention to continue interacting. Therefore, they are becoming accustomed to using or sharing content on social media (Tang et al., 2012; Dedeoglu, 2019). Students consider social media content can meet their needs such as communication, entertainment (sharing reels, routines, watching live streaming videos, reading news about culture, food, movies, fashion, and so on), making it easier for learning communities, social communities, saving photo/video documents, looking for job opportunities, and utilizing social media content to earn money or work (Bergström & Belfrage, 2018; Kemp, 2020; Lin & Lu, 2011). In addition, students demonstrate their ability in creating content, such as videos, images, text, and other audio-visuals, and share them on

social media. This study focuses on social media content that affects students' mental health when they create or receive content such as written or text content, images, and audio-visual/video on WhatsApp, Facebook, and Instagram spaces (Kaushal & Dogra, 2021). Social media content will make a significant contribution to students' interactions in social media and positive mental health. According to (Thorsen & Jackson, 2018; Welbers & Opgenhaffen, 2018), the types of written content are in the form of copywriting, short stories, poems, promotional texts, email content, e-books, news texts, narrative texts, and writings for daily communication. Another type of content is image-based content (Alam et al., 2018; Bossio, 2021). Images are two-dimensional arts with the function to explain something, examples of image-based content are photos, memes, flyers, banners, and infographics. Furthermore, audio-visual content, such as voice notes, music, and streaming platforms, is popular among students; all of these contents can be shared easily on social media (Figueroa, 2008). Students can capture information more structuredly by using written, image-based, and audiovisual content (Pearce et al., 2018). Every student can create and select content she/he likes or even uses all of the content available in social media. Finally, content in social media will become a benchmark for students' mental health.

Communication Style

The presence of social media among students affects their communication style used to interact, convey aspirations, inspiration, and receive information. Social media is not new among students, but its usage has increased since the COVID-19 pandemic until now (Mason et al., 2021). Therefore, it is appropriate for academics, practitioners, government, or parents to know the communication style used by students in social media (Cunha et al., 2016; Zarzycka et al., 2021) to help students' mental health. Communication styles will provide new experiences to students, such as oral/verbal communication (talking directly by voice), written (replying to messages via text or commenting on posts via written text), and non-verbal communication, such as commenting on images, videos, stickers, emotions, or tapping like/unlike button (Bene et al., 2022; Keller & Kleinen-von Königslöw, 2018). In addition, the communication style used is formal, such as in learning groups with teachers, attending seminars, or meetings in a specific organization, and social media users use a standard/ formal language style when communicating important/formal information, (Welbers & Opgenhaffen, 2018). Meanwhile, non-formal communication styles are used for daily communication with family, friends, close friends, or social communities, this is a well-known and relaxed communication style (Bullock & Hubner, 2020; Venter, 2017). The various communication styles can have an impact on the productivity or interaction of social media use. Thus, social media content and communication styles are key factors in discovering students' mental health during social media use, such as happiness, self-confidence, addiction, depression, anxiety, and positive and negative mental health (Glazzard & Stones, 2016; Keller & Kleinen-von Königslöw, 2018; Vraga et al., 2016). In conclusion, those key factors function to find out the success of interactions in social media that have a positive impact on students' mental health in the future.

Youth Mental Health

Mental health is an inner state that can influence daily interactions whether it is in good or bad health. Students with positive mental health are calm and tranquility, so they enjoy life and appreciate those around them. Students who are mentally healthy exhibit characteristics, such as maximizing their potential in facing life's challenges, and establishing positiverelationships with family, teachers, friends, communities, andrelatives (Klineberg et

al., 2006; Maulik et al., 2011) particularly relationships or interactions in social media. On the other hand, students with mental health disorders experience impaired thoughts, moods, and emotional control leading to bad behavior (Ferrer & Mendes, 2017). Negative mental health damages interactions or relationships with others and reduces learning achievement and work productivity (Bergström & Belfrage, 2018). Examples of common mental health disorders that often occur in students are stress, anxiety disorders, anddepression (Keles et al., 2020). Some activities that can affect positive mental health are social/religious communities, worship/prayer, interaction or closeness with family, forming charitable communities in social media, public creative spaces, and sharing positive posts about various knowledge and learning (Cook 2020; Lakmali et al., 2021). In addition, an activity that can influence negative mental health is FOMO (Fears of Missing Out), which is one of the effects of frequent use of social media. FOMO refers to the fear of missing out on information or an opportunity to interact. Students who are addicted to social media will experience stress, which will negatively impact their mental health (Haand & Shuwang, 2020; Hilliard, 2019), and they will become emotionally attached to social media.
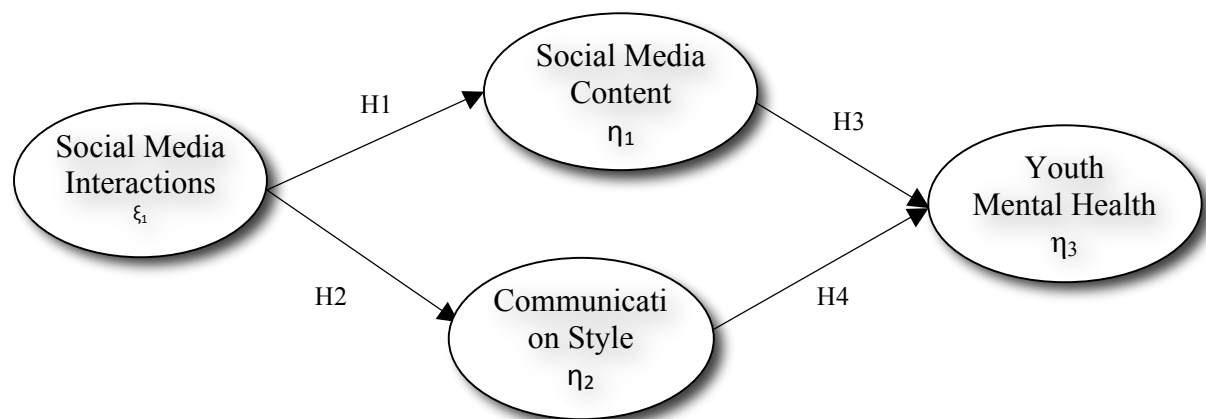

Figure 1: Proposed research model.

Methodology

Questionnaire Design, Pretest, and Pilot Study

This study adopts scales with high reliability and validity. It uses multi-item scales for all of the constructs from prior studies in the proposed model about conducting a pretest and pilot test to validate the measurement items' wordings of constructs for the social media content, communication style and youth mental health in Indonesia. It was used to ascertain whether the students understood each of the questions and revised wordings to prevent single-source bias (Podsakoff et al., 2003).

Sample and Data Collection

Indonesian students are asked to fill out an online survey; in addition, a cash prize of 2,000 Indonesian rupiah (IDR) must complete each study to increase their response rate. This online survey was conducted using Google Forms and samples were collected from convenience sampling at random. This study validates the relationship between social media content, communication style, and youth mental health.

Data Analysis

The data were analyzed using two statistical programs, namely SPSS 22 and AMOS 22 software. Furthermore, hypothesis testing was carried out by applying the structural equation model (SEM). According to Byrne (2016), SEM provides two essential aspects of the procedure. First, it is used to determine the causal effects of the observed variables, and (b) the structural relations among variables enable a clear description of the theory examined in this study. The hypothesized model is comprehensively used to validate all the variables to determine consistency with the study. Pearson correlation coefficients were also used to determine the relationship between predictors (social media interactions, social media content, and communicattion style) and criterion variables (youth mental health). Third, standard method variance (CMV) was adopted as a prevention and post-detection technique. Therefore, this study applies the Hayes bootstrap method (2018) to examine the influence of social media content and communication style on mental health mediated by social media interactions.

Results

The Pilot Study and Descriptive Statistic

This study conducted a measurement model by adopting AMOS software with maximum likelihood estimation. The model's fit indicated how well the CFA model reproduced the covariance matrix of the variable which was observed as seen in table 3. Each item loads significantly on its respective construct with factor loadings and squared multiple correlations of all measurement items and demonstrates good reliability for all item measurements, constructs, and convergent validity (Byrne, 2016). The mean score for the endogenous variable (Youth Mental Health) was above 3.00, while the standard deviation was above 0.70. This means that on average, social media content, communication style, social media interactions, and youth mental health had a strong correlation (table 2). The samples taken were 606 students and all samples were valid (see table.1).

Table 1: *Respondent Demographics*

Demographic Items	Frequency	Percentage (%)
Gender		
Male	184	30.4
Female	422	69.6
Age		
Below 20 years old	439	72.4
21~25 years old	167	27.6
Time range use social media		
1~5 year	285	47.0
6~10 Year	230	38.0
> 10 Year	91	15.0
Rang time use SNS in a day		
1~5 hours	248	40.9
6~10 hours	223	36.8
11~15 hours	90	14.9
➢ 15	45	7.4

Pearson Correlation

The pilot study was adopted to ascertain the content validity and respondents' identity; moreover, the reliability of measurement items was assessed using Cronbach's alpha (Hair Jr et al., 2019). The mean difference was indicated in the standard deviation. Therefore, an effect size greater than 3 indicated that the mean difference was half of the standard deviation. The mean score for all was above 5.00, while the standard deviation was below 1.00. It means that all observed variables had a strong correlation.

Table 2: *Correlation Matrix for Measurement Scales*

Constructs	Mean		SI	SMC	CS	MH
SI	4.11	0.63	**0.780**			
SMC	3.80	0.64	0.625**	**0.766**		
CS	3.77	0.70	0.479**	0.501**	**0.769**	
MH	3.02	0.80	0.131**	0.183**	0.263**	**0.728**

Note. SI: Social Media Interactions
SMC: Social Media Content
CS: Communication Style
MH: Youth Mental Health
SD: Standard Deviation
Diagonal elements are the square roots of the AVE for each construct
Pearson correlations are shown below the diagonal
Significant at *: $p < 0.05$, **: $p < 0.01$, ***: $p < 0.001$

Measurement Result

The SEM was conducted to evaluate the proposed models and test the research hypotheses. A two-stage approach designed by (Byrne, 2016 & Hair Jr et al., 2018) was used in this study. First, the measurement model might be based on a confirmatory factor analysis (CFA) to test the reliability and validity of the research constructs. The structural model was used to test the strength and direction of the proposed relationship among constructs. The CFA results of the remaining 24 items showed the data had good suitability.

<p style="text-align:center">Table 3: Measurement Results</p>

Constructs	MLE estimates factor loading/ measurement error		Squared multiple correlation (SMC)	Composite reliability (CR)	Average of variance extracted (AVE)	Cronbach's α
Social Media Interactions				0.857	0.602	0.851
SI1	0.863	0.255	0.745			
SI2	0.778	0.395	0.605			
SI3	0.719	0.483	0.517			
SI4	0.735	0.460	0.540			
Social Media Content				0.891	0.620	0.889
SMC1	0.780	0.392	0.608			
SMC2	0.786	0.382	0.618			
SMC3	0.820	0.328	0.672			
SMC4	0.795	0.368	0.632			
SMC5	0.753	0.433	0.567			
Communication Style				0.888	0.613	0.886
CS1	0.767	0.412	0.588			
CS2	0.828	0.314	0.686			
CS3	0.772	0.404	0.596			
CS4	0.807	0.349	0.651			
CS5	0.736	0.458	0.542			
Youth Mental Health				0.896	0.591	0.891
MH1	0.814	0.337	0.663			
MH2	0.789	0.377	0.623			
MH3	0.742	0.449	0.551			
MH4	0.769	0.409	0.591			
MH5	0.716	0.487	0.513			
MH6	0.777	0.396	0.604			

Fit statistics (N = 606)
χ^2/df = 2.801, Goodness-of-Fit Index (GFI) = 0.928, Nonnormed fit index (NFI) = 0.935, Comparative Fit Index (CFI) = 0.957, Incremental fit index (IFI) = 0.957, Tucker Lewis Index (950) and Root Mean Square Error of Approximation (RMSEA) = 0.055

Structural Model

The model that was fit for the data was sufficient. The summary in table 4 shows that there was a positive and significant relationship between social media content and social media interactions (0.792; $p < 0.001$), social media interactions and communication style (0.567; $p < 0.001$), which supported H1 and H2. Similarly, H3 and H4 were supported, which means a positive relationship between social media content and youth mental health (0.096; $p < 0.001$)

and communication style and youth mental health (0.256; p < 0.001). Therefore, H1, H2, H3, and H4 were supported in this study. Figure 2 shows the structural model adopted in this study.

Table 4: *Proposed Model Results*

Hypotheses	Symbol	Path			Coefficients	Test results
H1	γ_{31}	Social Media Interactions	→	Social Media Content	0.792***	Supported
H2	γ_{11}	Social Media Interactions	→	Communication Style	0.567***	Supported
H3	γ_{21}	Social Media Content → Youth Mental Health			0.096*	Supported
H4	β_{31}	Communication Style → Youth Mental Health			0.256***	Supported

Note. Significant at *: $p < 0.05$, ***: $p < 0.01$, ***: $p < 0.001$

Mediating Effect

This study adopted the procedure recommended by (Hayes, 2018) to validate mediator variables (e.g., social media content and communication style). Table 5 shows the mediation analysis showing that 95% of the CI of all indirect effects tested and partial roles did not include zero. It was concluded that social media interactions had a significant indirect effect on youth mental health without mediator variables (for example, social media content and communication style).

Table 5: *Mediation Effects*

IV	M	DV	IV->DV (c)	IV->M (a)	IV+M->DV		Bootstrapping 95% CI	
					IV (c')	M(b)	Percentile method	Bias-corrected
SI	SMC	MH	0.035	0.637***	0.167**	0.208*	[0.037, 0.056]	[0.171, 0.270]
Standard Error			0.065	0.032	0.051	0.060		
SI	CS	MH	0.008	0.530***	0.167***	0.300***	[0.077, 0.126]	[0.176, 0.274]
Standard Error			0.057	0.040	0.051	0.051		

Note. SI: Social Media Interactions, SMC: Social Media Content, CS: Communication Style, MH: Youth Mental Health
Significant at *: $p < 0.05$, **: $p < 0.01$, ***: $p < 0.001$

Discussion

Key Findings

This study confirms that social media content has an important role in influencing youth mental health, it is necessary to be careful in choosing or sharing content on social media. They also believe that social media, particularly available content, plays an important role in facilitating interaction with teachers, other students, learning communities, and society, particularly for students. In addition, it will increase knowledge with the ease of information

available on social media. This is an innovative finding that, to our knowledge, has not been uncovered by previous research. In particular, the results show that social media content can meet their needs such as communication, and entertainment (sharing reels, routines, watching live videos, reading news related to culture, food, movies, fashion, etc.). Content plays an important role in social media interactions. This implies that social media and prepared facilities such as available content have a strong correlation with students' enthusiasm and health conditions. The study results confirm previous research which concluded that social media content has a positive and significant effect on social media interactions (Dedeoglu, 2019; Kemp, 2020; Lin & Lu, 2011).

This study also confirms that communication style on social media also plays an important role in influencing social media interactions. This means that communication styles provide students with new experiences, such as verbal and written communication, as well as non-verbal communication such as commenting on images, videos, stickers, emotions, or tapping the like/unlike button. In addition, it also motivates students to always use social media as a means of interaction. However, well-used social media has a positive and significant effect in bridging and enhancing the relationships between students and teachers; students with other students; students and families; Students and social communities. This proves that social media plays an important role in influencing student interactions on social media. Communication style and social media interactions also increase the frequency of social media adoption. As a result, it fosters a sense of belonging and familiarity between students and teachers, families, and others. This also proves that the student's primary motive is interaction on social media and it also reinforces that the communication style used or accepted will be very important in bridging students' thoughts and views when interacting or using social media. These results support previous research by (Vraga et al., 2016; Zarzycka et al., 2021) who concluded that communication style has an important role in influencing social media interactions.

The uniqueness of the concern is how the condition of youth mental health. Content and communication styles on social media are interesting tools for students to find out the student's mental health condition through interactions carried out on social media. The content and communication style used also play an important role in influencing youth mental health. Therefore, this study confirms previous studies (Goodyear et al., 2018; Granic et al., 2020; Kemp, 2020; Shen, 2020). Interestingly, social media content and communication style have a partial role in mediating the relationship between social media interactions and youth mental health. This implies that the students' pedagogical and comfort needs should be more focused on problem-based learning, service-learning, and project-based learning. It has a strong correlation between the convenience of interaction on social media and youth mental health experienced by students. These results are also in contrast to (Granic et al., 2020; Sims et al., 2017), who found that social media plays an important role in students' mental health.

Conclusions

The use of social media fosters critical thinking about communication interpretation and purpose. The provision of content/features and communication styles presented can shift students' focus to the important goals of using social media. A framework that integrates the driving factors of the interaction process on social media in the framework of developing positive communication, technology, social media content, communication style, and youth mental health. These guidelines help to maintain the bonding of students and teachers,

families, and other communities, which in turn affects student interaction, student communication, and positive mental health. The social motivation of students' contexts can be utilized as a use of the effectiveness of communication on social media. The results indicate that the main motivator of students in this context is the effectiveness and convenience of using social media, particularly in the use of content and communication with the determination of individuals and student communities. One way to predict the widespread of social media interaction options is to examine the motivation for using it individually, socially, and within the context of the student's environment. According to the findings, mental health is more particular, and choosing to participate in social media interactions is what drives students in these situations.

References

A., A., Chaudhuri, R., Hussain, Z., & Chatterjee, S. (2022). Social media usage and its impac t onusers' mental health: a longitudinal study and inputs to policymakers. *Internation al Journal of Law and Management*. https://doi.org/10.1108/ijlma-08-2022-0179

Abar, C. C., Farnett, S., Mendola, K., Koban, K., & Sarra, S. (2017). Relationships between *Use*, *23*(3), 335–337. https://doi.org/10.1080/14659891.2017.1410586

Achen, R. M. (2019). Re-examining a model for measuring Facebook interaction and relationship quality. *Sport, Business and Management: An International Journal*, *9*(3) , 255–272. https://doi.org/10.1108/sbm-10-2018-0082

Adedoyin, O. B., & Soykan, E. (2020). Covid-19 pandemic and online learning: the challenges and opportunities. *Interactive Learning Environments*, 1–13. https://doi.org/10.1080/10494820.2020.1813180

Adekoya, C. O., & Fasae, J. K. (2021). Social media and the spread of COVID-19 infodemic. *Global Knowledge, Memory and Communication*, *ahead-of-print*(ahead-of-print). https://doi.org/10.1108/gkmc-11-2020-0165

Alaimo, C., & Kallinikos, J. (2017). Computing the everyday: Socialmedia as data platforms. *The Information Society*, *33*(4), 175–191. https://doi.org/10.1080/01972243.2017.1318327

Alam, F., Ofli, F., & Imran, M. (2018). Processing Social Media Images by Combining Hum an and Machine Computing during Crises. *International Journal of Human– Computer Interaction*, *34*(4), 311– 327.https://doi.org/10.1080/10447318.2018.1427831

Aristeidou, M., & Cross, S. (2021). Disrupted distance learning: the impact of Covid-19 on study habits of distance learning universitystudents. *Open Learning: The Journal of O pen, Distance and E-Learning*, *36*(3), 1–20. https://doi.org/10.1080/02680513.2021.1973400

Baccarella, C. V., Wagner, T. F., Kietzmann, J. H., & McCarthy, I. P. (2018). Socialmedia? It's serious! Understanding the dark side of social media. *European Management Jou rnal*, *36*(4), 431–438. https://doi.org/10.1016/j.emj.2018.07.002

Bene, M., Ceron, A., Fenoll, V., Haßler, J., Kruschinski, S., Larsson, A. O., Magin, M., Schlo sser, K., & Wurst, A.-K. (2022). Keep ThemEngaged! Investigating the Effects of Self-centered Social Media Communication Style on User Engagement in 12European Countries. *Political Communication*, 1–25. https://doi.org/10.1080/10584609.2022.2042435

Bergström, A., & Belfrage, M. J. (2018). News in socialmedia. *Digital Journalism*, *6*(5), 583 –598. https://doi.org/10.1080/21670811.2018.1423625

Boddy, J., & Dominelli, L. (2016). Social Media and Social Work: The Challenges of a New Ethical Space. *Australian Social Work*, *70*(2), 172–184. https://doi.org/10.1080/0312407x.2016.1224907

Boyd, D. M., & Ellison, N. B. (2007). Social Network Sites: Definition, History, and Scholar ship. *Journal of Computer-Mediated Communication*, *13*(1), 210–230. https://doi.org/10.1111/j.1083-6101.2007.00393.x

Bordoloi, R., Das, P., & Das, K. (2021). Perception towards online/blended learning at the ti me of Covid19 pandemic: an academicanalytics in the Indian context. *Asian Associati on of Open Universities Journal*, *ahead-of-print*(ahead-of-print). https://doi.org/10.1108/aaouj-09-2020-0079

Bossio, D. (2021). Journalists on Instagram: Presenting Professional Identity and Role on Ima ge-focused social media. *Journalism Practice*, 1–17. https://doi.org/10.1080/17512786.2021.2001359

Bullock, O. M., & Hubner, A. Y. (2020). Candidates' use of informal communication on socialmedia reduces credibility and support: Examining the consequences of expectan cy violations. *Communication Research Reports*, 1–12. https://doi.org/10.1080/08824096.2020.1767047

Byrne, B. M. (2016). *Structural equation modeling with Amos: basic concepts, applications, and programming*. New York; London Routledge.

Choi, D.-H., & Shin, D.-H. (2016). A dialectic perspective on the interactive relationship between social media and civic participation: the moderating role of social capital. *Information, Communication & Society*, *20*(2), 151–166. https://doi.org/10.1080/1369118x.2016.1154586

Cook, C. C. H. (2020). Spirituality, religion & mental health: exploring the boundaries. *Ment al Health, Religion & Culture*, 1–12. https://doi.org/10.1080/13674676.2020.1774525

Cunha, F. R. da, van Kruistum, C., & van Oers, B. (2016). Teachers and Facebook: using online groups to improve students' communication and engagement in education. *Co mmunication Teacher*, *30*(4), 228–241. https://doi.org/10.1080/17404622.2016.1219039

Data Indonesia. (2022). *Pengguna Media Sosial di Indonesia Capai 191 Juta pada 2022*. Dataindonesia.id. https://dataindonesia.id/digital/detail/pengguna-media-sosial-di-indonesia-capai-191-juta-pada-2022

Dedeoglu, B. B. (2019). Are information quality and source credibility really important for shared content on social media? *International Journal of Contemporary Hospitality M anagement*, *31*(1), 513–534. https://doi.org/10.1108/ijchm-10-2017-0691

de Vries, D. A., Möller, A. M., Wieringa, M. S., Eigenraam, A. W., & Hamelink, K. (2017). Social Comparison as the Thief of Joy: EmotionalConsequences of Viewing Strangers ' Instagram Posts. *Media Psychology*, *21*(2), 222–245. https://doi.org/10.1080/15213269.2016.1267647

Ferrer, R. A., & Mendes, W. B. (2017). Emotion, health decision making, and health behaviour. *Psychology & Health*, *33*(1), 1–16. https://doi.org/10.1080/08870446.2017.1385787

Figueroa, S. K. (2008). The Grounded Theory and the Analysis of Audio-Visual Texts. *International Journal of Social Research Methodology*, *11*(1), 1–12. https://doi.org/10.1080/13645570701605897

First, J. M., Shin, H., Ranjit, Y. S., & Houston, J. B. (2020). COVID-19 Stress and Depression: Examining socialmedia, Traditional Media, and Interpersonal Communication. *Journal of Loss and Trauma*, 1–15. https://doi.org/10.1080/15325024.2020.1835386

Gambo, N., & Musonda, I. (2022). Influences of social media learning environments on the learning process among AEC university students during COVID-19 Pandemic: Moderating role of psychological capital. *Cogent Education*, *9*(1). https://doi.org/10.1080/2331186x.2021.2023306

Glazzard, J., & Stones, S. (2016). Social media and young people's mental health. *Technology and Child Mental Health Approximately, 1*(13), 26–41. https://doi.org/org/http://dx.doi.10.5772/intechopen.88569substance

Goodyear, V. A., Armour, K. M., & Wood, H. (2018). Young people and their engagement with healthrelated social media: new perspectives. *Sport, Education and Society*, *24*(7), 673–688. https://doi.org/10.1080/13573322.2017.1423464

Granic, I., Morita, H., & Scholten, H. (2020). Young People's Digital Interactions from a Narrative Identity Perspective: Implications for Mental Health and Wellbeing. *Psychological Inquiry*, *31*(3), 258–270. https://doi.org/10.1080/1047840x.2020.1820225

Haand, R., & Shuwang, Z. (2020). The relationship between social media addiction and depression: a quantitative study among university students in Khost, Afghanistan. *International Journal of Adolescence and Youth*, *25*(1), 780–786. https://doi.org/10.1080/02673843.2020.1741407

Hayes, A. F. (2018). *Introduction to Mediation, Moderation, and Conditional Process Analysis: A Regression-Based Approach.* (2nd ed.). Guilford Publications.

Hilliard, J. (2019). Social media addiction – addiction center. https://www.addictioncenter.com/drugs/social-media- addiction/

Hou, Y., Xiong, D., Jiang, T., Song, L., & Wang, Q. (2019). Social media addiction: Its impact,mediation, and intervention. *Cyberpsychology: Journal of Psychosocial Research on Cyberspace*, *13*(1), 1–17. https://doi.org/10.5817/cp2019-1-4

Kaushal, A., & Dogra, P. (2021). Factors affecting perception of Indian adolescent students toward interactive online mental health information during COVID19. *Information Discovery and Delivery*, *ahead-of-print*(ahead-of-print). https://doi.org/10.1108/idd-09-2020-0113

Keles, B., McCrae, N., & Grealish, A. (2020). A systematic review: The influence of social media on depression/, anxiety and psychological distress in adolescents. *International Journal of Adolescence and Youth*, *25*(1), 79–93. Taylor & Francis Online. https://doi.org/10.1080/02673843.2019.1590851

Keller, T. R., & Kleinen-von Königslöw, K. (2018). Pseudo-discursive, mobilizing, emotional, and entertaining: identifying four successful communication styles of political actors on social media during the2015 Swiss national elections. *Journal of Information Technology & Politics*, *15*(4), 358–377. https://doi.org/10.1080/19331681.2018.1510355

Kemp, S. (2020, January). DIGITAL 2020. We Are Social & Hootsuite, p. 247.

Klineberg, E., Clark, C., Bhui, K. S., Haines, M. M., Viner, R. M., Head, J., Woodley-Jones, D., & Stansfeld, S. A. (2006). Social support, ethnicity and mental health in adolescents. *Social Psychiatry and Psychiatric Epidemiology*, *41*(9), 755–760. https://doi.org/10.1007/s00127-006-0093-8

Kumar, A., & Nayar, K. R. (2020). COVID 19 and its mental health consequences. *Journal of Mental Health*, *30*(1), 1–2. https://doi.org/10.1080/09638237.2020.1757052

Lakmali, A. A. I., Abeysekera, N., & Silva, D. A. C. S. (2021). Effectiveness of customer social participation for academic purposes: a case of informal WhatsApp groups. *Asian Association of Open Universities Journal*, *16*(3), 326–343. https://doi.org/10.1108/aaouj-08-2021-0093

Lin, K.-Y., & Lu, H.-P. (2011). Why people use social networking sites: An empirical study integrating network externalities and motivation theory. *Computers in Human Behavior*, *27*(3), 1152–1161. https://doi.org/10.1016/j.chb.2010.12.009

Madge, C., Breines, M. R., Dalu, M. T. B., Gunter, A., Mittelmeier, J., Prinsloo, P., & Raghuram, P. (2019). WhatsAppuse among African international distance education (IDE) students: transferring, translating and transforming educationalexperiences. *Learning, Media and Technology*, *44*(3), 267–282. https://doi.org/10.1080/17439884.2019.1628048

Mason, A. N., Brown, M., Mason, K., & Narcum, J. (2021). Pandemic effects on social media marketing behaviors in India. *Cogent Business & Management*, *8*(1), 1943243. https://doi.org/10.1080/23311975.2021.1943243

Maulik, P. K., Eaton, W. W., & Bradshaw, C. P. (2011). The Effect of Social Networks and SocialSupport on Mental Health Services Use, Following a Life Event, among the BaltimoreEpidemiologic Catchment Area Cohort. *The Journal of Behavioral Health Services & Research*, *38*(1), 29–50. https://doi.org/10.1007/s11414-009-9205-z

Namkoong, K., Nah, S., Record, R. A., & Van Stee, S. K. (2016). Communication, Reasoning, and Planned Behaviors: Unveiling the Effect of Interactive Communication in an AntiSmoking Social Media Campaign. *Health Communication*, *32*(1), 41–50. https://doi.org/10.1080/10410236.2015.1099501

Pearce, W., Özkula, S. M., Greene, A. K., Teeling, L., Bansard, J. S., Omena, J. J., & Rabello, E. T. (2018). Visual crossplatform analysis: digital methods to research social media images. *Information, Communication & Society*, *23*(2), 1–20. https://doi.org/10.1080/1369118x.2018.1486871

Podsakoff, P. M., MacKenzie, S. B., Lee, J.-Y., & Podsakoff, N. P. (2003). Common method biases in behavioral research: A critical review of the literature and recommended remedies. *Journal of Applied Psychology*, *88*(5), 879-903. https://doi.org/10.1037/0021-9010.88.5.879

Ralph, L., Jones, M., Rowe, M., & Millie, A. (2022). Maintaining police-citizen relations on social media during the COVID19 pandemic. *Policing and Society*, 1–14. https://doi.org/10.1080/10439463.2022.2091565

Sajtos, L., Cao, J. T., Zhang, W., Peko, G., & Sundaram, D. (2022). Developing a feature-centric and affordance-based conceptualization of social media interactions. *Asia Pacific Journal of Marketing and Logistics*. https://doi.org/10.1108/apjml-02-2022-0121

Sharma, A., & Kapoor, P. S. (2021). Message sharing and verification behaviour on social media during the COVID19 pandemic: a study in the context of India and the USA. *Online Information Review*, *ahead-of-print*(ahead-of-print). https://doi.org/10.1108/oir-07-2020-0282

Sims, J., Wolf, M., & Yang, H. (2017). Social media? What social media? *Sage Jornal*, 17. https://aisel.aisnet.org/ukais2018/3

Statista. (2022). *Statista - The Statistics Portal for Market Data, Market Research and Market Studies*. Statista.com; Statista. https://www.statista.com

Tang, Q., Gu, B., & Whinston, A. B. (2012). Content Contribution for Revenue Sharing and Reputation in Social Media: A Dynamic Structural Model. *Journal of Management Information Systems*, *29*(2), 41–76. https://doi.org/10.2753/mis0742-1222290203

Thorsen, E., & Jackson, D. (2018). Seven Characteristics Defining Online News Formats. *Digital Journalism*, *6*(7), 847–868. https://doi.org/10.1080/21670811.2018.1468722

Venter, E. (2017). Bridging the communication gap between Generation Y and the Baby Boomer generation. *International Journal of Adolescence and Youth*, *22*(4), 497–507. https://doi.org/10.1080/02673843.2016.1267022

Voorveld, H. A. M., van Noort, G., Muntinga, D. G., & Bronner, F. (2018). Engagement with SocialMedia and Social Media Advertising: TheDifferentiating Role of Platform Type. *Journal of Advertising*, *47*(1), 38–54. Tandfonline. https://doi.org/10.1080/00913367.2017.1405754

Welbers, K., & Opgenhaffen, M. (2018). Presenting News on SocialMedia. *Digital Journalism*, 1–18. https://doi.org/10.1080/21670811.2018.1493939

Yuan, S., & Lou, C. (2020). How Social Media Influencers Foster Relationships with Followers: the Roles of Source Credibility and Fairness inParasocial Relationship and Product Interest. *Journal of Interactive Advertising*, *20*(2), 1–42. https://doi.org/10.1080/15252019.2020.1769514

Zarzycka, E., Krasodomska, J., Mazurczak-Mąka, A., & Turek Radwan, M. (2021). Distance learning during the COVID-19 pandemic: students' communication and collaboration and the role of social media. *Cogent Arts & Humanities*, *8*(1), 1953228. https://doi.org/10.1080/23311983.2021.1953228

Contact email: harmitasari93@gmail.com