

Deaf Social Media Influencers' Content Analysis: Creating Engagement with Educational Content

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ABSTRACT

Social media has evolved into a communication tool that promotes inclusivity, allowing persons with disabilities to share a variety of messages with their audiences. @jennifernatalie_ is a deaf Social Media Influencer (SMI) who uses TikTok to share sign language-related educational content. Despite her difficulty talking verbally, @jennifernatalie_ is capable of generating quite high levels of engagement with her followers. The goal of this study is to analyze @jennifernatalie_'s sign language educational content in terms of creating engagement with followers along five characteristics that support SMI communications. This study used a qualitative study content analysis methodology. The research data was gathered by assessing the content of short videos on TikTok @jennifernatalie_ and enhanced by literature reviews from various sources relevant to the research issues. The findings showed that @jennifernatalie_ was capable of presenting the five dimensions of SMI communications to generate engagement through her educational TikTok posts.

INTRODUCTION

Apart from being a means of communication, social media can facilitate the delivery of various kinds of content aimed at educating its audience. Statistics Gitnux (2023) show that around 1.25 billion people access educational content on Facebook every month. Based on another survey conducted by Intelligent (2023) 1000 students in various countries regarding the use of TikTok among students, it was stated that 51% of students used TikTok to help complete their academic assignments. The educational content offered on social media is not only related to academic contexts but has a broader scope such as financial (Hidayat et al., 2023) literacy, digital (Rahardaya & Irwansyah, 2021) literacy, health education (Bintang et al., 2022), and so on. Social media can be an effective educational medium because it provides visual material and also offers various types of material to study (Sharma & Sharma, 2021). Various parties must be able to maximize the educational function of social media so that media audiences can obtain useful information easily.

Basically, educational content on social media can be delivered by all users, including *social media influencers* (SMI). Research from Hartina (2023) analyzing how *influencers* Riya Agrawal and Victoria provide education about vitiligo disease on Instagram through 3 types of content, namely providing information, emotional support and sharing experiences. As for *influencers* @dr. tirta often conveys various kinds of education about a healthy lifestyle such as tips for exercising and choosing healthy food via his Instagram account (Bintang et al., 2022). The education provided by @dr. tirta is considered capable of forming awareness of a healthy lifestyle among its audience (Bintang et al., 2022). During the Covid-19 pandemic, *influencers* such as @rachelvennya, @awkarin, @dr. tirta and @dr. erche_idrus provided education on how to maintain personal and *social hygiene. distancing* thus helping government programs in handling the pandemic (Annisa et al., 2021). Through this evidence, SMI also has a role in conveying content that is not only related to *endorsements* only products but also related to education to the community.

LITERATURE REVIEW

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Social media influencers (SMI) themselves are considered to have the ability to educate and build awareness of social media audiences regarding an issue through the content they upload. SMI can carry out campaigns regarding health education effectively through content that can be shared with a large social media audience (Kostygina et al., 2020). As for research Okuah et al. (2019), SMI can play a role in educating awareness and pro-environmental behavior through its opinions on social media. *Influencers* in the financial sector (*finfluencers*) can provide education regarding literacy finance and consumption patterns to Gen Z via TikTok social media using the hashtag #investing (Zhou et al., 2023). Chee et al. (2023) also explained that SMI which is related to family and parenting can provide motivation and education to young mothers in terms of raising children. Through this role, SMI is considered important to play a role in communicating various issues that have not been widely conveyed by *mainstream* media.

The communication carried out by SMI is considered to be an effective approach in conveying a message because it is able to create *engagement* with media audiences. In general, the term *engagement* in the realm of social media or *social media engagement* refers to all types of interactions or communications that occur on social networking sites, such as tweets, retweets, likes and replies on Twitter, or reactions to uploads, shares, comments, impressions, hashtags and so on (Wisessathorn et al., 2022). *Engagement* social media is able to shape the cognitive and affective aspects of the audience so as to encourage the audience to take action (Gross & von Wangenheim, 2022). Ngai et al. (2020) also explains that *engagement* built by SMI can evoke emotions and create social relationships between SMI and its audiences. *Engagement* itself is basically the result of two-way communication that occurs between SMI and media audiences (Ngai et al., 2020). In the end, SMI must be able to create communication patterns that are able to provide *engagement* between himself and the social media audience.

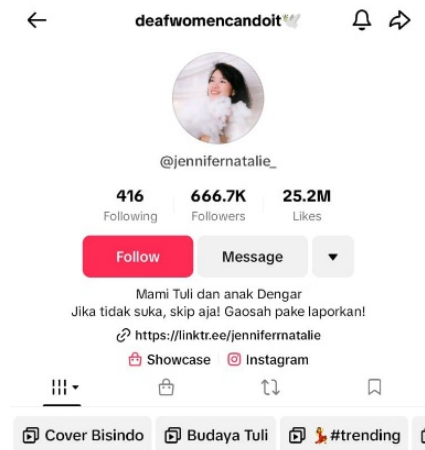


Figure 1. TikTok profile @jennifernatalie_
Source:jennifernatalie_ (2024)

TikTok account @jennifernatalie_ is a social media user who often conveys educational content regarding matters related to deaf disabilities such as sign language, customs or cultural practices, and so on. As of March 22, 2024, the account has around 666,000 followers and has gained *likes* around 25 million (jennifernatalie_, 2024). Based on the SMI classification presented by Ruiz-Gomez (2019), It can be seen that @jennifernatalie_ is included in the *Macro category Influencers* because of the number of *followers* what he has is between 500,000 to 1,000,000 . As for the type of fame, @jennifernatalie_ can be grouped as a *social media celebrity* where the TikTok account steals the attention of the public not with its fame in mainstream media but with the content it creates. To become a *social media celebrity* , an SMI must have the ability to create digital content in an interesting and creative way.

In providing education about deaf disabilities , @jennifernatalie_ often delivers various types of content related to disabilities . Based on Figure 1, it can be seen that the account creates a *playlist* to group content based on certain themes such as education on how to communicate using sign language, cultures of the deaf, as well as providing motivation to deaf people (jennifernatalie_, 2024). @jennifernatalie_ also created various content formats, such as dancing content, practice using sign language, and moments of interaction with people closest to you (jennifernatalie_, 2024). Even @jennifernatalie_ was invited to be one of the speakers at *the event* Inclusive Party to share knowledge about how to make it *meaningful content* (Koneksi Indonesia Inklusif, 2023). At first glance, this shows that @jennifernatalie_ has the ability to create and manage her social media content well and creatively.

Social media content is an important aspect for SMI to communicate and build *engagement* with media audiences. As for being a *social media celebrity* , @jennifernatalie_'s fame really depends on the creativity of the content she creates so that as much as possible @jennifernatalie_'s content can steal attention and build interaction with the audience (Ruiz-Gomez, 2019). SMI can also be referred to as *content creator* and in this case @jennifernatalie_ must be able to present a social identity in each of its contents so that it can consistently maintain the SMI title in the field of deaf (Ruiz-Gomez, 2019) disabilities . By creating content that can be easily shared on social media, SMI can build more

(Kostygina et al., 2020) *engagement in voicing an issue*. He even Okuah et al. (2019) said that SMI must have content curation capabilities so that it can make it easier to manage content that discusses a certain theme. Through the importance of content in the SMI communication process, it is necessary to analyze how @jennifernatalie_'s content can build *engagement* social media.

In this case, the @jennifernatalie_ account is unique because the owner of the account is deaf, which makes it difficult for him to communicate verbally. His identity as a deaf person is also written in *the bio* of his TikTok profile page through the phrase MamaTuli (jennifernatalie_, 2024). This is a challenge in itself for @jennifernatalie_ because she cannot convey messages verbally well and sometimes uses sign language which can only be understood by some audiences. Even *engagement* frameworks SMI created by Ngai et al., (2020) conveying that *influencer* must have good interpersonal and two-way communication skills in creating *engagement* on social media. However, at a glance @jennifernatalie_ gets it *engagement* relatively high social media, such as one sign language educational video which received views of up to 16.1 million (jennifernatalie_, 2024). This contradiction is interesting because SMI's communication capabilities do not necessarily affect *engagement* @jennifernatalie_ with audiences on social media.

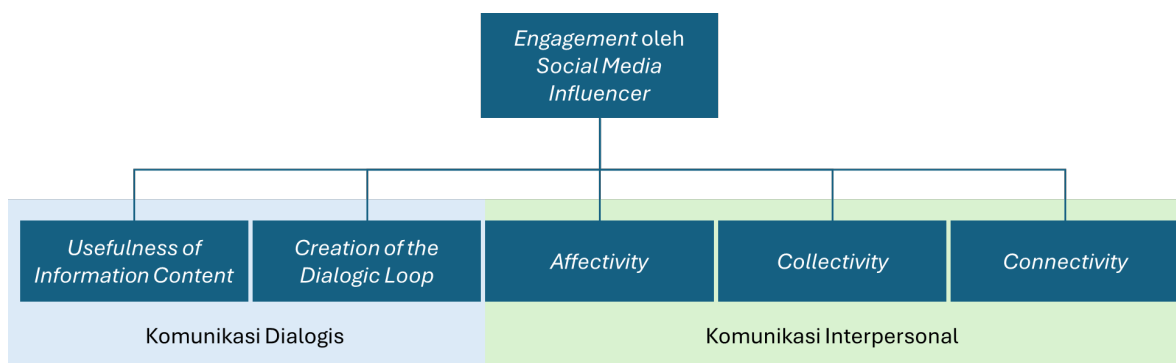


Figure 2. Framework engagement by Social Media Influencers
Source:Ngai et al. (2020)

Departing from her status as an SMI with deaf status, @jennifernatalie_'s ability to create *engagement* through TikTok content needs to be analyzed further. According to Ngai et al. (2020), *engagement* emerging from SMI must go through two theories, namely dialogical communication and interpersonal communication. Figure 2. Presents an illustration of what dimensions SMI must have to be able to generate *engagement*. The framework is built on a proposition where *engagement* Social media is the result of the relationship building process of *Influencers* towards the audience so that as much as possible there is two-way communication between the two (Ngai et al., 2020). As for the framework There are 5 dimensions needed to generate *engagement* namely *usefulness of information content*, *creation of dialogic loop*, *affectivity*, *collectivity* and *connectivity*. Table 1 presents the conceptualization of each dimension. Through this framework, it will be analyzed how @jennifernatalie_'s social media content can fulfill the dimensions of creating *engagement*.

Table 1. Conceptualization of dimensions in building engagement social media

No.	Dimensions	Conceptualization
1	<i>Usefulness of Information Content</i>	Conveying useful information to the public so that ideas and opinions can be exchanged.
2	<i>Creation of the Dialogic Loop</i>	SMI provides a means for audiences to submit questions and comments.
3	<i>Affectivity</i>	Conveying emotional expressions, humor and personal feelings in SMI content in building relationships.
4	<i>Collectivity</i>	Interactive strategies to quote other people's posts, ask questions to the audience or give praise to the audience.
5	<i>Connectivity</i>	Communication strategy to create a sense of connection with the community by conveying a feeling of interconnectedness with the outside world.

One of the theories used in *the framework* What is used is dialogic communication. Ngai et al. (2020) stated that the key aspect of forming dialogue is information that is useful and interesting for the audience. In the realm of social media itself, useful information is considered to encourage someone to comment, share or *like* (Ngai et al., 2020). He also Pang et al. (2018) said that communication mediated by social media is still able to build communication intimacy through texts conveyed through this, dialogical communication can still run on social media. The main idea of dialogic communication in building *engagement* is how SMI does not close itself off from the messages conveyed by the media audience.

Within *the framework* Ngai et al. (2020) interpersonal communication theory seeks to analyze the process of building relationships between an SMI and its audience. The concept of interpersonal communication cannot be separated from interpersonal / *interpersonal relationships relationships* where interpersonal communication is useful for maintaining relationships and understanding each individual's emotions (Ngai et al., 2020). Even though social media is considered to have disadvantages compared to face-to-face communication, this type of communication can still be used to build relationships through available digital information (Candrasari, 2020). He even Neubaum & Krämer (2017) said that delivering social media content is a form of interpersonal communication carried out on a mass scale. Through interpersonal communication theory, SMI must be able to build relationships with social media audiences as much as possible through its content.

The purpose of this research is to analyze educational content regarding deaf disabilities delivered by the TikTok account @jennifernatalie_ in building *engagement* with media audiences. As a SMI, @jennifernatalie_ has limitations in verbal communication but *engagement* what you get on social media is not small. This research will focus on content created by @jennifernatalie_ to build

engagement because this account is considered to have the capacity to create interesting and useful content. The question that will be answered in this research is: what form does SMI @jennifernatalie_'s content take in educating deaf people so that it can get high *engagement from the audience*?

METHODOLOGY

This research uses a content analysis method with a qualitative descriptive approach. Through this approach, the analysis presented in this research is carried out through a narrative to describe a reality (Neuman, 2013). Content analysis through a qualitative approach is a data analysis technique that aims to understand the manifest and latent elements of a text or communication content by paying attention to hermeneutical traditions so that the meaning of the message can be understood. (Kassem, 2023). As for the content analysis method, this research will interpret social media content deductively/ directed content analysis) with the aim of providing comprehensive meaning that is coherent with the framework used in the research (Monggilo, 2020).

TikTok account page @jennifernatalie_ and was also supported by relevant literature studies so as to provide broader insight into SMI communication for blind people on social media. The content analyzed is content included in the Education, Deaf Culture, Cover playlist Bisindo and Sign Language. The total number of videos in the four playlists is 189 videos as of March 23 2024. This research was conducted between March 18 and 26 2024. The selection of the playlist was intended to focus the analysis on educational content regarding deaf disabilities.

The data analysis technique used refers to qualitative data analysis Miles & A. Huberman (1994) which consists of data reduction, data presentation and drawing conclusions. Through this technique, this research will collect data in the form of screenshots of short video content and text comment data on content from three predetermined playlists. This data will be reduced and presented according to the meaning that corresponds to the dimensions of engagement on social media. Data presentation is in the form of narrative text supported by screenshot evidence from @jennifernatalie_'s TikTok content and relevant previous research. This research will use data source triangulation techniques to establish the validity of the findings that have been presented (Rahardjo, 2010).

RESEARCH RESULT

In presenting the results of the research findings, first various research data will be presented based on the dimensions of engagement formation by SMI on social media. Further discussion or discussions will be presented on each of these dimensions. The discussion of research findings will also use previous research so as to deepen the findings obtained.

Dimensions Usefulness of Information Content

This dimension explains how SMI shares useful information on social media so that it ultimately raises opinions from its audience. Useful information

is relatively often found on deaf culture playlists. In this playlist, @jennifernatalie_ tries to introduce how deaf people live life like deaf people. In the content in the playlist, @jennifernatalie_ juxtaposes videos about culture or habits that are usually carried out by deaf people and non-deaf people so that the differences between the two can be seen. Through the content, clearer illustrations and information can be obtained so that as a person who is not deaf, you can understand how to treat deaf people.

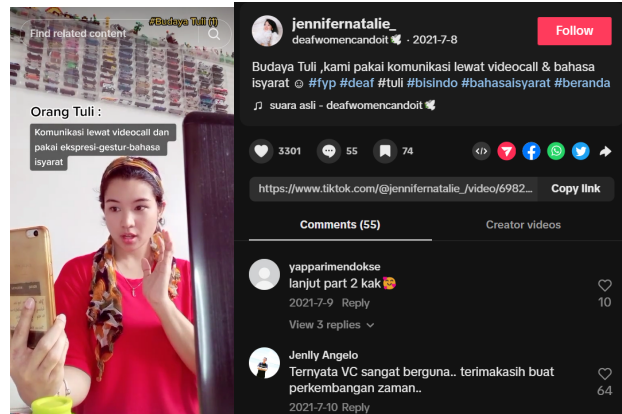


Figure 3. Content introduces deaf culture to audiences

Source:jennifernatalie_ (2024)

One illustration of content that contains an introduction to culture or customs carried out by deaf people can be found in Figure 3. In this content @jennifernatalie_ said that when people with disabilities communicate using cellphones, they rely on cellphone vibrations as a notification if there is an incoming call and they use the *video call feature* to communicate so that the sign language used can be conveyed to the person you are talking to. In this content, @jennifernatalie_ also uses additional writing in her video to provide information regarding the information she wants to convey. Through this content, @jennifernatalie_ is considered capable of maximizing features on social media to help her communicate information about deaf culture well despite experiencing limitations in verbal communication.

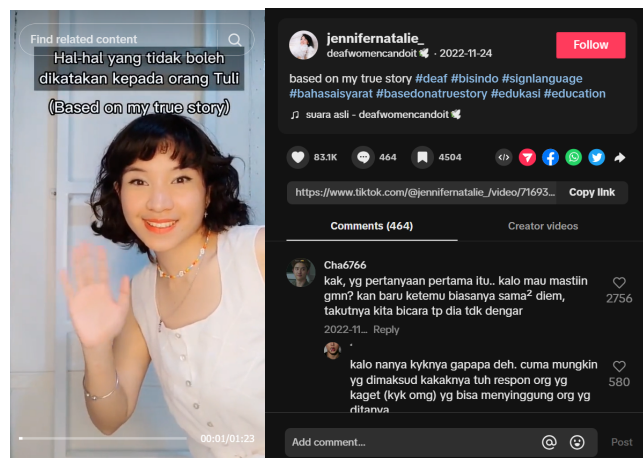


Figure 4. Content introduces things that should not be said to the visually impaired

Source:jennifernatalie_ (2024)

Content regarding other useful information was also conveyed by @jennifernatalie_ on the educational playlist . One example of the information conveyed is regarding things that should not be conveyed to blind people. In this content, @jennifernatalie_ conveys various sentences or questions that should not be conveyed as much as possible, starting from questioning the clarity of verbal language or asking deaf people to read the lips of non-deaf people. This content also received high engagement , with 83 thousand likes and 464 other users providing comments. What was also discovered was that @jennifernatalie_ used additional writing in her video to provide information or information that she wanted to convey.

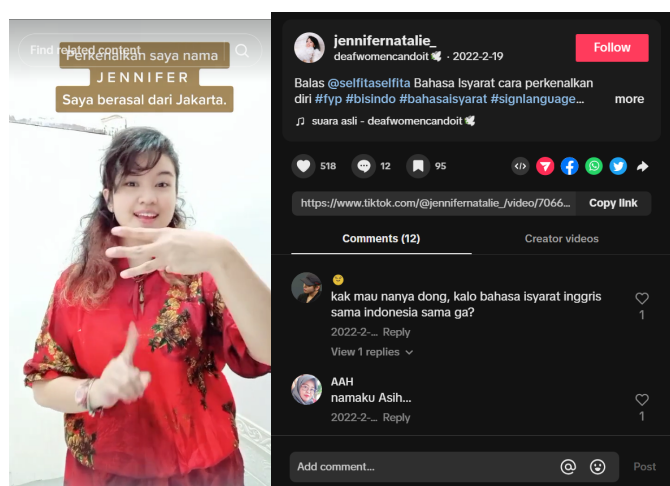


Figure 5. Content of using sign language to introduce yourself
Source:jennifernatalie_ (2024)

Other information also conveyed by @jennifernatalie_ was the use of sign language for certain moments. Figure 5 provides an illustration of @jennifernatalie_'s content which explains how to introduce yourself through sign language. In this content, @jennifernatalie_ explains how to get to know each other and also how to convey names using sign language. As for providing further information, @jennifernatalie_ uses additional writing in her video to help the audience understand the sign language she is practicing .

One pattern that can be found in useful informational content is the use of additional writing in videos uploaded by @jennifernatalie_. In the multimedia realm, additional writing that is used to clarify the meaning of a video so that it can be understood by the deaf is called *closed caption* or CC. Through this feature, deaf people's limitations in hearing video sound can be overcome and they will better understand the meaning of a video even though there are still several aspects of communication that can only be obtained through audio (Li et al., 2022). Ngai et al. (2020) explained that using features on social media can beautify the appearance of all messages created, thereby generating *engagement* in the form of likes and comment if SMI can use it correctly. Mack et al. (2020) also explained that basically, currently the technology for automatically creating CC is being continuously developed so that deaf people can automatically get CC in every content on social media. Various features on social media that have been developed currently are

expressed his appreciation to @jennifernatalie_ in the comments column and @jennifernatalie_ responded with an emoticon.

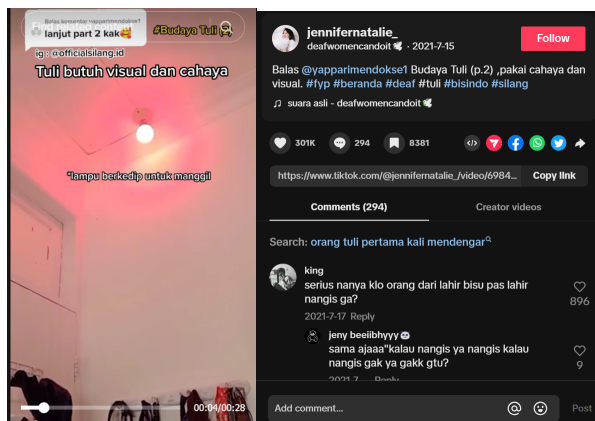


Figure 7. Content responding to follow-up video requests from the audience
Source:jennifernatalie_ (2024)

Similar content was also conveyed by @jennifernatalie_ in the deaf culture playlist where in this case @yapparimendokse1 said that he wanted there to be a part 2 of the previous video. @yapparimendokse1's comments can be seen in the comments column in Figure 3. In responding to these comments @jennifernatalie_ delivered further content regarding the habits of people with disabilities when someone calls from outside the house. However, in this case @yapparimendokse1 did not reply as happened in the content in Figure 6. However, this shows that @jennifernatalie_ opened the chat column feature as a means for her audience to communicate with her.

Attractive features and content on social media can basically support users to interact easily. Gell et al. (2023)conveyed that the campaign was carried out by *influencers* on social media will produce more *engagement* , such as interaction and *sharing* , compared to conducting traditional campaigns . The interesting content uploaded by SMI can basically invite the audience to interact either by providing comments, liking or sharing it again (Wariski & Jumiati, 2023). Even now social media has a *live feature streaming* which is able to facilitate audiences to communicate directly with SMI (Alam, 2020). SMI must maximize all features in social media so that interactive communication and positive relationships can continue to be established (Ngai et al., 2020).

Through findings regarding *the Creation dimensions of the Dialogic Loop* , it can be said that as @jennifernatalie_ she has opened communication access for the public to communicate with her. Chee et al. (2023)explains that direct interaction with *followers* is a way for SMI to show personal aspects of itself and also maintain its popularity. Ruiz-Gomez (2019)also conveyed that interaction with *followers* can produce an idea for SMI to create further content. This strategy was also carried out by @jennifernatalie_ so that she created content based on requests from the audience. As for creating interactions on social media, SMI must be authentic, have self-confidence, and get as close to the audience as possible (Anjani & Irwansyah, 2020). These various things explain that the dialogic aspect refers to SMI's willingness to open up to the audience so as to build *engagement* with them.

Dimensions Affectivity

affectivity dimension explains the communication carried out by SMI through conveying the emotions or personal feelings they experience. In this case, @jennifernatalie_ uploaded various content about the feelings she experienced as a deaf person. As a person with a hearing disability , @jennifernatalie_ often has moments where she does not understand what the people around her are conveying through verbal language. Through this dimension, the audience can understand how deaf people feel when socializing with people who can hear and communicate verbally.

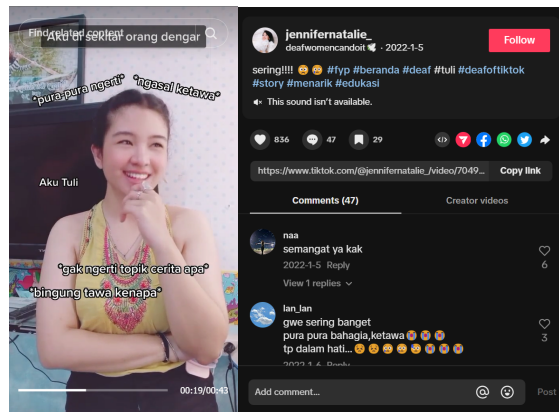


Figure 8. Content about @jennifernatalie_'s feelings when socializing
Source:jennifernatalie_ (2024)

Taken from an educational *playlist* , the content presented in Figure 8 shows @jennifernatalie_'s feelings when she is socializing with people who use verbal language in their communication. As a deaf person, @jennifernatalie_ certainly cannot process the messages conveyed by the person she is speaking to optimally so she feels confused about the expression she should give. Even @jennifernatalie_ said that she is often in this condition through *the caption* attached to the content. Through this content, the audience can find out how people with disabilities feel , especially @jennifernatalie_ , when they have to communicate or socialize using verbal language.

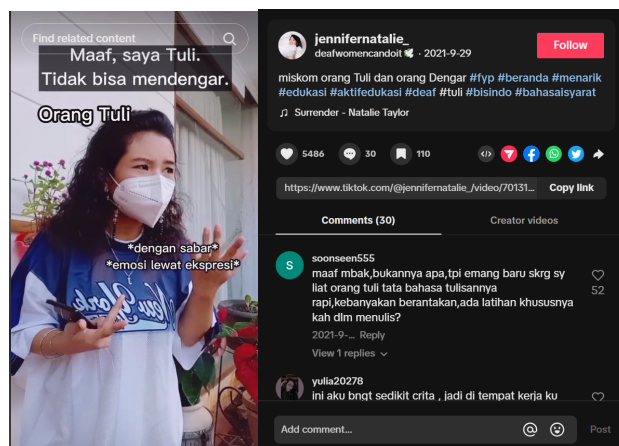


Figure 9. Content about @jennifernatalie_'s feelings when miscommunication occurs
Source:jennifernatalie_ (2024)

The content presented in Figure 9 shows a moment where there were people who did not understand the disability experienced by @jennifernatalie_.

In this content, @jennifernatalie_ provides a description of the moment when she could not understand the message conveyed by the interlocutor which was conveyed using verbal language and the interlocutor gave a response that showed that she did not understand that @jennifernatalie_ was a person with a disability . The response from his interlocutor shows that he asked @jennifernatalie_ again to cover her mask when @jennifernatalie_ wanted to reply to the conversation using verbal language. This was considered to offend @jennifernatalie_, who in this case did not understand the message from the person she was speaking to even though she had previously used sign language. Through this content, audiences are asked to be aware of the condition of people with special hearing needs and also understand that sign language is an indication that the person is a person with a disability .

Audio visual content has been able to provide a clearer illustration of a person's feelings. Supported by graphics and sound, content on social media can provide a clearer depiction and add certain context regarding a message to be conveyed. Social media itself has been able to send content in the form of *emoticons* , thereby enriching the delivery of emotions from the message sender compared to just sending text (Ge & Gretzel, 2018). Agustina (2020)also explained that content on social media can display emotions because it supports various message formats such as humor, negative actions, and so on . Content on social media can also create a person's sense of pride or enjoyment regarding an issue, causing them to want to try the things conveyed in the content (Santiyuda et al., 2023). In this case, social media content can provide a better picture of the emotions felt by deaf people, specifically @jennifernatalie_, thus enriching the message she wants to convey.

Through various findings regarding the *affectivity dimension* , it can be said that @jennifernatalie_ has used social media to convey the emotions she feels as a person with a disability . *Engagement* can be awakened when SMI is willing to convey their personal experiences on social media authentically (Gross & von Wangenheim, 2022). Balaban & Szambolics (2022)also conveyed that audiences will seek and enjoy the authenticity and authenticity of SMI because this will build emotional *attachment attachments* . As for Rehman et al. (2023)explaining that as much as possible SMI presents itself authentically so that social media audiences can discover SMI's self-concept and make social connections with it. Through messages that are related to real life/ *relate* then an SMI can build a relationship called *parasocial interaction* (Permana & Astuti, 2023). In the end, the analysis on this dimension conveys that SMI must be able to express their emotions authentically on social media so that they can arouse the feelings of the audience.

Dimensions Collectivity

Collectivity is a collection of forms of interaction carried out by SMI so that the audience is encouraged to take collective action. In this dimension, SMI can quote other people's posts, ask questions and give praise to the audience to build *engagement* (Ngai et al., 2020). This dimension is one way for SMI to interact with a larger audience or collectively. Through this dimension, SMI can convey a message in the form of enthusiasm for the wider audience to take

collective action. This cannot be separated from social media which is able to facilitate mass communication effectively.



Figure 10. Content where @jennifernatalie_ asks for audience opinion
Source:jennifernatalie_ (2024)

In the content presented in Figure 10, @jennifernatalie_ asked the audience for comments regarding a condition where a parent reveals a disgrace or talks about the shortcomings of their own child in front of other people. In this content, @jennifernatalie_ also conveys CC regarding the message she conveys verbally. Likewise, in the caption attached to this content, @jennifernatalie_ wrote that she wanted to know the opinions of the audience. Through this activity, @jennifernatalie_ took action to interact with the audience collectively. This content received 253 likes and was commented on by 21 TikTok users. The involvement of the audience in providing comments regarding the opinions expressed by @jennifernatalie_ also shows that @jennifernatalie_ has succeeded in building engagement with her audience.



Figure 11. Content where @jennifernatalie_ responds to prayers from the audience
Source:jennifernatalie_ (2024)

In communicating collectively, the content in figure 11 explains that @jennifernatalie_ also provides motivation to parents who want to send their children with special needs, deaf people, to public schools. He provides information to parents that children with disabilities also have equal rights to children who do not have disabilities. In this case, @jennifernatalie_ also gave a message for parents to continue to encourage and give enthusiasm and

confidence to their children to continue attending school. The audience also responded to the content with various opinions and comments such as their experiences regarding bullying at school. @jennifernatalie_ also responded to various comments, both in terms of giving appreciation and giving encouragement so that interaction emerged between them.

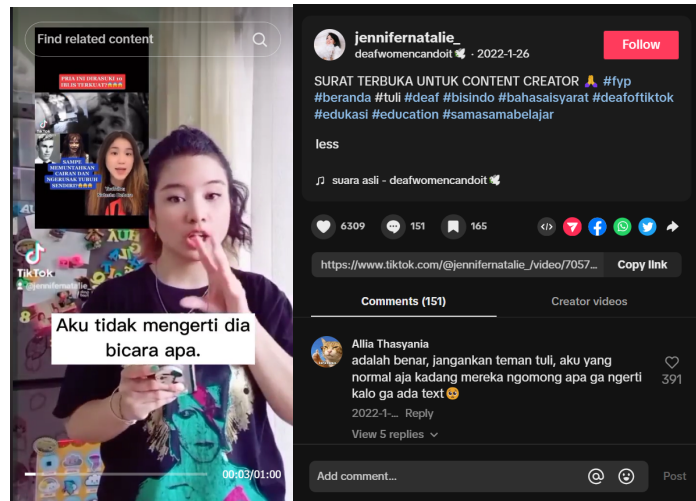


Figure 12. @jennifernatalie_'s reaction to content
Source:jennifernatalie_ (2024)

Reaction content is one of the content formats that is often uploaded by content people creator as a response to a content or issue. This was also conveyed by @jennifernatalie_ through her content presented in Figure 12. In this content, @jennifernatalie_ explained that there was some digital content that was created without text/CC, making her unable to understand the message being conveyed. Including entertaining content, @jennifernatalie_ doesn't understand why someone can laugh because there is no CC to support it. Meanwhile, @jennifernatalie_ also showed her feelings with a message , where in creating her content she created CC as much as possible so that media audiences could understand the message she was conveying. Apart from that, @jennifernatalie_ refers to several contents that have embedded CC so that the message is easy to understand as a video that can be imitated by the *contents creator* . This content was also commented on by 151 users, some of whom indicated that they agreed with what @jennifernatalie_ said.

Social media itself has become a communication tool that is considered effective for obtaining collective or mass communication results. Social media itself is basically a tool that can support *mass self-communication* so that what SMI conveys can be received directly by a large audience and can produce collective (Anjani & Irwansyah, 2020)feedback . To have your own SMI title, basically a person must have a number of *followers* in a certain amount first so that an *influencer* is a person who is able to reach a wide audience (Ruiz-Gomez, 2019). The bigger *the followers* owned by *influencers* the greater the number of people who will participate in the *influencers'* invitation (Ki et al., 2020). Through social media, SMI is considered to need to have the ability to carry out persuasive mass communication so that the results can influence a wide range of audiences.

collectivity dimension can generally be described as a collective invitation from @jennifernatalie_ to her audience. SMI itself is basically an *influencer* which, if interpreted literally, is a person who influences so that the messages conveyed have as much impact as possible in influencing or inviting the media audience to do something (Ruiz-Gomez, 2019). As a person who has expertise or experience in something, SMI is considered to have the power to persuade media audiences (Ngai et al., 2020). In fact, the more authentic the messages conveyed by SMI, the greater the persuasive power of the messages conveyed via social media (Balaban & Szambolics, 2022). SMI will provide various reasons behind an invitation so that a persuasive message will be conveyed well (Okuah et al., 2019). As a communicator who is trusted by the media audience, SMI must be able to maximize its role in conveying messages clearly so that the audience can deeply understand the invitation being conveyed.

Dimensions Connectivity

Connectivity dimension is an interaction strategy from SMI to build a sense of connection with a particular community (Ngai et al., 2020). This shows that basically SMI is not an exclusive actor and is still part of social life in society. This dimension explains that SMI often conveys personal pronouns that refer to the relationship between themselves and a community such as the use of we, us and so on. In this case, SMI must be able to show that it identifies itself with a particular community so that social relations will grow between them. In this case, social media itself is a communication tool that can build relationships through the communication that exists in it, so it is necessary to analyze how @jennifernatalie_ builds relationships with its content (Aksar et al., 2020).



Figure 13. The blind can drive like the general public
Source:jennifernatalie_ (2024)

Through one of the contents on *playlists* Deaf culture, @jennifernatalie_ wants to show that deaf people can do things that people who do n't have that type of disability usually do. In figure 13, @jennifernatalie_ shows that people with disabilities can drive cars like normal people. Through this content, @jennifernatalie_ shows that her husband, who is also disabled, can drive a car. Apart from that, @jennifernatalie_ also provided recommendations for people with disabilities who want to drive a car to be more careful when driving and always keep their distance. This content relatively builds *engagement* with high

numbers where there were 1319 users who gave comments and there were 353 thousand people who gave likes.

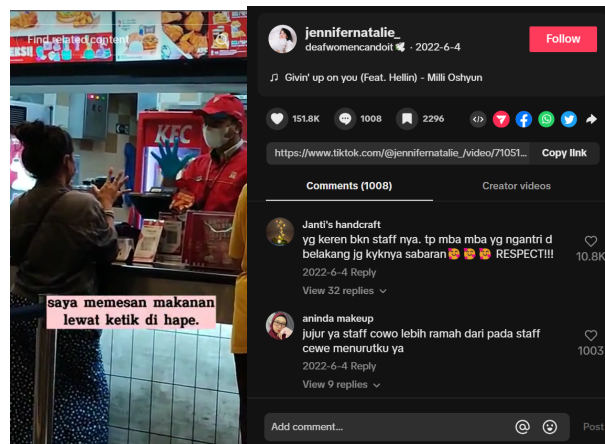


Figure 14. The moment @jennifernatalie_ ordered food as usual
Source:jennifernatalie_ (2024)

The habits of @jennifernatalie_ like society in general are also conveyed in the content in Figure 14. In this content @jennifernatalie_ is ordering food at a fast food restaurant. As for communicating with the restaurant cashier, @jennifernatalie_ uses sign language. It can also be seen that the interlocutor responsively uses several communication approaches so that he can understand what menu @jennifernatalie_ ordered. Through this content, it can also be conveyed that people with disabilities can do the same things as people who do not have disabilities . This content generates *engagement* From the audience , there were 1008 users who commented and 151 users who gave likes . Through this content @jennifernatalie_ shows that she is part of society in general.



Figure 15. Jentizen's use of nicknames
Source:jennifernatalie_ (2024)

One of the characteristics in the *connectivity dimension* is the use of nicknames from an SMI to their followers . In this case @jennifernatalie_ uses the term Jentizen to refer to her followers . This shows that @jennifernatalie_ wants to build a closer relationship between herself as SMI and her followers. Through this approach, @jennifernatalie_'s followers are considered special as a particular community. The relationship between the audience and SMI is an inseparable part of the process of creating *engagement* .

Even though social media is a tool for communication, its function can bring anyone closer through content. Social media is considered a tool capable of generating *social media capital* where when someone joins an *online community*, they will build relationships through the communication carried out there (Aksar et al., 2020). The various emotional and social supports provided by SMI can build *social relationships capital* so as to form a sense of belonging among the network of audiences (Vitak et al., 2011). The authenticity or authenticity of SMI is again part of what SMI must display so that *social relationships emerge capital* between SMI and its audiences (Riemer & Hovorka, 2015). The strength of the content must be built so that the audience feels they have a social connection with SMI even though they do not recognize it directly in the real world.

Through various findings regarding *the connectivity dimension* So it can be said that one of the abilities that SMI need to have is how they are able to identify themselves as part of society. Ki et al. (2020) explained that the more often an SMI shows himself as part of a community, the more he will build an emotional connection with the social media audience. SMI who are able to portray themselves as part of society, both in terms of behavior and culture, tend to find it easier to persuade media audiences (Permana & Astuti, 2023). Build closeness with *followers* is SMI's way of building intense emotional relationships and also strengthening its (Ki et al., 2020) brand. Because communication on social media is mediated communication, SMI must continue to show that they are still part of society in general.

CONCLUSIONS AND RECOMMENDATIONS

The results of this research show that @jennifernatalie_ is able to present five dimensions of *engagement* on social media through various content on social media. As an SMI, @jennifernatalie_ has been able to provide content in the form of useful information, open herself to interact with the audience, show feelings and emotions, convey collective invitations and identify herself as part of society in general. Social media has helped @jennifernatalie_ overcome her limitations in communicating verbally through various features in it. Apart from that, @jennifernatalie_ is considered to have shown herself authentically as a person with a disability so that she can build social relationships with social media audiences. In the end, @jennifernatalie_'s disability is not a limitation in conveying educational messages about deaf disabilities because she has the ability to maximize social media as a communication tool and generate *engagement* with social media audiences. This strategy can be adopted by people with disabilities to express their voices on social media so that it can become a means of advocacy. Further research can analyze the social media content strategies of other people with disabilities so as to enrich knowledge about how disabled groups communicate.

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