
Reception Analysis of Dr. Boyke's Reproductive Health Messages on TikTok Among Communication Science Students at Universitas Trunodjoyo Madura

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DOI : <https://doi.org/10.56480/jln.v6i2.76>

Received: May 05, 2026

Revised: May 29, 2026

Accepted: June 02, 2026

Abstract

The evolution of social media has brought major changes in how the public obtains information, including reproductive health data. TikTok has emerged as a widely used platform for educational content due to its brief, engaging, and digestible videos that resonate with the younger generation. Dr. Boyke Dian Nugraha is a prominent figure actively providing reproductive health education on this platform. This study aims to discover how Communication Science students at Universitas Trunodjoyo Madura interpret Dr. Boyke's reproductive health messages on TikTok and to identify the factors influencing this meaning-making process. Utilizing a qualitative approach rooted in Stuart Hall's reception analysis, informants were selected via purposive sampling. The criteria included active UTM Communication Science students who use TikTok and have accessed Dr. Boyke's reproductive health content. Data were gathered through in-depth interviews, non-participatory observation, and documentation. The results indicate that students decode reproductive health messages into three distinct reading positions: dominant-hegemonic, negotiated, and oppositional. Variations in interpretation are driven by personal experience, existing knowledge of reproductive health, social environments, and the intensity of social media usage. These findings highlight TikTok's significant potential as an educational tool for youth reproductive health. However, message effectiveness is determined not just by content, but by the audience's background and characteristics during interpretation.

Keywords– Reception Analysis; Reproductive Health; TikTok; Stuart Hall; Dr. Boyke



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1. Introduction

The advancement of information and communication technology has significantly altered how society accesses and acquires information. The internet and social media allow immediate information distribution without spatial or temporal boundaries. Social media, initially used for entertainment and basic communication, has shifted into an educational tool capable of widespread information dissemination. Health education, particularly reproductive health, has heavily capitalized on this shift.

TikTok has experienced exponential growth among these digital platforms. It is highly popular among the youth because it delivers information via short, interactive, and engaging videos. Its contents are vast, ranging from entertainment and lifestyle to education and healthcare. This high engagement transforms TikTok from a leisure app into a primary information source for university students.

According to a 2025 DataReportal report, Indonesia has one of the largest TikTok user bases globally, with young adults aged 18–24 representing the most active demographic. This group consists largely of college students who incorporate TikTok into their daily information searches. Short video formats are proven to be more effective at capturing attention and conveying complex concepts compared to conventional media. In healthcare, social media serves an essential role in public literacy. Reproductive health—encompassing physical, mental, and social well-being regarding the reproductive system and its processes—demands significant focus. Comprehension in this area is vital for adolescents and students transitioning into adulthood. A lack of accurate literacy can trigger widespread misconceptions, poor hygiene practices, and the acceptance of inaccurate health data.

Sari and Prasetyo (2023) note that social media functions as an effective health education medium capable of broad audience reach and simplified message delivery for younger demographics. Utilizing social media for health messaging increases public awareness regarding crucial issues, including reproductive health (Permana & Fauzi, 2025).

2. Method

A research paradigm is a foundational perspective or conceptual framework that guides how a researcher views, collects data on, and interprets a phenomenon. This study employs a constructivist paradigm. Constructivism argues that social reality is not an objective entity identical for everyone; rather, it is actively constructed by individuals through personal experiences, social interactions, and contextual interpretations (Kritis et al., 2019). Consequently, people develop varying understandings of the same phenomenon based on knowledge, values, and backgrounds.

This paradigm directly aligns with a qualitative approach, which prioritizes uncovering deep meanings behind social actions (Nasir et al., 2023). This study avoids statistical measurements, focusing instead on how individual students interpret Dr. Boyke's content. Since students hold active roles in receiving, interpreting, and reshaping media messages rather than acting as passive consumers, constructivism provides the ideal lens to investigate these diverse interpretations (Kritis et al., 2019).

This qualitative study implements reception analysis. Reception analysis treats the audience as active participants in the communication loop, focusing on how messages are understood and decoded rather than just how they are broadcasted. Audiences apply unique life experiences, cultural values, and social backgrounds to the texts they consume, leading to multiple interpretations of identical media content (Karo & Ginting, 2023).

We utilize Stuart Hall's Encoding-Decoding model. Hall asserts that the meanings encoded by a media producer are not always identically decoded by the receiver. Hall outlines three distinct decoding or reading positions:

1. **Dominant-Hegemonic Position:** The audience decodes the message using the exact reference code intended by the sender, fully accepting the message.
2. **Negotiated Position:** The audience acknowledges the dominant message but modifies it or carves out exceptions based on personal experiences and social contexts.

3. **Oppositional Position:** The audience fully understands the literal meaning but completely rejects the preferred reading, repositioning the message within an alternative frame of reference (Xie et al., 2022).

Active Communication Science students at Universitas Trunojoyo Madura who use TikTok and have watched Dr. Boyke's reproductive health videos. These students are chosen due to their high media consumption and their academic alignment with media and communication analysis. The specific reception and decoding processes of these students toward Dr. Boyke's TikTok health messages, along with the underlying factors (personal history, peer dynamics, media literacy, usage intensity) driving their interpretations.

Informants were selected using purposive sampling to target individuals who possess rich, relevant experiences with the phenomenon, prioritizing depth over sample size (Etikan et al., 2016). The selection criteria were:

1. Active student in the UTM Communication Science program.
2. Aged between 18 and 23 years old.
3. An active daily user of TikTok.
4. Has accessed and watched Dr. Boyke's reproductive health content on TikTok.
5. Willing to voluntarily participate in open in-depth interviews.

The study involved 5 primary informants, which is considered sufficient for a qualitative study where data saturation and depth of insight outweigh generalizability (Wijanarko & Syafiq, 2009).

Data were gathered using three primary qualitative methods:

1. **In-Depth Interviews:** Semi-structured interviews explored how informants evaluate content credibility, internalize topics, and decode messages.
2. **Non-Participatory Observation:** Dr. Boyke's video formats, language styles, visual elements, and user comments on TikTok were observed from an outside perspective to contextually back up interview data.
3. **Documentation:** Capturing screenshots of TikTok content, recording interview logs, compiling field notes, and analyzing user comments.

The study took place at the Communication Science Program, Faculty of Social and Cultural Sciences, Universitas Trunodjoyo Madura, located on Jl. Raya Telang, Kamal District, Bangkalan, Madura. This site is ideal due to its direct access to media-literate student groups. The research was conducted over multiple stages in 2026, spanning preparation, informant selection, data collection, thematic analysis, and final report compilation.

3. Result and Discussion

The findings indicate that student interpretations of Dr. Boyke's reproductive health messages are not linear injections of data. Instead, they are active interpretations built from continuous interactions with digestible social media content. Most students fall into the dominant-hegemonic position, largely aligning their interpretations with Dr. Boyke's educational goals. This alignment occurs due to consistent communication patterns, such as accessible language, straightforward delivery, and the speaker's established medical expertise (Ariestyani & Ramadhanty, 2021).

3.1 Audiences' Decoding Positions

a. Dominant-Hegemonic Reception

In this position, students accept Dr. Boyke's information wholesale as true and relevant. Because formal education often leaves reproductive health information ambiguous, students look to social media as an alternative informational tool (Rifka Alkhilyatul Ma'rifat & I Made Suraharta, 2024). Digital tools like mobile apps and social sites make public health discourse highly accessible (Zakiyah et al., 2021). Dr. Boyke's professional standing as a medical specialist drastically lowers audience skepticism. His concise delivery style fits perfectly with student preferences for quick, straightforward media content (Septiana & Apriliani, 2025). Consequently, the app evolves from an entertainment hub into an effective learning tool.

b. Negotiated Reception

Students in the negotiated position acknowledge the validity and importance of reproductive health literacy for youth but pass the information

through personal cultural filters. Humans must continually adapt and build upon their self-development for a better life (Zalfa Rachman et al., 2023). However, this learning is moderated by family backgrounds, religion, and local norms. These traditional frameworks act as analytical filters (Smith & Jake, 2018). If a video discusses sexual mechanics too explicitly, these students do not reject the medical science; instead, they adapt their acceptance to match local modesty boundaries. This creates a balancing act between the modern need for open sex education and the desire to uphold sociocultural values

c. Oppositional Reception

Oppositional reception among these students does not signal raw ignorance; rather, it reflects a critique of the medium used for highly sensitive content. While they understand the medical goals, they worry that hyper-accessible short videos can lead to misconceptions among younger, unsupervised audiences who lack context (Apliansyah et al., 2025). Some informants prefer direct, two-way medical communication with actual doctors. They define proper communication as an interactive exchange where feedback ensures absolute clarity (Yesica Maretha, 2012). TikTok videos are often perceived as too brief, compressed, and stripped of vital clinical context. Distinguishing fact from opinion or clickbait remains a major issue for Generation Z on social platforms (Komara & Widjaya, 2024). Thus, their skepticism lies in the platform's limitations, not necessarily the clinical validity of Dr. Boyke himself.

Table 1. Summary of Stuart Hall's Audience Reception Positions

Reception Position	Core Characteristics	Key Field Findings
Dominant-Hegemonic	Fully accepts the message within the preferred frame intended by the sender.	Views the content as highly educational, accurate, and completely trustworthy.
Negotiated	Accepts core principles but applies modifications based on personal contexts.	Values the health data but filters explicit details through local social and moral norms.
Oppositional	Rejects the preferred reading framework, substituting it with an alternative lens.	Critiques the platform's openness; finds short videos too explicit or superficial for sex education.

Factors Influencing Student Reception

1. The meaning-making process is shaped by four distinct, interacting variables:
Personal Experience: Students previously exposed to sex education at school or home quickly map out new concepts from TikTok. High-quality human resources are necessary to face the future (TL et al., 2017). Conversely, students with no background require more time and show higher uncertainty.
2. **Level of Reproductive Health Knowledge:** Prior literacy dictates critical capacity. Highly knowledgeable students cross-reference TikTok videos with academic literature or alternative professional sources (Mikaresti et al., 2023). Low-knowledge students accept the claims passively due to a lack of baseline references.
3. **Social Environment:** Family settings determine original moral boundaries, peers provide open spaces to casually debate sensitive text (Nurfirdaus & Sutisna, 2021), and the university supplies systematic scientific filters.
4. **TikTok Usage Intensity:** Over-reliance on TikTok dictates exposure frequency, which shapes how digital habits impact student academic focus and message familiarity (Penggunaan Tiktok Berlebihan, 2025). High exposure increases familiarity but demands strong critical evaluation to prevent passive absorption.

3.3 TikTok as a Reproductive Health Education

MediumTikTok shows great potential due to its blend of visuals, audio, text, and short formats (Pebriany, 2020). It delivers complex medical information in a format that does not overwhelm young consumers. Its algorithmic recommendation systems push educational content beyond standard follower circles, distributing health messages to a much wider audience. The comment section creates a two-way dialogue, turning static monologues into active peer discussions. Youth use interactive short videos to express identity, local culture, and social views (Siregar & Mesra, 2025). However, unverified info and personal opinions on the platform complicate

this environment. Therefore, users must cultivate digital literacy to verify sources against official medical institutions (Pitrianti et al., 2023).

4. Conclusion

This study demonstrates that Communication Science students at Universitas Trunodjoyo Madura exhibit varied reception profiles when processing Dr. Boyke's reproductive health messages on TikTok. Modeled through Stuart Hall's Encoding-Decoding framework, these interpretations manifest across dominant-hegemonic, negotiated, and oppositional reading positions. This variation is driven by personal experience, existing health knowledge, social environments, and social media usage intensity. The findings confirm that the audience acts as an active decoder rather than a passive vessel. Successful health campaigns rely on digital literacy alongside content accuracy to close the knowledge-behavior gap. Future research should expand the informant sample size or run comparative studies across alternate platforms to build a broader understanding of digital health communication.

Funding: This research received no external funding

Acknowledgments: The authors would like to express their gratitude to all parties who have contributed to the completion of this article, including colleagues who provided valuable input during the discussion process and the academic community at the respective institutions of the authors for their administrative and moral support.

Declaration of Conflicting Interests: The authors declare no conflict of interest. The funders had no role in the design of the study; in the collection, analyses, or interpretation of data; in the writing of the manuscript; or in the decision to publish the results.

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