Social Media Cyberbullying: Awareness and Prevention through Anti Cyberbully Interactive Video (ACIV)

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Abstract. The development of ACIV is carried out to increase youth awareness about cyber bullying. Yet, the development of ACIV not just beneficial for youth, also to be good for the society which help to decrease the number of criminal cases such as vandalism, violence and several tragedies such as murder cases and committing suicide. In this project, the development of interactive video about anti cyberbully will be carried out to help youth to increase their awareness of cyberbullying and the way to prevent and tackle cyberbullying cases. Previous cyberbullying cases which lead to committing suicide will be imitated in Anti Cyberbully Interactive Video (ACIV). Therefore, this study aims to develop the interactive video about anti cyberbullying (ACIV).

Keywords: Cyberbully, Anti Cyberbully, Social Media, Awareness, Interactive Video

1. Introduction

Nowadays, daily activities can be accomplished virtually preceded by rapid development of communication technology [1]. Online social media had spanned the globe and youth had become the most electronically connected generation of all time, which resulting new generation gap between parents and youth. However, most of parents tried to close the gap by becoming social media savvy themselves, while providing guidance and setting limits on social media used by their children [2]. Yet, according to [3], it is difficult to know when there is some critical situation happened to youngsters even though time online is limited and internet usage is monitored by their parents. While at the same time, texting and social media to be the most commonly used venues for cyberbullying victimization [4]. Unlike traditional bullying which involves physical abuse, cyberbullying is an online version as it occurs when an individual is tormented, threatened, harassed, humiliated or embarrassed by other individuals via online or digital technologies [5-8]. Cell phone or video clip bullying, while rarer, was perceived to have more negative impact [9]. According to [9], cyberbullying less frequent than traditional bullying, but appreciable, and reported more outside of school than inside.

Imbalance of power or strength brought aggressive behaviour towards the weak, while the consequence is the one who being bullied has a difficult time defending themselves due to bullying does not occur just once or twice, but is repeated over time if necessary actions is not been carried out to solve the problem [10]. According to statistic research done [11], several surveys related to cyberbullying had been carried out. Firstly, most of youth use a cell phone regularly, making it the most common medium for cyber bullying. One in four youngsters has been bullied online more than once and girls are more likely to be cyber bully victims and perpetrators compared with boys.
However, more than half of students report seeing frequent bullying online, but only one in ten of them who have seen social-media bullying say they would not ignored it. The content which created to increase youth awareness of cyberbullying will be presented in interactive video, which is a type of digital video which required user’s interaction. Interactive videos are alike with regular video files, but it contained clickable areas that play an action [12]. Lack of awareness about cyberbullying can leads youth to experience depressions, mental disorder, or commit suicide when the condition comes to extremely critical. Brown reported a case where a nine-year-old was having suicidal thoughts after being called nasty names on Facebook [13]. To prevent from any tragedy to happens in the future, awareness of cyberbullying incidents had to be increased especially amongst youth. In addition, great number of people think bullying online is easier to get away with than bullying in person while only a few of youngsters agree that cyber bullying is a serious problem because bullying victims are likely to consider committing suicide. Even though youngsters suffered with stress and mental abuse, yet only 1 in 10 victims will inform a parent or trusted adult of their abuse. These surveys demonstrated that majority of youth did not know the seriousness of cyberbully cases and ignorance towards the consequences of what they did. In order to accomplish the raise of awareness, an interactive video about anti cyberbullies is developed to attract youth to be impact by this video through an interesting printed poster attached with a QR code which linked to the interactive video named as ACIV (Anti Cyberbullying Interactive Video).

2 The Uncontrolled Usage Of Internet And Social Media Brought To Cyberbullying Incidents

According to Whittaker & Kowalski, texting and social media is the most commonly used methods for cyberbullying victimization [14].

Figure 1 shows the studies of [15] stated that American’s youngsters within 18 – 34 years old used Over-The-Top (OTT) message application which is Whatsapp, Viber, Snapchat, Skype, Kik, and Google Hangout most frequently while Facebook Messenger is more favourable amongst adolescence within age of 35 – 44.
Figure 2 shows the different functions usage of internet and smartphone categorized by age shows that adolescence above 34 years old usually used internet to gain knowledge, increase productivity and spending leisure time compared to youngsters who more likely to upload or download photos, videos and audios [15]. According to Stauffer et al., youngsters who are not mature enough are also more likely to be perpetrators or victims of cyber bully by posting and uploading inappropriate materials which could generate hatreds, jealousy and other reasons that caused cyber bully incidents to happen [16].

Figure 3 shows that female used social media more frequent than man in every age range therefore cyberbullying incident reach female more frequently compared with male. Yet, another study conducted by [17] stated that boys and girls were equally likely to be victimized by indirect bullying. In addition, Li reported that there is no significant difference between genders, although males were still slightly more likely to cyberbully than females in the Canadian case [18]. In addition, according to
male more likely to involved in physical abuse or direct bullying while female more involved in psychological bullying such as rumor-spreading and relational aggression.

2.1 The Current Issues Of Cyberbullying
Malaysian youth define cyberbullying as keyboard warriors, who express their anger through internet instead of physical violence in which it becomes the most common form of aggressive writing [20]. According to Ghazali et al., in Malaysia, even though the studies related to cyberbully are increasing, yet, studies on cyberbullying in qualitative perspective is still lacking [20]. According to Goebert et al. studies, students reported that the most common bad experience that they faced online are received a threatening or mean text message, received a threatening or mean e-mail, had embarrassing, threatening or mean information posted about them on a website [21].

2.2 The Factors Of Cyberbullying
Cyberbullying seems to be a rather anonymous, individualistic activity, which primarily takes place at home. The most frequently used nature of harassments were name-calling and gossiping. According to Ang, the frequency of internet usage has a significant role in cyberbullying and proactive aggression, poor relationship and bond between parents and their children have accentuated on it causes [22]. Majority will think that the prior factors caused cyberbully incidents to happen is because of the anonymity of perpetrators who bully others while hiding behind the screen. But according to previous researches, experts found that ignorance might be a greater reason that brought to cyberbullying instead of anonymity [22]. Youngsters mostly react to cyberbullying by pretending to ignore it, by really ignoring it, or by bullying the bully. Besides that, the study of Huang & Chou found that the dominant attitude toward cyberbullying was indifference, raising alarms about the lack of cyberbullying prevention [23]. Friends or peers of victims who gain most of their trust usually would not take any actions due to maintain harmony and avoid conflict in their circle of friend [23]. However, not only the victims themselves are ignoring the bullies, but the one who they trying to express their stories with was being ignored too. Most of the people are even judging the sad experiences of cyberbullying victims and perpetrators is because of immature and weak self-esteem especially parents [24]. According to [11], only 1 in 10 victims will inform a parent or trusted adult of their abuse. In addition, most parents set rules for their children about the way to they should use the Internet instead of having conscious of the harassments. They underestimate their own children's bullying behaviour and have insufficient notion of their children as victims of bullying [25].

According to Ghazali et al., when informants were asked why themselves involved in cyberbullying, their answers are to revenge, just for fun and loneliness [20]. Balakrishnan concludes that victim who experiencing physical abuse may not have the courage to have revenge to the bully [7], unlike a cyberbully victim who may have high possibility to fight the bully back by become a cyberbully themselves. Furthermore, Hinduja & Patchin found that it is too normal for youths to engage in cyberbullying because they are likely to imitate other people, especially their peers, if they see certain behaviour or action is fun [26]. Larranagaa, et al. claimed that people may felt anxious and generating unpleasant emotional response towards others due to deficient communication with others and lack of companionship [27]. Therefore, loneliness is counted as one of the factors which make cyberbullying to happen.

2.3 The Consequences Of Cyberbullying
According to Hinduja & Patchin, cyberbullying brought emotional, psychological and physical harm to victims [26]. Cyberbullying can result in emotional distress, depression, anxiety, and suicidality [28]. According to UNICEF Malaysia, victims of cyberbullying are more likely than their peers to abuse alcohol and drugs, have physical and emotional health issues, and may suffer from low self-esteem [29]. Poor grades in school is another consequence of cyberbullying that can also be accompanied by an attempt by the victim to avoid other children by refusing to go to school [29]. Blanchard confirmed that dating violence, text message abuse and disturbing personal information
distribution on social media sites as the most common cyberbullying practiced [30]. These activities are found to result in stress, conflict, social anxiety, sadness and frustration [30]. According to [6] studies, an individual who has a split personality would act differently in the cyber world compared to when they live in the real world and this personality is a kind of mental disease whereby an individual personality possesses two or more distinct parts, each of which the individual will apply according to a situation. Hawker et al. informed that activities related to peer harassment could result both victims and perpetrators in depression, decreased self-worth, hopelessness, and loneliness, which can drive towards suicidal thoughts and behaviour [31]. Ang claimed that cyberbullying can cause an intense stress that could be worse than being harassed in person [22]. The trauma resulted after being stalked or tormented through the internet, indeed, has a bad impact on any individual’s mental health [30].

2.4 Anti Cyberbullying

According to Goebert et al., cyberbullying can result to more destructive outcomes than traditional forms of violence, due to its potential to reach a wider range of audience through mass distribution and the sense of anonymity that technology can provide [21]. Cyberbullying and the Law Bullying is fully recognized as its duty is to protect all of its members and to provide a safe, healthy environment for everyone [32]. The Education and Inspections Act 2006 outlines some legal powers which relate more directly to cyberbullying. Several different acts such as Harassment Act (1997), Malicious Communications Act (1988), Communications Act (2003) Obscene Publications Act (1959) and Computer Misuse Act (1990) provides protection to cyberbully victims but still not a specific law which makes cyberbullying illegal [32].

2.4.1 The awareness of anti cyberbullying

There are several ways to prevent cyberbullying. Ang suggested that nurturing empathy, modifying beliefs supportive of aggression, guidelines for internet usage behaviour and developing strong bonds between parent and adolescent as tactics to combat cyberbullying [22]. Blanchard stressed on the importance of technology to solve cyberbully cases while the role of social service workers and law enforcers should be empowered [30]. A study by the Cyberbullying Research Center found that peer is the main source among youth to gain information related to cyberbullying information and activities [33]. Making police report, block the cyberbully and confront the cyberbully face to face is the top three answers by informants in [20] who has successfully break away from cyberbullying. Cyberbullies should be ignored and charges should be taken in order to overcome it. The informants stressed that if they are cyberbullied, they will make report to related agencies such as police and Malaysian Communications and Multimedia Commission (MCMC) and necessary actions will be taken [20]. Furthermore, another approach usually victims would take is by blocking the individual who cyberbullies from accessing their social media account. This would help to avoid cyberbullies from harming the potential victims [20]. To prevent cyberbullying incident, knowing the reasons by meeting the individual who committed cyberbully face to face is more effective to avoid it happens continuously [20]. Since 1954, UNICEF has joined forces with the Government and the people of Malaysia to transform the lives of children across the nation. All schools in Malaysia have an Anti-bullying Guideline. People can call the anti-bullying hotline Talian Aduan Disiplin 1800-88-4774, 15999 childline or email adudisiplin@moe.gov.my to report bullying [29].

2.4.2 Anti cyberbullying campaign

Stop Cyberbullying Day is an international awareness day launched by The Cybersmile Foundation in 2012, held on the third Friday of June annually. The day encourages people from around the world to show their commitment toward a truly inclusive and diverse online environment for all, without fear of personal threats, harassment or abuse [34]. The day brings together public figures, non-profit organizations, brands, governments and educational institutions who speak out against cyberbullying and abuse of any kind to defend the human right to freedom of speech and mutual respect. People
show their support for the day by using the #STOPCYBERBULLYINGDAY hashtags on social media along with their message [35].

2.5 The Development Of Interactive Video About Anti Cyberbully (Aciv)
Several observation and evaluation had been done on interactive videos created by others to make comparisons in order to develop ACIV.

Figure 4. Example of interactive videos, titled as Put Your Finger Here! – Interactive Video [36].

Figure 4 shows the interactive video which found from Youtube, which the title of the video is Put Your Finger Here, created by Fri. This video requested audience to interact with it by using audience’s finger, which audience can either choose to interact or not interact with it, unlike with other types of interactive video, because the video will play continuously as long as the audience does not make any actions to stop or pause it. This interactive video is just to provide fictitious vision effect to audience.

Figure 5. Example of interactive videos, titled as The last piece --- 21-part interactive video [37].

Figure 5 shows the interactive video which found from Youtube, which the title of the video is The last piece --- 21-part interactive video, created by Mohl. This interactive video requested audience to choose what is the next action they will make if they are the characteristic in the video. This interactive video is different with video shown in Figure 4, because it is compulsory for audience to interact with it in order to finish the whole video. The presentation method used by video shown in Figure 5 is quite similar with ACIV, which required clickable actions by users but the concept of this video is more to gaming purposes.
Figure 6. Example of interactive videos, titled as Can you Destroy the Debt? (Interactive Video) [38].

Figure 6 shows the interactive video which found from Youtube, which the title of the video is Can you Destroy the Debt? (Interactive Video), created by [38]. The concepts and presentation method used is similar with ACIV, which is to increase public awareness of current issues happening in nowadays. Yet, this video provides information for its audiences about the consequences of the actions they have made while ACIV will be analysing the characteristics of users and tell them the way to solve problems. Future analysis of ACIV will be done by using ADDIE model.

2.5.1 The Development Of Aciv By Using Addie Model
ADDIE model, which stands for Analysis, Design, Development, Implementation, and Evaluation is an instructional systems design framework used to develop courses [39]. Each step has an outcome that feeds the subsequent step.

Figure 7. ADDIE Model (Instructional Design) [40].

Figure 7 shows the phases of ADDIE Model. Clear understanding of the desired outcomes or behaviour and the audience’s knowledge and skills will be developed during analysis. In this stage, the needs, requirements, tasks and capabilities occurred in order to develop ACIV will be investigated. Next, the design phase stressed specific learning objectives, assessment instruments, exercises and content. Design stage is more to strategic planning before transforming it to real action. Then, the actual creation of learning materials is completed in the development phase. Execution of ideas planned in design phase will then transform to a prototype, developed to course materials, reviews and pilot session during develop phase. During implementation, these materials are delivered or distributed to the student group. Lastly, the effectiveness of the training materials is evaluated [41].
3. The Development of ACIV using ADDIE Model

By using the ADDIE model of instructional design, both progress and obstacles of the project is observed while going through each phases of the model[40]. ADDIE model has five phases which is analysis, design, development, implementation and evaluation. The analysis phase briefly explain about the needs, requirements and tasks included in the progress of the development of ACIV. Next, the design phase covered the strategic planning of learning objectives, format of delivery, activities and exercises along the process of creating the outcomes of this project. The third phase, development is stressed on the execution of plans and ideas generated in previous phases, such as creating prototypes, reviews and developing course materials related with ACIV. Moreover, observations and implementation practices will be carried out in the fourth phase. Lastly, the evaluation phase is to generate awareness and knowledge, while understanding the behaviour and investigating the results after implementing the outcomes to the targeted audiences. Functional testing and usability testing methods will be used in order to evaluate ACIV.

3.1 Phase 1: The analysis of ACIV

ACIV stands for Anti Cyberbully Interactive Video which is a video that required user’s actions is developed in order to raise the awareness of public about anti cyberbullying. Furthermore, ACIV is targeted on youth within 15 to 29 years old, which because of they are easier to accessed by cyberbullying. Both printed and digital attached with QR code which links to ACIV will be the final outcomes of this project. Different knowledge such as photography, videography and editing skills is required in order to complete this project. Moreover, several surveys need to be carried out in order to find out more information about target audience of this project, such as their characteristics, things that they interested in, the method to give them impact and the issues that they should aware of.

3.2 Phase 2: The design of ACIV

The content of this video is presented according to the cyberbullying quiz [3]. After several actions was reacted, percentages of level of understanding about cyberbullying of users will be revealed and the methods of break away from cyberbullying will be provided. Furthermore, presentation method of ACIV will be similar with the form of virtual reality videos, which the actions chosen by users will be taken immediately, while the camera screen is same as the user’s visions area in order to let users to feel that themselves are really experiencing the situation shown in the video. Storyboard and storylines of ACIV were created.

3.3 Phase 3: The development of ACIV

Surveys will be conducted by distributing Google form questionnaires and disseminating it via social media to targeted audience in order to improve the qualities of the interactive video produced. After information is collected, DSLR camera is used to record the imitation of previous cyberbullying cases and other related contents of ACIV according to storyboard and storylines designed.

3.4 Phase 4: The implementation of ACIV

Digital posters will be published on social media such as Facebook and Whatsapp while printed poster will be stick at locations where were most popular amongst youth at Kangar, Perlis, such as restaurant, classrooms, bus stations and so forth. ACIV will be linked when audience scanned the QR code attached on the poster.

3.5 Phase 5: The evaluation of ACIV

Feedback is the most important information in order to make improvements or innovations on a new product. Feedback will be collected with the by using two methods, which is functional and usability testing method. According to QualiTest (n.d.), functional testing is carried out to ensure that the product behaves according to the functional requirements without taking design principles into consideration while usability testing focuses on customer acceptance and how well the customer can
use the product to complete the required task [42]. Usability testing needs to come after functional testing, once functional problems have been fixed. Functional testing included disseminating Google form questionnaires to be filled in by youth, which to figure out the poster designs that youth are more interested in, perceptions about ACIV and the results that they were likely to have by using ACIV. In addition, professional judgements and opinion will be collected from experts in related fields. Consultation from IKOM lecturers that expert in poster designs and videography skills will be carried out and improvement and development will be made before ACIV is published. Besides that, usability test comes after done the functional testing. Usability testing will be carried out by distributing Google form questionnaires via social media such as Facebook and Whatsapp after ACIV was published for days. Feedbacks also can be gathered by collecting the comments and replies on digital posters which published in social media.

4. Conclusion
The development of ACIV is carried out to increase youth awareness about cyberbullying. Yet, the development of ACIV not just beneficial for youth, also to be good for the society which help to decrease the number of criminal cases such as vandalism, violence and several tragedies such as murder cases and committing suicide. Previous cyberbullying cases which lead to committing suicide will be imitated in ACIV in order to make a great impact on targeted audiences, which formed of youth aged within 15 to 29 years old

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