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Increasing knowledge and movement to prevent cyber violence in the young generation using the "influenced to influence" program

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Abstract

Currently, the prevalence of violence and abuse presents a significant challenge in the online world. This cyber violence can have adverse psychological effects and jeopardize harmony among different groups. The younger generation, consisting of active internet users, is particularly susceptible to cyber violence. Therefore, this study examines the effectiveness of an online anti-violence education program known as the "Influenced to Influencing Program." This program educates individuals through influencers and mass online campaigns conducted by the younger generation. The Social Learning Theory, where a person's social behavior results from learning, particularly by observing and imitating the actions of others, is used. Furthermore, the study involves 53 participants aged between 13 to 21 years from various regions in Indonesia who actively use social media. The results show that the Influenced to Influencing Program proves to have a positive effect on changes in knowledge (T=-6,406; p<0.001) and the attitudes of participants (T=-23,500; p<0.055) regarding cyber violence. This program also encourages participants to become influencers by disseminating knowledge about cyber violence to a more extensive audience. Given its effectiveness, the program has the potential to serve as an alternative solution for enhancing young people's knowledge of cyber violence and facilitating its dissemination among a broader population.

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INTRODUCTION

According to Li and Ranieri (2010), teenagers have become an integral part of the online community, and in Indonesia, they are a digital-savvy generation who actively engage in the internet and social media platforms. Social media offers a convenient avenue for individuals to share personal profiles, interact with their friends in the virtual world, escape from the monotony of their daily routine, and even meet like-minded individuals based solely on shared interests (Kuss & Griffiths, 2011). However, this trend poses a significant threat to teenagers as they are vulnerable to cyber violence (KEMENPPPA, 2020).

Violence and abuse are among the biggest challenges facing the online world today (Nagle, 2018; Peterson & Densley, 2017). In daily online and offline interactions, there are often conflicts and violence between groups. Cyber violence is defined as any behavior in online media that disrupts, attacks, or has the potential to harm the physical, psychological, or

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emotional well-being of a person (OCTEVAW, 2016; Peterson & Densley, 2017). Furthermore, it can be committed or experienced by individuals or groups and occurs through gadgets, games, and social media, among other platforms (Boyd, 2014). Even though cyber violence primarily happens in cyberspace, it can have real-world implications.

According to a Pew Research Center survey (in Desilver, 2021), 40% of Americans have reported being harassed online since the end of 2020, while 73% of people have witnessed others being harassed online. In Indonesia, cyber violence and conflict are significant issues that require urgent attention. The results of a survey from Microsoft stated that Indonesian netizens showed the most disrespectful behavior in cyberspace compared to others in Southeast Asia (Ikhsan, 2012). This behaviour is marked by the spread of hoaxes, scams, hate speech, discrimination, and bullying.

In 2015, the Australian Bureau of Crime Statistics and Investigation reported an 84% increase in cybercrimes committed by individuals under 18 over the previous three years (Corrales, 2018). Additionally, a Pew Research Center survey found that 59% of U.S. teens have experienced at least one of six types of cyber violence, including offensive name-calling, fake news dissemination, and physical threats online (Anderson, 2018). These statistics demonstrate that cyber violence is a pressing issue for teenagers as both perpetrators and victims.

The National Commission for Women (Komnas Perempuan) in Indonesia reported that, in 2020, complaints of violence against women were predominantly related to cyber violence, accounting for 65% of the total complaints received (Annur, 2021). A total of 454 cases, or 65% of the total complaints, were threats to the distribution of private photos, and sexual harassment. Based on data from the Ministry of Education and Culture, 41% of students experienced bullying. With the shift to remote learning during the Covid-19 pandemic, cyberbullying cases worsened as it became more challenging for teachers to directly control potential bullying situations. Therefore, it is crucial to provide younger generations, including students, with a program that promotes understanding and discourages online violence.

Observations made on various phenomena of hate speech and violence in online media resulted in a finding that the younger generation is often the age group most involved or vulnerable to being affected. This is because individuals between 20 to 30 years frequently use social media for daily communication. Susetyo (2021) suggested that communication through social media is often one-way, where the recipient receives and perceives the messages sent without any dialogue with the sender. This made less space for mutual understanding of the meaning of communication.

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The emergence of social media-related problems has brought detrimental effects on the future of the younger generation. Cyber violence, in the form of bullying and hate speech, is a prevalent issue that significantly impacts adolescents. The negative consequences on teenagers include increased feelings of depression and anxiety, low self-esteem, substance abuse, poor academic performance, and even suicidal tendencies. These can severely affect the mental and emotional well-being of the younger generation, ultimately impacting their overall development and prospects (Cuncic, 2020). In addition, cyber violence can threaten peace between groups due to the many issues of inter-group conflict raised on social media, which adds to the tension between groups. It is closely related to teenagers because this age group tends to have low self-control (Bae, 2017) and act impulsively.

The Influenced to Influence Program addresses the problem of cyber violence among young people. This program is provided through online psychoeducation by experts and influencers, followed by real action by the participants (Bergkvist & Zhou, 2016; Knoll & Matthes, 2017). Psychoeducation programs are proven to have good effects in reducing various problems of violence and bullying. The study shows that psychoeducation is proven to reduce bullying and intimidation behavior, increase togetherness in class, and foster a sense of belonging in adolescents (Fang, Zhang, Pan, & Xie, 2021). Furthermore, there is no digital platform that explicitly provides education for the younger generation and real action about cyber violence. This is because proper knowledge and action are the first steps toward long-term non-violent behavior.

This program is based on the Social Learning Theory, where an individual's social behavior is the result of learning, specifically by observing and imitating the actions of others (Kendal et al., 2018). According to the theory, there exist three models of learning, namely Direct models, which entail actual individuals demonstrating or performing a behavior; Symbolic models, where real or fictional characters exhibit behavior; and Verbal instructional models, comprising descriptions and explanations of behavior. Empirical study indicates that one of the most efficacious means of learning is through observing an expert and a novice individual (Rohbanfard & Proteau, 2011). It is worth noting that observational learning does not necessarily mandate direct observation of others. Verbal instructions, for instance, such as those found on online video platforms like YouTube, can serve as a valuable means of learning (Moghavvemi et al., 2018).

This study examines the effectiveness of an online anti-violence education program called the Influenced to Influencing Program (*Program terpengaruh untuk memengaruhi*). To ensure that the younger generation understands cyber violence accurately, an optimal and effective approach to digital information delivery should be considered as an educational tool. As part of

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this effort, experts and influential speakers are invited to conduct education sessions on cyber violence. Studies have shown that public figures hold considerable influence over an individual's attitudes and behaviors (Lindenberg et al., 2011). Individuals who are deemed unique possess the ability to activate norms and values to a greater extent than others. Influencers, in particular, carry significant prestige, which imbues their opinions with added significance and can amplify the impact on issues like cyber violence. In addition to the educational sessions featuring expert speakers, a mass online campaign can also be conducted to disseminate information. The objective of this program is to establish a comprehensive mass education initiative that can be disseminated more widely, thereby allowing a larger number of young people, particularly teenagers, to gain a deeper understanding of cyber violence and its adverse effects.

METHOD

Design

This program is a quasi-experimental study with a pre-test-post-test group design conducted online. The study determines the effectiveness of the Influenced to Influencing Program by measuring changes in participants' knowledge and attitudes about cyber violence. Furthermore, the measuring instrument is constructed in this study based on the program. Before joining the program, participants completed a pre-test to measure their initial knowledge and attitudes about cyber violence. At the end, participants are asked to fill out a post-test to measure their knowledge and attitudes about cyber violence.

Participants

A total of Fifty-three participants attended this program in the age range of 13 to 21 years (mean=17.7 years). Therefore, the participants of this talk show match the planned target, namely the younger generation spread across various regions in Indonesia, as shown in Table 1.

Table 1. Program Participants Demographic Data

Variable	Description	Total
Sex	Male	2
	Female	50
	No answer	1
Occupation	Senior High School student	13
	Undergraduate student	17
	Other	9
	No Answer	14

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Residence	Greater Jakarta (Jakarta, Bogor, Depok, Tangerang, Bekasi)	11
	Central Java	8
	East Java	3
	Bali	5
	Lampung	2
	West Sumatera	2
	Jambi	2
	East Kalimantan	2
	Other	4
	No Answer	14

Instrument

Changes in participants' knowledge and attitudes were measured using a measuring instrument (Table 2). Meanwhile, evaluation was carried out at levels 2 and 3 according to the Kirkpatrick model (Srivastava & Walia, 2018). Level two questions include measuring changes in participants' knowledge: How far have they learned or captured new knowledge and insights? Level three questions include measuring changes in participants' attitudes: What is the level of participants' attitudes and behavior development after participating in psychoeducation?

The knowledge measurement tool consisted of five statement items used to obtain participants' knowledge about cyber violence. Meanwhile, the attitude measurement tool comprised four statements that measure participants' attitudes or views about cyber violence. The nine statement items were a Likert scale with seven choices (strongly disagree - strongly agree) to accurately measure changes in knowledge and attitudes.

Table 2. Items for measuring knowledge and attitude

No	Code	Items	Mean	
			Before	**After**
1	Knowledge_1	I know what cyberviolence is	4,585	6,379
2	Knowledge _2	I know forms of cyberviolence	4,138	6,276
3	Knowledge _3	I understand the impact of cyberviolence	5,172	6,483
4	Knowledge _4	I know the causes of cyberviolence	4,414	6,483
5	Knowledge _5	I know how to deal with cyberviolence around me	4,241	6,310
6	Attitude_1	Cyberviolence has a bad impact on its victims	6,345	6,759
7	Attitude _2	Cyberviolence is a problem that must be addressed immediately	6,276	6,759
8	Attitude _3	I want to prevent cyberviolence from happening around me	6,414	6,724
9	Attitude _4	I want to invite people around me to prevent cyberviolence from happening	6,448	6,724

Procedure

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This program was implemented using online psychoeducation as a means of educating the younger generation, including students and learners. An online media campaign was also carried out to disseminate the knowledge gained through the program. Participation in the program was free of charge, and upon registration, participants were administered a pre-test to assess their initial knowledge and attitudes toward cyber violence. Subsequently, participants were exposed to the psychoeducation program that had been carefully planned. Following the completion, participants were requested to complete a post-test to evaluate their knowledge and attitudes regarding cyber violence.

Data analysis

To assess the differences in participants' knowledge and attitudes before and after joining the program, the t-test analysis technique was used. Quantitative analysis was carried out using the JASP application, while the results were strengthened by qualitative data from open-ended questions to study subjects.

RESULTS AND DISCUSSION

Comparison of overall attitudes before and after the program

The general knowledge data were normally distributed, as evidenced by the results of the Shapiro-Wilk normality test, which were insignificant (W=0.978; p=n.s). The overall attitude (W=0.572; p<0.001), as well as the combined knowledge and attitude data (W=0.845; p<0.001), were not normally distributed. Therefore, the study tested the difference in the overall mean of knowledge before and after joining the program using the student's T-test parametric testing. Wilcoxon Signed-Rank non-parametric testing was used to analyze the difference in general mean attitudes, as well as the combination of both before and after joining the program.

Table 3. The results of the different mean of knowledge and attitudes of participants

	Pretest		**Posttest**		**Statistic**	***p***
	M	**SD**	**M**	**SD**		
Knowledge	4,510	1,586	6,368	0,558	-6,406	<0,001
Attitude	6,371	1,196	6,741	0,451	23,500	0,055
Combined	5,337	1,195	6,544	0,468	12,000	<0.001

As seen in Table 3, the participants' overall knowledge after joining was higher than the mean before entering the program, and the difference was statistically confirmed (T=-3.858; p<0.001). The participants' overall mean attitude after joining also showed a higher score than the general mean attitude before entering the program. The difference in the mean was statistically confirmed (T=23,500; p<0.05). The average combined knowledge and attitude score after joining indicated a higher score than before entering the program, and the difference was

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also statistically confirmed (T=12,000; p<0.001). Therefore, it can be concluded that participants have better knowledge, attitudes, or a combination of both about cyber violence after participating in this program.

The standard deviation value also consistently decreased after participants joined the program, as shown in Table 3. This suggests that the disparity in knowledge and attitudes among participants following their involvement in the program was minimal. In simpler terms, most participants demonstrated a comparable level of knowledge and attitudes, which were improved or more positive than their initial state.

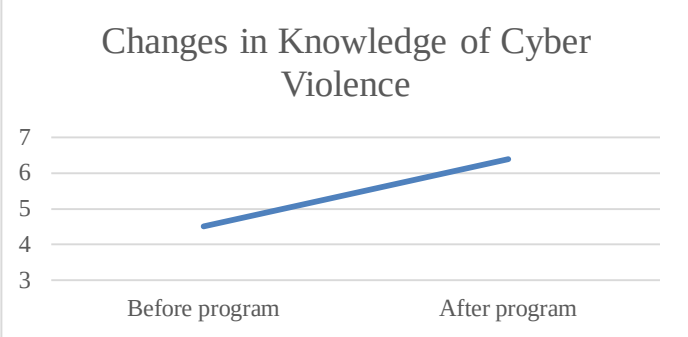

Figure 1. Diagram of the change in knowledge of participants

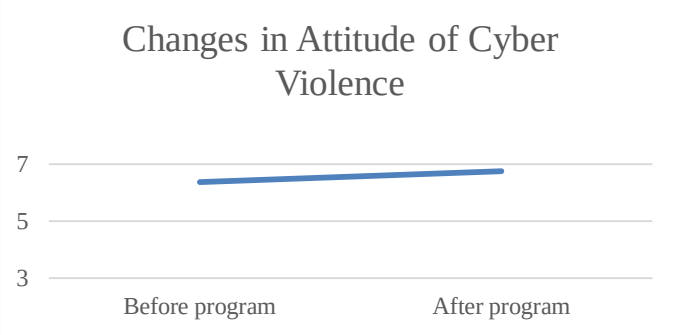

Figure 2. Diagram of change in the attitude of participants

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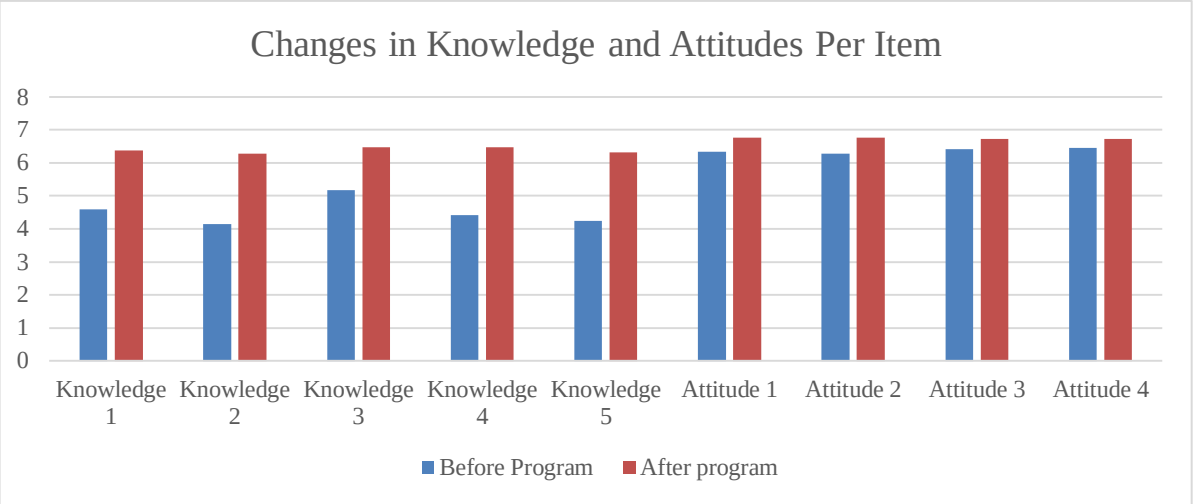

Figure 3. Knowledge and attitude change diagram per item

After the program series, mass campaign activities were carried out online to disseminate information about cyber violence. Participants were encouraged to generate positive content aimed at preventing cyber violence and share the concept on personal Instagram accounts. The content shared gained widespread views and positive feedback, as evidenced by the high number of likes received on Instagram. It is worth noting that a participant's post received an impressive 2,315 likes. This underscores the potential of such campaigns in reaching out to more young people and raising their awareness of the damaging impact of cyber violence. Furthermore, influencers were often used to support products, services, or even political candidates to change people's attitudes and behavior (Trivedi & Sama, 2020). Lindenberg et al. (2011) explained that witnessing an influencer or expert activates norms within the audience. This program has enabled the audience to adopt anti-cyber violence norms, which have fostered a greater willingness and assertiveness towards combating cyber violence.

This study has made a significant contribution to the field of psychoeducation by providing a consumer behavior perspective. The utilization of influencers, a common practice in marketing, has been incorporated to enhance its effectiveness. Even though the study exploring influencer effects on various aspects of non-violent behavior is still limited, this program has the potential to serve as an alternative solution for increasing the younger generation's knowledge about cyber violence and disseminating the concept to a broader audience. The simplicity and ease of implementation have been proven to yield positive results. This online-based program is versatile and can be executed by various stakeholders, empowering individuals and similar organizations to take an active role in mitigating and ultimately eradicating cyber violence. Therefore, it has the potential to catalyze a widespread, collaborative effort towards this crucial goal.

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One potential drawback of this study is its relatively small sample size, which may limit the generalizability of its findings to the broader population. Moreover, the study did not provide a detailed account of the key traits or qualities that distinguish the most effective influencers in providing psychoeducation to participants. To address these gaps, future investigations should be conducted with larger and more diverse cohorts to enhance the representativeness of the conclusions. Additionally, further study should identify and elucidate the characteristics of influencers with the most pronounced impact on promoting psychoeducation among participants.

CONCLUSION

In conclusion, the Influenced to Influencing Program was conducted smoothly, and the goals were well achieved to raise knowledge and movement to prevent cyber violence in the young generation. The program positively affected participants' knowledge and attitudes about cyber violence. It also attracted the interest and attention of Instagram social media users, as indicated by many likes on the campaign participants' social media. Therefore, this program can be adopted and become one of the alternative solutions to increase the younger generation's knowledge about cyber violence and campaign or disseminate this knowledge to many audience.

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