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DIGITAL HUMANITIES

Cases of Malaysian Youth & Media

(Eds.)

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Multimedia Innovation and Digital Humanities Research Unit

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Foreword

I am pleased, on behalf of the committee, to highlight the studies and findings of UUM young and inexperienced researchers; comprising of young lecturers, postgraduate and undergraduate students. This book of seminar papers is dedicated to the field of Digital Humanities (DH), which is a fairly new academic field that I am advocating in this institution. DH is an intersection between computing, multimedia and the disciplines of the humanities. It is methodological by nature and interdisciplinary in scope. All the papers highlighted in this book are the collection of the Youth and Media Seminar (YMS) which was organized in June 2021. I thank all authors and presenters who participated in this seminar, which was jointly organized by the students of the School of Multimedia Technology & Communication, and Multimedia, Innovation & Digital Humanities (MIDH) Research Unit.

After a meticulous peer-review processes, this book publishes 21 papers that are specifically relevant to the current theoretical and analytical issues between youth, media and technology use. This book covers the following themes where the young authors are putting their research and writing skills in practiced:
- Youth, Media and Tools
- Media and Youth Social issues
- Media and Game Violence Impacts
- Media and Youth Participation
- Media, Youth and Consumerism
- Media and Youth Empowerment
- Media and Youth Emerging Culture

First, the book deliberates on the Trend of Using Social Media to Spread Information among Youth. Being able to use digital technologies should be akin to understanding their function as digital citizens of Malaysia. Therefore, the next article is dedicated to reporting a study that examined the youths' current knowledge on digital citizenship and literacy. Youth awareness of the fundamental of digital media, technology and citizenship are made the focused of study. Next, the influence of mass media on adolescent morality is elaborated where findings of a survey among youth are presented.

The following paper identifies the uses of the Tiktok apps, and the factors that escalate the use of Tiktok apps among the youth. In particular, the article argues the positive impact of Tiktok on society and lifestyle among youth. Social media causes insecurities among youth in Malaysia are discussed next. The study found that individuals' self-esteem is influenced by social media, where social networking sites are used by youths for communication, information, and sustaining relationships with others. This is followed by the impact of social media on mental health issues where it was determined that cyberbullying in social media does impact on youth. Media and game violence among youth in Malaysia and the connection between violent video game and youth aggression are also exhibited. Then, since youth love to shop online, youth online shopping behavior is deliberated. Before the book concludes, the negative impacts of social media on youth, youth experience in digital museum and how storytelling could increase youth knowledge, skills and value achievement are detailed. Finally, the importance of logo design in branding among youth ends the content elaboration of this young researchers' book series.

Prof. Dr. Norshuhada Shiratuddin
Senior fellow of MIDH-RU

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ARTICLES

Trend of Using Social Media to Spread Information among Youth in Malaysia

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ABSTRACT

This paper focuses on the trend in using social media to spread information among youth in Malaysia. The information shared on social media cannot be verified of its source or authenticity; is one of the common problems on social media. The objective of this research is therefore to find the trend, whether information being shared are verified or not before sharing is executed. A survey was conducted. It was hypothesized that when more hours are spent on social media, more information is spread. In conclusion, we can conclude that a lot of youth use social media platforms to share various information with their friends, family, and relatives.

Keywords: Social Media, information, youth, trend

I   INTRODUCTION

Based on surveys, many social media users use social networks such as Facebook, WhatsApp, and others. As a result, they understand that social media allows them to help and encourage people even though they are far away, such as fighting poverty in Africa, protecting the rainforest, or providing educational tools for underprivileged children. Technology has shown rapid advancement nowadays that allows users to share information as well as other things. Social media often introduces children to a critical global problem that has always been an issue nowadays.

Sharing fake news on social media sites is becoming a global issue, with analysis in this article offering little insight into the motivations behind the sharing. By manipulating political, ethnic, and religious currents, fake news is deliberately designed to create mistrust and exacerbate social in an existing country or nation. Social media is a tool to gather information today and has become a source of information and news for many people because it is easy, and attracts their attention.

Once they start a social network, they can follow almost anyone who has a social media account. From authors and athletes to celebrities and popular magazines, they connect with various types of information quickly. In addition, they can share information easily. This can affect the privacy of other users on social media. Fake news can be made to look like true news to trick users into thinking it is real (Shalini, et al, 2020).

Online rumors can start about the safety of certain foods, products, ingredients, or treatments that do not have the right foundation can have a detrimental effect on manufacturers or the government. But social media users continue to spread this misinformation and can cause readers to avoid buying, or even considering, products or services. For example, the spread of fake news about Covid-19 is getting hotly debated these days. Consumers often share information before reading or understanding the news. A total of 274 investigation papers were opened by the Royal Malaysian Police (PDRM) and the Malaysian Communications and Multimedia Commission (MCMC) regarding the fake news during COVID-19 (Mohd Nasaruddin & Fahmy, 2020).

As technology has become so prevalent, people are seen glued to their smartphones. This study investigates the relationship and disconnection between the use of social media and the activities found in it. This should result in a clearer development of theories of social media use effect and provide additional insights on the offense of sharing incorrect information to the use of social media.

II   PROBLEM STATEMENT

The first problem statement formed in this study is information shared on social media cannot be verified of its source where authenticity is one of the

common problems on social media. Often social media users always share unauthenticated information to other users on social media. The second problem statement is, users like to talk about hot issues such as the case of lawsuits among celebrities in Malaysia. This is because this issue is more often read and shared. The third is to investigate whether or not it is dangerous to spread negative information on social media, which is also a problem that needs to be resolved. For most users they often share negative information that can trigger problems where they often share personal information on social media regardless of security concerns.

III LITERATURE REVIEW

Social media has become the main reason for youth emerging culture. Chan et al. (2016) stated in their study that youth use online platforms such as Facebook and YouTube frequently. It has become part of daily life for most young people all over the world. allowing everyone to create and exchange user-generated content. Uzuegbunam (2017) stated in his study that youth will express their youthfulness in the current youth culture through new technologies and the media.

Youth who speaks through online platforms the non-verbal way give them the ability to talk on behalf of others in an acceptable and beneficial way. Faulkner (2009). Other than that, The World Youth Assembly (2015) also raised a voice on youth participation through the online platforms will lead to better results and planning outcomes. In a study by Lovejoy and Saxton (2012), they stated that youth ability can be increased through the media and communication tools, particularly social media.

With more and more people using the internet, this encourages people to voice out their views and opinions from the comfort of their own home (Dagona et. al, 2013). This helps the youth to voice out their opinions without being afraid of attacks by others. But as the usage of social media rises, this also brings the issue of data privacy being breached by other people on the internet. According to Chan et al. (2017), although online outreach gives out greater visibility, it also brings the problem of losing personal privacy on the internet. According to Eckert et al (2020), doxing has become quite a normalization among people on the internet and could possibly be harmful to the persons. With this, it is important to make sure the privacy of people on the internet are kept safe.

IV METHODOLOGY

This study aims to investigate the trend of using social media to spread information among youth in Malaysia. This study has taken the quantitative approach. This type of research method requires quantifiable data involving numerical and statistical explanations. Other than that, variables that were used in these methods are discrete variables where possible values can be listed. The data collection that was used in this study is a survey. Youth ages between 18 and 24 were chosen to answer the survey. The google form was applied to collect data from the respondents because this technique is easier to access, and can record respondents' opinion easily. Respondents were given a link to an online google through WhatsApp. The google form consists of three sections. Section A is the demographic section. Section B consists of 14 multiple choice questions regarding research topics and the last section consists of a scale section. (1 = [Strongly disagree], 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = [Strongly agree]. The questionnaire is developed based on discussion of authors.

V RESULTS

The aim of this study is to examine the trend of using social media to spread information among youth in Malaysia. An analysis of the result reveals that most of the respondents of this survey are from age 21-23 which is 60%. 32% are aged from 24 and above and only 8% are aged from 18-20. 79% of females and 21% of male respondents responded to this survey. Most of the respondents are undergraduate students and the highest level of education is Bachelor Degree.
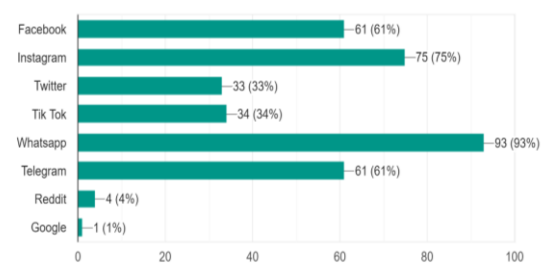
Figure 1: Types of Social Media used daily

Figure 1 shows the social media used by respondents daily. The example of social media is Facebook, Instagram, Twitter, TikTok, WhatsApp, Telegram, Reddit and Google. From the bar chart we can conclude that 93% of respondents use WhatsApp daily. 75% of respondents use Instagram daily. 61% of respondents use Facebook and Telegram daily. 33% of respondents use Twitter while 34% of respondents use

Tik Tok. Only 4% of respondents use Reddit and 1% of respondents use Google. So, we can conclude that the majority of respondents use WhatsApp daily to spread information in Malaysia.
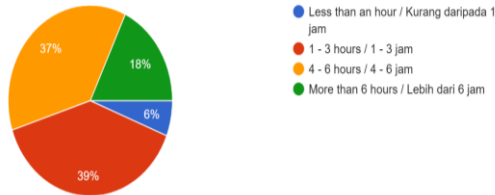
Figure 2: Hours spend for social media

Figure 2 shows the hours spent for social media by the respondent. From the pie chart we can conclude that 39% of respondents spend 1-3 hours on social media. 37% of respondents spend 4-6 hours on social media. 18% of respondents spend more than 6 hours on social media while only 6% of respondents say that they spend less than an hour on social media. So, the majority of respondents say that they spend 1-3 hours for social media daily.
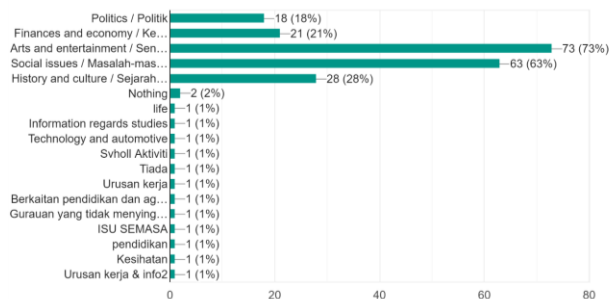
Figure 3: Types of information share on social media

Figure 3 shows the types of information shared on social media. The list of information shared on social media are Politics, Finance and economy, Arts and entertainment, Social issues, History and culture and others. From the bar chart we can conclude that 73% of respondents share arts and entertainment information on social media. 63% of respondents say that they share social issue information on social media. 28% of respondents say that they share History and culture information on social media. 21% of respondents say that they share Finances and economy information on social media. 18% of respondents also say that they share Politics information on social media. For other information 1% of respondents have listed that they will share information about life, information regarding studies, technology and

automotive, school activity, works, jokes, latest news and health. And also 1% of respondents say that they never share any information on social media. So, the majority of respondent say that they share arts and entertainment information on social media.
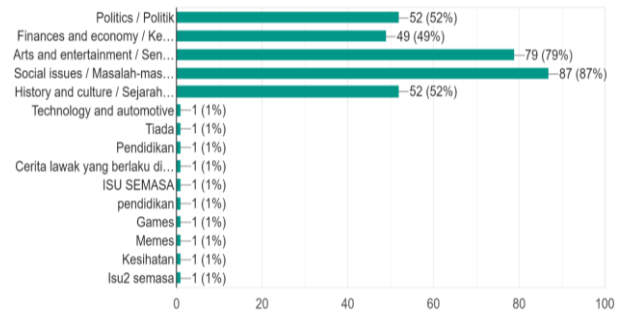
Figure 4: Type of information read in social media

Figure 4 shows the types of information read on social media. The list of information read on social media are Politics, Finance and economy, Arts and entertainment, Social issues, History and culture and others. From the bar chart we can conclude that 87% of respondents say that they read social issue information on social media. 79% of respondents read arts and entertainment information on social media. 52% of respondents say that they read politics and also history and culture information on social media. 49% of respondents say that they read finance and economy information on social media. For other information 1% of respondents have listed that they will read information about technology and automotive, studies, jokes, latest news, games, memes and health. And also 1% of respondents say that they never read any information on social media. So, the majority of respondents say that they read social issues information on social media.
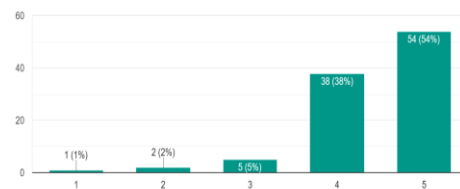
Figure 5: Social media is useful to you

Figure 5 shows the result that 54% of respondents Strongly Agree that social media is useful to them. 38% of respondents Agree that social media is useful to them. 5% of respondent Neutral to the statement. 2% of respondents Disagree with the statement that social is useful to them. 1% of respondents strongly

disagree with the statement that social media is useful for them. So, the majority of respondents Strongly Agree to the statement that social media is useful to them.
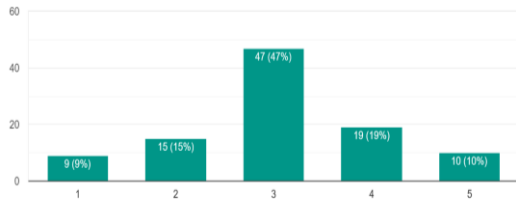
Figure 6: Your life will be meaningless without social media.

Figure 6 shows that 47% of respondent Neutral to the statement that your life will be meaningless without social media. 19% of respondents Agree that their life would be meaningless without social media. 15% of respondents disagree with this statement. 10% of respondents strongly agree with the statement that their life will be meaningless without social media. 9% of respondents strongly disagree with the statement that their life will be meaningless without social media. So, the majority of respondents Choose Neutral scale for the statement that their life will be meaningless without social media.
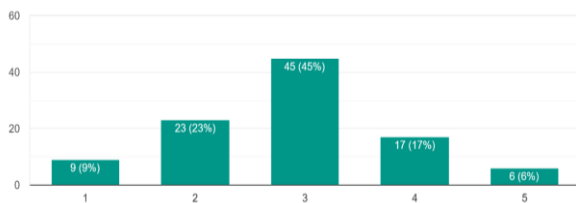
Figure 7: Social media is harmful for your physical health.

Figure 7 illustrates that 45% of respondents choose Neutral scale for the statement that social media is harmful for their physical health. 23% of respondents Disagree that social media is harmful for their physical health. 17% of respondents Agree to this statement. 9% of respondents strongly disagree with the statement that social media is harmful for their physical health. Only 6% of respondents strongly agree with the statement that social media is harmful for their physical health. So, the majority of respondent Neutral to the statement that the social media is harmful for their physical health.
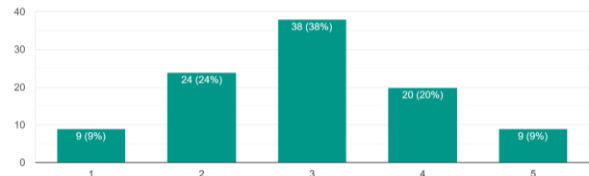
Figure 8: Social media is harmful for your mental health

Figure 8 depicts that 38% of respondents choose Neutral scale for the statement that social media is harmful for their mental health. 24% of respondents Disagree that social media is harmful for their mental health. 20% of respondents Agree to this statement. 9% of respondents strongly disagree and another 9% of respondents strongly agree with the statement that social media is harmful for their mental health. So, the majority of respondent Neutral to the statement that the social media is harmful for their mental health.
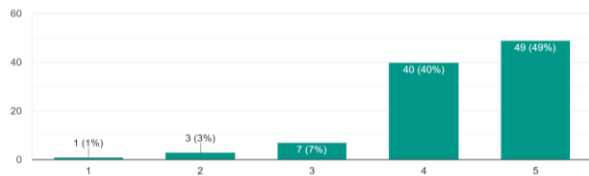
Figure 9: You will make sure that the information you share is from trusted source

Figure 9 can conclude that 49% of respondents strongly agree with the statement that they will make sure that the information they share is from a trusted source. 40% of respondents Agree that they will make sure that the information they share is from a trusted source. 7% of respondent Neutral to this statement. 3% of respondents disagree with the statement that they will make sure that the information they share is from a trusted source. Only 1% of respondents strongly disagree with the statement that they will make sure that the information they share is from a trusted source. So, the majority of respondent strongly agree to the statement that they will make sure that the information they share is from trusted source.
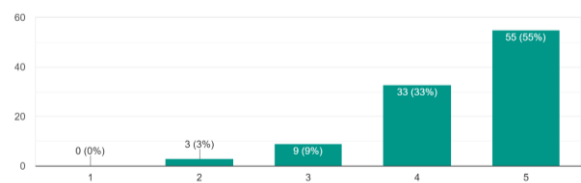
Figure 10: You will make sure the information you share is correct

Figure 10 shows the result that 55% of respondents Strongly agree with the statement that they will make sure that the information they share is correct. 33% of respondents Agree that they will make sure that the information they share is correct. 9% of respondent Neutral to this statement. 3% of respondents disagree with the statement that they will make sure that the information they share is correct. So, the majority of respondent Strongly agree to the statement that the they will make sure that the information they share is correct.
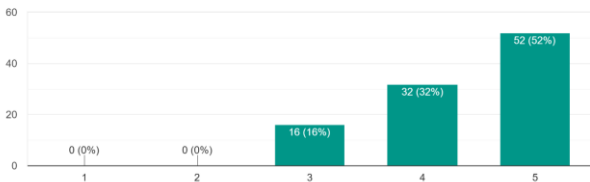
Figure 11: The information you share is useful for other people

Figure 11 shows that 52% of respondents strongly agree with the statement that the information they share is useful for other people. 32% of respondents Agree that the information they share is useful for other people. 16% of respondent Neutral to this statement. So, the majority of respondents strongly agree to the statement that the information they share is useful for other people.
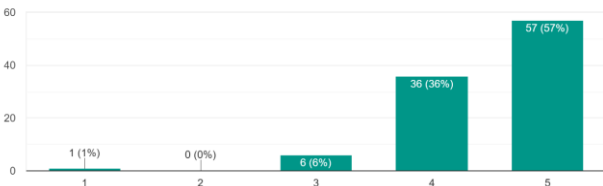
Figure 12: You always make sure to protect the privacy of other people on social media

Figure 12 shows that 57% of respondents strongly agree with the statement that they always make sure to protect the privacy of other people on social media. 36% of respondent Agree that they always make sure to protect the privacy of other people on social media. 6% of respondent Neutral to this statement. So, majority of respondent strongly agree to the statement that they always make sure to protect the privacy of other people on social media.
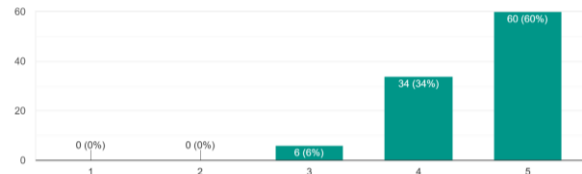
Figure 13: You will read and understand the information before sharing it on social media

Figure 13 illustrates that 60% of respondents strongly agree with the statement that they will read and understand the information before sharing it on social media. 34% of respondents Agree that they will read and understand the information before sharing it on social media. 6% of respondent Neutral to this statement. So, the majority of respondents strongly agree to the statement that they will read and understand the information before sharing it on social media.
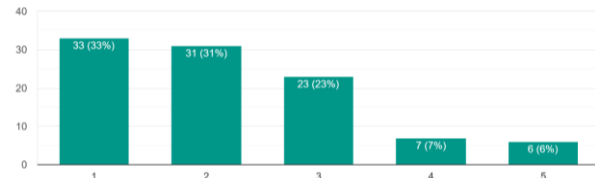
Figure 14: You like to criticize people who have different opinion than you in social media

Figure 14 depicts that 33% of respondents strongly disagree with the statement that they like to criticize people who have different opinions than them in social media. 31% of respondents Disagree that they like to criticize people who have different opinions than them in social media. They like to criticize people who have different opinions than them on social media. 23% of respondent Neutral to this statement. 7% of respondents agree with the statement that they like to criticize people who have different opinions than them in social media. Only 6% of respondents strongly agree with the statement that they like to criticize people who have different opinions than them in social media. So, the majority of respondents strongly disagree with the statement that they like to criticize people who have different opinions than them in social media.

VI DISCUSSION

The main purpose of this research is to find the trend of using social media to disseminate information among youth in Malaysia which is often talked about today. A study was conducted among the Malaysian population also shows the importance of social media users when using social media.

From the results, we can conclude that social media has become the most important venue for users to get updated in this modern world. Through this social media users can get informed about any news or can upgrade their knowledge within a second. So social media plays an important role in youth life.

In addition, this article concludes that many users often use WhatsApp to share information because this application is easier to share. Many users are found to read information before sharing. This shows users are aware of not sharing wrong, unverified information. Social media platforms also facilitate the affairs of users to interact with anyone they want easily without any hindrance from anything else. Subsequently, communication between the two parties is easily conveyed, well and clearly received.

VII CONCLUSION

In conclusion, many youth use social media platforms to share various information with their friends, family and relatives. When the use of social media increases among the youth, this builds new culture. For example, if social media shows an actor wearing a stylish dress that attracts youth interest. Therefore, persuading them to wear stylish dresses like the actor. Media have the potential to set agendas for youth in environment which they are living in. Media may not decide youth decisions, but they have become successful in telling and suggesting to youth what to think about.

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Fundamental of Digital Media, Technology and Citizenship: A Survey on Youth Awareness in Malaysia

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ABSTRACT

This article describes a preliminary study of the fundamental knowledge of Malaysian youth on digital media and citizenship. The aims of this study are to examine the respondents' current knowledge about digital citizenship and literacy, and then explore the respondents' expectation of digital citizenship. The method used was a survey by distributing a set of questionnaires to youth and their closest stakeholders. Findings show the youth in Malaysian are mostly aware of the digital citizenship term, but they lack understanding of what the fundamentals are and how the notion is relatable in the near future. Furthermore, most of the respondents agreed there is a need to develop a model, guideline or policy of digital citizenship for the youth in Malaysia to mold them to become good digital citizens with moral digital citizenship values.

Keywords: Digital Citizenship, digital literacy, Malaysian youth, digital citizen

I. INTRODUCTION

Internet has become a necessity for many. Most daily activities are influenced by the current internet structures (Manzuoli et al., 2019). The availability of this technology makes every task quickly and easily accessible (Noorsuriani Maon et al., 2018). has also led humans to sophisticated and multifunctional equipments (Marino et al., 2019) such as smartphones, smart television and computers; which have too been improved in line with the technological developments by having fast, higher-powered, and portable features. Furthermore, these technological developments have brought many changes to the various sectors of the world, including the manufacturing and business sectors. The education system is also one of the sectors that has undergone significant changes where the use of the internet technology in teaching and learning is commonly applied (Kamarudin and Ab Jalil, 2019).

Such use of digital devices with internet connection has become popular among the youth (Kamarudin and Ab Jalil, 2019). Many studies show, young people are the ones most associated with this internet technology (Wook et al., 2019).

The majority of the Internet users (61.8%) that share contents online are mostly younger users. Educational and entertainment contents being the highest usually shared content, most of which were shared online through social media (73.8%) and group messaging (70.6%) (MCMC, 2018). This data indicates the group that uses this digital technology the most is youth. The youth population represents a significant asset for the country's future. The youth need to participate in becoming proactive and continually contribute to the national development effort to achieve the 2020 country's vision (Lee, 2018). However, this social transformation has brought enormous implications to the youth way of thinking and lifestyle (Lee, 2018). Besides, most of the youth nowadays enjoy using these technology features without acknowledging the threats behind these facilities (Wook et al., 2019). Nevertheless, no doubt this technology has had a positive impact on the youth (Lee, 2018).

The use of digital and media technologies like computers and mobile phones make it easier and frequent for the user to access social media. Therefore, more personal information of the user is available online than ever before such as sharing the location and contact information on social media (Czodli, 2016). The youth are not aware that every searching, activity, interest, interaction, and the things that are shared on cyberspace leave traces in the internet browsing history (Wook et al., 2019). The third parties who could be anyone could use the information irresponsibly for profit and self-satisfaction as leakage of other people's personal information is illegally. Some studies have shown teens in Malaysia are

exposed to the usage of the internet from a young age but the teens still need to be observed due to their low-level awareness of the cyber threat (Susanty et al., 2019). The youth are likely to get mixed up in the misuse of technology. Most of the crimes being targeted at the insecure youth with lack of knowledge on how to use the internet technology more carefully (Kim and Choi, 2018). Also, the potential threats resulting from excessive technology exposure and its inappropriate content will have a prolonged damaging impact on the youth (Susanty et al., 2019) which could be the cause of future collapse of the world youth generation.

II. MOTIVATION OF STUDY

In the physical world, some countries have governments to take care of all the country's affairs, but how about the internet in a cyber-world? The internet does not have any specific government to govern its citizens. Moreover, all the potential threats posed by this digital technology have caused concern among all the stakeholders who are responsible for giving the youth education of digital citizenship (Susanty et al., 2019). While it may be desirable to build some mechanism on the internet use, teaching digital citizenship would provide skills and resources to the youth in a global society (Soon et al., 2019).

Digital citizenship is defined as appropriate guidelines and attitudes of responsibility towards using technology, it is a concept on how the users need to know to use technology ethically (Ribble and Bailey, 2011). In other words, digital citizenship is the ability to manage and monitor behavior in the use of technology considering safety principles, ethics, norms and culture (Jones and Mitchell, 2016).

Being a digital citizen is significant nowadays (Isman and Canan Gungoren, 2015). However, in Malaysia, studies state that knowledge of the digital citizenship is still at a basic level (Susanty et al., 2019) and less are known about variables of digital citizenship issues of safety, ethics and profiling, Moreover, it is equally useful and necessary to mold good digital citizens (Nordin, 2015). Every youth must be prepared with the necessary knowledge and skills to explore the cyber world appropriately and be full of responsibilities by concerning all the surroundings without hurting others.

There are also possibilities that learning about digital citizenship will help the youth to practice respectful online disagreement, debate, and engage in online civic activities that might aid in lessen online bullying and abuse behaviors (Jones and Mitchell, 2016). This digital citizenship approach is more than shielding young people from potential threats and is about educating the youth on how to make wise decisions in all facets of the online activities (Kim and Choi, 2018). Furthermore, the path of digital citizenship education should be set to allow youth to grow to be citizens who are actively engaged in the relationship with other citizens from a different interest in the online community to tackle different communities and global problems (Kim and Choi, 2018).

World now faces the challenges of Covid-19 pandemic. As a result of the pervasive spread of the disease, most countries in the world have taken the approach of closing national borders and undergoing lockdowns. Most of the country's main activities such as the public and private sectors have been carried out online, including in learning institutions. This issue has driven this preliminary study to know whether Malaysian youth are aware of digital citizenship and its fundamentals. Youth need to be proficient in using the internet wisely and need to have good digital citizenship values to control themselves and others online. In addition, when youth have good digital citizenship in themselves, they are ready to live in the growing IR4 era. Malaysia is now going towards IR4 technology.

III. LITERATURE REVIEW
A. Digital And Media Technology

According to the Department of Education and Training Victoria (2019), digital technology relate to electronics items, devices, and systems that store, create, and process information. Digital technology is now deeply embedded in the culture of the university learning and teaching process, from the university management system until the use of Email and Google (Selwyn, 2017). One of the closest examples of digital technology is social media. As studied by (Rice et al., 2016) social media relates to the social interaction when users exchange knowledge and share views in the online communities, it also allows the user to collaborate and communicate with each other. In higher education students tend to use digital technology the most and it has already become like a part of the routine in the academic environment (Selwyn, 2017).

Moreover, as studied by Gallardo Echenique et al. (2015) students see digital technology as a tool to fulfil communication needs. The study discovered social

media and WhatsApp are the most significant applications for the students because they allow the students to interact over long distances and keep in contact with people of common interest, regardless of the physical location (Gallardo Echenique et al., 2015). These findings provide an initial insight into the extent of students' use of digital technology for educational and social purposes, and how these uses are linked. This can be very helpful in determining specific initiatives for education and as a reflection on the skills students have included in their lives (Gallardo Echenique et al., 2015).

B. Youth Engagement with Digital and Media Technology

In this 21st era, digital and media technology, and youth are inseparable. This happens because all the stuffs surrounding the youth are involved with how rapidly technology grows (Lyons, 2012). According to (Villanti et al., 2017) youth are often identified as the period from the late teenagers through the 20s. This age is a critical stage for self-identity construction. This statement is aligned with the research by Boulianne and Theocharis (2020) who mentioned youth are defined as the technology addicts that have managed to lose the potential to communicate face to face. At the critical age, the youth do not have enough maturity to decide which is good or bad action throughout life. This will lead to the usage of technology all the time just for fun without considering certain effects that might be happening. Furthermore, it will lead the youth to communicate more in the digital world compared to the real world and affect how the youth interact with each other. As contended by (Jones and Mitchell, 2016) middle school conversation commonly about the responsibilities of internet use and the issues of privacy, cyberbullying, and protection, this is related to the (Boulianne and Theocharis, 2020) indicated youth are perceived as susceptible to online sexual abuse. Sexual harassment is one of the behaviors associated with cyberbullying. Cyberbullying is an online crime that occurs in the digital world to bully others without knowing who the real identity of the criminal is. From this analysis, youth do engaged well with digital technology but at the same time youth are vulnerable to the cyber threat coupled with less parental intervention.

C. Digital Citizenship

As defined by Nordin et al. (2016) digital citizenship is the ability of the individual to utilize the technology in a behavioral way. However, some of the interpretations of digital citizenship contradict due to the complexity of the topic. These interpretations are found in the literature (Manzuoli et al., 2019). Jones and Mitchell (2016) stated digital citizenship relates to digital literacy but focused more on the respect behavior and online civic engagement while Alazemi et al.(2019) describe digital citizenship as closely related to how the individual use the technology competently and understands the content. Manzuoli et al. (2019) argue that digital citizenship plays an important role in democratic principles. However, the most acceptable description of digital citizenship has been described as "the norms of behavior with regard to the technology use" (Ribble et al., 2004:7). This definition was chosen because it is arguably the most prominent norm.

Regardless of the many definitions, most of the studies indicate that the digital citizenship knowledge is important and need to be taught to the youth generation (Xu et al., 2019). Next, as defined by Ribble (2015), digital citizenship facilitates human behavior guidelines so everybody can profit from digital society. To formalize the argument, Ribble and Bailey (2007) develop a nine series of digital citizenship framework. These nine digital citizenship elements in the framework were recommended to address the different part of the digital environment, including the education and personal environments. After the nine elements were constructed, Ribble and Miller (2013) then clustered all the nine elements into three-dimension, which are respect, educate, and protect.

Respect
Digital Access, Digital Etiquette, and Digital Law
Educate
Digital Literacy, Digital Communication, and Digital Commerce
Protect
Digital Rights and Responsibilities, Digital Security and Digital Health and Wellness

The digital citizenship framework was revised, and named S3 Framework (Ribble and Park, 2019) and added sub-elements that relate to the digital citizenship main concept. Furthermore, the original three-dimension name were changed to (refer to Figure 1): -

(i)Respect ⬜ **Social**
(ii) Educate ⬜ **Savvy**

(iii) Protect ☐ **Safe**
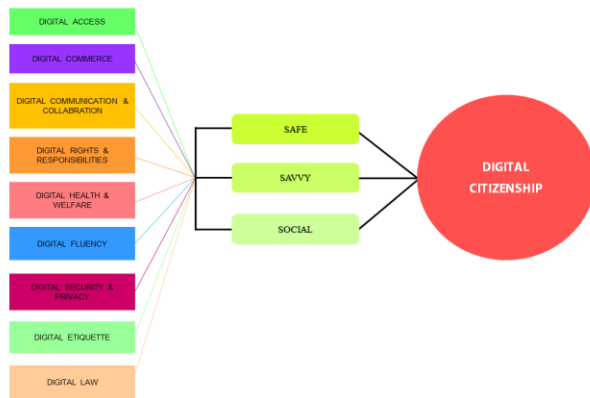
 Figure 1. S3 Framework (Author's Design: Reference from (Ribble and Park, 2019).

D. Digital Citizen

According to Nordin et al.,(2016), a digital citizen is an individual who is responsible for the actions made in the digital community. Snyder (2016) indicated digital citizenship is the one that is aware of the digital citizenship fundamentals. Both statements are aligned to the authors' assumption that a good digital citizen must have digital citizenship fundamentals.

Marino et al. (2019) specified higher education students will be competent leaders in tomorrow's society because these people were born in the digital era. So, the youth must take the role to be a good digital citizens by adapting the knowledge of digital citizenship (Snyder, 2016). Without having any knowledge about digital citizenship youth may be guided to the potentially negative effects of digital technology. As indicated by Alazemi et al., (2019) a good citizen has the right to society. For example, rights to civil, economic, and social. Thus, it is assumed a good digital citizen has the same rights as a digital citizen in the physical world.

E. Digital Literacy

Digital literacy is one of the significant fundamentals to build digital citizenship criteria (Tejedor et al., 2020). Previous literature revealed ICT literacy, technology literacy, online information literacy, and new media literacy terms were used before Digital Literacy term was found (Rafi et al., 2019). Digital literacy refers to a persons' knowledge about any activity facilitated by digital technology (Buchholz et al., 2020), however, this term is not aligned with other scholars. Some of the scholars stated that digital literacy is a human right and necessary skill for development in the increasing digital world (Atif et al.,

2018). Despite all the scholars' statements, UNESCO (2004, p.13) formulated digital literacy as the ability to recognize, comprehend, interpret, generate, communicate, and compute, using printed and written materials associated with varying contexts. Literacy comprises a variety of learning that is empowering individuals to accomplish their goals, to develop their knowledge and potential, and to participate fully in community and wider society." Every human needs to have digital literacy values to fit in a digital society, working environment, and learning sectors (Besseah et al., 2017). But, some studies stated less focus was put on digital literacy and technical competence (Reichert et al., 2018). Furthermore, as argued by (Oyedemi, 2020) internet skills and digital literacy need to be implemented in the educational sector, so the student is ready with technology. This statement can be supported by (Besseah et al., 2017) indicated digital literacy needs to be taught to the student in higher learning institutions which are in the same line of education sectors. Driven by the literature, the question about digital literacy was included as one of the elements in the instrument to measure youth awareness on digital literacy too.

IV. AIMS OF STUDY

The aim is to acquire the status of this digital citizenship notion nationally before further specific research aims are formed. Therefore, this preliminary study: -
(i) Examined the respondents' current fundamental knowledge about digital citizenship and literacy.
(ii) Looked into the respondents' expectation of digital citizenship notion.

V. METHODOLOGY

As shown in Figure 2, this study implemented a phase to achieve two objectives. The study utilized close-ended questionnaire as the instrument for data collection. The questionnaire was built using Google Form.
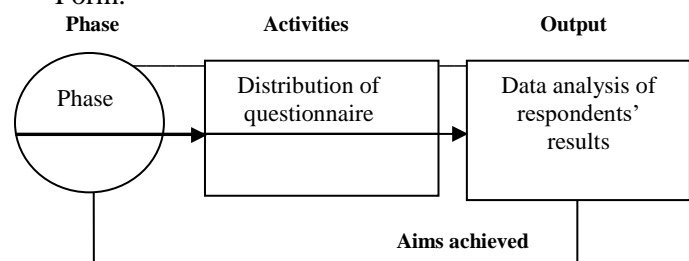
Figure 2. Method of this study

Convenience sampling was opted (Etikan, 2016). There were 125 respondents comprising of youth in the age range of 17 to 30 from a local institution. The rest of respondents consist of parents and teachers. The questionnaire composed of 3 sections (i) section A: Demographic (ii) section B: Educational Level (iii) section C: Knowledge about Digital Citizenship. Section B can only be accessed by the students.

VI. RESULTS AND FINDINGS

Section A is presented in Table 1, 2 and 3. As viewed in table 1, 52% of respondents are female and the remainder male. Then, as depicted in table 2, there were 46.4% aged between 17-25 and 12.8% aged between 26-30. Respondents aged between 31-35 and 36-40 shared the same percentage which is 8%, and 24.8% of respondents aged above 40. For respondents' categories as shown in the Table 3, the majority of them are students 44%, 28.8% are parents and the rest are teacher that compromised of 27.2%.

Table 1. Respondents' Gender

Gender	👤
Male	60
Female	65
Total	125

Table 2. Respondents' Criteria

Criteria	👤
Student	55
Parents	36
Teacher	34

Table 3. Respondents' Age

Age	👤
17 - 25	58
26-30	16
31-35	10
36-40	10
Above 40	31

Section B is displayed in Table 4. Table 4 depicts 67% of respondents are under the foundation program and the rest are undergraduate students.

Table 4. Respondents' Education Level

Education	👤
Foundation	37
Undergraduate	18

In section C, the respondents were given several questions regarding their knowledge on Digital Citizenship. All 125 responded to the questions as shown in Table 5.

Table 5. Digital Citizenship Questionnaire

No	Question
Q1	Do you know what Digital Citizenship is?
Q2	Are you aware of the fundamentals of Digital Citizenship?
Q3	Do you know what the elements of Digital Citizenship are?
Q4	Do you think the youth need to be taught about Digital Citizenship?
Q5	Do you know what Digital Literacy is?
Q6	Do you think the youth need to understand about Digital Literacy?
Q7	Are you aware of cyber threats?
Q8	Do you know how to behave properly online?
Q9	Do you think there is a need for a model/guideline/policy of Digital Citizenship in Malaysia to mold the youth, so they can be good digital citizens?

Figure 3. Respondents' Feedbacks

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
Yes	63	51	21	108	67	112	105	108	111
No	37	46	79	2	36	3	10	7	2
Maybe	25	28	25	15	22	10	10	10	12
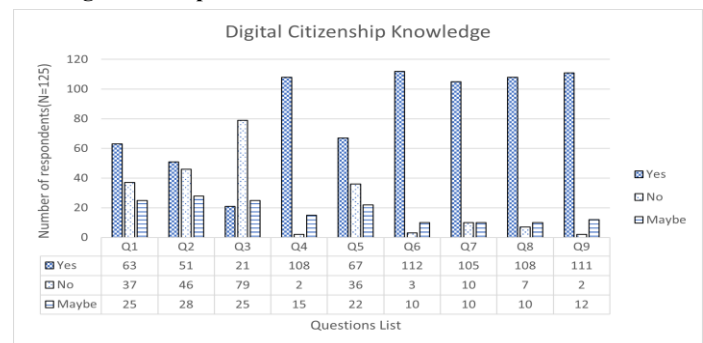
As seen in Figure 3, most of the students (50.4%) stated they know what digital citizenship (Q1), about half of the respondents (29.6%) stated they did not know what digital citizenship is, while the rest (29.6%) chose maybe as their answer. There were (40.8%) of respondents declared they were aware of digital citizenship (Q2) while (36.8%) said not aware and the rest (22.4%) chose maybe as their answer. Majority of respondents (63.2%) asserted they did not now what the element of digital citizenship is while (16.8%) said they know about it and the rest (20%) stated maybe as their answer. As for (Q4) a vast majority (86.4%) revealed the youth need to be taught about digital citizenship and a minority of respondents (1.6%) said there is no need to teach the youth about digital citizenship. The rest (12%) stated maybe as their chosen answers.

From (Q1), (Q2), (Q3) and (Q4) it can be concluded that most of the respondents know what digital citizenship is. Also, most of them are aware of digital citizenship. However, this data collection results narrated that most of the respondents do not know what digital citizenship elements are and most of them agreed that the youth in Malaysia need to be taught about digital citizenship.

Next, regarding digital literacy knowledge (Q5), most of the respondents (53.6%) agreed they know what digital literacy is. While the rest of them chose no (28.8%) and maybe (17.6%) as their answer. For (Q6), more than half respondents (89.6%) stated the youth need to be taught about digital literacy while (2.4%) said no and the rest (8%) picked out maybe as their response. Based on the two questions (Q5, Q6) regarding digital literacy, it can be inferred the respondents have knowledge about digital literacy generally, but they still want the youth to understand about digital literacy specifically.

In addition, for (Q7) most of the respondents (84%) said they are aware of cyber threat while the rest of respondents chose no and maybe as their answers shared the same value that is (8%). Most of the respondents (86.4%) agreed they know how to behave online properly. A minority of them (5.6%) stated they do not know how to behave online properly, and the rest (8%) remained to choose maybe as their answer. In proportion to (Q7, Q8) the majority of respondents knew what a cyber threat is and they realized how to behave properly online.

Lastly, most of the respondents (88.8%) divulged there is the need of model or guideline or policy of Digital Citizenship in Malaysia to mold the youth becoming a good digital citizen. 1.6% of the respondents stated no as their answers and 9.6% respondents picked out maybe as their answer.

Table 6. Digital Citizenship Questions

Question	Yes (%)	No (%)	May be (%)
Q1: Do you know what Digital Citizenship is?	50.4	29.6	20.0
Q3: Do you know what the elements of Digital Citizenship are?	16.8	63.2	20.0
Q6: Do you think the youth need to understand about Digital Literacy?	89.6	2.4	8.0
Q9: Do you think there is a need for a model/guideline/policy	88.8	1.6	9.6

VII. CONCLUSION

To draw a conclusion, all the nine questions about the digital citizenship knowledge towards the respondents show, there is a need to build either a policy, model, or guideline for youth in Malaysia to immensely culture about digital citizenship. Table 6 and Fig 4 compare and further show the analysis of those who thought they know about digital citizenship, but yet a majority still believe a model to increase the youth knowledge is urgently required.
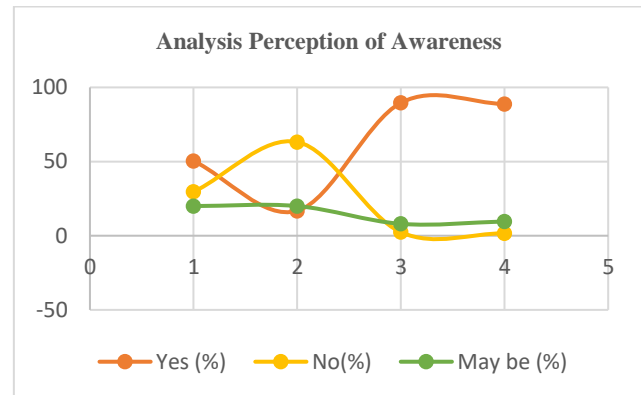
Figure 4. Overall analysis

Sadly, those who said "No" to having knowledge still said no to having any necessary model on digital understanding. This could be argued as their limitation in understanding the importance of the digital world that is hitting the youth now. By having such knowledge on digital citizenship, youth should be able to build themselves as good digital citizens in cyberspace and hence be fully equipped with the digital technology knowledge to adapt and live in an advanced world soon. Furthermore, the world now is facing a challenge with pandemic COVID-19, so the authors feel this data will contribute to how to manage our knowledge of digital citizenship. This is very significant for the youth in Malaysia to be able to adapt to the online world that may continue for many more years. We would probably carry on doing everything online forever. Therefore, planning and preparing mechanisms on how to manage and assist digital citizens daily are necessary to be research further. It is hereby proposed that the fundamentals of digital citizenship be instilled by creating, sharing, and using the knowledge and information of the digital citizenship concept from the perspective of the youth.

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Social Media Causes Insecurities among Youth in Malaysia

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ABSTRACT

Social media platforms offer alternative channels for people to express social and peer pressures on their perceptions of appearance toward an idyllic concept. This research investigates people's social media interpretations of the relationship between self-presentation and peer evaluation in the light of appearance. Peers played various roles in influencing people's expectations and appearance of perfection, including fictional viewers, judges, acquiring the skills, platforms, and reference goals. The questionnaire was designed to explore people's experiences and understanding of social media causes of insecurities among youth. The target population of this study was females and males youths. The findings from this study reveal the struggles faced by today's youth and provide insights for future investigations and interventions related to the presentation and personality of youth on social media.

Keywords: peer pressures; self-presentation; social media; youth.

I. INTRODUCTION

In research from Ezekiel and Leonard Onyeka (2014), the media in general plays a critical role in society as a basic communication network in a modern democratic society. This means that people rely on the media to keep up with what's going on in their surroundings. Social media allows individuals to interact with various people, interact in cyberspace and view various types of posts, pictures of one's success, most of them are from influencers who often show their successful life and their beauty appearance. Excessive use of the internet and social media platforms can lower individual self-esteem. As a result, individuals may feel insecure and depressed. Social media has created a modern digital forum where personality and peer control engage to create standards of beauty (Meier & Gray, 2018). More youth are also influenced by online personalities, such as uploading self-portraits or "selfies" of themselves and

exchanging "hipster" photographs in order to evaluate and start comparing themselves with others. As an outcome, the aim of this research is to access critical gaps in the current literature. This research investigated the following two research questions in order to determine the fundamental strength of the issue between personality and peer comparison in social media (RQ1) How do youth describe their role in self-presentation by posting their life on social media? (RQ2) How do youth describe peer comparisons on social media? As a result, the aim of this research is to investigate the causes of insecurity among Malaysian's youth. The following are the objectives of this research (RO1) to investigate how youth describe their role in self-presentation by posting their life on social media. (RO2) To identify how youth describe peer comparisons on social media.

II. LITERATURE REVIEW
A. Media vs. Social Media

Media or also known as mass media is a type of technology that aims to reach a large number of people (What Is Mass Media? - Definition, Types, Influence & Examples Video, 2021). Mass media usually used television, radio or newspaper as their platform to deliver what they want people to know about. The public often depend on the media for information on political, social, and entertainment topics, as well as other global events. Nowadays, technology has advanced dramatically and is now widely used all around the country. According to Digital Works and Gallagher (2017) whether using cellphones, PCs, tablets, or laptops, a huge part of the population has Internet access at their fingertips. Youth are more interested in using social media as social media is an immediate and real-time platform, unlike traditional media, which can be delayed due to press time. With social media, the general public seems to have more access and exposure to what is going on in the world and keeping up with current events. Apart from that, youth prefer to use social media because it is a two-way communication that can make them stay

connected with their members despite the separating distance ("Social vs. Traditional Media: Has the Battle Already Ended?" 2016).

B. Social Media and Youth

Most individuals use social media to communicate with new and old buddies, whether they are in person or online. Referring to TVETipedia Glossary (2016), "Youth" is best defined as a period of transformation from childhood dependence to adulthood's independence and realization of our community's interdependence. Individuals that aged between 15 to 24 years considered as youth. These are the people who utilize social media to share their daily lives and stay in touch with their distant and virtual buddies as social media makes interconnecting the world effortless. One can use Twitter to find out what their favorite celebrity is up to, Facebook to find out when a friend's birthday is, or Instagram to promote a new business (Digital Works & Gallagher, 2017). Despite all the uses of social media, could there be no disadvantage from it?

C. Pros and Cons of Social Media Usage

Apart from connecting people, social media is also used to share and expose other countries' traditions, food, or lifestyle. The youth can explore a lot of things by using social media and can open their eyes and perceptions to something unfamiliar without requiring them to travel to that exact location. As an example, the social media user is coming from different countries and definitely with a different lifestyle. Malaysian users can learn about other countries' political status, what are the current issues being discussed, or as simple as trying to get inspired by other countries' fashion sense. However, we must keep in mind that social media cannot take the place of real life. 95% of youth aged 12 to 17 have access to the Internet and 74% have mobile Internet devices (Madden et al., 2013). Youth at this stage are considered fragile and easily influenced. Social media can bring harm to these people such as they can easily compare themselves with others and begin to be dissatisfied with what they had. This can lead to insecurities and depression among youth. Youth also got addicted and became too dependent on their gadgets and social media. Addiction to social media sites can result in poor social interactions. People who use online social networking often are at risk of social isolation, which can lead to depression and a loss of social skills (Positive and Negative Effects of Social Media, 2017).

III. METHODOLOGY

This study was designed primarily to create awareness about social media that causes insecurities among youth in Malaysia. The questionnaire was designed to explore people's experiences and understanding of social media causes of insecurities among youth. The target population of this study was females and males youths. This section explains the research procedures of this study including participants, data collection procedures, and data analysis.

A. Literature review

The literature reviews were conducted by examining the existing research related to social media causes of insecurities among youth including the references from journals, books, and webpages.

B. Survey

The survey questionnaires designed using the Google Form were distributed through social media applications such as WhatsApp group, Instagram and Facebook. Questionnaire explained about the factors, effects and steps taken about Social media that causes insecurities among youth in Malaysia. The questionnaire was divided into several section that covered the respondents 1) Demographics data included (age, gender, and current status), 2) How many hours do you spend on social media per day, 3) What social media applications do you often use 4) If yes, what did they comment about, 5) How did you feel when received the comment, 6) Do you think that excessive use of social media will affect your insecurity, 7) Do social media increased your self-esteem , 8) Does the existence of various types of filters on social media platforms help boost your self-confidence, 9) Social media is a fake life, 10) Does the appearance of other social media user give you motivation, 11) Does the appearance of other social media make you feel worthless, 12) Does the appearance of other social media user help you to love yourself, 13) Do you being yourself on social media, 14) Do you try to compare yourself with other social media user, 15) Do you feel comfortable to use social media.

IV. RESULTS

Table 1 shows the age distribution of the respondents. 45 of the respondents, 2.7% (N=1) are above 26 years old, 45.9% (N=17) are 24 until 26 years old, 51.4% (N=19) are 21 years old.

Table 1: The age of the respondents

Age	N	%
18-20	1	2.2
21-23	26	57.8
24-26	17	37.8
Above 26	1	2.2
TOTAL	**45**	**100**

Table 2 shows the gender of the respondent. 86.5% (N=32) is female and 13% (N=5) is male.

Table 2: The gender of the respondents

Gender	N	%
Female	32	86.5
Male	5	13.5
TOTAL	**45**	**100**

Table 3 shows the current status of the respondent. From the survey, of 45 respondents. 78.4% (N=29) is student, 16.2% (N=6) is Employee and 5.4% (N=2) is Unemployed respondent.

Table 3: The current status of the respondents

Current status	N	%
Student	29	78.4%
Employee	6	16.2%
Unemployed	2	5.4%
TOTAL	**45**	**100**

Table 4 shows how many hours the respondents spend on social media per day. Respondent's hour spends on social media per day shows that the majority of the respondent with 75.6% (N=34) that more than 3 hours, 22.2% (N=10) is less than 3 hours and 2.2% (N=1) is less than 2 hours and no one in less than 1 hour spend on social media per day.

Table 4: How many hours the respondents spend on social media per day

How many hours do you spend on social media per day?	N	%
Less than 1 hour	0	0
Less than 2 hour	1	2.2
Less than 3 hour	10	22.2
More than 3 hour	34	75.6
TOTAL	45	100

Table 5 shows social media applications respondents often use. Respondent's social media application they often use shows that the majority of the respondents with 64.4% (N=29) is Instagram, 20% (N=9) is Twitter, 11.1% (N=5) is YouTube and 4.4% (N=2) is Facebook.

Table 5: Respondent's social media applications often they use

What social media applications do you often use?	N	%
Twitter	9	20
Instagram	29	64.4
Facebook	2	4.4
YouTube	5	11.1
TOTAL	**45**	**100**

Table 6 shows there is gotten a bad comment on social media, 57.8% (N=26) is higher than the respondent that are not gotten a bad comment on social media, 42.2% (N=19).

Table 6: Respondents' gotten a bad comment on social media yes or no

Have you ever gotten a bad comment on social media?	N	%
Yes	26	57.8
No	19	42.2
TOTAL	**45**	**100**

Table 7 shows respondents' viewpoint about the yes, what they comment about and the majority of respondents choose to comment about 24.4% (N=11) caption and 24.4% (N=11) about body. 17.8% (N=8) Editing Skill or Quality of picture and 17.8% (N=8) Appearance. 6.7% (N=3) answer nope, and the lowest percentage are 2.2 % (N=1) choose Skin, and no comment.

Table 7: Respondents 'answer is yes, what did they comment about

If yes, what did they comment about?	N	%
Appearance	8	17.8
Caption	11	24.4
Skin	1	2.2
Body	11	24.4
Editing Skill or Quality of Picture	8	17.8
No	6	13.4
TOTAL	**45**	**100**

Table 8 shows the survey examined how the respondent felt when receiving the comment. 75.6% (N=34) don't bother it, 20% (N=9) choose frustrated, 2.2% (N=1) choose happy and 2.2% (N=1) choose depression and no one respondent feels angry.

Table 8: Respondents' viewpoint about how did they feel when received the comment

How did you feel when you received the comment?	N	%
Don't bother it	34	75.6
Angry	0	0
Happy	1	2.2
Depression	1	2.2
Frustrated	9	20
TOTAL	**45**	**100**

Table 9 shows the survey asked participants to choose between Strongly Disagree - Strongly Agree. 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, and 5=Strongly Agree. Majority social media will affect your insecurity is 40% (N=18) is Agree. Participants think that social media's increased self-esteem is 37.8% (N=17), Neutral. The answer of respondents to the existence of various types of filters on social media platforms help boost your self-confidence. The highest answer is 37.8 (N=17) Strongly Agree. Majority answer for social media is a fake life is 42.2% (N=19), Neutral. Does the appearance of other social media users give you motivation is Agree, 42.2% (N=19). Does the appearance of other social media make you feel worthless is 42.2% (N=19), Neutral. Does the

appearance of other social media user help you to love yourself 35.6% (N=16) Agree, do you being yourself on social media 35.6% (N=16) Agree, did you try to compare yourself with other social media user is 31.1% (N=14), Neutral and the last one is respondent feel comfortable to use social media is 28.9% (N=13), Neutral.

Table 9: Respondents' shows the survey asked participants Choose between Strongly Disagree – Strongly Agree.1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, and 5=Strongly Agree

Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
6. Do you think that excessive use of social media will affect your insecurity?	N=2, 4.4%	N=1, 2.2%	N=9, 20%	N=18, 40%	N=15,33.3
7. Does social media increase your self-esteem?	N=2, 4.4%	N=3, 6.7%	N=17, 37.8	N=14, 31.1%	N=9, 20%
8. Does the existence of various types of filters on social media platforms help boost your self-confidence?	N=1, 2.2%	N=4, 8.9%	N=10, 22.2%	N=13, 28.9%	N=17, 37.8%
9. Social media is a fake life.	N=2, 4.4%	N=5, 11.1%	N=19, 42.2%	N=9, 20%	N=10, 22.2%
10. Does the appearance of other social media users give you motivation?	N=2, 4.4%	N=1, 2.2%	N=11, 24.4%	N=19, 42.2%	N=12, 26.7%
11. Does the appearance of other social media make you feel worthless?	N=5, 11.1%	N=5, 11.1%	N=19, 42.2%	N=12, 26.7%	N=4, 8.9%

12. Does the appearance of other social media users help you to love yourself?	N=1, 2.2%	N=5, 11.1%	N=15, 33.3%	N=16, 35.6%	N=8, 17.8%
13. Do you being yourself on social media?	N=2, 4.4%	N=6, 13.3%	N=11, 24.4%	N=16, 35.6%	N=10, 22.2%
14. Do you try to compare yourself with other social media users?	N=4, 8.9%	N=4, 8.9%	N=14, 31.1%	N=11, 24.4%	N=12, 26.7%
15. Do you feel comfortable using social media?	N=1, 2.2%	N=7, 15.6%	N=13, 28.9%	N=12, 26.7%	N=12, 26.7%

V. DISCUSSION

In this study, we discovered that the majority of respondents were between 21 till 23 years old with the percentage 51.4% and female respondents outnumbered male respondents with 86.5%. However, the high percentage of that age and gender does not yet influence the awareness of the insecurity using social media because we cannot recognize those who are aware of and unaware about the issue. According to the findings, the highest percentage of youths, 78.4% choose to focus on their studies over working and being unemployed. It shows that more people prefer to study rather than working and do nothing during their youth. According to the results, 75.6% of youths spend more than three hours every day on social media. Jan, Soomro, and Ahmad (2017) discovered that as their use of social media rose, their self-esteem decreased.

When asked if they had ever received a negative comment on social media, 57.8% of the respondents chose "Yes". They have gotten a few nasty remarks regarding their body, the caption, their appearance, and editing skills, as well as the picture's quality. Because of the growing number of social media users, material posted on the Internet is sometimes difficult to verify. The privilege of a person's private life has decreased massively (Asemah & Edegoh, 2013). As people spend more time on social media, they will be more likely to look at other people's accounts and feel envious of those who they think are superior or better-off than them. Next, according to the findings, the highest percentage of respondents who feel nothing when they receive a negative

comment on social media is 75.6%. It varies from a research by Chua and Chang (2016), which shows that peer comparison might affect people's self-esteem and insecurity, resulting in a self-sustaining cycle.

There were 40% of respondents who chose "Agree" that excessive use of social media will affect their insecurity, yet 31.1% of youths chose "Neutral" when asked if they try to compare themselves with other social media users. Kircaburun (2016) found that depression was influenced by daily Internet use, students who spent more time on the Internet had higher scores on depression inventory. Acts of self-presentation and peer comparison among teenage girls are motivated by a desire to get approval, attention, and appreciation, which can lead to developing insecurity and low self-esteem (Chua & Chang, 2016).

Following that, 37.8% of youths chose "Neutral" when asked if social media improved their self-esteem. "Agree" was selected by 37.8% of the youths. According to Chua and Chang (2016), teenage girls are vulnerable to peer norms of beauty that emphasize physical characteristics such as beautiful skin, thinness, and sparkling eyes. However, 42.2% chose "Neutral" about social media as a fake life. Between the ideal of beauty and the real selves, social media allows one to create another self-image that is as close as possible to the ideal while maintaining a level of validity that is acceptable (Chua & Chang, 2016). However, 42.2% of youths chose "Neutral" when asked if the appearance of other social media users makes them feel worthless. It is related with a study by Chua and Chang (2016) that teenage girls evaluate their appearance and build judgments of themselves with others by comparing the popularity of their self-presentation on social media that make their insecurity increased.

Furthermore, "Agree" was selected by 35.6% and 42.2% of respondents that the appearance of other social media users helps them to love themselves, and appearance of other social media users motivates them respectively according to the findings. It is related to the existence of many sorts of filters on social networking sites that helps to increase their self-confidence. According to the findings, 35.6% of the respondents "Agree" that they are being themselves on social media. In contrast to Chua and Chang (2016), who found that the editable and self-production characteristics in social media give the teenage girls

the freedom to refine their self-images that are closer to their ideal of beauty. They can accentuate their greatest traits and hide their flaws in front of others with careful planning, editing, and design. Lastly, 28.9% of youths "Agree" that they are comfortable using social media. Youths described that they use social media to look for information or content such as news, and humorous posts so they do not miss news about artists and for distraction (Radovic, Gmelin, Stein & Miller, 2017).

VI. CONCLUSION

This study discusses how social media can lead to insecurity. We found that individuals' self-esteem is not really influenced by social media, even social networking sites are most used by youths based on the findings. Social media can be used for many things such as for communication, information, and sustaining relationships with others. Next, one of the recommendations for raising awareness of insecurities produced on social media among the youths is to hold campaigns to educate people, particularly youths regarding the negative consequences of social networking sites and the long-term impacts it can have on the victims. Parents, guardians and teachers can help their children develop self-recognition, self-esteem, and self-confidence by guiding them. Lastly, for the recommendations for the future works they can expand the participants to get more feedback about how social media causes insecurities among youth in Malaysia.

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The Influence of Mass Media on Adolescent Morality

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ABSTRACT

To date, the growing electronic and print media has had a significant impact on juvenile behaviour and personality. This is due to the fact that youngsters are easily affected and experiment with new things by forging their own identities. The study's goal was to determine which applications are often utilized by youth, as well as the extent to which mass media relationships lead to moral death and the impact of mass media on moral issues among youth. A total of 45 youth took part in the study. The study employs a quantitative approach of field research by distributing a google form to the young over the Whatsapp network. Using SPSS version 17.0, the study was descriptively analyzed to determine the frequency, percentage, and mean. The findings revealed that the most frequent users of apps and media are youths aged 20 to 25, accounting for 55.6 % of all users, and that the use of apps to encourage immoral behaviour in youths has a moderate effect of 11.1 %. Furthermore, research demonstrates that youngsters use the media to obtain information relevant to their current requirements. The inference is that through disseminating informed da'wah through society's influential mass media, youth might develop noble virtues.

Keywords: Mass media, morality, youth

I.   INTRODUCTION

The term media, which is the plural of media, refers to the communication channels through which we disseminate news, music, films, education, promotional messages and other data. These include physical and online newspapers and magazines, television, radio, billboards, telephones, Internet, fax and billboards (Fourth Edition Hall Dictionary). Next, the meaning of youth empowerment is the process by which children and young people are motivated to take over their lives. They do this by addressing their situation and then taking action to increase their access to resources and change their awareness through their beliefs, values, and attitudes. Media and Youth Empowerment is such a big topic that our group chose to break down your scope into smaller ones and focus on descriptions of the influence of mass media on youth morality.

Television, newspapers, magazines, and other forms of mass media may be thought of as tools or resources that provide information to the public at a rapid pace and in a limited amount of time. The mass media also plays an important role in disseminating knowledge to society because it has the ability to shape and colour people's perceptions of humanity. All of this material from the media is presented in the form of basic news so that the general public can understand it. Electronic and print media are used to disseminate information in the form of news. Electronic media delivers a vast volume of news to the public much quicker than print media. Since it serves as a persuasive tool used for the good of society in their different operations, electronic media is able to cross continents and countries in ways that other media might not be able to.

According to Mohd. Ismail Mustari (2005), electronic media transmit information to audiences faster than print media. Television, radio, and the internet are examples of electronic media. Electronic media can spread through continents and countries in ways that other media cannot. Electronic media is a persuasion method that is used for the good of society in a variety of activities. Electronic media has a significant impact and serves as a means of communicating with society. The media also serves as a continuous conduit for cultural, social, intelligence, values, and norms from one generation to the next. Electronic media is a persuasion method that is used for the good of society in a variety of activities. Electronic media has a significant impact and serves as a means of communicating with society. The media also serves as a continuous conduit for cultural, social, intelligence, values, and norms from one generation to the next.

II.   PROBLEM STATEMENT

The misuse of electronic media can have various effects on society, especially the youth. It has become normal for the youth to easily follow a culture that is addictive. In addition, with the variety of electronic media such as televisions, recorders, video, radio/cassette, 'overhead projector' (OHP), slides, computers, and now with the existence of mobile phones provided with 5G facilities indirectly has a strong impact on the moral of youth.

As a result, the importation of foreign cultures through explicit plans shows that the enemy's plan is to spoil the younger generation in order to be complacent and indulge in entertainment and live-in temporary pleasures. Exposure to excessive entertainment causes youths to waste a lot of time without thinking about direction and future. As a result, there is an outrageous madness and so extreme that it follows the instincts of Western culture as an example of the emergence of modern music industries such as k pop, reggae, and rap.

In addition, the rapid development of telecommunications technology and developments in the industry as well as media organizations expanding coverage in each corners of the world without censorship and no proper monitoring from the parties being responsible allows him to be exposed to negative influences. This matters because, through the broadcasting of programs on television, youtube and the increasingly sophisticated application medium today, for example, many contain elements imitated from foreign cultures.

Thus, the polemics about the social issues of youth in the country are actually the result of the influence of the media industry. The development of the media industry in Malaysia has shown towards showcasing popular culture as is the case in western countries especially America Company. Because of that, the use of the media must be given proper monitoring to avoid the display of elements that contribute to youth moral decay. This problematic situation prompted the researcher to make a study on "The Influence of Mass Media on the Decline of Youth Morality". This is because they are the assets and generations that will lead the country in the future as well problems arising among them need to be given due attention.

III.   OBJECTIVE

The main purpose of this study was to identify the influence of mass media on the moral collapse of students. Specifically the objectives of this study are as follows:

1. To identify applications that youth often use.
2. To see the extent to which mass media relations contribute to moral death.
3. To pinpoint the influence of mass media on moral problems among youth.

IV.   RESEARCH QUESTIONS

A communication channel or medium used to store and transmit information or data is referred to as media. Television, radio, newspapers, and magazines are the four traditional media. Outdoor media, such as advertising spaces in street sign light boxes, should also be included. With the development of science and technology, new media are gradually being derived, such as: IPTV, electronic magazines, etc. They arose from conventional media, but they are qualitatively distinct from them. Youth empowerment is a mindset, framework, and cultural mechanism that allows young people to make decisions based on their capacity, authority, and organization, and to effect change in their own and others' lives, including young people and adults.

Social networking, the internet, and other information and communication technology are all prevalent in today's world, and young people use them regularly. Using social media to improve their skills and channel their energies in the right direction seems to be very powerful and helpful. Against the background study, we address the following research questions:

1. What is the difference between traditional media and digital media?
2. What part do the media play in youth empowerment?
3. How do media use affect children and youth negatively?

V.   METHODOLOGY

In statistical analysis, data collection is extremely important. There are several strategies for gathering data, all which fall into one of the two categories primary and secondary data (Douglas, 2015). Primary data is gathered to unravel the matter at hand, while secondary data is gathered for reasons unrelated to the matter at hand. Primary data collection is a time-consuming procedure. Surveys, observations, tests, questionnaires, and personal interviews are all examples of primary data sources.

Johnston (2014) states that secondary data analysis. may be used to reproduce or expand previously identified observations, as well as to answer new hypotheses which were not addressed in the data's original analyses. A few secondary data sets are shared informally among researchers, while some are released publicly through clearinghouses.

However, data collection for this study was collected from primary and secondary sources. Primary data were collected from respondents ranging from youth aged 15 to 30 years, due to accessibility and time constraints, studying at Institutions of Higher Learning to online and self -structured questionnaires using a combination of open -ended, closed-ended questions, and investigations. This primary data uses survey materials and instruments through questionnaires, primary data uses Whatsapp medium for data collection. While secondary data sources include the internet, youth policy reports, research articles, newspapers, national youth, and the publication of government policy fact sheets. These data are qualitative and quantitative variables. In this research, different proxies were used to represent the empowerment and development of youth resilience.

VI. FINDINGS

In this paper, we had collected data and information from primary and secondary sources. These collected data are analyzed in 2 parts which are primary data and secondary data as shown below.

A. **Primary Data**

Based on the data collected through survey, it was found that the use of mass media is more likely with users from youth who are still studying (55.6%) of youth who work. It was found that more mass media users are used by youths aged 20 to 25 years. However, mass media users are more likely to be female users (57.8 %) than male users (42.2 %). Based on Figure 1, the frequency of youths using Instagram is more which is 35.6% than Facebook 26.7%, Twitter 20% and Tiktok 17.8%.
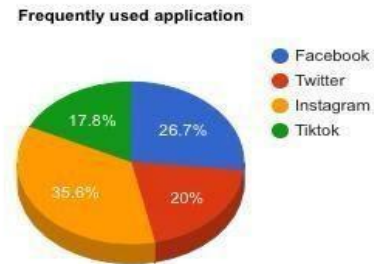
Figure 1: Frequently used application by youth
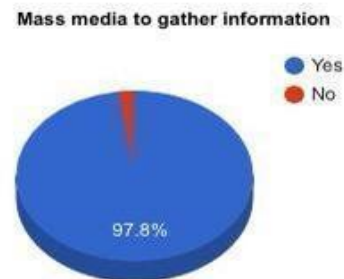
Figure 2: Mass media to gather information
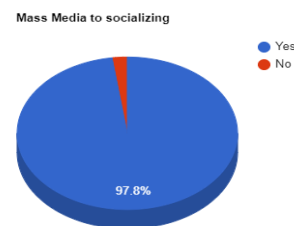
Figure 3: Mass media to socializing

In addition, according to Figures 2 and 3, most youth use mass media to find information and also for youth social activities. In addition, the youths use the mass media as a platform to provide information and obtain information such as lessons, vacancies and current issues. Next, in the last section the question is about frequency of mass media use and effectiveness of mass media on youth. In this section requires the user to answer in the following numerical order:

1 - Strongly Disagree (Strongly disagree and do not support the question)

2 - Disagree (Disagree and quite difficult to support the question)

3 - Fair (Agree but still lacking)

4 - Agree (Agree and rarely do)

5 - Strongly Agree (Strongly agree because it often happens and is done)

Based on Figures 4 and 5, the frequency of mass media use and the effectiveness of mass media on youth is 60%, that is, 27 respondents said it is effective on young people. Thus, mass media use by youth reached 10 hours a day and 16 out of 45 respondents agreed with it. In addition, the youths mostly use the mass media as search information material.

I use mass media on a daily basis. / Saya menggunakan media massa pada setiap hari.
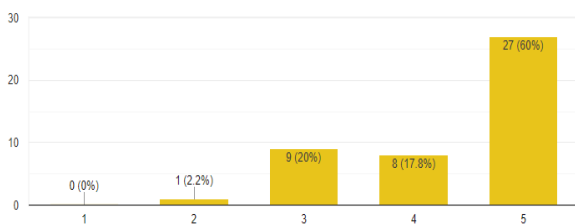
Figure 4: Mass media on a daily basis

I use mass media at least 10 hours a day. / Saya menggunakan media massa sekurang-kurangnya 10 jam dalam sehari.
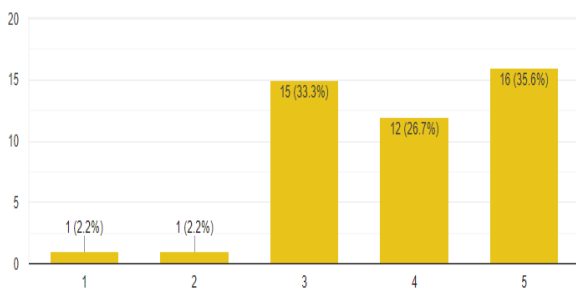
Figure 5: Used mass media 10 hours a day

The mass media platform helped 37.8% of the 45 youth respondents to get information faster than going to the library. Moreover, the youth respondents agreed that the use of this mass media helped them to find out about current issues quickly. Thus, 31.1% of youths stated that the use of Mass Media should assist youths to get excellent results in their studies. Based on figure 6, 37.7% of youths have said that mass media platforms provide a lot of spiritual help in themselves. This gives a good effect to the youth to always be grateful and it gives an impact to the community that can produce a generation of moral youth.

Mass media platforms feed a lot of spirituality and humanity in me. This, gives me the encouragement to always be grateful for what I have and help others who are in trouble. / Platform media massa banyak memberi makanan kerohanian dan kemanusiaan di dalam diri saya. Hal ini, memberikan dorongan kepada saya untuk sentiasa bersyukur dengan apa yang saya miliki dan membantu orang lain yang di dalam kesusahan.
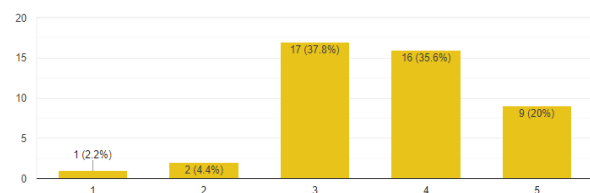
Figure 6: Mass media encourages humanity and spiritually

Besides, the benefits of mass media, 36.5% of youths say that mass media can also damage their minds and thoughts when easily exposed to pornography, drugs, and things unrelated to youth morality. Consequently, most youths agree that the mass media is one of the causes of immoral youth.

B. **Secondary Data**

According to secondary data obtained from website articles, social media, through its interactive platform, enables people to communicate in order to build social relationships and interact for real-life needs and activities. Internet communication is online content designed by people who are using scale and is an easily available communication system accessible through diverse digital devices such as smartphones, notebooks, palm tops, multi-media players, and so on (Samuel & Joe 2016). It describes the ways in which people find, read, and share news, facts, material, products, and services. Since it can overcome the divide and physical obstacles that remain in accessing the international community, online social technologies provide users with new ways of empowerment and knowledge sharing methods (Mahwish, Wajahat, Shazia, Hummaira & Nadia 2017). As much as it has become a powerful tool for socialisation, the impact of this media on youth empowerment will lead to the emergence of youth

with a more moral attitude toward society. However, the use of mass media is increasing day by day and mass media is used not only by adults and young people but also by children. Thus, with the use of mass media that exceeds the limits will make the youth more vulnerable to unprofitable things such as pornography, drugs, cyber bullying, and news that contradict the needs of the youth (Ersoy M, 2021). In addition, the use of mass media that is not monitored by adults will lead the youth to do immoral things.

VII. DISCUSSION

Based on the data collected through survey questionnaires have found that the use of mass media is more likely with users from youth who are still learning which is 55.6%. As we can see based on figure 1, the frequency of youths who use the application is more to Instagram application users which is 35.6%. So we can identify that Instagram is the most popular application that youths often use in daily life. It has been found that more mass media users are used by youths aged 20 to 25 years old. Moreover, mass media users are more likely to be female users 57.8 % compared to male users which is 42.2 %.Besides that, to see the extent to which mass media relations contribute to moral death. This is apart from the benefits of mass media, 36.5% of youths say that mass media can also damage the minds and thoughts of youth such as pornography, drugs, and things unrelated to youth. Thus, most youths agree that the mass media is one of the causes of immoral youth nowadays. Next, to identify the influence of mass media on moral problems among youth, the mass media platform helped 37.8% said that it helped them to get information faster than going to the library. Furthermore, the youth respondents agreed that mass media helped the youth to find out about current issues quickly. Therefore, 31.1% of youths stated that the use of Mass Media will cause youths to get excellent results in education. In addition, youths use mass media as a platform to provide information and obtain information such as lessons, vacancies and current issues. Thus, the use of mass media by youths reached 10 hours a day. Lastly, youth mostly used media massa as a way of finding informational material.

However, internet communication is online content designed by people who are using scale and is an easily available communication system accessible through diverse digital devices such as smartphones, notebooks, palm tops, multi-media players, and so on

(Samuel & Joe 2016). It describes the ways people find, read, and share news, facts, material, products, and services. The use of mass media that is not monitored by adults will lead the youth to do immoral things.

VIII. CONCLUSION

The influence of the mass media and its relationship with noble morals is very important in the human form and anything that has been born in this era. The effect can be to use the noble qualities that are in the soul while continuing. In fact, a human makes a relationship that is related to the nature and disposition that is in their heart. Shows that the right method in restoring human behavior and creating a prosperous way of life is by restoring and purifying the human soul while inculcating noble moral values. The importance of building noble morals and its relationship with the mass media can also be seen from the aspect of consideration before making or leaving an action. Human needs something that is suitable or otherwise and in accordance with the qualities that are in his soul. Accordingly, the importance of morality in human life is an absolute matter. Morality is very important, so we can conclude that the media are important to empower everyone, especially youth. They must make good use of these communication media and not overuse them to avoid causing physical or even psychological harm to themselves.

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Media and Youth Empowerment: How Much Does Media Affect You?

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ABSTRACT

The number of media users increases due to the improvement of Information Communication Technology notably the internet and friends influence. Meanwhile, cybercrime is also on the rise nowadays. Despite this terrible trend, we have to be optimistic that the internet can function effectively once all of the responsible individuals can use the network in proper ways. In 2020, research shows that 3.8 billion people have used social media, which is more than half of the global population. However, there are just less than 2.5 billion people who have their mobile devices that are used in social media worldwide. Even though there are many issues about negative impacts of media, there are a lot of positive effects of using different types of media. The sample population was 50 media users in Malaysia whose age was around 6-26 above. The participants were sampled from online surveys that were created by using Google Form. The result revealed that there are strong connections among media and youth empowerment, while representing that the majority (75%) of the youths are addicted to the use of media by being attracted to the positive effects compared to 3.4% of youths who rarely use it for time spending. In addition, there were major gaps in media users' appeal between male and female influence on different aspects. It is recommended that youths should be aware of proper ways of media use and parents need to monitor and manage their children's time spent on media.

Keywords: Media, internet, negative impacts, positive effects, youth empowerment

I. INTRODUCTION

Media are used for data storage and delivery. The term refers to the elements of mass communication, such as news media, web media and social media. News media are types of media that deliver news to the general public like broadcast news and online newspapers. Web media is a form of media that uses audio, text and graphics to create the content personally. For instance, podcasts, blogs and videos that are created individually. Moreover, the most common media type is social media, which is usually used by everyone. It is a digital tool that allows users to communicate with others quickly. Facebook, Instagram, Whatsapp, YouTube and TikTok are examples of social media. (Amelia, 2021).

Year after year, the media users are increasing rapidly and the time spent on social media use is also rising up. In 2017, the amount of people that are using social media is less than 2.5 billion while a research showed that 3.8 billion people will have their own account on social media in 2020. (Simon, 2020). According to a study from qz.com, 60% of youth that age 13-17 years old have spent too much time in the media and consider it is the most important thing they need to face at that age. (Jenny, 2018).

From an article by Bryant. (2017), there is research that is related to the aggression of youth and improper ways in media use. The results show that most of the youth players are easily affected by the violent video games and will bring the risky actions into life. However, other authors have argued that the media are able to provide great opportunities to study the environment on daily mood alteration and self-esteem (Eveline and Elly, 2018).

In this age of advanced networking, many things can be achieved easily and effectively. There are lots of things that can be discovered through the internet and we believe that youth are understanding the presence of empowerment. For instance, they know how to market their own products and manage courier services for the products delivery by using the functions of media. (Ukozor and Ojiakor, 2020)

Based on the boundless opportunities provided by the media, there might be more empowerment among youths to create their own future and be a better person. Therefore, this study aims to investigate how social media influences youth social life, measure

youth's spending time on different types of media, examine the benefits of social media for youth's life and to study the dependency of youth on social media in their daily life.

IV. METHODOLOGY

The descriptive analysis method was used for this study. An online survey type research and a secondary data analysis were employed. The survey was conducted using questionnaire to get public opinions and impressions about how much media can affect youth. Meanwhile, for secondary data analysis methods different types of materials such as journal articles, online newspapers, reviews articles and academic papers that relate to this study were utilized. The online approach can offer significant time and cost savings compared to other methods, and provides much greater convenience for researchers, participants and observers (Donald. A, 2002). The online approach can offer so much benefit for researchers to collect data. All statements were developed related to the many aspects of youth's life and the community.

A. Design of the Study

The descriptive study was conducted by using the online survey method that is a type of methodology in social sciences studies. Online qualitative method is much less dependent on the moderator than face to face research. The structure of the questionnaire was developed using Google Form that has been spread through social media platforms. The type of survey questions we used to develop are multiple choice questions. Because we think that this is the most easier and convenient way for respondents to select one or more options from the online survey. The questionnaire part is divided into two sections, which are Section A and Section B. Section A is defined as the demographic part, which consists of age, gender, spending time on media application, and types of media they used the most to investigate the dependence of young people on media used. Next, the question that is asked on Section B is to study which aspect of media that youth liked the most and what is their expectation and influence of media. For example, we can know about the purpose of youth when they use the media for a long time.

B. Data Collection and Data Analysis

Today, the web-based survey tools have replaced its predecessors successfully and efficiently and have become one of the major tools for conducting survey

research (Raju N, 2016). The online survey involved a group of 60 students around 6-26 years old and above as the range of youth. Most of the respondents are from Universiti Utara Malaysia and they have also answered the online survey using google form that contains 9 questions, with the duration of answering all questions is about 5 minutes only. Using this method it is easier for us to collect data from youth, this is because google form is quite easy to build and access. It also provides various options for capturing the data from the multiple answers (Raju. N, 2016). To get complete data, the response acceptance of google form was opened for one week and closed the form once the target of respondents were reached.

V. RESULTS

Table 1 shows a response from a total of 60 participants. Participants who participated in this survey were from all parts of the community, especially from Universiti Utara Malaysia. The participants are from different races such as Malay, Chinese, India etc. Out of 60 participants, 36 (60%) were female and 24 (40%) were male. Most of the participants 42 (70%) were aged 19 to 25 years old.

Table 1: Section A: Demographic data

	Number	Percent

Gender
    Female
    Male
	36
	24
		60
		40

Age
    6 - 11 years old
    12 - 18 years old
    19 - 25 years old
    26 and above
	1
	8
	42
	9
		1.7
		13.3
		70
		15

Age of having mobile device
    Before 12 years old
    12 - 18 years old
    After 18 years old
	11
	45
	4
		18.3
		75
		6.7

How much time do you spend on using media applications / social media?
    1 – 3 hours per day
    4 – 6 hours per day
    Half day
    More than 12 hours per day
	2
	11
	18
	29
		3.3
		18.3
		30
		48.3

Which types of media did you use the most?	25	41.7
News media	57	95
Social media	11	18.3
Web media		

Based on the Table 1 section A, most of participant were 42 (70%) 19-25 years old and followed with 9(15%) 26 years old and above, 8(13.3%) 12-18 years old, and 1(1.7%) 6-11 years old. The results show that 29(48.3%) spend their time on media applications / social media and 57(95%) is the social media they use the most.

Table 2: Section B

	Number	Percent
Which aspect has been affected after being involved in the media?	4	6.7
Fashion	22	36.7
Music and movie choices	7	11.7
Purchase	8	13.3
News awareness	19	31.7
Attitude and action		
Which effects have more use of media?	45	75
Positive effects	15	25
Negative effects		
Positive effects of media		
Increase knowledge	26	43.3
Job opportunities	6	10
Information sharing	14	23.3
Inspiration ideas	9	15
Enhance communication across generation	5	8.3
Negative effects of media		
Growth of violent tendencies OR Risk Behaviors	3	5
Cyberbullying	21	35
Self-absorption	7	11.7
Problematic internet use	5	8.3
Sleep problems	24	40

Table 2 for section B, music and movie choices is the highest aspect that has been affected after involved in media with 22(36.7%) followed by 19(31.7%) attitude and action, 8(13.3%) news awareness, 7(11.7%) purchase and 4(6.7%) by fashion. The result

show that 45(75%) participant state positive effects for effects used of media while 15(25%) for negative effects.

This result shows that 26(43.4%) participant states increase knowledge for positive effects of media followed by 14(23.3%) information sharing, 9(15%) inspiration ideas, 6(10%) job opportunities and 5(8.3%) for enhanced communication across generations. High percent state cyberbullying 21(35%) for the negative effects of media. Followed by 7(11.7%) self-abortion, 5(8.3%) problematic internet use, and 3(5%) for growth of violent tendencies OR Risk Behaviors.

VI. DISCUSSION

The results record that the majority of the youths are addicted to the use of media because of the empowerment potential of social media. It is not shocking going by the trending of social media as a modern way of life which has inflated user's expectation as a new way of life in line with the proponents of technology determinism. The importance of society and technology's shared influence and impacts was stressed. From the survey, Increased knowledge and information sharing are the highest percentage of positive effects of media which has been beneficial to youths. However, although youths are aware of the empowerment of social media, sleep problems and cyberbullying are the highest percentage that give negative effects of media to youths. In addition, women other than men were also found to be more interested in the leisure appeal user preference of social media whereas it was confirmed that men were attracted to the empowerment appeal than the women. In line with the findings of Ojeleye, Opusunju, Ahmed and Aku (2018) which found that social media impact significantly on entrepreneurship development among users, there is belief that males will see social media as an extension of productive means than women who will see it as a platform for leisure.

VII. CONCLUSION

In conclusion, the methodology that was used by the authors had helped to gain the objective of this paper. There are strong connections among media and youth empowerment, while the majority (75%) of the youths are addicted to the use of media by being attracted to the positive effects compared to 3.4% of youths who rarely use it for time spent. In addition, there were

major gaps in media users' appeal between male and female influence on different aspects. It is recommended that youths should be aware of proper ways of media use and parents need to monitor and manage their children's time spent on media.

Acknowledgement

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Role of TikTok on the Rise of Youth Empowerment

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ABSTRACT

Social media is not just a communication and collaboration tool, but it has now become an obsession among youth. The objective of the article is to discuss the uses of Tiktok, the factors that lead to the rising of TikTok's use among the youth and the positive impacts on them. Literature on social media regarding Tiktok and youth empowerment found in the Google Scholar database were analyzed and collected. A survey was also conducted. Findings suggest that TikTok could be associated with youth empowerment. It also has the potential to raise awareness about the current issue.

Keywords: Social media, youth empowerment, TikTok

I. INTRODUCTION

TikTok is one of the most famous social media platforms. It is a 15-second video-sharing application that lets users make and distribute videos on any issue (Influencermarketinghub, 2021). It is a traditional User-Generated Content (UGC) site, in which users create content instead of business. TikTok users access the application by smartphones. It gives users the freedom to make fast lip-sync, edit, sing and other short videos in three to sixty seconds. Aside from video creation, users use TikTok to watch, share and comment on videos made by others. Memes, the remix and reinterpretation of slogan, plots, and songs, as well as other formulaic elements, were usually used by users to represent their thinking and community, alike to the meme practiced by Miller Ryan on other social media sites. Many users constantly acquire more followers or acceptance from the group as a result of their consistent production of video content (Yang, 2020). The unique TikTok concept with incredible expansion potential has succeeded in attracting the youth generation.

TikTok could become a role for youth empowerment. Through social media youth gain a lot of knowledge and skills by mostly sharing their knowledge of everyday topics such as food, painting, and entertainment. Many of the shared contents are new to youth and can be used in everyday life. Furthermore, many users on TikTok prefer to spread good messages and raise awareness about relevant or current issues, such as Covid-19 (WESS Side Stories, 2021). Therefore, TikTok has a huge impact on the younger generation.

A. Problem Statement

The majority of social media have created new sources of revenue where influencers have become synonymous with the potential of non-talented celebrities as more people turn to the platforms to make a living. Like other social media outlets, TikTok has its share of influencers, and the 15-second video format attracts what is known as meme machines. Influencers who make money off of views, likes, tweets, and shares are known as meme machines. There are already over 35 TikTok stars with tens of millions of fans (Sehl, 2020). Spreading awareness via TikTok is now a popular phenomenon among today's youth. Every youth is in some way linked to the media. TikTok has found the ability to influence the youth where they get the ability to change others' opinions and perspectives. In essence, this type of innovation is encouraged as the trade and overall know-how field evolves, but to some degree, this type of advertisement is also unregulated and runs the risk of becoming abusive in its message. The lack of legislation has an impact on users who are of an age where they are influenced by trends, and as the community has grown from local to global, there is a greater risk of negative influence. This study intends to understand these occurrences among fellow youth.

B. **Research Objectives (RO)**

RO1: To identify the uses of the Tiktok.

RO2: To find the factors that upsurge the use of TikTok apps among the youth.

RO3: To determine the positive impacts of TikTok on society and lifestyle among youth.

C. **Scope**

This study aims to identify the respondents among the youth who like to use Tiktok apps. A survey questionnaire was created to collect and analyze the data. Besides, a qualitative approach can also be used based on specific observation. The collected data were from primary and secondary data. The target audience of this study are those between 16 to 40 year old. Items asked included the factors being perceived as rising the use of TikTok among the youth and the positive impact of TikTok on society and lifestyle among youth.

D. **Significance**

Tiktok has become a massive component in today's youth lives. The social media platform can be used to spread awareness among youth and TikTok is a popular phenomenon. From the study, we will get practical information regarding the role of TikTok rise for youth empowerment. The information helps to better understand how TikTok impacts the youth by allowing them to alter the thoughts and perspectives of others. As a social media platform, TikTok popularity is significantly growing, the youth need to ensure they are fully aware of the factors of rising the use of TikTok and how TikTok have a positive impact on their social and lifestyle.

II. LITERATURE REVIEW

A. **Social Media**

Social media consists of two keywords: "social" and "media" the combination of which represents the intrinsic human need to interact with others through different media/channels in one way or another. It is argued that social media differs from more conventional types of media in that it enables students or users to communicate more directly with their peers and teachers and to participate and comment on topics both outside and inside the classroom setting. It also helps advance educational ideas and engages students in fresh and meaningful ways and offers a better experience than conventional media can provide.

Social media is a community of internet-based apps that build on the ideological and technical foundation of Web 2.0 and allow user-generated content to be produced and shared. "Websites and applications used for social networking are also defined as social media." In the late 1990s, social media started with the first known social media network in 1997 called "SixDegrees" and this technology allowed people to upload a profile and make friends. This division of social media into groups has been helpful for scholars and individuals to easily define and research a specific form of social media, but today a problem may arise due to the high prevalence of social media and one may wonder which category falls into a newly formed type of social media. In the 21st century, social media is the fastest growing web application, and technical innovation is behind this rapid growth. Today, social media has taken a new dimension and facilitated greater engagement by launching mobile phones that support applications for social networks.

B. **Youth Empowerment**

Malaysia's National Youth Development Policy describes youth as people aged 15 to 40. The growth of self-efficacy and positive attitudes, skills, and behaviours is facilitated by youth empowerment, which manifests itself in the increased involvement of youth in the decision-making process. Furthermore, engaging with nearby services aids adolescents in developing the cognitive and behavioural skills needed to objectively understand their social environment. Develop your ability to solve problems and make decisions on your own. Empowerment enables young people to build the skills and trust they need to grow into healthier adults and escape health-harming habits.

C. **Tiktok**

TikTok is one of the most popular social media platforms. In Asia, the United States, and other countries, this app seems to be the greatest attraction for making custom mobile videos. TikTok, also defined as Douyin in China, began in September 2016 and is managed by Byte Dance, the creators of the app Musical.ly (Lauren Hallanan, 2018). Since the creation of TikTok, there has been a significant rise in the use of such applications by youths in an attempt to acquire popularity and help ease boredom. TikTok has created a modern trend among youths by allowing users to create and share short 15 to 60-second videos with music, effects, or soundbites. This media app is

available in more than 150 marketplaces and 75 languages (Mehvish Mushtaq, 2018). This app is not just used as a social media platform, but it also concentrates on population growth and offers users the ability to easily express their creativity (Jiang Xiao Yu, 2019). TikTok's distinct design benefits the product and aids in its success and advancement. TikTok is gaining market share in addition to other popular and well-known media apps. As a result, ByteDance is rapidly progressing and gaining fame (Gennaro Cuofano, 2018).

III.   METHODOLOGY

This research paper focuses on the role of TikTok rise for youth empowerment. A survey was conducted on individuals between 16 to 40 years old. To conduct the study, first, research problem from the literature reviews were formed. From then, we specify the research question, objectives, scope and significance of the study. Next, we reviewed the articles to find more about the role of TikTok rise for youth empowerment. From the findings, we developed questionnaires to collect the data. An online survey which is Google Forms was used to distribute the questionnaire. The questionnaire has four sections which are Section A: Demography and Background Information, Section B: The Uses of TikTok application, Section C: Factors of Rising Use of TikTok among the Youth and Section D: Positive Impact of TikTok on Society and Lifestyle among Youth. There were 155 respondents, and the survey was mostly done by students in Malaysia. Lastly, from the collected data we analyzed the results and tabulated the findings. From the analysis, all the data in the following section are obtained.

IV.   RESULTS

Section A: Demography and Background Information

Table 1: The gender of the respondents

Gender	N	Percentage (%)
Male	39	25
Female	116	75
Total	**155**	**100**

The gender of the responders is shown in Table 1. The study's findings suggest that 25 per cent (N = 39)

of the 155 respondents are male, followed by 75 per cent (N = 116) of the female respondents from youth.

Table 2: The age of the respondents

Age	N	Percentage (%)
16 - 23 years old	123	79.4
24 - 31 years old	31	20
32 - 40 years old	1	0.6
Total	**155**	**100**

The age of the respondents is shown in Table 2. From 155 responders, 79.4 per cent (N = 123) were between the ages of 16 to 23, followed by 20 per cent (N = 31) between the ages of 24 to 31. Then, 0.6 per cent (N = 1) of the participants were between the ages of 32 to 40.

Table 3: The educational background of the respondents

Educational Background	N	Percentage (%)
School student	6	4
College student	143	92
Others	6	4
Total	**155**	**100**

Table 3 shows the educational background of the respondents. The results showed that 4 % (N = 6) were school students followed by college students with a total percentage of 143 % (N = 92). Next, 4% (N = 6) for others educational backgrounds.

Table 4: The total that they heard about TikTok

Heard about TikTok	N	Percentage (%)
Yes	153	99
No	2	1
Total	**155**	**100**

Table 4 shows the total that they heard about TikTok. The results showed that 99% (N = 153) of the

155 respondents had heard of TikTok while 1% (N = 2) had never heard of the TikTok app.

Table 5: The total that thinks TikTok is empowering today's youth

TikTok is Empowering Today's Youth	N	Percentage (%)
Yes	155	100
No	0	0
Total	**155**	**100**

Table 5 displays the total number of people who believe TikTok empowers today's youth. The findings revealed that 100 per cent (N = 155) of 155 respondents believe TikTok empowers youth, whereas 0% do not believe TikTok empowers youth.

Section B: The Uses of TikTok

Part B is the use of TikTok. This section has 5 questions including the number of hours spent on TikTok per day, total satisfaction and/or consent from using TikTok, total satisfaction and/or consent from using TikTok, the content they often see on the TikTok app and the number of status updates on the TikTok app every day.
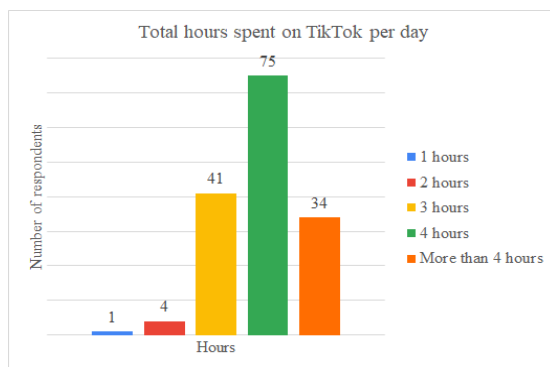
Figure 1: Total hour spents on TikTok everyday

Figure 1 indicates how many hours they spent per day on TikTok. According to the findings, 0.6 per cent (N = 1) of the 155 respondents spent one hour on the TikTok app, followed by two hours with a proportion of 3 per cent (N = 4). TikTok was used for 3 hours by 26% (N = 41) and 48.5 percent (N = 75) for 4 hours. Another 22% (N = 34) spent over 4 hours on TikTok.

Based on the analysis we can conclude that most respondents spend 4 hours on TikTok per day.
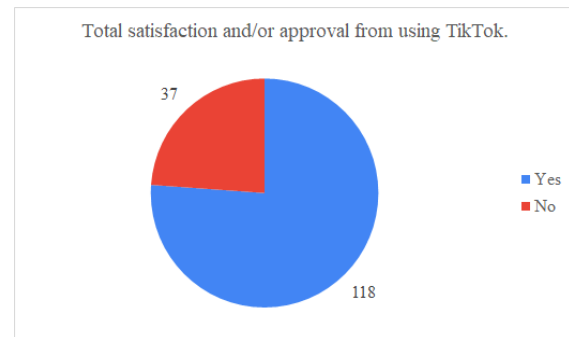
Figure 2: The total satisfaction and/or approval from using TikTok

Figure 2 shows satisfaction or approval from using TikTok. A total of 76% (N = 118) were satisfied with the 155 respondents and agreed with TikTok while 24% (N = 37) were dissatisfied and disagreed with TikTok.

Table 6: The content they always view on the TikTok application

Type of content	N	Percentage (%)
Sports	0	0
Cooking	8	5
Entertainment	32	20.6
DIY	64	37.4
Others	51	37
Total	**155**	**100**

Table 6 depicts the contents youth always view on the TikTok application. A total of 5% (N = 8) watched cooking videos in TikTok from 155 respondents. For sports-type content, it shows no percentage or frequency. 20.6% with a frequency of 32 respondents stated that they watch entertainment-type content while DIY type video showed a percentage of 37.4% (N = 64) in the TikTok application. Another 37% (N = 51) watched other videos.
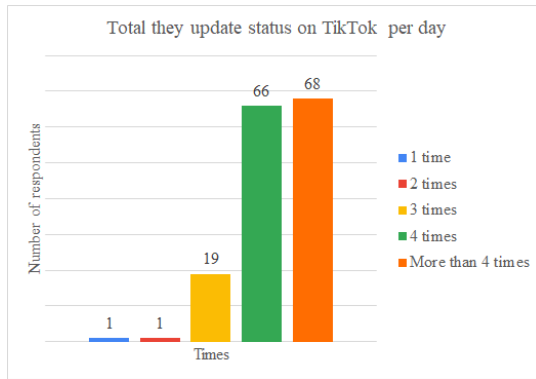
Figure 3: Status update on TikTok per day

Figure 4: The total number of TikTok applications rising because of the content creator

Figure 3 indicates the total update status on the TikTok application per day. Respondents who updated their status on TikTok 1 time and 2 times respectively by 0.6% (N = 1) of 155 respondents. A total of 12.3% with 19 respondents update contents 3 times per day on their TikTok. Next, for respondents who update status on TikTok per day as much as 4 times is 42.6% (N = 66) followed by more than 4 times is 43.9 (N = 68).

Section C: Factors of Rising the Use of TikTok Among the Youth

Part C is the factor of raising the use of TikTok among the youth. This section has a total of 4 questions.

Table 7: The total number of TikTok applications rising because of the trend

Rising because of the Trend	N	Percentage (%)
Yes	98	63
No	57	37
Total	**155**	**100**

Table 7 displays the total number of TikTok applications rising because of the trend. Based on the result we collected, most respondents agree that TikTok is rising because of the trend with the given findings of 63 per cent (N = 98). The remaining respondents stated that they do not agree with the statement with a percentage of 57 per cent. We can conclude that most respondents agree that TikTok is rising because of the trend.

From the research conducted we manage to achieve our second objective that is to find the factors of rising the use of TikTok apps among the youth. The bar chart above shows that 155 respondents answered the questions. Based on the result allocated, the majority of respondents agree that the rise of TikTok is because of the content creators (refer to Figure 4) with a percentage of 74 per cent (N=116). The remaining respondents did not agree with the statement with a low percentage of 26 per cent (N=39). From the analysis, it can be concluded that the respondents agree that the rise of TikTok is due to the content creators.

Table 8: The total number of TikTok applications rising because of the ability to share experience and opinion

Rising because of the Ability to Share Experience and Opinion	N	Percentage (%)
Yes	112	73
No	43	27
Total	**155**	**100**

Table 8 indicated the total number of TikTok applications rising because of the ability to share experience and opinion. There were a total of 155 respondents that answered the question. Based on the results collected, most respondents agree that TikTok applications are rising because of the ability to share experience and opinion with the given findings of 73 per cent (N = 112). The remaining respondents stated that they do not agree with the statement with a low percentage of 27 per cent. We can conclude that most

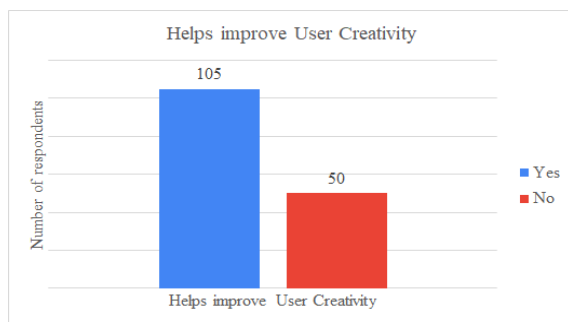respondents agree that TikTok applications are rising because of the ability to share experience and opinion.

Table 9: The total number of TikTok applications rising because of the sharing interest of the same hobby

Rising because of the Ability to Sharing Interest of the Same Hobby	N	Percentage (%)
Yes	93	60
No	62	40
Total	**155**	**100**

From Table 9, it can concluded that most respondents find another factor of TikTok rising is due to the sharing interest of the same hobby.

Section D: Positive Impact of TikTok on Society and Lifestyle Among Youth.


Figure 5: The TikTok application helps the user improve their creativity

Figure 5 shows that respondents believe TikTok app helps users to improve their creativity. The percentage stating that the TikTok could help them improve their creativity was 68% (N = 105) of 155 respondents. However, a total of 50 respondents with a percentage of 32% disagreed that TikTok was able to increase their creativity.

Table 10: The TikTok application spread awareness about the current situation

Spread Awareness	N	Percentage (%)
Yes	58	37
No	97	63
Total	**155**	**100**

Table 10 shows the TikTok application can spread awareness on the current situation. The results showed that 37% (N = 58) of the 155 respondents say Tiktok apps can spread awareness about the current situation because it can make people more alert and know a new update in media social while 63% (N = 97) says No because the appropriate contents for youth can make them confuse and misunderstanding.
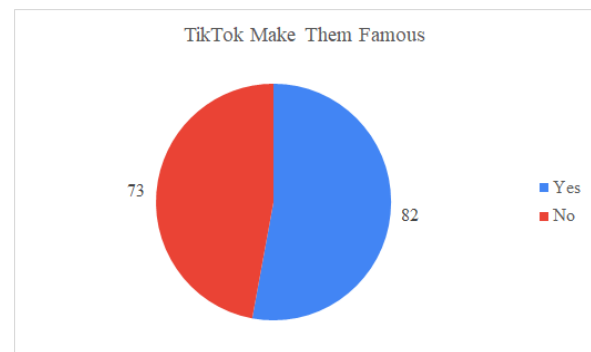
Figure 6: The TikTok application can make them famous

Figure 6 shows respondents agreed to the statement that TikTok application can make them famous. The results showed that 54% (N = 82) of the 155 respondents say Tiktok apps can make a person famous because the content is good and useful for followers while 73% (N = 46) say No because the content is boring and uninteresting for followers of TikTok apps.

Findings also show that the TikTok application could be a source of income. The results showed that 88% (N = 137) of the 155 respondents say Tiktok apps can gain money because if the numbers likes, comments and shares are many, it can profit the money and became the influencer while 12% (N = 18) says No because the number of income is inconsistent and based the numbers on the follower in TikTok app. Furthermore, 81% believe that TikTok application provides good knowledge and information.

V. DISCUSSION

It is certain by now that everyone has heard of TikTok, the fledgling short-form video application that has been around in 2016 but risen in popularity since the outbreak of COVID-19. It is developed around sectors held by devoted and passionate individuals who have discovered that TikTok is a fun and engaging method to keep in touch with each other and about the issues they care about. Based on the research conducted, we noticed that the TikTok application has the potential to raise awareness about

the current issue. For instance, TikTok can be used to avoid cyberbullying. Youth speak out against cyberbullying and attempt to change society's opinions of what is acceptable and what is not acceptable. TikTok youth users are using the potential power of weak relationships inside the social network to reach a larger audience, which has the potential to enhance youth empowerment. TikTok's socio-technical elements enable youth to network and cooperate by establishing the third space for them to negotiate and communicate their social ideals while deviating from dominant narratives about these values. Many youths are feeling increasingly empowered as a result of the platform that TikTok gives for them to express what they are passionate about. TikTok is a global community, where the users define the tone and thus create an environment in which others can feel free to write and express what is important to them. Overall, we agree TikTok would benefit by identifying, elevating, and otherwise promoting TikTok that help to establish a positive, tolerant, and respectable community so that users of all categories such as youth will feel supported.

VI. CONCLUSION

From the study, it can be concluded that TikTok is a lively, interactive, and enjoyable app that has gained a lot of attention in recent months especially among users of the age 16 to 23 years old. Mostly, college students are the ones who prefer to use TikTok. They use TikTok for a few different reasons including spending 4 hours on the application, gaining satisfaction or approval, watching mostly DIY content and updating status more than 4 times per day. The majority of the users are young, between the ages of 16 to 23 years old. The usage of TikTok brings a positive impact to the youth such as it helps them improve their creativity, make them famous as well as become a source of income. This study is vital so that in future they can enhance TikTok's functionality and youth experience. This platform often appeals to the user's tastes to an extreme, which often leads to the abuse of its functionality and the vulgarisation of the information. They can therefore play a huge role in behavioural change communication.

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Best Paper Nominee

The Impact of Social Media on Mental Health of Local University Students

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ABSTRACT

This study is carried out to analyze the impact of social media on mental health issues among students in four universities. The study also focused on the usage of social media and the effects of the factor of social media on mental health among students. Sixty university students participated in a survey that was carried out through online platforms. Most respondents choose WhatsApp as their most used social media and they use it for bountiful hours. The result showed that they feel anxious if they are unable to access social media and most of them agreed that they feel unease while using social media. In short, social media do impact on the mental health of youth and this is supported based by their experience in using social media and interacting with the contents available on them.

Keywords: Social media, mental health, youth

I INTRODUCTION

Enabling people to create, share and exchange knowledge, ideas, work experience, and other modes of expression through virtual communities and networks is known as social media. People are spending hours per day on social media, which has only recently become a part of their everyday routine (Karim et al., 2020). People nowadays are rather socialized through social media instead of socializing in the real world. Facebook, WhatsApp, Instagram, Snapchat, YouTube, Twitter, and more are examples of social media that people always use in their daily life. These modern-day platforms are rapidly expanding and serving as accessible hubs for entertainment and communication among younger generations (Solomons, 2020). Social media also helps people to get information much easier and much faster rather than buying newspapers. People will have nothing to do with their life without accessing the internet and social media because nowadays social media is one of their parts of daily life where they could spend hours on it. However, the usage of social media impacts social issues if they use social media in the wrong ways. The social issues that recently happened on human health especially among young people are mental health.

Our emotional, psychological and social well-being are all part of our mental well-being. It has an effect on the way we think, action and feel. It also influenced how we handle the tension, interact with others, and make decisions. Mental health has a lot of categories such as depression, anxiety, feeling lonely, being sad and not happy, and more. The usage of social media has its benefit and negative impact if they use social media on mental health in the wrong way. According to Karim et al. (2020), the usage of social media affects mental health by affecting how people perceive, manage and communicate through networks. Mental health also gives an impact on someone who is too addicted to social media and not being socialized with other people in the real world, such as they always want to be alone and don't want to interact with people.

This study focuses on the effect of social media on mental health among 4 universities in Malaysia. The objective of this study is to determine the most used social media among 4 university students in Malaysia. Furthermore, this study is conducted to identify the factors and effects of social media on mental health among 4 university students in Malaysia. This paper is coordinated as follows Section A conferred the respondent's demographic while Section B presented the usage of social media and for the last section which is Section C is the factors and effects of social media on mental health.

II LITERATURE REVIEW
A. **Youths and Mental Health**

The previous articles indicated that youths are more vulnerable to major mental health issues (Solomons,

2020; O'Reilly, 2020). Reporting on mental disease in children and women is more objective and fair than reporting on mental illness in adults and men (Ma, 2017). Some of the youths believed social media was helpful for their mental health and their use of social media should be unrestricted (O'Reilly, 2020).

B. **Social media**

For providing updates on health-related topics, social media is a significant and advanced source (Sadagheyani & Tatari, 2020). The youths often turn to social media and the internet for mental health information (O'Reilly et al., 2019). While according to Swarnam (2021), the majority of people use social media for entertainment. An article by Palyan (2019) indicated that the youths usually spend 1 to 5 hours a day on social media. They are the most active on Instagram. They share images on social media once a week and claim that views and comments on images are significant to them (Magner, 2018).

C. **Impacts on Mental Health**

Palyan (2019) found that more hours spent on social media was linked to a rise in depressive symptoms. People who spend most of their time online and doing image management on social networking sites were found to have signs of severe depression (Karim et al., 2020). Social media addiction and long-term use can minimize real-world social experiences as well as mental health functioning and well-being (Sadagheyani & Tatari, 2020). Swarnam (2021) identified that people who spend too much time on social media and sleep too late at night, which is detrimental to their mental health. Keles et al. (2020) reported that the time spent on social media, behaviours such as frequent searching for updates, personal investment, and addictive or problematic use were all identified as major risk factors for depression, anxiety, and psychological distress. A study by Solomons (2020) showed that internet stalking, texting, tension, exhaustion, isolation, loss of academic skills, cyberbullying, emotion suppression, and lack of focus affect the mental health of youths. While on the other hand, Swarnam (2021) pointed out that some people find that communicating with friends and family on social media helps them resolve sadness, irritation, or some other negative emotion.

III METHODOLOGY

This part describes the research strategy of this study consisting of data analysis, data collection method, and respondents.

A. **Respondents**

To further understand the relationship between social media and mental health, the views of direct respondents are helpful. To ensure population diversity, we recruited respondents through 4 well-known university students in Malaysia are Universiti Utara Malaysia, Universiti Malaysia Sabah, Universiti Malaysia Terengganu, and Universiti Teknologi MARA. 4 well-known universities in Malaysia are chosen as our respondents and our target respondents are 60 students. 15 students each from 4 universities are counted as our respondents for this research study.

B. **Survey**

The respondents from 4 well-known universities were given a structured questionnaire to fill out. The structured questionnaire that was generated using Google Form has been distributed through social media platforms such as WhatsApp and Facebook. The questions were divided into two groups that reflected the focus of the relationship between social media and mental health issues including the social media they use the most, and the factors and effects of social media on mental health. The questionnaire is divided into the following parts: 1) Demographics data (age, gender, education, and university), 2) The usage of social media, and 3) The factors and the effects of social media on mental health.

C. **Data Analysis**

The results of the data that are collected in Google Form were shown in pie charts as well as bar charts. To analyze the data we gathered, we calculated it using percentages and the number of respondents.

IV RESULTS & FINDINGS
A. **Respondents Demography**

The resulting study shows that 11.7% (N=7) are 18-21 years old from 60 respondents followed by 88.3% (N=53) are 22-25 years old meanwhile the rest of 26-28 and 29 above is no data recorded. Figure 1 shows the gender of the respondents. The result captured that from 60 respondents, 81.7% (N=49) are female respondents who are rolling the highest number of male respondents with only 18.3% (N=11).
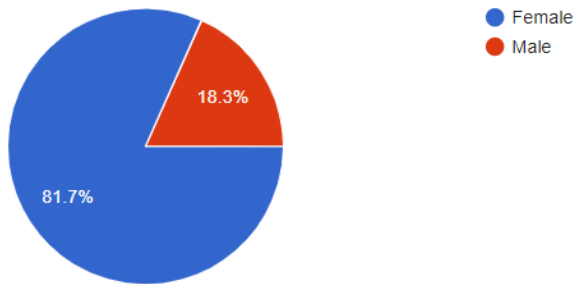
Figure 1: The gender of respondents

Figure 2 shows the education level of respondents. The results indicate that undergraduate students are the most dominant, capturing 91.7% (N=55). Meanwhile, 8.3% (N=5) are postgraduate students.
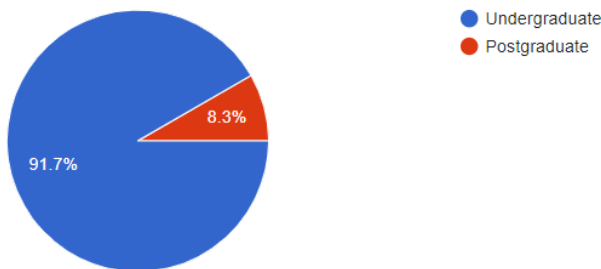
Figure 2: The education level of the respondents

Figure 3 shows the institution of each respondent. The result shows that 4 universities which respectively recorded 25% (N=15) students are from Universiti Utara Malaysia, Universiti Malaysia Sabah, Universiti Malaysia Terengganu, and Universiti Teknologi MARA.
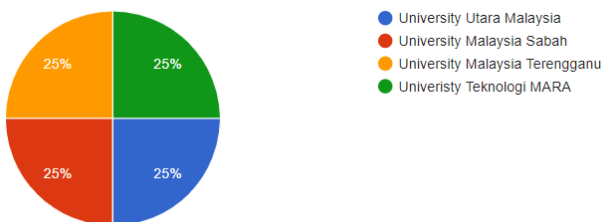
Figure 3: The institutions of respondents

B. Social Media

Table 1 lists the social media that are used the most. The result shows that from 60 respondents, Whatsapp has the highest percentage with 51.7% (N=31) followed by Instagram and Tik Tok which both respectively contributed 15% (N=9). Meanwhile,

Facebook, Youtube, and Twitter 10% (N=6), 5% (N=3), and 3.3% (N=2) sequentially.

Table 1: Most used social media by respondents

Soc media	Numbers (N)	Percentage (%)
Instagram	9	15
Facebook	6	10
WhatsApp	31	51.7
TikTok	9	15
YouTube	3	5
Twitter	2	3.3
Total	**60**	**100**

Table 2 figured the time spent on social media per day. The result shows the dominant 45% (N=27) respondents are using social media more than 7 hours per day followed by 20% (N=12) respondents for 3-4 hours per day. Meanwhile, 1-2 hours and 5-6 hours per day have shared the same percentage which is 16.7% (N=10). Lastly, the minor hour, less than 1 hour has contributed only 1.7% (N=1).

Table 2: The time spent on social media by respondents

Question	Numbers (N)	Percentage (%)
Less than 1 hours	1	1.7
1-2 hours	10	16.7
3-4 hours	12	20
5-6 hours	10	16.7
More than 7 hours	27	45
Total	**60**	**100**

Figure 4 depicts the frequency use of social media (Never to Always). The result shows that 78.3% (N=47) have chosen a scale of 5 followed by an 18.3% (N=11) scale of 4 and 3.3% (N=2). Meanwhile, scales 1 until 2 remain 0% (N=0) respondent.
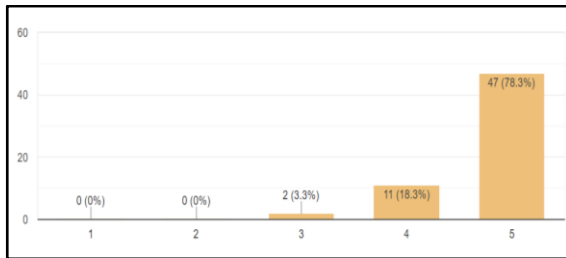
Figure 4: The often of social media use by respondents' scales

Table 3 figured how often respondents post on social media. The result shows that the highest number of respondents post on social media is once a month which is 33.3% (N=20) while the least are every week and rarely share the same numbers which are 15% (N=9) respondents. Meanwhile, more than once a day and once a day posts on social media by respondents 20% (N=12) and 16.7% (N=10) respectively.

Table 3: How often respondents post on social media

Question	Numbers (N)	Percentage (%)
Once a day	10	16.7
More than once a day	12	20
Once a month	20	33.3
Every week	9	15
Rarely	9	15
Total	**60**	**100**

Table 4 figured the purpose of using social media by the 60 respondents. The result shows N=53 out of 60 respondents with 88.3% most agreed that social media is used for information while only 1.7% N=1 respondent agreed to say that social media is for education. social communication contributes second highest after Information with 81.67% (N=49) of respondents. Meanwhile for news and just for fun are 70% (N=42) and 66.7% (N=40) respectively.

Table 4: The purpose of using social media by respondents

Question	Number (N)	Percentage (%)
Social Communication	49	81.67
Information	53	88.3
News	42	70

Education	1	1.7
Just for fun	40	66.7
Total	**185**	**308.37**

C. **Mental Health**

Table 5 shows the type of social issues that respondents have experienced on social media. The result indicates 49 out of 60 respondents have experienced spreading false rumours which are 81.7% (N=49) on social media. Meanwhile, cyberbullying and body-shaming are shared the same numbers which are 30% (N=18) experienced on social media. The second least and the lowest of experiences are recorded by online harassment and none with both of them individually 28% (N=17) and 6.8% (N=4).

Table 5: The type of social media issues experienced on social media by respondents

Question	Numbers (N)	Percentage (%)
Cyberbullying	18	30
Spreading false rumors	49	81.7
Online harassment	17	28
Body shaming	18	30
None	4	6.8
Total	**106**	**176.5**

Table 6 shows the mean (M) and standard deviation (SD) for the feeling while using social media by the respondents. The majority of respondents strongly agree that they feel suicidal ideation making the values (M=12, SD=11.380) the highest followed by the anxiety feeling (M=12, SD=6.595) as the lowest among all. Furthermore, while using social media, respondent also feels respectively unhappy, depressed, and left out or excluded which is (M=12, SD=8.888), (M=12, SD=8.746), and (M=12, SD=7.874) as individually recorded.

Table 6: The feeling while using social media by respondents

Question	Mean (M)	Standard Deviation (SD)
Left out or excluded	12	7.874

Depressed	12	8.746
Unhappy	12	8.888
Anxiety	12	6.595
Suicidal Ideation	12	11.380

Figure 4 shows the effect social media has on mental health opinion by respondents. The results indicate from 60 respondents 28% (N=28) are neutral. Meanwhile, 41.7% (N=25) are positive and 11% (N=7) are negative.
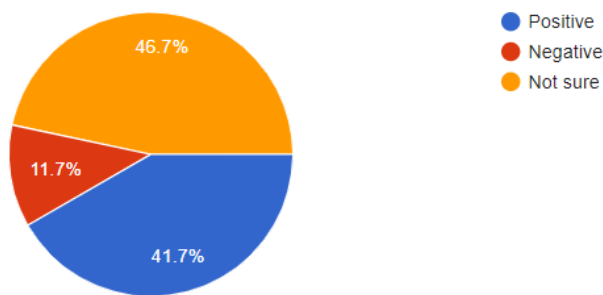
Figure 4: Effect of social media on mental health opinion by respondents

Table 7 shows the feeling of opinion when unable to access social media by the respondents. The results indicate anxiety as the highest response with 33.3% (N=20) and the least number are scared, which is only 3.3% (N=2) of respondents. The second higher opinion was hit by the panicked opinion which is 30% (N=18) of respondents while neutral and angry opinions are recorded as 22% (N=13) and 11.7% (N=7) respectively.

Table 7: The feeling opinion when unable to access social media by respondents

Question	Numbers (N)	Percentage (%)
Angry	7	11.7
Panicked	18	30
Scared	2	3.3
Anxious	20	33.3
Neutral	13	22
Total	**60**	**100**

Table 8 shows the usual feeling after using social media by respondents. The result shows most of the respondents are feeling happy with a percentage of 66.7% (N=40) while feeling depressed and All Above are respectively sharing the same numbers which are 1.7% (N=1). Angry and anxiety also shared the same digits with 3.3% (N=2) of respondents. Lastly, neutral feelings and feeling lonely and sad are approximately 15.3% (N=9) and 8.3% (N=5) of respondents.

Table 8: The usual feeling after using social media by respondents

Question	Numbers (N)	Percentage (%)
Happy	40	66.7
Angry	2	3.3
Depressed	1	1.7
Anxiety	2	3.3
Lonely & Sad	5	8.3
Neutral	9	15.3
All Above	1	1.7
Total	**60**	**100**

V   DISCUSSIONS

The purpose of this research was to determine which is the most used social media as well as the factors and effects of social media on mental health among university students in Malaysia. The increase of technology development in this era is close to the increase of media social users. In this research finding, 45% of youths among the university spend their time on social media like Facebook, WhatsApp, Instagram, Twitter, and so on. A lot of people among the younger people have an account on several different social media platforms such as Facebook, Instagram, Twitter, and so on and there are more than 2.4 billion active Facebook and other social media users worldwide (Sadagheyani & Tatari, 2020). Then, the youths spend more than 7 hours per day (45%) on social media, especially WhatsApp (51.7%), followed by Facebook and Instagram (15%).

A recent study has found that excessive time spent on social media leads to depression because there is an association between time spent on social media and the number of social networking sites (Deepa & Priya, 2020). These data show that the youths use these social

media to get information (88.3%) and for social communication (81.67%), and youth have faced the spreading of false rumours (81.7%), cyberbullying, and body shaming (30%) issues in social media. Cyberbullying can have an immense negative impact through users taking cyberbullying so far that the victims commit suicide (Koehler & Parrell, 2020). However, these data in the findings show that the youth strongly agree that social media give them a suicidal idea when they faced issues such as body harassment, online harassment, cyberbullying, and so on but they will feel anxious (33.3%) and panicked (30%) when them cannot access social media for a day.

This anxiety for sure can have negative effects on youth people's lives, and that feeling can lead them to leave the house, not attending and focus on class, academic and job failure, which can intensify depression and anxiety (Sadagheyani & Tatari, 2020). As a result, social media has given a positive and negative impact on youth people, especially students. For example, they can use social media to get news, communicate with friends and family. However, social media also has a negative impact such as the spread of false rumours, cyberbullying, body shaming, and so on. These issues can affect the youth's mental health especially students when they take seriously what people spread on social media and these issues are about them.

VI CONCLUSION

To sum up, this study exposed that social media has its factors and effects on mental health among young people especially students. Based on the findings, we found that spreading false rumours is most factors they had been experienced that make mental health issues among university students. Then, we observed social media has negative impacts on social media among 4 university students in Malaysia.

Social media is the main platform to get information nowadays instead of reading books or papers because youth are more attracted to the ways social media deliver information. Most respondents feel anxious when they can't access social media. They also feel anxiety while using social media. This study has several limitations, such as the fact that it was conducted on a highly homogenous sample that may not be generalized to a wider group of university students. University students who do not utilize any kind of social media may be excluded from the study, posing a risk to the sample's representativeness.

Furthermore, the risk of mental diseases varies between university students and their non-university counterparts. Future study should look into a larger sample of university students. Internal validity concerns in this study might be addressed with a larger sample size and a more robust data processing procedure. Future research should also adopt social media use measure to better capture the intricacies of how and why university students use social media, and how often they use social media.

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Best paper Nominee

Cyberbullying on Social Media and Its Impacts on Youth

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ABSTRACT

This study aims to analyze cyberbullying on social media and its impacts on youth to identify the elements that impact their mental and physical performance. 43 respondents among youth participated in this study through the online survey and it has yielded some interesting results. The majority of the respondents know what cyberbullying is and are not involved in it. Overall, the study concludes that cyberbullying harms the psychology of youth, resulting in poor emotional disturbance, academic achievement, and relational gaps.

Keywords: Social media, cyberbullying, youth

I. INTRODUCTION

The growth of information and communication technology, such as the increased availability of internet access, has benefited both youth and adults. They can obtain information with a single click from their cell phones, tablets, or laptops. There are many advantages as well as disadvantages to the use of the Internet. Information on current issues is obtained within minutes and updated frequently compared to obtained information the next day from printed newspapers. Besides that, users can follow issues that are trending in real-time; however, they must exercise discretion on the types of information to be accepted and rejected, respectively. Rumours travel quicker with the emergence of the internet, and readers are ready to make nasty remarks online without carefully reading the article or relying just on hearsay. As a result, both the users and the victim may suffer from physical and emotional health issues.

Cyberbullying is one of the serious issues on media social that must be addressed among youngsters. Cyberbullying can be defined as repeated acts of aggressive behaviour by a group or individual over time through the use of electronic devices (Rashid et al., 2017). The internet and social media nowadays are viewed as avenues to hurl negative comments without taking accountability.

Cyberbullying is related to negative outcomes. The study by (Abaido, 2020) revealed that cyberbullying and online harassment are problems for social media users, especially young people. Cyberbullying is the act of harassing people on social media or any other online medium by sending or posting untoward messages, usually anonymously or intentionally by a person or in a group using digital devices such as smartphones, tablets and computers (Abaido, 2020).

Cyberbullying can also occur through text messages, although most users are more active online on social media using their profiles or false profiles made on Facebook, Instagram, Snapchat, and Twitter to harass or disgrace others. This is due to the ease with which social media platforms such as Facebook, Instagram, Twitter, and others are accessible to everyone, particularly young people. From a previous study (Cohen-Almagor, 2018), more youths experienced cyberbullying on social media like Instagram than at other platforms at 42% with Facebook at 37 per cent. The majority of teens have experienced some form of cyberbullying.

Youth are an important population to focus on the issue of cyberbullying because this period is a unique time for identity formation choices that can be stressful for them. Therefore, the purpose of this research is to study the impact of cyberbullying on social media among youth. Specifically, the objectives of the research are

a) To identify the social media issues related to cyberbullying
b) To investigate the effects of cyberbullying, and
c) To evaluate the reasons youth are involved in cyberbullying.

II. LITERATURE REVIEW

Cyberbullying is described as "an aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly and overtime against a victim who cannot easily defend him or herself" (Smith et al., 2008, p. 376). Similar essence was also given by Tokunaga who described

cyberbullying as "any behaviour performed through electronic media by individuals or groups of individuals that repeatedly communicates hostile or aggressive messages intended to inflict harm or discomfort on others," (2010, p. 278).

For decades, teenagers have bullied one another. The most recent generation, on the other hand, is capable of make use of technology to broaden their scope and the magnitude of their wrongdoing. We're talking about instances where teenagers use technology to stalk, intimidate, humiliate or otherwise bother their peers. For example, they may send hurtful texts to others or spread rumours utilizing a mobile or tablet.

As reported in the Microsoft Global Youth Online Behaviour Survey, Malaysia is among the highest among 24 countries studied on cyberbullying ("Eight out of 10 children", 2012). Moreover, in a report retrieved from Shuib (2014), Malaysia Computer Emergency Response Team (MyCERT, n.d.) has received a total of 1,328 cases of cyber harassment from 2012 to 2014, and it does not include unreported cases.

Another study on Malaysian adolescents (age 12 to 18 years old) by Abu Bakar et al. (2013) found victims of cyberbullying to often be inseparable from their communication channels, such as mobile phones or Facebook. Comments, replies, and "likes" are seen as a motivation or stimulus. Furthermore, the study also found that cyberbullying experience often continue with physical harassment and the victims are reluctant to notify the adults due to fear of being scolded or that the adults might not comprehend what cyberbullying is all about.

III. METHOD

A total of 43 respondents of adolescents of public and universities had voluntarily participated in the current research. Of the total respondents, 17 respondents were male (39.5%) and 26 respondents were female (60.4%). The sample was composed of 15 respondents spending 1-2 hours in social media (34.9%), 3-4 hours of spending in social media which is (27.9%) while 5-6 hours (16.3%), and more than 6 hours is (20.9%).

The questionnaire has two parts. The questionnaire was used for data collection. The first part was concerning the demographic data of the respondents. Meanwhile, the second part was designed to measure different variables related to cyberbullying, which are types of cyberbullying, factors of cyberbullying, and effects of cyberbullying.

The multiple-choice and liner scale were used in the questionnaire. The respondents were required to tick at the box if he/she chose or agreed with the statement. This research has been conducted in a quantitative methodology which is a questionnaire. The questionnaire is used to gather the data. The question we have distributed among adolescents who often use social media. These are the stages that researchers use in conducting studies about social media issues and the impact of cyberbullying among youth.
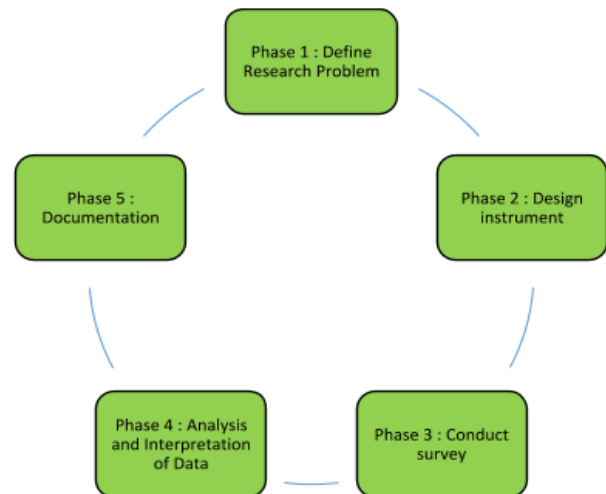
Figure 1. Research stage on the studies

Figure 1 represents the process of methodology in gathering information about social media issues and their impact against cyberbully among youth. In phase 1, our researchers had defined the main problem, objectives, and research questions of this study. Furthermore, we had read the literature review to gather more information about our research. We had reviewed 10 articles to get information about types of cyberbullying, factors of cyberbullying, and effects of cyberbullying. By doing the literature review, we got information about cyberbullying on social media

In phase 2, our researchers have made a survey and conveyed it to a group of understudies in our class. Our survey was looked at by our course lecturer. Then we did a pilot test. By conveying the survey, we have collected information based on objectives 1, 2, and 3. In phase 3, our researchers have made Google forms based on surveys that had been prepared earlier. We distributed our google form to UUM students who are from random courses through social media. At the end of the survey, we got 43 respondents' feedback about our research. The questions of the surveys have been formed to achieve the investigation objectives, which

are to know the level of understanding of cyberbullying among youth.

In the phase of analysis and interpretation of data, our researchers transferred the raw data from the instrument. The researchers used Microsoft Excel to assess the results. After that, our researchers also analyzed the data to create bar and pie charts. We used the collected data to answer all the research questions. The data were then classified according to the respondents' needs and the researcher summarized all the data in more detail.

IV   DATA ANALYSIS
A. Demographic

Table 1 shows the total number of respondents that participated; 43 respondents. The gender of respondent's female is (60.4%) more than male which is (39.5%) respondents. 1-2 hours of spending on social media shows (34.9%), while 3-4 hours is (27.9%). While (16.3%) is 5-6 hours and followed by (20.9%) for spending more than 6 hours.

Table 1. Shows a demographic table

Measure	Objects	Percentages (%)	Frequency
Gender	Male	39.5	17
	Female	60.4	26
Age	18-20	9.3	4
	21-23	68.1	28
	24-26	20.9	9
	>27	4.7	2
Time of spending	1-2	34.9	15
	3-4	27.9	12
	5-6	16.3	7
	>6	20.9	9

N = 43

B. Types of Cyberbully

The types of cyberbully that are commonly known to the respondents are harassment which goes by 90.2% based on Figure 2. The results are then followed by cyberstalking and trolling which are 68.3% and 58.5% respectively. The data indicate that these three are a higher outcome than other types such as exclusion, doxing, trickery, frapping, masquerading, dissing, and flaming. Meanwhile, other results of the research in types of cyberbullying are exclusion (9.8%), trickery (17.1%), dissing (26.8%), and flaming (31.7%). Moreover, the percentage of doxing, fraping, and masquerading are

between 2% - 8% that is somehow lower than seven others. Although the percentages are lower compared to harassment, cyberstalking, and trolling, we should not avoid the fact that it has happened in real life where some of the respondents had experienced the events.
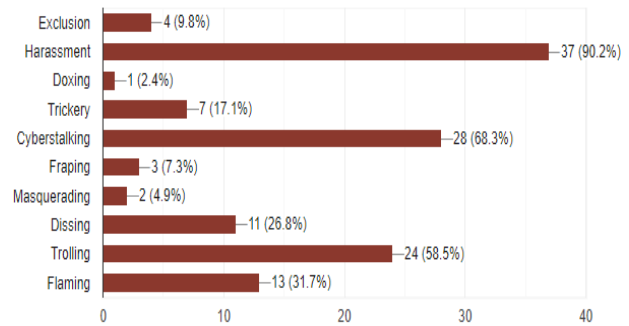
Figure 2. Types of Cyberbully

C.   Factors of Cyberbullying

Based on Figure 3, overall, 67.4% of the respondents who responded to the survey reported choosing "Tell someone close to you" after being cyberbully meanwhile 46.5% of respondents choose to "report". The results are then followed by "Stay silent" which is 44.2%. Meanwhile, other results of action of cyberbullying victims are, "Send offensive messages" 18.6% and "Scold them back" 2.3%. The percentage of "Send offensive messages" and "Scold them back" is between 2% - 18.6% that is somehow lower than the three others. Although the percentages are lower compared to "Report"," Stay silent" and "Tell someone close to you" we should be concerned that it has happened in real life in which some of the respondents had experienced the events.
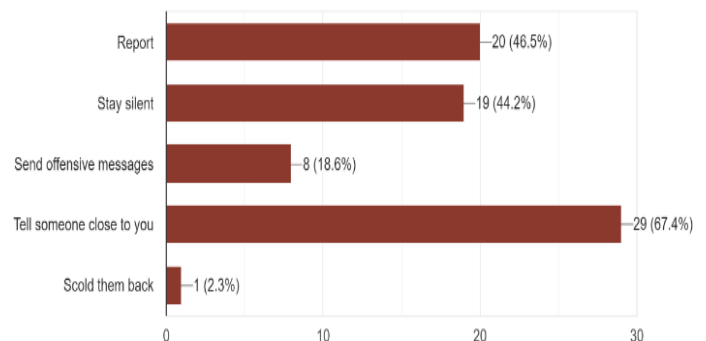
Figure 3. Action of Cyberbully Victim
1-Strongly agree 2-Agree 3-Partial Agree 4-Disagree 5-Strongly disagree
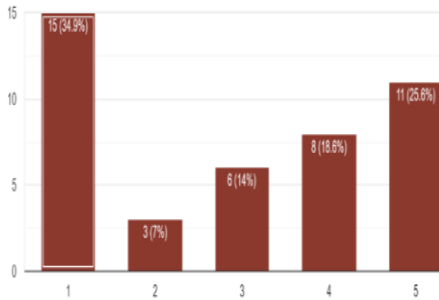
**Figure 4. "Is Lack of Education Is One Factor of Cyberbullying?"**

Referring to Figure 4, overall, 34.9% of the respondents who responded to the survey reported choosing "Strongly agree" that lack of education is one factor of cyberbullying while 25.6% of respondents choose to "Strongly disagree". The results are then followed by "Disagree" 18.6%, "Partial agree" 14%, and "Agree" 7%. The data that have been present in Figure 3.2 indicated that lack of education is one factor of cyberbullying. This result should not be taken lightly with taking an action by spreading awareness of how bad cyberbullying is.

D.   **Effects of Cyberbullying**

Overall, 72.5% of the victims who responded to the survey reported having anxiety and depression after being cyberbullied while 52.5% shown having experienced alone and isolation. This high rate of distress feeling amongst respondents may be due to negative beliefs that victims hold about themselves and their life that had been triggered because of the bullying. 47.5% of them feel exposed and humiliated after being bullied where suicidal and disinterested in life are both 30% respectively. The data that have been presented in Figure 5 indicates that these emotions felt by the victims are not to be taken lightly and they should be consulted on how to deal with the cyberbully to avoid bad things from happening to them.
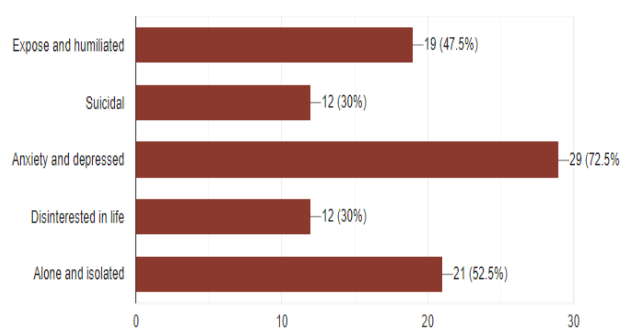
Figure 5. Distresses Feeling of Cyberbully
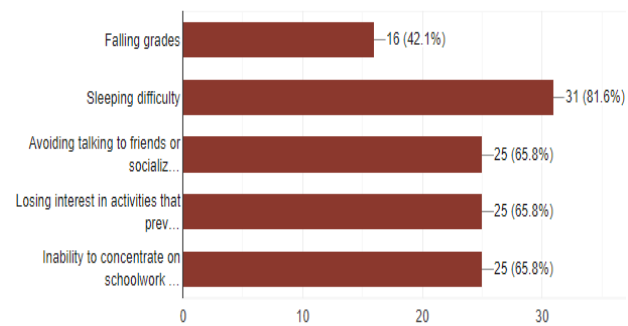
Figure 6. Cyberbully Effects

According to the current findings (Figure 6), 81.6% of the victims were having sleeping difficulty as the effect of being cyberbullied. The same number of percentages were found in the different groups which are avoiding talking to friends or socializing, losing interest in activities that previously give them joy, and inability to concentrate on schoolwork or homework whereby all of it is 65.8% respectively. Another outcome of the research is falling grades which is 42.1%. The consequences of these effects will likely lead to bigger problems such as damaging their self-esteem, emotional well-being, and academic achievement if they were not being treated.

V   DISCUSSION

In this study, we discovered that the majority of respondents are female with a percentage of 60.4% between male respondents 39.5%. The highest age we collected were the 21 to 23 years old with the percentage 68.1% compared to the 18 to 20 and 24-26 years old. The ages that we put for respondent choices are 18-20, 21-23, 24-26 and 27 above. Compared to the similar research, the highest ages recorded in their study were 21 years old only with the number of respondents 127 and the percentage around 32%. (Rashid et al., 2017). According to the results, 34.1% of youths spend one to two hours every day on social media. (Jan et al., 2017) found that their self-esteem declined as their use of social media increased.

When respondents were asked about the action of cyberbullying overall, 67.4% of the respondents who responded to the survey reported choosing "Tell someone close to you" after being cyberbullied. They choose to be that way maybe because they are too scared to tell others. Compared to the past research, a significant finding concerns the confidence of bullying victims. Two-thirds of the sample (60.5%) would prefer to confide in a friend about cyberbullying

incidents rather than telling a family member. This result is extremely crucial as friends and peers have a strong influence on youth's emotional, behavioural, and affective development and can help reduce the anxiety levels associated with cyberbullying (Abaido, 2020).

This study show 72.5% of victims reported having anxiety and depression after being cyber-bullied. This is because cyberbullying commonly affect mental health and depression is caused by stress. In a similar study by (Batool et al., 2017), negative messages and threats delivered via social networking sites cause depression among young people compared to individuals who have never experienced cyberbullying. They demonstrated that youth with depression are more vulnerable to emotional stress than their peers.

Furthermore, 81.6% of respondents were having sleeping difficulty as the effect of being cyberbullied. Another outcome of the research is falling grades which is 42.1%. Young people who are cyberbullied may also respond to their physical effect and emotions by sleep problems or insomnia. In a similar study by (Cassidy et al., 2017), depression, worry, stress, insomnia, stomach problems, weight loss, and even suicidal thoughts were noted by both students and educators. Their experiences as victims of cyberbullying had an impact on both their professional and personal life. Students also indicated that it had an impact on their grades and relationships as well.

VI. CONCLUSION

There were types of research about cyberbullying in the past at a different scope of each research. Based on our research title, we reviewed research about social media issues and the impact of cyberbullying among youth. According to our research, youth are alert to cyberbullying and also know what type of cyberbullying. Furthermore, the majority know what cyberbullying is, even though they are addicted to social media.

Effects of cyberbullying and our research scope that consist of cyberbullying in social media are discussed. Next, the discussion on the method used for studying cyberbullying among youth is included. This research will open people's eyes to be more aware of cyberbullying in our social media so the cases that are related to cyberbullying especially among youth will be decreased.

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Best Paper Nominee

The Connection between Violent Video Games and Youth Aggression in Malaysia

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ABSTRACT

This study is conducted to investigate the connection between violent video games causing aggression among youth at public universities in Malaysia. The data collection methods used in this study are online surveys using Google form and the distribution of this survey via social media platforms such as WhatsApp and Facebook. The respondents consisted of 50 students from three public universities. This survey consisted of 15 questions including demographic questions. Result: Most of the respondents (n= 40) play games that include strong language, blood, and gore, violence, or other inappropriate content while 10 of the respondents did not play it. *Conclusion:* Media and games violence are intended to be one of the causes of aggression among youth and the survey concludes that youth like students love to play violent video games.

Keywords: play games, violent, video game, aggression, youth.

I. INTRODUCTION

A. **Research Background**

Violent Video Game

Violence is defined as any use of physical force or is intended to cause harm. Violence may cause physical, psychological, or both types of damage. Aggression, also known as violent conduct, is distinct from aggression because it can be physical, verbal, or passive (Jacquin, 2020). Video games are examples of electronic games that involve direct interaction with a user interface through a joystick, keyboard, and others that are related and visual that were displayed through desktop screen or TV. It is a sort of entertainment source for youth, even adults too to fulfil their leisure time. Towards the video game industry booming, such e-sport keeps attracting the interest of youth in the society. However, the improper influence of video games that involve violence is known as a video game that is associated with killing, dismembering, or imagery of human beings sexually assaulting (Anderson, n.d.). Most video game players prefer violent video games because they are claimed to have more excitement than non-violent video games (Zendle, 2018). This research would therefore investigate the effect of media and game violence among youth thus predicting youth aggression.

Aggression

Aggression is known as a behaviour that can cause harm to physical and psychological. It may happen either directly or indirectly. Aggression is a form of social contact that is either overt or indirect and sometimes harmful, intending to cause injury or damage to another person. It can happen in response to something or response to no provocation at all. Human aggression can be affected by a lot of factors, ranging from anger over requirement expectations to feeling disrespect (DeBono et al., 2014). Aggression can be caused by numerous triggers. For example, frustration from the goal they cannot achieve. Aggression may be an automatic response driven by hard-wired self-protection mechanisms like fight or flight or involve a script for aggressive behaviour that is so commonly enacted that the response is no longer thought-through (Anderson & Waburton, 2013).

B. **Problem statement**

The term 'violence' interchangeably with the term 'aggression.' Treating these as synonymous creates miscommunications and confusion among researchers, public policy-makers, and the general public. Among most social psychologists, violence is a subtype of aggression. More precisely, 'violence' is aggression that is intended to cause harm extreme enough to require medical attention or to cause death. (Anderson & Waburton, 2013). The American Psychological Association (APA) considers violent

video games a risk factor for aggression. In 2017, the APA Task Force on Violent Media concluded that violent video game exposure was linked to increased aggressive behaviours, thoughts, and emotions, as well as decreased empathy. However, it is not clear whether violent video game exposure was linked to criminality or delinquency. World Health Organization (WHO) defined in the 11th Revision of the International Classification of Diseases (ICD-11) as a pattern of gaming behaviour ("digital-gaming" or "video-gaming") characterized by impaired control over gaming, increasing priority given to gaming over other activities to the extent that gaming takes precedence over other interests and daily activities, and continuation or escalation of gaming despite the occurrence of negative consequences (Addictive Behaviors: Gaming Disorder, 2018). The awareness about violent video games and aggression needs to be continuous to alert society on how they should handle it very well. The more these concerns are discussed with the public, especially youth, our society will be more educated and understand these matters.

The negative effects of playing video games have become a topic of debate among various mental health organizations and schools of thought. According to (Robert, 2007), playing these games can harm a person's behaviour. Then there's the possibility that there's a connection between playing violent video games and aggressive behaviour. Violent video games can also desensitize people to seeing aggressive behaviour and decrease prosocial behaviours such as helping another person and feeling empathy (the ability to understand others). The longer that individuals are exposed to violent video games, the more likely they are to have aggressive behaviours, thoughts, and feelings.

C. **Research Scope**

This study scope targets 50 respondents, consisting of male and female students from several public universities which will be filled in the questionnaire that will be distributed using social media randomly within a week. After receiving the data from respondents, the data analysis phase will be conducted. The survey consists of a descriptive statistical method to achieve the objective of the analysis of obtaining violent video games that cause aggression among public university students. The discovery of playing video games is interesting to play for youth. This study is also able to verify the use of video games leads to aggressive behaviour.

II. METHODOLOGY
A. **Study Design**

The information is needed to collect meaningful data for the study, as well as selecting an appropriate location based on the study's goals. As a result, the research was carried out at three Public Universities (PU) in Peninsular Malaysia: PU 1, PU 2, and PU 3. PU 1 was founded on February 16, 1984, and is headquartered in Sintok, Kedah. In the QS World University Rankings 2020 (UUM, 2020), PU 1 is classed as a management university and is ranked in the 591-600 range. The main campus is in Sintok and PU 1 on Jalan Raja Muda Abdul Aziz are the second campuses of PU 1. PU 2 was established as a Malaysian public research university on June 1, 1969. The main campus is on Penang Island, Kelantan Health Campus, and Nibong Tebal Engineering Campus are the third campus (USM, n.d). PU 3 is a public university in Shah Alam, Malaysia that only accepts Bumiputera students. PU 3 began as RIDA's Training Center under the Rural & Industrial Development Authority. The institution is made up of one main campus and 34 state campuses (UiTM, n.d). When completed at these universities, this study focuses on violent video games that cause aggression among youth certainly be appropriate if conducted at these universities. This is because the university is home to many young people that are full of new ideas, brave, and energetic.

B. **Data Gathering Technique**

The research instruments utilized in this study were online surveys created with Google Form. By reducing geographic ranges, polls allow the analyst to reach out to a large number of participants in a short amount of time. This platform's recommendation is to share the questionnaire via social media channels such as Whatsapp (WA), Telegram, Facebook, and other social media platforms by providing a link. The respondents are students in various stages of their academic careers, including foundation, undergraduate, and postgraduate courses. Based on the social media blitz, a random list of respondents will be chosen. The survey will be distributed to selected students to explain the "how" and "what" connection between violent video games that cause aggression among youth at public universities in Malaysia.

C. **Sampling, Data Collection & Analysis**

In determining the selection of respondents to represent the population of the study, we have used

simple random sampling. The distribution of the survey was conducted from 19 May 2021 until 21 May 2021. This survey was distributed randomly on two types of social media platforms which were Facebook and WA The method that was used to distribute the questionnaire by messaging personal, in groups WA and updating the status. A total of 50 questionnaires consisting of three sections were managed to be collected. The data was collected and analyzed using Microsoft Excel software and the analysis was based on the objectives of this study. Hence, the descriptive analysis was carried out successfully by analyzing the data.

III. RESULTS & DISCUSSIONS
A. Demographic Respondents

Table 1 shows the gender distribution of the respondents. The result of the study shows that, from 50 respondents, 48% (R=24) of respondents are female and 52% (R=26) are male respondents.

Table 1: The gender of the respondents

Gender	Percentage (%)	Respondent (R)
Female	48	24
Male	52	26

Table 2 indicates the race of the respondents. The results show that 86% (R=43) are Malay respondents, 8% (R=4) are from Indian respondents, and 6% (R=3) are from Chinese respondents.

Table 2: The race of respondents

Race	Percentage (%)	Respondent (R)
Malay	86	43
Chinese	6	3
Indian	8	4

Table 3 shows the age distribution of the respondents. The results of the study indicate that from 50 respondents, the majority 84% (R=42) is 22-25 years old, and 12% (R=6) are 18-21 years old, meanwhile 2% (R=1) are respondents from 26-30 years old and 38 years old.

Table 3: The age of the respondents

Age	Percentage (%)	Respondent (R)
18-21 years	12	6
22-25 years	84	42
26-30 years	2	1
38 years	2	1

Table 4 shows the university distribution of the respondents. The result of the study indicates that, from 50 respondents, the majority of UUM students are 68% (R=34), and for the students, UiTM and USM equally which 16% (R=8).

Table 4: The university distribution of the respondents

University	Percentage (%)	Respondent (R)
Universiti Utara Malaysia (UUM)	68	34
Universiti Sains Malaysia(USM)	16	8
Universiti Teknologi Mara(UiTM)	16	8

Table 5 shows the level of the degree distribution of the respondents. The results of the study indicate that, from 50 respondents, 74% (R=37) are Undergraduates students and 26% (R=13) are Postgraduates students.

Table 5: The level distribution of the respondents

Level of Degree	Percentage (%)	Respondent (R)
Undergraduates	74	37
Postgraduate	26	13

B. Playing Factor

Table 6 shows the factors in youth playing video games. The result of the study indicates that, from 50 students, 80% (R=40) selected "YES" and 20% (R=10) were selected "NO" that they play games that include strong language, blood, and gore, violence, or other inappropriate content. Then, 38% (R=19) are students who spend the leisure time that make them interested in playing video games, 24% (R=12) are for release stress, 26% (R=13) are for boredness, and 12% (R=6) for hobbies. Next for how many hours do they spend playing video games that 44% (R=22) are 1-2

hours per day, respectively 36% (R=18) are 3-4 hours per day, 18% (R=9) are 5-6 hours per day, and 2% (R=1) are not at all.

Table 6: What is the factor in youth playing video games?

Do you play games that include strong language, blood, and gore, violence, or other inappropriate content?	Percentage (%)	Respondent (R)
Yes	80	40
No	20	10
What makes you interested in playing Video games?		
Spend leisure time	38	19
Release stress	24	12
Boredness	26	13
Hobby	12	6
How many hours do you spend playing video games per day?		
1-2 hours	44	22
3-4 hours	36	18
5-6 hours	18	9
Not at all	2	1

C. Causal Effect of Violent Video Games on Youth Aggression

Table 7 shows that violent games can cause aggression among youth. The result of the study indicates that from 50 respondents, the majority 90% (R=45) that choose "YES" have ever played a violent video game and 10% (R=5) that choose "NO". Next, those that have ever played violent video games can choose more than one, which 82% (R=4) for shooter games, 54% (R=27) for fighting games, and 52% (R=26) for survival games. Then, the favourite violent video game that played, which was the majority 86% (R=43) for PUBG, respectively 36% (R=18) Mobile Legend and 36% (R=18) Among US. For, Mortal Kombat is 20% (R=10), Dead by Daylight and God of War are the same 14% (R=7), Friday the 13th are 12%

(R=6), Tekken Mobile is 8% (R=4), Warhead is 4% (R=2), meanwhile Doom and other are same 6% (R=3). In addition, 68% (R=34) agree that video games can cause aggressive behaviour, 14% (R=7) choose that video game did not cause aggressive behaviour meanwhile 18% (R=9) are not sure.

Table 7: Video Game Violence vs Youth Aggression

Have you ever played any type of violent video games?	Percentage (%)	Respondent (R)
Yes	90	45
No	10	5
If you play violent video games, what kind of video games do you play? Can choose more than one		
Shooter game	82	41
Fighting game	54	27
Survival game	52	26
Which favorite violent video do you play? Can choose more than one.		
PUBG	86	43
Resident Evil	20	10
Mobile Legend	34	17
The Surge	10	5
Mortal Kombat	20	10
Dead by Daylight	14	7
Among Us	36	18
God of War	14	7
Doom	6	3
Friday the 13th	12	6
Tekken Mobile	8	4
Warhead	4	2
Other	6	3

Do you think violent video games contribute to aggressive behaviour in youth?		
Yes, video games can cause aggressive behaviour.	68	34
Video games don't cause aggressive behaviour.	14	7
Not Sure	18	9

Table 8 show the mean (M) and standard deviation (SD) for the why the respondents find violent video game interesting to play that indicates 50 respondents. The majority of respondent strongly disagree that they did not play a violent video game because did not have time which (M=10, SD=7.55) that the highest followed by it is fun to do illegal things without facing any consequences with (M=10, SD=4.47) as the lowest among all. Furthermore, respectively the interest to play the violent video game it to release the pressure from having a bad day at the class which (M=10, SD=7.52), and violent video game that simulates real-world fights which (M=10, SD=5.79).

Table 8: Why do you find violent video games interesting to play?

Why do you find violent video games interesting to play?	Mean (M)	Standard Deviation (SD)
To release the pressure from having a bad day in class	10	7.52
It is fun to do illegal things without facing any consequences	10	4.47
Violent video games that simulate real-world fights.	10	5.79
I don't play violent video games because I haven't got the time	10	7.55

Table 9 shows how does the respondent react to a terrible situation in a game that the mean (M) and standard deviation (SD) for the respondent that did not play a violent video game because of no time with the highest mean and standard deviation values of (M=10, SD=7.81). Next, they react to terrible get easily to sort of frustrated (M=10, SD= 6.89) while (M=10, SD=6.60) to get sort of frustrated. Lastly, the respondent strongly disagrees that get quite angry but cool off soon (M=10, SD=6.36).

Table 9: How do you react to a terrible situation in a game?

How do you react to a terrible situation in a game?	Mean (M)	Standard Deviation (SD)
I usually keep my cool	10	6.60
I get sort of frustrated	10	6.89
I get quite angry but cool off soon	10	6.36
I don't play violent video games because I haven't got the time	10	7.81

Table 10 shows the result for "do you think through the passage of time and the development of video games can affect the life patterns of players" question which indicates from 50 respondents. The majority are 42% (R=21) who agree and natural, strongly disagree and disagree are 2% (R=1, meanwhile 12% (R=6) strongly agree.

Table 10: Do you think through the passage of time and the development of video games can affect the life patterns of players

Strongly Disagree	Disagree	Natural	Agree	Strongly Agree
2% (1)	2% (1)	4% (21)	42% (21)	12% (6)

IV. DISCUSSION

A total of 50 respondents answered the online questionnaires that have been distributed through social media. In this study, the highest number of respondents were male compared to female. The race almost came from Malay, followed by Indian and Chinese respondents. The majority of the age of the respondent is 22-25 years old and they are respondents from public universities in Malaysia. The result from

this study also indicates from undergraduate respondents and with several postgraduate respondents.

Furthermore, from this study, the results prove that respondents played games that include strong language, blood, and gore, violence, or other inappropriate content. Then, the respondent that was interested in playing video games is that because they want to spend their leisure time. Meanwhile, mostly the respondents more spend playing video games 1-2 hours per day WHICH 44% (R=22). According to (Maraire & Chethiyar, 2019), the maximum amount of time spent playing violent video games per week is 15 hours, and the minimum amount of time spent playing violent video games is 1 hour. Then, the majority of the respondents have been playing any type of violent video game. The kind of violent video game that mostly the respondent plays is a shooter game. From the study, the result is the most favourite violent video game that respondents play which is PUBG, Mobile Legend, and Among Us.

In addition, according to Maraire and Chethiyar, (2019), from the average level of aggression by emerging adults the verbal abuse is the highest in emerging adults. The study proves that respondents agree that violent video games can cause aggressive behaviour in youth. The respondents interested in playing violent video games agree that it relieves the pressure from having a bad day in class, while strongly disagree that it is fun to do illegal things without facing consequences. Then, most respondents agreed that playing violent video games can simulate real-world fights, meanwhile they also strongly disagree that they did not play violent video games because they did not have time. Next, the majority agree that they usually keep their cool when they react to a terrible situation in a game, and some respondents feel natural to get sort of frustrated. They also mostly feel natural when they get quite angry but cool off soon. However, the respondent strongly disagreed they did not play violent video games because they did not have time. Lastly, the study found that most of the respondents agree and it is natural to think through the passage of time and the development of video games can affect the life patterns of players.

V. CONCLUSION

Overall, all the objectives of this study have been achieved and could be concluded. The study showed that there is a connection between media and violent video games and aggression among youth at Malaysian public universities. The proof is shown from the finding that violent video games have caused aggression among youth from a positive or negative point of view.

The findings also highlighted that most of the students prefer to play games that include strong language, blood, and gore, violence, or other inappropriate content rather than normal games. Media and games violence is intended to be one of the causes of aggression among youth and the survey concludes that youth like students love to play violent video games. This study has received positive and negative feedback from both genders male and female. Moreover, the findings show that the passage of time and the development of video games can affect the life patterns of players and change to aggression. Nowadays, games with violent content are easily available in online play stores and can be downloaded. The findings show the student thinks violent video games contribute to aggressive behaviour in youth. Somehow, the negative sides show that certain students don't have time constraints to play games and are involved with violent video games. This is why findings found that they do not play video games.

Thus, this paper successfully exposed that most public university students somewhat agree that violent video games influence aggressive behaviour based on the games that they are playing. Future works in this studies are to find the impact connection of violent video game and aggression among youth at public university in Malaysia.

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Negative Impacts of Social Media on Youth

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ABSTRACT

Many studies have acknowledged the potential negative impacts of social media on youth. This paper discusses the negative impacts of social media on youth from a survey that was distributed among fifty youth through online platforms. The finding shows that the majority of respondents choose Facebook and WhatsApp as their most used social media in their daily life. Besides that, the result also indicates that most of the respondents feel addicted to social media until it affected their study performance.

Keywords: Social Media, Negative Impacts, Social Networking, Study, Youth.

I. INTRODUCTION

In the modern era, social media and social networks affect the youth community, and this technology has become a part of everyone's life in contemporary society (Abbas, Aman, Nurunnabi & Bano, 2019). The use of social networking is a growing phenomenon in both private and academic lives. Young people nowadays have used this type of society in sharing substance, entertaining, communicating, creating communities, and learning. They must be taught about the use of social media to promote their professional development and self-improvement. On the positive side, social networks can be valuable tools for professionals. They accomplish this goal by helping youth develop their skills and looking for business opportunities, however on the negative side, and the Internet is full of numerous risks related to online communities.

The Internet is an incredibly significant thing in daily life. In addition to education, many people nowadays prefer to use some social media platforms for online shopping. There is a sizable population of people who use the Internet for pure school education but still have a sizable community of people, including some youth and teenagers, who use the Internet solely for social networking. Today, online shopping or education, social networking has mainly become essential tools in every individual's life. Due to the advancement of social media, human lifestyles are changing. The word "social media" is often used to describe emerging types of media that encourage interactive participation (Harvey, 2014). Nowadays, people can easily communicate through social media using tools such as social networking sites and blogs. The Internet is a huge technological advancement, but when it comes to social networks, they are sometimes incredibly dangerous for teenagers, and social networks have become well known and become commonplace in recent years.

II LITERATURE REVIEW

Social media now is not simply a medium of communication but a location where can be socialized (Miller et al., 2016). Social media should not primarily be considered the platforms on which individuals publish, but as the material they post. Before social media, private discussion media or public broadcasting media were generally available.

In a very general sense, youth is a stage of existence between childhood and adulthood (Shafer, 2015). It is described as a period of experimenting with roles and identities, still free of societal standards and obligations and steadily preparing young people as complete members of the social collective for their lives.

Media cultures have played a big part in establishing meaning for youth in the world (Poyntz & Pedri, 2018). This particularly applies to the way knowledge is shared and learned. As a result, the media contribute to the ongoing moulding and transformation of learning resources. Young people

are more capable, even required, of using a large number of resources available to them, both within and beyond the classroom.

III   METHODS

The methodology of this study consisting of the data collection method and data analysis.

A. **Data collection method**

A total of 50 respondents of youth had participated in this research. The structured questionnaire that was created using Google Form has been distributed through survey methods in social media platforms such as WhatsApp and Facebook. The questionnaire is divided into the following parts: 1) Demographics data (age, gender). 2) The usage of social media, and 3) The factors and the effects of social media on negative impacts.

B. **Data Analysis**

The results of the data that are collected in Google Form are as shown in the following tables. The data collected were analyzed using descriptive statistical methods.

IV   RESULTS AND FINDINGS
A. **Respondent Demography**

Table 1 shows that the majority of the respondents are female, which contains 54% (27 respondents), while 46% (23 respondents) of the respondents are male. Hence, it can conclude that female respondents are more than male respondents.

Table 1: Gender of respondents

Gender	Number of respondents (N)	Percentage (%)
Female	27	54
Male	23	46
Total	50	100

Table 2 shows that 54% of respondents are from 22 to 25 years old, which consists of 27 respondents are the highest average in this survey. There are 27 respondents from the age of 18 to 21, which consists of 32%, while only seven respondents are above 25 years old, which contains 14% of this data. Hence, it can conclude that most of the respondents are from 22 to 25 years old.

Table 2: Age of respondents

Age	Number of respondents (N)	Percentage (%)
18-21	16	32
22-25	27	54
>25	7	14
Total	50	100

Table 3 shows the respondents who have used social media tools. From the results obtained, all of the respondents (50 respondents) have used social media tools, which contains 100%. Therefore, it shows that all of the respondents have used social media tools.

Table 3: The number of respondents who use social media tools

Do you use social media tools?	Number of respondents (N)	Percentage (%)
Yes	50	100
No	0	0
Total	50	100

The data analysis in Table 4 shows the respondents who have enjoyed using social media tools. From the survey, most of the respondents (47 respondents), which contains 94%, have enjoyed using social media tools while the rest of 3 respondents (6%) are not enjoyed using social media tools. Hence, it can conclude that most of the respondents are enjoyed using social media tools.

Table 4: The number of respondents who enjoy using social media tools

Do you enjoy using social media tools?	Number of respondents (N)	Percentage (%)
Yes	47	94
No	3	6
Total	50	100

Table 5 shows that the social media tool usually used by respondents. 45 out of 50 respondents (90%) usually use Facebook as their social media tool, while 37 out of 50 respondents (74%) usually use WeChat as their social media tool. 32 out of 50 respondents (64%) usually use both Instagram and WhatsApp as their social media tools, respectively. There are 27 out of 50 respondents (54%) who usually use Twitter, and Telegram is the least of the respondents' social media tools, which consist of 20 out of 50 respondents (40%). Hence, it can conclude that most respondents usually use Facebook as their social media tool in their daily lives. This backs with Schreider's (2010) claim that most undergraduate students using Facebook.

Table 5: Social media tools usually used by respondents

Which social media tools you usually use?	Number of respondents out of 50 (N)	Percentage of respondents out of 100% (%)
Facebook	45	64
WhatsApp	32	64
Twitter	27	54
Instagram	32	90
WeChat	37	74
Telegram	20	40
Total	50	100

In Table 6, 47 out of 50 respondents (94%) usually use a smartphone to access social media, while 42 out of 50 respondents (84%) use laptops to access social media. The survey also shows that 21 out of 50 respondents (42%) usually use a tablet to access social media and there are only 18 out of 50 respondents (36%) use the desktop to access social media. Therefore, it shows that the majority of the respondents use a smartphone for accessing social media.

Table 6: Device used for access social media

Which device you usually used to access social media?	Number of respondents out of 50 (N)	Percentage of respondents out of 100% (%)
Laptop	42	84
Smart Phone	47	94
Tablet	21	42
Desktop	18	36
Total	50	100

The data in Table 7 shows the frequency of use of social media by respondents. The majority of the respondents (43 respondents) contain 84% daily use of social media, while only seven respondents (14%) weekly use social media. There are none of the respondents occasionally use social media. Hence, the data shows the majority of the respondents daily use social media in their life. This study supported (Acheaw, 2016) findings that the usage of technology, such as the internet, can have a significant negative impact on students' performance.

Table 7: Frequency use of social media by respondents

How frequent you use social media?	Number of respondents (N)	Percentage (%)
Daily	43	84
Weekly	7	14
Occasionally	0	0
Total	50	100

Table 8 shows the purpose of using social media by respondents. 46 out of 50 respondents (92%) use social media sites to stay in touch with friends and family while 40 out of 50 respondents (80%) use social media sites to post pictures and videos. 37 out of 50 respondents (74%) use social media sites for the message, and 32 out of 50 respondents (64%) use social media site to share updates about themselves. There are only 28 out of 50 respondents (56%) use social media sites for networking. Hence, it shows that the majority of the respondents use social media sites to stay in touch with their friends and family members.

Table 8: Purpose of using social media

What do you use social media sites for?	Number of respondents out of 50 (N)	Percentage of respondents out of 100% (%)
Sharing updates about myself	32	64
Posting pictures and videos	40	80
Staying in touch with friends and family	46	92
Messaging	37	74
Networking	28	56
Total	50	100

In Table 9, 34 out of 50 respondents (68%) faced the problem of their social media accounts being hacked when they used social media. Besides, 29 out of 50 respondents (58%) faced cyberbullying when using social media, while 21 out of 50 respondents (42%) faced the problem of being scammed when they used social media. Therefore, the majority of the respondents faced the problems of social media account being hacked.

Table 9: Problem faced when using social media

Problem faced while using social media	Number of respondents out of 50 (N)	Percentage of respondents out of 100% (%)
Cyberbullying	29	58
Social media account being hacked	34	68
Being scammed	21	42
Total	50	100

The data analysis in Table 10 shows the disturbing of social media by respondents in their study. The majority of the respondents (47 respondents), which contains 94%, think that social media will disturb their study, but only three respondents (6%) think that social media will not disturb their study. Therefore, this survey shows that the majority of the

respondents think that social media will disturb them in their study.

Table 10: Disturbing of social media by respondents on their study

Do you think social media will disturb your study?	Number of respondents (N)	Percentage (%)
Yes	47	94
No	3	6
Total	50	100

Table 11 shows the data analysis of the addiction to social media. 35 respondents (70%) think that social media will make them addicted, while 15 respondents (30%) think that social media will not make them addicted. Hence, this data analysis shows that majority of the respondents think that social media will make them addicted.

Table 11: Addiction to social media

Do you think social media will make you addicted?	Number of respondents (N)	Percentage (%)
Yes	35	70
No	15	30
Total	50	100

Table 12 shows the data analysis of social media help in the study. 40 respondents (80%) think that it does not help in their study, while 10 respondents (30%) think that social media will help them in their study. Hence, this data analysis shows that majority of the respondents think that social media not helping in their study. Most of the respondents were aware that their usage of social media has an impact on their academic performance, according to the hypothesis. This was because the majority of respondents in the study stated that they use social networking sites for non-academic objectives. The consequence is that respondents' academic performance is unlikely to improve as a result of using social media.

Table 12: Social media help in the study

Do you think social media will help in your study?	Number of respondents (N)	Percentage (%)
Yes	10	10
No	40	80
Total	50	100

V. CONCLUSION

To sum up, this study found that social media give negative impacts on youth. One of the negative effects of social media is that it makes youth feel addicted. When they feel addicted, they will spend a lot of time on social media by sharing updates about themselves, posting pictures and videos, staying in touch with friends and family, and many more. In addition, social media also brought bad impacts on youth, especially in their study performance. They can not focus and concentrate on their study when constantly distracted by checking Facebook, Twitter, LinkedIn, Youtube other social media updates. Most of the negative impacts on social media can be overcome by reducing the amount of time spent on social network sites.

However, social media could benefit youth with many positive impacts. Youth can get positive impacts by control the usage of social media for entertainment. They can use social media to study. Social media have huge databases with study materials for users too. Youth can catch these opportunities to study. Besides, social media can help students to communicate more efficient while in distance. Social media can help youth doing their assignment more efficient.

Furthermore, we nominate for future work more studies and add some ways or actions to control or reduce the usage of social media among youth. This can help youth to know how to control the usage of social media for entertainment and learning through social media.

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The Influence of Media and Game Violence on Youth

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ABSTRACT

Violent media and games have skyrocketed their promotion in the gaming community which consists mostly of teenagers. This is the concern of most parents as the limits and effects of violent media and video games on the younger generation remain unknown. This study aims to investigate the relationship between media and video games with violent behaviour. The investigation includes the time usage on media and games and the effects of the content portrayed by media and games. This study searched through the survey that is distributed online to gain opinions from respondents on the influence of media and game violence on youth. The formal standardized questionnaire, the dichotomous questions and the multiple-choice question were used to collect data. Then, the data collected will be analyzed in descriptive statistics using Microsoft Excel. The end of the research shows that the majority of the respondents believes that violent media and games content will promote violent behaviour in youth.

Keywords*: Media, video games, violent behaviour, youth*

I INTRODUCTION

Recent surveys have shown widespread violence in modern media. In addition, many children and young people spend a lot of time consuming violent media. Although it is clear that reducing exposure to media violence will reduce aggression and violence, it is unclear which interventions will reduce media exposure. The sparse research literature shows that anti-attitude and parental mediation interventions may have beneficial effects, but media literacy interventions themselves are not successful.

Although the scientific debate on whether media violence will exacerbate aggressiveness and violence is basically over, there are still some key tasks. In order to better understand the underlying psychological process, other laboratory and field studies are needed, which will eventually lead to more effective interventions. Large-scale longitudinal research will help determine the extent to which media violence affects the most serious types of violence. Facing the greater social challenge, providing children and adolescents with a healthier media diet may become more difficult and costly, especially in science, journalism, public policy, and entertainment communities that fail to reach the public about the true nature of media. Risk situations-exposure to violence against children and adolescents.

For various reasons, it is time to reassess the scientific knowledge of how media violence affects young people and what measures can be taken to mitigate these adverse effects (Anderson, 1997) Research institutions on television violence continue to grow in depth and breadth. In addition, important changes are taking place in the field of entertainment media use, some of which have inspired new areas of research. The rise of new media, especially the rise of interactive media (such as video games and the Internet), has provided new ways for children and young people to be exposed to violence. The role of these new media in creating youth violence should be considered based on existing theories and new research.

II METHODOLOGY

This research was conducted using a quantitative research design. Quantitative research design is chosen because it helps to collect and analyze numerical data. It used to find patterns and test causal relationships and generalize results to populations (Bhandari, 2021). A formal standardized questionnaire (Ross, 1978) was used to collect data. A total of 125 respondents participated in this study. Three closed questions were asked in the

questionnaire. Due to the covid-19 pandemic, the questionnaire was conducted via the online form to collect the data. The multiple-choice question (Ross, 1978) consists of 5 items that measured the total time respondents spent on media per day was used to answer the first question. Second, the dichotomous question (Ross, 1978) was used to measure whether respondents agree that media and game will affect the violent behaviour of youth or not. The last multiple-choice question, respondents were required to answer the question: if media and games affect the violent behaviour of youth, which of these content (hate speech or graphic violence/ mental abuse/ violence threat) in media and games will affect youth the most for violent behaviour? After that, all the collected data will be analyzed in descriptive statistics by using Microsoft Excel.

III RESULTS
A. Research Question 1
How much time do you spend browsing media and playing games per day?

Table 1: Time spent by respondents on browsing media and playing games per day

	Frequency (f)	Cumulative Frequency	Percentage (%)
1-3 hours per day	32	32	25.6
4-6 hours per day	17	49	13.6
7-9 hours per day	44	93	35.2
10-12 hours per day	20	113	16
More than 12 hours per day	12	125	9
Total	125		100

Table 1 shows the time spent by respondents on browsing media and playing games per day. Majority of the respondents (35.2%) spent 7 to 9 hours browsing media and playing games per day, followed by the respondents (25.6%) who browse media and play games for 1 to 3 hours per day. 13.6% of the respondents browse media and play games for 4 to 6 hours per day and 16% of the respondents only browse media and play games for 10 to 12 hours per day. A minority of respondents (9%) browse media and play games for more than 12 hours per day.

B. Research Question 2
Do you think that media and games will affect the violent behaviour of youth?

Table 2: Relationship between media and games with the violent behaviour of youth

	Frequency (f)	Cumulative Frequency	Percentage (%)
Yes	86	86	68.8
No	39	125	31.2
Total	125		100

Table 2 shows the relationship between media and games with the violent behaviour of youth. A leading majority of respondents (68.8%) agreed that media and games are related to the violent behaviour of youth while the minority of respondents (31.2%) disagreed with this statement.

C. Research Question 3
If media and games affect the violent behaviour of youth, which of these content in media and games will affect youth the most for violent behaviour?

Table 3: Type of violent content of media and games affects youth the most

	Frequency (f)	Cumulative Frequency	Percentage (%)
Hate speech or graphic violence	62	62	49.6
Mental abuse	22	84	17.6
Violence threat	41	125	32.8
Total	125		100

Table 3 shows which violent content of media and games affects youth the most. Majority of the respondents (49.6%) proposed that hate speech or graphic violence affects the violent behaviour of youth the most, followed by the respondents (32.8%) believes that action of violence threat in media and games affects the violent behaviour of youth the most. A minority of the respondents (17.6%) agreed that the action of mental abuse will affect the violent behaviour of youth.

IV DISCUSSION
In general, the results show that the contents portrayed in media and games does affect the violence behaviour of youth. The results convey that youth spends a large

amount of time (more than half a day) browsing on media channels and playing games. With the advancement and the drastic improvements of media technologies, a variety of content can be obtained easily and quickly through media. Furthermore, the improvements on the qualities of game's graphics and content had caught the attention of people to involve themselves in the world of games. With the curiosity on different contents of media and games, youth tend to spend more time surfing the media and playing a variety of games that they discovered throughout their exploration. This is aligned with the findings from Jean M. Twenge (2019) and Monica Anderson (2018).

The results also indicate that the majority of respondents agreed that violence behaviour of youth is affected by browsing media and playing games. Media and games may contain some content which exhibits violent behaviour that is unfiltered or unwarned by the producer to the users of media and games. Thus, youth are exposed to these violent contents which is easily explored online and in the games that they usually play. The result on this topic is consistent with the findings from Tan Yun Hoong (2020) and Front. Psychol(2019).

This study shows that hate speech or graphic violence contributes the most to the violence behaviour of youth if they are affected by media and games compared to mental abuse and violence threat. This proves that the act of mental abuse and violence threatening are rarely made and found in media and games. Moreover, the simple act of a hate speech in the content or graphics that exhibits violence properties are exposed more often to youth nowadays. Thus, youth are easily affected and swayed along to hate speeches or graphic violence that are present in media and games. According to Jill Richmond and J. Clare Wilson (2008), the association between violent media and aggression is consistent and a frequent exposure to it can contribute to the creation of an aggressive personality. This result is also consistent with the findings from Anderson (2003).

V   CONCLUSION

The majority of studies conclude that there is a relationship between the media and video games to the player's behavior. In these studies, the researchers conclude that the media and video games have an impact on the youth in their personality, emotions, reflexes, behaviors, motivations, needs, thinking way and approach to internal and external situations. On the other hand, there is another research community that claims that the video games have no impact on the players. The researchers in this community support their assumption by conducting a set of experiments. They support their claim in two aspects. The first one is based on the game and media type and the second one is based on the time that the youth spent. Finally, from our point of view from all the existing research on this field, the impact of video games on the behavior and emotions of the youth cannot be ignored. In addition, most of the research that denied the existence of the impact of media and video games relies on a small number of participants or weak evidence.

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Best Paper Nominee

Media and Game Violence among Youth in Malaysia

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ABSTRACT

It is a widespread concern that violence is now very common in the media but this study focuses on the context of video games. Forty participants from university students in Malaysia took part in the data collection of survey questionnaires to examine this issue. The study concluded that there is a strong relation between youth, media, and gaming violence which affect behavioral aggressiveness among Malaysian. These findings have their own limitations and future research in this area was discussed.

Keywords: Youth, Media, Game, Violence

I   INTRODUCTION

Concerns that violent media and video games contribute to violence against youth have been part of community dialogue for some time now. For statistical purposes, the United Nations describes 'youth' as those between the ages of 15 and 24 years. The growing youth of today face various challenges of new things in their lives. From this life they learn something and apply it in life. However, in today's reality the media and even games are things that have become a trend or things that young people do to spend time and these people are more exposed to the things that are fun and satisfying.

Media is a constant evolving field, and the game industry has also undergone revolutionary changes. People in the twentieth century experienced significant psychological and social changes as a result of the advent of mass media. Radio, television, film, music, video games, and computer networks are all important parts of our everyday lives. Our views, attitudes, and ideals have also been influenced by the media. Almost all family traditions now include watching television. Television viewing is not necessarily a family activity. For example, most families have a television set, and a few young people like to watch television in their private bedroom. Sometimes when watching television, young people will be isolated from other activities or watch alone. Therefore, they are likely to be exposed to all kinds of content that may be violent and aggressive in nature (Abid Zafar, Umar Ghazanfar Chaudhary, 2018).

In addition, the violence shown on television has a very serious and harmful impact on the lives of young people. It enables them to take and accept aggressive behaviors against others. After watching a lot of violence in the media, they began to think in a similar way. They may think that violence is common in the real world. This makes them feel terrified. After watching crime and violence movies, young people imitate the performances they watch. Aggression can be defined as conduct designed to hurt another individual who does not want to be harmed. Physical violence includes punching, biting, pinching, slashing, and shooting.

Furthermore, almost all young people in the developed world are now playing video games, and this popularity has raised concerns about the possible negative effects of this entertainment activity (Przybylski, 2019). Based on a study by René Weber et.al., 2020, it said that the relationship between violent video game play and offensive thoughts and behaviors has been intensely debated in the public domain and academia. However, due to the emphasis on violent behavior in video games, it has led to the development of video games. Other aspects were forgotten in the connection with aggressiveness, which were not visible in film or television (Andre Dowset, 2019). Video games are a common form of entertainment for young people, especially boys. Video games are mainly violent games, and every young person likes video games. Most of them spend at least two hours a week playing video games (Abid Zafar, 2018).

Moreover, video games consist of various types of these same violent or non-violent games. In this study, it relied on youth to accurately report their video games usage. We can know whether today's youth are vulnerable to video games. Among them, some may choose games that have elements of violence such as action or war video games that are quite popular today such as PUBG and Mobile Legends. Games like this can bring good or bad impact depending on how the youth themselves control their situation after playing video games. However, there are also games that teach the youth, which are able to stimulate the brain to think faster, be smart in strategy and so on.

Focusing on the background of video games, it clearly shows the impact of such games on individuals, especially young people who play games. The media and video games will bring either a positive or negative influence to today's youth. However, in this study, we can see the relationship between the media and this game of violence to youth. Therefore, the purpose of this study was designed primarily to review on topic media and game violence among youth in Malaysia. This study will help youth to understand the pros and cons gained from media and games. Also, this study helps them to be aware of the violence that appears in the media and also video games.

II   LITERATURE REVIEW

Now technology is evolving rapidly and the dominant people who use it are millennials, generation Y and Z. Currently, they are in their youth age and phase which means they love to play, especially games.

Video games nowadays have become increasingly advanced as it starts to mimic natural behaviors including containing violence such as the model characters' expression, movements, realistics environments, sounds and weapon controllers to make the user feel more engaged in the game storyline (Farrar et. al., 2017).

A study by DeCamp et al. (2017) uses survey research designed of questionnaires that measures violent video game exposure and other factors on youth violence in eighth grade (n=5133) and eleventh grade (n=3886) from Delaware School Survey (DSS). In that research, results yield overall mixed-to-null results by using time spent playing violent video games as measure which suggest that video games play either very little or no role in youth violence.

The limitation from the study is that it only studies whether violent video games contribute to youth violence among scholars (young youth). Game violence is a topic that has been much researched outside of Malaysia and other factors such as the media aspect are also important to fill the gaps. So, further study needs to be done among university students (adult youth) in Malaysia.

Media Television

In addition, digital media have become an inextricable part of daily life. It is really worth considering if people's constant exposure to television has an impact on them, particularly if negative effects are a possibility. In fact, through television programs, it is much more violent even in cartoon shows. So, the diversity of television channels has an element of violence and has influenced children in terms of their behavior, attitudes, action and so on. It can be concluded that media violence is one of the risk factors for attacks (Patrick KBenderet et al., 2018).

According to Abid Zafar and Umar Ghazanfar Chaudhary (2018), a study of 110 mothers with children aged 4 to 12 years discovered through a survey that these children are vulnerable to violence, especially in the form of media. By introducing teenagers into violent video games, aggressive perceptions and behaviors can be improved, which can also be supported, which can be measured by playing various violent and non-violent games (Qian Zhanget et al., 2021). While the researchers from (Andre Dowsett et al., 2019) focus on those aged between 18 and 53 years from Australian metropolitan university, they evaluated using real experimental designs and the same play environment. The researchers focused on competition and the influence of violence is in aggression.

The research of this study states that media violence like television is the largest platform that causes violence among children and the widespread use of computers can also cause violence. This is because when children watch television on their own, they will be exposed to a variety of content that may contain violence or be detrimental to children in other ways (Abid Zafar et al., 2018). The author also said over 90.2% said that excessive exposure to television and the dimension of violence causes more negative behaviors to occur towards children.

Finally, television for example, is a form of media that influences children's behaviour. This is because we all know how easily children can be affected or

influenced by what they see. Furthermore, children who are constantly exposed to shows of realistic, often repetitive, or unpunished violence are more likely to imitate what they see. According to all of the findings, further exposure to violence has mediated content impacts on children's attitudes.

III. METHODOLOGY

In this study, the use of questionnaires through Google Form as an approach to obtain the desired information. This questionnaire is designed to explore the experiences and understanding or knowledge of adolescents about the media and game violence among youth in Malaysia. This survey was made with Google Forms to make it easier for respondents to respond to each question because by using the survey, it can simplify the process of gathering information.

A. Instrument Development

The questions used in this research were adapted from a combination of previous research study questions, internet and there were some self-made questions but still according to the topic of the research.

B. Data Collection

Data is information collected for the purpose of answering the questions of this study. The research method used depends on the type of data required, to help complete this research. The data obtained comes from various sources such as journals, proceedings, articles and the internet.

Quantitative Methods

Survey questionnaires designed using Google Forms were distributed through the WhatsApp app to obtain the data needed to perform the analysis. It can be used to visualize large-scale data collection and generate reproducible knowledge to facilitate this research. The survey questionnaire was conducted based on the available research to ensure that the questionnaire could focus on the desired items. So, this research, decided to use probability sampling to involve random selection, this makes it possible to draw statistical conclusions about a particular group.

Secondary data

In addition, there are several researches available to guide or assist as a reference and medium of obtaining information to conduct this research. Referring to previous questionnaires related to the

media and violence among adolescents is important to make it more focused on the main points and how to ask questions that are more accurate and precise. Therefore, several reports or articles have been used as reference material to obtain the latest information. The literature reviews were carried out by examining the existing research paper related to the topic of media and game violence including references from journals, proceedings and the internet. The selection of data are articles that were considered for this review were published between the recent five years which are from 2017 to 2021. It is also found from an electronic database that is a reliable source which is Google Scholar to perform the data collection.

C. Participants

This survey was conducted in the framework of media and violence among youth in Malaysia. This study aimed to identify how many respondents were aware of the media and violence among youth. Details of participant methods and group data were recorded in the Google Form performed. Respondents who answered this questionnaire were aged 18 years and above. To get data from teenagers, they have to answer all the questions that are already in Google Form. So, the number of participants who answered the questionnaire was 40 respondents.

IV RESULTS

Table 1: The gender of the respondents

Gender	Number of Respondent (N)	Percentage (%)
Female	27	67.50
Male	13	32.50
Total	**40**	**100**

Table 1 shows the gender of the respondents. From 40 respondents, the results of the study indicate that 67.50% (N=27) are female and the remaining balance 32.50% (N=13) are male.

Table 2: Age of Respondents.

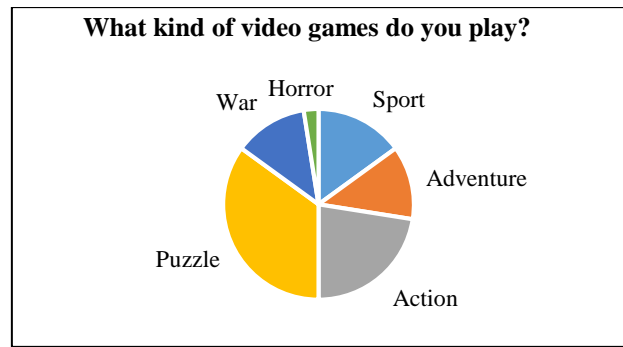| Age	Number of Respondent (N)	Percentage (%)
18	1	2.5
19	1	2.5
20	4	10

21	3	7.5
22	25	62.5
23	6	15
24	0	0
Other	0	0
Total	**40**	**100**

The Table 2 shows the age of the respondents who answered this survey and the highest is the respondents who are 22 years old which is 62.5% (N=25). The second highest of 15% (N=6) respondents were 23 years old. Meanwhile, 10% (N=4) were 20 years old and 21 years old, which is a percentage of 7.5% (N=3) of the respondents. Respondents aged 18 and 19 years each obtained 2.5% (N=1) and the rest was 0% (N=0).

Table 3: The kind of video game played by the respondents

What kind of video games do you play?	Number of Respondent (N)	Percentage (%)
Sport	5	15
Adventure	6	12.5
Action	9	22.5
Puzzle	14	35
War	5	12.5
Horror	1	2.5
Total	**40**	**100**

In Table 3 and Figure 1, Puzzle games obtained the highest number among the respondents which is 35% (N =) and it shows that puzzle type games are the games they often play. The second highest of 22.5% (N = 9) said that Action and Sport games are also among the video games selected among the respondents which is 15% (N = 6). Meanwhile, 12.5% (N = 5) of the respondents chose Adventure and War as the type of video games that they often play. The least popular game among respondents from the remaining 2.5% (N = 1) of the respondents is Horror games.

Figure 1: The kind of video game played by the respondents

Table 4: The number of respondents that have played violent video games

Have you play violent video game?	Number of respondent (N)	Percentage (%)
Yes	22	55
No	18	45
Total	**40**	**100**

Table 4 and Figure 2 show the respondents that have played violent video games. From the result obtained, 55% (N=22) of the respondents choose "Yes" to indicate that they have played violent video games while, 45% (N=18) of the respondents answered "No" to indicate that they have not played violent video games.
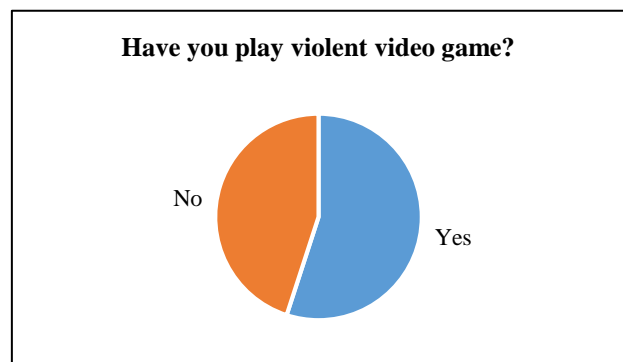
Figure 2: The number of respondents that have played violent video games

Table 5: The number of hours that respondents spend playing violent video games per day

How many hours do you spend playing violent video games per day?	Number of respondents (N)	Percentage (%)

1	23	57.5
2	6	15
3	9	22.5
4	1	2.5
5	0	0
>5	1	2.5
Total	**40**	**100**

Table 5 shows the number of hours that respondents spend playing violent video games per day. From the survey, 57.50% (N=23) of the respondents reported that they spend 1 hours playing violent video games per day, 15.00% (N=6) reported that they spend 2 hours and 22.50% (N=9) reported that they spend 3 hours. Meanwhile, 4 hours and more than 5 hours options shared the same result where 2.50% (N=1) of the respondents reported for it. None 0.00% (N=0) reported that they spent 5 hours.

Table 6: Respondents feel after playing video games

How do you feel after playing video games?	Number of Respondent (N)	Percentage (%)
Good	10	25
Bad	0	0
Angry	1	2.5
Fun	29	72.5
Total	**40**	**100**

Table 6 and Figure 3 show the highest average of 72.5% (N = 29) among respondents who said that they feel very happy after playing video games. Meanwhile, respondents who said that after playing video games, they will feel good is 25% (N = 10). But one of the respondents, 2.5% (N = 1) felt angry and 0% (N = 0) did not feel bad after playing video games.

How do you feel after playing video games?

Good
Angry
Fun

Figure 3: Respondents feel after playing video games

Table 7: Find violent video games interesting

Why do you find violent video games interesting?	Number of Respondents (N)	Percentage (%)
It is fun to pretend to do illegal things without consequences (getting in trouble)	10	25
I can let go of the dissatisfaction that happens	13	13.5
I can compete with my opponents	17	42.5
Total	**40**	**100**

From the results table 7, it can be seen that teenagers consider violent video games interesting due to several factors, "It is fun to pretend to do illegal things without consequences (getting in trouble)", "I can let go of the dissatisfaction that happens" and "I can compete with my opponents". Based on the data collected, 42.5% (N = 17) of adolescents consider violent video games interesting because they can compete with their opponents. Moreover, 32.5% (N = 13) considered it interesting because they were able to let go of the dissatisfaction that occurred and 25% (N = 10) thought they were just having fun pretending to do illegal things without consequences (getting in trouble).

Figure 4 shows the number of respondents that have done any aggressive behaviour. The results of the survey yield equal results for both options where 50% (N=20) of the respondents choose Yes and another 50% (N=20) of the respondents choose No.
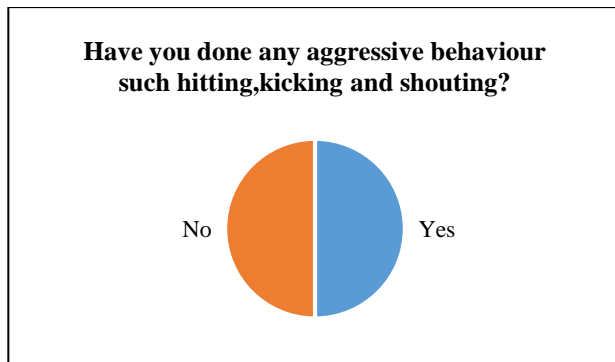
Have you done any aggressive behaviour such hitting, kicking and shouting?

Figure 4: The number of respondents that have done any aggressive behavior

Table 8: Game violence contributes to aggressive behavior

Do you think violent games contribute to aggressive behaviour?	Number of Respondents (N)	Percentage (%)
Yes	26	65
No	14	35
Total	**40**	**100**

Based on Table 8, the majority of the respondents said "Yes" that game violence contributes to aggressive behavior towards adolescents today. So, from the data obtained, 65% (N = 26) said 'Yes' and the remaining 35% (N=14) said "No".

Table 9: Media that respondents often see anything related to violence

What kind of media do you often see anything related to violence?	Number of respondent (N)	Percentage (%)
Social Media	27	67.5
Video Game	7	17.5
Television	6	15
Total	**40**	**100**

Table 9 shows what kind of media that respondents often see anything related to violence. From the survey, 67.5% (N=27) respondents chose "Social Media", followed by "Video Game" chosen by 17.5% (N=7) of the respondents and "Television" as chosen by 15% (N=6) of the respondents.

What kind of media that you often see anything related to violence?

Figure 10: Media that respondents often see anything related to violence

V   DISCUSSION

Demographic questions were conducted to identify the relationship between the demographic variables of gender and age and variables on general questions related to media and violence among youth in Malaysia. Significant positive correlations were found between the genders towards violent video games were higher among females than male. Since previous research (Przybylski AK & Weinstein N., 2019) has shown that gender is strongly linked to both aggressive behaviour and a preference for violent games. The effects of violent gaming were examined when controlling for adolescent gender variability. It is also due to the age factor which if according to the age range, the highest age playing violent video games are those aged 20-22 years. This is because, at this age range most teenagers prefer to try something like what they understand, what they want and others.

In today's age of technology, teenagers aged 18-24 are exposed to various types of video games. Video games have become one of the most popular activities for teenagers and children. From the results of the survey obtained, puzzle and sport games show that they are among the most popular games among teenagers today (Table 3). Where, it can prove that teenagers now are not exposed to games such as action, war games that lead to the element of violence only but among them choose to play games that are beneficial and lead to good for themselves such as increased creativity and increased memory performance. Daisyane Barreto et al., 2017 pointed out that emotional motivation involves playing video games to regulate emotions, such as relaxing or coping with anger, and immersing in it when playing games. In terms of intelligence and expressive motivation, the researchers found that teenagers like video games because of the challenge of achieving mastery, the

opportunity to express their creativity, and the moments of creation and discovery that occur during the game.

Next, the respondents were asked if they have played violent video games to identify how many of them do have knowledge about violence in game and really have experience with playing violence video games to ensure they are able to understand the context of this survey better. Most of the respondents (55%) have played violent video games. This is because violent video games are increasingly available in the market and are also available for free online. The ease of accessing these violent video games makes this violent or action genre no longer unfamiliar to the society, especially to the young people. Similar findings emerged in recent experimental studies by Farra et. al. (2017) found that today's college students are already addicted to the world of video games, and found that they do play violent video games.

This research was carried out to identify youth engagement with media and game violence. The study found that the majority (57.50%) of the respondents spend 1 hours per day on media playing violent video games and no one spends 5 hours and only 1 of the respondents spends over 5 hours. In the meantime, Table 8 reveals the respondents that have done any aggressive behaviour obtained mutual results to respondents who have not done any aggressive behaviour. They tend to engage with media and game violence in a short period of time and still have aggressive behaviour. Contrast to this result, a previous study by Kuhn et.al. (2018) indicated that they did not find relevant aggressive behaviour in response to playing violent video games.

Next, most of the respondents considered playing violent video games interesting because they were able to compete with opponents when fighting. This is because, a player will give their efforts diligently until they manage to get to the next level in the video game that they are playing. Indirectly, it will shape the characteristics of individuals who do not easily give up in life. Video games are also said to be able to form a high level of creativity among players, increase the ability of the players themselves to solve a problem and encourage players to mix and make new friends with other video players. In addition, there are also among the respondents who think that these violent video games can release the dissatisfaction they go through. This is because in video games they can release all the dissatisfaction by playing the game with the opponent. Among the violent video games that can

release all the dissatisfaction or anger are such as horror, action, fighting and so on. In addition, there are also a handful of respondents who consider violent video games interesting because they can have fun by pretending to do things hopefully without consequences (getting in trouble). It is possible, they just play video games to release stress or to get rid of boredom. In previous studies, participants competed with "virtual opponents" to see who responded first when the beep sounded, while participants who reacted slowly were "punished" by loud noises. (Qian Zhang, Yi Cao and JingJin Tian, 2021). This is what causes adolescent behavior to become aggressive and prefer to play violent video games.

Furthermore, a total of 26 respondents (65%) thought that violent gameplay contributes to aggressive behavior among adolescents. It can be seen that violent use of video games can cause irreversible damage to adolescent brain function. In addition, it can be observed that violent video games can stimulate the brain or emotional development of a teenager. While non-violent people demand more use of the rational mind. According to the previous research by Abid Zafar and Umar Ghazanfar Chaudhary (2018) more than 90.2% respondents were agreeing that more exposure to violent mediated contents causes more negative behavior in teenagers. These results are not considered final, but only positive in nature.

Based on Table 3 some of these teenagers are interested in games such as action games to spend their free time. There are many other types of video games such as war, adventure and horror games. By playing this video game as well, they can increase their happy mood. The study found that the majority of youth nowadays, 72.5% responded, after playing games is very entertained because this game can deal with stress among teenagers, strengthen social skills and so on. Furthermore, playing video games can be a good activity for mental health for an individual teenager. This can show with the video game itself they feel good and it is not easy to get angry or feel bad towards themselves after playing the video game. But in studies by Whitney DeCamp et. al., 2017, there was a negative effect, with more aggressive game played being linked to a lower risk of real-life violence. Thus, the type of video game itself becomes a factor in the individual whether it leads to positive or negative feelings.

Lastly, finding shows that the majority of the respondents (67.5%) reported that they often see violence-related contents on social media and only

several of them found violence in video games (17.5%) and television (15%). It is observed that young people nowadays spend most of their time on social media such as Twitter, Tik Tok, Instagram, Facebook and so on. Due to that, they are highly exposed to any kind of content from social media including violence. In contrast, the study found that only several of the respondents can relate to violence content in video games. It can be seen from the finding that most of them played puzzle games and played video games just for fun. With a wide variation of game genres, they did not specifically choose to play action genre or violent video games to purposely find or perform any violence. Previous research by Kuhn et. al. (2018) found that, even with exposure to such action-adventure games as Grand Theft Auto V (GTA) to test a group of participants of violent gameplay, there is no significant evidence that they are exposed to violence inside the game and no effects of violent video game play with behavioral aggression was found. Moreover, only a small number of respondents chose television as the medium in which they found violent content. It can be assumed that young people are getting less and less engagement with television when most of the information is already made available online in advance. Moreover, television often filters any violent action and only displays them in official news with censors.

VI   LIMITATIONS

The most significant limitation is the time of the year this study is conducted where it was during the Movement Control Order (MCO). Since this study can and only collected data through a survey, it may not be sufficient to address the in-depth research that is required about the topic. Moreover, the respondents are only focused on youth in university students and the study population is confined to one university. Therefore, the findings cannot be generalized that all youth are into media and game violence. Future research could use other data collection techniques and should concentrate more on genders, especially females with media and game violence as it is necessary due to the limited literature.

VII   CONCLUSION

In conclusion, this study adds to the existing body of research about the relationship between youth, media and game violence by discovering a connection in a self-reported survey of media and game violence among young adults in Malaysia. From the result,

most of the young adults find violent-related content from social media as it is one of the media that they have been engaged in the most. The results of this study found that most of them preferred to play puzzle games instead of games that contain violence. Some of the participants have played violence video games and have done aggressive behaviour even with a short period of violent gameplay time. They also developed interest in playing violent video games because of the competitive attitude that arises when confronted with opponents in the video game but did not specifically want to be involved in trouble or violence as most of them were playing video games just for fun. They also opine that violent video games could contribute to aggressive behaviour. Thus, it can be concluded that games do not specifically contribute to violence behaviour but there is a correlation between the youth, media and game violence together which can lead to behavioral aggression among youth as the exposure to violence for too long may evoke a sense of normalcy toward overt acts of violence. However, future research needs to fill the gap which can be found in this study and shall reach more groups of young people from different backgrounds to be able to represent the youth in Malaysia regarding their impression towards media and game violence.

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Best Paper Nominee

The Impact of Violent Video Games on Multimedia Students in UUM

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ABSTRACT

As technology advances, video games have become popular among the younger generation. Due to the increasing interest among the younger generation, several types of video games cause worries to society, for example violence type of game. A study was conducted with a problem statement how violent video games give impact on students. This research aims to identify the impact of violence video games on multimedia students in UUM. The quantitative research approach was applied, data collected in the form of a questionnaire. A total of 30 multimedia students in UUM participated, 21 female students and 9 male students. Three dimensions were measured and evaluated including the demographic, violent video game exposure and violent video game implications. The results show that the negative impact of student academic performance, violent video behavior after playing violent video games and anger after losing violent video games as well as positive impacts such as stress relief and social interaction ability remain inconsistent as there is no significant relationship between subject matters and violent video games. Therefore, violence video games affect each individual differently in terms of student's behavior, emotions, academic performance, stress level and social interaction ability.

Keywords: Violent video games, game violence exposure, youth

I   INTRODUCTION

The video game industry has flourished to become the world's largest entertainment medium. It has had a profound effect on the life of the younger generations especially students (Arockiyasamy et al., 2016). Video games have gotten more complex, interactive and challenging as technology has advanced, allowing for a broader range of activities, goals and social behaviour. Furthermore, most people play games for a variety of reasons, including relaxation, social interaction, stress relief, mental escape from the real world and enjoyment. (Almalki & Aldajani, 2020). A study by Dewa Putu Eskasasnanda (2017), "one kind of video game that can bring a serious danger for students is violence games, in violence games such as war games." In recent years, video games have been chastised and denounced for the negative effects they have, especially violent games. (Nasution, 2015).

A study carried out by Karzan et al. (2017) indicated that "the students playing between 1-3 hours per day, their GPA did not decrease or was very minimal which was -0.22%/h. At the same time, students that played more than 3 hours per day their GPA decreased more which is -2.41%/h." Sleep disturbances, low grades, skipping school and endorsed feelings are among the most common conditions associated with excessive video games use, according to reports. (Almalki & Aldajani, 2020). The findings by Nasution et al. (2015) found that there were important correlations between video game play and academic success. However, Karzan et al. (2017) concluded that the impact of computer technology and computer games on students' creativity differs significantly. In recognition of skills and problem solving, children who played computer games scored significantly higher than those who did not. The researchers also noted that computer and video games can help children improve their cognitive skills and problem solving abilities.

On the other hand, in a study which was conducted by International Islamic University Malaysia with the aim of investigating the relationship between video games and academic performance among their students, came with a quite different conclusion in which their findings proof that there is no significant relationship between gaming frequency and academic performance among IIUM students due to the gaming frequency portraying an inconsistent effect towards academic performance of each of the individual

students (Nasution, 2015). Based on a study conducted by University of Karunya, the researchers also came to the conclusion that there is only a very low correlation between gaming habits and their performance in academic studies. (Arockiyasamy et al., 2016). Addition to that, an article by Arockiyasamy et al. (2019), the research found that playing 3D video games like 'Super Mario' will help gamers improve their memory. Another study found that computer games' have a major impact on students' authenticity and expansion dimensions.

A study by Karzan et al. (2017) found that the estimated GPA of high usage video game players and low usage video game players differed significantly. This is a very important finding as it relates to the college-age demographic that the research focused on. Based on a study by Dewa Putu Eskasasnanda (2017) stating one advantage is that it can be used as a medium for brain refreshment. Due to school activities and homework, students are often stressed and tired. Therefore, in conclusion video games affect each individual differently, some would get badly affected and distracted while others might only have minimal effect or no effects at all to their academic performance and in some cases students might even gain positive output from playing video games.

II   METHODOLOGY

A cross-sectional questionnaire-based study was carried out among multimedia students in Universiti Utara Malaysia (UUM) to assess the impact of violence videogames on students. Also, to assess the degree of video game violence exposure and the positive and negative impact of violence game as a student perspective. The study starts by defining a research problem. The study formulated the problems from the literature findings in this phase of identifying the study problem, which are relevant to the impact of violence videogames on students. Based on the research title, the study also determined the objectives, scope, research questions and importance of the study. Second, devised a strategy. During this phase of planning, the study started by making some review to conduct a literature study in order to learn more about the elements that influence students according to involvement in playing violence video games on students. A questionnaire was adopted from secondary resources. The questions were designed as five-point Likert scales. Respondents were asked to scale their level of agreement with the statements on a scale of 1:strongly disagree, 2:disagree, 3:neutral, 4:agree,

5:strongly agree. A random sampling technique was used to select the participants of the study. In addition, considering the quantity and the principle of proximity in order to collect enough information in a short time, it has been thought that 30 samples to be collected in random sampling technique to do the questionnaires. Therefore, it has been decided to use the number of 30 respondents to improve the accuracy. The study included all multimedia students. The questionnaires are divided into three dimensions which are demographic, violent video game exposure and implication of violent video games. Demographic dimension is focusing on gender of multimedia students response in UUM, violent video game exposure dimension is focusing on major causes of violence exposure in video games as well as time spending to play violent video games per day and implication dimension is focusing on the negative and positive impact on violent video games in term of student performance, aggressive behaviour, anger emotion, stress relief and social interaction ability.

III   RESULTS

The aim of this research was to study the impact of violent video games among multimedia students in University Utara Malaysia (UUM). Therefore, the researchers tried to identify the frequency the students played violent video games, this has been grouped into 'Never',' 1-2 hours a day', '3-4 hours a day', '5-6 hours a day' and 'more than 6 hours a day'.

The researchers start by gathering the students' personal opinions on violent games before getting information on whether students think it could lead to violent acts or not. The research question begins with the demographic of the respondents which are from 21 female students (70%) and 9 male students (30%). All 9 of the male respondents play violence video games while only 13 female respondents play violence video games. The students are from age groups ranging from ages 18 to 26. This study includes Malaysian students from various races including Malay, Chinese and Indian (95%) and International students from Indonesia (5%).

Table 1. The impact of playing violent video game among male students

Male Respondent	Frequency of playing/ day	Negative/ positive impact to their life as a students for playing violent video games
1	1-2 hours	Negative
2	3-4 hours	Positive
3	3-4 hours	Negative
4	5-6 hours	Negative
5	5-6 hours	Positive
6	More than 6 hours	Negative
7	More than 6 hours	Negative
8	More than 6 hours	Positive
9	More than 6 hours	Negative

From Table 1, it shows that most male students in UUM play violent video games for more than 6 hours a day, which is a total of 4 students. Among these students, 3 experienced a negative impact while 1 experienced a positive impact in their life as a student playing violence video games. Interestingly, the impact experience varies and is not consistent as students who only play 1-2 hours a day experience a negative impact, while students who play more than 6 hours could experience a positive impact in their student life. 2 male students responded by playing 3-4 hours a day with both having a different outcome in the impact of the game, one positive while the other student obtained a negative impact. The same outcome is reported from the male students playing 5-6 hours a day.

Table 2. The impact of playing violent video game among female students

Female respondent	Frequency of playing/day	Negative/ positive impact to their life as a students for playing violent video games
1	1-2 hours	Negative
2	1-2 hours	Negative
3	1-2 hours	Positive
4	1-2 hours	Negative
5	1-2 hours	Positive
6	1-2 hours	Positive
7	3-4 hours	Positive
8	3-4 hours	Positive
9	3-4 hours	Positive
10	3-4 hours	Negative
11	5-6 hours	Positive
12	More than 6 hours	Negative
13	More than 6 hours	Positive

From Table 2, it shows among the 13 female students who play violence video games, the outcomes are not consistent as well. Most female students who play violent video games only play for 1-2 hours a day, which are 6 students. Among the female students that play 1-2 hours a day 3 of them have a negative impact from playing, while the other half have a positive impact from playing violent video games. From those who play 3-4 hours a day, only one student has a negative impact while the other four have positive impacts by playing violent video games. One female student plays 5-6 hours and has a positive impact.

Lastly, 2 female students who play more than 6 hours a day, have a negative and positive impact from playing violence video games to their student life.
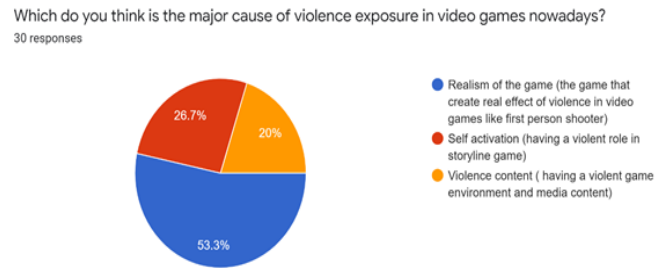
Figure 1. The opinion of students on what causes violent exposure in games

The pie chart (Figure 1) depicts the UUM students' opinion on the major cause of violence exposure in video games. 16 of the respondents agree that realism of the game is what causes a person to act violent. 8 of the respondents agree that self-activation is the reason why violent video games cause a person to act violent. While, 6 respondents agree that the violent content is what causes a person to act more violent.
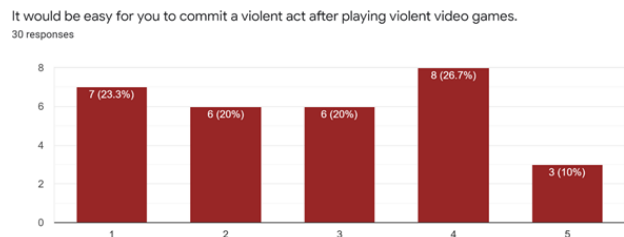
Figure 2. The range of how easy it is to act violent after playing a violent video game

The bar graph (Figure 2) shows that most students partially agree that it can make it easier to commit a violent act after playing violent video games (26.7%). Whilst, 23.3% students strongly disagree that violent games can make it easier to commit a violent act after playing it. Another 20% partially disagree and are neutral. While the least of students 10% strongly agree that violent games can make it easier to commit a violent act after playing violent video games.

It would be easy for you to be angry after losing violent video game?
30 responses
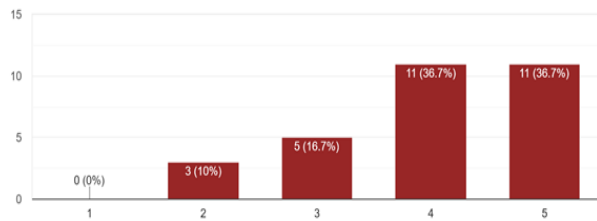
Figure 3. The range of how easy it is to be angry after losing a violent video game

The bar graph (Figure 3) shows that most students strongly and partially agree that it is easy to be angry after losing a violent video game both recording 36.7%. Whilst, 16.7% of the students are neutral. Another 10% partially disagree that it is easy to be angry after losing a violent video game. None of the students choose do not get angry at all after losing in a violent video game.

It would be easy for you to decrease your academic performance when playing violent video games?
30 responses
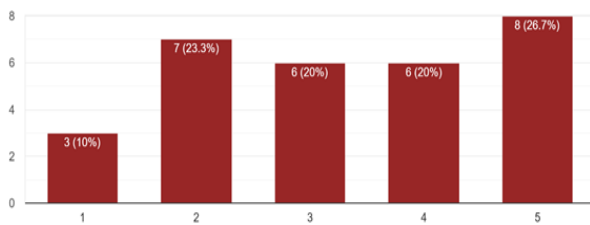
Figure 4. The range of how easy it is to decrease in academic performance when playing violent video games

Figure 4 shows that most students strongly agree (26.7%) that their academic performance decreases when playing violent video games. Whilst, 23.3% of the students partially disagree that their academic performance decreases when playing violent video games. 20% of the students are neutral, and partially agree. The least of students strongly disagree that their academic performance decreased after playing violent video games.

Playing violent video games can release my stress and pressure as a student.
30 responses
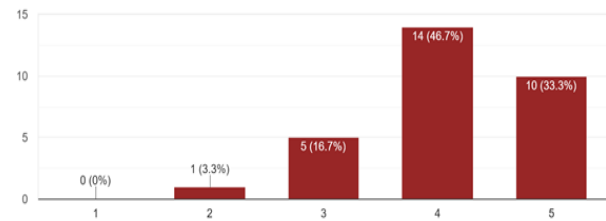
Figure 5. Violent video games release stress and pressure as a student

Figure 5 shows that most students partially agree (46.7%) that violent video games release stress and pressure as a student. Whilst, 33.3% of the students strongly agree that violent video games release stress and pressure as a student. 16.7% of the students are neutral. The least students strongly disagree with 0% and partially disagree with 3.3% that violent video games release stress and pressure as a student.

Playing violent video game can increase my social interaction ability through competitive and cooperative play in game world.
30 responses
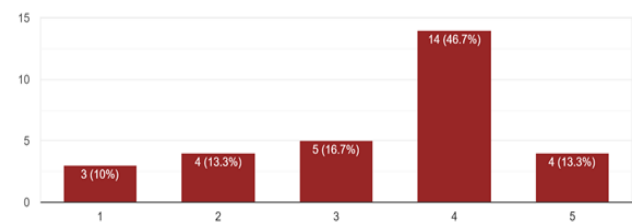
Figure 6. Violent video games increase social interaction ability

Figure 6 depicts that most students partially agree (46.7%) that violent video games increase social interaction ability. Whilst, 16.7% of the students are neutral. For strongly agree and partially disagree that violent video games increase social interactions ability, both recorded 13.3%. The least students (10%) strongly disagree that playing violent video games can increase social interaction ability.

IV   DISCUSSION

The purpose of this study was to study the impact of violent video games among Universiti Utara Malaysia (UUM) students. A study which was conducted by International Islamic University Malaysia came with a conclusion in which their findings prove that there is no significant relationship between gaming frequency

and academic performance among IIUM students due to the gaming frequency portraying an inconsistent effect towards academic performance of each of the individual students. Another study conducted by Przybylski and Weinstein (2019) concluded that violent video game engagement is not associated with adolescents' aggressive behavior. Therefore, the time spent on video games or violent video games does not necessarily lead to negative outcomes. This study supports this hypothesis as data gathered also do not support that violent video games cause violent behavior or give a negative impact to the multimedia student's life in UUM too.

Findings in this research show that most of the respondents are from female students as the majority of female student intake is higher than male students' intake in UUM. Other than that, the findings show that the major cause of violence exposure in video games comes from the root of realism. The more real the game looks, the more the impact of violence exposure on multimedia students in UUM. Realism is the degree of reality that replicates from the real world into the game world. Normally games like first person shooters which portray the action of shooting with bullets, bleeding effect and some violent acts portray much of the reality of the world to gamers. It may impact positively or negatively depending on the person.

Findings in this research show no consistent relationship between the duration spent on playing violent video games and the impact of the students' life on both male and female students. This is due to the inconsistent results where some students feel they get violent after playing violent video games and some do not despite the time they spent playing violent video games. Likewise, students' academic performance is also inconsistent as some students with higher frequency of playing violent video games agree that it does not affect the academic performance while some students with lower frequency of playing violent video games agree that violent video games do affect the academic performance.

However, upon losing a video game, most students strongly agree feeling angry afterwards which is a negative impact but students can also get a good impact in which violent video games release their stress and pressure as a student and also increase their social interaction ability through competitive and cooperative play in the game world.

V   CONCLUSION

In conclusion, video games affect each individual differently. Some would have badly affected and distracted while others might only have minimal effect or no effects at all to their academic performance, violent behavior and anger after playing violent video games and in some cases multimedia students in UUM might even gain positive output from playing video games in term of stress relief and social interaction ability through competitive and cooperative play in game world. However, there is a clear need for more basic research and much intervention designed to scrutinize the positive and negative impact of violent video games on UUM students that are already understood.

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Best Paper Nominee

The Influence of Social Media on Consumer Buying Behavior

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ABSTRACT

This research is about the study of social media and its influence on consumer behavior. This research aims to investigate customer decisions, purchasing behavior, review, and connectivity with brands and many more. Not only this but many social media today have their own pages on the internet that need to be complemented for the information held in their products. The feedback in the social media influence on the consumers buying behavior about the products and the tendency to relate more to a company after reading many comments. Thus, the study is also related to the impact of consumer behavior on social media. This research also examines how the sufficiency of the content and the consumer generated details would modify the style of buying of the consumers. Therefore there has been a quantitative research done where 53 respondents' data has been collected in Google form. There are several respondents in the survey gathered and the results are drawn statistically. We can establish in the terms of this platform a two way interaction between consumer feedback and quick access to product details. Likewise, we can see how much consumer buying behavior is influenced and also the real impact of social media related to the behavior changes of the consumer.

Keywords: Social media, consumer behavior, purchase, consumer decision process

I.   INTRODUCTION

The internet and technologies have made life simpler and more progressive. Individuals that do business and transform it into the online world have simplified and accelerated the company's growth. The internet provides a forum for businesses to advertise themselves. The internet has been the primary method for online businesses to advertise their services and products. Customers and competitors will also interact in a single location. It introduces a novel method of marketing, advertising, and publicizing services and products within the brand (Liu et al., 2020). Internet marketing has been relevant in industry as part of business development and it attracts a broader range of companies and shoppers. Each year, many businesses develop their own websites in order to increase their revenues and use technologies to extend their sales. Modern era, internet infrastructure is advancing, and businesses are going online. Their purpose is to increase revenue and to attract new customers from a variety of demographics.

The online user is looking for something different, something trendy, and most importantly, everything under their purchasing budget. The online platform has been the greatest way to save time, effort, and money by making online purchases throughout the budget range from any place. Online users are using the technology to evaluate prices for products, obtain the latest statistics and communicate with social media. In one click, the internet allows consumers to compare prices, brand and quality. The Internet has developed a global market in which the seller and consumer are brought together. According to Yubo Chen, Scott Fay and Qi Wang (2011), stated that web pages offer the opportunity to browse for services or product content, place orders or make a review. In internet shopping, it helps consumers to have a broader range of products before purchasing, which consumers will choose. This facilitates consumer experience and saves delivery time.

A top company always influences the buying behavior of consumers. This significance promotes healing and protects the organization's potential income. Online advertising thus acts as networking opportunities and relies on innovative and new thought trends (Fondevila-Gascón et al., 2020). This improves the quality and service experience of the consumer. This twentieth century of interactive media and social interaction is of great significance for

corporate strategy. Thus, as companies globally become intensely popular. It is important that they explore advertising campaigns in a more convincing and creative way to bring more consumers.

A. Problem Statement

Our country's population spends much time on social media platforms. Thus, several advertisers try to use these channels to communicate to their targeted audiences. Consumers are surrounded by material that reduces their attention span. Consumers are more likely to purchase an item if it is responded to by social media. The apps or websites in social media are the leading outlets for active digital marketing strategies. Modern marketing has been affected by changing customer behavior through social media.

B. Objectives and Research Question

The research objective is to examine the connection between consumer buying behavior and social media and to clarify when, how, and why social media has influenced the consumer decision-making process. The theoretical framework focuses through the literature study of user decision-making, social media, and recent research regarding marketing on social media.

Research Questions
1. How do customers manage and gather the information before buying?
2. What progress has the social network delivered to consumers at different decision-making processes?

II LITERATURE REVIEW
A. Internet-based messages

The usage of social media has been very trendy in the twenty-first century. It is because customer decisions, purchasing behavior, review, and connectivity with brands have all been influenced by the internet-based messages. Besides that, the rise of social media platforms such as Facebook and Twitter is having a very significant impact on corporate activities and academic literature. In recent years, several research studies have examined the role of social media in industry. Consumers can also generate content by using social media to provide useful counsel to others (Dolan et al., 2019). This latest trend has resulted in the emergency of online forums and an electronic network of individuals on social media, where users exchange information easily (Barger et

al., 2016). People today prefer to consult online feedback and recommendations before making a decision of buying a product or services (Dolan et al., 2019).

B. Advertisement

A study was also carried out by Lăzăroiu, G., Neguriţă, O., Grecu, I., Grecu, G., and Mitran, P. C. (2020), stated that the communication between social media and customer decision-making has an effect on advertisement character. It does not fundamentally influence the decision-making of consumers but can have a mediating impact (Briandana & Dwityas, 2017). The brand or product's positive reputation will contribute to the consumers making decisions about their purchases. If a customer's friend engages in social media or suggests any products and services, it influences brands' viewpoint and affects their decision-making (Godey et al., 2016). Any brand with a positive profile on social media is more useful, because customers like the brand. Marketers sometimes engage in misleading advertising of the brand to reduce its market appeal and draw consumers to them.

C. Complex processes

According to Briandana and Dwityas (2017), it indicates that consumers cannot check out travel-related services and products before purchasing them. Complex processes have been used for different quantities and types of sources of knowledge. Many surveys show that numerous travelers use social media to lead their journey or trip. Reviews of locations, accommodation, transport, food and restaurants could have a major impact on the choices of the traveler. Social media is used by travel organizations and companies to interact with the public by publishing travel content, uploading photographs, alerts, and guidance, and exchanging personal traveler feedback. These factors will affect travel decisions and generate impressions about potential destinations. 58 % of U.S. internet travel uses travel details ratings: forty-nine percent of them have verified recommendations and reviews: 18% used photographs and social media sites of friends: twelve percent of read blogs: 5% of viewed videos.

D. Influences

Furthermore, another aspect of modelling network activity is determining how networks influence behavior (Dolan et al., 2019). Social contact of the

consumer often influences the decision to buy, beginning with awareness of the issue, quest for relevant data, comparison of alternatives, final purchasing decisions and satisfaction following the purchase. According to Godey et al. (2016), stated that digital marketing has made its personal thinking open to other Internet users. Members of a given group will present their feedback on a specific product, subject matter or community at no expenses. These public reviews have a direct impact on the purchasing intentions of consumers (Lăzăroiu et al., 2020). Finally what we have studied from here is, we can conclude that the customers regularly use social media sites to validate their buying choices. The reviews and interests of previous customers on social media sites have an impact on the decision-making process of new customers. When opposed to those who relied on other means of knowledge, social media users considered decision-making to be simpler and more enjoyable. The overall findings indicate that social media has a significant effect on the decision-making phase of the users.

III METHODOLOGY

This research paper focuses on investigating the connection between social media and consumer purchasing behavior and clarifying when, how, and why social media has influenced the consumer decision-making process. The main purpose of the study is to analyze the influence of the consumer on social media on buying behavior and the data obtained from the questionnaire is from the consumer's viewpoint to evaluate new perspectives. To conduct the study, first, we find the research problem from the literature findings. Next, we reviewed the article that relates to our study to find out more about social media consumer buying behavior for youth and consumerism. From the articles, we specify the research questions, objectives, and problems and make a decision scope for their issues. There were 53 respondents comprising the age range of 15 to 30 years old and above. The questionnaire consisted of 7 questions with multiple-choice questions. We referred our questionnaire from the other research papers but we also made some changes to the questions that related to the topic of an article. We give out this questionnaire for people to answer. Based on their responses, we can conclude that social media plays a significant role in influencing their online purchasing decisions.

IV RESULTS

The interpretation of the data obtained from the questionnaire is presented in the following section. Individuals were given a collection of questions. Since the survey was sent to 53 people and there were 53 people who responded, the overall percentage of responses was 100%. The questionnaire has a total of 7 questions. The study and results will be summarized in the following pages.

1. Age and Gender

The study describes the variety of answers by answering these two broad questions, which will help to have a more generalized overview. The data gathered covers four age groups: 15-19 years old (22.6 %), 20-24 years old (35.7%), 25-29 years old (11.3%), and 30 years old and up (30.2%). 62.3% of the respondents were female, while 37.7% were male, according to the responses received.

### 2. Frequency of online shopping done by people

Figure 1: Frequency of online shopping done by respondents

Figure 1 depicts the number of time at which people buy online. Only 3.8% of people did online shopping every day, 24.5% did online shopping weekly, 39.6% did online shopping monthly, and 32.1% did online shopping a few times a year, according to the data.

3. Time spent on application or website

On daily, how much time do you spend using social media or networking websites?
53 responses

- 0-1 hours
- 2-5 hours
- 6-9 hours
- 10 hours and above

22.6%

7.5%

64.2%
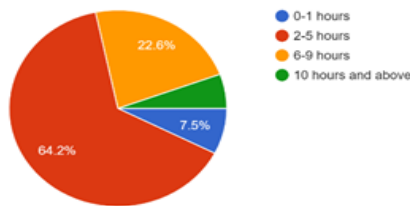
Figure 2: Time spent on application or website done by respondents

The aim of our survey, as seen in Figure 2, was to determine how many hours a day people spend on social media. We learned from this that the majority of respondents, or 7.5%, spend 0 to 1 hour of their time on social media. Furthermore, 64.2% of the population spent two to five hours on social media, 22.6% spent six to nine hours on social media, and 5.7% spent ten hours or more on social media.

4. Application or website that often used to buy online product

What applications or website that you usually visit to do online shopping?
51 responses

- Shoppee
- Lazada
- Mudah
- Zalora
- Tesco
- Website/ whtsap/ FB
- EBay and Amazon

27.5%

56.9%
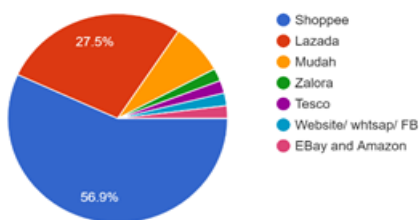
Figure 3: Application or website that often used to buy online products

Referring to Figure 3, Shoppee received 56.9% of the votes in the poll, making it the most popular platform for online shopping. Lazada has a 27.5% market share, Mudah has a 7.8% market share, and Zalora has a 2% market share, with other options including Tesco, Website/Whatsapp/Facebook, and Ebay/Amazon. According to the majority of our respondents, Shoppe is currently the most popular online networking platform.

5. Do people follow brands on social media

Do you follow brands on different social media sites?
53 responses

- Yes
- No
- Maybe

35.8%

11.3%

52.8%
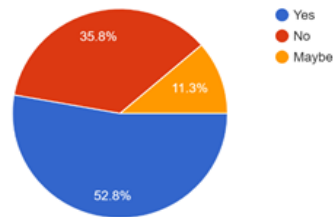
Figure 4: Numbers people follow brands on social media

Details about different products, sales, coupons, and deals are shared on social media platforms. Because social media and websites are a perfect way to get information about something without exerting too much work, the majority of people, or 52.8%, choose to follow various brands on social media (Figure 4).

6. Do you feel that social media influence 9the online purchase

Does you feel that your purchase is influence by social media?
53 responses

- Yes
- No
- Maybe

18.9%

18.9%

62.3%
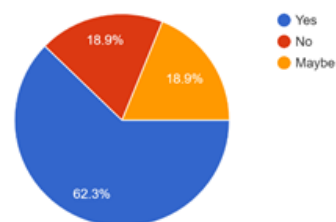
Figure 5: Feel that social media influences the online purchase

Social networking has been used by a variety of companies to identify and engage with their potential customers. Social network promotions have an effect on consumer purchasing decisions. 62.3% of people believe that social media influences purchasing decisions, while 18.9% disagree. Others say that social media has influenced their buying decisions (Figure 5).

7. Do social media has a big role in promoting the brands

Do you think that social media has a big role in promoting the brands?
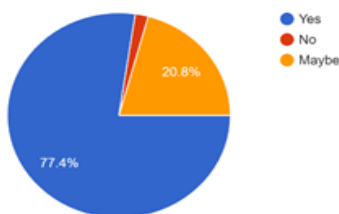53 responses

Figure 6: Social media is used to promote brands

Social networking marketing aids in the dissemination of information about a company's goods and mission. Brand visibility is improved by advertisements through well-known marketers. The majority of our respondents, 77.4%, believe that social media plays a very significant role in brand advertising, while a minority of 20.8% disagree and 1.9 percent say maybe (Figure 6).

V DISCUSSION

From the above study, respondents between the age of 20-24 spend most of their time on social media sites. According to survey results, about half of the respondents buy using online platform on a regular basis. This could indicate that they are both a student and a member of the working class. Additionally, the poll's findings indicate that more than 50% of the respondents spend between two and five hours a day on social networking sites. Social networking is critical for connecting people and creating relationships, which enables us to improve in our careers or academics and broaden our horizons. Then, from the data it is found that Shoppe is the most used application/website for online shopping. According to the survey findings, almost 55% of respondents use social media to promote products. On social media, people follow brands to know more about sales, new goods, and other information. Therefore, almost 85 percent of people use social media as a medium for disseminating information and making purchasing choices based on social media referrals. After that, almost 63 percent of respondents agree that social media affected their judgement. It is because several buyers check online customer product recommendations and reviews before choosing the right price and brand. Next, more than half of the respondents (77%) agree that social networking is important for brand marketing. because it helps maximize visibility, which allows the brand to attract leads and increase revenue.

VI. CONCLUSION

The objective of this research was to examine the social networking influences consumer buying behavior. The data gathered during this study show that various forms of social media marketing can influence customer purchasing decisions and also generate new needs for customers by providing tailored advertisements and simple ways to meet those needs. However, rather than immediately buying the service or product, users are prepared to obtain more reliable and authentic facts from social media after a purchase consideration is activated. The purpose of this study was to clarify when, how, and why social networking has influenced on consumer decision making process.

When - It is normally before the real buying process where social media has the greatest effect on customer purchasing behavior. Social networking is utilized to obtain additional insights as well as to locate complementary goods and resources that meet one's needs. Another point in the purchasing phase where social networking plays a role is at the start, where the consumer discovers and develops a new need to buy something through social media sites. According to the evidence gathered and the responses of 53 respondents, social networking offers appealing goods and services to the majority of social media consumers.

How - By providing consumers with appropriate information, social networking has an effect on their buying habits. Depending on the particular consumer's actions and the behavior on social media, multiple influencers, advertisers and other accounts and outlets may affect consumer opinions, wishes, and how the purchasing phase progresses.

Why - Since social networking is an integral part of human life and everything necessary and much more knowledge is at our fingertips, it has become an integral part of the purchasing phase. The explanations for this are unavoidable that social networking has taken almost all resources closer to us, and all businesses are now just a tweet away regardless of their geographical venue.

The paper shows customers regularly used social

media as a method for validate buying decisions and to look for relevant facts. The study phase proceeded as expected during this research. The researcher learned a great deal from these research activities about the online marketing, customer purchasing and the dual-way contact flows offered to the users by social media platforms. However, a technique to collect as many respondents as possible from the study from various social networking sites was challenging to develop, for example, in order to give this study a concrete outcomes. Aside from that, the research finished on schedule, and the researcher was able to find current findings for the research's objective.

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Online Shopping Reasons of UUM Students

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ABSTRACT

Social media has changed the consumer online decision making purchasing process. This study identifies the reasons for using online shopping among UUM students and the types of products they buy online. To meet these aims, a survey was conducted where 100 respondents participated. Most respondents use the Shopee apps to buy products online for reasons of time saving, wider product selections and better prices.

Keywords: social media, online shopping, youth, survey

I. INTRODUCTION

E-commerce (electronic commerce) is the buying and selling of goods and services, or the transmitting of funds or data, over an electronic network, primarily the internet. These business transactions occur either as business-to-business (B2B), business-to-consumer (B2C), consumer-to-consumer or consumer-to-business. E-commerce is powered by the internet, where customers can access an online store to browse through, and place orders for products or services via their own devices.

Buying things online has become a common practice among millions of people around the world in this era. Recently the number of people buying goods and services online has increased more than ever before. The reason for choosing online shopping could vary from convenience to competitive prices. In addition to that, online businesses are trying their best to make sure that the experience of online shopping matches in-person shopping experiences. This includes providing customers with detailed product descriptions and images.

Customers shopping at a physical store may have a hard time determining which aisle a particular product is in. In e-commerce, visitors can browse product category pages and use the site search feature to find the product immediately. This situation provides easy accessibility to the customer. Aside from scheduled maintenance, e-commerce sites are available 24 hours and 7 days in a week, allowing visitors to browse and shop any time. Brick-and-mortar businesses tend to open for a fixed number of hours and may even close entirely on certain days. The availability of online features makes the customers spend less time on shopping.

The growth of online shopping is simply impressive. It does not seem like it is going to slow down. It is a good opportunity for those who want to build up their own business with online shopping. And the opportunity attracts more people to enter e-commerce and start their business at a lower cost. Pure e-commerce businesses avoid the cost associated with physical stores, such as rent, inventory and cashiers, although they may incur shipping and warehouse costs. They can choose to build up their own online shopping business in its own webpage or in a platform such as Taobao, Shopee, Lazada and others.

Youth are the people who lead the online trend. They are the people who always get the newest information and easier to change their mind to follow the trend. E-commerce is the one which university and college students follow the trend and now basically use it constantly. As a result, the study described in this article involved Universiti Utara Malaysia (UUM) students to find out the online shopping reasons and the kinds of products the youth go for.

II. METHODOLOGY

The questions in the survey are divided into two categories of responses, which are quantitative and qualitative. Qualitative data is the data that approximates and characteristics. Qualitative data are also known as categorical data. The qualitative questions are non-numerically values in its answer. Qualitative data may be more difficult to precisely measure and analyze compared to quantitative data. However, qualitative data can provide us with more detailed information to explain particular issues. For

example, the question that uses qualitative data in this project is "Gender of the students".

Quantitative data is the type of data in which the value can be measured in numbers or counts, with a unique numerical value associated with each data set. A quantitative question probably would be numerically valued in its answer. Qualitative data can either be compared or counted on a numeric scale. Quantitative questions will result in data that is easy to convert into objective, numbers-based analysis. Quantitative data is easier to measure using statistical analysis because we can assign numeric values and directly compare different answers to the same questions (Coral, 2021; Maryam, 2020).

A. **Data Collection Method**

In this survey, a set of questionnaires was prepared in order to collect the data from the random-sampling respondents who are UUM students. This questionnaire is organized in Google form because it is one of the easiest ways for everyone to access it. Google Forms is a web-based app used to create forms for data collection purposes. Students and teachers can use Google Form to take surveys, quizzes, or event registration sheets. The form can be shared with respondents by sending a link or emailing a message. Apart from that, Google forms nowadays become a priority choice because it is a free option.

After the Google form was created, the Google form link was sent and shared through various types of social media such as Whatsapp, Facebook or Instagram. The purpose of sharing the link is to collect data from different respondents. Google Form is mobile friendly and hence the respondents' data can be collected in a faster way. The importance of Google Form usage is its cross-platform compatibility. This means that respondents can easily access the link no matter which device they use. (Edelmayer, 2020)

B. Data Representation Methods

In this survey, various types of data representation methods were used to analyze and represent our data (Coral, 2021; Maryam, 2020).

In this study, pie or bar charts are mostly utilized to display the data. A graphical tool effectively conveys the data to make the figures clearer and easily understood. Tabulation method is also one of the data representation methods. Tabulation method is a system which arranges the data and information into a table after processing it. Complex data can be simplified by using the

tabulation method. Data will be easier to compare when they are arranged in the rows and columns. However, tabulation is not presented here due to writing space limitations.

III RESULTS

It was found that most of the respondents are female (Figure 1) which is 58 respondents (58%) out of 100 respondents and the rest of the respondents are male which is 42 respondents (42%). This is because the female ratio is more than male in this institution.
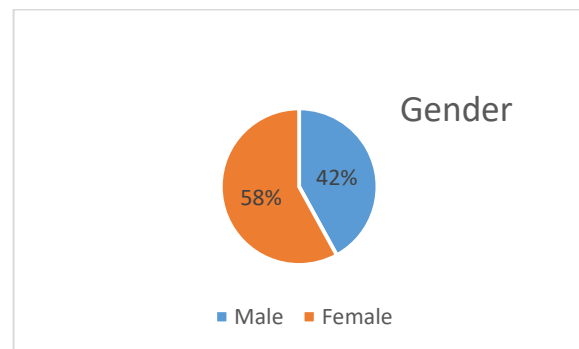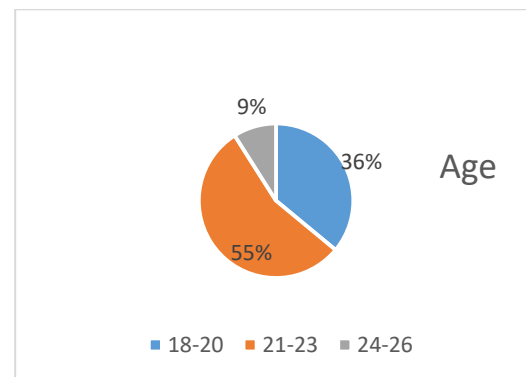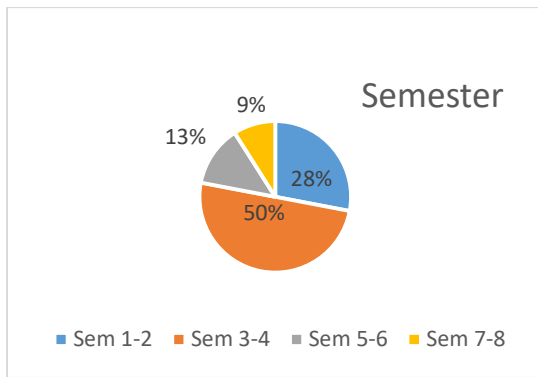

Figure 1: Gender

Figure 2: Age Group

Besides that, as shown in Figure 2, most respondents are from the age 21 to 23 years old, which is 55%. Next, there are 9 respondents (9%) from the age 24 to 26 years old. Also, there are 36 respondents (36%) from the age 18 to 20 years old.
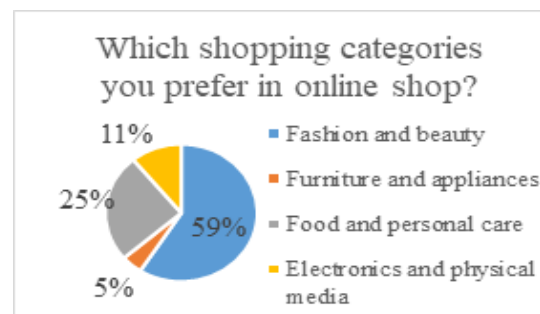
Figure 3: Semester

Then, most of the respondents are from the Sem 3-4, which made up 50% (refer to Figure 3). Another 28 respondents (28%) are from the Sem 1-2. 13% are from the Sem 5-6 and 9% from Sem 7-8.
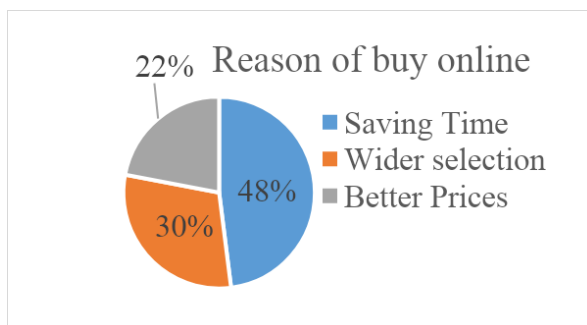

Figure 4: Which app do you use for online shopping?

From the data collected (Figure 4), it was found that most of the respondents (55%) prefer Shopee as the app they use for online shopping while 21% of respondents prefer Taobao and 24% respondents choose Lazada. Most respondents choose Shopee because Shopee is the most visited and popular e-commerce platform in Malaysia.

Figure 5: Reason for buying online

According to the data collected from google form, the main reason for buying online is saving time (refer to Figure 5), where 48% of respondents picked it. In this Covid-19 pandemic time, the respondents can buy what they want through online shopping easily without going out to the traditional shops. The second reason is the wider selection of products (30%). There are varieties of products from different manufacturers in online shopping. So, the respondents are able to do comparisons of the same products, when they compare several sellers, decision making becomes easy to choose the best. Next, the third reason is better prices which 22% of respondents agreed on. As can be seen, the prices of online shops are normally cheaper than the traditional shops. That is why respondents choose to go online for shopping.

Figure 6: Which shopping categories do you prefer in an online shop?

Figure 6 depicts 59% of the respondents go online shopping for fashion and beauty products, 25% for food and personal care and only 5% go shopping for furniture and appliances. This may be due to most of the respondents are female, so they prefer to go online for fashion and beauty.

Figure 7: How much money is spent on online shopping per month?

While most of the respondents (i.e 80%) spend RM100 - RM199 monthly on online shopping only 2% spend more than RM1,000 per month (refer to Figure 7). Of course, the purchasing power of youth in higher institutions reflects these findings. However, nearly RM200/monthly is considered much also.

IV CONCLUSION

The results of this survey supported the usage impact of online shopping in UUM. It was found that most of the respondents are female which made up 58% of the respondents. They are all of youth age. Shopee is the most preferred online shopping environment. next to Taobao and Lazada. The main reason online shopping is a hit now is due to the Covid-19 pandemic. Youth also use online platforms to view and buy fashion and beauty products. They considered the online environment as saving their time, providing wider selections and allowing them to easily compare prices.

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Effectiveness of the Use of Media Towards Mobile Phone Purchasing Decisions

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ABSTRACT

This research aimed to identify the effectiveness of the use of media towards consumers purchasing decisions on mobile phones. Specifically, this paper investigates the type of media advertising and how different elements of media advertisements are effective for consumer purchasing decisions on mobile phones. A primary data collection method was used, which is a questionnaire that includes a sample of 100 respondents. From the research results, media advertisements, especially social media advertisements are very successful in the effectiveness of consumer purchasing decisions by providing product price, clear information, and product features. It is concluded that media advertising plays a very important role in effectively affecting consumers' purchasing decisions on mobile phones so that it can help companies or marketers to recognize and plan their media advertising portfolio to optimize their marketing strategies in the future.

Keywords: Effectiveness, media advertising, media advertisement, consumer purchasing decisions

I INTRODUCTION

In this era of competitive digital media, media advertising is a technique for communicating with consumers and encouraging and persuading them to consume a specific product or service, as well as providing information to users (Sushendra and James, 2019). It is an important part of developing commercial organizations and companies just to make sure that they do not miss any consumers. There are many forms of paid advertising, traditionally such as TV commercials, newspapers, commercials, promoting products and services through radio, magazine advertising, outdoor advertising/media such as blogs, SMS, and websites. There are also other advertising media such as flyers, leaflets, and mobile advertisements placed on vehicles (Ogunyombo,

Oyero, and Azeez, 2017). With the passage of time, companies today are very concerned about social media (Facebook, Instagram, etc) so that TV advertising will soon be replaced by social media advertising. Therefore, this became research for us to look into to understand which of the different types of media advertising are more effective in influencing consumer purchasing decisions on mobile phones for companies.

With the evolution of information and communication technology (ICT), the company's advertising strategy and consumers' purchasing decisions have changed as a result. From the researcher (Getrude, 2015), consumers can collect information at the stage model of the consumer decision process, such as need identification, information search, evaluation of alternatives, consumption decision and post-consumption evaluation and through a variety of media advertising channels and types. Therefore, companies must determine the appropriate media advertising channels and types in order to promote their products and attract target consumers to consume. Different types of media advertising produce different marketing and communication effects, such as affecting the effectiveness of consumers' consumption decisions (Woo, Lee and Koo, 2015).

In most studies, media advertising of various products mainly affects consumers' purchasing decisions. A good advertisement can affect consumers' voluntary consumption of the product or service. Of course, a poor quality advertisement will have negative effects and results. Consumers today have access to more advertisements on TV and social media, and they are more interested in those brand-new, interesting, impactful, and worthy of attention. There are many factors that determine a consumer's purchasing decision. For example, media advertising affects consumers' purchasing decisions because it

provides information about the product and its functions and is used to persuade consumers to buy the product. This is extremely important research. Therefore, based on quantitative analysis, we provided practical advice for companies who are interested in effectively mastering and planning their media advertising portfolio to optimize their future marketing strategies.

A. **Research questions**

From the research survey, we aimed to answer two research questions:
1. Which type of media advertising is effective in consumers purchasing decisions on mobile phones?
2. How do elements of media advertising affect consumer purchasing decisions on mobile phones?

B. Research objectives

1. To investigate the type of media advertising that is effective in consumer purchasing decisions on mobile phones.
2. To determine how different elements of media advertisements affect consumer purchasing decisions on mobile phones.

Scope of research

The study analyzed the type of media advertising and how different elements of media advertisements are effective in consumer purchasing decisions on mobile phones. The scope of this study is targeted to mobile phone users in Malaysia. The study used a survey research design with a structured questionnaire to collect respondents' responses.

II   METHODOLOGY

This study used quantitative methods. This demonstrates how data was gathered and analyzed, why methods were used, and what type of information was required to answer the research questions. A set of questionnaires by researchers and designed by using Google Docs, a free online office suite provided by Google. This service allows users to create a survey and to generate URLs so as to share it online and collect answers. As a result, the questionnaires are divided into three sections, a total of 16 questions. The question is adapted from the previous research article in order to generate a new question for data collection. A total of 100 respondents were collected. Researchers spread questionnaires to Facebook groups and WhatsApp groups were used, inviting the audience to answer it. To motivate respondents to respond, the

questionnaire began with an introduction message explaining the purpose of the study. The questionnaire has three sections, first asked for general information which is gender, age and investigated their needs. The second and third parts investigate what elements and type of media advertising what elements in media advertising are effective to consumer purchasing decisions on mobile phones.

III LITERATURE REVIEW
A. Media

The media is a tool used to share information to the public such as news, movies, advertisements, music, etc through radio, television, newspapers, social media, electric displays and others. It has 2 types of media, which are traditional media and social media. Television, newspapers, magazines, radio belong to traditional media, however, social media include Facebook, Instagram, Whatsapp, Twitter, etc (Vanessa Rodriguez Lang, 2016).

B. Advertisements

Advertisements will provide information to consumers that includes product image, price, features, promotion, etc. Consumers can refer to the advertisement to help them make the right decision among the various choices that exist in the market (Parle and Vile., 2019).

C. The effectiveness of media advertisement

Based on the findings by researcher Chandan Saxena (2021), nowadays people prefer using social media platforms more than traditional platforms. Therefore, the company prefers using social media advertising to promote their products because it can reach more people by using social media advertisements. According to (Maria Cristina Morra et al., 2019), traditional media advertising has a negative impact on consumer based perspective and points out for consumers who have already interacted with the brand that advertising on social media, traditional media advertising will be less effective than social media advertising. Using social media to promote the product and do promotional activity is effective to convince consumers, but if they consider the promotional activity as a commercial statement, then consumers will generate negative views on the advertisement (Shareef, et al., 2019). As contended by Sushendra Kumar Misra and James Kanda (2019), advertisements will affect consumers buying a mobile

phone. The main reference was the features, price and brand in the advertisement. To conclude, most of the findings show that social media is more effective compared with traditional media.

IV RESULTS

Table 1: Demographic of respondents

Demographic	Frequency	Percentage %
Gender		
Female	67	67
Male	33	33
Age		
18-20	13	13
21-25	82	82
26-30	5	5
30 above	0	0
Do you think the media can affect purchase decision?		
Yes	88	88
No	4	4
Maybe	8	8
Have you ever seen an advertisement that enticed you to buy something?		
Yes	83	83
No	7	7
Maybe	10	10

Table 1 shows the results about the demographic of the respondents. It had a total of 100 respondents' responses to the questionnaire. From the total 100 respondents, 33 of them with 33% were male and the rest of the 67 respondents were female and had 67% of accumulation out of 100%. Female respondents respond more than male respondents in this

questionnaire. 13 out of 100 of them were in the age range of 18-20 years old with 13%, 82 out of 100 respondents were aged in the range of 21-25 years old with 82%, 5 out of 100 of them were in the age range of 26-30 years old with 5% respectively and no respondent in the age range of 30 above. Most of the respondents fall in the age range of 21-25 years old.

For the question, do you think the media can affect purchase decisions? 88 out of 100 of them with 88% answered yes, 4 respondents with 4% answered no and 8 respondents with 8% answered that maybe the media can affect purchases decisions. Next, 83 respondents out of 100 with 83% answered yes to the question of have you ever seen an advertisement that enticed you to buy something. 7 respondents with 7% answered no and 10 respondents with 10% answered maybe in this question.

Section B: To investigate the type of media advertising is effective to consumer purchasing decisions on mobile phones.

Table 2: Type of media advertising that influences the decision to purchase a mobile phone

	Frequency	Percentage %
Digital video	59	59
Web pages and websites	66	66
Social Media Advertising	89	89
Broadcast News (television and radio)	24	24
Print Publications (newspapers and magazines)	16	16
Electronic Book	8	8
Outdoor Advertising (electric displays, bus or train advertising)	15	15

Referring to Table 2, 59 out of 100 respondents answered that digital video is the type of media advertising that influences the decision to purchase a mobile phone (59%), 66 out of 100 respondents (66%) answered web pages and websites, followed by 89 out of 100 respondents (89%) answered social media advertising. For broadcast news, there are 24 out of 100 respondents (24%), while 16 respondents (16%) answered that print publications are more influential in the decision. 8 out of 100 respondents (8%) answered that electronic books are more influential in the decision to purchase a mobile phone while 15 respondents (15%) answered outdoor advertising.
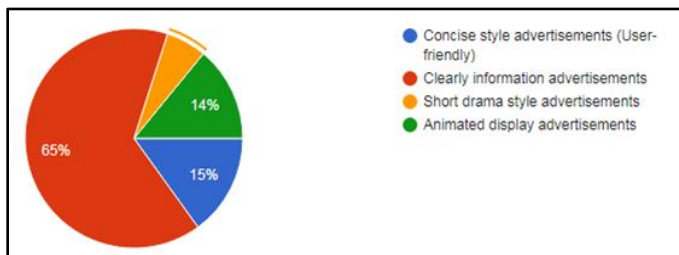
Figure 1: Do you think which type of media advertising form can attract you buying mobile phones?

Figure 1 shows the question: "Do you think which type of media advertising form can attract you to buy mobile phones?". 65 out of 100 respondents (65%) answered clearly that information advertisements are the type of media advertising form that can attract people to buy mobile phones, while 15 respondents (15%) answered concise style advertisements. For the type of animated display advertisements, 14 respondents (14%) answered it and 6 respondents (6%) answered short drama style advertisements.
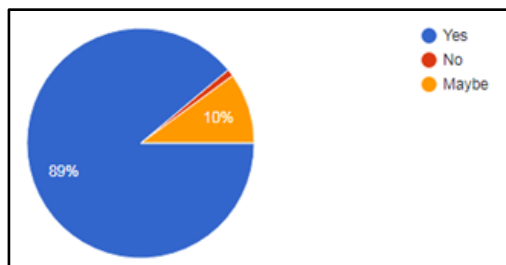
Figure 2: Do you believe brand awareness advertisements influence your mobile phone purchasing decisions?

Referring to Figure 2, 89 out of 100 respondents (89%) answered yes, 10 respondents (10%) answered maybe while only 1 respondent (1%) answered no. From the results, many respondents believe that brand

awareness advertisements can influence their decision to purchase a mobile phone.
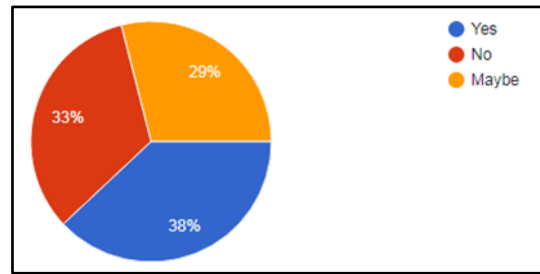
Figure 3: Do you think pop out advertisements or banners will effectively affect your purchasing decision of mobile phone?

Referring to Figure 3, 38 out of 100 respondents (38%) answered yes, 33 respondents (33%) answered no while 29 respondents (29%) answered maybe. From the results, many respondents believe that pop-out advertisements or banners will effectively affect their purchasing decision of the mobile phone.
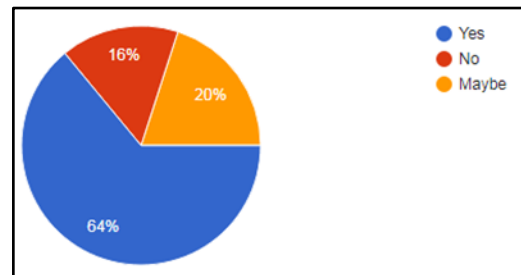
**Figure 4: Do you think creative and diverse advertising can affect your decision to purchase a mobile phone?**

Referring to Figure 4, 64 out of 100 respondents (64%) answered yes, 20 respondents (20%) answered maybe while 16 respondents (16%) answered no. From the results, many respondents believe that creative and diverse advertising can affect their decision to purchase a mobile phone.

Section C: To determine how different elements media advertisements affect consumer purchasing decisions on mobile phones.
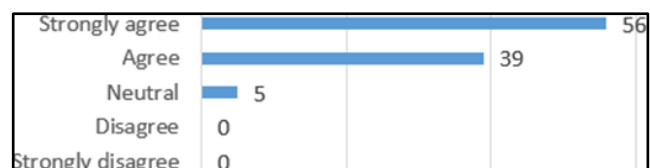
Figure 5: I think product detail information on advertisements will affect my purchasing decision on mobile phones

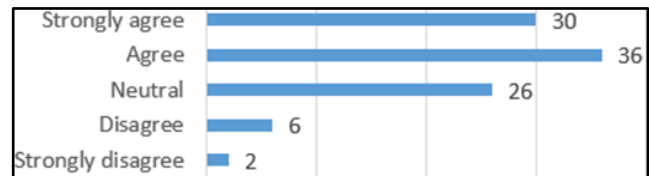Referring to Fiure 5, 56 out of 100 respondents (56%) strongly agree that the product detail information on advertisement will affect their purchasing decision on mobile phone, 39 respondents (39%) agree while only 5 respondents (5%) are neutral. From the results, many respondents strongly agree that the product's detailed information on advertisements will affect their purchasing decision on mobile phones.
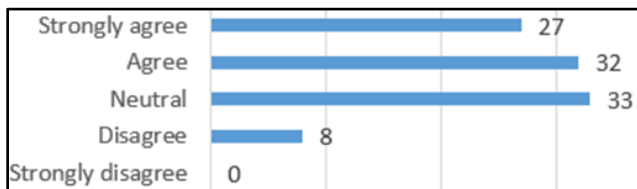
Figure 6: I think call to action verbs on advertisements can effectively encourage me to purchase on mobile phones

Referring to Figure 6, 27 out of 100 respondents (27%) strongly agree that call to action verbs on advertisements can effectively encourage them to purchase mobile phones, 32 respondents (32%) agree, 33 respondents (33%) are neutral while only 8 respondents (8%) disagree. From the results, many respondents feel neutral that call to action verbs in advertisements can effectively encourage them to purchase mobile phones.
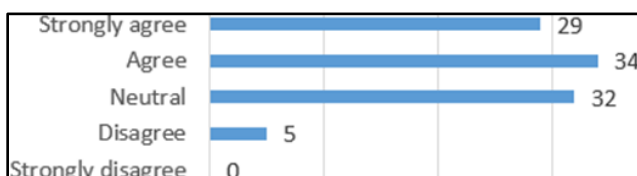
Figure 7: I think a humorous graphic or illustration on advertisements could really capture my interest to make purchasing decisions on mobile phones

Referring to Figure 7, 29 out of 100 respondents (29%) strongly agree that a humorous graphic or illustration on advertisements could really capture their interest in making purchasing decisions on mobile phones, 34 respondents (34%) agree, 32 respondents (32%) neutral while only 5 respondents (5%) disagree. From the results, many respondents agree that a humorous graphic or illustration on advertisements could really capture their interest in making purchasing decisions on mobile phones.


Figure 8: I think the creative design poster has piqued my interest to make purchasing decisions on mobile phones

Referring to Figure 8, 30 out of 100 respondents (30%) strongly agree that creative design poster has piqued their interest in making purchasing decisions on mobile phones, 36 respondents (36%) agree, 26 respondents (26%) neutral, 6 respondents (6%) disagree and only 2 respondents (2%) strongly disagree. From the results, many respondents agree that creative design posters have piqued their interest in making purchasing decisions on mobile phones.
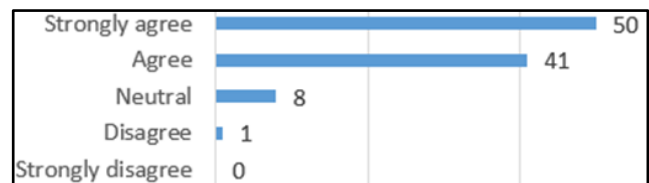
Figure 9: I believe the product feature provided in the advertisement will entice me to make purchasing decisions on mobile phones.
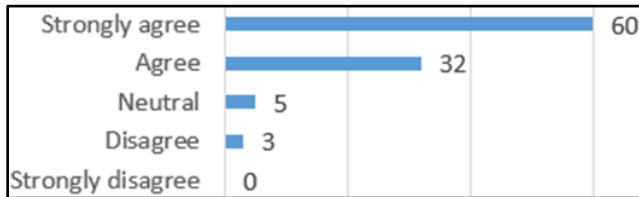
Referring to Figure 9, 50 out of 100 respondents (50%) strongly agree that the product feature provided in the advertisement will entice them to make purchasing decisions on mobile phones, 41 respondents (41%) agree, 8 respondents (8%) neutral and only 1 respondent (1%) disagree. From the results, many respondents strongly agree that the product feature provided in the advertisement will entice them to make purchasing decisions on mobile phones.
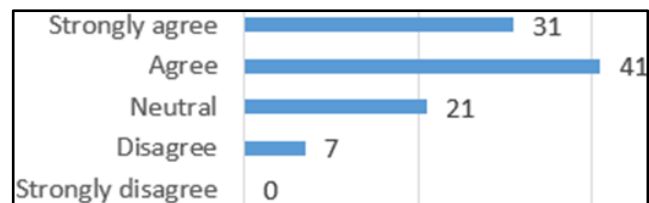
Figure 10: I believe the product color on advertisements can grab my attention to make purchasing decisions on mobile phones

Referring to Figure 10, 31 out of 100 respondents (31%) strongly agree that the product color on advertisements can grab their attention to make purchasing decisions on mobile phones, 41

respondents (41%) agree, 21 respondents (21%) neutral while only 7 respondents (7%) disagree. From the results, many respondents agree that the product color on advertisements can grab their attention to make purchasing decisions on mobile phones.

Figure 11: I think product price on advertisements affect my decision making on purchasing a mobile phone.

Referring to Figure 11, 60 out of 100 respondents (60%) strongly agree that the product price in advertisements affects their decision making on purchasing a mobile phone, 32 respondents (32%) agree, 5 respondents (5%) neutral while only 3 respondents (3%) disagree. From the results, many respondents strongly agree that the product price in advertisements affects their decision making on purchasing a mobile phone.

V DISCUSSION

From the results, the survey was filled out most often by females and the range of age the majority are from 21-25. Most of the respondents think that the media can affect their purchasing decisions and most of them have seen an advertisement that enticed them to buy something.

Furthermore, social media advertising is the most respondents choose as the type of media advertising that can influence their decision to purchase a mobile phone. Information about a product is the most important when customers need to buy it, therefore most respondents choose clear information advertisements for their type of media advertising form that can attract them to purchase mobile phones. Besides, most respondents believe brand awareness advertisements will influence their mobile phone purchasing decisions. They also think that pop-out advertisements or banners, creative and diverse advertising will effectively affect their purchasing decision of a mobile phone.

Next, most respondents strongly agree that product detail information on advertisements, product features provided in the advertisement and product price on advertisements will affect and entice them to purchase decisions on mobile phones. Moreover, they agree that

a humorous graphic or illustration on advertisements, creative design posters and the product color on advertisements can grab their attention and interest in making purchasing decisions on mobile phones. Lastly, they feel neutra(i.e no opinion) in the call to action verbs in advertisements when purchasing a mobile phone.

VI CONCLUSION

From the findings, it is concluded that media advertisements, especially social media advertising, play a very important role in affecting consumers' purchasing decisions effectively. For mobile phone users, they also realize that clear information and brand awareness advertisements are the most important form to attract and enable them to make the right consumer decisions. Besides, product price, information and features on media advertising are the main elements of mobile phone users to make purchasing decisions effectively. Thus, this study is an effort that could contribute and help the companies or marketers to recognize and plan their media advertising portfolio to optimize their marketing strategies in the future.

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Social Media Factors Influencing Consumer Purchase Intention in Malaysia

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ABSTRACT

With the growth of technology and the situation of the pandemic, Internet services are becoming more important to people. According to statistics, up to 3.96 billion people are using social media, and the devices that have been used the most are mobile phones. Nowadays, social media is not only for entertainment purposes but also includes online shopping, which is of great help to people facing the pademic. This shows that social media has a fundamental impact on consumers' buying behavior. The purpose of this research is to investigate the influence of social media on the consumer buying decision-making process and examine the factors affecting the consumer purchase intention influenced by social media. An online questionnaire survey was conducted. The results show that these factors have positive influences on consumers' purchase intentions. These results show that online trading is popular, which not only facilitates unlimited shopping but also creates new job opportunities for people.

Keywords: social media, purchase intention, consumerism, media

I INTRODUCTION

Social media in the practical sense is presented as application and website for users to communicate with each other to send and receive information through some of the online social network such as social networking sites (Facebook), video and photo sharing sites (Youtube) and micro blogging applications (Twitter) (Nadaraja et al., 2013). According to Vinerean (2017), social media is also a marketing strategy which allows co-created value, connects brands and consumers in an interactive way, monitors brand-related discussions and emotions, and helps consumers in decision making, to facilitate way for interaction between customers and customers, and transforms consumers into brand advocates.

Moreover, organizations using social media as a modern tool in order to send the information to their target markets, to encourage consumers, provide good quality products and service and meet their requirements can also protect the company reputation (Nadaraja et al., 2013). Furthermore, it is an innovation tool in marketing which engages customers to their organization, cost effective and minimizes the communication to consumers and establishes a high level of brand loyalty. Social media brings the impact for their business functions such as sales, marketing, corporate communication and public relations, customer service, product development and employee communication and collaboration (Bansal, et al., 2014). Singh and Sinha (2017) mentions that social media has a positive effect for business growth and performance. Companies establish their brand image and interact with their customers while marketing their product. Social media are able to increase customer satisfaction in the initial stage of information search and alternative assessment but not in decision making stage and many of the customer are satisfied only while they purchase in physical store (Voramontri & Klieb, 2019) whereas from the article (Chopra et al., 2020) found that the use of social media for the user in decision-making process are easier, enjoyed and more satisfied overall. Social media taken as the electronic word of mouth (eWOM), reviews and past consumers preferences will affect the decision making process for potential customers. According to Sharma et al. (2021), trust can make consumers willing to purchase the product because it will give more satisfaction and commitment to the specific brands. This article looks into such factors that would influence purchasing intentions.

II LITERATURE REVIEW
A. **Advertisement**

Advertising is a kind of persuasive public communication to introduce products or services. The

advertisement must be financially supported by the sponsor, promoted from major media, and a message designed for a special audience. Therefore, advertising not only attracts long-distance customers, improves the visibility of products and companies, but also stimulates sales share, which is an important element in competition with other companies (Frolova, 2014). Advertising is divided into traditional and online. Traditional advertising is mostly in television, radio, newspapers, etc., has more channels than online advertising e.g. social media but it may be able to spread the information in certain geographically. Online advertising solves the regional restrictions of traditional advertising, it could market products and services more effectively through the Internet. The information on online advertising is more comprehensive than traditional ads (Umarani & Rajalakshmi, 2017). This is because online ads can be updated at any time and provide the latest information to customers. Customers can access the websites that are shared on social media, interact with sellers with chat functions, comments or lives broadcasting. The integrity of information can increase the value of advertising and the credibility of products, thereby affecting consumers 'attitudes and behavior.

Compared to traditional advertising, animation and video can assist online advertising and make product information more entertaining. Entertainment effects have a positive impact on online advertising (Brahim, 2016), which can temporarily relieve the fatigue of the audience and bring joy, and it can also deepen the audience's impression of the product. This has always focused on the creativity of online advertising. It has been observed that effective emotional attraction can actively attract high levels of attention (Liu-Tompkins, 2018). Therefore, advertisements can attract audiences through rich life story content. A vivid story can satisfy the audience's emotional needs and deepen the impression. There are many ways to innovate advertising. It can provide complete product or service information in a fun, sad, happy, and beautiful atmosphere to affect the psychological needs and trust of customers, thereby persuading the audience's willingness to purchase.

B. **Price**

Price is one of the important considerations for every customer before shopping. The pandemic reduces the economy and tightens people's spending, so people will choose relatively cheap and practical products or services. Promotional activities are one of the strategies to encourage the increase of product sales, usually to promote products at preferential prices. The preferential price will be much lower than usual, which will affect the number of purchases of consumers and reduce the decision-making time (Bhatti, 2018). Discounted prices in promotional activities, such as a 20% discount, can increase the value of the product and affect consumers' purchase intentions and purchase quantity. Therefore, the price will affect consumers' willingness to buy.

C. **Trust**

Trust is one of the main things that should have when it comes to online purchasing. It shows that the trust could help customers in decision making to make a purchase. Online purchase should be beneficial to customers in order to gain trust from them such as providing information about the product that can meet their expectations (Dachyar & Banjarnahor, 2017). Moreover, the trust can be measured based on their interaction toward the product especially when it occurs at the risk of their purchasing. In this context, customers are more preferably going to a physical store when they have a trust issue with it (Bansal et al., 2020). On this aspect, the engagement of the customer toward online purchase might decrease due to occurring trusted issues (Dachyar & Banjarnahor, 2017).

D. **Friend's recommendation (Traditional Word of Mouth)**

Traditional Word of Mouth had been used for a long time which has been described as conveying other consumers based on communication from one person to another person to persuade them whether the product is good or not (Huete-Alcocer, 2017). This way has been used widely because of its reliability and it can influence the consumers when the consumers trust other consumers rather than the seller itself (Huete-Alcocer, 2017). The credibility of the information that has been received by communication between both consumers which are family or friends can help them to make a decision to either buy the product. Beside, all the communication between the consumers are private and all the information cannot be deliver faster since it is between the consumers and for other consumers that need more information about the product need to ask the other consumers that have acknowledge about the product that might affect their interest on purchasing even might have different

perspective either positive or negative (Huete-Alcocer, 2017; Kumar et al., 2020).

E. **Positive review (Electronic Word of Mouth)**

Electronic Word of Mouth or also known as digital platform for customers to give a review which connects the digital consumers from all around the globe to give feedback using online platforms (Kumar et al., 2020). The reviews that have been written are not private and can be read by the public to make decisions on purchasing, especially using online platforms (Huete-Alcocer, 2017). It will depend on the user base on their experience using the product whether the feedback could be positive or negative (Kumar et al., 2020). EWOM can easily go viral due to the digital platform that can transmit the information and feedback of the product faster through the internet (Huete-Alcocer, 2017; Kumar et al., 2020). This platform is also easy to access due to the online platform having become the main platform to influence users on decision making and for user to know the feedback about the product from different perspectives which can reach their expectation (Kumar et al., 2020).
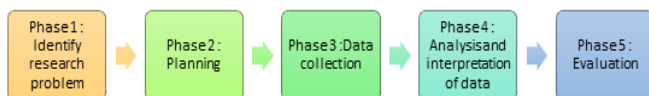
III METHODOLOGY

Figure 1: The phase of methodology

This study implemented five phases which are to identify research problems, planning, data collection, analysis and interpretation of data and evaluation. (refer to Figure 1).

This study started by identifying research problems that are related to the research title which is media and consumerism. Searching for several articles or journals that relate to the title and to survey the current problems. The problem has been found which is that social media had a radical impact on consumer purchase behaviour. The second phase is planning. In this phase a discussion among group members to choose the best title and related problems were conducted. To gain more information, a review of some related articles to build objectives was too conducted.

The third phase is data collection with samples of customers in Malaysia. Random sampling then a survey was administered. The questionnaire was created by using Google form and blasted through WhatsApp. The participants had to answer all the sections in the questionnaire. The fourth phase is analysis and interpretation of data. All the data that were collected and analyzed followed by the findings discussion. The last phase concluded the relationship between the factors of social media and customer purchase intention in Malaysia based on the analysis of data.

IV RESULTS

Based on the questionnaire that is separated into A, B and C sections, Section A is demography, Section B is the influence of social media on consumer purchase intention and Section C is factors affecting the consumer purchase intentions influenced by social media. Based on Table 1, there are 54 respondents, 42 were female (77.8%) and 10 were male (22.2%). The majority of the respondents (87%) are between 21 until 25 years old. Others between 26-30 years old (5.6%), 20 years old and below (3.7%), 31 until 35 years old and 41 years old and above (1.9%). The majority of respondents are students (79.6%), 6 respondents are with full-time employment (11.1%), part-time employment has 4 respondents (7.4%) and 1 respondent has retired (1.9%). 48 respondents, which is the majority, have income less than RM 2,000 (88.9%).

Table 1: Demographic of respondents

Gender	
Female	42 (77.8%)
Male	10 (22.2%)
Age	
20 years old and below	2 (3.7%)
21-25	47 (87.0%)
26-30	3 (5.6%)
31-40	1 (1.9%)
41 years old and above	1 (1.9%)
Employment Status	
Full-Time	6 (11.1%)
Part-Time	4 (7.4%)
Student	43 (79.6%)
Retired	1 (1.9%)
Monthly Income	
Less than RM 2000	48 (88.9%)
RM 2000 - RM 2999	1 (1.9%)
RM 3000 - RM3999	2 (3.7%)
RM 4000 - RM 5000	2 (3.7%)
More than RM 5000	1 (1.9%)

Table 2 shows the influence of social media on consumer purchase intention. According to the response collected from the questionnaire, most of the respondents are using WhatsApp (37%), Instagram (24.1%), Facebook (20.4%), YouTube (9.3%), Google+ (5.6%), Tiktok (1.9%) and SnapChat (1.9%). Most respondents do online shopping once a month (40.7%), once in two week has 10respondents (18.5%), once a week and once six month have the same respondents which are 8 respondents (14.8%), online shopping once a year and never also have the same number of respondents which are 3 respondents (5.6%). In the survey, fashion is the highest and 17 respondents are always looking for the information on social media (31.5%). Health has 10 respondents (18.5%), motivation has 7 respondents (13.0%) fitness and beauty have the same respondents which is 4 of respondents (7.4%) who are looking for the information. Other information that is always looking for on social media such as game, pet, news, technology and polity and they have 12 respondents (22.9%). The highest to purchase products online is clothing (35.2%). The care product has 10 respondents, the supplement has 5 respondents (9.3%), and sport, cosmetic and luxury goods have the same respondents which are 2 respondents (3.7%). Other products such as books, IT gadgets, foods have 13 (24.7%). The kind of information that respondents are always looking for on social media will influence the respondents to purchase what kind of product on online shopping.

Table 2: Influence of social media on consumer purchase intention

Application		Information On Social Media	
WhatsApp	20 (37.0%)	Fitness	4 (7.4%)
Instagram	13 (24.1%)	Fashion	17 (31.5%)
Facebook	11 (20.4%)	Motivation	7 (13.0%)
YouTube	5 (9.3%)	Health	10 (18.5%)
Google+	3 (5.6%)	Beauty	4 (7.4%)
TikTok	1 (1.9%)	Others	12 (22.9%)
SnapChat	1 (1.9%)	**Categories of Product**	
Frequently Online Shopping		Sport	2 (3.7%)
Never	3 (5.6%)	Clothing	19 (35.2%)
Once A Week	8 (14.8%)	Luxury Goods	2 (3.7%)
Once In Two Weeks	10 (18.5%)	Cosmetic	2 (3.7%)
Once A Month	22 (40.7%)	Care Products	10 (18.5%)
Once 6 Months	8 (14.8%)	Supplement	5 (9.3%)
Once A Year	3 (5.6%)	Others	13 (24.7%)

As depicted in Table 3, the 29 respondents with the highest frequency (53.7%) agreed that creative advertising can influence their intention and convince them to buy products, while the other 14 respondents (25.9%) strongly agree, 6 respondents (11.1%) stated neutral, 3 respondents (5.6%) disagree and 2 respondents (3.7%) strongly disagree. This is enough to prove that creative advertisements positively affect consumer purchase. Secondly, the 24 respondents with the highest frequency (44.4%) strongly agree that sufficient information will prompt consumers to purchase intentions, while the other 23 respondents (42.6%) agree, 6 respondents (11.1%) neutral, and 1 respondent (1.9%) disagree. The data indicates that the adequacy of information can bring consumers positive response.

Then, according to the data, the 20 respondents with the highest frequency (37.0%) tend to buy low-priced products, while the others are 14 respondents (25.9%) agree, 17 respondents (31.5%) neutral, 2 respondents (3.7%) disagree, and 1 respondent (1.9%) strongly disagree. In terms of discount products, 28 respondents with the highest percentage, 51.9% agreed that discounted products affect consumers buying products, while others 20 respondents (37.0%) strongly agree, 5 respondents (9.3%) neutral, and 1 respondent (1.9%) disagree. This proves that low price and discount on products positively influence the consumers buying the product.

For friend recommendations, the highest frequency is that 21 respondents (38.9%) agree that this factor positively affects purchase intention, 18 respondents (33.3%) choose neutral, 13 respondents (24.1%) strongly agree, 1 respondent (1.9%) choose to disagree and strongly disagree respectively. Finally, 34 respondents (63.0%) firmly believe that positive reviews will affect purchase intentions, and the other 17 respondents (31.5%) agree, 2 respondents (3.7%) neutral, and 1 respondent (1.9%) strongly disagree. It proved that the positive review positively affects the consumer's intent to buy the product.

However, for the same statement described by the product and social media, the response was moderate. The data points out that 24 respondents (44.4%) choose neutral, which is the highest data, while others choose 17 respondents (31.5%) agree, 6 respondents (11.1%) strongly agree, and 7 respondents (13.0%) disagree. It proved that images on social media could

not hundred percent get the trust of consumers, but some of the consumers still believe in the image on social media. It shown that the image on social media does not give the significant effects on consumer purchase intention.

Table 3: Factors affecting the consumer purchase intentions influenced by social media

Creative Advertisements	
Strongly Disagree	2 (3.7%)
Disagree	3 (5.6%)
Neutral	6 (11.1%)
Agree	29 (53.7%)
Strongly Agree	14 (25.9%)
Sufficient Information	
Strongly Disagree	0 (0.0%)
Disagree	1 (1.9%)
Neutral	6 (11.1%)
Agree	23 (42.6%)
Strongly Agree	24 (44.4%)
Low-Price Product	
Strongly Disagree	1 (1.9%)
Disagree	2 (3.7%)
Neutral	17 (31.5%)
Agree	14 (25.9%)
Strongly Agree	20 (37.0%)

Discount Product	
Strongly Disagree	0 (0.0%)
Disagree	1 (1.9%)
Neutral	5 (9.3%)
Agree	28 (51.9%)
Strongly Agree	20 (37.0%)
Product same as Image Described on Social Media	
Strongly Disagree	0 (0.0%)
Disagree	7 (13.0%)
Neutral	24 (44.4%)
Agree	17 (31.5%)
Strongly Agree	6 (11.1%)

Friends' Recommendation	
Strongly Disagree	1 (1.9%)
Disagree	1 (1.9%)
Neutral	18 (33.3%)
Agree	21 (38.9%)
Strongly Agree	13 (24.1%)
Positive Reviews	
Strongly Disagree	1 (1.9%)
Disagree	0 (0.0%)
Neutral	2 (3.7%)
Agree	17 (31.5%)
Strongly Agree	34 (63.0%)

V. DISCUSSION

From the study, the factors were identified through the survey and literature review. From the demographic results, most of the consumers use social media platforms to spend their money at least once a month. The consumers are always searching for information about fashion and it relates to the consumers desire to purchase clothing.

The significance of the factor can be seen when the consumers are interested to purchase via social media because they have been persuaded by the creative ads even the information that has been displayed can gain their intention to buy. The findings also show that the price of the product significantly affects the consumers buying intentions. Discount and low price also influence buying decisions (Bhatti, 2018). The consumers are more attracted toward the lower price product and discount because they can save more money and spend the balance on other items even if they could wait for the price to drop.

Furthermore, consumers are attracted to purchase through social media platforms when there are positive reviews on the product and recommended by friends. Positive reviews enable consumers to identify the quality of the product, increase the perceived value to the consumers and affect their purchase intention. Therefore, a valuable product will be more convincing in the minds of consumers after purchase and recommended by their friends (Huete-Alcocer, 2017).

Meanwhile, only one factor that did not reach the expectation as described in literature review, which is trust. The findings show that trust has no obvious influences on purchase intention because of the different expectations among consumers to the product (Bansal et al., 2020). The image on social media did not always guarantee the same as the

product's appearance, but sometimes it is exactly the same as the image but sometimes not.

VI. CONCLUSION

In a nutshell, social media gives positive influences for the consumers to make a purchase. It allows the consumers to explore more not even for socializing but purchasing through social media. This research indicates to help the consumers decide whether it is worth using social media platforms to make a purchase and helps sellers to acknowledge the factors that influence consumers to buy the product. Future research could focus on the impact of social media and its benefits to the consumers.

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Best Paper Nominee

Using Social Media in Empowering Youth against Covid-19

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ABSTRACT

The usage of social media by youth is increasing especially when physical interactions are being reduced due to the increase of positive COVID-19 cases in Malaysia. As youth relied on social media to obtain information and news about the virus, it would be beneficial in empowering youth against COVID-19 if effectively applied. This study is conducted to investigate how social media empowers youth against COVID-19. The study was carried out using quantitative survey methodology with a sample of 50 youths. The results revealed that WhatsApp is the most used platform by youth in carrying out various activities against COVID-19, whereas Twitter and Blog are the least used. Youth also used social media to get in touch with family and friends during the pandemic. Furthermore, social media empower youth to share the health information and latest news about COVID-19 with family and friends. The awareness of COVID-19 could indeed be enhanced among the youth through the use of social media.

Keywords: social media, youth empowerment, COVID-19

I INTRODUCTION

Media was invented in the 15th century. As time goes by, the traditional media has transformed and evolved into digital media. Nowadays, people can interact with one another easily by using social media. It connects people around the world and changes the trend of the world's communication method. Now, it plays a pivotal role in everyone's life, especially in youth. Social media has become an indispensable part of youth's lives according to their choices and preferences. It provides different activities and empower youth in various ways (Rana & Jadhav, 2019).

Since the outbreak of COVID-19, the rapid increase of positive cases in Malaysia has caused the government of Malaysia to impose the Movement Control Order (MCO). This includes restrictions of movement, social distancing and mass gatherings. A "new normal" life where physical interaction becomes limited and emotional adjustments need to be made by all persons (Noor Azah, Othman, Lugova & Suleiman, 2020). Reduction of physical interactions caused youth to rely on social media to obtain latest information and news about the virus and stay connected with families and friends.

In this paper, a study on the correlation of social media with youth empowerment against COVID-19 is discussed. First, the types and frequency of social media used are identified. Second, the purposes of youth using social media are determined. Finally, the involvement of youth in social media is elaborated.

II LITERATURE REVIEW
A. Social Media

As of 2020, about 81 percent of the Malaysian population were active social media users. Although Facebook remains the most widely used social media platform in Malaysia, the percentage of Facebook users has declined from 97.3% in 2018 to 91.7% in 2020. Meanwhile, the users of other social media platforms such as YouTube, Instagram and Twitter have increased significantly. YouTube particularly has the most significant increase from 48.3% to 80.6% from 2018 to 2020. Instagram users grow from 57% in 2018 to 63.1% in 2020, whereas Twitter users have risen from 23.8% to 37.1% in the same period (MCMC, 2020).

B. Social Media and Empowerment

Social media platforms encourage youth to create and share content with people around the world, which has louden their voices and expands the potential for change. Social media helps youth become more knowledgeable and engage in an issue. It is becoming more and more popular among youth to explore social connections, build social awareness, and share their views on several issues across the globe (Rana & Jadhav, 2019). Francisca Luhong James, a 25 year old

Miss Universe Malaysia 2020, shared her experience after testing positive and eventually recovering from Covid-19 on her Instagram. The posting included videos and photographs throughout her experience of being quarantined. The sharing post received 9,305 likes and 239 comments from the followers which include positive messages, warm support and prayers (Perimbanayagam, 2021). The sharing of information in social media keeps people aware and reminds people to follow the Standard Operating Procedures (SOP) to stay safe during the outbreak of pandemic.

C. Youth Empowerment to Against COVID-19

Coronavirus disease 2019 (COVID-19) has caused a deadly infectious disease worldwide. The pandemic has led to a global health emergency, and its economic and social impact has disrupted almost every aspect of the lives of all groups in society. For youth, the COVID-19 pandemic poses a large amount of risks in the areas of education, employment, disposable income and mental health (OECD, 2020). The World Health Organization (WHO) defines youth as the 15-24 year age group. However, in Malaysia, the age for youth is between 15 and 40 as defined in the National Youth Development Policy 1997 (Anderson & Barrett, 2020).

Youth are a group full of vitality, with a variety of innovative ideas. It is important to train, awake and empower them. In the era which is enriched with social media, network and ICT, youth are often using these technologies. Thus, social media plays a significant role in empowering youths in multiple ways (Chaudhary, 2016). According to UNFPA & IFRC (2020), social media helps youth to be more connected with each other and well positioned to respond and adapt to COVID-19. They obtain and share the accurate information on COVID-19 and by the use of social media, they can be at the forefront to speak up and allow their voices to be heard well.

III   METHODOLOGY

A survey was practiced in a-four-phase methodology which are identification of research problems, literature review, collection, analysis and interpretation of data, and finding result evaluation were included in this study. Prior to conducting the actual study, a draft survey questionnaire was prepared by adapting questions from other related articles (Ahmad & Murad, 2020; Shiratuddin et al., 2017). The survey asked questions on the youth demographics, social media use, and the involvement of youth in social media. A pilot test was carried out by presenting the questionnaire to participants to determine the clarity and reliability. The final instrument was then distributed to youth through social media platforms to collect the data. There are only 50 responses successfully collected in this research. The sets of data were analyzed based on the collected responses.

IV   ANALYSIS & RESULTS

From data analysis, the demographic of respondents, the types and frequency of social media used, the purposes of using social media, the involvement of youth in social media, and the most and the least used social media in empowering youth against COVID-19 were identified. Based on the data analyzed in the tables and figures below, a report is generated.

Table 1. Demographic of Respondents

Demographic Information	Respondent (count)
Age	
15-19	3
20-24	42
25-29	3
30-34	2
35-40	0
Gender	
Male	11
Female	39
Ethnic	
Malays	6
Chinese	42
Indians	2
Academic Qualification	
SPM	1
STPM	2
Diploma	0
Matriculation	1
Bachelor's Degree	46

Table 1 indicates the summary of the respondents' demographic. According to Table 1, the majority of respondents (42) come from the age range 20 to 24, followed by 15 to 19 (3), 25 to 29 (3), and 30 to 34 (2). Both male (11) and female (39) respondents of the survey are in three main ethnics which are Malays (6), Chinese (42), and Indians (2). For academic qualification, most of the respondents (46) hold Bachelor's Degrees, 2 respondents have STPM qualification, and SPM and Matriculation only 1 respondent, respectively.

Table 2. Types and Frequency of Social Media Used

Types of social media	Frequency of use				
	Never	Rarely	Occas-ionally	Some-times	Freq-uently
Facebook	0%	0%	28%	22%	50%
WhatsApp	0%	0%	24%	12%	64%
WeChat	0%	22%	22%	24%	32%
YouTube	0%	2%	26%	14%	58%
Instagram	2%	4%	18%	22%	54%
Twitter	48%	16%	8%	24%	4%
Telegram	14%	20%	20%	36%	10%
Sina Weibo	40%	26%	10%	20%	4%
Blog	70%	12%	0%	16%	2%

Table 2 shows the types and frequency of social media used by the respondents. WhatsApp is the social media that has the highest frequency of usage (64%) among the respondents. Everyone has used Facebook, WhatsApp, WeChat, and YouTube and only 1 respondent (2%) has never used Instagram. Facebook (50%), WhatsApp (64%), YouTube (58%), and Instagram (54%) are the most used social media among the respondents, with more than 50% frequency of usage compared to the others. Whereas 20 respondents (40%) and 35 respondents (70%) have never used Sina Weibo and Blog respectively. Twitter (64%), Sina Weibo (66%), and Blog (82%) are the top three social media that have the lowest frequency of usage among the respondents. Telegram is the only social media that has a small range difference between the frequencies of usage. There are 7 respondents (14%) who have never used Telegram, 10 respondents (20%) rarely use it, 10 respondents (20%) use it occasionally, 18 respondents (36%) use it sometimes, and 5 respondents (10%) use it frequently.
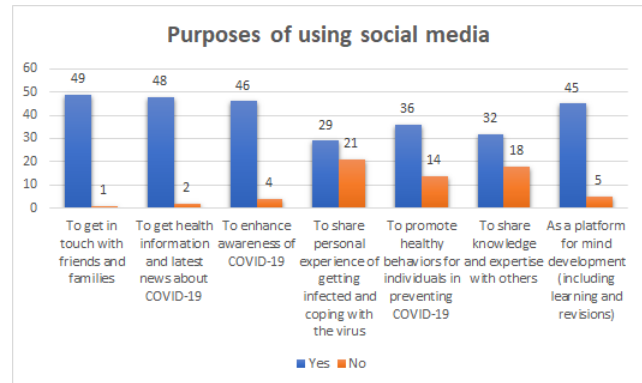
Figure 1. Purpose of using social media

Based on Figure 1, 49 respondents (98%) agreed and only 1 respondent (2%) disagreed that they use social media to get in touch with friends and family. Besides, 48 respondents (96%) agreed that they use social media to get health information and latest news about COVID-19 and only 2 respondents (4%) disagreed with this statement. After that, 46 respondents (92%) agreed that the purpose of using social media is to enhance awareness of COVID-19 and 4 respondents (8%) disagreed. 29 respondents (58%) agreed that they used social media to share personal experience of getting infected and coping with the virus while 21 respondents (42%) disagreed with it. Meanwhile, 36 respondents (72%) agreed that they used social media to promote healthy behaviors for individuals in preventing COVID-19 and 14 respondents (28%) disagreed. For sharing knowledge and expertise with others, 32 respondents (64%) agreed and 18 respondents (36%) disagreed that it is one of the purposes of using social media. However, 45 respondents (90%) agreed and 5 respondents (10%) disagreed that they used social media as a platform for mind development (including learning and revisions).
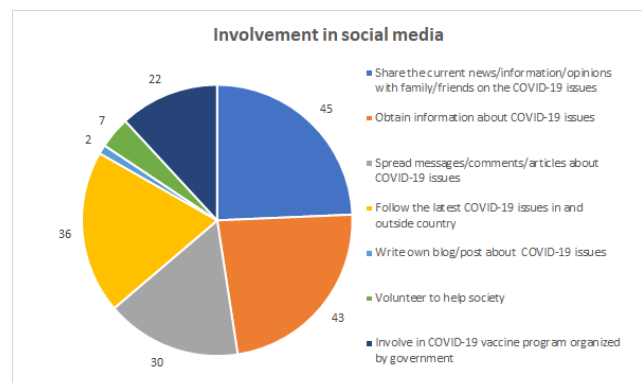
Figure 2. Involvement in social media

Based on Figure 2, the results show that the participants were not actively involved in all activities in social media. The highest involvement of youth in social media is sharing the current news, information, or opinions with family and friends on the COVID-19 issues (90%), followed by to obtain information about COVID-19 issues (86%). There are 36 respondents (72%) following the latest COVID-19 issues in and outside the country and 30 respondents (60%) will spread the messages, comments or articles about COVID-19 issues in their social media. 22 respondents (44%) participate in COVID-19 vaccine program organized by the government through social media while 7 respondents (14%) volunteer to help society against COVID-19. There are only 2 respondents (4%) who will write their own blog or post about COVID-19 issues in social media.
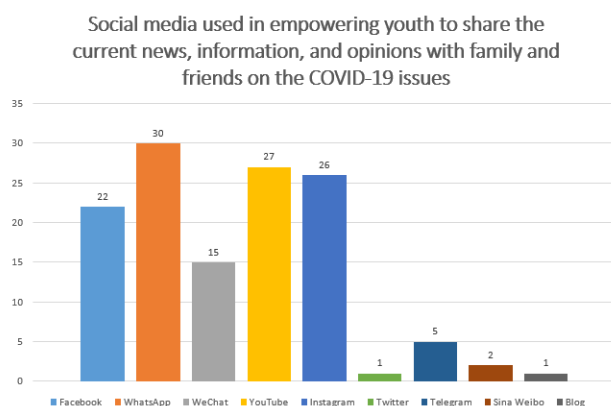
Figure 3. Social media used in empowering youth to share the current news, information, and opinions with family and friends on the COVID-19 issues

This section is meant to determine the social media that was used the most and the least in empowering youth against COVID-19. The activity that has the highest involvement in Figure 2 was used for the determination. Based on Figure 3, WhatsApp (60%) is the social media that is used the most in empowering youth against COVID-19, followed by YouTube (54%) and Instagram (52%). On the other hand, both Twitter and Blog are the social media that used the least (2%) among youth. Facebook (44%), WeChat (30%), Telegram (10%), and Sina Weibo (4%) are also having a low frequency of usage in empowering youth.

V   FINDINGS & DISCUSSION

Based on the data analysis, social media becomes an important tool in youths' daily life against COVID-19. The results show that social media such as Facebook,

WhatsApp, YouTube, and Instagram have high usage in conducting different purposes of activities towards COVID-19. Youths used social media to get in touch with friends and families frequently in order to know the latest condition of them during the pandemic. Social media empower youth to get and share the health information and latest news about COVID-19. The awareness of COVID-19 could be enhanced among the youths as they can easily know the symptoms and consequences of being infected with COVID-19 in social media.

Besides, social media empower youths to share their personal experiences of getting infected and how to cope with the virus, in order to alert the community to have healthy behaviors and help other infected persons to fight against the virus. The experiences can be valuable information to help others in getting a cure and help in spreading awareness of COVID-19. However, only very few of them write their own blog and post in spreading the awareness of COVID-19. Most of the youths only follow the latest issues and news in and outside of the country. By knowing the latest news and information of COVID-19 through social media, the awareness of youth is increased and they have involved themselves in the COVID-19 vaccine program organized by the government.

VI   CONCLUSION

In conclusion, youth nowadays are most active in using social media to communicate during the global crisis. The youth is also an important community in the light of this pandemic, and they share the common responsibility of assisting people in stopping transmission of virus. Furthermore, the number of respondents in this study was relatively small, but the empowerment of the youth against COVID-19 is huge as shown from the results. Therefore, people can stay healthy, educated, and linked thanks to technological advances and social media.

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Digital Tourism: Youth Experience at a Museum

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ABSTRACT

The digital tourism sector including indoor tourism such as museums also benefits from latest advances in technology. This study generally investigates youth experience at Museum through the mobile augmented reality application namely called OmetTs Apps. The process of developing OmetTs apps and the implementation of usability testing is described in detail. A group of youth were given the opportunity to explore Kota Kayang heritage archaeology galleries. The research findings were elaborated for future improvement.

Keywords: Digital tourism, youth, museum

I INTRODUCTION

The industrial revolution 4.0 began in mid-2020 and has a major impact on various areas. Industry 4.0 is a term which refers to the development process in the production and automation industry to a more intelligent level than existing with more appropriate and flexible technology; the machine will operate independently, or cooperate with humans in terms of operating autonomously, which becomes an independent entity that will collect and analyze data. The pervasive developments of smart device technology provide infinite space for the diversity of innovative ideas in the form of mobile or ubiquitous smart apps. Augmented reality (AR) takes place by providing design and technological functions that enable the widespread availability of consumer devices in different fields. It transforms how people work, learn, play and connect with the world around us. In contrast, adaptive AR is the latest augmented reality functionality that allows users to personalize their interest through a multilevel filter in the adaptive augmented reality (AAR) application. For tourism perspectives, there are many adaptive augmented reality applications that have successfully achieved the goals of digitizing the field of tourism. However, it still requires much study to integrate innovative models best suited in tourism fields.

Omet The Storyteller (OmetTS) is an AAR application that gives personalized experiences for indoor museum tours. The adaptive element is built through a specific user model. This study aims to build deep understanding and practical knowledge on adaptive augmented reality application.

II AIMS OF STUDY

The aims of this study are to develop a mobile AAR app for a museum gallery and investigate youth experience in digital tourism through usability testing held in such an indoor museum gallery.

III LITERATURE REVIEW

This section elaborates the potential and practice of adaptive augmented reality in the area of heritage archaeology, adaptive augmented reality characteristic, design and system architecture, as well as user interfaces, simulations and storytelling models. The study includes a comparative study to come up with adaptive AR models best suited for personalized adaptive experiences in local heritage archaeology tourism.

A. Industrial Revolution 4.0

The founder and executive chairman of the World Economic Forum (WEF), Klaus Schwab, through The Fourth Industrial Revolution (2017) explains that industrial revolution 4.0 is changing the way people communicate, work and live. These changes are driven by three key technology domains namely physical, digital and biological across the nine pillars of Industry 4.0, including simulation and virtual reality, vertical and horizontal system integration, Internet of Things (IoT) industry, cybersecurity, cloud computing, add-ons, supply chain, data analysis and robot automation. The constant industrial revolution 4.0 around the world requires all parties to act quickly in line with the swift development in high-tech products or services and intelligent automation systems. It is more the just a fashionable buzzword.

New challenges infiltrate into all service and industrial sectors forcing the drive of various

initiatives to improve knowledge and skills as well as organizing multiple forums, discussions and strategic plan to welcome the positive and negative implications into potentially massive opportunities. Malaysia had come out with a national policy driven by multiple factors. MITI (2018) in Industry 4WRD: National Policy on Industry 4.0 noted the overarching philosophy behind this policy is A-C-T - attract, create and transform. The main key is to attract stakeholders to Industry 4.0 technologies and processes; create the right ecosystem for Industry 4.0 technologies to be adopted and to nurture innovations; and transform capabilities of the manufacturing industry to be Industry 4.0-ready. The policies emphasize on "making better things while making things better" with four drive factors includes shifts in the global economic order, rate of technology advancement and its convergence, knowledge and skills for the future and global supply chain dynamics by creating sustainable future with four domain smart materials, smart technological industry, smart applicators and smart community embedded innovative products and services that will meet customer needs.

Despite the issues and challenges to Industry 4.0, MBOT (2017), which determines the level and motivation for this study, outlined technology in tourism into six characteristics namely digitalization interaction, mobile, real time insights, wearables, robots and real time customization. The recommendation highlighted in the field of tourism includes strengthening the governance role by enforcement of law, enhancing tourist experience through mobile technologies, adopting international best practice to promote and develop sustainable tourism, and increasing standards and productivity at all levels. Therefore, this report focuses on a combination of mobile technology, digital experience through adaptive augmented reality and local environment.

B. Augmented Reality

Augmented reality is a core branch with the potential to attract people to learn about almost everything. The fact that humans love to learn and explore new things, so they feel equality with others. User readiness to experience AR, or whether the user device technology is still relevant for AR experience debated in the AR application development industry. A major difference between native mobile application and augmented reality, according to interaction design foundation, is its physical environment where digital elements appear over real and allow interaction between user and the artefacts. AR used to direct people's attention through AR features and interactivity. Fundamentally, AR is a computer technology that uses cameras to capture and display real-world environments, objects, or images, and juxtaposes digital information onto reality in real-time. Augmented reality-based applications require a specific device to support the functionality of the application. The minimum is that the system should be able to use marker-based tracking. In other words, the devices should be able to open AR cameras to scan images. It was also the most uncomplicated technical requirement to develop one AR application. There is a web-based software for the purpose. A location-based application capable of being a facilitator in various ways. From traffic conditions to military AR assisted apps, bring users a fun and enjoyable experience. Simulation and 3D models are proven to be effective in teaching and learning to attract students to interact with the 3D model and increase their interest to learn.

C. Digital Tourism Experience

Tourism refers to the activity of visitors (IRTS, 2008) or the movement of the people from their residence to another place for leisure, business or other purposes. The tourism industry is necessary for adopting new technologies because of its contribution to impacting the economy. The latest technology trend that emerged was the augmented reality assisted tourism application. Consumer behavior is shifting, and technologies are undeniably revolutionizing and enhancing the tourist experience at visited places where valuable and additional knowledge is obtained easily through AR apps. AR apps alter and enhance people's perceptions of their physical surroundings when seen through a particular device.

According to O'Keeffe (2014), heritage adhering to the concept of inheritance which has considerable antiquity, the word heritage is of western and medieval origin, and applied originally to property and land. The definition of heritage according to the Oxford dictionary is the study of human history and prehistory through the excavation of sites and the analysis of artefacts and other physical remains. Cigola (2015) defines heritage archaeology as a movable or immovable sign of the ancient past, brought to light through technical excavation or not yet unearthed, but whose presence has been established at a given place. Therefore, this adaptive augmented reality application is devoted to the existence of the Hoabinhian cultural

humanoid group or the Stone Age community in the State of Perlis.

D. Adaptive Concept

Adaptive is a concept where an application reacts differently in terms of the users and environment. So, the user models, interaction provided and changes in the app environment are central to the adaptive idea. For instance, the (i) user model could use a specific algorithm for the user recognition method. User height is an example where this concept could be applied. The estimated adult height referred to Hirschmann (2019) was based on a study conducted by Ipsos suggesting that the ideal height for Malaysian's men is between 178cm to 185cm, while ideal height for women was 155cm to 163cm (Figure 1). Therefore, the range between the height of males and females is estimated at 159cm to 181cm. Children in this study were justified as individual ages under 12 years old. From the passed study examined kids' height to 4.75 feet (Cheong et al., 2015). In this context, youth, a person between the ages of 15 and 24 years, fall under adult categories.
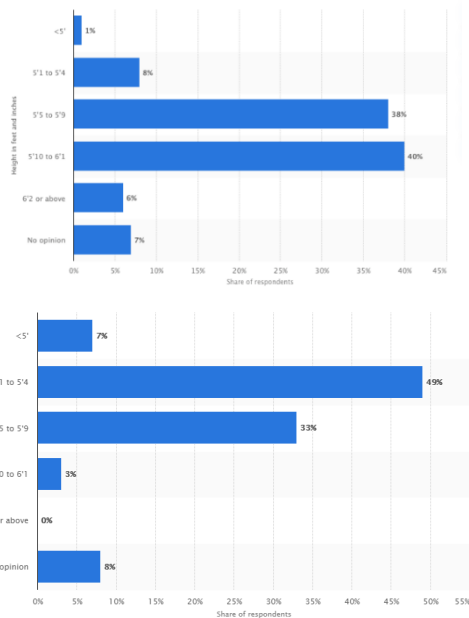
Figure 1: Most ideal height for men and women Malaysia 2019

i. Interaction

ISO standard (2015) defines user as "A person's insight and response that is an outcome of usage or predicted usage of a system, product or service". Reddy, Krishnamurthy & Asundi (2018) define a user as "One who makes use of things; the types of users are 'Individuals' or 'someone unknown', whose behavior is unknown until they interact with the system." In this study context, a user is a person who will operate and interact with the AAR system and learn or receive information from it. Recent study by Ketchell, Chinthammit & Engelke (2019) found the strong potential for SLAM-based AR in a heritage context. The storytelling method is best suited to deliver information and to shape new narrative experiences characterized by the use of rich media, which proved to be the case in the Svevo AR project. This type of interaction model is expected to transform visitor experience, communicate messages and improve user engagement via AAR tour. Exploring the innovative and engaging visitor experience. A story helps the visitor to interpret an artwork in the context of the life of the artist or the social and political context in which the artwork was created. Visitors can also tell their own stories, making connections between the artwork and their own concerns, knowledge and interests. The ARtSENSE7 project, deploying AR techniques to enhance viewers' appreciation of art in a museum setting, requires far more elaborate equipment than what is available to small museums.

ii. Environment

Environment in the augmented reality context is the real time physical space where the AR takes place. Thomas et al. (2002), created ARQuake, an indoor and outdoor AR first person application using mobile camera, internet, and GPS could add information about the user's environments (Perry, 2008). Early in 2013, Google developed Google Glass and Google HoloLens, and their usability has begun to test in several fields of application. Azuma et al. (2001) outlined that an AR system should: (1) combine real and virtual objects in a real environment; (2) run interactively and in real-time; (3) register real and virtual objects with each other. The immersive experiences, the AR physical environments, are important in acting behaviors like the real ones (Juan et al., 2005; Bretón-López et al., 2010).

E. Usability Measurement

Developing mobile apps requires a method to determine the usability of an application. To remain a user choice application many software products have been determined to be insufficient to meet user needs (Weichbroth, 2020). Usability is a consistency attribute that assesses the intuitiveness of a mobile application given the time it takes for a user to get

acquainted with the application interface and to perform a task. A simple and discoverable solution must be sought if the user experiences difficulties during the session; or in the other hands is user-friendly. The IEEE Glossary (as cited in Abran, Khelifi, Suryn & Seffah, 2003) defines usability as "the ease with which a user can operate, prepare input for, and interpret output of a system or component".

Nielson (2012) described that usability is another level of user experience and usability design depends on how well its characteristics satisfy the user's needs and context. Usability is defined by the ISO 9241-11 as the extent to which a product can be used by specified users to achieve specific goals with effectiveness, efficiency, and satisfaction in a specified context of use. Usability ensures that a product or any mobile application can be used quickly regardless of one's abilities or experience which are more than just common sense. Not only the final deliverable apps but even from an early stage of concepts be stressed in terms of usability. The method of calculating the properties of a system's interaction between the person and the machine is by finding vulnerabilities on the interface to be correctly defined by designers. It can be done informally or entirely.

Usability testing is a crucial phase for every mobile application development. Usability testing is a technique used to evaluate a product by testing it on users. It is related to user experience where it measures how easy the user performs the task and completes the apps task since it gives direct input on how real users use the system (Lodhi, 2010). Attributes are features or characteristics that describes a measure of how well users' actions are being carried out with a product or system.

There are five quality components (Nielson, 2012) to evaluate tourism AR apps, and the justification of selection explain as:

i. *Effectiveness.* Effectiveness measures how easy it is for users to accomplish basic tasks the first time they encounter the design. At this level, developers need to effectively simplify the design concept by designing accessible interfaces (Babich, 2018), device orientation and interactive navigation suitable for all ranges of users.

ii. *Efficiency*. After the user learned the design (interface), the time taken to complete the task and perform sensor-based elements in the apps. Developer needs to take the type of user device into consideration for the user to be able display

artefacts (no delay), clear instruction and clear navigation button design.

iii. *Learnability.* According to ISO/IEC 9126, learnability is the ability to learn how to use a product or system by different user groups, i.e., novice, expert, casual, etc. Utilize simplicity or minimalist screen design to reduce user cognitive load. Avoid communication jargon and create familiar surroundings where users feel comfortable with enjoyable and engaging content.

iv. *Satisfaction*. Considering how pleasant it is for user to use the design. User satisfaction on attractiveness (UI and artefact design), and user control during interaction with the augment artefacts.

v. *Error*. This component measures the number of errors that users encounter during completing the task and how easy that they can recover from it. Device compatibility with the designated apps may cause error, so the help assist (instructions) must be well presented. The accuracy of time taken with specific tasks is also related to device compatibility.

All components work together to establish digital tourism experience via augmented reality application for tourism. The respondent of this test is the Museum Kota Kayang visitors, which are youth with android smartphone devices since the proposed adaptive augmented reality application will be developed on android platform.

V. METHODOLOGY

For the design and development methodology, OmetTS uses Mobile apps Development Lifecycles. To ensure the effective AR application development, careful planning is required before the development process begins. To design and develop OmetTS augmented reality application, the following phases are as follows (Figure 2):
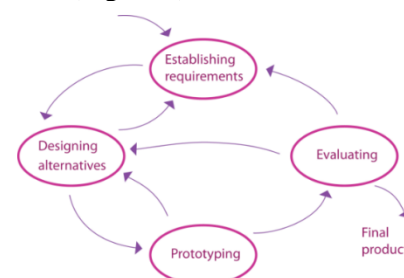

Figure 2: The simple interaction design lifecycle model. (Rogers, Sharp & Preece, 2011)

A. Establishing requirements

OmetTS requirement is to add a specific algorithm to demonstrate the adaptive element where the user is identified using height measures at the beginning of the apps, embedded different types of storytelling method for users and attended the censor usages in the apps.

For this purpose, users will be required to locate the ground or floor surface using an AR camera and the apps will measure user height in the background. The AAR apps system will then measure user height from floor surface to mobile device Y height using device sensor and proposes personalization experience divided into two categories, kids and adults (Figure 3).
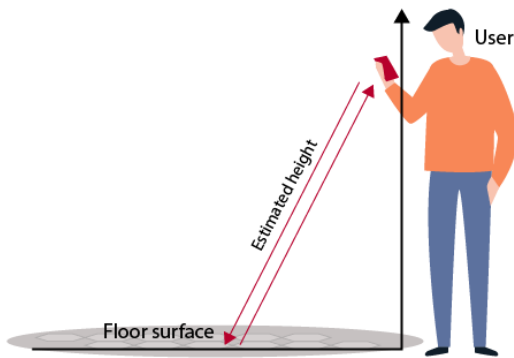
Figure 3: Device sensor measures user height from device camera and floor surface

All cultures and societies also possess their own stories or narratives about their past and their present, and sometimes about their view of the future. Narrative storytelling techniques are the method and means behind interesting narrative stories. OmetTS uses both linear and non- linear storytelling techniques that employ different target groups. For children ages 6 -12, linear storytelling was used. The augmented artefacts will show one after another through clickables buttons to form a Neolithics civilizations. A 3D character named Omet was the narrator in this experience.

While the augmented artefacts for adults use non-linear storytelling. After personalizing their experience and the OmetTS apps recognize the user as an adult, the user is allowed to scan their environment to find augmented artefacts with a narrator that explains each content. The content for this experience is related to museum artifact displays in the real environment. The storyboard is a graphic organizer that consists of illustrations or images displayed in

sequence for the purpose of pre-visualizing the storytelling (Figure 4).
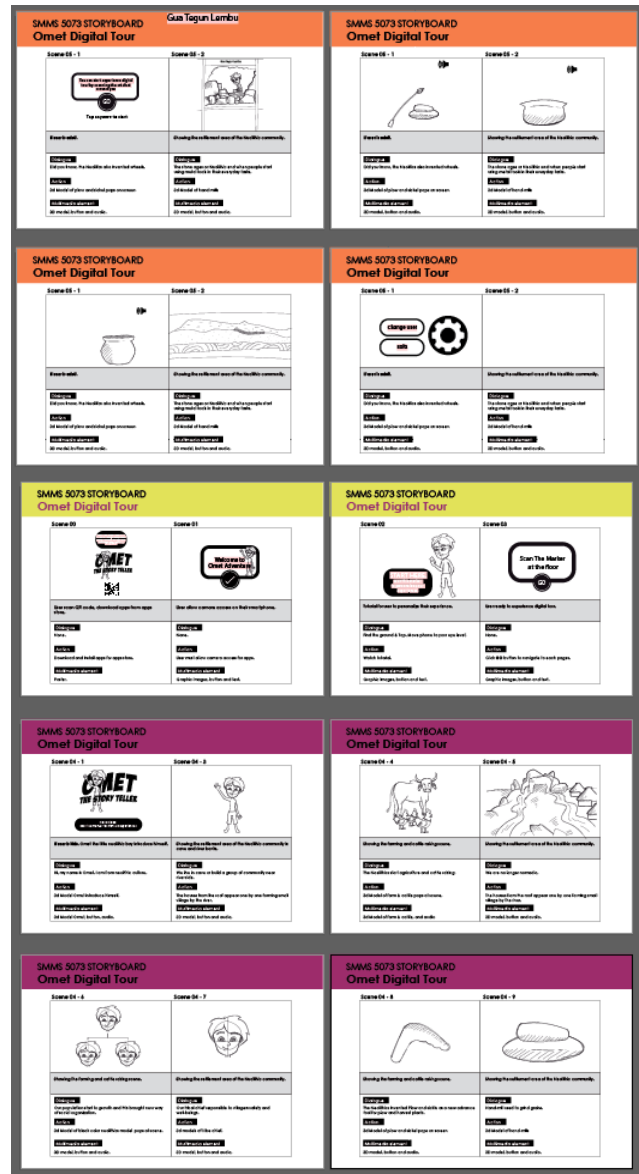
Figure 4: The storyboard for OmetTS

B. Designing alternatives

Based on the analysis of the needs of AR applications that have been documented in the background, application features, concepts and menu options are generated. These concepts and ideas will be evaluated from time to time to meet all application requirements.

C. Prototype Development

A functional application impression makes it easy for the user to understand the functionality and

features of the application being developed. Thus, the prototype plot is easier to convey. In addition to the emphasis on a more precise content, visual design principles are also made to reflect the real nature of the application, as well as to increase understanding and validate interactivity and navigation features within the app (refer to Figure 5, 6 and 7).
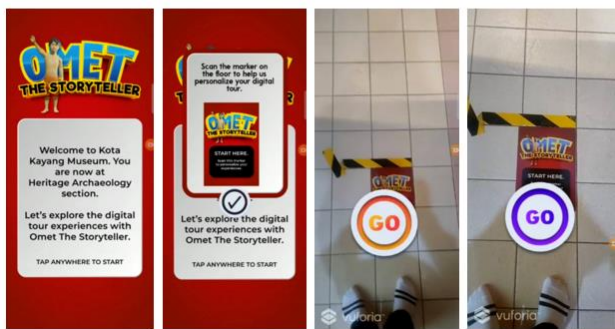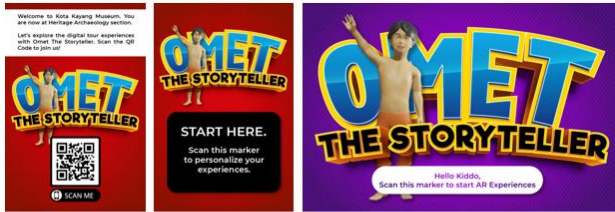

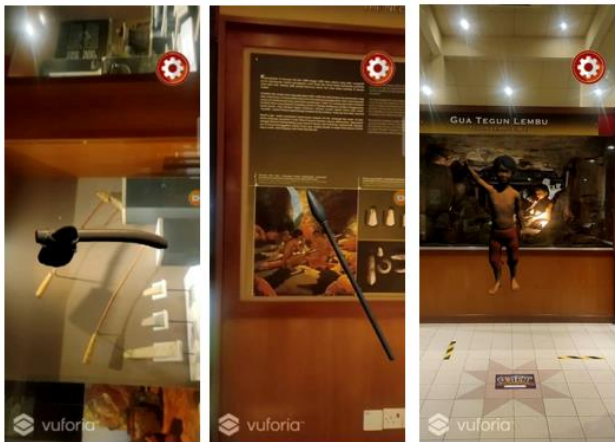**Figure 5: First task that user need to do before they experience digital tour.**

Figure 6: Examples of portrait mode in OmetTS apps.

Figure7: Examples of landscape mode in OmetTS apps.

D. Data analysis

The data was analyzed using central tendency. Sample mean is the average value in a data collection to describe the sample with a single value that represents the center of the data. Many statistical analyses use the mean as a standard measure of the center of the distribution of the data.

For the usability test for this app, OmetTS, had undergone 3 phases namely the preparatory, test and analysis phases as illustrated in Figure 8.
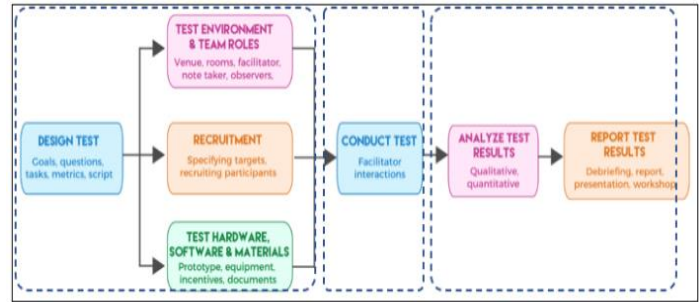
Figure 8: Usability test flowchart

VI. RESULTS

Respondents need to choose the most appropriate answer which reflects their impressions about the OmetTS application. There are no right or wrong answer so that respondents can answer the survey more honestly. No personal information was collected for this purpose. Users are also being notified that any information obtained in connection with this study that can be identified with them will remain confidential.

A. Demography

This study involved 21 respondents from different backgrounds. For gender, 21 male and 8 female respondents participated in the test. The ages of the population are between 5 to 12 years old for kids, and 13 years old and above considered as adults. The user testing took place at Kota Kayang Museum.

Table 1: Distribution of 21 respondent information in the survey.

No	Items	Features	Frequency	Percentage (%)
1	Gender	Male	13	61.9%
		Female	8	38.1%
2	Ages	5 - 12	3	14.3%
		13 - 18	0	Nil
		19 -24	15	71.4%
		25 and above	3	14.3%
3	Occupational	Kindergarten	0	Nil
		Primary school	3	14.3%
		Secondary school	0	Nil
		Student IPTA/ IPTS	16	76.2%
		Employee	2	9.5%

Table 1 shows distribution of 21 respondent's information who participated in this study with the 8 female and 13 male respondents. 71.4% of respondents are in the 19 – 24 years old group with 21 respondents. While from an occupational perspective, dominated by students 76.2%, employees are equal with 9.5%, and kindergarten 14.3%. While respondents by type of smartphone device shows that all respondents are using android devices.

B. Usability test

This section aims at elaborating the user's experience and opinion on the OmetTS application (Figure 9). From the results in Table 2 suggests that the overall score on mean is high. All five attributes gathered positive responses from users. In the effectiveness attribute, users are satisfied with the arrangement of the features and the layout of the screen. OmetTs apps can use both portrait and landscape mode. Using minimal interface design makes the navigation clear and easy to follow. For efficiency attributes that measure time taken to display artefacts and mobile censor, menu button and clear instruction also shows user satisfaction.

Table 2: Usability analysis on OmetTS application.

No	Items	Min
A. Effectiveness		
1	I am satisfied with the arrangement of the features and the layout of the screen.	4.33
2	I can easily rotate the device in portrait or landscape orientation while using this app.	4.38
3	The navigation is clear and easy to follow.	4.48
B. Efficiency		
4	This app is able to load the 3D images of the artifacts quickly.	4.10
5	It takes only a while for the mobile sensor to surface detect any object.	4.33
6	The menu buttons are user friendly in size.	4.52
7	The instructions are concise and able to direct users to the intended use or function.	4.33
C. Learnability		
8	The screen features are not flattered and spaced out efficiently.	4.29
9	The features are comprehensive with clear graphics, videos, audios and 3D elements.	4.52
10	The storytelling is relevant with pre-history facts.	5.00
D. Satisfaction		
11	This app is suitable for users as an alternative way to exploring the rich heritage using advance technology.	4.57
12	This app allows the users to actively interact with the artifacts in different ways.	4.38
E. Error		
13	This app performs favourably on my mobile device.	4.52
14	The time taken to carry out certain functions is optimised if no error message detected.	4.33

Respondents also agree with the learnability attributes which are clear screen optimization and the storytelling are engaging. All the features relevant with the prehistory facts and are comprehensive with clear graphics, videos, audios and 3D elements. The attractiveness attributes measure the apps suitability as an alternative way to explore the rich heritage using advance technology. OmetTS apps allows the users to actively interact with the artifacts in different ways.

For error rate attributes, respondents agree that the apps are compatible with their smartphone devices, which allow them to carry out certain functions if no error message is detected.

C. Digital tourism and youth experiences

The study found that youth participation in digital tourism exploration is very encouraging. AR technology has the potential to attract young people to visits and explore the treasures on display at the museum. Various multimedia elements help them to understand and appreciate the displays, especially related to the history and artifacts.

The augmented reality application such as OmetTS needs to be developed continuously. The sophistication of technology must be fully utilized to increase the appreciation of various artifacts as well as historical materials. It was an opportunity to attract more visitors to the museum.

Figure 9: Youth experiencing digital tourism at Kota Kayang Museum.

V. CONCLUSION

This section summarizes the findings discovered in the development and user testing of OmetTS apps. It leads to good results, even if the improvement is negligible. One limitation is found in this case: to develop an adaptive augmented reality for heritage archaeology domain, developers need to carefully prepare plans and increase knowledge and skills to be able to manipulate related software. Further improvement suggests adding a subtitles element to the OmetTS apps so it can reach more users broadly. The augmented artefacts can increase user engagements if the content was written sharp and relates to the targeted users. The positive findings

conclude the appropriateness of the use of augmented reality as a medium to deliver content and knowledge to tourists at indoor museums.

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Best Paper Nominee

Application of MA Play with storytelling: Increasing youth knowledge, skills and value achievement

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ABSTRACT
Only a few students choose science as their final year subject in school. Most of them reject Science subjects especially dealing with Science concepts. Thus, in order to attract and attain the attention of students in this subject, a media application called Mixture Apparatus or "MA PLAY" with storytelling was developed using Scratch. The aim of this study is to increase knowledge, skills and value achievement for Science subject. Data collection was employed from five respondents at a school in Kubang Pasu, Kedah. Data was analyzed using pre- and post- test, and anecdote. The result shows that the apps have increased achievement in terms of knowledge, skills and values. For further research, the apps can be improved by integrating other subjects and other topics. Besides, in order to increase the student's participation, higher order thinking skills questions and virtual experiments can be embedded in the apps. This finding can contribute to ease students in comprehending Science subject using a media application with storytelling.
Keywords: Media application, youth, scratch, storytelling

I INTRODUCTION

The rapid development of Information and Communications Technology (ICT) has caused significant changes to the methods of learning and teaching among teachers. The seventh thrust of the Malaysian Education Blueprint (MEB) 2013-2025 which was developed by the Ministry of Education Malaysia (MOE) states the need of ICT in teaching and learning to scale up quality learning across Malaysia (MOE, 2013). In the 21st century, the use of ICT has become more important in education as it can provide a proactive teaching and learning environment (Gabare, et al., 2014). The use of ICT also makes instructional delivery of teaching easier and enhances the quality of teaching and learning.

However, the application of ICT in teaching and learning is still a challenge for primary school Science teachers because it is found that the use of Science digital applications is at a moderate level (Zurina Yasak, Shamsudin Yamhari & Ahmad Esa, 2010). The application of ICT is a process which a technology is adapted with the situations of teaching and learning, whether inside or outside of the classroom (Norazrena & Khairul, 2007; Qistina & Hazman, 2006). An interactive multimedia is a system that merges several elements of multimedia such as text, audio, picture, animation and video. It also involves the participation of users in terms of giving instructions, controlling and manipulating specific information (Ilham Eka et al., 2013).

The paper discusses the background of media application, storytelling and the development of MA PLAY. The section presents the methodology using quantitative and qualitative approaches. Finally, the discussion on results of study to increase knowledge, skills and value achievement is discussed.

II BACKGROUND STUDY
A. Media Application

Teaching media is one of the important components in the system of instructional design of teaching (Holden & Gamor, 2010). It is also a platform for delivering messages, stimulating thinking, increasing motivation and students' attention, which brings effective learning (Rafiza & Maryam, 2013; Rian & Kamisah, 2013). Teaching media is divided into two categories, which are classic teaching media and modern teaching media. Classical teaching media includes books, journals, graphs, models, pictures, cartoons, newspapers, diorama, blackboard and others. Modern teaching media includes multimedia materials, films, radio, television, computer and Internet (Isman, 2011). The integration of computers in modern teaching media has caused positive impacts in increasing the quality of learning and achievement

of students (Yahya & Dayang Raini, 2011). Besides, it promotes self-learning based on students' level of learning (Mazyrah, Wan Fatimah, Shahrina, & Suziah, 2008; Muhammad Adri, 2007). In fact, it was aligned with the concept of computer-assisted learning which involves elements such as interactive, student oriented, repeatable and user-friendly (Jamaluddin & Zaidatun, 2005). Nevertheless, modern teaching media still lack support from teachers as it is not suitable in presenting content (Ariffin, 2009). The presentation of media should be more interactive to prompt creative delivery of learning content, through the combination of multimedia technology and traditional storytelling (Lowenthal, 2008). Therefore, the proses of development of teaching media should be integrated with the element of digital storytelling to increase students' interest. The next section discusses the process of media development that involves digital storytelling in detail.

Scratch is a digital storytelling tool used to create interactive stories, games and animations. The product can be shared with other users among online community. It is a project developed by Lifelong Kindergarten Group from Management Information Technology Media Lab since 2003, with the support from National Science Foundation, Intel Foundation, Microsoft, Macarthur Foundation, LEGO, Code to Learn Foundation, Google Dell, Fastly, Inversoft, and has started to interact with portable devices in 2014. Although this application involves coding and programming language, it is designed with user-friendly "drag and drop" coding blocks which makes it easier for novice creators in programming. As a result, it can help users to think creatively, systematically and collaborate using 21st century skills. Nowadays, it is used as a tool to develop multimedia materials in Information and Communication Technology subject for students in Malaysia. The design of Scratch consists of several features which are script, costume, and sound. The script of programming is categorized as several blocks such as motion, looks, sound, pen, data events, control, sensing operator and blocks. This application uses a concept based on storytelling of certain characters and it is very suitable for users that wish to improve English language skills.

B. **Storytelling**
The introduction of the concept of narrative in delivering content of learning has attracted the interest of study. This concept has begun since humans carved images on stones and the walls of caves 30,000 years ago to communicate and convey certain information (Sova & Sova, 2011). Today, this concept is suitable to be used in education which involves all subjects to improve communication and memory (Robiatul A'dawiah & Halimah, 2011). Based on the traditional idea of narrative concept, the combination of text, graphics (sketches), and audio (musical instruments) enable stories to be delivered easily in a more effective way to attract the audience's attention (Emory's Center for Interactive Teaching, 2014; Robin, 2006). Storytelling is defined as the activity and the method of delivering stories, and the expression of a specific character to the audience (Dewan Bahasa dan Pustaka, 2005).

The transition of traditional storytelling to digital storytelling (DST) is introduced by Dana Atchley with the collaboration with Joe Lambert to create a more effective storytelling method (Lambert, 2006; Signes, 2008). There are various opinions regarding the definition of DST. Robin (2006) defined DST as a combination of the art of storytelling with multimedia elements such as digital graphics, text, audio, and music to deliver information about a particular topic. Miller (2008) stated DST as a narrative entertainment which connects the audience through technology and media in his book "Digital Storytelling: A Creator's Guide to Interactive Entertainment. In other words, Lambert (2010) concluded that DST is a short story in a narrative video which is created using the combination of recorded voices, images, music or sound and animations.

Most of the storytelling tools developed are more technical and require higher skills, which are difficult for teachers to learn (Malkawi & Davies, 2012; Truong et al., 2006). Thus, this research focuses on storytelling tools which have elements and characteristics of DST and can be used in touch screen tablets. Some examples of DST tools are Storykit, Scratch, Storyboardthat, Wevideo and Animoto Kita. Scratch is used to develop MA PLAY, which is discussed in the next section.

C. **Development of MA PLAY**
The Mixture Apparatus PLAY is created using Scratch with the concept of storytelling. The application is to solve student's problems who are confused about the type of apparatus and the use of apparatus to separate mixtures. There are three phases of development of MA PLAY, which are Story (Narrative advance organizer), Learn (Presentation of

learning task and material) and Play (Strengthening cognitive organization) as in Figure 1 (Ausubel, 2000; Agra et al., 2019).
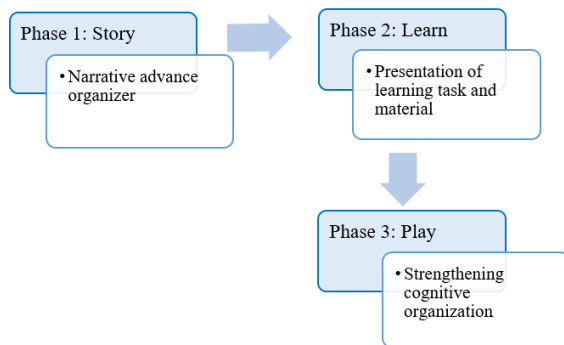
Figure 1. Development Phases of MA PLAY

Phase 1. Phase 1 is the Story Phase. Narrative advance organizer in the form of digital storytelling is introduced to students. Students will have to think and state ways to help the character in MA PLAY to solve a problem about separating a mixture based on the situation given in the story as shown in Figure 2.
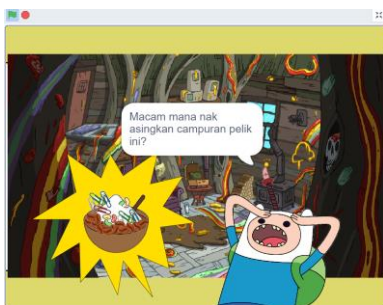
Figure 2. Storytelling in MA PLAY

Phase 2. Phase 2 is the Learn Phase. Learning tasks and materials are given in this phase. Students will learn about methods to separate different mixtures, which is guided by a character in the story of MA PLAY. They will also solve learning task by playing the Memory Card Game as shown in Figure 3.

Figure 3. Memory Card Game

Phase 3. Phase 3 is the Play Phase. Students' cognitive organization is strengthened by playing games about the methods of separating mixtures such as the Find The Objects Game as shown in Figure 4. Students will obtain scores upon completion of the games. As a result, they are able to relate existing knowledge with new information and gain interest towards the concept of mixture through these games.

Figure 4. Find the Objects Game

III METHODOLOGY

The implementation of data collection consists of two phases: preliminary study and evaluation as shown in Figure 5. During preliminary study, there were various activities carried out, such as diagnostic tests and observation. While evaluation was to implement pre- and post-tests, document analysis, and anecdote. Data collection was conducted among five respondents who were students from a primary school in Kubang Pasu, Kedah.
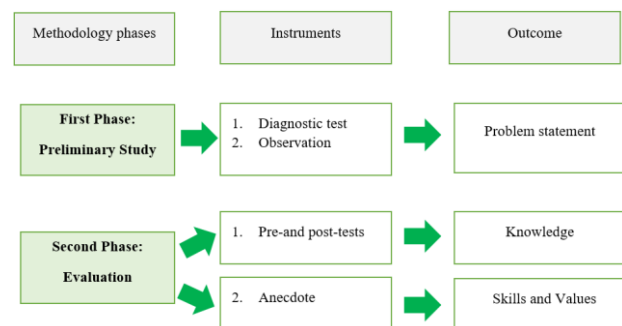
Figure 5. Methodology of study

Diagnostic Test. Diagnostic test was conducted among respondents to determine the problem statement. The diagnostic test consists of ten objective questions about the concept of mixture. The questions in the diagnostic test were created based on the remembering and understanding level in the Bloom Taxonomy (MOE, 2014).

Observation. Observation was done during teaching and learning of the concept of mixture in class to determine problems faced by the respondents when learning the concept of mixture.

Pre- and post-tests. Pre- and post-tests consist of ten objective questions about the concept of mixture. The questions in pre- and post-tests include four lower order thinking skill questions and six higher order thinking skills (HOTS) questions based on the Bloom Taxonomy (MOE, 2014). The results obtained from pre- and post- tests were collected and analysed in histogram to investigate the achievement of respondents in terms of knowledge after using MA PLAY to learn the concept of mixture.

Anecdote. Anecdote is used to record observation of respondents' feedback during the three days of teaching and learning of the concept of mixture using MA PLAY. The output obtained from anecdotes are recorded and analysed to investigate the achievement of respondents in terms of skills and values after using MA PLAY to learn the concept of mixture.

IV FINDINGS AND DISCUSSION

The results collected from preliminary study and evaluation are analyzed and discussed in this section.

Preliminary study. The results obtained from the diagnostic test are presented in Table 1. Based on Table 1, the five respondents scored five marks and below when answering ten objective questions about the concept of mixture. It shows that the respondents faced problems understanding the characteristics and methods to separate mixtures.

Table 1. Diagnostic Test Results

Number	Respondents	Gender	Score of Diagnostic Test (/10)
1	Student A	Male	3
2	Student B	Female	4
3	Student C	Female	4
4	Student D	Female	5
5	Student E	Female	5

Observation was also carried out during the teaching and learning in the respondents' class. It was observed that they displayed lack of interest and understanding of the concept of mixture.

Evaluation. The results of pre- and post-tests during evaluation are displayed in Table 2 and Figure 6. Based on Figure 6, it shows that the achievement in terms of knowledge among respondents has increased in post-test compared to pre-test.

Table 2. Pre- and Post- Tests Results

Number	Respondents	Score of Pre-test (%)	Score of Pre-test (%)	Difference in scores (+/-)
1	Student A	10	60	+50
2	Student B	20	60	+40
3	Student C	20	70	+50
4	Student D	50	70	+20
5	Student E	70	100	+30
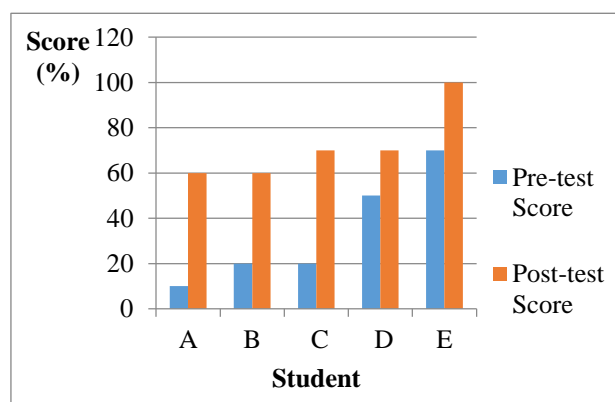
Figure 6. Histogram of Pre- and Post- Tests Results

Data collected using anecdote during the three days of study is also analyzed in terms of skills and value. Positive and negative responses of respondents in the form of keywords are recorded in Table 3, 4 and 5.

Table 3. First Day of Anecdote

Positive responses	Negative responses
Answer questions voluntarily	Did not pay attention
Help others to answer	Did not respond to question
Relate own experience	Did not know how to read
	Did not aware of the questions

Table 4. Second Day of Anecdote

Positive responses	Negative responses
Gave responses	Require teacher's guide

Complete task correctly	Did not give responses
Several attempts after making mistake	
State own ideas	
Try to explain	
Ask questions	

Table 5. Third Day of Anecdote

Positive responses	Negative responses
Gave responses	Did not respond to question
Several attempts after making mistake	
Relate existing knowledge	
Raise hand to answer	
Complete game	
Express joy of achievement	
Guide other friend	
State observation	

Based on Table 3, 4 and 5, it is shown that the respondents display more positive responses on the third day of teaching and learning using MA PLAY compared to the first and second day. It is observed that the respondents' skills such as predicting, inferring, communicating, observing, classifying, evaluating, relating existing knowledge, creative and critical thinking skills have increased. Therefore, respondents' achievement in terms of skills is increased through MA PLAY.

Besides, it is also observed that the respondents practice more scientific attitude and positive values on the third day of study compared to the first and second day of study. The respondents show values such as be brave to try, confident, open-minded, helpful, curious, and show interest towards learning. Hence, respondents' achievement in terms of values is increased through MA PLAY.

V   CONCLUSION

In conclusion, the findings show that MA PLAY can help to increase achievement in terms of knowledge, skills and values among students in the concept of Science. Besides, this proves that a digital storytelling tool or Scratch is a useful tool in helping to increase students' achievement and interest in learning. For future research, MA PLAY can be customized so that it can be used and integrated in various topics and

subjects. Higher order thinking skills (HOTS) questions can also be added into MA PLAY to stimulate students to think creatively and critically while discussing the questions in groups. Besides, virtual experiments can be added in MA PLAY so that students can conduct simulation experiments in school or at home.

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The Application of the Golden Ratio to Measure the Accuracy of Object Proportion in Company Logo Design

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ABSTRACT

Logos are important graphic objects as they represent the visual communication between a company and its customers. During this competitive age, the logo design must be carefully planned and deployed because it is one of the marketing strategies to attract customers which later hopefully turn into monetary values. Well-known companies are willing to allocate a huge amount of money for their logos so that these logos are always nice-looking and fresh regardless of time. Although the company's logo is important, some logos are not properly designed where the objects proportional inside the logo are not accurately placed. This condition contributes to design defects and potentially bothers the customer's perception towards the logo. Therefore in this paper, we shared our experience redesigning a company logo using more accurate object proportional with the golden ratio principles. The principle is based on mathematical sequence and applied to achieve better object proportionality in the logo. During the redesigning process, we used Phi Matrix Software to achieve the accurate object proportional. The outcome from the experiment is interesting as the redesigned logo matches the accurate object proportional.

Keywords: Logo, design, golden ratio, object proportional

I. INTRODUCTION

The logo design has produced new challenges to designers nowadays as it is not just a mere sketch instead, it is a visual communication that tells the customers what the company is actually doing. Logos represent the essence of a brand and what the brand is for hence it has the potential to serve as a focal point of a connection for everybody and reinforce the core values for the company (Séraphin, Ambaye, Gowreesunkar, & Bonnardel, 2016). Logos must be

carefully designed where all items need to be arranged according to precise composition so that the outcome is in the accurate proportion.

Most of the world famous logos have an excellent reputation and are not created overnight. Each of them has its own story and journey where these stories attract many people. If we look at famous brands, like Apple (refer Figure 1), the logo design is minimalist, only depicting a bitten Apple, however the fruits still remain although the logo has undergone a revolution for more than 40 years (Uncu & Çalisir, 2019).
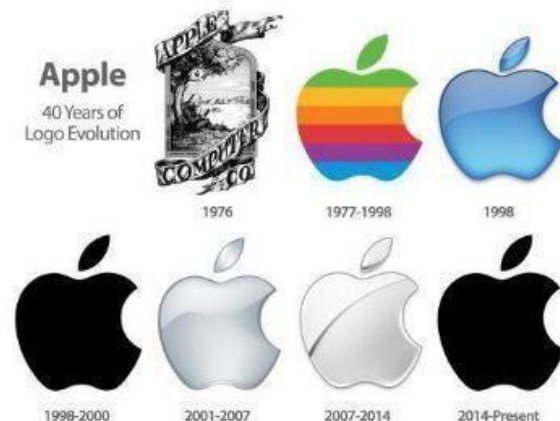
Figure 1. Apple 40 years of logo evolution (Uncu & Çalisir, 2019)

Uncu and Çalisir (2019) added it is interesting to notice that the first Apple logo design does not display the bitten apple yet instead the original Apple logo represents the Newton Chest. It was in the hand of its late-founder who turned the design to be the iconic looks as what we can see nowadays. With the good logo, we can see how Apple has become a successful business organization in computers in recent years. When branding a product, the corporate logo is essential as it provides remembrance and connotation to customers. The corporate logo is the official graphical design for a company and the uniqueness of

the design requires significant creativity and is aligned with a company's strategy and identity (Foroudi, Melewar, & Gupta, 2017). Businesses spend a lot of time and money developing their logos. For instance, designing the 2012 Olympics logo in London has cost $625.000, redesigning Pepsi in 2008 has cost $1 million for the company, and the BP logo redesign in the same year has cost $211 million (van Grinsven & Das, 2016). Huge amount of money allocated to the logo design has signified how important this graphic design is to the company. Therefore, logo design is considered as a crucial task for any company, and having a good logo to represent them is a must.

Although logos are important to companies, unfortunately, some of the logo designs are not properly made, especially in deciding the accurate objects proportional inside the logo. As a result, it causes small design defects in the logo and could potentially irritate the customer perception towards the logo. To make things worse, some designers decide to layout the object proportional only based on their experience and opinion without referring to any design theories like the golden principle. Hence, the attitude has affected the logo design and might contribute to design error. Therefore, in this paper, we are sharing experience redesigning a logo based on the golden principle in order to reposition the object proportional. By using the principle, we have made adjustments to the object from the original logo so that the outcome will be better. This paper has been segmented into five sections for the discussion. Section II will discuss the design of logo, Section III will elaborate the golden ratio principle in correcting the object proportional in logos. In Section IV, we share our experience to redesign one logo from a known food company. Finally, Section V concludes our work in redesigning the logo using the golden principle.

II. LOGO DESIGN

In short, logos are visual and textual marks used to identify brands and their products (Luffarelli, Mukesh, & Mahmood, 2019). Logo's act as the visual communication where it ensures that the messages that are being communicated are memorable and easily received by the public that lead to an association with the brand name (Adîr, Adîr, & Dobrescu, 2015; Séraphin et al., 2016).

The impact of logo design to customers is very significant. For instance, logo plays major influence for youth in order to determine types of product that they preferred. A study done by Zhu, Cao, & Li (2017)

among 120 individuals in China indicates that there are four main factors that influence these respondents when choosing the best logo of youth education brands. These factors are sense of contemporaneity, sense of aesthetics, feeling of interest and sense of style. In brief, their findings conclude that youth prefer logos that include English text with the Chinese characters because it is very trendy and fashionable. For the second factor, the youth would like simple and unified logos where they perceived these logo designs as more aesthetic and easy to recall. The youth also feel more interest in logos with vivid and striking designs and finally this generation choose logos with rounded shapes as the shape is associated with approachableness, friendliness, and harmony.

Uncu & Çalisir (2019) have listed at least seven attributes of logo which include legible, coherent, adaptable, reproducible, memorable, timeless and simple. All attributes reflect the visual and emotional communication that requires the message to be understood by the society. Hence designing a logo is not an easy task to complete since logos are the visual marketing stimuli tools. Design attributes like colour, pattern and forms must be carefully selected and arranged in the logo. Hammond, Dockrell, Arnott, Lee, & McNeill (2009) found that design for cigarette pack that have slogans like 'light', 'smooth', 'gold' and 'silver' was most likely to be perceived as less harmful by smokers among the youth. Additionally, these smokers also believed that cigarette packs with lighter colors design were rated as less harmful and easier to quit. In both cases, we can see that the logo design has a big influence for this generation until they underestimate the health risks and addictive potential.

Logos dynamism, incompleteness and circularity enable these visual communication items to appear more modern, innovative and customer sensitive respectively thus improving brand image, facilitating brand identification and leading to more favourable brand attitudes (Luffarelli, Stamatogiannakis, & Yang, 2019). There are two important processes to produce a good logo; research process and design process (Uncu & Çalisir, 2019). The research process includes tasks such as finding suitable company theme, SWOT analysis, logos review as well as required support knowledge especially in the visual design elements. Meanwhile the design processes involved lots of brainstorming sessions, sketches, fonts search, object combinations, briefing and creative presentation. After all of these tasks are completed then a good logo can be born to mesmerize

the customer. Some logos (like Costa Coffee, Pittsburgh Penguins (a sports franchise) and Toys R Us) appeared to be very descriptive where it is hoped that it can positively affect brand evaluations and purchase intentions (Luffarelli, Mukesh, et al., 2019). Conversely, there are logos which appear to be less descriptive and are designed only with simple object like Starbucks, Shell and McDonald's. Yet, these less descriptive logos are popular among customers as it has strong values to be recognized. Figure 2 displays examples of less descriptive and descriptive logos as cited in Luffarelli, Mukesh, et al., (2019).

Figure 2. Less descriptive and descriptive logo design

Logos are designed to be attractive in a competitive market and create a positive feeling among customers. Logos with higher distinctive features are important so that it always has the competitive advantage from its rival. Therefore logo renovation is essential in order to make it always look fresh and new (Uncu & Çalisir, 2019). Changing logos is a good practise however, the changes should not be too radical because it may cause unpleasant surprise effect that may lead to rejection of the new logo. A study conducted by Grobert, Cuny, & Fornerino (2016) among 220 students discovered that when the similarity between the old logo design and the new logo design is low, than it would not be a surprise that the students can accept the new logo. As a result, changes in logo design must be carefully planned. With the assistance of current technology in design, the logo renovation can be simplified and continuously become a timeless visual communication to the company and the customers (Torres, César Machado, Vacas de Carvalho, van de Velden, & Costa, 2019).

III. GOLDEN RATIO

The essential and fundamental element of art, engineering art, and architectural engineering art, is geometry. Elements in the geometry enable designers to find the limits and sizes it needs to enter the

universe, until based on itself will be placed in surface and spatial structures from the systems that include the environment (Goudarzi, Bemanian, & Leylian, 2020). Similarly, in designing a good logo, a designer must be knowledgeable in many design aspects including knowledge in geometry. We have discussed earlier in the previous paragraph that logo design is a serious tasks, therefore before a designer wanted to start designing it is very good to understand geometric principles of classic proportioning formula such as the golden section and root rectangles, as well as ratios and proportion, together with interrelationships of form and regulating lines (Yusof & Hassan, 2016). Golden Ratio (GR) is actually a mathematical concept that is precisely defined by a number that is clearly visible in the universe and in some way establishes the balance of the universe (Goudarzi et al., 2020). GR or also referred as Divine Proportion (commonly presented by four notation i.e. *fi* or *phi* or φ or Φ) denotes the balance or symmetry that exists between the components of an ensemble or between a particular component and ensemble whose approximate value is 1.61803398874 (Kuliš & Hodžić, 2020). In mathematics and the arts, two quantities are in the GR if their ratio is the same as the ratio of their sum to their maximum (Yusof & Hassan, 2016). Figure 3 depicts the condition of GR for a rectangle as cited in (Gjonbalaj, Daniel, Lotter, & Dalzell, 2021).
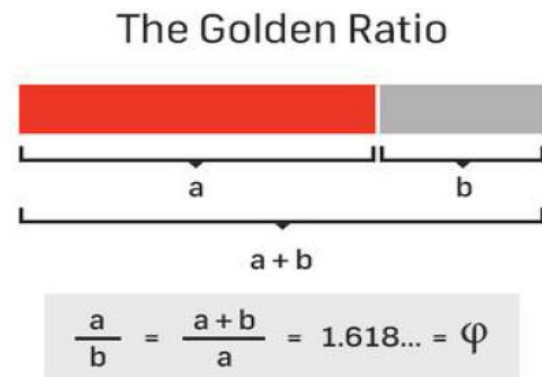

Figure 3. GR for rectangle as cited from (Gjonbalaj et al., 2021)

The GR for the is achieve in the rectangle as shown in Figure 3 when the ratio of the longer segment (a) to the smaller segment (b) is approximately 1.618 ($\frac{a}{b} = \frac{a+b}{a}$).

Many artists and architects have used the GR in their work. GR is considered as a universal law in which it

contains the ground-principle of all formative striving for beauty and completeness in the realms of both nature and art (Yusof & Hassan, 2016). Our limited findings found out that the GR has been used for centuries where it is believed that this principle is used in designing monuments like the pyramid and Parthenon as well as in famous portraits (Gjonbalaj et al., 2021). GR also is used in creating sculpture, painting and architecture structure but more interestingly it is also found in the nature environment through human proportion and growth pattern of living things like animals and plants (Elam, 2001). Meanwhile in the Islamic world, the GR has long been used to design important structures such as the mosque, dome, minbar and even the palace (Dabbour, 2012; Goudarzi et al., 2020). Figure 4 shows the wooden panel in Islamic minbar and the decorative Islamic pattern in a wooden door of a mosque as cited in (Dabbour, 2012). Both items indicated how GR is used to design the Islamic icons.
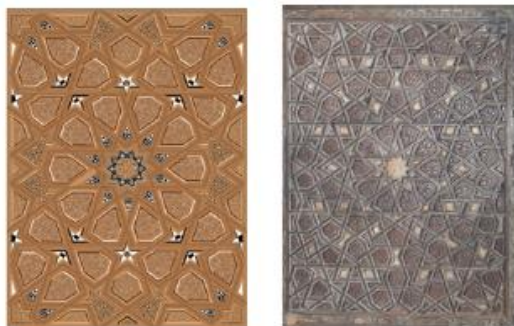
Wooden panel at a Minbar at a book art (Quran)

Wooden panel on a door

Figure 4. Wooden panel at a minbar and the wooden panel of a door (Dabbour, 2012)

The GR ensures that any form of objects proportionality can be equally divided regardless of the type of shapes and angles. Equality in the object proportional using GR is actually derived using a simple mathematical sequence known as ''Fibonacci sequence'' (Dabbour, 2012). Figure 5 listed the Fibonacci sequence.
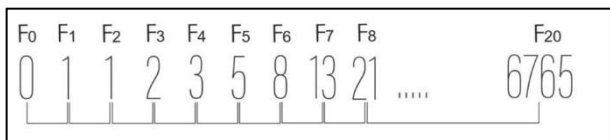
Figure 5. Fibonacci sequence

This number sequence is founded by a mathematician named Leonardo of Pisa or also known as Leonardo Fibonacci. This sequence of numbers, 0,

1,1,2,3,5,8,13,21,34,n is calculated by adding the two previous numbers to produce the third (Elam, 2001; Kuliš & Hodžić, 2020). By using the GR and the Fibonacci sequence, the appearance in varieties of dimensions like the regular pentagon, spiral and rectangle can be cut into a square and a smaller rectangle with the same aspect ratio as displayed in Figure 6.
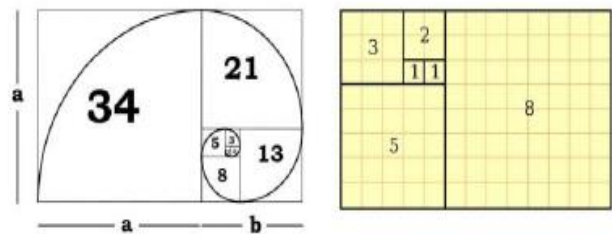
Figure 6. Equal object proportional using the GR and the Fibonacci sequence

The Fibonacci sequence, or the description of the golden mean features can be seen everywhere in the forms of nature, music, and the arts. Gjonbalaj et al. (2021) have utilized the GR and Fibonacci sequence by suggesting three composition guidelines for photography namely phi grid, the golden spiral and the golden layout. According to them, the phi grid is a compositional overlay in the form of a 3x3 grid built from the GR such as shown in Figure 7. The phi grid contains the GR because it splits up the image with three columns and rows in the ratio of 1:0.618:1 (similar to the Rule of Third in photographic).
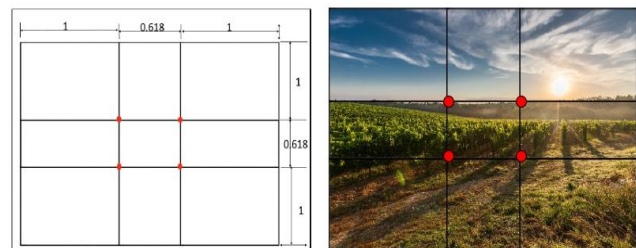
Figure 7. The phi grid photo composition

The golden spiral on the other hand (refer Figure 6), is a compositional overlay in the form of a logarithmic spiral made from the GR. They said that for photography, each photo can be edited with the golden spiral by placing the center of the focal point on the innermost point of the spiral such as displayed in Figure 8.

Figure 8. The golden spiral photo composition

Finally, the golden layout is to set the GR in a multi-column photo layout with the partition cropping the photos into the proportion of 1:0.681 such as displayed in Figure 9. In this composition, each photo division is arranged using the GR principles so that they appear to be in the ideal composition. Readers are advised to read their articles for further understanding about achieving GR in photographic composition.
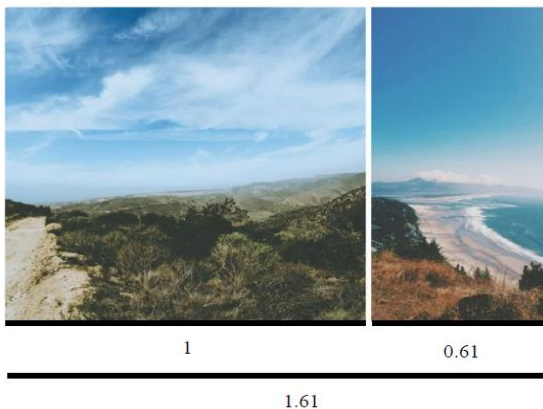

Figure 9. The golden layout photo composition

IV LOGO REDESIGN EXPERIMENT

In our redesigned experiment, we applied three tasks for geometric analysis in order to correct the selected logo so that its object proportional meet the GR. These tasks are simplified in Figure 10.
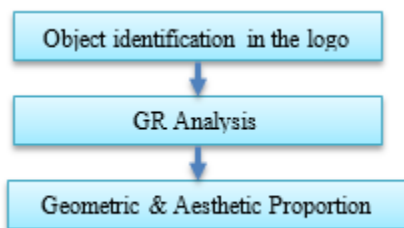
Figure 10. Tasks for geometric analysis for logo redesign

In the first task of this experiment, we have chosen one logo from a popular food company. The main object in the logo indicates a traditional Malay hand fan as depicted in Figure 11. We cannot reveal the whole picture of the logo due to copyright act.

Figure 11. The main object in the selected logo

Based on our observation, we found out that the main object in the logo is not properly arranged with the location of the text or simply said that the object proportion is inaccurate in the logo. Therefore, we conducted the second task in the geometry analysis where we did the GR analysis. Hence, to identify the proportioning systems and regulating lines that contribute to the cohesive composition of successful logo design, during the geometric analysis we used PhiMatrix Golden ratio Design and Analysis software to assist us in analysis.

We selected the GR for the circle to become the template for the geometric analysis as the object of interest in the selected logo fit with the oval shape. Therefore, when we match the object with the template using the software, we derived the outcome as shown in Figure 12.

Figure 12. The geometric analysis of the object of interest
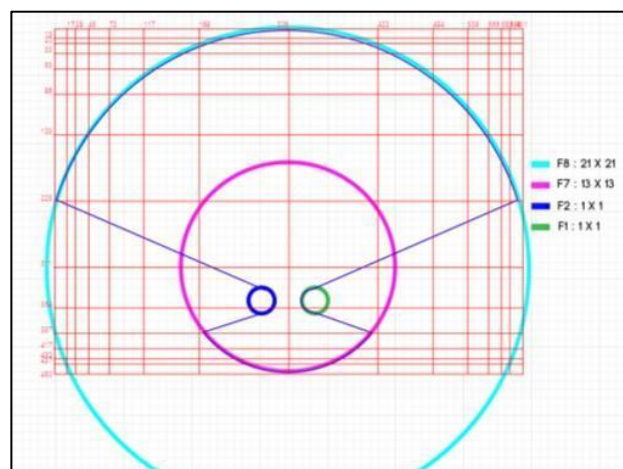
The image in the Figure 12 is a basic reference in the shape of a circular plane displayed in the form of spiral segmentation used to map the shape used in the logo. The divine proportion was achieved by combining the

original logo with a golden ratio circle, which was then arranged in lines. With the shape that has been obtained, the number of circles used for the geometry analysis is one circle for F8, F7, F1 and F2 respectively. Each circle is marked (refer Figure 12) with a different color to facilitate the process of sorting.

After all circles are marked, we smoothen and adjust the pre-arranged circle areas to the desired shape. In order to make the field selection easier, we give attention to the overlapping elements during the preparation. Figure 13 shows the process of smoothen and arrangement of the shape.
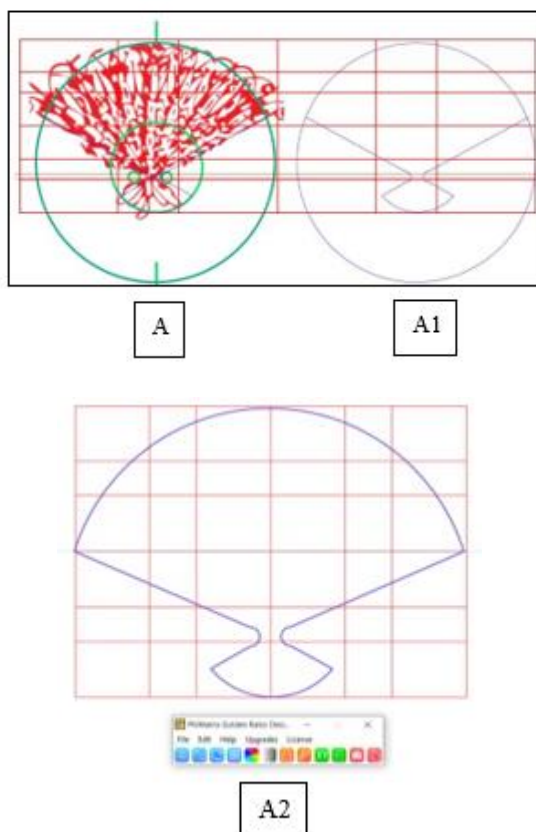
Figure 13. Outcome from the smoothen and arrangement of the shape

In Figure 13, (A) indicates the original shape of the traditional hand fan. If we look closely, we will notice that the object placement is not within the circle of GR. Therefore, using the software, we adjusted the object to be within the circle so that it achieved the GR as shown in (A1). Later, the field shapes have been grouped and adjusted according to the golden ratio scale, (A2) so that the hand fan logo

was accurate and filled the space provided within the software.

At the final stage of the geometry analysis for the logo redesign, we further do the adjustment where the final adjustment is to adjust the hand fan in the logo itself. The template for the adjustment is created using the Phil Matrix. The outcome from the final adjustment yields the output as shown in Figure 14.
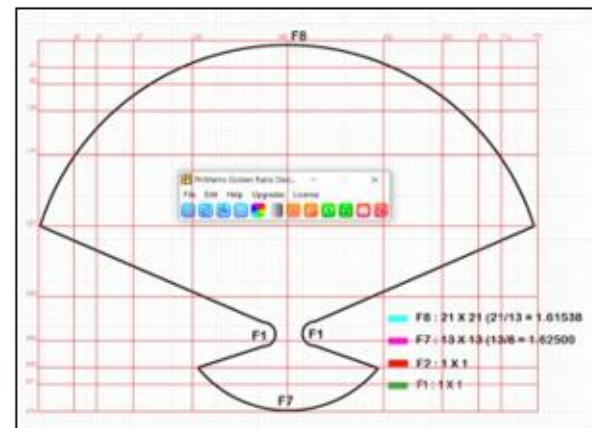
Figure 14. Outcome from geometry adjustment to the hand fan

Figure 14 indicates that the fan has properly placed and achieved the GR within the logo. The shape of the hand fan properly achieve the GR for instance the ratio value for circle F7 and F8 is 1.625 and 1.615 respectively. The values show that the object proportional to the logo has been accurately made using the method discussed.

Once we have satisfied with the object proportionality, we need to relocate back the object within the original logo. Hence, we matched back the color of the logo according to its state and aligned the text according to its original position. Once the logo adjustment is completed in the final stage, the process to redesign the logo is also finished. The new logo should be available to be used on other design media as a visual identity by following the template.

IV.   CONCLUSION

Logo is an important graphic design element as it serves as the visual communication between the company and their customers. The logo must be carefully designed to attract potential customers and represent the company to the business world. Realizing the importance of having a good logo design hence in this paper, we shared our experience in redesigning a company logo by adjusting the

object proportional so that it obtained the GR. The GR ensures that object proportional in the logo is accurate and increases attractiveness to the logo. Additionally, the usage of the GR in logo design not only obtained a good object proportion but it also increased the aesthetic value of the logo. Based on our experiment, we believed that GR enables any type of shape regardless of its size, can be arranged in a better position inside the logo or any other art materials. The GR has proved to serve as a guide for designers seeking an accurate proportional shape with a measurable track.

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POSTERS

Trend of using social media to spread information among youth in Malaysia

Nominee

Information through social media readily accessible from home.

Aim of study:

Trends of using social medias

Are the sources of information verified?

Are the information correct?

Method:

Questionnaire through Google Forms.

Information shared

Politics
Finances
Entertainment

VS.

Information read

Social issues
Culture
Others

Do you agree?

Thoughts on social media.

It is useful.

Life is meaningless without it.

Harmful for my physical health.

Harmful for my mental health.

Thoughts on information shared.

They are from trusted source.

They are correct.

They are useful.

I've read and understand them.

Authors: Taranni Manoharan, Nur Hana Ahmad Shahruzi, Nur Zinnirah Ahmad Ibrahim, Nur Hidayah Mohd Suhaimi, Nur Hafizah Sapuan (Universiti Utara Malaysia)

SOCIAL MEDIA CAUSES INSECURITIES AMONG YOUTH IN MALAYSIA

Siti Nurzulaifah Sheikh Allaudin, Fauziah Miswari, Ainan Midrara Hamat Fauzi,
and Roazfazleen Azlan

Abstract

This research investigates people's social media interpretations of the relationship between self-presentation and peer evaluation in the light of appearance

Introduction

In research from Ezekiel and Leonard Onyeka (2014), the media in general plays a critical role in society as a basic communication network in a modern democratic society

Problem

Excessive use of the internet and social media platforms can lower individual self-esteem

Methodology

The survey questionnaire designed using the google form were distributed through social media applications such as WhatsApp group, Instagram and Facebook

Strongly Disagree 4.4%
Strongly Agree 33.3%
Neutral 20%
Agree 40%

Strongly Agree 20%
Disagree 6.7%
Agree 31.1%
Neutral 37.8%
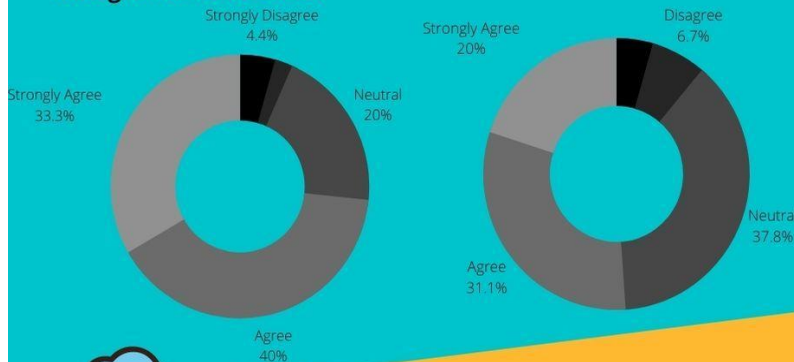
Conclusion

Parents should also limit their children's access to social networking sites and promote awareness among their children about the dangers of excessive social media use.

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MEDIA AND YOUTH EMPOWERMENT

THE INFLUENCE OF MASS MEDIA ON ADOLESCENT MORALITY

FREQUENTLY USED APPLICATION

TIKTOK 17.6%

FACEBOOK 26.4%

INSTAGRAM 36.1%

TWITTER 19.8%

USES OF SOCIAL MEDIA

No 2.2%

YES 97.8%

SOCIAL MEDIA TO GATHER INFORMATION

No 2.2%

YES 97.8%

SOCIAL MEDIA FOR SOCIALIZING
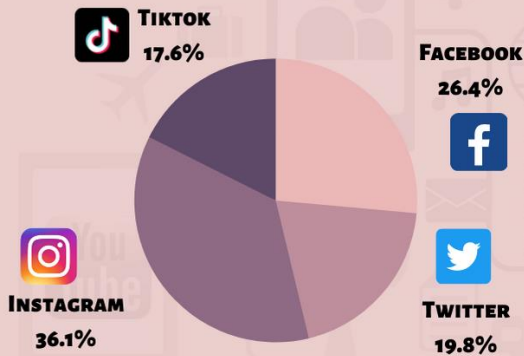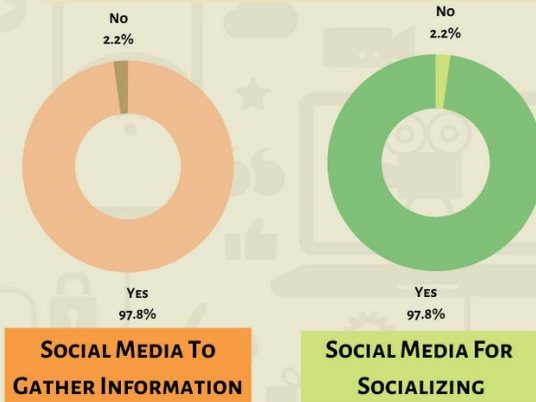
FREQUENCY & EFFECTIVENESS OF MASS MEDIA USED

FREQUENCY

97.8% Use Mass Media on Daily Basis

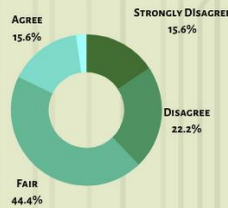95.6% Use Mass Media At Least 10 Hours a Day

EFFECTIVENESS

STRONGLY AGREE 20%

DISAGREE 4.4%

FAIR 37.8%

AGREE 35.6%
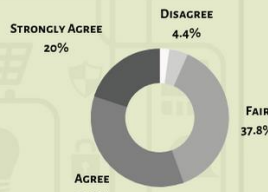
MASS MEDIA CAN FEED SPIRITUALITY & HUMANITY

MASS MEDIA MAY BE OR NOT CONTAINS PROHIBITED SUBSTANCES THAT ARE EASILY INFLUENCED YOUTH

STRONGLY AGREE 11.1%

AGREE 20%

DISAGREE 28.9%

FAIR 35.6%
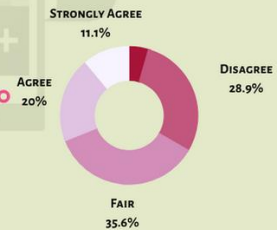
MASS MEDIA MAY BE OR NOT INFLUENCED YOUTH TO DO IMMORAL THINGS

AGREE 15.6%

STRONGLY DISAGREE 15.6%

DISAGREE 22.2%

FAIR 44.4%

Prepared by:
Nurul Syahidah Robia, Nur Farisah Mohd Wira, Lee, C., Cuckthima Wat

Nominee
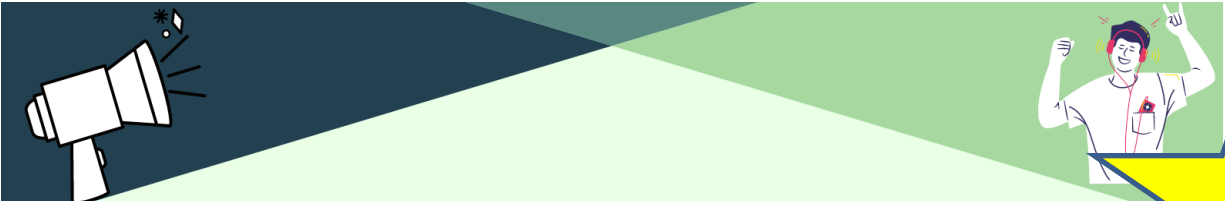
MEDIA AND YOUTH EMPOWERMENT: HOW MUCH DOES MEDIA AFFECTS YOU?

INTRODUCTION

The media users are increasing rapidly. Youth covers the age 15-24 years old and be defined as the early period of growth. Many youth finds more convenient to reach out on digital world compared to physical space. few of them already are able to catch in on this presence of empowerment.
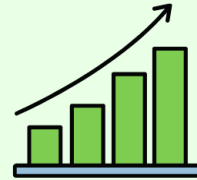
OBJECTIVE

1. Investigate how social media influence on youth's social life.
2. Measure youth spending time on different type of media.

3. Examine the beneficial of social media for youth's life.
4. Study the dependency of youth on media in their daily life.

METHODOLOGY

- Online research method are ways in which researchers can collect data via internet.
- Online survey – create a questionnaire by using Google Form.
- Secondary data analysis – online newspapers, article and journal reports.
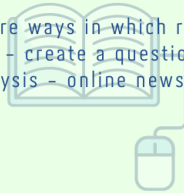
RESULT

Positive effects of media to youth

43.30%   23.30%   15%   10%   8.30%

Negative effects of media to youth

5%   35%   11.70%   8.3 %   40%

CONCLUSION

Strong connection among media and youth empowerment. Most of the youth are attracted by the positive effects of media and spending more time on it.

STAY CONNECTED

AMY CHEONG SHUET YENG 271446
NEBILA BINTI MASIDIN 269857

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Role of Tiktok on the Rise of Youth Empowerment

Shazalina Fildzah binti Suhailee 263681
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Aishah Binti Mohd Noor 262424

Introduction

TikTok is one of the most famous social media platforms. TikTok is a 15-second video-sharing application that lets users make and distribute videos on any issue. It is a traditional User-Generated Content (UGC) site, in which users create content instead of business.

TikTok users access the application by smartphones. TikTok gives users the freedom to make fast lip-sync, editing, singing and other short videos in three seconds to sixty seconds. Aside from video creation, users use TikTok to watch, share and comment on videos made by others. The unique TikTok concept with incredible expansion potential has succeeded in attracting the youth generation. TikTok becomes a role for youth empowerment. Through social media, TikTok youth gain a lot of knowledge and skills because TikTok users mostly share their knowledge of everyday topics such as food, painting, and entertainment.

Problem Statement

This type of innovation is encouraged as the trade and overall know-how field evolves, but to some degree, this type of advertisement is also unregulated and runs the risk of becoming abusive in its message. The lack of legislation has an impact on users who are of an age where they are influenced by trends, and as the community has grown from local to global, there is a greater risk of negative influence.

Objective

- To identify the uses of the TikTok.
- To find the factors of rising the use of TikTok apps among the youth.
- To study the positive impact of TikTok on society and lifestyle among youth

Methodology

- The survey is conducted and analyzed among youth between 16 years old to 40 years old.
- Questionnaires have 4 sections:
- Section A: Demography and Background Information, Section B: The Uses of TikTok application, Section C: Factors of Rising the Use of TikTok Among the Youth, and Section D: Positive Impact of TikTok on Society and Lifestyle Among Youth.
- 155 respondents involved.

Findings

The Uses of TikTok

- Spend 4 hours on TikTok per day.
- Gain satisfaction/approval.
- Watching DIY content on TikTok.
- Update status more than 4 timed per day.

Factors of Rising the Use of TikTok Among the Youth

- Rising because of the trend
- Rising because of the content creator.
- Rising because of the ability to share experience and opinion.
- Rising because of the sharing interest of the same hobby.

Positive Impact of TikTok on Society and Lifestyle Among Youth

- Helps the user improve their creativity.
- Make them famous.
- Be a source of income.

Conclusion

it can be concluded that TikTok is a lively, interactive, and enjoyable app that has gained a lot of attention in recent months. This study is vital so that in future they can enhance TikTok's functionality and youth experience. This platform often appeals to the user's tastes to an extreme, which often leads to the abuse of its functionality and the vulgarisation of the information. They can therefore play a huge role in behavioural change communication.

THE IMPACT OF SOCIAL MEDIA ON MENTAL HEALTH OF LOCAL UNIVERSITY STUDENTS

Author's Name :
Aina Farzana Mohd Azmi, Siti Intan Rasyiqah Mohd Riduan, Nor Izzati Husna Mohammad and Wong Xin Yi

Nominee

INTRODUCTION

Social media recently become a part of our routine. It has the potential to affect people's mental health, depending on how they observe, see, and communicate through the network. This study focuses on the effect of social media on mental health among 4 well-known universities in Malaysia's student.

Objectives of study are to determine the most used of social media among 4 well-known university students in Malaysia. To identify the factor and effects of social media among 4 well-known university students in Malaysia.

METHODOLOGY

QUANTITATIVE
Survey has conducted using Google Forms

RESPONDENTS
-4 well-known university students (UUM, UMT, UMS, UiTM)
- 60 respondents (15 respondents each university)

CONCLUSION

This study exposed that social media has its own factors and effects on mental health based on how young people espcially students use and manage it. Future work looks into the reconnections in a larger sample of university students and adopts social media use measures to better capture how and why university students use social media, and how often they use social media.

RESULT & FINDINGS

18.3%   81.7%

The most used social media

51.7%   10%

15%   15%
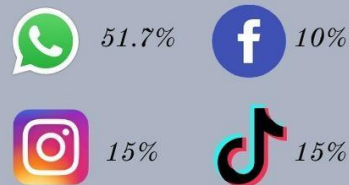
Students spent on social media more than 7 hours

Purpose using social media

Information	Communication	Entertainment
88.3%	81.67%	66.7%

Social issues experienced
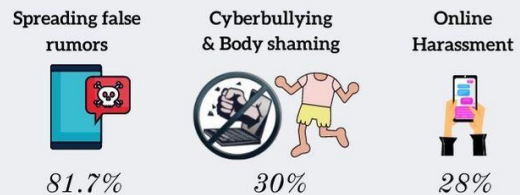
Spreading false rumors	Cyberbullying & Body shaming	Online Harassment
81.7%	30%	28%

Feeling after using social media

Happy	Neutral	Depressed
66.7%	15.3%	1.7%
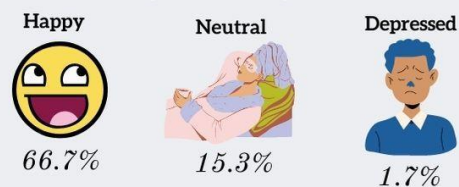
CYBERBULLYING ON SOCIAL MEDIA AND ITS IMPACTS ON YOUTH

Nur Ayuni Sabihah Sukri, Nur Izzati Ghazali, Siti Marsitah Abd Razak and Sarvinthraan Nathan

STOP CYBER BULLYING

ABSTRACT

This research study seeks to investigate the cyberbullying in social media and its effect on youth to extract the factors that have influence on their state of mind and pyhsical performance

INTRODUCTION

- Cyberbullying one of a serious issues on social media.
- The internet and social media nowadays are viewed as avenues to hurl negative comments without taking accountability.
- Cyberbullying is related to negative outcomes.
- The study by (Abaido,2020) revealed that cyberbullying and online harassment are problems for users of social media, especially young people.

METHODOLOGY

- This research has been conducted in quantitavive methodology.
- Questionnaire is used to gather data.
- The question was circulated among younsters who frequently use social media.

1. Define Research Problem
2. Design Instrument
3. Conduct Survey
4. Analysis & Interpretation of Data
5. Documentation

FINDING & RESULT

1. Analysis of "Is lack of education is a factor of cyberbullying?"

They showed that lack of education is the a factor of cyberbullying as they do not have the exposure on the effects or impact that it can cause to the victim.

Education about cyberbullying is important and should be implemented for people to know the consequences.

2. Analysis of distress feeling of cyberbully

They showed that distress feelings comes in different patterns for different individuals based on the type of cyberbully among the victims.

The percentages for each effects shows the impact on the victim which should be treated to avoid hindrance in self development

3. Analysis of cyberbully effects

It also the victims emotional health which will lead to serious health issues.

Percentages show that the effect of cyberbullying becomes a barrier in the victims' daily life or daily routine.

CONCLUSION

1. There were different types of researchers with different scopes about cyberbullying in the past.

2. By our research title, we reviewed researches about social media issues and impact against cyberbullying among youth.

3. Effects of cyberbullying and our research scope that are consist cyberbully in social media are discussed.

4. Next, the discussion on the method used for studying cyberbullying among youth are included.

Nominee

The Connection Between Violent Video Game and Youth Aggression in Malaysia

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School of Technology Multimedia and Communication, University of Utara Malaysia
Sintok, 06010 Bukit Kayu Hitam, Kedah

Introduction

Violence Video Game

Violence is defined as any use of physical force or is intended to cause harm. Violence may cause physical, psychological, or both types of damage. Aggression, also known as violent conduct, is distinct from aggression because it can be physical, verbal, or passive in nature **(Jacquin, K. M, 2020).**

Aggression

Aggression is a form of social contact that is either overt or indirect and sometimes harmful, with the intention of causing injury or damage to another person It can happen in response to something or in response to no provocation at all **(DeBono et al., 2014).**

Data Analysis

The gender of the respondents

Male 52%
Female 48%

The games that were played include strong language, blood, and gore, violence, or other inappropriate content

NO 20%
YES 80%
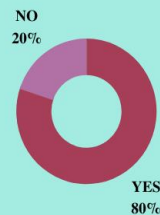
Violent video games can contribute to aggressive behavior in youth
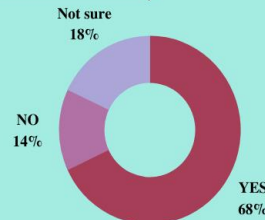
Not sure 18%
NO 14%
YES 68%

The study found that most of the respondents agree and it is natural to think through the passage of time and the development of video games can affect the life patterns of players.

Methodology

Place of Study

Three Public Universities (PU) in Peninsular Malaysia : University Utara Malaysia (UUM), University Sains Malaysia (USM), University Teknologi Mara (UiTM)

Data Gathering Technique

Online surveys created with Google Form. Then, share the questionnaire via social media channels such as Whatsapp (WA), Telegram, Facebook, and other social media platforms by providing a link

Sampling, Data Collection & Analysis

We have used simple random sampling. The data was collected and analysed using Microsoft Excel software.

Conclusion

The findings also highlighted that most of the students prefer to play games that include strong language, blood and gore, violence or other inappropriate content rather than normal games.

The findings show that through passage of time and the development of video games can affect the life patterns of players and change to aggression.

GAME FIGHT CHAMPION

NEGATIVE IMPACTS OF SOCIAL MEDIA ON YOUTH

PHAN JIA LE, CHOONG HUI ZHI, LEONG JIA WEI, EWE JIA YEN, AZIZAH CHE OMAR
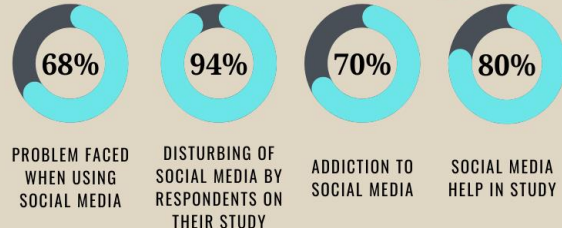
INTRODUCTION

- Social networking is a growing phenomenon in both private and academic lives.
- Youth use for sharing substance, entertaining, communicating, creating communities, and learning.
- Social networks sometimes incredibly dangerous for teenagers.
- Social networks have become well known and become commonplace in recent years.

METHODS

- Data Collection Method
  - Questionnaire distributed in social media platforms
  - 50 respondents of youth had participated
- Data Analysis (Statistical methods)

RESULT & DISCUSSION

68%
PROBLEM FACED WHEN USING SOCIAL MEDIA

94%
DISTURBING OF SOCIAL MEDIA BY RESPONDENTS ON THEIR STUDY

70%
ADDICTION TO SOCIAL MEDIA

80%
SOCIAL MEDIA HELP IN STUDY

Social media provided negative impact on youth.

CONCLUSION

- This study found that social media give negative impacts on youth.
- One of the negative effects of social media is that it makes youth feel addicted.
- Social media have positive impact even though the result show negative impacts.
- Youth can get positive impacts by control the usage of social media on entertainment.
- Social media help students to communicate more efficient while in distance.

Nominee

THE INFLUENCE OF MEDIA AND GAME VIOLENCE ON YOUTH

MEDIA MAKES INFORMATION INCLUDING VIOLENT CONTENTS AND GAMES TO BE OBTAINED EASILY ONLINE. THE ACCESS TO VIOLENT CONTENTS IS NOT STRICTLY PROHIBITED AND CAN BE ACCESSED BY YOUTHS IN A BLINK OF AN EYE.

TO INVESTIGATE THE INFLUENCE OF MEDIA AND GAMES TOWARDS VIOLENT BEHAVIOUR OF YOUTH

METHODOLGY

QUANTITATIVE RESEARCH USING GOOGLE FORM QUESTIONNAIRE TO COLLECT DATA FROM 125 YOUTH RESPONDENTS.

BROWSING MEDIA AND PLAYING VIDEO GAME PER DAY

BELIEVE THAT HATE SPEECH OR VILENCE EFFECT THE YOUTH BEHAVIOUR

49.6%

35.2%

68.8%

AGREE THAT IT EFFECTS THE VIOLENCE BEHAVIOUR OF YOUTH
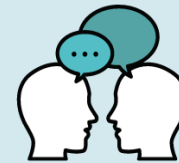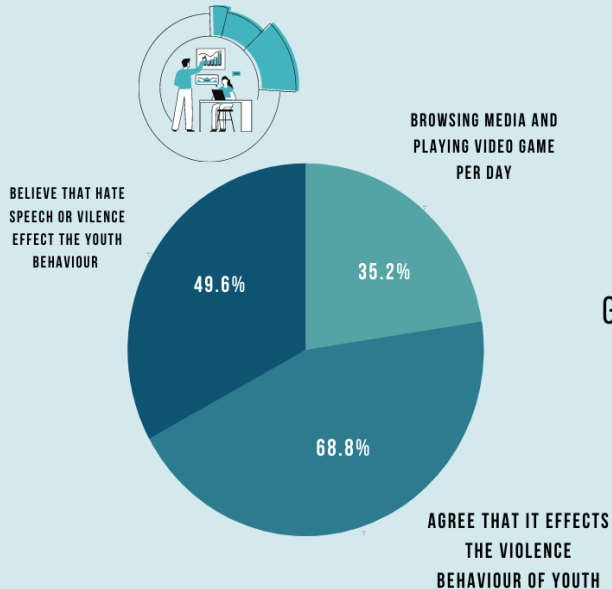
A SIMPLE VIOLENT CONTENT SUCH AS HATE SPEECH OR VIOLENT GRAPHICS BRINGS A BIGGER IMPACT TO THE VIOLENT BEHAVIOUR OF YOUTH COMPARED TO MENTAL ABUSE CONTENT OR VIOLENCE THREAT.

CONCLUSION

THE IMPACT OF VIOLENT CONTENTS IN MEDIA AND GAMES CANNOT BE IGNORED. PARENTS AND TEACHERS HAVE TO BE CAREFUL OF THE CONTENT SHOWN TO YOUTH AND TAKE ACTIONS TO PREVENT THE SPREAD BEFORE IT IS TOO LATE.

Kenneth Chooi Wai Seng1, Chen Jia Rong2, Yi Si Qi3, and Ain Natasha Binti Zulkifli4.
1Universiti Utara Malaysia, Malaysia,kenneth_chooi_wai@smmtc.uum.edu.my
2Universiti Utara Malaysia, Malaysia,chen_jia_rong@smmtc.uum.edu.my
3Universiti Utara Malaysia, Malaysia, yi_siqi@smmtc.uum.edu.my
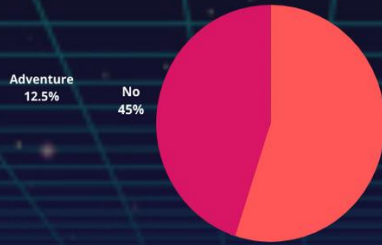4Universiti Utara Malaysia, Malaysia,ain_natasha_zulki@sbm.uum.edu.my

MEDIA AND GAME VIOLENCE AMONG YOUTH IN MALAYSIA
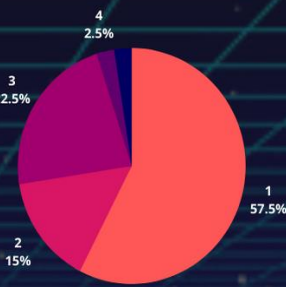
Nurainaazuwa Zulkipli (264594)   Nurul Syahirah Khalid (264999)   Nazifa Zafirah Abdul Halim (265139)   Siti Nor Hamidah Hidayah Abd Jalil (265189)
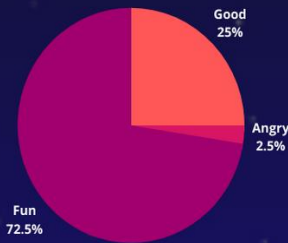
35% preferred to play Puzzle games

Horror 2.5%
War 12.5%
Sport 15%
Adventure 12.5%
Puzzle 35%
Action 22.5%

55% have played violent video games

No 45%
Yes 55%
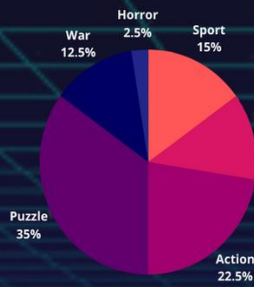
57.5% spend 1 hours per day on media playing violent video games

4 2.5%
3 22.5%
1 57.5%
2 15%

72.5% feels fun after playing video games

Good 25%
Angry 2.5%
Fun 72.5%

42.5% considered playing violent video games interesting because they were able to compete with opponents when fighting

It is fun to pretend to do illegal things without consequences (getting in trouble)
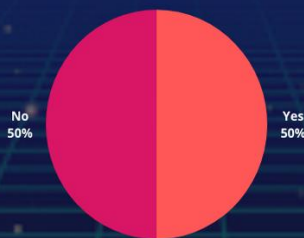I can let go of dissatisfaction that happens
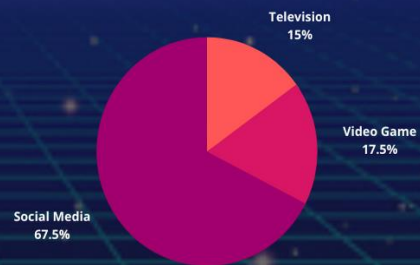I can compete with my opponenets
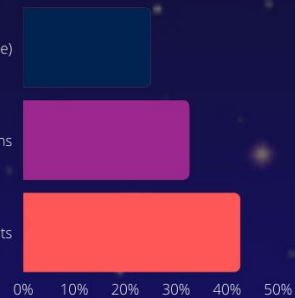
0% 10% 20% 30% 40% 50%
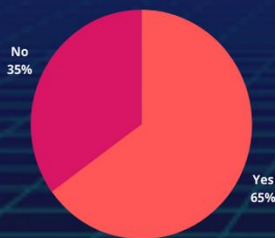
65% think violent video games contribute to aggressive behaviour

No 35%
Yes 65%

50% have done aggressive behaviour such as hitting, kicking and shouting

No 50%
Yes 50%

67.5% says social media is the kind of media that they often see anything related to violence

Television 15%
Video Game 17.5%
Social Media 67.5%

CONCLUSION

Youths aged 18-23 (67.50% females, 32.50% males) prefer to play puzzle games more than violent games such as action, war games even after having experienced and played violent video games before. They spend less time playing violent games per day but still have done any aggressive behaviour. Youth of 40 respondents feel more positive than negative after playing video games because they can compete for fun. Social media contributes more to aggressive behaviour than video games. but after spending more time to game violence, it will contribute to aggressive behaviour too.

THE IMPACT OF VIOLENT VIDEO GAMES ON MULTIMEDIA STUDENTS IN UUM

Authors : Nurul Aini Abdul Rahman, Nur Farzana Ahmad, Stark Aisyah Nurjannah, Nurul Asyiqin Abdul Aziz

How violent video games give impact on multimedia student's behavior, emotions, academic performance, stress level and social interaction ability.

OBJECTIVE

To identify the impact of violent video games on Multimedia students in UUM.

The relationship between frequency and general impact to student life when playing violent video games among male and female students in UUM

Male Respondent	Frequency of playing/ day	Negative/ positive impact to their life as a students for playing violent video games
1	1-2 hours	Negative
2	3-4 hours	Positive
3	3-4 hours	Negative
4	5-6 hours	Negative
5	5-6 hours	Positive
6	More than 6 hours	Negative
7	More than 6 hours	Negative
8	More than 6 hours	Positive
9	More than 6 hours	Negative

Table 1: The impact of playing violent video game among male students

Female respondent	Frequency of playing/day	Negative/ positive impact to their life as a students for playing violent video games
1	1-2 hours	Negative
2	1-2 hours	Negative
3	1-2 hours	Positive
4	1-2 hours	Negative
5	1-2 hours	Positive
6	1-2 hours	Positive
7	3-4 hours	Positive
8	3-4 hours	Positive
9	3-4 hours	Positive
10	3-4 hours	Negative
11	5-6 hours	Positive
12	More than 6 hours	Negative
13	More than 6 hours	Positive

Table 2: The impact of playing violent video game among female students

RESULTS

The range of how easy it is to act violent after playing a violent video game.

The range of how easy it is to decrease the academic performance when playing violent video games.

Violent video games release stress and pressure as a student.

Violent video games increase social interactions ability.

METHOD

Identify research problem and objective

Literature review

Random sampling technique Google Form 30 participants

Analyze data SPSS statistic tool

Conclusion
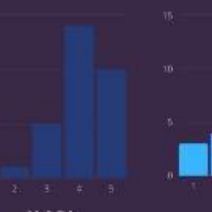
- Affect each individual differently.
- Some gain positive output like stress relief and social interaction ability.
- Some gain negative output like violent act, anger and low academic performance.
- Need more basic research and much intervention designed to scrutinize the positive and negative impact.

THE INFLUENCE OF SOCIAL MEDIA ON CONSUMER BUYING BEHAVIOR

INTRODUCTION

Social media has occupied an important position as a communication tool. As customers, people share product reviews, information about a service, warnings about products, and much more. People have a lot of 'connections' on social media, therefore information is consumed by many people. This information becomes a source of influence on consumers and their buying behavior.

OBJECTIVE

- To examine the connection between social media and consumer buying behavior.

- To examine when, how, and why social media has influenced the consumer decision-making process.

METHODOLOGY

Preliminary study
- *Review of Related Literature*
- *Review of Supporting Theories*

Data Collection Method
Questionnaires: 53 Respondents

RESULT & DISCUSSION

- Consumers are 32.1% more likely to buy something based on social media monthly.
- 64.2% of consumers spend 2-5 hours every day on Social Media Platforms.
- 62.3% of buyers are influenced by social media.
- Shoppee received 56.9% of the votes in the poll, making it the most popular forum for online shopping.
- 52.8% of consumers use social media to engage with brands.
- 77.4% of the respondents believe Social Media plays an important role in promoting a brand.

CONCLUSION

This research that consumers are actively utilizing social media platforms as a tool in validating their purchase decisions. Reviews and preferences by the past consumers on Social media platforms influenced the decision process of potential customers. Social media users found decision-making to be easier and enjoyed the process more, when compared to those who used other information sources. The results overall show that Social Media has a strong impact on the consumer decision-making process.

Authors: Nur Azimah Azmi, Nanthini Oulaganathan, Jagvinderjit Singh Rajinder Singh, Nurul Farzana Anis Ahmad
Universiti Utara Malaysia

Online Shopping Reasons Of UUM Students

This study is to explore the impact of online shopping of UUM's student. To meet this aim, researcher decide to use quantitative methodology which is survey and choose about 100 respondent to answer this survey for achieve our aim.

Ramithran Kaliappan, Loh Wei Hau, Leong Chun Hung and Sia San Hou

Method

1. qualitative – refer journal
2. quantitative – survey

Representation method

- pie chart + bar chart to display data colected
- using tabulation method – a system which arrange the data and information into a table

Gender's result

male – 58 respondents
female – 42 respondents

Age's result

18-20 =55 respondents
21-23 =36 respondents
24-26 =9 respondents

Sem's result

1-2 =28 respondents
3-4 =50 respondents
5-6 =13 respondents
7-8 =9 respondents

App's result

shopee=55 respondents
lazada=21 respondents
taobao=24 respondents
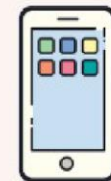
Category's result

fashion and beauty =59 respondents
furniture and appliances =25 respondents
food and personal care =5 respondents
electronic and physical media =11 respondents

Reason of online shopping's result

save time = 22
wide selection =48
price =30

Conclusion

female > male
mostly uum student refer to shopee
most student rather use online platform to buy goods

Spending's result

RM10-RM49 =3 respondents
RM50-RM99 =9 respondents
RM100-RM199=80 respondents
RM200-RM500=3 respondents
RM499-RM999=3 respondents
>RM1000=2 respondents

EFFECTIVENESS OF THE USE OF MEDIA TOWARDS MOBILE PHONE PURCHASING DECISIONS

Lim Shu Li, Koh Jia Hui, Lee Jiahui, and Wong Ka Hei

OBJECTIVE

- To investigate the type of media advertising is effective to consumer purchasing decisions on mobile phones.
- To determine how different elements media advertisements affect consumer purchasing decisions on mobile phones.

RESEARCH QUESTIONS

1. Which type of media advertising are effective to consumers purchasing decisions on mobile phones?
2. How elements of media advertising affect consumer purchasing decisions on mobile phones?
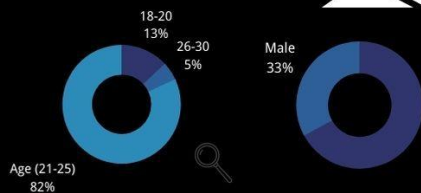
SCOPE

- Limited to all mobile phone users in Malaysia.
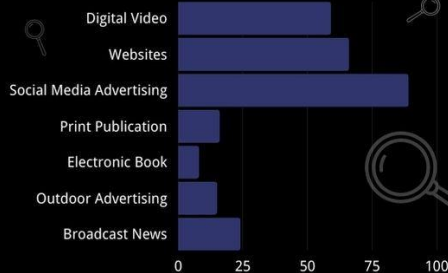
METHOD

- Quantitative methods (Questionnaires)
- Total 100 respondents

FINDING

18-20
13%

26-30
5%

Male
33%

Age (21-25)
82%

Gender (Female)
67%

- Most of respondent think media can affect their purchase
- 83% of the respondents have seen an advertisement that enticed them to purchase something.

Digital Video
Websites
Social Media Advertising
Print Publication
Electronic Book
Outdoor Advertising
Broadcast News

0 25 50 75 100

60

40

20

0

Product information
Call to action verbs
Graphic
Creative design
Product feature in adv
Product color in adv
Price in adv

- Clearly information: 65% of respondents
- Brand awareness: 89% of respondents
- Pop-out or banner: 38% of respondents
- Creative and diverse: 64% of respondents
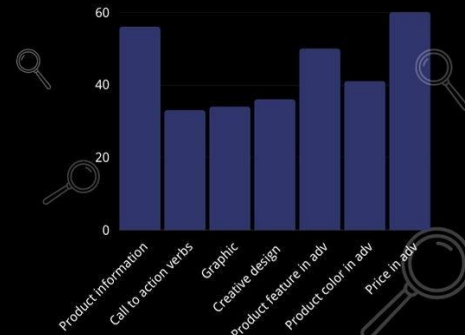
- Most of respondents agree these element in the advertisement that can affect consumer purchasing decisions on mobile phones.

LITERATURE REVIEW

The effectiveness of media advertisement

- Media is a tool used to share information to the public
- Nowadays people are more prefer using social media platforms than traditional platforms.
- traditional media advertising will be less effective than social media advertising.
- Many companies using social media to promote the product and do promotional activity is effective to convince consumers
- Advertisements will affect the consumers buying something。

CONCLUSION

- Regardless of age or gender, social media advertising plays a very significant role in effectively influencing consumers' purchasing decisions
- Clearly information and brand awareness advertisements is the most important form to attract and enable consumer to make the right consumer decisions
- Product price, information and features on media advertising are the main elements which effectively influence consumer purchasing decisions.

SOCIAL MEDIA FACTORS INFLUENCING CONSUMER PURCHASE INTENTION IN MALAYSIA

Authors: Lim Wei Wen, Goh Chiew Keoh, Siti Nurhanani, Teh Xiao Lin
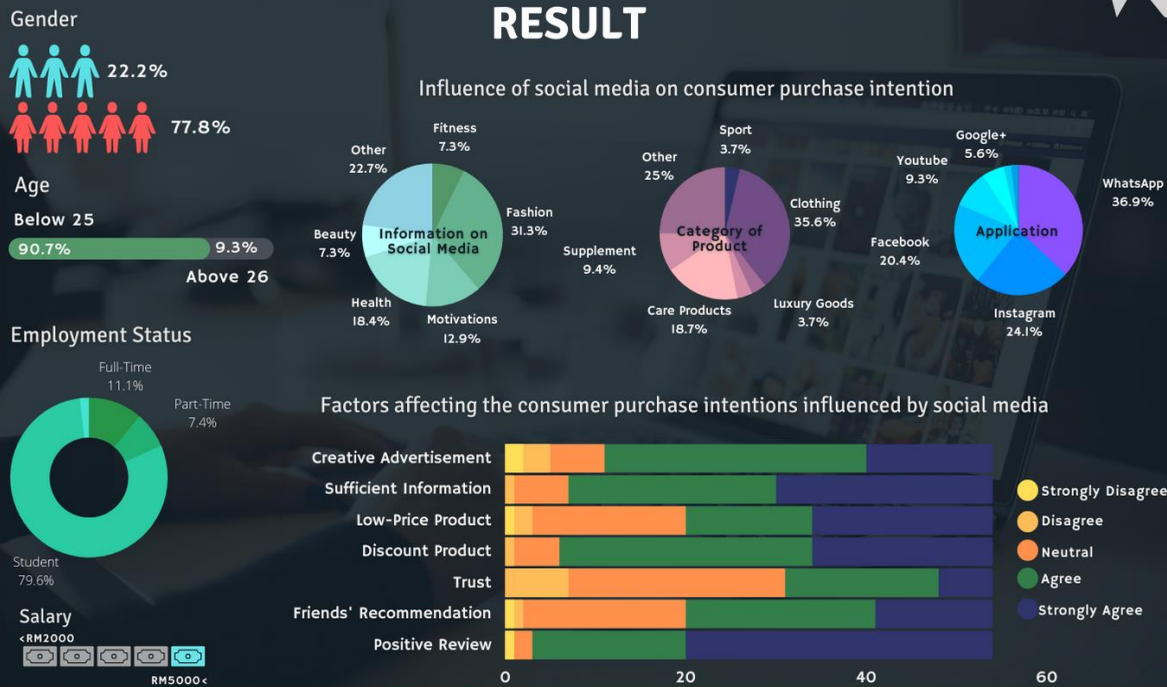Universiti Utara Malaysia

INTRODUCTION

Social media known as communication tool which help people to communicate and share information through social network platform. It also a good place for seller to create marketing strategies by promoting their product and could be the innovation tools for them. In the other hand, it also benefits social media users to purchase via this platform. The influencing factor will help to understand more about consumer decision making on purchasing through social media platform.

METHODOLOGY

Identify Research Problem → Planning → Data Collection → Data Analysis & Interpretation → Evaluation

RESULT

Gender
22.2%
77.8%

Age
Below 25
90.7%   9.3%
Above 26

Employment Status
Full-Time 11.1%
Part-Time 7.4%
Student 79.6%

Salary
<RM2000
RM5000<

Influence of social media on consumer purchase intention

Information on Social Media
- Other 22.7%
- Fitness 7.3%
- Fashion 31.3%
- Beauty 7.3%
- Supplement 9.4%
- Health 18.4%
- Motivations 12.9%

Category of Product
- Other 25%
- Sport 3.7%
- Clothing 35.6%
- Care Products 18.7%
- Luxury Goods 3.7%

Application
- Google+ 5.6%
- Youtube 9.3%
- WhatsApp 36.9%
- Facebook 20.4%
- Instagram 24.1%

Factors affecting the consumer purchase intentions influenced by social media

- Creative Advertisement
- Sufficient Information
- Low-Price Product
- Discount Product
- Trust
- Friends' Recommendation
- Positive Review

Legend:
- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

(x-axis: 0, 20, 40, 60)

CONCLUSION

- Social media positively affects consumer purchase intention.
- All factors affected the consumer purchase intention except the trust of consumer.
- Consumer decide whether it is worth using social media platforms to make a purchase.
- Helps sellers to acknowledge the factors that influence consumers to buy the product.

USING SOCIAL MEDIA IN EMPOWERING YOUTH AGAINST COVID-19

Chan Chun Seng	263550
Low Kah Yan	261324
Liew Jia Qi	261430
Leow Thing Ni	261890

INTRODUCTION

- Media has been invented in human communication system since the 15th century.
- Social media has become an indispensable part of youth's lives according to their choices and preferences. It provides different activities and empower youth in various ways.
- The researchers will identify the type and frequency of social media used, the purposes of youth using social media will be determined and the involvement of youth in social media will be discussed.

METHODOLOGY

1. Identification of research problems
2. Literature review
3. Collection, analysis and interpretation of data
4. Finding and discussion

sample population: 50 youths who use social media

FINDINGS & DISCUSSION

Most of the youth used Facebook, WhatsApp, YouTube and Instagram conducting different purposes of activities towards COVID-19.

The purposes of using social media
- to get in touch with friends and families
- to get and share the health information and latest news about COVID-19
- to enhance awareness of COVID-19

Involvement in social media
- sharing the current news, information, or opinions with family and friends on the COVID-19 issues
- most of the youths only follow the latest issues and news in and outside of the country.

CONCLUSION

Youth nowadays are most active in using social media to communicate during the global information crisis. They share the common responsibility of assisting people in stopping transmission. Therefore, people can stay healthy, educated, and linked thanks to technological advances and social media.

LITERATURE REVIEW

Social Media
- In 2020, 81% of the Malaysian population were active social media users.
- Facebook remains the most widely used social media site in Malaysia but YouTube, Instagram and Twitter have increased significantly.

Social Media and Empowerment
- Social media platforms encourage youth to create and share content with people around the world.
- The sharing of information in social media keeps people aware and reminds people to follow the Standard Operating Procedures(SOP) to stay safe during the outbreak of pandemic.

ANALYSIS & RESULTS

Demographic Information	Respondent (count)
Age	
15-19	5
20-24	42
25-29	3
30-34	2
35-40	0
Gender	
Male	11
Female	39
Ethnic	
Malays	6
Chinese	42
Indians	2
Academic Qualification	
SPM	1
STPM	2
Diploma	0
Matriculation	1
Bachelor's Degree	46

Type of social media	Frequency of use				
	Never	Rarely	Occas-ionally	Some-times	Freq-uently
Facebook	0%	0%	28%	22%	50%
WhatsApp	0%	0%	24%	12%	64%
WeChat	0%	22%	22%	24%	32%
YouTube	0%	2%	26%	14%	58%
Instagram	2%	4%	18%	22%	54%
Twitter	48%	16%	8%	24%	4%
Telegram	14%	20%	20%	36%	10%
Sina Weibo	40%	26%	10%	20%	4%
Blog	70%	12%	0%	16%	2%

Purposes of using social media

Involvement in social media

Social media used in empowering youth to share the current news, information, and opinions with family and friends on the COVID-19 issues