

# Transmedia Storytelling And The Change In Bullying Attitude Among Ethnic Youth

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## Abstract

Ethnic youth encounter the bullying problem not differently from other general youths. The problem is required to be urgently solved as it affects the development and mental health of youth. The objectives of this research were to study the issues of bullying among ethnic youth and how the transmedia storytelling with the participation process of ethnic youth who play both roles as media consumers and media producers lead to the change in bullying attitude. The research results revealed that the ethnic youth has the same issues of bullying as general children. However, bullying focuses on racial and family background issues. This is a very painful point for ethnic youth because they feel they are being discriminated against and reinforce the injustice of society. The results of study from the transmedia storytelling process obviously indicated that the effect was on changing attitudes and willingness to change behaviors to reduce or stop bullying or to help those who have been bullied more. It is the result of engagement with the produced media content and the systematic creation of the world of connected content. The participatory transmedia storytelling process cannot directly reduce bullying. However, it can strengthen the right attitude and social skills of youth.

**Keywords:** Transmedia storytelling, bullying attitude, ethnic youth

## Background and significance of problem

Bullying is the serious problem worldwide especially in the youth group and it needs to be urgently solved due to the effect on the mental and social development of children (UNESCO, 2019). Bullying is a direct and indirect expression of aggression of the bullying persons intentionally towards those who are bullied. The act continuously existing for a long time causes the bullied to suffer, fear, or injure them both physically and mentally (Olweus, 1996). For the youth group, bullying has negative effect on the bullying person, the bullied, and the witnesses. Children who are bullied are more likely to have social adaptation problem. They will have a feeling of regret and feel like they are not part of the group. They always try to separate themselves from their friends. They may be pessimistic and suffer the problems of low

academic performance and hyperactivity (Owusu et al., 2011; Yang et al., 2013). They have the feelings of fear and insecure at school (Gofin & Avitzour, 2012). The youth lose their self-esteem (Chang et al., 2013). They are depressed and may have suicidal thoughts (Bonanno & Hymel, 2013). Meanwhile, the bullying children are more likely to be aggressive, antisocial, and have school problems. There is a risk of drug addiction with mental health problems. They are at greater risk of aggressive and illegal behaviors (Lösel & Bender, 2011). For the youth witnessing the bullying, if they are those who are just looking or forbidding it, they are often accustomed to violence and believe that bullying behavior cannot be reduced by banning bullying (Pöyhönen et al., 2012). Youth groups that promote bullying often have the idea that bullying behavior is an expression of power.

Joining with other persons to bully someone will also make themselves famous (Veenstra et al, 2014). The data shows that bullying has a negative impact on all youth involved regardless of their status.

The survey on bullying continually conducted for several years confirms that secondary school students are at risk of bullying more than any other age group. The UNESCO survey reveals that nearly one third of youth in 30 countries have experienced school bullying (UNESCO, 2019). Most of the bullied are aged 11-15 or are among middle and high school students. 40% of youth face being bullied two to three times a month or more (Craig et al., 2009). The major causes or risk factors associated with youth bullying are race, nationality, and skin color (Ttofi & Farrington, 2012; UNESCO, 2019). Most of the youth are often bullied by the use of profanity, use of bad words about race or skin color, and physical abuse (Chumpalee & Thaweekoon, 2019). This is consistent with the Health Behavior in School-age Children (HBSC) survey discovering that social and economic status including immigrant status play an important role in causing children to be teased or bullied. The poor children and those who were born in refugee families are more likely to be bullied than other children (Currie et al., 2012).

For Thailand in 2020, the situation of bullying among youth is continuously increasing at the second highest level of youth bullying in the world (Department of Mental Health, 2021). The cyber bullying is ranked the 4<sup>th</sup> in the world (Thairath, 2020). The ethnic youth is one of the targets of bullying (ThaiPBSNews, 2020). Thailand has an ethnic population of about 6 million or about 10% of Thai population. The distinctive identity in terms of national origin, appearance, dressing, language, culture and traditions, etc., make them stand out from the general public in society. Moreover, most ethnic groups often encounter the problem of being minority without nationality or rights for legal

recognition. They are poor and lack of opportunities in society which are important problems and frustrations of ethnic groups. Combined with the transition of Childhood to Adulthood, it may cause ethnic youth to have problems in expression, posture and thinking with inconvenience and conflicts in their minds. It may lead to conflicts or bullying between ethnic youth or other groups.

Even though the use of media is an important factor in bullying nowadays, the media also has the potential to enhance knowledge and raise awareness or self-awareness about bullying. In the digital era where media has multiple platforms, one strategy that has been recognized for its potential in delivering content to audiences and influencing audiences is Transmedia Storytelling Strategy. It is the process for managing multiple story content and systematically designing multichannel narratives (Jenkins, 2009). The "Story World" where people can interact voluntarily is created engaging to the content and the story. It has a profound immersive experience resulting in a collective behavior and a feeling of collaborative action on the subject matter (Brough and Shresthova, 2011). Therefore, this research designed the transmedia storytelling process to extract and create experiences of bullying among ethnic youth by using a process that allows youth to play a role of prosumer leading to the change of attitude towards bullying. Many studies have confirmed that attitude is a variable that has a strong effect on reducing bullying in schools (Barbero et.al, 2012). If youth have knowledge about bullying, the self-awareness about bullying may lead to the changes in bullying behaviors that youth and society are facing. The two objectives of this research were 1) to study the issue of bullying among ethnic youth and 2) to study the transmedia storytelling process in changing bullying attitudes among ethnic youth. This research develop the transmedia storytelling process by engaging youth in the role of prosumer

to test whether such processes can modify knowledge emotion or feeling and the bullying behavior of the youth or not and how.

### **Literature review**

#### **Bullying of youth**

Bullying is the intentional behavior of harming another person either physically or mentally causing fear, suffering, and injury to others (Coloroso, 2004). Current forms of bullying are divided into two types: 1) Traditional bullying classified into direct bullying which is the bullying behavior that is clearly and openly done in front of a person, i.e. physical bullying, such as physical abuse, stealing, etc., The other is verbal bullying, such as cursing with vulgar words, threatening, harassing, teasing, etc. Indirect bullying is social or relationship-based bullying behaviors such as exclusion, negligence, gossiping, and humiliation. 2) Cyber bullying is a new form of bullying done online. It can spread widely and rapidly and difficult to find the bullying persons such as spreading bad rumors, sharing information or images to cause damage, etc. (Shetgiri, 2013).

Bullying is a social group process that occurs in schools. When bullying behavior occurs, apart from dealing with the bullied and the bullying persons, 4 other groups involving in the incident are 1) those who participate in the bullying, 2) those who support bullying, 3) those who have passive views, and 4) those who assist the bullied (Salmivalli et al., 1996). The four groups had different attitudes towards bullying. For the bullying persons, violence is more likely to be antisocial (Liang et al., 2007). Meanwhile, the bullying persons feel competent and accepted (Seixas et al., 2013). It increases their self-esteem (Atik, 2006). However, at the same time they feel stressed (Coggan et al., 2012). Groups of students who felt compassion for the bullied were more likely to come to assist the bullied (Peets et al., 2015). For those who do not go to help those who

have been bullied, there may be a variety of perspectives, such as seeing bullying behavior as entertainment. If helping, they will become the next one to be bullied (Brown et al., 2005). They may try to stop bullying but they cannot help reducing the bullying behavior (Pöyhönen et al., 2012). They do not know ways to reach out to the bullied (Tamm & Tulviste, 2015). They may also do not want to be hostile to the bully or to blame the bullied (Forsberg et al., 2014). For those who support the bullying, they may have good attitude towards bullying. They will think that bullying behavior is a sign of power. Joining the bullies will also make themselves famous (Veenstra et al., 2014). However, there will always be a change in status from the bullied to the bullying person (Kristensen & Smith, 2003; Mihalas et al., 2012; Choi & Park, 2018).

The goal of bullying is the attempt to raise one's social status or pride by demeaning others or demeaning others (Fertik & Thompson, 2010). At present, the bullying area in the virtual space of the online world is expanding. Comparing the effects of online bullying to the physical world bullying, the effects of bullying are more severe on those who are bullied (Henderson, 2009). It is therefore important that families, schools and societies work altogether to nurture and monitor young people for correct attitudes about bullying (Barbero et al., 2012). This is especially true for the incidence of bullying behavior (van Goethem et al., 2010) and plays a role in preventing bullying behavior and not participating in bullying others (Euajarusphan, 2021). This can play the role in helping others who are bullied and helping reducing the bullying (Evans & Smokowski, 2015). This research aims to change the attitudes of ethnic youth in terms of cognition and self-awareness to expect that this will lead to a reduction in the behavior of bullying in youth.

#### **Transmedia storytelling**

Transmedia is to create a world of “Many stories, Many forms, Many channels” (Moloney, 2014). Transmedia Storytelling is done on several platforms to create a unified experience at the core of the story. It is a strategy for storytelling design, media use, and audience experience to provide a journey to the mass of content created with a connected or world-building of stories, content, characters, many stories, many characters, multiple perspectives to make the world overlap into the same story. These can be communicated in many forms through the “Entry Point” like bringing a puzzle of stories to come altogether. When completing the journey, it will experience the most complete story. The process design focuses on engaging audiences to extend their experiences from the world of content to the real life. This Transmedia Storytelling process is time-consuming but highly impactful (Jenkins, 2009).

The key power of transmedia storytelling over any other forms of communication is to create a shared experience as if the story of the narrative world is part of the life of the audience. It will lead to the engagement to the content which can stimulate the process of “feeling” to “thinking” and “acting” of certain behaviors to occur (Jenkins, 2009). This arises from transmedia content making the audience feel “rewarded”. It can also be an incentive that may lead to a change of mind. For example, the problem of bullying in this research aims to use the transmedia storytelling process to extract and create experience of ethnic youth on bullying through the creation of a world of content from multiple perspectives and through multiple formats in order to create participation and encourage change in attitudes and bullying behavior.

### **Research methodology**

This research is the participatory action research using both qualitative and quantitative

research methods. The research area is Chiang Rai in the North of Thailand. It is an area with a population of at least 8 indigenous ethnic groups and youth groups from neighboring countries whose families come to work and make a living in Thailand such as Laos, Burma, and stateless youths.

### **Informants**

They are 84 youths studying in the area aged between 12-18 years in secondary education from 2 schools (Ban Sop Ruak School and Samakkhi Wittayakhom 2 School). These are schools with diverse ethnic groups. The group of informants were selected using a purposive sampling method.

### **Research tools**

It consisted of five methods of collecting information, namely 1) Focus Group Discussion, which is information activity from ethnic youth groups such as background information on the issue of bullying and the results of the transmedia storytelling process, etc. The tools used in the group discussions were semi-structured questions. 2) In-depth interview with ethnic youths was done both on the bullying issue and the effect of participating in the activity. The emphasis was placed on personal discussion on sensitive issues. 3) Observation focused on observing behavior, conditions, and elements in the production of media, dissemination and evaluation. Observation tools included the observation record form 4) Content Analysis is the analysis of media content in various fields such as media formats, media content, interaction patterns or content engagement, etc., 5) The surveys with questionnaires are to measure the effect of transmedia storytelling process on changing bullying attitudes, self-awareness and behavioral tendencies related to bullying.

The data collection tools were developed from a review of related literature and research papers and a review of the tool's quality through content validity analysis by experts. These had been certified to examine the ethics of human

research, Project number 62/126 by the academic and ethical committee of Phra Nakhon Rajabhat University.

### **Data Collection and Analysis**

It started with asking for cooperation from schools and teachers in the activities as part of the student self-study hours and with the consent of parents and youth by informing the objectives of the research process, rights and risks possibly arising in the consent form prior to the commencement of the activity. The research process first started with a group discussion, in-depth interview, and observation on ethnic students who were the target groups selected by teachers in terms of attitudes and bullying behaviors and the behavior of using media in daily life. The research team has organized several activities to educate and raise awareness about bullying behavior among the targeted youth by collaborating with networks such as the Provincial Youth Development Organization, group of psychologists media professionals, etc., in order to allow these youth to participate in the development of content issues and media usage patterns. These could be used in communication to adjust bullying attitudes according to the concept of transmedia storytelling. After media production and media distribution in the specified channels, the evaluation of media production and the evaluation of the attitude adjustment of bullying among ethnic youths were then assessed. The qualitative data analysis used core content analysis while the quantitative data were analyzed by descriptive statistics and inferential statistics such as percentage, mean, standard deviation, t-test, F-test, One-way ANOVA, and Pearson's Correlation Coefficient.

### **Research findings**

#### **Issues of bullying among ethnic youth**

The results of group discussions and in-depth interviews revealed that the issues of bullying among youth in the area were: 1)

Physical bullying both in the form of speech disdainful act and through online media. It focused on the physical aspects of the bullied such as appearance (“Their figure is like this because these people like to smoke”), attire, gender (“He is not only a hill tribe person but he is also bisexual”), not correct language use (“Why did you come to Thailand but still cannot speak Thai clearly?”), etc. 2) Background and family bullying is an issue of disrespect, such as insulting the position, place of residence, background of parents (“Do not get involved with this person because the village uses drugs/trafficking drugs”), etc., 3) Ethnic bullying is prejudicial bullying against people of different races and nationalities. The study area consists of many ethnic youth groups whether Thai youth groups and four ethnic youth groups and youth groups in neighboring countries such as Laos, Burma, etc. Therefore, the bullying that occurs between each youth group is the use of beliefs against different groups called stereotypes or labeling that has been told by family and community. It has been used to bully each other verbally, in action, and online, such as verbal bullying over eating, cleanliness and hygiene (“People of this tribe stink because they live with pigs”), economic status, etc.

#### **Situation of bullying among ethnic youths**

The research results found that bullying situations often occur in everyday life. For the most part, the places where bullying took place were familiar and opportunity places, especially at schools such as classrooms, sports fields, cafeterias, toilets, etc., followed by bullying in common places in the community and bullying in the online world. According to the in-depth interview, it was found that both male and female ethnic youths play a role in both being bullied and bullying others. Most of them are same-sex bullying. Bullying behavior in young males is both verbal and physical bullying behaviors. Meanwhile, young women are bullied verbally

and online. The bullying behaviors have also been found to be linked. Physical bullying was largely associated with frequent verbal bullying. However, the negative impact on young men and women was not different.

In terms of the intentions of the youth who bully, it was found that both intentionally and unintentionally. The important reason is the conflict that has existed before. There is the need to show power to make the group realize the importance and not to be bullied. It is to follow the behavior of the group while the youth who unwittingly bullied their friends had the reason that it was just kidding with friends. It was about teenagers who liked fun and excitement (“Just kidding. Why do you think too much?”)

As for the impact, it was found that youth who have been bullied suffer from mental health effects, most being anxious, unhappy, stressed, depressed, wanting revenge, bored or not enjoying going to school. They are separate from friends. Coupled with the issue of legal status or statelessness, some people do not want to go to school or want to quit (“It is not fun to study. I do not know why I have to study without ID card and future.”) There are few youths who are not afraid of being bullied because of their defense and are able to retaliate. In case of solving problems or seeking help when bullying occurs, it was found that most youths who were bullied often did not share their problems with others because they thought it was a problem with other peers. They experienced that when telling adults or teachers, they were still being bullied over and over (“Teacher said that if this is a small matter, do not tell the teacher. Otherwise, you will have no friend.”). For the youths who are willing to share the problems that they are being bullied for, they usually choose to tell friends, followed by telling siblings, class teachers, and parents or guardians. The reason to tell others because they need help or they want to revenge.

In the reaction of ethnic youths to situations of bullying, they said that when they

saw people being bullied, most of them felt pity and wanted to help but they did not brave enough (“If I go to help a friend, I will be bullied instead.”) The second group is those who feel a little pity or do not feel much. They may be indifferent or think that it is normal. They may think that the person must have done something and deserve to be bullied (“Ethnic children have to be teased about speaking indistinctly. Everyone is used to it”). There are groups that try to help people who are being bullied in some way, such as refusing or telling teachers. Very few think they will join the bullying persons because they belong to the same ethnic group.

### **Transmedia storytelling process to change attitudes towards bullying among youth**

This research developed a participatory transmedia storytelling process agreeing with the concept of transmedia storytelling that the audience can play a role as prosumer. The participation in the media production process can create engagement with the issues communicated to the extent that changes in cognition, feelings, and behaviors. The process consists of 6 steps; *1) Creating participation in the issue of bullying* with various activities that allows students to share and exchange their thoughts, feelings and experiences about bullying. The group discussions and in-depth discussions were also conducted among ethnic youths within participating schools in order to use the findings to develop into storytelling for further communication. *2) Developing bullying thinking skills and communication skills* was conducted with the child psychologists and children’s media producers to involve in the group process of both the youth and the class teacher. This can provide knowledge concepts and case studies about bullying among adolescents such as various forms of youth bullying. The consequences of bullying or what youth should do include communication skills such as storytelling with text and images, content world creation, the use

of simple media production tools, etc. **3) Design Thinking** was both in terms of content issues and storytelling style from brainstorming to determining the target audience to communicate. Each individual's experience of being bullied was shared in order to design the content. In conclusion, the most common bullying issue for these youths was alienation or being viewed as someone else/outsider. This was considered as a pain point. The target audience was jointly determined for communication, media format, and content to be communicated in each media setting the entry point to link all storytelling. **4) Media development and dissemination** is that the ethnic youth groups have developed scripts and media on the concept that are connected to create a world building of bullying into 3 media consisting of 1 short VDO clip, 5 cartoon stories and 4 pieces of poster media. These are the selection of media formats to be produced that youth groups can do by themselves, such as drawings, video clips, performance, etc. There is the team of youth media production groups as mentors to advice. For the media release of all 10 pieces of work, they will gradually be presented over a period of 1 year in multiple channels such as in classroom presentations, forwarding within the student group and community through the LINE application, dissemination through Facebook and YouTube pages, and exhibitions published in public areas of the community. **5) Evaluation of transmedia storytelling** is an evaluation of both the interest in viewing the media and sharing. It was found that over a year, there were 4,700 reaches and engagements on social media content for 1,315 times. **6) The assessment of bullying attitude change of ethnic youth groups** was a qualitative assessment on both methods with group discussions by researchers, psychologists, journalism professionals, and class teacher together with the quantitative method with questionnaires. It was found that the effect of media production participation and media exposure among ethnic

youths who participated in the activities resulted in cognition, empathy, and tendency to modify bullying behaviors altogether in a better way.

### **Entry point and the world of media content to change the bullying attitude among youth**

From the brainstorming sessions of youth who wish to communicate on the issue of bullying, it was found that ethnic youth media producers set target groups for communication to raise awareness and change attitudes about bullying among youth through storytelling in 3 types of media: short films, cartoons and posters, totaling 10 pieces. Each medium has an entry point to draw viewers into transmedia storytelling across multiple content having the entry point that is highlighted "Emotional stimulation from shared experiences of bullying". The humorousness, depression, pity, etc. are pain points that result from bullying, whether intentional or not. The context of the stories that occur in each media is close to everyday life and no condemnation of those who bully others. It rather focuses on building sympathy for the victims ("It is better to create the play that makes the audience feel pity for the bullied. If we do the drama where friends who bully others are bad people, they will not view and will invite others not to view it too.")

From the analysis of the world building linkages designed by youth, it was found that the content will be designed in order of dissemination or the creation of a way for the audience to have the Journey Trip. It is presented as the first medium to stimulate and create interest among ethnic youths. The main actors are students in schools causing a feeling of alertness in the issue of bullying a lot. The main content emphasizes the awareness of the problem of bullying that has a negative and long-term impact on the people who have been bullied. The line art is not stressful and can attract attention to be open. As the children believe that cartoons are entertainment, there is an emphasis on admonishing one's self-

awareness about bullying each other, helping when in situations where people are being bullied, etc. The slogan which was created altogether by the youth was used in every image to reinforce the communication's standpoint ("Stop bullying ethnic people and being aware of the violence). For poster media, there will be main issues that need to be communicated in cyber bullying, labeling with stereotypes including the influence of the media on the presentation of content that is labeled with ethnic groups.

### **Content engagement and assessment of bullying attitude change among youth**

From the data collection of the content engagement of the youth participating in the project, it was clearly seen that the youth were alert in every process whether the process of formulating issues that draw on their own past experiences of being bullied, bullying others, or having seen and coming altogether to share in order to determine the issue to be produced in the media. For example, in the media, cartoons are about sharing the experiences of each person who is often ridiculed about the accent, look disdain, parody of family and ethnicity, etc. It is the process in which the youth voluntarily choose to perform various roles, including actors, photographers and editors, fanpage making, publishing and sharing including the function of distributing various media to family, close friends or friends outside the group inviting others to watch and helping to engage in conversation with commentators in the media.

From the quantitative evaluation, it was found that the results of the comparison of the mean values of the three attitude components before and after participating in the activities showed significant differences including 1) for the cognition in bullying, it was found that the knowledge and understanding in bullying in different dimensions of ethnic youth has been a marked increase in the understanding of the

meaning and form of bullying. Understanding and empathy for the victim are the feeling of guilt for the bullying they had done in the past having knowledge and guidelines to help friends having more awareness or self-awareness in bullying others, etc. 2) In terms of self-awareness against bullying, it was found that youth felt more aware of their own thoughts and actions related to bullying. The feelings of friends or interlocutors were more thoughtful because the media gave very clear idea of not judging people from the outside. 3) In terms of behavioral intention, it was found that the ethnic youth had pity and sympathize with the bullied after participating in the transmedia storytelling process. They intend to be more careful and rethink their daily bullying behaviors. It is more likely to help those who have been bullied or have a new idea to help friends without having trouble with themselves. Regarding the results of the relationship test for all 3 variables, it was found that cognition was associated with a high level of self-awareness ( $r=0.65$ ). Self-awareness was associated with a high level of bullying behavior intention ( $r=0.69$ ) and cognition was associated with a moderate tendency to exhibit bullying behavior ( $r=0.55$ ). It indicated that self-awareness or emotional factors influence decision-making about bullying among ethnic youths. Meanwhile, the results of the qualitative study found that for the effects of change of bullying attitudes among ethnic youths after being both media producers and receivers. There is an important process that affects attitude change. The opportunity for young people to connect the stories in the media content that they are involved in producing with their own real-life experiences make sense feeling close to the content, emotional, etc. However, many youths in this group believe that there is still some bullying in their society. They believe that ignoring the bullying will be less, and has the idea of problematic solutions to solve the bullying problem constructively helping to spread the knowledge and understanding of bullying among

different generations even more to help reducing the bullying.

### **Conclusion and Discussion**

The results of the study found that ethnic youths have the same issues of bullying as general children. The issues of bullying were found to be consistent with physical bullying. In particular, verbal parody was predominantly mocked (Evans et al., 2014). However, among the ethnic youths of this study, more specific issues were found, for example inferiority mocking was more racially focused. Family background and national origin are correspondent with the research that looked at children from different nationality or ethnic backgrounds in other countries. It was found that the top issue among these children was racial or racial origin (Çalışkan et al., 2019). This is the pain point for ethnic youth because they feel discriminated against. It reflected the injustice of society and began to instill resentment in this youth group. Moreover, most ethnic youths are the groups that have the main problems of themselves and their families, namely, the lack of citizenship or the recognition of legal status as a group of immigrants being bullied by emphasizing ethnic or other issues. When going to school, this will only exacerbate the impact of bullying. In the future, it may lead to problems with long-term psychological health effects and severe aggression (Kochenderfer & Pelletier, 2008; Swearer & Hymel, 2015; Wilai & Nindum, 2018).

Among the youth, the verbal bullying is found the most because it is easy to do at any time and place. The use of words that do not have to fight each other to hurt the body, it aims to hurt feelings and causing regret. It can be easily done both in front and behind. No evidence was found (Laeheem, 2013; Çalışkan et al., 2019). In terms of physical bullying, it is found in male youth more than female youth. This may be because it

is a rural society. The use of force by males is a community that is acceptable. It is a type of social image where bullies use force to oppress others in order to gain the respect of those around them. This is consistent with other research that found that violent acts of aggression were socially acceptable. Specifically, physically there are more males than females (Iossi Silva et al., 2013). In this study, young women were more bullied than males. It may be that young women are being bullied by their female friends. They are more bullied by verbal abuse, spreading rumors, or not joining groups through verbal and online media than male adolescents (Dukes, Stein, & Zane, 2010). However, as the area is rural, the internet use is not convenient and costly, the bullying through online media among ethnic youths is not very severe.

When youth who participated in this project had roles as prosumer, the results of the study were clear. The transmedia storytelling process has an effect on changing attitudes towards bullying. The majority of those involved in bullying situations had a significantly better understanding of the meaning, effects and patterns of bullying. This included having knowledge and understanding of self-awareness and has the intention to change behaviors to reduce or stop bullying. The obvious findings are self-awareness or emotional factors which have a strong influence on ethnic youth decision-making in bullying with sympathize on the bullied. The media producers and viewers are ethnic youths who are involved in so deep emotions, engagement with the content, making it more likely to help the bullied. This agrees with the goal of the transmedia storytelling process (Pratten, 2011; Patrick et al., 2019). It is to share their own experiences and spent time on content. There are more exploration to find information about various types of bullying from people around by exchanging conversations and participating in media production. Moreover, the design of the storytelling and the essence of the

content are not focused on condemning those who bully others. It rather focuses on building sympathy for the victims. It is a jointly open space for everyone to dare to participate in storytelling through various platforms leading to a feeling of attachment to the content that makes the media produced have a profound influence on this youth group.

The transmedia storytelling process focuses on engaging, developing content design and skills, multifaceted storytelling skills. The continuous and sequential implementation of media production (Jenkin, 2009) makes both producers and audiences eager to continue their journey through various content formats they have created (Rutledge, 2015). This made it possible to find the transmedia storytelling process tending to favorably reduce bullying behaviors. It was not developed to directly reduce bullying. Instead, it focuses on enhancing students' emotional and social skills. This is because the process is based on the theory of Social Emotional Learning (SEL) which enhances children's essential basic life skills (Taylor et al., 2017). Self-esteem can promote communication and positive behavior (Barbero et al., 2012) helping creating a sense of empathy in attracting at-risk ethnic youths into society. It may also be extended to those surrounding the youth, especially teachers and parents. It is absolutely necessary to increase understanding, build immunity, and reduce the bullying behavior to come from cultivation of families and schools simultaneously (Fox et al., 2012; Downes & Cefai, 2016).

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