

DIGITAL LITERACY AND ONLINE TRUST TO AVOID CYBERBULLYING ANONYMITY AMONG TWITTER ROLE PLAYERS COMMUNITY

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Abstract

Keyword:

Digital Literacy; Online Trust; Cyberbullying; Anonymity; Role Player; Role Playing Game.

This study aims to present the importance of digital literacy skills and the developed of an online trust to avoid cyberbullying anonymity mechanisms among Twitter role players as a virtual community. This study uses three main theories, namely: "Digital Identities: Creating and Communicating the Online Self"; "Online trust: A Stakeholder Perspective, Concepts, Implications, And Future Directions"; and "Anonymity, Pseudonymity, and Deliberation: Why Not Everything Should Be Connected". This study uses a quantitative method using a descriptive approach to describe the findings of the results in the field in detail. The cross-table is used as an analytical tool to see whether there is an impact on the variable being tested. In this study, it was found that the results of the analysis on the impact of digital literacy and cyberbullying anonymity using a cross-table showed no impact between the two variables, which means that digital literacy skills have no impact whatsoever on avoiding cyberbullying anonymity among Twitter role players. While the results of the analysis on the impact of online trust and cyberbullying anonymity using a cross-table show that there is an impact in the moderate category between the two variables, which means that the formation of online trust has quite an impact on avoiding cyberbullying anonymity among Twitter role players.

INTRODUCTION

Cyberbullying is one of the cases of deviation in virtual interaction activities that often occur (Al-Marghilani, 2022). According to the United Nations International Children's Fund (UNICEF), cyberbullying is bullying that occurs in cyberspace on social media platforms, chatting, and even in online games

(UNICEF, 2019). According to Broadband Search in March 2021, 73% of teens worldwide experienced a case of anonymity cyberbullying in the virtual community. The tendency to cyberbullying itself is supported by the presence of anonymity due to the influence of toxic online disinhibition effects that make internet users build a negative

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self-image when interacting virtually (Suler, 2004).

The use of social media and the various features that accompany it help build the self-image desired by its users to be easier. Anonymity is a way that active internet users do when interacting in cyberspace because it minimizes the leakage of information related to real identity in the real world. In a study conducted by Safinatunnajah stated that 82.9% of a total of 210 respondents aged 18 years and over used an anonymous account when sending hate messages to someone who was the target of their cyberbullying (Safinatunnajah, 2019). The results of the study were reinforced by another study conducted by Migunani and Amir with a total of 312 respondents that cyberbullies become free when committing various indecent acts, such as harassment, flaming, impersonation, masquerading, cyberstalking, pseudonyms, and outing and trickery (Migunani & Amir, 2021).

The emphasis on the function of digital literacy itself on internet users needs to be done to make the scale of cyberbullying minor. Cyberbullying is very likely to happen to all because that's where they form their identity as they want regardless of how right or wrong the process is (Casey & Caudle, 2013). Role of digital literacy can suppress cyberbullying which will connect them in behavioral dimensions when

interacting in cyberspace, such as self-discipline, healthy habits, work ethics, deliberated, non-impulsive, and reliability (Tangney et al., 2004).

The anonymity that is present and combined with cyberbullying is a new thing that arises when interacting in cyberspace. Anonymity is a concept where the parable of the name is not known in involving something, so it is not known how something is defined correctly (Clark-Gordon et al., 2019). The unknown origin, exact characteristics, and naming that represent it are inherent things about anonymity which often confuse when viewed from the human cognitive side (You & Lee, 2019). Perpetrators come to think that cyberbullying protected by anonymity is a common thing to do because it has become a normalized habit in cyberspace (Mishna et al., 2020). Related to this discussion, Kowalksi and Limber argue that if cyberbullying continues, it will form cyber aggression that continues to grow and create chaos of interacting activities in cyberspace that can endanger the civilization of the information society itself (Kowalski & Limber, 2007).

Brooks (2020) In his research, he said that anonymity really supports the formation of one's self-image in determining the activities of users who are more free when

doing various things in cyberspace, such as cooperating, establishing certain relationships, transacting, and doing group activities (Brooks, 2020). Supported by research conducted by Omernick and Sood (2013), anonymity in virtual space interactions makes a person experience a decrease in feeling self-observation, self-awareness, self-regulation, self-evaluation, broad accountability, and social views regarding concern for others (Omernick & Sood, 2013). The straightforward prediction of the aggressiveness of interactions in cyberspace (cyber aggression) is also a concern why anonymity strongly supports cyberbullying (Kowalski & Limber, 2007).

The presence of anonymity cyberbullying as one of the toxic online disinhibition effects that is rife in the near future makes the government take action through the provisions described in the Press Release of the Ministry of Communication and Information of the Republic of Indonesia on February 2, 2022 Number 33/HM/KOMINFO/01/2022. Director General Samuel said that the various policies that have been launched must also be accompanied by the level of digital literacy of the Indonesian people. This policy is balanced by the publication of a Digital Literacy Module with the title "Japelidi-Siberkreasi Kominfo Digital Literacy Module Series" for the period 2021 - 2024

(Kurnia et al., 2021). Paul Gilster (1997) as an observer of the development of information technology from the United States, stated that the massive development of the information society makes digital literacy necessary. Also explained by the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2019) that digital literacy is an individual's ability in daily life skills that intersect with technology and lead to critical, innovative, and creative thinking that makes it possible to understand the development of digitalization abilities themselves. Understanding this conception of digital literacy leads to critical, innovative, and creative thinking which makes it possible to understand the development of digitalization abilities themselves (Pilav-Velić et al., 2021; Pradana, 2018).

To be able to engage in healthy virtual interactions, it must also be accompanied by ownership of online trust. Trust is an important factor that must be had when interacting in virtual interactions, as well as when interacting in offline communities (Aljazzaf et al., 2010). This is proven by the presence of a virtual community on Twitter that discusses love for a brand so that they always follow developments in information and share views about the products of the brands they follow (Pentina et al., 2013). Trust has an influence on them as fellow

members of the virtual community in discussing the same things.

The trust that exists in virtual communities is based on a perspective approach, where direct assessments are carried out by each relevant individual in the same group. The trust that exists in virtual communities is found to be built on impersonal support, where anonymity is also actively involved in creating certain social structures based on the beliefs held (Ba, 2001). This proof is found in research by Blanchard (2011), where out of 277 members of 11 virtual communities, trust is something that must be had because the virtual interactions carried out are the result of identities that have been represented in such a way. This identity is not a real identity, so trust can also be called the main capital from the practical implications of the norms and feelings that are held in the relationships of members of the virtual community (Blanchard et al., 2011). From various previous explanations, it can also be seen that virtual communities exist based on the trust they must have.

This topic regarding digital literacy and online trust is aimed at role players in the virtual community on Twitter. The definition of a role player itself discussed in this research is a player who interacts, communicates, and carries out an activity

with other role players in role-playing a character they choose (Nugraha, 2020). The definition of a role player is “...on the social media platform, Twitter, focusing on fan role-playing, where fans either parodically masquerade as fictional characters while commenting on usually topical events, or interact in dramatic dialogues in the guise of fictional characters...” which can be explained by role players carrying out their imitation by building the character they choose by making it look as real as possible, these role players are often found on Twitter doing several things periodically, such as regularly discussing topics related to the character, to creating various dialogues. which seems dramatic (Jeewa & Wade, 2015). With this, it can also be seen that the virtual community that exists comes from the social media Twitter, where Twitter becomes a separate point of view to express their imagination (Gruzd et al., 2011). Twitter is a medium to represent the imaginative activities they have built, giving rise to the anonymity of cyberbullying as one of the toxic online destination effects that requires digital literacy and online trust to avoid it, which will be discussed in the following sections.

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research is a player who interacts, communicates, and carries out an activity with other role players in role-playing a character they choose (Nugraha, 2020). *“...on the social media platform, Twitter, focusing on fan role-playing, where fans either parodically masquerade as fictional characters while commenting on usually topical events, or interact in dramatic dialogues in the guise of fictional characters...”* which can be explained by the role The player carries out his own imitation by building the character he chooses by making it look as real as possible, where this role player can often be found on Twitter by doing several periodic things, such as regularly discussing topics related to the character, to creating various dialogues that seem dramatic (Jeewa & Wade, 2015). With this, it can also be seen that the virtual community that exists comes from the social media Twitter, where Twitter becomes a separate point of view to express their imagination (Gruzd et al., 2011). Regarding Twitter as a medium for representing the imaginative activities they have built will be discussed in the next sections.

LITERATURE REVIEW

Research Methods

This research was conducted using descriptive quantitative research methods. Quantitative research methods use

systematic and empirical data based on investigations of phenomena in the field (Sheard, 2018). Data collected from the field is contained in a mathematical estimation process and presents numerical data so that it can be analyzed further (Martin & Bridgmon, 2012; Singh, 2006). Therefore, this study aims to describe the level of significance between digital literacy and online trust as independent variables, and cyberbullying anonymity as the dependent variable among Twitter role players.

The population in this research is role players on Twitter, and the specifications of the population relate to a community in the virtual sphere (Fiesler & Proferes, 2018). The reasons for the research population are as follows:

- 1) Among the role players on Twitter because they experience firsthand how anonymous cyberbullying often occurs, both on a minor and disturbing scale that has an impact on disrupting personal lives (Rinaldi et al., 2020).
- 2) Victims of anonymous cyberbullying feel deep trauma, because the perpetrators of anonymous cyberbullying themselves always do it in groups. Therefore, the chain of anonymous cyberbullying behavior among role players will always exist forever (Over & Behavior, 2022).

The sample required for this research used purposive sampling because there were certain considerations from the research (Sugiyono, 2013).

The number of respondents as a research sample was 100 respondents. This calculation is based on the Slovin formula (Ghozali & I, 2006), namely :

$$n = \frac{z^2}{4 (moe)^2}$$

$$n = \frac{(1,96)^2}{4 (10\%)^2}$$

N results = 0,9604 and rounded to **100 respondents.**

N = samples

z = standard normal distribution

moe = margin of error 10%

The following is the likert scale used as a measurement tool for research variables:

- Totally Disagree : 1 score
- Disagree : 2 scores
- Neither Agree nor Disagree : 3 scores
- Agree : 4 scores
- Totally Agree : 5 scores

The measurement results are then processed again using interval calculations to facilitate the next process, namely data analysis. The value limit of filling in by the respondent is as follows:

Table 1

Category Scale

Limits	Category
1,00 – 1,79	Totally Low
1,80 – 2,59	Low
2,60 – 3,39	Medium
3,40 – 4,19	High
4,20 – 5,00	Totally High

The next part is data analysis using a cross-table which can also direct researchers regarding the elaboration of the results of the analysis in the form of descriptive from existing quantitative calculations (Piegorisch & Bailer, 2020; Singarimbun, 2006).

Conceptual Study

This study uses 3 variables with each variable using a different theory to analyze it, namely: 1) digital literacy; 2) online trust; dan 3) anonimitas cyberbullying.

The first is about digital literacy skills. The affirmation of what is meant by digital literacy is also linked through connectedness with the ability to obtain and also integrate information, so that it can create in everyday life innovatively and creatively, as a form of implementing digital literacy which has achieved literate quality as expressed by Sun, defined as “*Digital literacy—the ability of individuals to use software tools and perform simple information retrieval tasks—is now considered essential at all levels of society*”, digital literacy is defined as a person's ability to operate software and

create information performance that is carried out at different levels for each party (Sun et al., 2022).

The various components that form digital literacy into a unified whole are realized through how digital literacy bridges virtual communication with a larger basis of space and time (Cover, 2015). This modification by Rob Cover, which is based on Butler's (1993) previous theory regarding the multiplicity of components gathered by digital literacy, also determines how performance works in virtual space communication, which is specified as a separate performance in virtual space (online performance) (Cover, 2015). The various components that are dimensions of measuring digital literacy that lead to the implications of a virtual community can also be described in 3 dimensions, namely:

1) *Profile management;*

Profile management in this regard has the aim of displaying general information at a glance based on the profile management that you want to build in cyberspace. General information to be built in this virtual space includes (a) gender; (b) nationality/nationality; (c) linguistics; (d) age; and (e) current romantic relationships.

2) *Initial approaches;*

The initials used as an introduction form a connection with the wider world supported by the self-descriptive information displayed. This will form a separate initial description, such as: (a) preferred quotation; (b) sexual orientation; and (c) a brief self-description.

3) *Identity performativity.*

Specifically, this identity performance is a dimension that is characterized as a combination of self-representation accompanied by expanding one's friendship network. It can also be said that the higher the level of understanding of the use of various features provided in virtual space media, the higher the level of self-exploration that is built in virtual space. This broad exploration includes: (a) friendship activities; (b) comment; (c) discussion; and (d) tagging that supports the identity performance of an individual or a group.

The second is regarding online trust. Members in a virtual community tend to get to know other members in a different community with recommendations from one or several people they trust which are carried out over a gradual period of time and can be explained in more detail, namely "*Trust value increases continuously, and stabilizes*

gradually. This outcome reveals that trust is an accumulated process, and length of window directly impacts the establishing speed of direct trust”, where trust is a value that is formed through an accumulated process (Zhang & Wang, 2013).

Talking about trust in virtual communication is not necessarily the same as providing trust when interacting face-to-face, because no visualization analysis supports things such as facial expressions, body gestures, and tone when speaking (Kuo & Feng, 2013; Shankar et al., 2002). Therefore, the dimensions that build online trust are, namely: 1) Credibility; 2) Emotional comfort; 3) Quality; and 4) Benevolence.

The third concerns the anonymity of cyberbullying. Anonymity when it comes to technology has a realm that leads to bullying in cyberspace (Nirwana Sari & ., 2016) or what is often known as cyberbullying. The intended meaning of anonymity is expressed for reasons of protecting privacy when doing certain things and can be clarified, namely *”Anonymity is one such mechanism. This mechanism is worth closer analysis because online communication has created and made more ubiquitous a set of possibilities for masking and revealing identities, in ways whose effects are not yet understood*”, where anonymity is a mechanism that makes communication closer to each other by

making identities as vague as possible (Moore, 2018). Therefore, Moore describes the dimensions of anonymity into two, namely: 1) *Durability*; and 2) *Connectedness*.

a. The Impact of Digital Literacy Capabilities to Avoid Cyberbullying Anonymity Mechanisms in Cyber Communities

Research conducted by Rusdy and Fauzi where digital literacy is the independent variable and cyberbullying anonymity is the dependent variable states that there is a significant correlation between variables, where the higher the digital literacy skills possessed by digital users as social media users, the lower the risk of avoiding mechanisms. the anonymity of cyberbullying (Rusdy & Fauzi, 2020).

Digital literacy acts as a principle that is adhered to by literate social media users. Thus, they really pay attention to how the flow of communication can run properly, especially in terms of thinking critically and knowing how to participate in the flow of communication in a media. The criticism carried out in participation is also based on communication skills formed by digital literacy itself so that it can prevent social media users from cyberbullying that they will experience (Rusdy & Fauzi, 2020).

b. The Impact of Establishing an Online Trust to Avoid Cyberbullying Anonymity Mechanisms in the Virtual Community

Communication trust in cyberspace is a point where an individual as part of cyberspace feels that he is confident that he has reached the right decision in giving a positive assessment of something (Lăzăroiu et al., 2020). Therefore, the online trust that is built is based on the knowledge that each individual has in their cognitive space regarding knowing and getting to know each other in the same virtual community network.

The trust that exists in cyberspace is based on the initial expectations that one has when one wants to establish a relationship with another individual or group so that there is a manifestation of communication behavior that will continue up to a limit of privacy within a period created by each party involved (Shankar et al., 2002). The existence of a relationship between online trust and the anonymity of cyberbullying is proven by the formation of trust based on experiences experienced while in the virtual communication space so it has a significant relationship (Pieschl & Porsch, 2017).

FINDINGS AND DISCUSSION

This section presents the results that have been obtained from data collection in the field through research instruments in the form of questionnaires and also the method of collecting primary data by interviews. Existing data is processed to produce quantitative data which is also accompanied by analysis through the cross-table method (cross-tabulation) of two variables. Quantitative data in this study are presented through a single table visualization and also scores are placed on each data so that an overview of the impact of digital literacy and online trust is obtained to avoid cyberbullying anonymity among Twitter role players.

Table 2 explains that as many as 50 respondents with a percentage of 47.61% were in the GEN (General Role Player) group, as many as 6 respondents with a percentage of 5.71% were in the IC (In Character Role Player) group, as many as 13 respondents with a percentage of 12, 38% are in the OC (Original Character Role Player) group, 21 respondents with a percentage of 20% are in the OOC (Out of Character Role Player) group, as many as 1 respondents with a percentage of 0.95% are in the LOOC (Less Out of Character) Role Player), as many as 5 respondents with a percentage of 4.76% are in the S/LOOC

(Semi Less Out of Character Role Player) group, as many as 4 respondents with a percentage of 3.80% are in the PARLOC (Parody Local Role Player) group, as many as 0 respondents in the SNS (Social Network Sites Role Player) group, as many as 3 respondents in a percentage of 2.85% were in the UNCATE (Uncategorized Role Player) group, as many as 0 respondents in the CANON (Canon Role Player) group, as 2 respondents with a percentage of 1.90% were in the MV (Multi-Verse Role Player) group, as many as 0 respondents in the AU (Alternate Universe Role Player) group.

Table 2
The Type of Role Player Being Played

The Type of Role Player	f	%
GEN (General Role Player)	50	47,61%
IC (In Character Role Player)	6	5,71%
OC (Original Character Role Player)	13	12,38%
OOC (Out of Character Role Player)	21	20,00%
LOOC (Less Out of Character Role Player)	1	0,95%
S/LOOC (Semi Less Out of Character Role Player)	5	4,76%
PARLOC (Parody Local Role Player)	4	3,80%
SNS (Social Network Site Role Player)	0	0,00%
UNCATE (Uncategorized Role Player)	3	2,85%

CANON (Canon Role Player)	0	0,00%
MV (Multi Verse Role Player)	2	1,90%
AU (Alternate Universe Role Player)	0	0,00%
Total	105	100%

Source: Questionnaire result, 2022

Table 3 explains that 51 respondents with a percentage of 48.57% are in the Non-Selective Follows (JFB) group, and as many as 54 respondents with a percentage of 51.42% are in the Selective Follows group. This gives an understanding that the majority of respondents who are research subjects choose to expand their network of friends through the Selective Follows friendship account type.

Table 3
The Type of Role Player to Expand Friend Network

The type of role player	f	%
Non-selective Follows	51	48,57%
Selective Follows	54	51,42%
Total	105	100%

Source: Questionnaire result, 2022

Table 4 also explains that 3 respondents with a percentage of 2.85% are in the time quantity group > 1 year (starting from 2022 until now), as many as 45 respondents with a percentage of 42.85% are in the quantity of time 1 – 3 years (2019 – 2021), as many as 34 respondents with a percentage of 32.38%

were in the quantity of time 4-6 years (2016-2018), as many as 15 respondents with a percentage of 14.28% were in the quantity of time 7-9 years (2013-2015), as many as 8 respondents with a percentage of 7.61% were in the quantity of time > 9 years (before 2013).

Table 4
Time Quantity in the Role-Playing World

Time Quantity	f	%
< 1 year (2022 – now)	3	2,85%
1 – 3 years (2019 – 2021)	45	42,85%
4 – 6 years (2016 – 2018)	34	32,38%
7 – 9 years (2013 – 2015)	15	14,28%
> 9 years (then – 2012)	8	7,61%
Total	105	100%

Source: Questionnaire result, 2022

Digital literacy variables will be analyzed based on the theory which states that "Digital Identities: Creating and Communicating the Online Self" (Cover, 2015). The formation of creative and innovative digital literacy through digital identities among Twitter role players as a virtual community is clarified using 3 dimensions, namely: 1) profile management; 2) initial approaches; and 3) identity performativity.

Based on table 5, it can be seen that the profile management dimension with an average score of 3.50 is included in the high category, and the initial approaches dimension (representing initials) with an

average score of 3.63 is included in the high category. high, and dimensions of identity performativity (identity performance) with an average score of 3.57 which is included in the high category. The overall average of the 3 dimensions in measuring the level of digital literacy among Twitter role players shows results in the high category with an average overall score of 3.57. The results of 3 dimensions in measuring the level of digital literacy among Twitter role players mean that the 105 role players as research respondents can use features effectively, can form initials according to the role player's identity, and are also able to change the profile of the role. player. It can be concluded that role players on Twitter can apply their digital literacy as long as they are in the virtual role-playing world community.

Table 5
Digital Literacy Level Among Twitter Role Players Community

Dimension	Mean Scores	Category
Profile Management	3,50	High
Initial Approaches	3,63	High
Identity Performativity	3,57	High
Mean Total	10,7	
Total	3,57	High

Source: Data processing result, 2022

The online trust variable will be analyzed based on the theory which states that "Online Trust: A Stakeholder

Perspective, Concepts, Implications, and Future Directions” (Shankar et al., 2002). Development of online trust so that it is at the point of having a sense of trust in virtual interaction and communication that exists among Twitter role players as one of the virtual communities is clarified using 4 dimensions, namely: 1) credibility; 2) emotional comfort; 3) quality; and 4) benevolence.

Based on table 6, it can be seen that the credibility dimension with an average score of 3.13 is included in the medium category, the emotional comfort dimension is with an average score of 2.90 which is included in the medium category, the quality dimension with an average score of 3.84 which is included in the high category, and the benevolence dimension with an average score of 3.71 which is included in the high category. The overall average of the 4 dimensions in measuring the level of online trust among Twitter role players shows results in the moderate category with an overall average score of 3.39. The results of the 4 dimensions in measuring the level of online trust among Twitter role players mean that 105 role players as research respondents quite believe in forming positive expectations for other role players, quite believe in forming emotional comfort for themselves from receiving affection from other members, believe in forming good

participation attitudes that have a positive impact on other community members, and believe in forming honest communication between members of the virtual community. It can be concluded that Twitter role-players are quite confident in forming trust while interacting online with fellow members in the virtual role-playing world community.

Table 6
Online Trust Level Among Twitter Role Players Community

Dimension	Mean Scores	Category
Credibility	3,13	Medium
Emotional Comfort	2,90	Medium
Quality	3,84	High
Benevolence	3,71	High
Mean Total	13,58	
Total	3,39	Medium

Source: Data processing result, 2022

The cyberbullying anonymity variable will be analyzed based on the theory which states that *“Anonymity, pseudonymity, and deliberation: Why not everything should be connected”* (Moore, 2018). Cyberbullying anonymity formed based on virtual communication identity mechanisms is clarified using 2 dimensions, namely: 1) durability; and 2) connectedness.

Based on table 7, it can be seen that the dimension of durability with an average score of 3.65 is included in the high category. The results of the 2 dimensions in

measuring the level of cyberbullying anonymity among Twitter role players show results in the high category with an overall average score of 3.57. The results of 2 dimensions in measuring the level of cyberbullying anonymity mechanisms among Twitter role players mean that the 105 role players as research respondents are consistent in the mechanism of maintaining an anonymity flow that is not at all related to real-world identities, and are consistent in bridging communication in various social contexts. that are different are accompanied by norms so that connectedness always goes as it should. It can be concluded that Twitter role players can carry out cyberbullying anonymity mechanisms as long as they interact with fellow members in the virtual role-playing world community.

Table 7
Cyberbullying Anonymity Level Among Twitter Role Players Community

Dimension	Mean Scores	Category
Durability	3,65	High
Connectedness	3,50	High
Mean Total	10,7	
Total	3,57	High

Source: Data processing result, 2022

Whether there is a correlation between digital literacy and cyberbullying anonymity can be seen in the yellow highlight in table 8. It can be seen clearly in table 8 that the

highest percentage does not form a straight diagonal hatch from the yellow highlights, and there is no meeting between the pink shading from the results of the analysis that has been carried out and the yellow highlights of the results of the analysis that should be. This explanation can be seen immediately that the highest percentage should be the level of digital literacy which is in the very high category and the level of anonymity cyberbullying which is in the very low category with a percentage of 0.0%, the level of digital literacy which is in the high category and the level of anonymity cyberbullying which is in the low category with a percentage of 0.0%, the digital literacy level is in the medium category and the cyberbullying anonymity level is in the medium category with a percentage of 42.4%, the digital literacy level is in a low category and the cyberbullying anonymity level which is in the high category with a percentage of 0.0%, and the level of digital literacy is in the very low category and the cyberbullying anonymity level is in the very high category with a percentage of 0.0%.

Table 8
The Result of Cross-table for Digital Literacy Level and Cyberbullying Anonymity Level

Digital Literacy Level

Cyberbullying Anonymity Level	Tot ally Hig h	Hig h	Me diu m	Lo w	Tot ally	Tot al
					Lo w	
Totally High	f 2	10	1	0	0	13
	% 22,	16,	3,0	0,0	0,0	12,
	2%	4%	%	%	%	4%
High	f 5	31	16	0	0	52
	% 55,	50,	48,	0,0	0,0	49,
	6%	8%	5%	%	%	5%
Medium	f 2	20	14	1	0	37
	% 22,	32,	42,	50,	0,0	35,
	2%	8%	4%	0%	%	2%
Low	f 0	0	2	1	0	3
	% 0,0	0,0	6,1	50,	0,0	2,9
	%	%	%	0%	%	%
Totally Low	f 0	0	0	0	0	0
	% 0,0	0,0	0,0	0,0	0,0	0,0
	%	%	%	%	%	%
	f 9	61	33	2	0	105
Total	f 100	100	100	100	100	100
1	% ,0	,0	,0	,0	,0	,0
	%	%	%	%	%	%

Source: Data processing result, 2022

According to the results of the cross-table calculations, the absence of an impact on digital literacy to avoid cyberbullying anonymity is explained further by visualizing the pattern of the pink shading from the results of the cross-table analysis. It can be seen in table 8 that the highest percentage is in the level of digital literacy which is in the very high category and the level of anonymity cyberbullying which is in the high category with a percentage of

55.6%, the level of digital literacy which is in the high category and the level of anonymity cyberbullying which is in the high category with a percentage of 50.8%, the digital literacy level is in the medium category and the cyberbullying anonymity level is in the high category with a percentage of 48.5%, the digital literacy level is in a low category and the cyberbullying anonymity level is in the moderate category with a percentage of 50.0%, and the level of digital literacy which is in the very low category and the level of cyberbullying anonymity which is in the medium category with a percentage of 0.00%.

The impact resulting from this cross-table analysis is not by the research conducted by Rusdy and Fauzi (2020), where digital literacy as an independent variable and cyberbullying anonymity as the dependent variable states that there is a significant correlation between variables, which states the higher the level of literacy owned by digital users as users of social media, the lower the cyberbullying anonymity that will occur (Rusdy & Fauzi, 2020). Other research also supports the impact of the level of digital literacy and the level of anonymity of cyberbullying, namely the research with positive correlation results conducted by Sengupta and Chaudhuri (2011). The research states that the

relationship between digital literacy and cyberbullying anonymity is positive. Because the more a person has digital literacy skills to access virtual communication through the internet network, the mechanism for getting cyber-victimization and cyberbullying increasingly occurs in the virtual sphere where he is located (Sengupta & Chaudhuri, 2011).

Whether there is a correlation between online trust and cyberbullying anonymity can be seen in the yellow highlights in table 9. It can be seen clearly in table 9 that the highest percentage forms a straight diagonal line from the yellow highlights, but only one part has a meeting between the colored shadings pink from the results of the analysis that has been carried out and yellow highlights from the results of the analysis that should be. This explanation can be seen immediately that the highest percentage should be at the online trust level which is in the very high category and the cyberbullying anonymity level which is in the very low category with a percentage of 0.0%, the online trust level which is in the high category and the cyberbullying anonymity level. which is in the low category with a percentage of 0.0%, the online trust level is in the medium category and the cyberbullying anonymity level is in the medium category with a percentage of

54.0%, the online trust level is in a low category and the cyberbullying anonymity level which is in the high category with a percentage of 0.0%, and the online trust level is in the very low category and the cyberbullying anonymity level is in the very high category with a percentage of 0.0%.

The results of the cross-table analysis described in the previous paragraph explain how the results of the analysis do not show a correlation between the two variables. Therefore, it can be concluded from the test using a cross-table, that there is no impact of digital literacy to avoid cyberbullying anonymity among Twitter role players based on not forming a diagonal line for each of the highest percentages.

Table 9
The Result of Cross-table for Online Trust Level and Cyberbullying Anonymity Level

	Cyberbullying Anonymity Level	Online Trust Level				Total
		Totally High	Medium	Low	Totally Low	
Total	f	2	11	0	0	13
	%	66,7%	21,2%	0,0%	0,0%	12,4%
High	f	1	31	20	0	52
	%	33,3%	59,6%	40,0%	0,0%	49,5%
Medium	f	0	10	27	0	37
	%	0,0%	19,2%	54,0%	0,0%	35,2%

	f	0	0	3	0	0	3
Low	%	0,0	0,0	6,0	0,0	0,0	2,9
	%	%	%	%	%	%	%
Tota	f	0	0	0	0	0	0
	%	0,0	0,0	0,0	0,0	0,0	0,0
Low	%	%	%	%	%	%	%
	f	3	52	50	0	0	105
Tota		100	100	100	100	100	100
1	%	,0	,0	,0	,0	,0	,0
	%	%	%	%	%	%	%

Source: Data processing result, 2022

The impact on online trust in the moderate category to avoid cyberbullying anonymity is explained further by visualizing the pattern of the pink shading from the results of the cross-table analysis. It can be seen in table 9 that the highest percentage is at the online trust level which is in the very high category and the cyberbullying anonymity level is in the very high category with a percentage of 66.7%, the online trust level is in the high category and the cyberbullying anonymity level is in the high category with a percentage of 59.6%, the online trust level is in the medium category and the cyberbullying anonymity level is in the moderate category with a percentage of 54.0%, the online trust level is in a low category and the cyberbullying anonymity level is in the low category with a percentage of 0.0%, and the online trust level is in the very low category and the cyberbullying anonymity level is in the very low category with a percentage of 0.0%.

The impact resulting from this cross-table analysis is not by the research conducted by Bierhoff and Kowalski (2014), where online trust is an independent variable and cyberbullying anonymity is the dependent variable state that there is a significant correlation between variables, which states that the higher the level of online the trust that members have in virtual community groups on social media, the lower the cyberbullying anonymity they do (Bierhoff & Vornefeld, 2004). This research is supported by other research, namely research with positive correlation results conducted by Pieschl and Porsch. The research states that the relationship between online trust and cyberbullying anonymity is positive. Because the more a person gives trust to his fellow community members on social media, the more often he will get experience of cyberbullying anonymity (Pieschl & Porsch, 2017).

The results of the cross-table analysis described in the previous paragraph explain how the results show a correlation between the two variables but are only in the moderate category. Therefore, it can be concluded from the test using a cross table, that there is an impact of online trust to avoid cyberbullying anonymity among Twitter role players in the medium category based on a meeting between the results that have

been carried out and the results that should have been.

Digital literacy skills with results that do not have any impact on the cyberbullying anonymity mechanism mean that role players do not need digital literacy skills to avoid the cyberbullying anonymity mechanisms that Twitter role players will get. Digital literacy skills do not have any impact and are not a necessity for role players to have as capital for virtual interaction in a community they enter.

In contrast to digital literacy skills, the formation of online trust is capital that Twitter role players must have. The formation of online trust in the medium category is accompanied by a medium cyberbullying anonymity mechanism that is also obtained by Twitter role players. The formation of online trust as capital for trust in interacting with fellow role player members should be able to direct role players to avoid the anonymity of cyberbullying. With the trust capital he has formed, he should be aware that trust is something that must be maintained when interacting with other people, even in cyberspace.

By removing digital literacy, the research results can be seen clearly about the relationship between online trust and cyberbullying anonymity variables, which can have a more significant relationship and

be more representative of Twitter role players as research respondents. The following is a model that researchers can suggest:

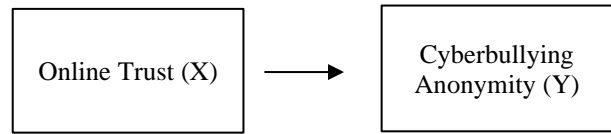


Diagram 1

Further research suggestion model

CONCLUSION

This section presents the conclusions drawn by the researcher based on the findings of the research process with the title "Digital Literacy and Online Trust to Avoid Cyberbullying Anonymity Among Twitter Role Players Community". The following are some of the things that the researcher can conclude:

1. Digital Literacy Skills Among Twitter Role Players

The results of the 3 dimensions in measuring the level of digital literacy among Twitter role players mean that 105 role players as research respondents were unable to use features effectively, were unable to form initials according to the role player's identity, and were also unable to change their profile. owned by the role player. It can be concluded that the role players on Twitter are unable to apply the digital literacy they have while they are in the virtual role-playing world community.

2. Formation of Online Trust Among Twitter Role Players

The results of the 4 dimensions in measuring the level of online trust among Twitter role players mean that 105 role players as research respondents are quite confident in forming positive expectations towards other role players, quite confident in forming emotional comfort for themselves from receiving affection from other members, believe enough in forming a good attitude of participation that has a positive impact on other community members and believe enough in forming honest communication between fellow members of the virtual community. It can be concluded that Twitter role-players are quite confident in forming trust during online interactions with fellow members in the virtual role-playing world community.

3. Cyberbullying Anonymity Mechanism Among Twitter Role Players

The results of 2 simulations in measuring the level of cyberbullying anonymity mechanisms among Twitter role players mean that the 105 role players as research respondents are consistent in mechanisms for maintaining the flow of anonymity that is not at all related to real-world identity and consistent in bridging communication in

various social contexts. The differences are accompanied by norms so that the relationship always runs as it should. It can be concluded that Twitter role-players have the opportunity to obtain a cyberbullying anonymity mechanism as long as they interact with fellow members in the virtual role-playing world community.

4. The Impact of Digital Literacy to Avoid Cyberbullying Anonymity Among Twitter Role Players

In the results of the analysis using a cross-table, the results show that there is no impact of digital literacy on avoiding the anonymity of cyberbullying. The absence of this impact is further explained by visualizing the pattern of pink shading from the results of the cross-table analysis.

5. The Impact of Online Trust to Avoid Cyberbullying Anonymity Among Twitter Role Players

The results of the analysis using a cross-table, the results show that online trust has quite an impact on avoiding the anonymity of cyberbullying. The impact in the medium category is further explained by visualizing the pattern of pink shading from the results of the cross-table analysis.

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