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Study Protocol: Using Video Testimonials as a School-Based Social Marketing Intervention in Adolescent Smoking Cessation Programs

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ABSTRACT

This protocol study intended to describe the examination process of emotion-based study and interpersonal relationship in context of adolescent smoking. We designed a school-based smoking cessation program as a social marketing intervention tool to influence high-school student behavior using a testimonial video. We stimulate participant empathy with hypothetical scenario to observe their reaction to the stimulus. Two main independent variables in this study are salience of need and attachment style. Experimental design in this study using 2×2 factorial design, with one control condition. Procedures start with participants were shown a testimonial video of an adolescent suffering due to smoking, and ended by asking the participants to imagine if such consequences were happening to their own peers. Video testimony was recorded in a high-definition format (full HD 1080p/60fps) using a Sony Alpha 6000. Video editing was performed using Camtasia Studio 2019 in mp4 format. The potential implications of this research suggest that schools, as organizations, can utilize a multimedia approach (e.g., video testimonials) to design comprehensive social marketing programs focused on peer relationships.

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We use this protocol and it's working

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GUIDELINES

This study consists of three main stages, namely: **preparation, study implementation** and **post-study implementation**. The study implementation guide is as follows.

1. All procedures must comply with standard research ethics
2. School selection is carried out randomly
3. Participants were selected due to a random procedure, not voluntarily
4. Participants receive gender-matching manipulation, due to this is an emotion-based study
5. To minimize participant guess the research hypothesis, apply double blind method
6. All of study activity accompanied by homeroom teacher
7. All participants and the actors are involved in this study is under 18, make sure to covered their personal identity
8. Make sure the activity to do not disturb daily learning process activity, due to this study conduct in school settings
9. Time management is important. Make sure all activity progressing according to the plan. Delay in the process can result on disturb daily learning process activity. Make sure to followed the research protocol to avoid activity delay
10. Good teamwork is important to prevent systematical error

MATERIALS

Materials that use in this study:

1. **Research instrument.** All of study instrument (study manipulation and survey question) is found in 'the pdf file'
2. **Video equipment.** In this study we use two camera, the first camera for video shooting (video testimony) and the second camera for study documentation. We recorded the video testimony in a high-definition format (full HD 1080p/60fps) using a Sony Alpha 6000. Video editing was performed using Camtasia Studio 2019 in mp4 format.
3. **Audio equipment.** We use wireless audio equipment to maintain high audio quality during the recording process.
4. **Multimedia device** (i.e. smartphone, laptop, or tablet) to open 'the pdf file' or study manipulation.
5. **Personal audio device** (i.e. earphone) to listen carefully the audio content.
6. **Video transcription**
7. **Sample of video manipulation**

<https://www.youtube.com/embed/22Yw9gGUDXg>

SAFETY WARNINGS

! Please pay **close attention** and **conduct carefully** to the following:

1. Random assignment process
2. Integrating instrument and video manipulation
3. "The pdf file" distribution
4. Precise in time management
5. Internal validity threat (history, maturation, mortality)
6. Implementation of double-blind method

ETHICS STATEMENT

This research protocol was approved by Ethical Commission of Universitas Gadjah Mada, Indonesia (Ethical clearance ref. KE/UGM/037/EC/2022)

BEFORE START INSTRUCTIONS

What should to prepare

1. Study design
2. Ethical clearance (study of conduct)
3. Determine the manipulation level (for this study: Level of severity)
4. Video testimonial production plan
5. Audio & Video recording device (for video testimonial production)
6. Research instrument development (integrated between study queries and video manipulation)
7. Trivia questions
8. Random sampling process plan
9. Random assignment process plan
10. Bias mitigation plan
11. Manipulation check procedures
12. Time schedule
13. On the spot study monitoring plan

Phase I: Preparation

8w

1 Study design

4w

1.1 Decide the factorial design

1w

- The researcher decide the factorial design, in this study we use a 2×2 factorial design, with one control condition

		Attachment style	
		Secure	Insecure
Salience of need	Light	Group A	Group B
	Severe	Group C	Group D
Control group		Group E	

Note. Each group has two versions according to gender (male and female version)

1.2 Decide to use control condition (variables and group control)

1w

- To minimize the possibility of alternative answer, researcher must control the participants age and sex. Control condition may imply with this situation: participants and the actors are in the same age and participant will receive study manipulation that match with their gender.
- To create a benchmark and to compare to the experiment result, provide a control group. Participant in this group do not receive the experimental treatment.

1.3 Bias mitigation plan

1w

- Gender bias mitigation
- Double-blind method

2 Provide ethical clearance

4w

- To obtain a institutional ethical clearance is vary, due to administration procedures. Estimate it will take 4 weeks.

3 Determine the manipulation levels

1w

3.1 Conduct *Focus Group Discussion (FGD)*

1w

- Researcher decide what relevant information related to the manipulation development that will discussed in the discussion.
- To get more accurate information about health consequence of smoking, and to conceptualize the research manipulation, we conduct FGD at Lung Hospital located in Bantul, Yogyakarta
- We collect information about (1) adolescent patients who had experienced health problems due to smoking and (2) the level of suffering.

3.2 Conceptualize the level of suffering

1w

- According to previous information, conceptualize the level of suffering in two level (light and severe suffering)

4 Video testimonials Production (experimental manipulation)

4w

4.1 Video testimonial design

1w

- Every video testimonial consisted of two parts. The first part was about a negative smoking consequence (salience of need), and the second consisted of the attachment style (attachment figure)

4.2 School permission.

4w

- To obtain a school permission is vary, due to administration procedures. Estimate it will take 4 weeks.
- The school provides permission and lists the names of students who will participate as video models

4.3 Video testimonial production

1d



A portrayed of video shooting set-up

Video shooting notes

- To avoid psychological exhaustion and irrelevant messages, limit the video duration to around 1-1.30 minutes.
- We recommends to record the video in a high-definition format (full HD 1080p/60fps)
- Convert the video into common video format (i.e. *.mp4) and upload it to online video storage (i.e. youtube.com)
- Generating the link, and given **a code to each link** to make identification easier
- Please remind that, there will be 10 versions of video link according to number of conditions

- The entire video shooting process accompanied by a teacher

Note

Please provide the video testimonial script

4.4 Video testimonial result

3d



An example of versions from study manipulation

English translation: "*I felt a very severe cough every day and shortness of breath until I was hospitalized*"

Note

Due to all of involved actors is under 18, and to comply the research ethics, make sure to covered the actors identity

5 Random sampling process procedures

1w

- Random sampling procedures ensuring that every student had an equal chance of being selected as a participant.

- 5.1** Obtain list of active student. 5d
- In this study, the school provide a list of an active student from two classes grade XI student.

- 5.2** Prepare the student name list for random assignment phase 2d
- Due to this study conduct gender-matching procedures, please give a gender code followed after each name (e.g. M=Male, F=Female)
 - Example: Alan Andreasen (M)

- 6 Random assignment procedures** 1d
- Input the name list into random assignment application, and let the software randomize the list. Set the group according to study design. In this study, we employed five groups that contains of experimental groups (with manipulation condition) and control group (no manipulation condition).

Random Team Generator:



Group 1

1 Pete 2 Walter 3 Marie 4 Hank

Group 2

1 Gale 2 Gustavo 3 Holly 4 Brock

Group 3

1 Saul 2 Lydia 3 Hector 4 Skyler

Group 4

1 Jane 2 Jesse 3 Todd 4 Mike

[CLICK HERE TO CUSTOMIZE THE RESULTS.](#)



For example, we use random team generator from <https://www.randomlists.com/team-generator>

After the randomization process, we obtain a list of participant according to the group their belong.

- 7 Research instrument development** 1w

- 7.1** Prepare the TRIVIA question (for mitigating the covariates) 2d

Note

Trivia result must in metric due to covariates also refers to uncontrolled metric variable

7.2 Prepare the main study question (study manipulation)

1w

7.3 Prepare the manipulation check question

1d

- Manipulation checks were conducted to ensure the success of the experimental manipulations and that the participants responded accordingly

7.4 Provide direct link to the treatment.

1d

For example:

Note

Group A Male (1A): <https://docs.google.com/forms/d/e/1FAIpQLS>

Group A Female (2A): <https://docs.google.com/forms/d/e/1FAIpQLS>

Group B Male (1B): <https://docs.google.com/forms/d/e/1FAIpQLS>

Group B Female (2B): <https://docs.google.com/forms/d/e/1FAIpQLS>

Group C Male (1C): <https://docs.google.com/forms/d/e/1FAIpQLS>

Group C Female (2C): <https://docs.google.com/forms/d/e/1FAIpQLS>

Group D Male (1D): <https://docs.google.com/forms/d/e/1FAIpQLS>

Group D Female (2D): <https://docs.google.com/forms/d/e/1FAIpQLS>

Group E Male (1E): <https://docs.google.com/forms/d/e/1FAIpQLS>

Group E Female (2E): <https://docs.google.com/forms/d/e/1FAIpQLS>

8 Link integration

2d

8.1 Integrated link between participant's attribute and the research treatment

1d



- This is a critical step. **Be careful** when integrated between *participant's attribute* (gender, group they belong, etc.) with the *research treatment*.
- There are ten versions of treatment, participant must accurately receive the link that he/she suppose to receive.
- Errors in embedding links, resulted in participants failing to participate in the study.

For example

Participant's attribute and group where they belong

Participant name	Gender	Group (treatment)
Patricia	Female	D

Link integration

Participant name	Treatment
Patricia	Link (make sure Patricia receives a female version of Group D treatment)

An example of link integration

8.2 Compile the research instrument into '**The PDF File**'

1d

Dear respondent

Please read carefully

1. Please click the link or links according to your name.
2. You must log in, because you are only allowed to fill out the questionnaire once.
3. There is video material that you must watch carefully, so make sure you have a headset installed before clicking the link below.
4. Filling out the questionnaire can be done using a cellphone or laptop.
5. The link below is only active during this event, after that it will be deactivated.
6. Click Link 1 first to fill in TRIVIA, then click link 2 to fill in SURVEY

NAME	SEX	LINK 1	LINK 2
ADI XXXXXX (XI MIPA 5 – M)	M	TRIVIA	SURVEY
ADISTYA XXXXXX (XI MIPA 5 – F)	F	TRIVIA	SURVEY
AFIFAI XXXXXX (XI MIPA 7 – F)	F	TRIVIA	SURVEY
ALFAD XXXXXX (XI MIPA 5 – M)	M	TRIVIA	SURVEY
ALFIT XXXXXX (XI MIPA 5 – M)	M	TRIVIA	SURVEY
ANAN XXXXXX (XI MIPA 7 – F)	F	TRIVIA	SURVEY
ANISS XXXXXX (XI MIPA 5 – F)	F	TRIVIA	SURVEY
ANNI XXXXXX (XI MIPA 5 – F)	F	TRIVIA	SURVEY
ARTNE XXXXXX (XI MIPA 5 – M)	M	TRIVIA	SURVEY

Note. Each link unique and contains direct access to study manipulation

Note

Activate the email collection feature. As a consequence, participants must **log in** to be able to send the answers. This action is intended so that participants are allowed to submit their answers once.

8.3 Bias mitigation procedures

1d

- All the experiments were performed individually
- Each participant will receive unique link, and it direct to their manipulation according to random assignment process
- Double-blind method not allowed participant to identify the kind of other treatment, even they cant identify their own treatment
- This procedures also not allowed each group interact or diffuse each other

9 Obtain participant consent a day before the experimental study conduct

1d



- One of the critical steps due to comply research ethics.
- The researcher can use a google form to collect and store the data online

10 Meet the experimenter (the homeroom teacher)

1d

- Arrange a meeting with the teacher one day before the experimental study
- In order to achieve the experimental study goal, we need a help from homeroom teacher to deliver the procedures.
- The role of experimenter is very vital, such as to distribute the research instrument, reading the instruction, and giving a signal to start and stop the activity.

Phase II: The experimental study

1d

11 Arrived at school and meet with the experimenter

10m

- Meet the experimenter (the homeroom teacher) and giving a brief explanation about the study
- *Optional, if the study is conduct in the morning:* Noted that it is very common school in Indonesia start their learning process at 06.30 AM. Please arrived before the the learning process will begun

12 Handling the mortality rate

5m



- Before the study started, make sure to ask the homeroom teacher about the student (or participant) *who were unable to take part in the study*
- This part is important related to documenting the *mortality rate* and check if the random assignment works well.
- In our case, 15 students could not participate in the research and they are well distributed from all groups. This means random assignment works well.

13 Opening and Reading the Instruction

10m

- The experimenter set-up the class to start the study
- The experimenter read the study instruction
- The experimenter giving a signal to start and stop the activity



Note. A portrayed of the experimenter when giving a signal to start the activity

14 **Instrument distribution**

- The pdf file distributed through class group chat (via WhatsApp group)

5m

15 **Answer the Trivia Question (covariate mitigation)**

- Experimenter (the teacher) give the signal to start answer the trivia

10m

16 **Participant carefully listen a part of research manipulation**

https://www.youtube.com/embed/sOs_twtMIA4

5m

Note. A portrayed of a student when participate in the experimental study

17 **Study monitoring plan**

30m



- During the experimental study, the researcher must *monitor the whole progress of study* to giving quick response to the undesirable event (i.e. internet access problem, personal device problem, access problem, etc.)



Note. Portrayed of the process of the experimental study

18 Debriefing

1m

- After the participants submitted their responses, announced the purpose of the study and thanked them for their participation



Note. Portrayed of participants in this study after debriefing

Phase III: Post experimental study

1w

19

Data check and validation

1w

- After participant submitted their response, the answer will be automatically stored at the system
- Data validation related to check the mortality rate, or participant that failed to participate in this study (i.e. not finished to answer the question, or failed to understanding the instruction)
- In our case, we found 1 participant incorrect to join the group where he/she should be belong (e.g. wrong click the link)

20

Data compilation and preliminary analysis

1w

- Reminds the ten versions of data, be careful in compilation process

- Reminds the code to help identify the group (i.e. 1=Male, 2=Female, or A, B, C, D, and E for group of treatment)
- Compile the data carefully in common statistical software format (i.e. SPSS)

21

Manipulation check

1w

- Conduct a manipulation check to ensure there is a significant difference between level of treatment (i.e. light vs severe condition)
- Significant difference between level of treatment shown the effectiveness of the treatment