CREATIVE ANTI-BULLYING EDUCATION THROUGH PARTICIPATORY LEARNING ACTIVITIES FOR ELEMENTARY SCHOOL STUDENTS

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ABSTRACT

Childhood bullying has become a major social and educational issue, particularly given the rising number of peer victimization cases in schools. This problem shows that programs are urgently needed to teach children values such as empathy, kindness, and how to build good friendships, and integrating these lessons into elementary classrooms is a keyway to keep schools safe and supportive. With this goal, the community service project taught students about bullying prevention through highly interactive, hands-on activities. The activity was held at SDIT Salsabila Baiturrahman Prambanan in Yogyakarta, Indonesia. The method used songs and movement together with picture books to keep the children interested and to convey anti-bullying ideas in a way that suited their ages. The program was delivered by lecturers from Indonesian universities who are members of the Association of Collaboration of Lecturers Across Countries (Cel Kodeln). The team observed the sessions directly and asked the children to share their thoughts after each activity. The outcomes showed that the children were highly engaged and took part consistently. The children showed that they understood what bullying means, what it looks like, how it happens, and the harmful effects it can have. The oral feedback also showed that they understood friendship, mutual respect, and interaction at school. The activities enabled the children to share their thoughts and to talk about their personal experiences. These results show that creative and active learning can be a way to teach children how to stop bullying and to help them get along better with classmates.

Keywords: *anti-bullying; campaign; education; participatory learning*

A. INTRODUCTION

Bullying remains one of the most serious issues affecting school-aged children worldwide, including in Indonesia. This phenomenon not only has detrimental effects on victims' psychological well-being but may also negatively influence their social development, academic performance, and

long-term mental health. Bullying is defined as intentional and repetitive aggressive behavior carried out by an individual or group possessing greater power against an individual perceived to be weaker (Olweus, 1993).

Hostile behavior among classmates takes several distinct forms, including physical aggression, cruel words, and deliberate exclusion. With the widespread use of smartphones, digital abuse has also become a significant daily problem. UNESCO (2019) reported that roughly one third of all students worldwide experience harassment. Because schools are expected to provide absolute safety, keeping these spaces free from violence remains a major challenge for educators. The psychological damage is considerable: targets of bullying frequently experience severe anxiety and depression, and their confidence declines substantially, an emotional toll that usually also lowers their academic scores (Hymel & Swearer, 2015).

In Indonesia, bullying among school-aged children remains a significant concern. Data published by the Indonesian Child Protection Commission (KPAI) indicate that violence within educational settings, including bullying, continues to be one of the most frequently reported violations of children's rights. Furthermore, findings from the Programme for International Student Assessment (PISA) reveal that Indonesian students experience relatively high rates of bullying victimization compared with students in several other countries (OECD, 2025). Clearly, bullying goes far beyond isolated personal conflicts and represents a deep-rooted community problem. Real progress requires genuine collaboration among teachers, parents, and local communities. Primary school students are at the center of this risk: a child at that age might be targeted one day and become the aggressor the next, as children are only beginning to understand how group dynamics and empathy work. The main issue is emotional control. Because young children cannot yet handle arguments constructively, they often default to hostility, so that frustration turns into teasing, and they exclude peers or resort to petty intimidation because they lack better coping skills. If left unaddressed, such behaviours may develop

into persistent patterns of negative social interaction that extend into subsequent levels of education (Espelage & Swearer, 2011).

Various studies have demonstrated that the effects of bullying among elementary school children can persist over the long term. Victims of bullying are more likely to experience anxiety, fear of attending school, low self-esteem, difficulties in concentration, and mental health problems that may continue into adolescence and adulthood (Arseneault, 2018). Conversely, children who engage in bullying are at greater risk of developing antisocial behaviour, experiencing difficulties in establishing healthy interpersonal relationships, and exhibiting aggressive tendencies later in life. Therefore, bullying prevention initiatives should be introduced at an early stage through educational interventions that are tailored to children's developmental needs and social-emotional characteristics. Recent evidence also suggests that the age of participants may influence the outcomes of school-based anti-bullying interventions. An individual participant data meta-analysis involving 39,793 children and adolescents found that interventions were more effective in reducing bullying perpetration among younger participants, particularly those under 12 years of age (Hensums et al., 2023).

Despite the implementation of various anti-bullying awareness programs, their delivery has often remained predominantly one-directional and focused primarily on the transmission of information. Educational approaches such as lectures have limitations in fostering deep understanding and promoting behavioral change among elementary school students. Children at this stage of development tend to learn more effectively through direct experiences, games, simulations, and activities that encourage active participation. Therefore, there is a need for creative and engaging learning approaches that enable anti-bullying messages to be communicated more effectively and meaningfully to young learners.

Providing facts about bullying rarely guarantees that students will intervene during actual peer conflicts, and a noticeable disconnect therefore remains. Education must do more than transmit

information; children need opportunities to reflect on and evaluate behaviors that they often mistake for harmless banter. Casual teasing, name-calling, and excluding friends occur every day. Addressing this issue is vital for community education groups, whose local interventions will be effective only if the teaching methods reflect the developmental stages and daily realities of the children involved.

Bullying is a form of aggressive behavior characterized by an imbalance of power between the perpetrator and the victim and is repeated over a period (Olweus, 1993). According to Coloroso (2007), bullying may manifest in various forms, including physical bullying, such as hitting and kicking; verbal bullying, such as teasing and insulting; relational bullying, which involves excluding individuals from peer groups or social interactions; and cyberbullying, which is carried out through digital media and online platforms.

Various factors may contribute to the emergence of bullying behavior among children. Individual factors, including a lack of empathy, limited emotional regulation skills, and a desire to attain social dominance, have been identified as key antecedents of bullying. In addition, environmental influences such as family parenting practices, school culture, and peer group dynamics play a significant role in shaping and reinforcing bullying behavior (Swearer & Hymel, 2015).

Bullying prevention requires a comprehensive and sustainable approach. One of the most effective strategies is character education, which fosters empathy, tolerance, mutual respect, and constructive conflict-resolution skills (Salmivalli, 2014). Providing anti-bullying education from the elementary school level enables children to recognize the harmful effects of aggressive behavior on others while simultaneously promoting the development of positive social skills. By introducing these values early, schools can help cultivate a safe, inclusive, and supportive learning environment that discourages bullying and encourages respectful interpersonal relationships.

In the context of children's education, the participatory learning approach has gained recognition for its effectiveness in enhancing students' engagement throughout the learning process. Participatory learning positions learners as active participants who interact, collaborate, explore, and

reflect on their own learning experiences (Freire, 1970). Compared with traditional lecture-based instruction, this approach is considered more effective because it provides learners with meaningful, hands-on experiences that strengthen both conceptual understanding and the development of positive attitudes and values.

Various studies have shown that participatory activities such as role-playing, educational games, case simulations, group discussions, and creative tasks can enhance students' awareness of bullying issues and strengthen their empathic abilities (Menesini & Salmivalli, 2017). Through these activities, students not only learn the definition of bullying but also develop an understanding of victims' feelings, the consequences of perpetrators' actions, and the importance of being active bystanders in preventing bullying. Recent evidence from primary education also highlights the value of interactive and cooperative elements in bullying prevention, including opportunities for discussion, social skills development, and bystander training (Chicote-Beato et al., 2024).

The concept of creative learning has also emerged as a relevant pedagogical approach for elementary school children. Creative learning enables children to engage in enjoyable, challenging, and developmentally appropriate activities that are closely aligned with their lived experiences. Activities such as group games, drawing, poster creation, storytelling, and simple drama can facilitate a more effective understanding of social messages compared to conventional instructional methods (Craft, 2005).

The integration of creative and participatory learning within anti-bullying programs has the potential to generate more meaningful learning experiences. Students not only receive information but are also emotionally and socially engaged in the learning process. Through such experiences, anti-bullying values can be more readily internalized, thereby fostering positive changes in attitudes and behaviors.

Based on the results of initial observations and discussions with the school at SDIT Salsabila Baiturrahman Prambanan, Yogyakarta, Indonesia, several issues were identified related to efforts to

prevent bullying among elementary school students. First, some students do not yet have an adequate understanding of the various forms of bullying that commonly occur in everyday life. Many students consider teasing, negative name-calling, and exclusion as normal behavior and therefore do not realize their impact on their peers.

Second, students' empathy skills require further development. Observations of social interactions reveal that many students show limited awareness of their peers' feelings when they experience negative treatment. This lack of empathy increases the likelihood of bullying behaviors and fosters an environment where such actions are overlooked or tolerated.

Third, prior anti-bullying educational initiatives did not actively involve students in the learning process; instead, they mostly provided broad information. Students consequently had few chances to talk about bullying incidents, share their personal stories, or consider how their regular encounters can impact other people.

A particular service gap was identified by these observations. Students still required opportunities to actively recognize, discuss, and consider bullying practices even after receiving anti-bullying knowledge. This was important because exclusion, calling names, and mocking were sometimes considered normal things that friends did to each other. Therefore, the school needed a teaching method that would involve students directly with activities that are suitable for their age, fun to do, and make them think, instead of just giving them information.

To address these issues, the community service team implemented a program entitled “Creative Anti-Bullying Education through Participatory Learning Activities for Elementary School Students”. The program utilizes a creative, participatory learning approach that actively engages students in a diverse range of educational activities.

The activities carried out include interactive presentations on bullying, educational games, group discussions, bullying scenario simulations, role play, reflective activities, and the creation of

anti-bullying posters. These activities aim to deepen students' understanding of the various forms of bullying, their impacts, and effective school-based prevention strategies.

The program consists of a series of participatory learning activities, including interactive presentations on bullying, educational games, group discussions, bullying scenario simulations, role-playing exercises, reflective activities, and the creation of anti-bullying posters. These activities are designed to enhance students' understanding of the various forms of bullying, increase their awareness of its detrimental impacts, and develop their knowledge and skills in implementing effective bullying prevention strategies within the school environment.

The participatory approach was selected as it enables students to learn through direct experience, thereby facilitating a deeper understanding and better retention of the instructional content. Meanwhile, the inclusion of creative elements in the activities is expected to enhance students' motivation and engagement throughout the learning process.

The objectives of this community service program are as follows:

1. To enhance elementary school students' understanding of bullying and its various forms.
2. To increase students' awareness of the negative impacts of bullying on both victims and the school environment.
3. To develop students' attitudes of empathy, tolerance, and mutual respect among peers.
4. To promote the creation of a safer, more comfortable, and bullying-free school environment through active student engagement.

The expected outcomes of this program include:

1. An improvement in students' knowledge of bullying and its prevention.
2. Increased awareness and the development of anti-bullying attitudes among elementary school students.
3. The production of educational media in the form of posters or students' creative works with an anti-bullying theme.

4. The publication of a scientific article in a community service journal.
5. The documentation of activities that can serve as a model for participatory learning-based anti-bullying education in elementary schools.

B. IMPLEMENTATION AND METHODS

Method

This community service program employed a Service Learning (SL) approach, which integrates the learning process with community engagement through educational activities that provide direct benefits to participants (Bringle & Hatcher, 1995). Within this approach, participatory learning was used in response to the needs identified during the initial school assessment, particularly students' limited recognition of everyday bullying behaviors and their previously limited opportunities for active involvement in anti-bullying education.

The program was conducted through participatory learning activities, an educational approach that emphasizes learners' active involvement in the learning process (Freire, 1970). This approach is particularly relevant for elementary school students, as it promotes higher levels of engagement, deeper understanding, and improved information retention by providing opportunities for experiential learning, in contrast to traditional teacher-cantered instructional methods (Prince, 2004).

The community service program was conducted by four lecturers representing various higher education institutions, including Bina Nusantara University, Nias Raya University, Halu Oleo University and Islam Jember University. The program was implemented through an inter-university collaborative framework, reflecting academic synergy in support of character education and bullying prevention among elementary school students. This collaborative approach facilitated the integration of diverse expertise and resources to enhance the program's effectiveness and impact.

Participant Selection

The participants were third-grade elementary school students at SDIT Salsabila Baiturrahman Prambanan, Yogyakarta. Participant selection was coordinated with the partner school. The community service program was part of a broader collaboration involving lecturers from several higher education institutions, with different educational topics and activities offered according to the lecturers' respective areas of interest and expertise. The school determined the participating classes based on the relevance of each topic and the suitability of the proposed learning activities for the students' developmental level. For the anti-bullying program, third-grade students were selected because the intervention used an illustrated guidebook and interactive activities that were considered appropriate for their age and learning characteristics.

The implementation of the program consisted of three main stages:

1. Preparation stage

During this stage, coordination was conducted between the lecturer from the Association of Collaboration of Lecturers Across Countries (Cel Kodeln) team and the partner school to identify needs, determine the implementation schedule, and develop educational materials appropriate to the characteristics and learning needs of elementary school students. In addition, the team prepared instructional media in the form of an illustrated anti-bullying guidebook, which served as a supporting learning resource throughout the program activities.

The guidebook was developed using clear and age-appropriate language, visually appealing illustrations, and contextualized case examples that were relevant to students' everyday experiences. The use of visual learning materials has been widely recognized as an effective instructional strategy for improving students' understanding, sustaining attention, and fostering active engagement during the learning process (Mayer, 2021).

2. Implementation stage

The educational program was conducted through face-to-face sessions involving all participating students. To enhance the effectiveness of the learning process, each lecturer delivered a different topic related to bullying, allowing the material to be presented in a more comprehensive and integrated manner.

The educational content covered the following topics:

1) Introduction to the concept of bullying;
2) Various forms of bullying;
3) The impacts of bullying on victims;
4) The importance of empathy and mutual respect; and
5) Strategies for preventing bullying within the school environment.

The instructional content was delivered through an interactive approach that integrated various participatory learning activities, including the following:

a) Reading and discussing the illustrated guidebook

Students were encouraged to read and discuss the anti-bullying guidebook distributed during the program. This activity aimed to enhance students' understanding of the various forms of bullying through age-appropriate illustrations and narratives, thereby promoting greater awareness of bullying and its consequences.

b) Singing and dancing activities

Singing and dancing activities were integrated into the program as ice-breaking exercises and pedagogical tools to promote positive values such as friendship, mutual respect, and bullying prevention. Arts-based learning activities have been shown to enhance children's emotional engagement and participation in the learning process (Eisner, 2002).

c) Interactive discussion

Students were encouraged to share their personal experiences, express their perspectives, and reflect on bullying behaviors encountered in their lives. The discussions were conducted using age-appropriate language and facilitation techniques to encourage active participation and meaningful dialogue among participants.

d) Question-and-answer session and reflection

At the end of the session, students participated in a question-and-answer activity followed by a reflective exercise. This activity encouraged students to reflect on the knowledge and values they had gained and to identify commitments they could make to help create a safe, inclusive, and supportive school environment for all students.

3. Evaluation stage

An evaluation was carried out at the end of the activity to assess the students' level of understanding. The facilitators asked several questions about the topic covered in the activities, such as examples of bullying, how it impacts people, and what steps you can take to handle or stop bullying. This method was believed to help students because formative assessment can take place by observing, asking questions, and talking during learning activities (UNICEF, 2019; Read, 2020).

During the session the facilitators watched how students participated, how students answered questions, and how students could spot bullying in situations that students knew. Students were asked about behaviors such as name-calling, teasing, and social exclusion and how these behaviors might affect others. At the end of the session students were encouraged to remember what students had learned and to share ways of interacting with classmates. The students’ answers and participation during activities were used to judge how well students understood bullying at that moment. This approach was suitable for the third-grade students, as formative assessment for younger learners can

be carried out through observation, questioning, and interaction during learning activities (UNICEF, 2019; Read, 2020).

The facilitators observed the students' participation, their answers, and their ability to recognize bullying in situations familiar to them. For example, the children were asked about being called names, being teased, and being left out. They also talked about what could happen because of these actions and what they could do to stop them or handle them. At the end of the class the students were encouraged to share what they remembered from the activities and come up with ways they could be with their friends.

Program Implementation

The Creative Anti-Bullying Education through Participatory Learning Activities for Elementary School Students program was implemented through a collaborative initiative involving five lecturers from different higher education institutions, all of whom are members of Cel Kodeln. The program commenced with a coordination meeting involving the lecturer team, school representatives, and representatives from the participating universities. The purpose of this meeting was to establish a shared understanding of the program objectives, define roles and responsibilities, and develop implementation strategies that were aligned with the needs and characteristics of the participants. Documentation of the learning activities is presented in Figure 1.



Figure 1. Learning activity. *Source: Authors' documentation.*

Based on the outcomes of the coordination process, each lecturer was assigned responsibility for delivering a specific topic to ensure comprehensive coverage of bullying-related issues. The instructional content was organized thematically, enabling participants to develop a holistic understanding of bullying and its prevention. The program covered key topics, including the concept of bullying, its various forms, its impact on victims, the importance of empathy, and practical strategies for bullying prevention in schools. This thematic structure supported a systematic learning process and helped students develop a comprehensive understanding of bullying. The involvement of lecturers from different higher education institutions enriched the program by providing diverse perspectives and expertise.

The implementation program began with an opening session and a series of ice-breaking activities designed to foster a positive and engaging learning environment. These activities aimed to

build rapport with participants and encourage active involvement throughout the educational sessions. Subsequently, students were provided with an illustrated anti-bullying guidebook developed by the community service team. The guidebook functioned as a supplementary instructional resource that facilitated the delivery of educational content while providing students with a reference that could be revisited to reinforce learning beyond the duration of the program. By combining visual illustrations with age-appropriate explanations, the guidebook facilitated students' understanding of anti-bullying concepts and reinforced key messages presented during the intervention. The guidebook used in the program is shown in Figure 2.



Figure 2. Anti-bullying guidebook. *Source: Authors' documentation.*

During the educational sessions, students were guided to read selected sections of the illustrated anti-bullying guidebook and participate in discussions based on illustrations depicting various forms of bullying. These activities were designed to facilitate students' understanding of bullying-related concepts through visual and contextual learning experiences. The use of illustrations enabled students to comprehend the material more concretely by presenting abstract concepts in a visually accessible manner. This approach was particularly appropriate for elementary school learners, whose learning characteristics are generally oriented toward visual and contextual forms of instruction.

Consequently, the integration of visual materials enhanced students' engagement with the content and supported a deeper understanding of the different manifestations of bullying encountered in everyday school life.

To maintain participants' enthusiasm and engagement throughout the program, the educational sessions were interspersed with group singing and dancing activities that conveyed positive messages related to friendship, cooperation, and mutual respect. These activities were intentionally integrated into the learning process to create an enjoyable and supportive educational environment while sustaining students' attention and motivation. Beyond their recreational function, the singing and dancing activities served as educational communication tools that reinforced key anti-bullying messages. By embedding social values within interactive and enjoyable activities, students were better able to internalize and recall the concepts presented during the program. This approach contributed to the effectiveness of the intervention by facilitating meaningful learning experiences and strengthening students' understanding of positive interpersonal behaviors.

Two-way communication was continuously fostered through question-and-answer sessions and interactive discussions. Many students actively shared their experiences regarding behaviours such as teasing, name-calling, and social exclusion that they had observed or encountered within the school environment. These discussions provided opportunities for participants to reflect on their everyday social interactions and to critically examine behaviors that may contribute to bullying. The discussions further revealed an increased level of awareness among students, as many participants began to recognize that actions previously perceived as harmless jokes or playful behavior could, in fact, constitute forms of bullying and have detrimental effects on others. This finding suggests that the interactive and participatory learning approach was effective in promoting students' understanding of bullying-related behaviours while fostering empathy and sensitivity toward the experiences of their peers.

At the conclusion of the program, students participated in a reflective session focused on the importance of fostering a safe, supportive, and inclusive school environment. The reflection activity involved encouraging students to identify positive behaviors they could adopt and implement following their participation in the program. This process provided an opportunity for students to internalize the knowledge and values acquired throughout the educational intervention. The results of the reflective session indicated that the majority of students were able to accurately identify various forms of bullying and demonstrated an increased understanding of the importance of respecting, supporting, and assisting peers who experience bullying. These findings suggest that the program was effective in enhancing students' awareness of bullying-related issues while promoting prosocial attitudes and behaviors that contribute to a positive school climate.

Overall, the implementation of the program demonstrated that the integration of an illustrated guidebook with participatory learning activities, including reading, singing, dancing, and interactive discussions, was effective in creating an engaging and enjoyable learning environment while enhancing students' involvement in understanding bullying-related issues. The combination of visual learning materials and experiential activities facilitated active participation and enabled students to develop a deeper understanding of the concepts presented. These findings are consistent with previous studies indicating that active and experience-based learning approaches can enhance students' comprehension and promote the internalization of social values among elementary school children (Prince, 2004; Mayer, 2021). Accordingly, the use of participatory and visually supported educational strategies may represent an effective approach for fostering anti-bullying awareness and positive character development in elementary school settings.

C. RESULTS AND DISCUSSION

The Creative Anti-Bullying Education through Participatory Learning Activities for Elementary School Students program helped participants identify different types of bullying and the negative impact it can have on people, and fostered an understanding of the importance of maintaining

a safe and supportive school environment. The program incorporated participatory elements, such as reading, music and dance, group discussions, and reflective thinking, using an illustrated guidebook. This finding supports previous research on the impact of interactive anti-bullying programs on students' understandings and their support for anti-bullying activities (Gaffney et al., 2019).

Previous research has also examined structured anti-bullying programs implemented over an extended period. For example, Bowes et al. (2024) evaluated KiVa across one school year in a multicenter cluster randomized controlled trial involving primary schools in the United Kingdom. Findings from other contexts have been more mixed. For example, a cluster randomized controlled trial of KiVa in Czech elementary schools did not find significant reductions in bullying and victimization after one year, suggesting that intervention outcomes may also depend on implementation and contextual factors (Klocek et al., 2024). Other interventions have also incorporated bullying-themed books and role-playing activities. For example, Wee et al. (2022) used bullying-themed picture books and role-playing activities to support young children's perspective-taking, empathy, and understanding of bullying. The current community-service project was conducted over a period of three hours and consisted of helping third graders analyze and discuss their peer group's behavior. Through this activity, children became aware of different ways of bullying, aggressive behavior, and peer group exclusion. Therefore, this program's contribution is to demonstrate how participatory anti-bullying learning may be adapted to a brief community-based educational context rather than to replace longer-term school-wide treatments.

The format of the session encouraged students to be more active participants as they considered different ways to discuss bullying and recognized different forms of bullying throughout their day. They became involved in activities, discussions, and other learning opportunities that enhanced their ability to identify bullying in various everyday situations. This format of learning closely aligned with Kolb's learning style, which integrates direct experience with reflection, as it involves the active participation of the student in the learning process (Kolb, 2015). Because the participants of the

session engaged in various activities and applied what they learned in discussions, it integrated active learning (Prince, 2004).

In addition, students became aware of how their actions influenced their peers. The focus of many group discussions was on the feelings of children who were the targets of teasing, name-calling, and social exclusion. Such group activities and discussion promoted care and concern for others, which may have a positive effect on social interaction and social development of the children. Our results largely corroborate previous studies reporting the association between bullying prevention programs and the development of children's empathy and care (Yeager et al., 2015). Given that our assessment was limited to children's verbal responses and observations over a short duration, we may be drawing tentative conclusions on children's awareness, but not children's behavior and empathy. The involvement of teachers may also be important for sustaining anti-bullying efforts beyond a single educational activity. Recent research highlights the role of teachers in recognizing bullying, supporting students, and responding appropriately to bullying situations (Dawes et al., 2024). Recent reviews also show that anti-bullying interventions vary considerably in their content, delivery, duration, and evaluation methods, suggesting that intervention design needs to be considered in relation to the characteristics and needs of the target students (Badger et al., 2024).

Overall, the exercise shows that teaching primary school pupils about anti-bullying principles may be done in a useful way through interactive learning. Students were able to engage with bullying as a societal issue rather than just as a definition to remember thanks to the combination of visual resources, interactive exercises, and reflection. The results should also be considered in the context of a single, three-hour community service project and an assessment based on verbal responses and observation. To determine whether the awareness created during the activity is sustained and translated into changes in daily behavior, longer and more methodical interventions, including parents and teachers, would be required.

D. CONCLUSION

Students' comprehension of bullying and knowledge of the significance of upholding a secure and encouraging school environment were both successfully enhanced by the Creative Anti-Bullying Education through Participatory Learning Activities for Elementary School Students program. In addition to encouraging active involvement, the mix of innovative instructional media and interactive learning activities promoted empathy, respect for one another, and constructive social relationships among students. These results imply that a useful and successful strategy for fostering character development and encouraging a more welcoming, courteous, and bullying-free school environment is participatory anti-bullying education.

Suggestion

To maximize its impact, anti-bullying education should be implemented continuously rather than as a one-time activity. Future programs should involve sustained collaboration among schools, teachers, and parents to reinforce positive behaviors and ensure the long-term effectiveness of bullying prevention efforts.

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prompts such as “Help me brainstorm ideas about bullying,” “Suggest relevant literature and keywords,” and “Please improve the grammar without changing the meaning.” All AI-assisted outputs were critically reviewed and revised by the authors, and relevant information and references were checked for accuracy. AI was used responsibly as a supporting tool and did not replace the authors’ intellectual contribution, analysis, interpretation, or decision-making. The authors remain fully responsible for the content of this manuscript.

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