



Indonesian Journal of Community and Special Needs Education

Journal homepage: <http://ejournal.upi.edu/index.php/IJCSNE/>



Online Microlearning Course Development Strategies for Enhancing Bullying Prevention Knowledge

*Mei Rismawati, Nabil Muttaqin**

Universitas Negeri Malang, Malang, Indonesia

*Correspondence: E-mail: muttaqin.nabil@um.ac.id

ABSTRACT

Workplace violence remains a critical concern in Indonesia, manifesting not only through explicit acts of aggression but also through more subtle and pervasive forms of bullying. These behaviors, often overlooked, have the potential to significantly undermine organizational culture and compromise the psychological well-being of employees. In response, a targeted research initiative has been launched to develop an innovative online training program entitled "Tackling Bullying: Prevention, Perpetrator Intervention, and Victim Advocacy." This training adopts an innovative microlearning approach, breaking down complex concepts into manageable modules. Given the increasing demand for digital learning services, such courses hold significant promise for workplaces. The research follows the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) to ensure a comprehensive analysis of participant needs and training objectives. The resulting curriculum consists of ten modules, each containing video and text-based learning materials, with an average expert rating of 3.42, indicating the effectiveness of the course. These findings underscore the relevance and potential impact of anti-bullying education through such digital training in today's learning landscape.

ARTICLE INFO

Article History:

Submitted/Received 20 Feb 2025

First Revised 14 Mar 2025

Accepted 04 May 2025

First Available online 05 May 2025

Publication Date 01 Sep 2025

Keyword:

Anti-bullying,

Microlearning,

Online course.

1. INTRODUCTION

1.1. Understanding Bullying Cases in Indonesia

The Indonesian term for bullying is "Perundungan," which etymologically refers to abusive actions where someone uses their power to harm or intimidate those weaker than themselves. This aligns with the widely accepted definition of bullying as aggressive behavior intentionally causing harm to victims and characterized by an imbalance of power (Chaux & Castellanos, 2015). Bullying can manifest physically (e.g., hitting, kicking, pushing), verbally (threats or unkind names), and psychologically (such as exclusion).

Workplace bullying is a significant organizational issue that has garnered attention from both academics and practitioners. Workplace bullying is akin to an iceberg—existing but often concealed and difficult to reveal (Braithwaite & Ahmed, 2019). This phenomenon is influenced by practical and methodological factors. Practically, victims or witnesses of bullying may remain passive or silent, hindering its detection. Methodologically, the lack of a standardized concept for workplace bullying contributes to gaps in research.

1.2. The Key Concept of Microlearning

In response to the unprecedented growth of online courses, an innovative approach has emerged to tackle the associated challenges: microlearning. This pedagogical method deconstructs complex concepts into smaller, manageable modules. Microlearning has gained rapid popularity due to its ability to enhance learner engagement and improve learning outcomes. By breaking down larger ideas into bite-sized pieces, learners can more easily grasp intricate concepts. Moreover, microlearning allows individuals to study at their own pace, alleviating the pressure and anxiety often linked to traditional learning methods. Beyond convenience and flexibility, microlearning has been shown to enhance information retention. Research indicates that presenting learning material in smaller chunks significantly improves retention because it reduces cognitive load—the mental effort required in working memory. Consequently, microlearning not only enhances comprehension but also promotes long-term retention of information (Karpicke & Roediger, 2007).

Microlearning is transforming the landscape of online course accessibility. By offering learners concise and targeted content, microlearning enables easy comprehension and retention of information. This approach encourages active learning while mitigating cognitive overload, as learners can engage with the material at their own pace. Moreover, microlearning provides personalized learning experiences, allowing learners to select modules aligned with their interests and needs. Additionally, it seamlessly integrates multimedia elements—such as videos, interactive quizzes, and infographics—enhancing engagement and memorability. This multimedia approach not only boosts learner satisfaction but also improves knowledge retention (Smirani & Yamani, 2024). Leveraging the advantages of microlearning, online course providers can attract more learners, enhance completion rates, and ultimately achieve commercial success.

Microlearning, currently experiencing a surge in popularity. By 2018, microlearning dominated the e-learning landscape, accounting for 60.7% of all digital learning experiences. The COVID-19 pandemic further accelerated its adoption, witnessing a 40% surge. Looking ahead, predictions point toward mobile learning as the preferred mode for microlearning by 2025. This trend underscores the effectiveness of microlearning in enhancing learner engagement, promoting active learning, and addressing the forgetting curve. As microlearning continues to evolve, it remains a powerful force in education and talent development (Величко & Федоренко, 2020).

1.3. Bullying Awareness

In workplaces, an anti-bullying culture is essential. Awareness ensures that employees, managers, and leaders understand that intimidation and other bullying tactics will not be tolerated. Organizations with a strong anti-bullying stance create an environment where employees feel safe, respected, and valued. Such a culture reduces workplace harassment and promotes employee well-being. High rates of workplace bullying lead to turnover, absenteeism, and decreased engagement. Additionally, organizations may face legal and reputational risks if bullying claims escalate. By prioritizing awareness and prevention, workplaces can foster healthier dynamics and enhance overall productivity.

Online courses provide a powerful platform for educating employers and employees about bullying. Through interactive modules, videos, and quizzes, participants gain a deeper understanding of what constitutes bullying, its various forms, and the impact it has on individuals. This course empowers employees to recognize bullying behaviors, intervene effectively, and become positive influences within their peer groups. For employers, online courses offer evidence-based strategies for prevention, intervention, and fostering safe workplace environments. By equipping everyone involved with knowledge and tools, online courses create a collective force against bullying. The accessibility of online courses is a game-changer. Participants can engage with anti-bullying content from their smartphones, tablets, or desktops—whether at home, in the office, or during their commute. This flexibility ensures that awareness-building efforts are not confined to specific times or locations. For instance, asynchronous training allows participants to learn at their own pace, while synchronous sessions can be integrated into Learning and Development programs or virtual learning environments. Online courses break down barriers, reaching diverse audiences and promoting consistent messaging about bullying prevention.

Organizations must equip employees and leaders with bullying prevention training. These courses raise awareness about workplace bullying, emphasizing its detrimental effects on employee well-being, productivity, and organizational culture (Hayat & Afshari, 2021). By understanding the signs of bullying and learning effective intervention strategies, employees become active contributors to a respectful and supportive work environment (Arora, 1996). Online courses also address the role of organizational culture in preventing bullying, emphasizing that everyone, from top management to frontline staff, plays a crucial part in fostering a safe workplace.

2. METHODS

Crafting an online course is a multifaceted process that demands a systematic and structured approach (Kuhrmann, 2015). Prototyping models play a crucial role in this endeavor, providing a robust framework for iteratively conceiving, designing, and refining the course. In this development, we rely on the ADDIE model—a comprehensive methodology for course creation. ADDIE stands for Analysis, Design, Development, Implementation, and Evaluation (Bukhori *et al.*, 2022). It begins with a thorough analysis of learner needs and course objectives. Next comes the meticulous design phase, where we create a detailed blueprint of the course structure and content. The development phase involves crafting course materials and interactive components. Subsequently, during implementation, the course is delivered to learners via a user-friendly platform. Finally, the evaluation stage rigorously assesses the course's effectiveness, incorporating feedback for ongoing enhancement. In online course development, the Design phase within the ADDIE model plays a crucial role in shaping a successful instructional experience. During this phase, the course's foundational structure is established, encompassing objectives, instructional strategies,

content, and assessment methods. It's here that topic selection and curriculum development become essential. Creating a course outline—listing main topics and subtopics—is a key step. Additionally, the curriculum design aligns with the learning environment of the chosen Learning Management System or commercial e-learning platform.

Following the design phase, the 'Develop' stage comes into play. Here, the actual production of course materials occurs. This multifaceted process involves creating both learning activities and learning objects. Learning activities are structured according to the model applied by the Learning Management System. Meanwhile, learning objects encompass the synthesis of instructional materials, including content creation and the incorporation of multimedia elements such as videos, images, and interactive components.

After the development stage, there is the crucial yet not fully public implementation phase. Here, the planned course starts to come alive, although it hasn't been released to the general student population. During this phase, course designers integrate various course materials—such as lectures, readings, discussions, quizzes, and assignments—into the selected Learning Management System. This stage serves as a critical checkpoint to ensure a seamless learning experience. The implementation stage is then followed by a comprehensive evaluation of the course's effectiveness. The Evaluation stage of the "Tackling Bullying: Prevention, Perpetrator Intervention, and Victim Advocacy" course is a continuous, multifaceted process. It includes expert validation, which ensures the content and teaching methods are in line with industry standards and proven pedagogical practices. At the outset of the review process, experts engage in a thorough examination of the course. They assess various components, including course content, instructional methods, multimedia elements, and assessment techniques. This comprehensive evaluation allows them to pinpoint both the course's strengths and areas for improvement. Subsequently, based on their findings, they propose adjustments to the content and instructional strategies, ultimately enhancing the overall quality and effectiveness of the course.

3. RESULTS AND DISCUSSION

3.1. Results

3.1.1. Analysis: The need for anti-bullying training

The identified trends in workplace bullying highlight a pressing need for innovative and accessible training solutions. With the increasing demand for digital learning, a comprehensive online training program presents an effective means to address this issue at scale. The development of the program titled "Bullying: Prevention, Perpetrator Intervention, and Victim Advocacy" aligns with this need, aiming to equip individuals and organizations with the knowledge and skills to prevent bullying and advocate for victims. The program's focus on workplace settings ensures its relevance across diverse audiences, enhancing its potential impact.

3.1.2. Design: Curriculum and course outline

The course curriculum provided here is the culmination of two interrelated steps within the ADDIE approach: design and development. In the design phase, the journey begins with a needs assessment, understanding learners' requirements, establishing clear learning objectives, selecting content, and ensuring logical organization. Subsequently, in the development phase, content creation, materials production, technology integration, and pilot testing breathe life into the curriculum. It serves as a clear roadmap, guiding learners through the topic in a way that facilitates understanding and knowledge retention.

The curriculum for 'Tackling Bullying: Prevention, Perpetrator Intervention, and Victim Advocacy' is as follows: Module 1: Understanding Bullying. In this module, participants explore the definition of bullying. They learn about various types, including verbal, physical, relational, and cyberbullying. Additionally, participants understand the underlying causes behind bullying behavior. The module emphasizes distinguishing bullying from ordinary conflicts and recognizing its impact within educational and workplace settings. Module 2: Identifying (Victims of) Bullying. This module focuses on recognizing victims of bullying. Participants learn to identify physical and psychological signs that someone may be experiencing bullying. Additionally, they explore social and emotional reactions exhibited by victims and understand the academic effects. Armed with this knowledge, participants are better equipped to respond effectively. Module 3: Bullying Prevention. Participants discover strategies for creating an inclusive culture within educational and workplace environments. The module highlights the importance of implementing anti-bullying policies and provides practical steps for effective policy adoption. Module 4: Handling Bullying Cases. Addressing bullying incidents is the central theme of this module. Participants learn how to respond appropriately when bullying occurs. The module also outlines the role of counselors and introduces restorative approaches for intervention. Module 5: Addressing Bullying Perpetrators. This module delves into disciplinary procedures for perpetrators of bullying. It covers rehabilitation programs designed to address their behavior and prevent recurrence of bullying incidents; Module 6: Advocacy for Bullying Victims. Participants explore ways to support victims during their recovery process. The module emphasizes building support networks and advocacy efforts to create a safer environment. Module 7: Anti-Bullying Policies and Regulations. In this module, participants examine institutional policies related to bullying. They explore policy implementation, evaluation methods, case study analyses, and sustainable program design; Module 8: Technology's Role in Bullying Prevention. Participants gain insights into how technology can play a crucial role in preventing bullying. The module covers digital tools for reporting incidents and discusses both the risks and benefits associated with technology in this context. Module 9: Addressing Cyberbullying. Focusing specifically on cyberbullying, this module defines different types and discusses their impact on students and employees. Participants learn strategies to address and prevent cyberbullying effectively; Module 10: Family Engagement. Participants explore the vital role family members play in bullying prevention. Effective communication between institutions and families, along with building family support for bullying victims, will be key topics covered in this module.

3.1.3. Development: Learning object and learning activities

The main delivery of instruction in this course is through explainer videos. These videos are designed to effectively convey complex ideas in a visually appealing and engaging manner, allowing learners to acquire the necessary knowledge and skills. When creating these teaching videos, it is important to consider several key features that aim to enhance the learning experience and capture the attention of the audience. To enhance the effectiveness of the video-based lessons, text-based content is strategically incorporated into the course materials (Pollock *et al.*, 2023). This integration aims to enrich the online learning environment by providing learners with a variety of learning modalities to accommodate different preferences. By including text-based content, a more comprehensive exploration of the subject matter is made possible, allowing for detailed explanations that may not be feasible within the time constraints of video presentations. This synergistic relationship between video and text-based content serves to complement each other's strengths and mitigate potential weaknesses, thereby optimizing the overall learning.

3.1.4. Implementation: The online anti-bullying training program

The implementation phase of the "Tackling Bullying: Prevention, Perpetrator Intervention, and Victim Advocacy" training program focuses on delivering accessible and effective learning solutions to a wide audience. To meet the growing demand for digital education, the course has been designed as a fully online program and published on Udemy.com, a globally recognized e-learning platform. By leveraging Udemy's extensive reach and user-friendly interface, the course ensures accessibility for workplaces, enabling learners from diverse backgrounds to engage with the content at their own pace. This strategic choice facilitates the broad dissemination of anti-bullying education, maximizing its impact across Indonesia and beyond.

3.1.5. Evaluation: Expert's review

Massive open online courses (MOOCs) have become increasingly prominent due to their ability to reach a wide audience and scale effectively. However, there is ongoing scrutiny regarding their effectiveness in real educational settings (Dell'Acqua, 2014). One method for evaluating the quality of these courses is through expert review, which serves as a validation tool to assess their relevance and educational value. Expert review plays a critical role in the development of online courses by helping to maintain educational standards. It offers an objective evaluation of the course content, instructional design, and delivery methods. By examining the course from a pedagogical perspective, expert review ensures that it aligns with the intended learning objectives and outcomes, ultimately enhancing its quality and relevance within a Learning and Development context.

The review process commences with a thorough examination of the course by experts. They meticulously assess the course content, instructional techniques, multimedia components, and assessment methodologies. This comprehensive evaluation aims to identify the course's strengths and areas that require enhancement. After the review, recommendations for modifications to the course content and instructional strategies may be proposed based on their assessment. These suggestions are then integrated into the course, thereby augmenting its quality and efficacy.

The experts utilized a structured questionnaire as the primary tool for their analysis. Each specific aspect underwent careful evaluation and was assigned a numerical rating on a scale from 1 to 4, with 1 denoting the lowest and 4 representing the highest rating. This systematic approach facilitated a quantitative and comparative examination of the various components of the course. The subsequent results, derived from this methodical evaluation, have been summarized and presented in the form of a tabular compilation, denoted as **Table 1**, for clarity and further discussion.

Table 1 offers a detailed presentation of the expert evaluation results based on a structured questionnaire designed to assess the quality of various components of the course. Each evaluation aspect was rated on a 4-point scale, where 1 indicates the lowest level of quality and 4 represents the highest. This quantitative approach enabled a systematic, aspect-by-aspect analysis of the course, contributing to a clear and data-driven understanding of its strengths and areas for improvement. The Curriculum component was assessed across three key aspects. *Logical Progression* received the highest possible score of 4, indicating that the sequence and flow of topics were viewed as highly coherent and pedagogically sound. *Alignment with Learning Objectives* scored 3, suggesting a generally good correspondence between the course structure and its intended outcomes, although with some room for refinement. *Flexibility* also received a top score of 4, implying that the curriculum is adaptable to different learner needs or instructional contexts—an important feature in contemporary

educational design. Under the Content category, three aspects were evaluated. *Relevance and Accuracy* earned a score of 4, demonstrating that the information provided was both current and aligned with the subject matter. However, *Depth of Material* received a score of 2, indicating a notable area of concern. This suggests that while the content is accurate, it may lack sufficient complexity or comprehensiveness to fully meet learners' needs or expectations. *Practical Application* was rated 3, implying that the content includes relevant examples and real-world applicability, albeit not at the highest level. The Learning Delivery category was the most extensively reviewed, with five aspects analyzed. *Production Quality* achieved a perfect score of 4, highlighting a high standard in terms of audiovisual clarity, design, and technical execution. *Engagement and Interactivity* and *Clarity, and Readability* were both rated 3, suggesting a solid but improvable performance in facilitating learner interaction and comprehension. *Engagement*—measured separately as a focused aspect—was awarded a 4, underscoring the course's ability to capture and sustain learner attention. Lastly, *Accessibility and Inclusivity* received a score of 4, reflecting a commendable effort in making the course usable and welcoming to a diverse range of learners, including those with disabilities or varied learning needs.

Table 1. Evaluation aspects.

Review Category	Evaluation Aspect	Score
Curriculum	Logical Progression	4
	Alignment with Learning Objectives	3
	Flexibility	4
Content	Relevance and Accuracy	4
	Depth of Material	2
	Practical Application	3
Learning Delivery	Production Quality	4
	Engagement and Interactivity	3
	Clarity and Readability	3
	Engagement	4
	Accessibility and Inclusivity	4

Table 2 presents a comprehensive overview of the expert validation findings for each component, encompassing the descriptive analysis of each evaluation category and the holistic appraisal of the course efficacy. **Table 2** provides a comprehensive overview of the expert validation findings across key components of the course, highlighting both individual and overall evaluations. The review encompasses four major categories: Curriculum, Content, Learning Object, and Overall Assessment. Each category was evaluated using a weighted mean score accompanied by a verbal interpretation to reflect expert consensus on course efficacy. The first evaluation category, Curriculum, received a weighted mean score of 3.67, which corresponds to the verbal interpretation of "Very Effective." This high rating indicates that the curriculum was deemed to be well-structured, coherent, and aligned with the intended learning outcomes. Experts likely recognized the curriculum's relevance, logical sequencing, and ability to support learner progression, thus affirming its strength as a foundational element of the course. The second category, Content, was assigned a weighted mean of 3.00, interpreted as "Effective." While this rating suggests that the course content meets basic quality standards and fulfills its instructional purpose, it also indicates potential areas for improvement. Experts may have noted gaps in depth, clarity, or alignment with current best practices and subject knowledge. As such, this component presents an opportunity for further refinement to enhance content richness and learner engagement. The third category, Learning Object, received a weighted mean score of 3.60, which again falls

within the "Very Effective" range. This rating reflects strong expert approval of the digital or multimedia resources used in the course, including interactive tools, visual aids, simulations, or assessments. The high score suggests that these learning objects significantly contributed to the learning experience by supporting different learning styles, enhancing motivation, and reinforcing content comprehension. Lastly, the Overall evaluation yielded a weighted mean of 3.42, leading to an overall classification of the course as "Effective." This cumulative rating reflects a generally positive expert assessment, acknowledging the course's ability to meet its educational goals while also identifying areas that could benefit from continued enhancement. The fact that the overall score did not reach the "Very Effective" threshold, despite high scores in curriculum and learning objects, may point to the need for targeted improvements in the content area to ensure a more balanced and uniformly high-quality course design.

Table 2. Comprehensive overview of the expert validation findings for each component

Review Category	Weighted Mean	Verbal Interpretation
Curriculum	3.67	Very Effective
Content	3.0	Effective
Learning object	3.6	Very Effective
Overall	3.42	Effective

3.2. Discussion

The expert validation findings presented in **Tables 1 and 2** provide valuable insights into the strengths and areas for improvement within the course design. Drawing from both a granular, aspect-level assessment (**Table 1**) and a holistic component-based evaluation (**Table 2**), the discussion below synthesizes these findings to offer a comprehensive understanding of the course's overall quality and instructional soundness.

3.2.1. Curriculum: High effectiveness and coherent structure

The curriculum component consistently received strong evaluations across both tables, indicating a well-structured and pedagogically sound foundation. In Table 1, the curriculum was assessed through three specific aspects: *Logical Progression* (score = 4), *Alignment with Learning Objectives* (score = 3), and *Flexibility* (score = 4). These results suggest that the curriculum exhibits a clear and coherent flow of topics, which is crucial for facilitating learner understanding and knowledge construction. The top rating for *Logical Progression* implies that course designers have successfully sequenced content in a manner that supports progressive learning.

However, the slightly lower score for *Alignment with Learning Objectives* suggests that, while the curriculum generally corresponds with the intended outcomes, there may be opportunities to refine the connection between learning activities and goals. This finding is further supported by the weighted mean score of 3.67 for the curriculum component in Table 2, which is interpreted as "Very Effective." This rating reinforces the curriculum's strength but also signals the importance of maintaining a continuous alignment check between content delivery and outcome expectations. From the course curriculum, it can be identified that this course provides a comprehensive exploration of Prevention, Perpetrator Intervention, and Victim Advocacy. This meticulously designed curriculum equips participants with a multifaceted understanding of bullying dynamics and effective strategies for intervention. It covers diverse aspects, including defining different types of bullying, recognizing victims' signs, implementing prevention strategies, responding to incidents, addressing perpetrators, and advocating for victims (Kristensen & Smith, 2003).

3.2.2 Content: Relevance versus depth

The content component presents a more nuanced evaluation. As shown in Table 1, *Relevance and Accuracy* were rated highly (score = 4), indicating that the material is up-to-date and aligned with the domain knowledge. *Practical Application* received a moderate score of 3, suggesting that the course content includes examples or tasks with real-world applicability. However, the *Depth of Material* received a notably low score of 2, pointing to a critical area for improvement. This rating implies that while the content may be correct and relevant, it potentially lacks the necessary depth to fully support advanced learning or critical engagement. This issue is mirrored in **Table 2**, where the content component received a weighted mean of 3.0, corresponding to an "Effective" rating. Although the rating suggests basic adequacy, it does not reach the "Very Effective" level attained by other components. The gap between relevance and depth implies that future iterations of the course would benefit from expanding content richness, integrating more complex case studies, in-depth explanations, or opportunities for learners to critically analyze and apply the material in various contexts. By combining knowledge and practical skills, this curriculum equips and encourages participants to create safer environments and combat bullying effectively (Arora, 1996).

3.2.3. Learning Object and Delivery: Technological and Instructional Strength

The analysis of learning delivery and learning objects reveals a strong performance in terms of instructional materials and technological support. In **Table 1**, *Production Quality, Engagement, Accessibility, and Inclusivity* were all awarded the highest score of 4, indicating excellence in the technical and user-centered design of the course. These high marks suggest that the course materials are well-produced, appealing, and accessible to diverse learners, including those with special educational needs.

Meanwhile, aspects such as *Engagement and Interactivity* and *Clarity and Readability* received slightly lower scores (3), pointing to minor areas that could be enhanced to further enrich learner interaction and clarity. These findings are aligned with **Table 2**, where the *Learning Object* category received a weighted mean of 3.6 and was rated as "Very Effective." This rating confirms that the learning resources—likely including videos, visuals, simulations, and assessments—are not only well-integrated but also significantly contribute to the overall learning experience. It is worth noting that the expert evaluators distinguished *Engagement* as both a part of interactivity and a standalone aspect, possibly to emphasize its importance in online or blended learning environments. The consistently high scores in this area affirm the course's ability to sustain learner interest and motivation, an essential feature for ensuring completion and knowledge retention in self-directed or remote learning settings.

The integration of video and text-based learning materials addresses diverse learning preferences, providing an inclusive learning experience for participants (Bell, 2002). To begin with, it heightens learner engagement by capturing their attention and involving them actively in the learning process, thereby increasing motivation and improving knowledge retention and application. Moreover, presenting intricate ideas and concepts in a visually appealing and interactive manner assists learners in comprehending and retaining the content more effectively. The flexibility and accessibility of teaching videos enable learners to access the material at their convenience, reinforcing their understanding (Talarico, 2020). Additionally, engaging teaching videos stimulate multiple senses, aiding in information processing and retention, while storytelling techniques and interactive elements enhance the memorability of the learning experience. Lastly, incorporating teaching videos can offer a cost-effective solution compared to traditional instructional methods, as they can be reused

for multiple cohorts of learners, reducing the need for repetitive training sessions and saving time and resources.

3.2.4. Overall evaluation and implications

The Overall score reported in Table 2 is 3.42, interpreted as "Effective." While this indicates a generally favorable evaluation, it also reflects a composite outcome influenced by lower scores in specific content aspects. Despite the high ratings in curriculum and learning objects, the overall effectiveness of the course is moderated by the identified weakness in content depth. This result underscores the importance of treating course development as an integrative process where the success of the whole depends not only on strong individual components but also on their balanced integration. A course with excellent structure and multimedia delivery may still fall short in achieving optimal educational outcomes if the content does not provide sufficient cognitive challenge or opportunities for deeper learning (Mayer & Chandler, 2001). Thus, the findings from both tables suggest a clear direction for improvement: while preserving the strengths of the curriculum structure and instructional resources, course developers should focus their efforts on enhancing content depth and ensuring that learning materials promote critical thinking, application, and analysis (Harida, 2023). This could involve incorporating tiered content, supplementary readings, or problem-based learning activities that challenge learners at various cognitive levels.

By implementing this training program through Udemy, the initiative successfully overcomes geographical and logistical barriers often associated with traditional in-person training. The platform's global accessibility ensures that the course can reach not only Indonesian learners but also a wider international audience, amplifying its relevance in addressing bullying across diverse contexts. This broad reach, combined with the course's evidence-based content, reinforces its potential as a scalable solution for fostering safe, inclusive, and supportive environments in schools and workplaces alike.

A key strength of the program lies in its ability to leverage digital platforms to deliver content efficiently and effectively. By hosting the course on Udemy.com, the training overcomes traditional barriers to education, such as time, geography, and accessibility. The user-friendly nature of the platform ensures that learners from various educational and professional backgrounds can engage with the material at their own pace. Furthermore, the microlearning approach not only facilitates knowledge retention but also accommodates the busy schedules of workplace professionals and students, making it a highly adaptable solution. This combination of accessibility and flexibility is particularly significant in today's learning landscape, where digital education is increasingly becoming the preferred mode of training delivery.

4. CONCLUSION

Bullying awareness is crucial in workplaces due to its significant impact on individual well-being and organizational health. An anti-bullying culture ensures that all employees understand that intimidation and harassment are unacceptable, promoting a safe and respectful work environment that enhances productivity and employee satisfaction. Online courses play a pivotal role by providing flexible, accessible training on bullying prevention for employers and employees, equipping them with the knowledge and strategies to combat bullying effectively. By prioritizing bullying awareness and prevention across all these platforms, we can create safer, more supportive environments for everyone involved.

The development process of the online course is meticulously structured around the renowned ADDIE model, which serves as the cornerstone for creating a high-quality, learner-

centric experience. This model provides a systematic approach that encompasses comprehensive analysis, meticulous design, informed development, effective implementation, and rigorous evaluation. By following this iterative process, the course is tailored to meet the specific needs of learners while aligning with educational objectives. Furthermore, the ADDIE model ensures that the course encourages active participation and engagement, ultimately resulting in a top-notch learning experience. This methodical approach not only guarantees the effectiveness of the course but also enables continuous improvement through rigorous evaluation and refinement.

In conclusion, the course 'BULLYING: Prevention, Perpetrator Intervention, and Victim Advocacy' provides a comprehensive and in-depth exploration of bullying dynamics and effective intervention strategies. It encompasses various aspects such as identifying different types of bullying, recognizing signs of victimization, implementing prevention tactics, responding to incidents, addressing perpetrators, and advocating for victims. The course also emphasizes the creation of an inclusive culture within workplace settings. The meticulously designed curriculum aims to equip participants with a multifaceted understanding of bullying, empowering them to create safer environments and effectively combat bullying. Through a combination of knowledge and practical skills, the course seeks to enable individuals to intervene in bullying situations and support victims during their recovery process. Additionally, it delves into institutional policies related to bullying and the influence of technology in prevention. Ultimately, the course aims to provide participants with the necessary tools to prevent, intervene, and advocate for victims of bullying.

The primary mode of instruction, through explainer videos, is carefully crafted to deliver complex concepts in a visually stimulating and engaging manner, with a focus on enhancing the learning process and sustaining viewer interest through thoughtful visual design, clear explanations, and interactive elements. This approach aims to facilitate the effective absorption of the material presented and the development of a strong foundation of knowledge and skills.

In conclusion, the overall evaluation of the course indicates its effectiveness, with high praise for the curriculum and learning delivery components. The logical progression, flexibility, production quality, engagement, and inclusivity have all been acknowledged as strong points. However, there are specific areas within the content that could benefit from improvement, particularly in terms of depth. Addressing these areas has the potential to further enhance the overall effectiveness of the course, providing a more comprehensive and enriching learning experience for all participants. The insights from expert evaluations will play a crucial role in guiding future strategies for online course development, ensuring the continued effectiveness and quality of educational platforms. With these considerations in mind, the course can be refined to better meet the needs of its students and maintain its position as an effective educational resource.

5. ACKNOWLEDGMENT

We thank all parties involved in this research, especially the State University of Malang, and everyone who was involved in this research.

6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

7. REFERENCES

- Arora, C. M. J. (1996). Defining bullying. *School Psychology International*, 17(4), 317–329.
- Bell, D. (2002). Making science inclusive: providing effective learning opportunities for children with learning difficulties. *Support for Learning*, 17(4), 156–161.
- Braithwaite, V., and Ahmed, E. (2019). Looking beneath the iceberg: can shame and pride be handled restoratively in cases of workplace bullying. *The International Journal of Restorative Justice*, 2(2), 209–234.
- Bukhori, H. A., Sunarti, S., Widyatmoko, T., and Ting, H. L. (2022). ADDIE method for implementation of virtual reality in online course using model project-based learning. *Jurnal Inovasi Pembelajaran*, 8(1), 33-41.
- Chaux, E., and Castellanos, M. (2015). Money and age in schools: Bullying and power imbalances. *Aggressive Behavior*, 41(3), 280–293.
- Dell'Acqua, S. (2014). Massive Open Online Courses (MOOCs): Is it real democracy?. *European Journal of Educational Sciences*, 1(2), 49-57.
- Harida, R. (2023). YouTube to promote critical thinking in critical listening course. *Journal of English Language Learning*, 7(1), 363–373.
- Hayat, A., and Afshari, L. (2021). Supportive organizational climate: a moderated mediation model of workplace bullying and employee well-being. *Personnel Review*, 50(7/8), 1685–1704.
- Karpicke, J. D., and Roediger, H. L. (2007). Expanding retrieval practice promotes short-term retention, but equally spaced retrieval enhances long-term retention. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 33(4), 704–719.
- Kristensen, S. M., and Smith, P. K. (2003). The use of coping strategies by Danish children classed as bullies, victims, bully/victims, and not involved, in response to different (hypothetical) types of bullying. *Scandinavian Journal of Psychology*, 44(5), 479–488.
- Kuhrmann, M. (2015). Crafting a software process improvement approach for retrospective systematization. *Journal of Software: Evolution and Process*, 27(2), 114–145.
- Mayer, R. E., and Chandler, P. (2001). When learning is just a click away: Does simple user interaction foster deeper understanding of multimedia messages? *Journal of Educational Psychology*, 93(2), 390–397.
- Pollock, M., Schmulian, A., and Coetzee, S. A. (2023). Do team-based written or video explanations of course content enhance accounting students' knowledge, communication, and teamwork skills? *Journal of Accounting Education*, 65, 100873.
- Smirani, L., and Yamani, H. (2024). Analysing the impact of gamification techniques on enhancing learner engagement, motivation, and knowledge retention: A structural equation modelling approach. *Electronic Journal of E-Learning*, 22(9), 111–124.
- Talarico, D. (2020). Market effectively to adult learners by understanding generational differences. *Recruiting and Retaining Adult Learners*, 22(5), 1–3.
- Величко, В., and Федоренко, О. (2020). Organization of educational activities on microlearning technology during the COVID-19 pandemic, *E-Learning TeXnology*, 4(0), 67–75.