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The Development of the Early Childhood Teacher's Activity Ability using the Augmented Reality Storybook Set to Lessen Issues and Foster Resilience from Bullying for Early Childhood

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Abstract

This research aims to (1) Develop of augmented reality storybook set to lessen issues and forster resilience from bullying for early childhood (2) Study the activity ability using the set of augmented reality storybook set for early childhood teachers (3) Compare the bullying behavior of early childhood before and after activities. The sample consisted of 9 teachers and 90 children. The research method is R&D divided into 4 steps: (1) Study and analysis of basic data, instruments are document analysis, interviews, and questionnaires. (2) Development of an augmented reality storybook set, instruments are an augmented reality storybook set and manual (3) Experiment, instruments is an plan and 4) Evaluate effectiveness, instruments are the ability assessment form and the behavior assessment. The statistics used for data analysis were content analysis, mean, standard deviation and t-test dependent. The research finding were as follows: (1) The augmented reality storybook set is a three-dimensional picture story that promotes the good words, non-violent force, reducing social bullying and foster resilience from bullying for early childhood (2) The ability of early childhood teachers in overall was at the high level (3) The bullying behavior of early childhood after learning was higher than before, with statistical significance at the 0.01 level.

Keywords: The Augmented Reality, Storybook Set, Activity Ability, Bully, Early Childhood

Introduction

According to Child Adolescent Mental Health Rajanagarindra Institute statement, bullying in school causes emotional and physical damage to the victims. It has an impact on mental health, fear, miserable feeling, sociability, and studying. Moreover, it causes school insecurity whether the bullies did it deliberately or not. It always occurs from a situation where the victim is less influential than the bully in terms of emotions, physical strength, intelligence, or social standing. Besides, the disparities of religion, nationality and gender can also contribute to bullying behavior. Children who identify as LGBTQ+, as

well as those with disabilities or special needs, and those with different appearances, are always the victims ([Child Adolescent Mental Health Rajanagarindra Institute, 2018](#)).

In 2018, research conducted by the Ministry of Public Health's Department of Mental Health examined that Thailand is ranked second in the world for bullying violence, with a high violence statistic involving 600,000 individuals, or 40% of all students in the school and this can be founded since in the early childhood. 80% of Thai children and juvenile faced threatening, bullying in school and cyberbullying at the first level of Asia. Furthermore, the Thai children and juvenile survey revealed that 28% of them believe that bullying is commonplace meanwhile 39% of them believe that bullying is enjoyable and 59% of the rest were bullied ([Department of Mental Health, 2018](#)). It's typical for grown-up children to discover how to navigate their new social environments and deal with bullying without parental guidance and the support of their families. Previously, the majority of people were unaware of how bullying, harassment, threats, and in public spaces or among crowds may lead to this serious issue in Thai culture. Nowadays, we need to accept that bullying became a terrible issue due to it does not only happen to a number of children but also can cause to death. Consequently, the large amount of senior high school has committed suicide because of bullying in school about being fat. The junior shot themselves to death as a result of physical and verbal bullying about gender differences and the primary students committed suicide by hanging himself when their friends made fun of their looks and financial situation. Thus, bullying is receiving increased attention in Thai society.

Apart from that, the study has shown that the bullies and victims or the ones who play both roles are more likely to experience mental health issues than students who do not ([Evans et al., 2014](#)). Teachers play an important role to create classroom culture ([Ayik & Atas, 2014](#); [Ayik & Atas Akdemir, 2015](#)). The teachers who obviously try to against and control bullying in classroom has a great influence on this issue. In another hand, the ignorance teachers are the negative reinforcement. Therefore, classroom management is handling and dealing

with the relationship and interpersonal behavior of children. That's why teachers play a crucial role to deal or prevent bullying in school when it occurs because this issue effects mental health and long-term behavior on the bullies and victims.

According to the study, early childhood development guidelines can help to lessen problems, foster resilience, educate early childhood, and act as a barrier to stop bullying others and deal with bullying that comes in. Story telling is the media to work with this development. In order to make it more interesting is using Augmented Reality (AR) and the researcher intends to develop the virtual story telling that will stimulate fun and attention to learn for children. This is new and intriguing for children because they can participate in. Telling new style of stories is to create the characters in the book to be alive and moveable which makes the children excited, curios and enthusiastic to pay attention in the stories. In order to apply the virtual story to the lesson become easier because of Technology. Nowadays, education Augmented Reality (AR) development is easily available; for example, making AR book that use 3D pictures demonstrating to gain well attention to the children ([Hirankoed, 2014](#)).

As the issue mentioned above, the research develops AR stories to lessen problems, foster resilience for early childhood bullying by solving problem practicing and deciding and learning the stories that insinuate bullying so that the children can learn and realize how serious of bullying is. The early childhood educator is being trained by the researcher to apply the innovation in the school as an example of lessening issues and fostering resilience for early childhood bullying appropriately and effectively, including enhancing resilience, educate early childhood, and act as a barrier to stop bullying others and deal with bullying that comes in. By doing so, they can live their lives more effectively and avoid causing trouble for others.

Method

This research aimed 1) to develop The Augmented Reality Story Telling to lessen problems and foster bullying resilience for early childhood. 2) to study the activity management ability by using The Augmented Reality Story Telling to lessen problems

and foster bullying resilience for early childhood. 3) to compare the bullying behavior between before and after using The Augmented Reality Story Telling to lessen problems and foster bullying resilience for early childhood

The sample group used in this research is 1) male and female early childhood teachers at the age 25-55 who is in charge of second level in semester 2, academic year 2023 at Thesaban 3 School, Wat Chanthra was Community, under the Department of Local Administration Promotion; Phetchaburi Kindergarten School, Mueang District, Phetchaburi Province, under the Office of the Primary Educational Service Area, Phetchaburi Area 1 and Government Savings Bank School, Bang Saphan District, Prachuap Khiri Khan Province, under the jurisdiction of the Prachuap Khiri Khan Primary Educational Service Area Office 1. There are 3 schools and 3 teachers each so there are 9 in total. Required teacher is a bachelor's degree or above, at least three years of early childhood teaching experience, and no prior training in problem-solving techniques or developing protective factors against bullying in young children. It came from a cluster sampling. Furthermore, there are two groups of preschoolers, one for males and one for females, who are enrolled in kindergarten 2, semester 2, academic year 2023 at Thesaban 3 School, Wat Janthawas Community, under the Department of Local Administration Promotion; the other is Phetchaburi Kindergarten School, Mueang District, Phetchaburi Province, under the Office of Phetchaburi Primary Educational Service Area 1; both schools are part of the Office of Prachuap Khiri Khan Primary Educational Service Area 1. In total, there are 3 of these groups of early childhood, 30 people each, a total of 90 people, obtained from cluster sampling.

This research uses the research method of research and development (R&D) by using the mixed methods experimental [Intervention] design. The research methodology details are 4 steps as follows:

Step 1 Research (R1): Examine and evaluate the fundamental data (Analysis: A) regarding the evolution of early childhood educators' capacity to plan activities utilizing augmented reality story sets in order to lessen issues and foster resilience from bullying. Following research instruments employed:

- Document analysis form is used to record and analyze concepts, principles, and theories related to the development of the ability to organize activities using augmented reality story sets for early childhood teachers to lessen issues and foster resilience from bullying for early childhood. The index of consistency (IOC) value is 1.00.
- Opinion interview form of early childhood teachers and experts, consisting of 5 items, is a structured interview form with open-ended questions. The interview questions focus on opinions regarding the format of organizing activities using augmented reality story sets for early childhood teachers to reduce problems and create immunity against bullying for early childhood. The IOC value is 1.00.
- The needs questionnaire of early childhood, consisting of 3 sections, totaling 9 questions, is a structured questionnaire with open-ended and closed-ended questions. The questions asked about the needs for organizing activities using augmented reality story telling, with an index of consistency (IOC) of 1.00.

Step 2 Development (D1): Design and Development (D&D) a set of augmented reality stories to promote the ability of early childhood teachers to organize activities to reduce problems and create immunity against bullying for early childhood. The research instruments used were a set of augmented reality stories and a manual for using the set of augmented reality stories, consisting of 4 stories: 1) Moo Foi Loves Himself 2) Don't Dislike Me 3) Big-Eyed Noisy and 4) The Naughty Wolf, with an index of consistency (IOC) of 1.00.

Step 3 Research (R2): Implementation: 1) Augmented Reality Story telling to Promote Early Childhood Teachers' Activity-Organization Ability to lessen issues and foster resilience from bullying for early childhood according to the Pre-Experimental Design Research Model Using a One-Shot Case Study and Comparing Early Childhood's Bullying Behavior before and after the activity (The One-Group Pretest-Posttest Design). The research instruments were 16 activity plans using the augmented reality story telling, consisting of activity plan names, learning objectives, activity

implementation methods, learning media/resources, and assessments, with an IOC value of 1.00.

Step 4 Development (D2): Evaluation (E) Development of the ability to organize activities using augmented reality story telling for early childhood teachers to lessen issues and foster resilience from bullying for early childhood.

- The activity ability assessment form is divided into five aspects: learning activities preparation, learning activities organizing, Teacher's personality, media using to organize activities, and measuring and evaluating early childhood according to Rubric Score 3 Levels, Consistency Index (IOC) between 0.67-1.00
- The assessment of bullying behavior in early childhood is divided into 3 areas: physical

bullying, verbal bullying, and social bullying. The scores are given according to the rubric scoring criteria at 3 levels with an index of consistency (IOC) between 0.67-1.00.

Data Collection

- Early childhood teachers participated in the project. In order to lessen issues foster resilience from bullying for early childhood, the researcher trained the teachers in early childhood education how to plan activities using the augmented reality story telling in accordance with the activity plan. The following information about the training on using the augmented reality story telling is displayed in Table 1.

Table 1 Instruction of usage the Set of Augmented Reality Stories Telling for Early Childhood Teachers to reduce Problems and Immunity against Bullying of Early Childhood

No	Topic
1	A lecture 'The definition, description, the category and the benefit of the set of augmented reality stories telling, the storytelling technique of using augmented reality stories telling and Using an application in processing of the augmented reality technology' and responding to the doubtful questions.
2	Suggestion and practising activities following the activity plan of using the set of augmented reality stories telling. • The researchers suggest using QR CODE of the set of augmented reality stories telling. • The researchers suggest 4 stories and activity plans and give an example of storytelling to participants. The 1st plan is the enhancing experiences (the enhancing of using appropriate words) The 2nd plan is the enhancing experiences (the enhancing of good behaviours) The 3rd plan is the enhancing experiences (the enhancing of reducing social bullying) The 4th plan is the enhancing experiences (the enhancing of resilience from bullying) • Suggest the method of collecting information to evaluate a behaviour for early childhood.

- We conducted the experiment with early childhood by observing the bullying behavior of them before the experiment and conduct the experiment by using experience-enhancing activities every Tuesday, Wednesday, Thursday and Friday for 4 weeks, 4 days a week, 20 minutes a day, totaling 16 times, conducted simultaneously in all the sample schools.
- At the end of the experiment, the researcher measured the early childhood teachers' ability to organize activities using the activity organizing assessment form. The early childhood's bullying behavior was assessed using the same early childhood bullying behavior assessment form as the pre-experiment assessment.
- To summarize the scores obtained from the evaluation of the ability to organize activities of early childhood teachers and compare the bullying behavior of early childhood.

Results

The results of the development of The Augmented Reality Storybook set to lessen problems and foster bullying resilience for early childhood The Augmented Reality Story Telling set to lessen problems and foster bullying resilience for early childhood is an innovation that the research team has intentionally developed. It is a 3D picture book that promotes the use of appropriate words, non-use of violence, reducing social bullying, and building resilience for bullying in early childhood. It makes

children aware of the impact of bullying others and creates a shield to prevent being bullied in the future. The storybook set developed by the research team presents stories through augmented reality (AR) technology, which will make the characters in the storybooks become alive and moving, making children more excited and interested in the content of the story. The augmented reality storybook set consists of 4 storybooks as shown in Figures 1-4.



Figure 1 Moo Foi Loves Himself



Figure 2 Don't Hate Me



Figure 3 Big-Eyed Noisy



Figure 4 The Naughty Wolf

The results of the study on the ability to organize activities using augmented reality storybooks of early childhood teachers to lessen issues and foster resilience from bullying for early childhood, with a high overall score, with an average score ($\bar{x}=2.83$, $SD=0.38$). When considering each aspect, it was found that early childhood teachers had a high level of ability to organize activities in all aspects. The highest level of ability to organize activities was

in the aspect of using media to organize activities ($\bar{x}=3.00$, $SD=0$), followed by the personality of the teacher ($\bar{x}=2.81$, $SD=0.39$), preparation of learning activities ($\bar{x}=2.76$, $SD=0.43$), learning activities ($\bar{x}=2.76$, $SD=0.43$), and measurement and evaluation of early childhood ($\bar{x}=2.72$, $SD=0.46$), respectively. Details are shown in Table 2.

Table 2 The Results of the Study on the Ability to Organize Activities using Augmented Reality Storybooks of Early Childhood Teachers to Lessen Issues and Foster Resilience from Bullying for Early Childhood

Ability Level	$\bar{x}$	SD	Quality level
Learning activities preparation	2.89	0.32	high
Learning activities organizing	2.76	0.43	high
Teacher's personality	2.81	0.39	high
Media using to organize activities	3.00	0	high
Measuring and evaluating early childhood	2.72	0.46	high
Total	2.83	0.38	high

The results of the comparison of bullying behavior of early childhood before and after the activity using the augmented reality storybook set found that the bullying behavior of preschool children who received the activity using the augmented reality story set after learning was significantly higher than before learning at the 0.01 statistical level. The mean bullying behavior of preschool children after the activity ($\bar{x}=27.76$, $SD=2.71$) was higher than the mean bullying behavior of preschool children before the activity ($\bar{x}=20.98$, $SD=3.80$). Details are shown in Table 3.

Table 3 The Results of the Comparison of Bullying Behavior of Early Childhood before and after the Activity using the Augmented Reality Storybook Set

Assessment	The Number of Early Childhood (N)	Full Score	Mean ($\bar{x}$)	SD	t-test	Sig
Before	90	30	20.98	3.80	23.001	.000*
After	90	30	27.76	2.71		

*Statistically significant at the 0.01 level

Discussion

The research the development of the early childhood teacher's activity ability using the

augmented reality storybook set to lessens issues and foster resilience from bullying for early childhood.

The researchers systematically conducted the process of checking, testing, and improving the developed augmented reality storybook set through the synthesis of documents related to lessen issues and foster resilience from bullying for early childhood. Moreover, it is checked, tested and improved by analyzing documents related to the development of augmented reality storybook set for early childhood, analyzing documents related to organizing activities using stories to lessen issues and foster resilience from bullying for early childhood, and analyzing research related to lessen issues and foster resilience from bullying for early childhood. It also included the results of the study and analysis of data from personal sources, which were studies of the opinions of early childhood teachers and experts related to the development of activity plans using augmented reality storybook sets to reduce problems and build immunity to bullying for young children. The results of the data analysis above found that the development of augmented reality storybook sets to lessen issues and foster resilience from bullying for early childhood in order to achieve the results as intended should develop a storybook set using augmented reality technology to develop stories that are enjoyable to learn, interesting, and easy to access content, which is consistent with [Kaewbut \(2019\)](#) and [Johnson \(2018\)](#) who mentioned the benefits of using augmented reality storybook sets as it helps learners access storybook content with 3D images and realistic animations. It can help learners understand the content that needs to be conveyed more. It is a new form of presentation that makes teaching and learning more interesting. Furthermore, It also contributes to increased enjoyment by giving users a positive and authentic experience when using the augmented reality storybook set. Additionally, it fosters individuality and creativity in the classroom, which improves learning effectiveness. When students have a realistic experience, they have a better chance of understanding the material. According to the report, augmented reality storybook sets are already being utilized in educational settings to assist children's imaginations grow by bringing stories to life through the use of various gadgets like tablets and smartphone cameras. In Thailand's educational system, augmented reality learning

materials are becoming popular when it is compared to 2D illustrations found in books. This educational tool helps pupils grasp concepts more realistically. Furthermore, augmented reality learning resources make it easier for educators and parents to convey complex material ([Trueplookpanya, 2022](#)). For instance, [Sengcharoen and Sappakitjumnong \(2022\)](#) research on the use of augmented reality storybook set in teaching and learning activities revealed that it improved engaging learning experiences, gave the stories life, and made learning more engaging for kids with 3D animations. It also increased children learning efficiency and helped them comprehend the material better. This is in line with the work of [Kosaphan and Chaisingh \(2020\)](#), who have developed responsive learning media for early childhood with augmented reality technology. It is developed in the form of an application which is a tool or new teaching method for teachers in early childhood. From the satisfaction survey of the group of teachers, it was found that teachers are satisfied. The use of the application is at the highest level of satisfaction. This application helps stimulate learners' interest and allows teachers to have new teaching methods from the original learning format. It has developed in 4 volumes and the content was refined to cover the occurrence of behaviors to protect oneself when being bullied by others and the foster resilience from being bullied by others, including the physical and the verbal bullying or an appropriate behavior in society, including building immunity against bullying for early childhood, so that children will be aware, change their behavior, and be able to use the knowledge they have gained to further develop their lives in the future.

The ability of activity organizing by using the augmented reality storybook set to lessens issues and foster resilience from bullying for early childhood according to the hypothesis, the overall level is high. This may be due to the use of augmented reality by early childhood teachers to organize activities for early childhood. early childhood teachers will receive training on using storybooks to understand the characteristics of storybooks and the techniques of using them to tell stories. Use applications in augmented reality technology work and receive training on using augmented reality storybooks.

That was the reason why early childhood teachers professionally hold the activities. Besides, Early childhood teachers are also coached by researchers who have knowledge and expertise in early childhood education management on a regular basis, and are followed up and given suggestions during the activities in a timely manner. This is consistent with [Association of Thailand Educational Supervisors \(2022\)](#), which provides three principles of teaching coaching: 1) Choice: Coaches respect teachers' professionalism and decision-making. Coaches offer teachers a wide range of options for them to consider or adapt appropriately for their students. 2) Dialogue: Coaches and teachers spend time talking about learning and teaching, sharing ideas freely and creatively. 3) Knowledge in action: Coaches set the standard that the fastest learning will occur when doing real work. Coaches and teachers therefore collaborate to practice creatively and 4) Learning partnerships, in addition to the three coaching principles mentioned above, also include [Ketman \(2019\)](#) The principle of coaching is that coaches must understand an individual behavioral theory, learning, behavior change, and transformational learning and learning differences of students experiences. It needs to help identify the differences while trying to achieve the goals and the current situation is conducive to setting personal goals by creating incentives from inside and things that need to be changed by oneself. Teacher who uses interpersonal relationships and communication to motivate themselves to learn and develop. In addition, they needs to follow up and encourage them, and create new learning opportunities is an assistant to help setting goals and planning. Due to this process, early childhood teachers are able to organize high-level activities based on research of [Chuenklin \(2010\)](#) Thai Ministry of Foreign Affairs. The study found that the learning management ability of nursing teachers promoted the critical thinking skills of nursing. This finding converges with the theoretical basis [Kaya and Akdemir \(2016\)](#) mentioned in learning and teaching principles. As they stated, critical thinking skills are prone to be developed. It was found that the result of the students before and after the experiment has a significant statistical difference before and after the experiment at the

0.05 level. The ability assessment and lesson plan of nursing teachers promoted the critical thinking skills of nursing was found that during the experiment showed that the first learning management ability raised from high level to the highest level at the second time. The overall lesson plan score has developed from good to the best level between the first and second time. Nursing critical thinking assessment was found that the mean scores of critical thinking skills before and after the experiment were significantly different at the .05 level, with the mean scores after the experiment being higher than before the experiment. The evaluation of the satisfaction of nursing instructors and administrators towards the coaching model to develop the learning management competencies of nursing instructors that promote critical thinking skills of nursing students found that nursing instructors and administrators were satisfied with the coaching model in various aspects. Nursing instructors and administrators had the highest overall satisfaction with the PPC coaching model, with an average score of 4.7. In addition, it was found from the group discussion that the PPCE coaching process is a very useful process. It is a process that is continuous and related to each stage. It can be put into practice, resulting in development in both work and knowledge development. The PPCE coaching model helps teachers to be more confident in their learning, feel encouraged, and have the power to perform their work to achieve results. that the PPCE coaching process is a very useful process. It is a process that is continuous and related to each stage. It can be put into practice, resulting in development in both work and knowledge development. The PPCE coaching model helps teachers to be more confident in their learning, feel encouraged, and have the power to perform their work to achieve results.

The bullying behavior of children who use augmented reality storybook set to organize activities after learning is higher than before learning, which is consistent with the established hypothesis. This could be the case since early childhood's favorite things are fairy tales because they help them meet their needs and have fun. Children are drawn to fairy tales as learning stimuli, and they frequently draw comparisons between themselves and the characters. Children who act in this way - despite

the fact that they are illiterate themselves - ask adults to read books to them or pick up books so they can look at the pictures. In line with [Dechakupt \(2008\)](#), who said that fairy tales help entertain children and make them have a sense of humor and not be stressed. Children will have fun coming to school and learning new things. It also helps make teaching and learning more fun and interesting. Incorporating fun poems or riddles as well as stories into teaching children will help children not get bored and will be more interested, just like [Wannakit \(2017\)](#), who said storybooks allow children to have fun, relax their emotions, enhance their imagination, and stimulate creativity. It also helps to encourage children to build confidence and solve their problems, including learning, family, and social issues. In line with [Thienngam \(2017\)](#), who studied the development of disciplined behavior in lining up of 3-year-old kindergarten children at Wat Photharam Child Development Center using storybook activities. It was found that the activities using storybook media to develop morality and ethics in lining up of 3-year-old kindergarten children at Wat Photharam Child Development Center increased their discipline in lining up over 3 weeks from 53.52 percent, 63.08 percent, and 81.61 percent, respectively. In addition, augmented reality technology helps increase the interest of stories and making stories more realistic. When children do activities using the augmented reality storybook set, they are even more involved with the content of the stories because they take on the roles of the characters in the stories. As a result, children learn, understand, and reduce their own bullying behaviors, which is consistent with [Kliangnamtey and Suppakitjumnong \(2023\)](#), who stated that augmented reality technology can be integrated with various media, such as creating augmented reality stories, making learning enjoyable, interesting, and easily accessible, suitable for learners of all ages, and can be applied to all subjects, similar to [Kaewbut \(2019\)](#), who stated that augmented reality stories are beneficial in that they can access content with three-dimensional images. Realistic animations can help learners understand the content better, which is a new form of learning that makes teaching and learning more innovative. It also helps increase fun and interest in learning and

presenting stories. Users can have an interesting and realistic experience in interacting with the content, as well as help stimulate creativity and independence in learning. Users can create their own stories or participate in creating content, which is consistent with the research of [Panthurat \(2020\)](#), who compared the speaking ability of early childhood before and after using augmented reality picture cards. The sample group used in this study was early childhood in kindergarten 1. It was found that the speaking ability of preschool children after organizing the learning activities through augmented reality picture cards had a higher average score than before organizing the learning activities through augmented reality picture cards. Therefore, both the activities and the augmented reality storybook set developed by the researcher, combined with important media and teachers. Those are things that can help reduce bullying behaviors for early childhood very well. This will help develop children to grow up with quality and reduce bullying problems in society. This is consistent with Sigmund Freud's Psychoanalysis Theory, which states that problematic behaviors in adults are caused by childhood experiences that arise from personality development that work together as follows: 1) Id is a part of the personality that we are born with, but it is an unconscious part. It has the principle of only fulfilling our own needs, only taking what we want, and the goal is the pleasure principle. The Id will push the Ego to assemble various things as the Id wants. 2) Ego is a part of the personality that develops from the baby's contact or interaction with the outside world. A person with a normal personality is a person whose Ego can adjust to balance the needs of the Id, the outside world, and the Superego. The principle that the Ego uses is the reality principle. 3) Superego is a part of the personality that arises in the third stage of development called the Phallic Stage. It is the part of the personality that sets behavioral measures for each person by accepting the values and ethical standards of the parents as their own, by setting them as behavioral measures. This measure will be a voice for the parents, telling what should or should not be done. Most behavioral measures come from various rules that parents teach, and are usually the ethical standards and values of the parents, such as [Suwannapho \(2019\)](#). She said that the way to help

stop these behaviors is to teach children that bullying is a violent behavior that is not accepted by parents at home and in the outside society. Parents have to set clear rules about what children will be punished for if they bully their friends and be strict about those rules. Parents need to teach about respecting the rights of others and treating others appropriately, and support children to participate in activities with children who are different from themselves. In addition, parents may need to find information about the reasons why children bully their friends in both the family and the school environment. This is consistent with the research of [Panyawong \(2019\)](#), who studied the prevention and management of bullying in schools and found that effective prevention of bullying in schools should be a change of the whole school (whole-school approach), emphasizing the creation of a culture of safety in schools and the participation of all sectors, from teachers, students, parents, and related experts who have the same knowledge and attitudes. The nature of cultural change therefore requires time to be done consistently and continuously until it becomes part of daily life, including having standardized and systematic evaluations. The activities also need to be promoted and prevented by creating the right attitudes, having complete and up-to-date information and knowledge, and training emotional and social skills for all students tending to be more effective than doing activities for specific groups.

Conclusion

Activities with augmented reality storybook set are a great way to help early childhood develop their resilience from bullying and prevent issues. Early childhood can better engage with the content of augmented reality storybooks and become fully engaged in the characters' narrative due to the books' realistic animations and three-dimensional graphics. As a result, children can benefit greatly from augmented reality storybooks in terms of problem reduction and building resilience against bullying. However, the following should be considered if somebody is interested in employing augmented reality storybooks to help early childhood development: 1) Teachers are the ones that run the activity the most during the activity.

Teachers ought to make an effort to raise awareness among early childhood about the bullying behavior in every activity. 2) In order to plan activities with augmented reality storybooks, you will need to scan the storybooks with an iPad or tablet in order to generate 3D animations. Therefore, in order to foster agility and reduce errors, users should practice using such devices before using them to scan stories for early childhood.

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