Awareness-Raising on Cultural Literacy to Foster a Spirit of Tolerance in the Community

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ABSTRACT

Backgrounds: Cultural, religious, and ethnic diversity is a defining characteristic of Indonesian society, representing both a source of richness and a challenge in social life. A diverse society requires cultural understanding and tolerance so that differences are managed positively and do not escalate into social conflict. In Mojowarno Subdistrict, Jombang Regency, Muslim and Christian communities live side by side, yet hoaxes, hate speech, and weak spaces for interfaith dialogue remain challenges.

Objectives: This community service activity aims to enhance public understanding of cultural literacy and to strengthen attitudes of tolerance in community life.

Methodology: The activity was held on 9 November 2025 at the Karanglo Village Meeting Hall, Mojowarno, using an educational and participatory outreach method. Presentations covered cultural literacy, local diversity and identity, forms of social tolerance, and challenges to tolerance, followed by interaction and discussion. The activity was evaluated descriptively, based on interaction, participant involvement, and the material understanding.

Findings: The awareness-raising session was attended by 40 participants. The results of the session showed that participants gained an understanding of cultural literacy, which is not limited to an introduction to local culture and traditions, but also encompasses the ability to understand, appreciate and interact with groups from different backgrounds.

Conclusions: Strengthening cultural literacy can support an inclusive society that maintains mutual respect and social harmony. Education, dialogue, mutual cooperation, and communication are important means of sustaining tolerance, and such activities should be carried out continuously with the community, village government, educational institutions, religious leaders, and the younger generation.

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1. INTRODUCTION

Indonesia is a country with a high level of social and cultural diversity. This diversity is reflected in various aspects of community life, including religion, ethnicity, language, traditions, and other social identities. This multicultural condition can become a strength when accompanied by the ability to understand, respect, and appreciate differences (Arifin et al., 2022). In line with this, the study by Widiatmaka et al. (2022) on multicultural education shows that Indonesian society needs an educational process capable of building awareness of diversity and fostering attitudes of mutual respect and appreciation for differences.

Cultural literacy is one approach that can be used to improve public understanding of diversity. Cultural literacy is not only concerned with knowledge of the arts or traditions, but also includes the ability to understand the values, identities, habits, and characteristics of different community groups. This understanding is important because interaction between groups in society requires the ability to

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recognise differences while finding shared values that can strengthen social life. Multicultural education, for example, can be used to develop public awareness of diversity and to foster tolerance and consideration for others (Prasetiawati, 2017).

Tolerance plays an important role in the life of a plural society. Tolerance does not mean eliminating the identity or beliefs of each group; rather, it gives every individual room to practise their beliefs, culture, and identity while respecting the existence of others. Azhari and Albina (2024) explain that multicultural education can broaden public insight into plurality as a social reality, so that people are encouraged to look after, respect, and appreciate one another's differences.

This context is relevant to the situation in Mojowarno, Jombang Regency. Based on the programme materials, Mojowarno is an area with cultural and religious diversity and is known as one of the areas with a history of the development of Javanese Christianity. At the same time, the Muslim community has also developed there, with strong religious traditions and pesantren (Islamic boarding school) education. The presence of these two traditions shapes a distinctive social life in which people from different religious and cultural backgrounds live side by side.

Tolerance in Mojowarno is reflected in various social activities. People of different faiths can cooperate in mutual cooperation *(gotong royong)*, community clean-ups, and solidarity activities. Mutual respect is also visible in the observance of religious holidays, while the educational environment serves as a space for cross-cultural interaction among the younger generation. These conditions show that tolerance can grow through direct and sustained experience of social interaction.

However, developments in society and information technology also pose challenges to tolerance. Hoaxes, hate speech, a lack of understanding of other religious groups, radicalism and extremism, and weak spaces for interfaith dialogue are among the problems that need attention. The programme materials also identify multicultural education, interfaith dialogue, joint activities, and public literacy as part of the effort to address these challenges.

Recent studies also show that education has a strategic role in shaping a culture of tolerance. Hanifa and Maftuh (2025) demonstrate the importance of forming a tolerant culture through educational environments and the development of a habitus of tolerance. Their study positions education as one means of building an inclusive environment in a diverse society.

Based on these conditions, this community service activity, entitled Cultural Literacy Outreach to Build Tolerant Attitudes in the Community, aims to give the public an understanding of the importance of cultural literacy as a basis for understanding diversity and building tolerance in everyday life.

2. LITERATURE REVIEW

2.1. Cultural Literacy

Cultural literacy is the ability to understand, recognize, and appreciate cultural diversity in community life. This concept is not only related to knowledge about culture, but also includes the ability to respect the cultural identities and values of others (Syam et al., 2025). In the context of Indonesian society, which has diverse ethnic groups, languages, traditions, and customs, strengthening cultural literacy is important for building an understanding of diversity and reinforcing multicultural life. Sudrajat and Sufiyana (2024) explain that cultural literacy plays a role in increasing understanding and appreciation of cultural differences. Meanwhile, Pujiono and Sahayu (2021) show that cultural literacy is related to instilling values of respect for others, compassion, and tolerance. Thus, cultural literacy helps people live in diverse environments because understanding different cultures can reduce misunderstandings and encourage openness in interacting with other groups.

The theoretical foundation of cultural literacy in multicultural societies can be strengthened through Banks's (1993) multicultural education framework, particularly the dimensions of knowledge construction and prejudice reduction. The first dimension emphasizes the importance of understanding how knowledge about cultures is formed, while the second relates to efforts to reduce prejudice toward different groups. Deardorff (2006) also explains that intercultural competence includes an attitude of respect, knowledge of other cultural perspectives, and the skills to interact appropriately in diverse environments. In line with this, Hammer et al. (2003) emphasize that intercultural sensitivity develops gradually, from an inability to recognize differences to acceptance of diversity. Based on these perspectives, cultural literacy is understood not only as mastery of

cultural knowledge, but also as the basis for forming an open attitude and appreciation of differences. Although previous studies have discussed the relationship between cultural literacy and understanding of diversity, studies on strengthening cultural literacy through outreach activities directly aimed at increasing community tolerance still need to be developed.

2.2. Community Tolerance

Community tolerance is an attitude of accepting and respecting differences found in social life. This attitude is necessary to maintain harmonious relationships and prevent conflicts arising from differences in cultural, religious, or social identity backgrounds. Maylitha et al. (2024) explain that cultural and civic literacy can foster tolerance through an understanding of diversity and the ability to live side by side. Takiddin et al. (2025) also show a relationship between cultural literacy and tolerant attitudes among elementary school students in Indonesia. Tolerance is manifested not only through acceptance of the existence of different groups, but also through mutual respect and positive interaction in everyday life. In explaining how tolerance is formed, Allport et al. (1954)'s Intergroup Contact theory emphasizes that intergroup interaction under certain conditions, such as equal status, common goals, cooperation, and the support of social norms, can help reduce prejudice. The meta-analytic findings of Pettigrew and Tropp (2006) also show that intergroup contact generally contributes to a reduction in prejudice.

Nevertheless, the formation of tolerance does not always occur automatically through encounters between groups. Paluck et al. (2021) explain that the effectiveness of prejudice reduction interventions still faces challenges, particularly regarding the sustainability of their impact. Hsieh et al. (2021) also show that prejudice reduction interventions can have a positive influence, although their effectiveness depends on group characteristics and the context of implementation. In the educational context, Tondok et al. (2024) found that cooperative learning can strengthen intergroup relations. Meanwhile, Beheshti et al. (2023) link cultural intelligence to social tolerance, while Gebregergis and Csukonyi (2025) show the relevance of intergroup contact and intercultural sensitivity in the process of social adaptation. Based on these studies, cultural literacy can be seen as one of the foundations for developing understanding and openness toward other groups, which in turn can support the formation of positive interactions and tolerant attitudes. However, the relationship among strengthening cultural literacy, social interaction, and the formation of tolerance through outreach activities in the community still requires further investigation.

2.3. Outreach

Outreach is an activity aimed at imparting knowledge and raising public awareness of a particular issue through explanations, discussions, question-and-answer sessions, and participatory activities (Nuryana et al., 2025). In the context of cultural diversity, outreach can be used to foster an understanding of the importance of respecting differences and building harmonious social relationships. Kusumawardani et al. (2023) demonstrate that cultural literacy outreach activities can help improve the public's understanding of diversity, tolerance and the potential for conflict arising from differences. Ulum et al. (2025) also explain that the use of practical activities and stories centred on tolerance can support the improvement of cultural literacy. The delivery of outreach programmes is therefore not merely focused on conveying information, but must also encourage the public to adopt an attitude of mutual respect in their daily lives. Discussions and examples drawn from the community's own experiences can help participants understand that diversity is an integral part of communal life that must be accepted and valued.

Theoretically, the participatory outreach approach can be explained through Freire's (2008) concept of dialogical education, which places dialogue, experience and participant engagement at the heart of the learning process. This approach differs from one-way information delivery models because the community is encouraged to think critically, share their experiences, and understand the issues they face in their environment. Gibson et al. (2021) also emphasise the relevance of the Freirean approach in promoting community empowerment and critical awareness. Furthermore, Wiggins (2011) explains that community-based education can support empowerment through participatory learning processes. The application of similar approaches in activities aimed at strengthening tolerance is also evident in Putra et al. (2025)'s study on community-based education and interfaith tolerance, as well as in Bule and Suswakara's (2024) study on strengthening religious

moderation within diverse communities. Although these various studies have addressed community education, cultural literacy and tolerance, research into the implementation of outreach programmes that integrate an understanding of cultural diversity with the promotion of tolerant attitudes within a community context still needs to be expanded. Therefore, the outreach activities in this study are aimed at enhancing the community's understanding of cultural diversity whilst encouraging the application of tolerant values in social life.

3. METHOD

The community service activity was carried out on 9 November 2025 at the Karanglo Village Meeting Hall, Mojowarno Subdistrict, Jombang Regency, and was attended by 40 participants. The activity used an outreach or counselling method with an educational and participatory approach. This method was chosen because material on cultural literacy and tolerance requires both the delivery of knowledge and room for interaction between the speaker and the community.

In the preparation stage, outreach materials were developed and adapted to the social and cultural context of the Mojowarno community. The materials covered the general context of Mojowarno, its history and cultural identity, local cultural literacy, forms of social and cultural tolerance, challenges to tolerance, the values of tolerance, and the importance of education and spaces for cross-cultural interaction. The materials also emphasised the importance of mutual cooperation, social concern, communication, and deliberation in maintaining community harmony.

The activity was carried out through the delivery of material by the speaker to the participants. The delivery was oriented not only towards transferring knowledge but also towards building awareness of the importance of respecting cultural and religious differences. Participants were given an understanding of the various forms of tolerance that can be applied in everyday life. The materials also used the local conditions of Mojowarno as an example of community life with religious and cultural diversity. Using this local context was intended to make the material easier to understand, because participants could connect the concepts of cultural literacy and tolerance to their own experience of social life.

After the material was delivered, the activity continued with interaction and discussion. Participants were given the opportunity to respond and to discuss forms of tolerance that can be applied in community life. The activity was evaluated descriptively, based on the process of interaction, participant involvement, and understanding of the material delivered. Because this was an outreach activity, the evaluation focused on participants' understanding and awareness rather than on quantitative measurement of attitude change.

4. RESULTS AND DISCUSSION

4.1. Research Results

4.1.1. Implementation of the Cultural Literacy Outreach

The outreach activity took place at the Karanglo Village Meeting Hall, Mojowarno Subdistrict, Jombang Regency, on 9 November 2025. Dr. Deni Widyo Prasetyo, S.E., M.M. served as the speaker. The delivery of the material was directed at introducing cultural literacy and its connection to the formation of tolerant attitudes in the community.

The material used the local conditions of Mojowarno as an example of a community with cultural and religious diversity. Mojowarno has a history of the development of a Javanese Christian community and, at the same time, a Muslim community with strong religious traditions and pesantren education. This diversity forms part of the social character of a community in which people live side by side.



Figure 1. Delivery of material by the speaker
Source: authors' documentation, 2025

As shown in Figure 1, the delivery of the material emphasised that cultural literacy does not only mean knowing about the arts or traditions, but also understanding the social and cultural background of the community. In the context of Mojowarno, cultural literacy can be pursued through an introduction to wayang, ludruk, Javanese songs *(tembang)*, local history, museums, historical sites, and the various forms of culture that have developed in the community.

This is relevant to multicultural education. Arifin (2013) explains that multicultural education can serve as an instrument for instilling public awareness of diversity while building consideration for others and tolerance. Cultural literacy outreach can thus be seen as a form of public education that helps people recognise diversity and develop appropriate attitudes towards differences.

4.1.2. Forms of Social and Cultural Tolerance in Mojowarno

The cultural literacy outreach in Mojowarno gave participants an understanding of the importance of tolerance in a community with diverse religious and cultural backgrounds. The material emphasised that tolerance concerns not only accepting differences, but also needs to be expressed through positive social interaction in everyday life. Participants were introduced to various forms of tolerance found in the life of the Mojowarno community, so that the value of tolerance could be understood through social experiences close to their own lives.



Figure 2. Interaction and discussion between participants and the speaker
Source: authors' documentation, 2025

Figure 2 shows the interaction and discussion between participants and the speaker during the outreach. The activity took the form of direct presentation and discussion, which gave participants the opportunity to obtain information and to raise questions or comments on the material. This interaction shows two-way communication between the speaker and the participants throughout the activity.

One form of tolerance discussed was social cooperation between followers of different religions. People of different faiths can still take part in joint activities, such as community clean-ups, mutual cooperation, and assistance to residents who are ill or bereaved. Tolerance is also shown through mutual respect for the observance of religious traditions and holidays. Non-Muslim residents respect the celebration of Eid al-Fitr, while the Muslim community in turn respects the celebration of Christmas and Easter by the Christian community. These practices show that differences in belief are no obstacle to building harmonious social relations.

The outreach material also raised education and community communication as important spaces for strengthening tolerance. The educational environment can serve as a space for interaction among students from diverse backgrounds, while communication and deliberation can be used to resolve differences of opinion openly and amicably. Through the delivery of material and examples drawn from the life of the surrounding community, participants were guided to understand that tolerance can be practised through cooperation, respect for the beliefs of others, openness in communication, and involvement in social activities.

The results show that the outreach strengthened participants' understanding of tolerant practices that can be applied in everyday life. Participants not only gained an understanding of cultural and religious diversity but were also guided to recognise forms of social interaction that can strengthen relations between community members. This is in line with Widiatmaka et al. (2022), who explain that multicultural education is directed at building an understanding of plurality and an attitude of looking after, respecting, and appreciating differences. Cultural literacy outreach can thus be one effort to strengthen public awareness of the importance of tolerance in maintaining harmonious social life in Mojowarno.

4.1.3. Challenges in Building Tolerant Attitudes

The cultural literacy outreach showed that participants gained an understanding of the importance of tolerance and respect for diversity in community life. The material covered forms of tolerance, an introduction to religious and cultural differences, multicultural education, interfaith dialogue, and the various challenges that can disrupt social harmony. Participants were also introduced to radicalism and extremism, the spread of hoaxes, hate speech, and the politicisation of religion as problems that need to be addressed critically in a diverse society.

The results of the delivery show that cultural literacy is not only concerned with knowledge of diversity, but also with the ability to understand differences positively. Understanding the religion and culture of other groups is important because ignorance of differences can give rise to misunderstanding and prejudice in social interaction. Through the outreach, participants were guided to recognise diversity as a social condition that needs to be respected and to build an open attitude when interacting with groups from different backgrounds.

Beyond diversity, the activity also gave an understanding of the importance of the ability to filter information. Participants learned that hoaxes and hate speech can reinforce prejudice and may cause conflict between groups. Cultural literacy in this activity was therefore directed not only at introducing culture, but also at the ability to be critical of information that may affect social relations. The discussion of radicalism and extremism was also placed in the context of the importance of multicultural education and dialogue as efforts to build mutual respect. This is in line with Malleleang et al. (2022) who show that multicultural education plays a role in building the character of tolerance in plural societies.

Overall, the outreach gave participants additional understanding of the importance of cultural literacy as part of efforts to maintain harmonious social relations. Participants not only obtained information about diversity but were also guided to apply tolerant attitudes, respect differences, avoid prejudice, and be more critical in receiving and spreading information in their social environment..

4.1.4. Efforts to Strengthen Tolerance through Education, Dialogue, and Joint Activities

Based on the outreach material, several efforts can be made to address the challenges to tolerance, namely multicultural education, interfaith dialogue, public literacy, and joint activities.

Multicultural education can provide an understanding that differences are part of community life. Through education, people can learn to understand other cultures and religions while developing

an attitude of mutual respect. In this regard, the educational environment plays a role in building a tolerant culture through the formation of habits and interactions that support tolerant attitudes (Rizal & Kharis, 2022).

Public literacy is also one effort to strengthen tolerance. Literacy is concerned not only with the ability to obtain information, but also with the ability to understand the cultural and religious diversity and social values that develop in the surrounding environment. Such understanding can help people respond to differences more openly and reduce misunderstandings that may lead to social conflict.

Interfaith dialogue is also an important part of building communication between communities. Dialogue gives people the opportunity to get to know one another, understand differences, and find shared values. In the context of Mojowarno, communication and deliberation are practices that can be used to maintain social relations and strengthen harmony amid the community's diversity.

In addition to dialogue, joint activities such as community clean-ups, mutual cooperation, social activities, and community solidarity can provide a space to strengthen relations between residents. Such activities enable people to work together for the common good without letting religious or cultural differences become a barrier. Tolerance is thus built not only through understanding, but also through interaction and cooperation in everyday life.



Figure 3. Documentation of the outreach activity
Source: authors' documentation, 2025

Figure 3 shows documentation of the participants and other parties involved after the outreach activity was completed. It shows the participants' involvement in the series of activities and the atmosphere of togetherness during the outreach. The presence of participants from various backgrounds also shows that the activity became a space for interaction and communication in conveying an understanding of the importance of tolerance in community life.

4.1.5. Values of Tolerance Emphasised in the Activities

The outreach also emphasised a number of values that need to be maintained in community life, namely respecting differences in belief, maintaining harmony and concord in the neighbourhood, putting common interests first, and cultivating mutual care. These values are closely related to cultural literacy. People who understand diversity will have a better basis for interacting with different groups. Cultural literacy can also increase multicultural awareness so that people not only recognise differences but are also able to place those differences constructively in social life.

Education about culture and tolerance also needs to be given to the younger generation. The educational environment in Mojowarno can serve as a space for cross-cultural interaction because students come from various backgrounds. Learning together can create social experiences that introduce the value of tolerance from an early age. This is in line with Feriyansyah et al. (2021) who show that educational environments that bring together students from various backgrounds can be spaces for building tolerance and strengthening social relations.

The outreach gave the community an educational space in which to understand the relationship between cultural literacy and tolerance. The material not only explained the concept of diversity but also gave concrete examples of forms of tolerance found in the life of the Mojowarno community.

The activity reinforced the understanding that harmonious life can be built through simple behaviours, such as helping residents in need, working together through mutual cooperation, respecting the observance of worship, opening spaces for dialogue, and resolving problems through deliberation. These values are also part of the social character that needs to be preserved in the life of the Mojowarno community.

Thus, the main contribution of the activity lies not only in conveying knowledge about cultural literacy, but also in strengthening the awareness that tolerance requires community involvement in everyday life. The outreach can be a form of education that is followed up with social activities, multicultural education, interfaith and cross-cultural dialogue, and the local culture preservation.

4.2. Discussion

The outreach showed that cultural literacy can serve as a practical entry point for strengthening tolerance in a diverse community. Participants came to see cultural literacy as more than knowing local arts and traditions. It also means understanding, appreciating, and interacting with groups from different backgrounds. This agrees with Syam et al. (2025) as well as Sudrajat and Sufiyana (2024), who describe cultural literacy as the ability to respect the identities and values of others, along with Pujiono and Sahayu (2021), who link it to values such as respect for others and tolerance. The use of Mojowarno's own context, where Muslim and Christian communities live side by side, helped participants relate the material to their daily lives. Mutual cooperation, assistance to residents in need, and mutual respect for religious holidays were discussed as concrete forms of tolerance. This is consistent with Arifin et al. (2022), who note that diversity becomes a strength when people are able to understand and respect differences. The emphasis on lived examples also supports Maylitha et al. (2024) and Takiddin et al. (2025), who report that cultural literacy is connected to tolerant attitudes.

The discussion of hoaxes, hate speech, and radicalism showed that tolerance also depends on the ability to filter information critically. Multicultural education, as a way of building awareness of plurality and mutual respect (Widiatmaka et al., 2022; Azhari & Albina, 2024; Prasetiawati, 2017), was presented as a response to these challenges. Malleleang et al. (2022) likewise show that multicultural education helps to build the character of tolerance in plural societies. The role of educational environments in forming tolerant habits (Hanifa & Maftuh, 2025; Rizal & Kharis, 2022; Feriyansyah et al., 2021) also underlines why the younger generation was highlighted as a target of future activities. The outreach method, which combined presentation, local examples, and discussion, worked as a way of raising awareness. This is in line with Nuryana et al. (2025), Kusumawardani et al. (2023), and Ulum et al. (2025), who show that outreach and practical activities can improve understanding of cultural literacy and tolerance. The two-way interaction between the speaker and participants suggests that the participatory approach suited the topic.

An alternative explanation for the participants' responses is that their understanding of tolerance is not formed solely through the educational materials, but may also be influenced by their experiences of community life in Mojowarno, which involves interfaith interactions. Everyday practices, such as helping one another, cooperating in community activities, and respecting major religious festivals, can serve as informal experiences that shape an understanding of diversity. Thus, awareness-raising activities serve not only as a means of conveying new knowledge, but also as a space for participants to recognise and reflect on the practices of tolerance they have encountered in their daily lives. This suggests that cultural literacy activities have the potential to be more meaningful when linked to the social experiences already possessed by the community.

The relevance of a participatory approach in these activities can also be explained by its ability to link the abstract concept of tolerance to situations close to the participants' own lives. The use of examples from the local environment makes the material easier to understand and relate to real-life experiences, whilst two-way discussions provide participants with the opportunity to express their views, reconsider their assumptions, and understand different perspectives. Discussions on hoaxes and hate speech are also important because misleading information has the potential to reinforce prejudices and trigger tensions between social or religious groups. This combination of contextual examples, critical discussion and direct interaction is why this approach is relevant to cultural literacy outreach activities. Nevertheless, participants' active engagement is best understood as an indication of participation and increased awareness, rather than as definitive proof of long-term changes in attitude or behaviour.

Several limitations should be acknowledged. The activity was a single session, and the evaluation was descriptive, based on interaction, participation, and understanding. No quantitative measurement of attitude change was carried out, so the findings reflect increased awareness rather than proven change in behaviour. Follow-up activities, such as interfaith dialogue, mutual cooperation, and education on information literacy, together with pre- and post-activity measurement, would help to assess whether the effects last.

5. CONCLUSION

Awareness-Raising on Cultural Literacy to Foster A Spirit of Tolerance in the Community, held on 9 November 2025 at the Karanglo Village Meeting Hall, Mojowarno Subdistrict, Jombang Regency, gave an understanding of the importance of cultural literacy in building a tolerant community. Cultural literacy is not only concerned with introducing local culture, but also with the ability to understand the diversity of identities, respect differences, and build positive social interaction. The context of Mojowarno shows that cultural and religious diversity can coexist through mutual cooperation, social concern, communication, deliberation, and mutual respect. The outreach emphasised that these values need to be maintained and passed on to the next generation. Strengthening cultural literacy, multicultural education, joint activities, and cross-group dialogue can be part of a sustained effort to maintain tolerance and community harmony.

Activities on cultural literacy and tolerance need to be carried out on a continuing basis, involving the community, the village government, educational institutions, religious leaders, community leaders, and the younger generation. Future activities could take the form of interfaith and cross-cultural dialogue, mutual cooperation activities, an introduction to local history, the preservation of traditional arts, and education on information literacy and the prevention of hate speech. In this way, cultural literacy can become not only outreach material but also a social habit that supports an inclusive and harmonious community.

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Conflict of Interest Statement

The authors declare that there is no conflict of interest regarding the publication of this paper.

Author Contributions

The author was solely responsible for all aspects of this work, including Conceptualization, Methodology, Investigation, Formal Analysis, Data Curation, Resources, Project Administration, Visualization, Writing – Original Draft, and Writing – Review & Editing.

Funding Statement

No funding was received for this research.

Informed Consent

Participation in this community service activity was voluntary. Verbal informed consent was obtained from all participants before the activity began, after they were told its purpose and format.

Ethical Approval

This activity was an educational outreach program for the community and did not involve experiments, interventions, or the collection of sensitive personal data. It was carried out with the knowledge and permission of the village government and in accordance with the ethical principles

of community service, including voluntary participation, respect for participants' dignity, and confidentiality.

Data Availability

The data supporting the findings of this community service activity, including the documentation and descriptive evaluation of the session, are available from the corresponding author upon reasonable request.

Declaration of Generative AI and AI-assisted Technologies

Generative AI was used in a limited capacity during the preparation of this manuscript. The author used ChatGPT (GPT-5, OpenAI) to assist with refining wording, improving grammatical clarity, and checking the consistency of the text with the journal template. The AI tool was not used to collect data or to generate the findings. The author reviewed and edited all AI-assisted text, verified the accuracy of the content and references, and takes full responsibility for the integrity and originality of this manuscript.

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