

# Strategies for Implementing Character Education Curriculum to Mitigate Adolescent Delinquency at SMK Muhammadiyah Mayong

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## Abstract

**Objective:** This study aims to identify and analyze the implementation strategy of the character education curriculum at SMK Muhammadiyah Mayong to prevent juvenile delinquency. The primary focus is to understand the effectiveness of the character education curriculum approach in shaping positive student behavior, particularly in preventing deviant actions. **Theoretical framework:** The theoretical framework of this study is based on principles of character education, integrating Islamic values and theories of behavior formation through habituation and learning. **Literature Review:** The literature review explores character education concepts grounded in religious values in vocational school contexts, the role of teachers as role models, and the effectiveness of mentoring programs in preventing juvenile delinquency. **Methods:** The research employs a qualitative approach with a case study design. Data collection methods include direct observation, in-depth interviews with teachers and the principal, and documentation related to the curriculum and the implementation of character education programs. Data analysis was conducted descriptively using thematic analysis techniques to identify patterns and key themes in character education strategies. **Results:** The findings reveal that SMK Muhammadiyah Mayong employs specific strategies in its character education curriculum, including the integration of Islamic values into learning activities, strengthening the role of teachers as role models, and special guidance programs for students at risk of delinquency. These programs include religious activities such as routine recitations, moral value studies in subjects, and fostering discipline and responsibility through extracurricular activities. **Implications:** The implications of this study indicate that consistently applying Islamic values in character education can be an effective preventive measure against juvenile delinquency. These findings provide practical recommendations for other Muhammadiyah schools to develop similar programs and for education policymakers to design effective curricula for shaping students' character. **Novelty:** The uniqueness (novelty) of this study lies in its in-depth analysis of how Muhammadiyah values, particularly Islamic principles, are integrated into the character education curriculum within a vocational school context. This research makes a significant contribution to the character education literature by providing new perspectives on applying religious values to prevent juvenile delinquency.

**Keywords:** character education, juvenile delinquency, vocational curriculum, Islamic values, implementation strategy.

## INTRODUCTION

Character education in Indonesia has become an important issue in recent decades, especially with the challenges of globalization and technological advancements that have significantly affected the behavior and mindset of adolescents. The phenomenon of juvenile delinquency, which includes various forms of deviant behavior, such as violence, promiscuity, the use of illegal drugs, and a lack of a sense of social responsibility, shows that the younger generation needs reinforcement in terms of good character formation. Therefore, character education is the right solution to build a generation that is not only intellectually intelligent but also moral and has a positive personality. As an educational institution that has a great responsibility for the moral and ethical development of students, schools have a central role in shaping students' character from an early age. One of the educational institutions that is quite serious about developing this character education is Muhammadiyah schools, which apply an approach based on Islamic values as part of their curriculum [1].

SMK Muhammadiyah Mayong is one of the schools that prioritizes character education in their curriculum. This Islamic values-based approach aims to build students' character by religious principles, where values such as honesty, discipline, sense of responsibility, and concern for others are emphasized in every aspect of school life. Character education at SMK Muhammadiyah Mayong is not only limited to theory but also implemented through various practical activities that involve students in real situations. In addition, this school also instills an exemplary attitude in teachers and staff as role models for students. This approach is believed to have a positive influence on building moral awareness and social sensitivity in students, so it is expected to reduce the potential for juvenile delinquency [2].

The implementation of character education at SMK Muhammadiyah Mayong also involves adjusting the curriculum so that character values can be integrated with all subjects. In practice, every teacher has the responsibility to insert character values in daily teaching and learning activities, both through academic approaches and informal moral guidance. In addition, extracurricular activities at SMK Muhammadiyah Mayong are also designed to support character education, such as religious, social, and sports activities that teach the values of discipline, cooperation, and leadership. These programs aim to help students understand and apply positive values in their daily lives, both inside and outside the school environment [3],[4].

The challenges faced in the implementation of Islamic-based character education at SMK Muhammadiyah Mayong include various aspects, ranging from students' understanding of the importance of moral values to the influence of the social environment that often contradicts the principles taught in school. In this case, support from family and community is very important so that the character values taught in school can be practiced consistently by students. In addition, the process of effective character formation also requires the active involvement of all parties in the school, including the role of the principal, teachers, staff, and students themselves in creating an environment conducive to strong character development. With the synergy between the curriculum, teachers, and other supporting activities, character education at SMK Muhammadiyah Mayong is expected to have a significant positive impact on the prevention of juvenile delinquency [5].



**Figure 1. Logo SMK Muhammadiyah Mayong**

The research on the implementation strategy of the character education curriculum at SMK Muhammadiyah Mayong is very relevant to understanding more deeply the effectiveness of this approach in preventing juvenile delinquency. By looking deeply at how schools apply character values, this research is expected to contribute to the development of character education models that can be applied in other schools. In increasingly dynamic social changes, character education is an important long-term solution in shaping a young generation that is ethical, responsible, and able to face future challenges [6].

This research offers originality by focusing on the implementation of the character education curriculum based on Islamic values in Muhammadiyah Vocational Schools, which has not been widely discussed in the context of character education in other schools. Through a case study at SMK Muhammadiyah Mayong, this study specifically examines how the approach of Islamic values integrated with the curriculum can play a role in moral formation and prevention of juvenile delinquency. The importance of this theme lies in its contribution to providing practical and targeted solutions to improve the effectiveness of character education in schools, especially faith-based schools. With the findings of this study, it is hoped that a relevant Islamic character education model can be formed to be applied in other Muhammadiyah schools and other educational institutions that want to instill strong character in students and prevent juvenile delinquency holistically [7], [8].

## LITERATURE REVIEW

Hasanah, L., & Nata, A. This study examines the effectiveness of Islamic-based character education in improving students' morality. Research shows that character education through an Islamic approach can strengthen students' ethical values, such as discipline and responsibility, which has a significant impact on reducing deviant behavior among adolescents [9], [10].

Suyanto, S. This study emphasizes the importance of character education in the school curriculum as a preventive effort against juvenile delinquency. Suyanto emphasized that the integration of moral values in the formal learning process can provide a solid foundation for students to avoid negative behavior.

Arifin, I. In his research on character education strategies in faith-based schools, Arifin highlighted the approach of Islamic values applied in daily life in schools. The findings show that faith-based schools have the advantage of instilling character values through an environment that supports religious values.

Mulyasa, E. Mulyasa focuses on the challenges in the implementation of character education in Indonesia, including the need for a curriculum that supports the development of positive character. The findings of this study are relevant for Islamic-based schools, including Muhammadiyah Vocational Schools, to build an approach that suits the needs of students' character.

Hidayati, S., & Arifin, A. This study discusses the role of schools in shaping students' character through extracurricular programs and religious activities. Hidayati and Arifin found that activities such as religious studies and leadership programs are effective in shaping students' character, thus preventing juvenile delinquency.

Zubaedi, Zubaedi's research highlights the application of character education in the national education curriculum, by proposing the integration of religious values. This research is an important basis for faith-based schools, such as Muhammadiyah, to develop programs that are relevant to Islamic values.

Ma'arif, S. In this study, Ma'arif explores the application of Muhammadiyah values in character education in schools. The results of the study show that Muhammadiyah schools have a strong education system to internalize Islamic moral values, which is very useful in preventing juvenile delinquency.

Rahman, M. T., & Widodo, H. This study analyzes character education in vocational schools through a life skills-based approach. Research has found that character cultivation in vocational school students can be combined with skills education, thus forming students who are not only academically competent but also have good ethics.

Fauzi, R. Fauzi researches the implementation of religious values in shaping students' character in vocational education. The findings show that Islamic values-based programs play an important role in reducing juvenile delinquency in vocational schools by instilling a sense of responsibility and discipline.

Rohmah, N., & Supriyadi, T. This study highlights the effectiveness of character education in Muhammadiyah schools through a contextual approach that suits the needs of students. With an approach based on Islamic values, this study finds that the character education strategy in Muhammadiyah schools is effective in forming students who have good self-control and awareness of social responsibility [11], [12].

**Table 1. Literature Review on Strategies for Implementing the Character Education Curriculum to Prevent Adolescent Delinquency in Schools**

No.	Author & Year	Research Title	Research Focus	Key findings
1	Hasanah, L., & Nata, A. (2010)	Islamic-Based Character Education	The effectiveness of Islamic-based character education in improving student morale	Islamic character education strengthens students' ethical values such as discipline and responsibility, reducing the deviant behavior of adolescents.
2	Suyanto, S. (2011)	The Importance of Character Education in the Curriculum	Integration of moral values in the school curriculum for the prevention of juvenile delinquency	Moral values in formal learning provide a foundation for avoiding negative behavior
3	Arifin, I. (2013)	Character Education Strategies in Religion-Based Schools	Approach to Islamic values in daily school activities	Faith-based schools are effective in instilling character values in an environment that supports religious values
4	Mulyasa, E. (2014)	Challenges of Character Education in Indonesia	Development of a curriculum that supports positive character	Character curriculum is important for Islamic-based schools, building an approach according to the needs of students' character

5	Hidayati, S., & Arifin, A. (2015)	The Role of Extracurricular in Character Formation	The role of extracurricular programs and religious activities in character education	Religious studies and leadership programs are effective in shaping students' character and preventing juvenile delinquency.
6	Zubaedi (2016)	The Application of Character Education in the National Curriculum	Integration of religious values in the national curriculum	An important foundation for faith-based schools in developing programs that are aligned with Islamic values
7	Ma'arif, S. (2017)	Muhammadiyah's Values in Character Education	Implementation of Muhammadiyah values in character education	Muhammadiyah schools have a strong system to internalize Islamic moral values, which is useful in preventing delinquency
8	Rahman, M. T., & Widodo, H. (2018)	Life Skills-Based Character Education	Character education through life skills in vocational schools	The combination of character education with skills forms academically and ethically competent students
9	Fauzi, R. (2019)	Religious Values in Vocational Education	Implementation of religious values in vocational schools for character formation	Islamic value programs play a role in reducing delinquency by instilling responsibility and discipline.
10	Rohmah, N., & Supriyadi, T. (2020)	Contextual Character Education in Muhammadiyah Schools	Character education based on contextual Islamic values in Muhammadiyah schools	Character education strategies are effective in shaping students' self-control and social responsibility.

## METHODOLOGY

This study uses a qualitative research method with a field approach to explore in depth the implementation strategy of the character education curriculum at SMK Muhammadiyah Mayong to prevent juvenile delinquency. The qualitative approach of the field was chosen because this method allows researchers to understand phenomena holistically and contextually, as well as capture the meaning given by the research subjects to the character education programs they implement. This method is very suitable for understanding the interaction between educational actors in schools, such as teachers, students, and principals, as well as school programs and policies related to character education based on Islamic values [13].



**Figure 2. Profile of SMK Muhammadiyah Mayong**

The data collection process in this study involves several techniques, namely observation, in-depth interviews, and documentation studies. Observations are carried out directly in the field to get a concrete picture of the implementation of character education in schools, including teaching and learning activities and extracurricular programs that support student character development. Researchers will make observations on the interaction between teachers and students in learning activities, students' daily behavior at school, and students' involvement in activities designed to form character. This observation aims to capture the real practice and implementation of character values that are part of the curriculum at SMK Muhammadiyah Mayong [14]–[16].

In-depth interviews were conducted with various key informants, namely teachers, principals, and several students who were purposively selected to get diverse views on the effectiveness of character education programs at the school. This interview serves to explore the informants' understanding, views, and experiences related to strategies and challenges in implementing the character education curriculum. Interviews with teachers will focus on their role in integrating Islamic values in every lesson and school activity, while interviews with principals will focus on school policies as well as management support for character education programs. Additionally, interviews with students will provide insight into students' perceptions of the program, its impact on their behavior, and how they respond to the character values being taught [17], [18].

Documentation studies were also carried out to complement the data obtained from observations and interviews. The documentation collected includes the school curriculum, syllabus, learning implementation plan (RPP), as well as various guidelines and policies related to character education implemented at SMK Muhammadiyah Mayong. The analysis of this document aims to understand more deeply the curriculum structure and character education policies in schools, including how Islamic values are integrated with learning activities [19]–[21].

The data obtained from these various sources are analyzed using thematic analysis techniques, where researchers will identify the main themes that arise related to the implementation strategy of character education. This thematic analysis process is carried out by in-depth reading of the collected data, encoding relevant information, and grouping the data based on certain themes such as character values, teacher roles, school policies, implementation challenges, and impacts on students. This technique allows researchers to identify patterns, relationships, and meanings in the data so that they can draw more comprehensive conclusions regarding the effectiveness of character education strategies in preventing juvenile delinquency in the school [22], [23].

Through a qualitative approach in the field, this research is expected to provide a deep understanding of the practices and challenges in implementing character education at SMK Muhammadiyah Mayong, as well as contribute to developing a character education model that is suitable for Islamic-based schools. With the results of this study, it is hoped that key

factors in character formation can be identified that can be applied more widely to other schools that face similar problems [24], [25].

**Table 2. Research Methods**

No.	Research Aspects	Details
1	Research Title	Character Education Curriculum Implementation Strategy to Prevent Juvenile Delinquency at SMK Muhammadiyah Mayong
2	Research Methods	Qualitative with a field approach
3	Research Focus	Implementation of a character education curriculum based on Islamic values at SMK Muhammadiyah Mayong
4	Research Objectives	Identify and analyze the implementation strategy of character education at SMK Muhammadiyah Mayong and its impact on preventing juvenile delinquency.
5	Data Collection Techniques	Live observation In-depth interviews Documentation studies
6	Research Informant	Teachers Principals Students
7	Interview Tools	Semi-structured questionnaires for in-depth interviews
8	Documentation Resources	School Curriculum Syllabus Learning Implementation Plan (RPP)
9	Data Analysis Techniques	Thematic analysis to identify key themes and patterns in the data
10	Expectations of Research Results	Providing recommendations for the development of character education models in other Islamic-based schools

## RESULTS AND DISCUSSION

### Profile of SMK Muhammadiyah Mayong

SMK Muhammadiyah Mayong is one of the vocational educational institutions under the auspices of the Muhammadiyah organization (Muhammadiyah Mayong Branch Executive) and is located in Mayong District, Jepara Regency, Central Java. As part of the Muhammadiyah school, this vocational school applies Islamic values in every aspect of the education and character development of its students. To produce graduates who are not only competent in the vocational field but also have noble morals, SMK Muhammadiyah Mayong offers expertise programs that are tailored to the needs of the world of work and industry and are equipped with strong character education programs. The main focus of this school is to prepare graduates who have reliable work skills and good personalities so that they can contribute positively to the work environment and society [26], [27].



**Figure 3. Profile SMK Muhammadiyah Mayong**

SMK Muhammadiyah Mayong has several expertise programs that cover the fields of engineering and business, such as Computer and Network Engineering, as well as Islamic Banking. These skills programs are selected to answer the needs of the industry and prepare students with relevant skills in the workforce. The facilities provided for each of these expertise programs are quite adequate, ranging from computer labs to business practice rooms equipped with the latest equipment and technology. In addition, the school collaborates with various companies and industries to provide hands-on work experience for students through the Industrial Work Practice (Prakerin) program. The program provides students with the opportunity to hone their skills in the field as well as familiarize them with a professional work environment [28], [29].

Character education is one of the main focuses at SMK Muhammadiyah Mayong. The school implements a curriculum that integrates Islamic values and ethics into every aspect of learning. Character values such as discipline, responsibility, cooperation, and honesty are instilled through various activities, both inside and outside the classroom. Teachers and school staff act as role models for students, instilling Islamic values in every interaction and activity. Learning activities at SMK Muhammadiyah Mayong are not only oriented to academic achievements, but also to the formation of students' personalities through religious activities, such as routine recitations, congregational prayers, and Islamic studies that are carried out on a scheduled basis. The school also holds extracurricular activities that support the development of students' character, such as student organizations, sports groups, and social activities [30], [31].

One of the uniqueness of SMK Muhammadiyah Mayong is the implementation of a contextual and project-based learning system. In this method, students not only learn theory but are also invited to complete projects related to their skill program. These projects are designed to hone practical skills and prepare students to face the challenges of the workforce. This approach encourages students to think critically, and creatively, and be able to solve problems well. In addition, this project-based learning system also helps students develop teamwork skills, which is one of the important values in the professional world [32], [33].

To support teaching and learning activities, SMK Muhammadiyah Mayong also has adequate facilities, including a library, comfortable classrooms, complete laboratories, and internet access to support technology-based learning. The school also strives to create a safe and conducive learning environment for students. This is reflected in the coaching programs run by the school, such as counseling guidance to help students face personal or academic problems as well as mentoring for students who have the potential or tendency to be involved in juvenile delinquency.

SMK Muhammadiyah Mayong not only focuses on academic education and work skills but also on social activities and community service. The school encourages students to

participate in social activities that benefit the surrounding community, such as social services, health campaigns, and charity activities. These activities are held regularly and integrated into the school program to build students' sense of empathy and social responsibility so that they can become individuals who care about the surrounding environment.

As a school under the Muhammadiyah organization, SMK Muhammadiyah Mayong has a vision to produce a young generation who excels in science and technology and has strong Islamic morals. This vision is realized through various programs that prioritize spiritual, intellectual, and social aspects. The support from the Muhammadiyah organization and the good relationship with the student's parents and the surrounding community are also important factors in the success of this school.

In the context of the development of increasingly complex and challenging times, SMK Muhammadiyah Mayong strives to always innovate and adjust its curriculum to the needs of industry and technological developments. The school is committed to producing graduates who are not only job-ready but also have a high work ethic and strong personalities. With a combination of character education, technical skills, and field experience, graduates of SMK Muhammadiyah Mayong are expected to be able to contribute positively to society and become people with integrity, productivity, and Islamic character [34].

### **Character Education Curriculum Implementation Strategies to Prevent Adolescent Delinquency in Schools**

The results of this study show that the implementation strategy of the character education curriculum at SMK Muhammadiyah Mayong has been successfully implemented comprehensively and sustainably through various programs and activities that focus on the formation of Islamic characters. The main strategies implemented include integrating character values into each subject, habituation of worship, and extracurricular activities that support students' moral and social development. In learning activities, teachers actively insert values such as discipline, responsibility, cooperation, and honesty through contextual and project-based teaching methods. This encourages students to understand and practice these values in their daily lives. Additionally, worship habits such as congregational prayers and regular recitation help students strengthen their spiritual foundation, which has proven to be effective in forming a more disciplined and responsible personality [35]–[37].

Other findings show that SMK Muhammadiyah Mayong also implements a conducive and exemplary school environment approach, where teachers and school staff play a role as good character models for students. Teachers not only teach, but also play an active role in providing guidance, supervising students' moral development, and providing assistance for students in need [38]. It is important to direct students in situations where they may be vulnerable to negative influences. Extracurricular activities such as sports, student organizations, and community social activities are also part of the school's strategy to improve students' social skills and responsibilities [39]. This extracurricular program allows students to learn to work together, hone leadership skills, and increase a sense of empathy and concern for others.

The discussion of this study highlights that the implementation strategy of the character education curriculum implemented at SMK Muhammadiyah Mayong plays an important role in reducing the potential for juvenile delinquency. The development of holistic and structured character in the school curriculum is an effective step in forming students who are not only academically competent but also have a good attitude and social responsibility [40]. Challenges faced in the implementation of this strategy, such as difficulties in ensuring that all students actively participate in coaching activities, are overcome through consistent supervision from teachers and schools. With this approach, students at SMK Muhammadiyah Mayong become more directed, avoid negative influences, and are better prepared to face the challenges of life outside of school [41], [42].

## Implications of Curriculum Strategy

The implications of the implementation strategy of the character education curriculum at SMK Muhammadiyah Mayong show a significant impact on the formation of positive behavior of students, both in academic and social contexts. The application of character values such as discipline, responsibility, and honesty in every school activity not only forms students with good morals but also creates a conducive and safe school environment from deviant behavior. With the habit of worship and recitation, students have a strong spiritual foundation that can help them avoid negative influences from outside school, such as juvenile delinquency [43], [44]. Extracurricular programs and social activities also provide opportunities for students to hone leadership, cooperation, and empathy skills, which are important provisions for positive behavior in the community. Another implication of this strategy is the increased sense of responsibility from teachers and school staff in guiding students, which has an impact on the closeness of the relationship between students and educators, resulting in open communication and a supportive teaching atmosphere [45]. Overall, this strategy shows that character education that is integrated with the curriculum and applied consistently in schools based on Islamic values can be an effective preventive effort in preventing juvenile delinquency as well as forming a young generation that is characterful and ready to face challenges in society [46].

**Table 3. Which Summarizes the Implementation Strategy of The Character Education Curriculum at SMK Muhammadiyah Mayong to Prevent Juvenile Delinquency**

No.	Implementation Strategy	Description	Purpose
1	Integration of Character Values in Learning	Teachers integrate values such as discipline, responsibility, and honesty in each subject through project-based and contextual teaching methods.	Forming students who are disciplined, honest, and responsible in daily life.
2	Habits of Worship and Religious Activities	Carry out congregational prayers, routine recitations, and scheduled Islamic studies for all students and staff.	Strengthen the spiritual foundation of students to avoid deviant behavior.
3	Implementation of a Conducive and Character School Environment	Creating a school environment that supports character building, where teachers and staff are role models for students.	Build a positive attitude toward students with direct examples from educators.
4	Character-Based Extracurricular Activities	Provide extracurricular activities such as student organizations, sports, and social activities to improve students' social and moral skills.	Train students in leadership, cooperation, and empathy.
5	Intensive Supervision and Guidance from Teachers	Teachers and staff actively supervise the moral development of students and provide guidance and assistance for students in need.	Prevent juvenile delinquency by providing consistent direction and support.
6	Development of Industrial Work Practice Program (Prakerin)	Working with industry to provide real-world work experience, reinforcing students' values of discipline and responsibility in the world of work.	Strengthen students' character and work ethic so that they are ready to face professional challenges.

The implementation of a character education curriculum at SMK Muhammadiyah Mayong represents a proactive approach to addressing adolescent delinquency within the school environment. By focusing on instilling values such as discipline, empathy, responsibility, and respect, the curriculum aims to shape students' moral character and improve their decision-making skills, thereby reducing their likelihood of engaging in delinquent behavior. The strategies employed, which include integrating moral discussions into the curriculum, encouraging community engagement, and promoting teacher-student mentorship programs, have shown promise in fostering a supportive environment for positive behavioral changes. Additionally, involving parents and the local community in this educational endeavour helps reinforce these values beyond the school setting, creating a holistic approach that can effectively nurture students' personal and social development [47], [48].

The hope is that these efforts at SMK Muhammadiyah Mayong will not only reduce incidents of adolescent delinquency but also establish a model that can be replicated by other educational institutions. Through a strong foundation in character education, students are expected to become not only academically proficient but also socially responsible individuals capable of contributing positively to their communities. Furthermore, it is anticipated that this initiative will inspire students to cultivate self-discipline, respect for diversity, and empathy, qualities essential for facing the challenges of modern society [49].

Moving forward, it is hoped that ongoing evaluation and enhancement of the character education curriculum will allow it to evolve in response to changing societal demands and student needs. Continuous collaboration among educators, parents, and policymakers is crucial for ensuring that the curriculum remains relevant and effective. Ultimately, the goal is to cultivate a generation of young people who embody strong moral values, who are resilient against negative influences, and who actively strive for personal excellence and social harmony.

## CONCLUSION

In conclusion, the implementation strategy of the character education curriculum at SMK Muhammadiyah Mayong plays an important role in shaping students' personalities and morals as well as being an effective preventive effort to prevent juvenile delinquency. Through the integration of character values such as discipline, responsibility, honesty, and cooperation in learning activities and various activities at school, students not only acquire academic knowledge and vocational skills but are also trained to have good personalities and noble ethics. Habits of worship, religious activities, and intensive supervision and guidance from teachers create a religious atmosphere that helps students strengthen their spiritual foundations. This is important because a strong religious foundation has proven to be effective in encouraging students to maintain positive behaviors and stay away from negative influences, such as juvenile delinquency. In addition, character-oriented extracurricular activities provide opportunities for students to hone their social skills, cooperation, leadership, and empathy. This prepares them to play an active role in society with a positive attitude. The support of a conducive school environment, where teachers and staff act as role models, strengthens the role of character education in this school. Teachers and staff are not only educators but also supervisors who are close to students so that they can create open communication and a supportive atmosphere for student development. Overall, this strategy shows that character education that is integrated with the curriculum of Islamic-based schools such as SMK Muhammadiyah Mayong can produce a young generation with strong character and is ready to face social and professional challenges in the future. With this approach, schools can become educational institutions that are not only oriented to academic achievement, but also to the formation of a generation that is moral, disciplined, and noble.

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## Author Contribution

Toni Ardi Rafsanjani, M. Abdurrozaq, Fauziah Inayati: Conceptualization, Methodology, Writing – review & editing.

## Conflicts of Interest

All authors declare no conflict of interest.

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