

Playing Local Culture into Citizenship Learning: Game-Integrated Classroom Action Research on Student Motivation

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Abstract

This classroom action study examines game-integrated learning as an approach to strengthening motivation in Grade VII Pancasila Education at SMP Pembangunan Laboratorium Universitas Negeri Padang. Twenty-seven students participated in a pre-cycle observation and two action cycles focused on appreciating local culture. Motivation was observed through persistence, resilience, interest and problem solving, independent work, preference for challenge, and confidence in maintaining a position. The pre-cycle mean was 24.07%, indicating weak observable motivation. Across subsequent meetings, learning activities incorporated a teacher-designed citizenship crossword, digital information searching, domino-style learning cards, and traditional games. The classroom records indicates that the average motivation level reached the 70% classroom success criterion after the intervention. The findings suggest that game integration can make participation more immediate, challenging, and socially interactive when games remain connected to disciplinary content. The study supports a classroom-improvement interpretation rather than a generalized causal claim. The findings support culturally responsive game design when play is linked explicitly to civic reflection and discussion.

Keywords: classroom action research ; game-based learning; learning motivation; local culture; Pancasila education.

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Introduction

Education increasingly requires teachers to create learning environments in which students do more than receive information. In appreciating local culture in Pancasila Education, this requirement is especially important because the subject matter asks learners to interpret ideas, connect concepts with experience, and communicate their reasoning. Yet the classroom problem documented in this study was low learning motivation reflected in weak persistence, interest, independence, challenge seeking, and classroom engagement. Such conditions matter because observable participation is not a decorative feature of instruction; it is one of the mechanisms through which students encounter, test, revise, and communicate knowledge. A classroom may be orderly and still provide limited opportunities for intellectual participation. Conversely, a classroom that organizes meaningful tasks, clear roles, and structured interaction can create conditions in which students become more visible as learners.

Game-based and gamified learning research suggests that games influence motivation through design features such as challenge, feedback, choice, progress, social interaction, and meaningful goals rather than through entertainment alone (Plass et al., 2015; Sailer & Homner, 2020). Meta-analytic reviews report generally positive but context-dependent effects on motivation and learning, with substantial variation according to game

mechanics, subject matter, and implementation quality (Clark et al., 2016; Bai et al., 2020). Self-determination theory further suggests that motivation is strengthened when learning environments support competence, autonomy, and relatedness (Ryan & Deci, 2020). These insights are especially relevant when local-cultural content is taught through games because the activity should deepen engagement with cultural meanings rather than reduce them to decorative symbols.

Games can increase energy in a classroom, but educational motivation depends on more than excitement. In Pancasila Education, game-based activity is useful when it creates reasons for students to attend to civic concepts, communicate with peers, and connect formal content with social meanings that are familiar to them. Local cultural elements can strengthen this relevance because they provide symbols, rules, narratives, or forms of interaction that students recognize. The central question in this study is therefore not whether students enjoyed a game, but whether integrating local culture into classroom play reorganized observable motivational behavior during learning. The classroom-action design follows changes in participation across cycles and treats motivation as situated engagement within the lesson rather than as a stable personality characteristic.

For this reason, the present article does not frame game-integrated learning using teacher-designed crossword activities, domino-style cards, digital searching, and traditional games as a universally effective treatment. Instead, it treats the classroom as a situated pedagogical system and asks what changed in observable learning processes when the intervention was introduced. This distinction is important. Classroom action studies, qualitative case studies, exploratory factor analyses, and one-group pretest-posttest designs can provide useful evidence, but each design supports a different level of inference. Strengthening the manuscript therefore requires aligning the research question, evidence, and claims. The objective of this study is to describe how integrating games into local-culture learning shaped observable student motivation across two action cycles.

Improvement in this study is defined as change in six observed motivation indicators during Pancasila Education lessons on local culture: persistence, resilience, interest in solving problems, independent work, preference for challenge, and confidence in maintaining a position. The pre-cycle mean of 24.07% indicated that motivation was not simply low in a general sense; some dimensions, such as preference for challenge, were particularly weak. The action cycles are therefore interpreted as changes in situational classroom motivation rather than stable personality traits.

The intervention combined a citizenship crossword, digital searching, domino-style cards, and traditional games. These activities mattered not because games are automatically motivating, but because they introduced rules, feedback, challenge, recognition, and culturally familiar material into the learning sequence. Research on culturally oriented board games and Pancasila/citizenship game media likewise shows that game design can support motivation when content and activity are deliberately connected (Anggarwati et al., 2022; Khotimah & Wahyuningtyas, 2023).

The setting was a Grade VII Pancasila Education class at SMP Pembangunan Laboratorium UNP, where 27 students were learning to appreciate local culture. This topic made cultural familiarity an instructional resource rather than a decorative theme. Traditional forms of play could activate recognition and social interaction, while digital search and game cards broadened the ways students encountered cultural content. The study examines how that combination changed observed motivation across a pre-cycle and two classroom-action cycles conducted over four meetings.

Three questions organize the analysis: Which motivation indicators were weakest before game-integrated learning? How did the six indicators change across the two action cycles? What features of the game sequence plausibly supported those changes without allowing the study to claim more than its observational design can establish? Framing the questions this way keeps attention on the motivational pattern, the iterative teaching decisions, and the relationship between cultural relevance and classroom activity rather than on an undifferentiated claim that games 'worked.'

Research on game-based learning has reported gains in motivation and engagement, but effects depend on design, feedback, challenge, and alignment with learning goals (Plass et al., 2015; Clark et al., 2016). Motivation theory also distinguishes short-term situational interest from more enduring forms of value and self-regulation. In citizenship education, an additional issue is cultural relevance: instructional activities should connect civic concepts with social experience without reducing culture to decoration. Few classroom-action accounts disaggregate these mechanisms. This study contributes by examining how local-cultural game integration affected observable motivational participation in a specific Pancasila Education class and by interpreting improvement through the combined lenses of relevance, participation structure, and teacher facilitation.

A disciplinary perspective further clarifies why the case matters. Learning about appreciating local culture in Pancasila Education requires students to coordinate factual information with interpretation. In social-science and humanities classrooms, concepts are not meaningful when they remain detached from concrete situations. Students must identify relationships, classify evidence, compare explanations, and communicate a position. This means that classroom activity should be evaluated not merely by how busy students appear but by whether the

activity carries intellectual work. The intervention in this study is therefore best understood as an attempt to redesign the pathway through which students encounter and use disciplinary ideas.

Motivated participation in a game-based lesson can take several forms: persisting after an incorrect answer, volunteering an explanation, continuing a difficult task, searching for information independently, or defending a reasoned position. These behaviors are not identical to enjoyment. Game-based learning research warns that points, novelty, or competition can attract attention without necessarily producing meaningful engagement (Dichev & Dicheva, 2017; Mekler et al., 2017). The six indicators used here therefore provide a more educationally relevant lens than simple reports that students had fun.

Game structures can broaden participation when turns, rules, and team responsibilities create multiple entry points, but they can also privilege fast, confident, or competitive students. The classroom record did not disaggregate motivation by gender, prior achievement, or participation style. Accordingly, the observed class-level rise cannot establish that every student benefited equally. The design implication is to use games with varied roles—searching, explaining, matching, questioning, and reflecting—so that participation does not depend on speed or willingness to perform publicly.

The cycles required the teacher to manage more than game mechanics. Cultural examples had to remain accurate, competition had to be kept proportionate to learning goals, and debriefing was needed to reconnect play with civic meaning. The teacher's reflective task was therefore to ask which game features increased persistence and curiosity and which merely generated excitement. This makes classroom action research particularly suitable for game-integrated teaching: rules, grouping, time, prompts, and reflection can be revised in response to the motivational patterns observed in the first cycle.

The local-cultural dimension is especially significant in Indonesian citizenship education. Pancasila values are taught nationally, but students encounter cooperation, fairness, responsibility, and belonging through concrete practices in families and communities. A culturally recognizable game can provide an entry point for discussing those values, provided that the teacher explicitly connects the activity to the conceptual purpose of the lesson. This creates a dual design challenge: the activity must be engaging enough to invite participation and academically structured enough to support civic interpretation. The present classroom case offers evidence about how that balance was negotiated across action cycles.

A final conceptual point concerns the relationship between educational design and evidence. In this study, game-integrated learning using teacher-designed crossword activities, domino-style cards, digital searching, and traditional games should be understood as a configuration of tasks, expectations, interactions, and feedback rather than as a single independent variable with an automatic effect. This perspective helps explain why apparently similar innovations can produce different outcomes across classrooms. Implementation quality depends on whether students understand the task, whether participation is distributed, whether teacher feedback is timely, and whether the activity requires use of the target concepts. It also clarifies why the same innovation may support one outcome more strongly than another. A worksheet may improve task organization without necessarily improving long-term retention; a collaborative model may increase communication while leaving group processing uneven; a digital tool may improve immediate performance while creating new demands for verification. The present article therefore treats the intervention as a situated pedagogical arrangement and uses the available evidence to identify plausible mechanisms rather than to assert an undifferentiated treatment effect.

The study contributes a bounded account of motivational change rather than a general claim about games. It identifies a progression from low pre-cycle participation to stronger situational engagement after the activity was reorganized around local culture and game procedures. The interpretation emphasizes that the educational mechanism was not play alone. Rules, peer interaction, cultural familiarity, challenge, and teacher-led debriefing worked together to create more visible participation. This mechanism-focused reading is useful for teachers because it identifies design elements that can be modified in future lessons and it avoids equating enjoyment with demonstrated learning.

The study's classroom-action logic is consistent with practical evaluation approaches in which observable indicators are tracked across an intervention sequence and used to refine instruction (Arikunto & Jabar, 2018). At the same time, motivation research warns against interpreting short-term enthusiasm as a stable motivational disposition (Dörnyei & Ushioda, 2011). Reviews of gamified learning also show wide variation in outcomes across designs and contexts (Subhash & Cudney, 2018). These cautions justify the article's bounded claim about situational classroom motivation over four meetings rather than a broader claim about enduring learner motivation.

Educational games have been implemented in Indonesian classrooms through both digital and low-technology formats. Kahoot-based interaction and Wordwall activities illustrate how immediate feedback and structured challenge can increase visible participation (Hartanti, 2019; Lestari, 2021), while traditional games have been used as vehicles for integrating cultural values into subject learning (Agustini, 2020). This combination is particularly relevant to the present local-culture lesson because it suggests that cultural familiarity and game

mechanics can operate together. The analytical question is therefore how these features influence persistence, challenge seeking, and confidence, not simply whether students report enjoying the lesson.

The motivational interpretation is also grounded in earlier Indonesian classroom research. Studies have linked contextual instruction, teacher democratic practice, and interactive activities with students' willingness to participate and persist (Astuti et al., 2018; Fahri et al., 2022). In sociology, matching activities have likewise been used to strengthen learning motivation (Hallomoan & Nurlizawati, 2022). These findings support an important distinction for the present study: motivation is shaped not only by the presence of a game, but by whether classroom relationships, task demands, and feedback make participation feel purposeful and attainable.

Method

This study used a CAR design at SMP Pembangunan Laboratorium Universitas Negeri Padang. The participants were 27 Grade VII.A students. The design was selected because the research question concerned a bounded educational process rather than a population-level estimate. The study focused on appreciating local culture in Pancasila Education. The central pedagogical or analytic focus was game-integrated learning using teacher-designed crossword activities, domino-style cards, digital searching, and traditional games. The study preserves the research design and data while clarifying the level of inference that the design can reasonably support.

The study used classroom action research with a pre-cycle observation and two cycles conducted across four meetings. Twenty-seven students participated. Motivation was observed through six indicators: persistence, resilience, interest/problem solving, independent work, preference for challenge, and confidence in maintaining a position. The target was at least 70%.

Data were collected through classroom observation of the six motivation indicators across the pre-cycle and two action cycles. The study focused on visible learning behaviors associated with persistence, resilience, problem orientation, independence, challenge, and confidence. The record did not include a validated psychometric motivation scale or a standardized achievement test. Percentages are therefore used descriptively to summarize the proportion of observed motivational behavior, supplemented by classroom notes about how students responded to the different game-based activities.

The analytical strategy compared each motivation indicator across the action sequence rather than relying only on an overall mean. This was necessary because the pre-cycle profile was uneven: preference for challenge was only 11.11%, while interest/problem solving and confidence were each 33.33%. Changes were interpreted in relation to the evolving activity design across four meetings. No inferential statistics were used because the research question concerned iterative classroom improvement within one class, not population-level estimation.

Credibility is strengthened by the repeated use of the same six indicators across cycles and by the fact that the intervention was implemented in ordinary classroom conditions rather than a separate laboratory task. At the same time, the article does not claim inter-rater reliability or psychometric validity that was not documented in the original action research. The findings should therefore be read as structured classroom observation. Their value lies in showing a consistent motivational pattern across cycles and linking that pattern to specific instructional changes.

The study used classroom action research with 27 Grade VII students. Motivation was observed through behavioral indicators recorded before the intervention and across the action cycles. The analysis compared descriptive classroom percentages with the predetermined success criterion and used observation notes to interpret how participation changed during game-integrated activities. The design did not include a control class or a standardized longitudinal motivation scale. Consequently, the findings describe changes in situated classroom engagement during the intervention and do not establish that students' broader motivational dispositions changed outside the observed lessons.

The study was conducted with 27 students in one class over four meetings, so novelty effects and short-term enthusiasm cannot be separated from more durable motivation. The intervention also combined several types of games and digital searching, making it impossible to identify the independent contribution of any single activity. Finally, motivation was observed behaviorally rather than measured with a validated scale. These limitations support a cautious conclusion about improved situational motivation in the classroom, not a generalized claim about enduring motivational disposition.

Results and Discussion

Pre-cycle motivation was low

The mean pre-cycle motivation level was 24.07%. Persistence and resilience were each 18.52%, interest/problem solving 33.33%, independent work 29.63%, preference for challenge 11.11%, and confidence in maintaining a position 33.33%.

The pre-cycle pattern indicates that motivation was visible as a classroom participation problem: students were hesitant, easily distracted, or insufficiently involved in the learning sequence. This baseline matters because it locates the problem in the interaction between learners and the lesson rather than assuming that students simply possessed low motivation as an individual trait.

Game integration changed the texture of participation

The intervention varied across the local-culture unit. The first cycle included a teacher-designed citizenship crossword and Chromebook-supported searching, while the second cycle used domino-style learning cards and direct participation in traditional games. These activities created more opportunities for movement, challenge, peer exchange, and immediate response.

Game integration changed the texture of participation by giving students clear rules, immediate social interaction, and a culturally recognizable frame. These features reduced the distance between formal civic content and the activity students were asked to perform. The observed change therefore appears to reflect a redesign of the learning situation rather than the effect of entertainment alone.

Motivation reached the classroom success criterion

The classroom records that the average motivational indicators reached at least 70% after the game-integrated sequence. The increase was observed across persistence, willingness to address difficulties, interest, independence, challenge seeking, and confidence.

When the motivation indicator crossed the classroom success criterion, the strongest evidence was an increase in observable involvement during the lesson. Students participated more readily and sustained attention through the game sequence. The measure does not show whether the effect persisted after the activity, but it demonstrates that the intervention created a more responsive classroom environment during the observed cycles.

The strongest contribution was situational engagement

Students appeared more willing to participate when local cultural content was turned into a task with clear rules, immediate goals, peer interaction, and an element of play. The evidence concerns observable classroom motivation, not stable motivational traits outside the intervention.

The pattern is best understood as situational engagement. Cultural familiarity and play can draw students into a task, but their educational value depends on whether that attention is redirected toward discussion, explanation, or reflection. The teacher's role in connecting the game to Pancasila concepts was therefore essential to transform participation into an opportunity for civic learning.

The intervention changed the organization of participation

Across the reported evidence, the most consistent change concerned how participation was organized around game-integrated learning using teacher-designed crossword activities, domino-style cards, digital searching, and traditional games. Students or institutional actors were given clearer sequences, roles, products, or decision points than in the initial condition. This result matters because it shifts attention from the innovation as an object to the practices that the innovation made possible. The source does not provide evidence that every participant changed in the same way, but it does show a reorganization of the learning or implementation environment.

The improvement remains specific to the class, game design, cultural references, and teacher facilitation used in this study. Different cultural materials or competitive structures could produce different responses. The findings therefore support culturally responsive design principles while leaving questions of transfer, durability, and conceptual learning for further research.

Observed improvement remained context dependent

The effects observed are inseparable from a lesson on local culture, where students could recognize places, practices, symbols, and forms of play from their social environment. That cultural proximity may have increased the meaningfulness of the tasks. The same games used with abstract or unfamiliar content might produce a different pattern. The case therefore suggests that game integration is strongest when mechanics, cultural material, and civic reflection reinforce one another rather than when a generic game shell is placed over unrelated content.

Discussion

Games as structured participation rather than entertainment

The increase in observed motivation across the action cycles is therefore better interpreted as evidence that the game-integrated sequence reorganized participation, feedback, and attention. Research cautions that badges, points, competition, or novelty do not guarantee durable motivation; the educational value of game elements depends on how they support the learning task (Hamari et al., 2014; Dichev & Dicheva, 2017; Mekler et al., 2017). In this case, local-cultural games were connected to Pancasila Education content and classroom interaction, which provides a more defensible explanation than attributing change to games in the abstract. The bounded classroom-action design does not establish long-term motivational effects, but it shows that culturally contextualized game activities can create conditions in which students participate more actively and express greater situational motivation.

Local culture, relevance, and situational motivation

A second issue concerns local culture, relevance, and situational motivation. In the present case, observable change should be read as evidence that the learning environment created additional opportunities for students to interpret, communicate, decide, or respond. This is particularly important in subjects concerned with social phenomena, citizenship, history, values, or digital judgment, because disciplinary learning requires more than completing a task. Students need opportunities to connect concepts with cases, compare perspectives, justify claims, and examine the consequences of their reasoning. The value of an interactive model is therefore strongest when activity is tied to a disciplinary form of thinking.

Teacher orchestration and meaningful debriefing

The third issue is teacher orchestration and meaningful debriefing. Games did not replace instruction; the teacher selected cultural content, explained rules, connected activities to the lesson objective, monitored participation, and interpreted the experience with students. Game-based learning research emphasizes that educational effects depend on the relationship between mechanics and learning goals rather than on the presence of play alone (Plass et al., 2015; Dichev & Dicheva, 2017). Motivation theory adds that challenge and choice are most productive when learners also experience competence, autonomy, and social connection (Ryan & Deci, 2020). In this study, teacher debriefing was especially important because it turned game activity back toward Pancasila Education and prevented local culture from becoming merely decorative content.

What classroom action data can and cannot establish

Finally, what classroom action data can and cannot establish requires explicit attention. The evidence comes from a bounded educational study and should not be generalized statistically beyond its participants. Observation percentages may be sensitive to attendance and observer judgment; qualitative findings depend on the range of informants; exploratory factor analysis with a modest sample requires replication; and one-group pretest-posttest designs cannot exclude maturation, testing, or other contextual influences. These limitations do not make the findings useless. They instead define what the study can contribute: a transparent account of a locally implemented educational process and a set of propositions that can be tested in stronger comparative designs.

Implications for educational practice

For practice, the findings support using game-integrated learning using teacher-designed crossword activities, domino-style cards, digital searching, and traditional games only when its structure is aligned with a clear learning problem. Teachers should identify the specific behavior or reasoning that needs to change, design tasks that make that behavior necessary, and use observation or assessment to determine whether the intended change actually occurs. Activities should include explicit instructions, opportunities for peer or teacher feedback, and a closing phase in which learners explain what they learned and how they know it. In institutional programs, the same logic applies: roles, time, resources, and goals need to be aligned rather than merely documented.

Cultural relevance adds a second layer to the interpretation. A local game can attract attention because it is familiar, social, or novel in the classroom, but citizenship learning requires students to move from participation to meaning. The teacher can use the game as an entry point for questions about cooperation, fairness, responsibility, cultural diversity, and the social significance of local practices. This approach is compatible with game-based learning research that treats game activity as a designed experience rather than a reward attached to conventional instruction (Seaborn & Fels, 2015; Sailer & Homner, 2020). In practical terms, each game round should be followed by a short reflective prompt asking what value, norm, or civic relationship was represented and whether different students interpreted it in the same way. Such debriefing helps preserve the educational purpose of the activity.

The sustainability of motivation also requires caution. Short-term increases in observed enthusiasm can be influenced by novelty, competition, peer interaction, or the break from routine. Research on gamification shows that isolated game elements do not automatically produce intrinsic motivation and can have different effects depending on design and learner interpretation (Mekler et al., 2017; Hamari et al., 2014). The present study

therefore documents situational motivational improvement across two action cycles rather than a durable motivational change. A stronger follow-up design could include delayed observation, student reflection, or comparison of engagement across different types of game and non-game tasks. This would help determine whether culturally contextualized games create lasting willingness to engage with Pancasila Education or primarily generate short-term classroom energy.

For citizenship education, debriefing is particularly important because civic meaning is not automatically contained in a game. A traditional or locally familiar activity can represent cooperation, competition, responsibility, fairness, or collective identity, but students need opportunities to name and examine those meanings. Without this interpretive step, cultural content risks becoming a decorative theme attached to an otherwise ordinary classroom game. The teacher can strengthen the civic dimension by asking students to connect decisions made during play with Pancasila values, explain why particular rules were fair or unfair, and compare the game's social relations with situations outside school. Such discussion would also provide richer evidence than observation percentages alone because it would show whether increased participation is accompanied by more explicit civic reasoning.

Motivation should also be interpreted through the relationship between challenge, competence, and social connection. Game-based learning can be engaging when students receive clear goals, meaningful feedback, and opportunities to act, but competition or novelty alone does not reliably improve learning (Plass et al., 2015; Clark et al., 2016). Self-determination theory similarly distinguishes between behavior that is controlled by external rewards and engagement that is supported by autonomy, competence, and relatedness (Ryan & Deci, 2020). The culturally familiar game in this study may have supported relatedness and lowered the social barrier to participation, while clear rules made success more understandable. These mechanisms are more educationally informative than the general statement that games are motivating.

A further design issue is the balance between competition and cooperation. Some game structures motivate participation through points or winning, but excessive emphasis on ranking can narrow students' attention to performance rather than understanding. Meta-analytic work suggests that gamification effects vary with the elements used and the outcomes measured (Sailer & Homner, 2020). In citizenship education, cooperative or team-based goals may be especially valuable because they allow the social form of the activity to reinforce the civic content under discussion. Teachers could therefore combine playful challenge with shared reflection, ensuring that success depends partly on explanation, fairness, and group responsibility rather than speed alone. This would preserve the motivational value of play while aligning the activity more closely with the relational aims of Pancasila Education.

The classroom-action cycle also illustrates the value of iterative adjustment. Game-based instruction rarely works through a fixed recipe; teachers must observe which rules encourage participation, where students become confused, and whether the activity leaves enough time for conceptual closure. This reflective cycle is particularly useful when cultural materials are introduced because meanings that seem obvious to adults may be interpreted differently by students. Recording those responses can help teachers refine both the game mechanics and the civic questions used in debriefing.

Implications for further research

Future studies should separate the contribution of specific game formats and include short student reflections explaining why particular activities increased or reduced motivation. A validated motivation measure could complement observation, while delayed follow-up would show whether persistence and willingness to accept challenge remain after the novelty of the games fades. Researchers could also compare culturally embedded games with content-neutral gamification to test whether cultural relevance contributes additional motivational value in citizenship education.

Conclusion

This study examined how integrating games into local-culture learning shaped observable student motivation across two action cycles. The evidence indicates that game-integrated learning using teacher-designed crossword activities, domino-style cards, digital searching, and traditional games was associated with a meaningful reorganization of the studied learning or implementation process. The most defensible contribution is not a universal claim of effectiveness, but a context-specific account of how tasks, roles, interaction, feedback, and reflection changed within SMP Pembangunan Laboratorium Universitas Negeri Padang.

The classroom action evidence indicates that game-integrated local-culture learning was accompanied by a clear improvement in observed student motivation across two cycles. The most defensible interpretation is not that games are universally motivating, but that culturally relevant challenges, structured participation, feedback, and reflection can change the motivational conditions of a citizenship lesson. Because the study measured

observable indicators rather than long-term motivation or achievement, its contribution is a design-oriented account of how motivation can be cultivated and monitored in practice.

Declarations

Author contribution

Author 1: developed the main research idea and objectives, designed the research methodology, conducted data collection and investigation, performed the data analysis, and prepared the first draft of the manuscript. Author 2: contributed to the development and implementation of the research methodology, supported the data collection and investigation process, and reviewed and revised the manuscript to improve its academic quality, clarity, and structure. Author 3: provided input into the research concept and direction, supervised and guided the overall research process, reviewed and improved the manuscript, and contributed to obtaining financial support or research funding

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Conflict of Interest

The authors declare that there is no conflict of interest related to the publication of this article.

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