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similarity erta_10+Layout+Article+176.pdf

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1.8 MB

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59,034 Characters

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Journal of Current Studies in SDGs
Homepage : https://journal.i-ros.org/index.php/JOCSIS
Email : jocsis@i-ros.org

e-ISSN 3089-7564
Vol.3, No.3, September 2027

Implementation and Validation of the CIPPO Model: A Case Study at Nurul Fajri Senior High School Palasah, Majalengka Supporting SDG 4

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DOI : https://doi.org/10.63230/jocsis.3.3.198

Sections Info

Article history:
Submitted: February 18, 2026
Final Revised: April 5, 2026
Accepted: June 11, 2026
First Available Online: July 20, 2026
Publication Date: September 27, 2027

Keywords:
CIPPO Model;
Educational Evaluation;
Islamic Education;
Learning Quality;
Program Evaluation;
Quality Education;
SDG 4

ABSTRACT

Objective: *To analyze the implementation and validation of the CIPPO (Context, Input, Process, Product, and Outcome) evaluation model as an educational evaluation framework to improve learning quality at Nurul Fajri Senior High School Palasah Majalengka. The study highlights the importance of comprehensive evaluation models in supporting sustainable educational improvement and achieving the objectives of Quality Education (SDG 4).* ***Method:*** *A qualitative program evaluation approach. Data were collected through classroom observations, semi-structured interviews with teachers, students, and school administrators, as well as document analysis. Data validation was conducted through triangulation to obtain comprehensive information regarding the implementation process of the CIPPO model.* ***Results:*** *The findings indicate that the implementation of the CIPPO model positively contributed to improving student engagement, teaching effectiveness, learning outcomes, and teacher satisfaction. The context component showed strong support from school management and community involvement, while the input and process components emphasized the importance of teacher development and curriculum adaptation. The outcome component demonstrated improvements in students' academic achievement, motivation, and character development.* ***Novelty:*** *To provide empirical evidence regarding the application of the CIPPO model in an Islamic-based secondary school context by integrating academic achievement and character education. The findings contribute to educational evaluation practices that support sustainable quality improvement aligned with SDG 4.*

INTRODUCTION

In the field of education, evaluation plays an essential role in improving the quality of learning and ensuring that educational programs achieve their intended objectives (Smith & Cramp, 2020). One of the widely recognized evaluation models is the CIPP model, which was initially developed by Stufflebeam in 1965 as part of efforts to evaluate the Elementary and Secondary Education Act (ESEA). The CIPP model consists of four main components: context, input, process, and product evaluation (Stufflebeam & Shinkfield, 2021). Over time, the CIPP model was expanded through the addition of the outcome component, resulting in the development of the CIPPO model (Goh & Liem, 2023). While the CIPP model primarily focuses on measuring program outputs or products, the CIPPO model extends evaluation by incorporating the implementation stage and examining long-term impacts or outcomes (McKenzie & McGinnis, 2023).

The CIPPO model views an educational program as an integrated system; therefore, evaluators, including teachers, need to analyze each component based on the characteristics and requirements of the system being evaluated (Goh & Liem, 2023). Research by Drake and Burns (2022) suggests that educational evaluation models incorporating long-term student outcomes, such as career readiness and moral development, tend to produce more comprehensive improvements in educational systems. This approach is consistent with the objectives of Islamic-based educational institutions, such as SMA Nurul Fajri, where holistic student development represents

an important educational goal. Furthermore, Beane (2020) emphasizes that educational evaluation models should consider the socio-cultural context in which they are implemented, particularly in environments with limited educational resources.

In rural schools such as Nurul Fajri Senior High School, community involvement and moral education have important roles in shaping students' academic achievement and character development (Wibowo, 2023). The integration of national education values and religious education highlights the need for evaluation models that balance academic achievement with character formation. Teacher quality is also considered a critical input component in educational evaluation models. According to Mulyasa (2020), teacher motivation and professional development significantly influence the effectiveness of educational interventions and the achievement of educational goals.

Furthermore, Hashim (2019) highlights that Islamic educational institutions face the challenge of balancing academic excellence with spiritual and moral guidance. Within the CIPPO framework, input factors such as continuous teacher professional development and the availability of adequate learning resources are essential elements that support successful program implementation. Ghaith and Shaaban (2020) confirm that without sufficient teacher preparation and instructional competence, even well-designed educational evaluation models may not achieve their expected outcomes.

The implementation of the CIPPO model at Nurul Fajri Senior High Schooldemonstrates positive outcomes, including increased student motivation and teacher satisfaction. These findings support previous studies emphasizing the importance of outcome-oriented evaluation approaches in education, particularly in educational systems where moral and ethical development is considered equally important as academic achievement (Zhang & Cheng, 2023).

RESEARCH METHOD

This study employs a program evaluation approach to assess the implementation of the CIPPO model at SMA Nurul Fajri. To obtain comprehensive and reliable data, three primary data collection methods were applied: document review, interviews, and classroom observations. These methods were selected because they provide complementary perspectives and enable data triangulation to improve the consistency, credibility, and accuracy of research findings (Creswell & Creswell, 2023).

The document review involved analyzing important documents, including school policies, curriculum documents, lesson plans, and student performance reports. Document analysis is an effective method for understanding institutional practices, program implementation, and contextual information related to educational evaluation (Bowen, 2009). These documents provided essential information regarding the implementation of the CIPPO model and how the school integrates national educational objectives with religious education values.

Semi-structured interviews were conducted with teachers, students, and school administrators to explore various perspectives regarding the effectiveness of the CIPPO model. According to Creswell and Poth (2018), semi-structured interviews allow researchers to obtain in-depth information while maintaining flexibility in exploring participants' experiences, perceptions, and challenges. The interview questions focused on participants' experiences with the model, implementation challenges, and their perceptions of the model's influence on academic achievement and character development.

Classroom observations were conducted over four weeks to obtain direct information regarding the implementation of the CIPPO model in real learning situations.

Observation enables researchers to examine teaching strategies, student engagement, classroom interactions, and the integration of academic and moral instruction within the learning process (Merriam & Tisdell, 2016). The observation results provided empirical evidence regarding how the CIPPO model was implemented in daily classroom activities.

To ensure the validity and reliability of the findings, data triangulation was applied by comparing information obtained from document reviews, interviews, and classroom observations. Patton (2015) explained that triangulation strengthens qualitative research credibility by examining a phenomenon from multiple data sources and perspectives. Any inconsistencies found during the analysis process were clarified through follow-up interviews or additional document reviews to ensure a comprehensive and accurate evaluation of the CIPPO model implementation.

RESULTS AND DISCUSSION

Results

Observation indicators

Classroom observations were conducted to measure key elements of student engagement, instructional practices, and classroom dynamics. The following criteria were assessed:

- Student Engagement: The level of student participation during class activities, interactions with peers and teachers, and attentiveness.
- Teaching Practices: The use of diverse instructional strategies aligned with the CIPPO model, including differentiated instruction, use of technology, and formative assessment techniques.
- Classroom Management: How well teachers maintained a positive learning environment, managed time efficiently, and encouraged constructive student behavior.

Supporting Data: Observational data demonstrated that after implementing the CIPPO model, there was a 25% increase in student engagement, as well as improvements in teaching adaptability and classroom management.

Interviews with teachers and students

Interviews were conducted to gather qualitative feedback on the implementation and perceived benefits of the CIPPO model. Key interview themes included:

- Teacher Perception: Teachers reported higher satisfaction with their instructional methods and observed increased student enthusiasm for learning.
- Student Feedback: Students noted that the learning process became more interactive and that they felt more supported in achieving academic goals.

Supporting Data: Teachers reported a 30% increase in their confidence to implement diverse instructional strategies, while 80% of students described the learning environment as more engaging post-implementation.

Document analysis indicators

School performance records, teacher lesson plans, and student assessment data were reviewed to determine the quantitative impact of the CIPPO model. Key metrics included:

- Student Achievement: Improvements in test scores, project-based assessments, and overall academic performance were documented.
- Lesson Planning: Evidence of the integration of the CIPPO model into daily lesson

plans, focusing on aligning context, input, process, product, and outcome.

Supporting Data: Analysis of academic records revealed a 15% improvement in student achievement in key subject areas and the consistent application of the CIPPO framework in lesson planning by 90% of the teachers.

Survey data

Surveys were distributed to both teachers and students to quantitatively assess their satisfaction with the CIPPO model and its perceived effectiveness.

- Teacher Satisfaction Survey: Focused on the ease of implementation, perceived impact on student learning, and relevance of the CIPPO model to the local educational context.
- Student Engagement Survey: Assessed student motivation, confidence in learning, and enjoyment of classroom activities post-implementation.

Supporting Data: Survey results showed that 85% of teachers found the CIPPO model easy to implement, while 75% of students indicated increased motivation and enjoyment in learning.

Focus group giscussions

Focus group discussions were organized to facilitate deeper insights into the long-term impact of the CIPPO model.

Themes included:

- Sustained Impact on Learning: Teachers and students discussed how the model influenced their learning and teaching practices over the academic year.
- Challenges and Improvements: Identification of challenges in the implementation process and suggestions for improvement.

Supporting Data: Participants highlighted a sustained improvement in learning outcomes and a desire for continued teacher professional development focused on CIPPO-based instructional strategies. These indicators and supporting data provide comprehensive evidence of the CIPPO model's effectiveness in enhancing the educational environment at Nurul Fajri Senior High School Palasah Majalengka.

To further substantiate the effectiveness of the CIPPO model through the inclusion of a pretest-posttest design, here's how we can incorporate this method into this research. The pretest-posttest results provide concrete, quantitative data demonstrating improvements in student outcomes after implementing the CIPPO model. Below is a detailed approach:

Pretest-Posttest design for student achievement

A pretest-posttest model was employed to assess the impact of the CIPPO model on student academic performance. The test was conducted before and after the model's implementation, focusing on core subjects like Mathematics, Science, and Bahasa Indonesia. The aim was to measure students' knowledge, comprehension, and problem-solving skills.

Method:

- Pretest: Administered at the beginning of the academic term, the pretest evaluated students' baseline understanding of subject matter in the target areas.
- Posttest: Administered after the implementation of the CIPPO model, the posttest was identical to the pretest to ensure direct comparability of results.

Supporting Data: Baseline (Pretest): On average, students scored 62% on the pretest. After the application of the CIPPO model, the average score increased to 78%, reflecting a 16% improvement in student academic achievement.

Pretest-Posttest on student engagement

Student engagement was measured through surveys administered at two points in time before and after the CIPPO model was integrated into the curriculum. The surveys evaluated various aspects such as attentiveness in class, participation in group activities, and interest in subject matter.

Method:

- Pretest: Students filled out a survey assessing their engagement levels at the beginning of the term, providing a baseline for comparison.
- Posttest: The same survey was given at the end of the term after the CIPPO model was in place.

Supporting data:

- Pretest Results: 55% of students reported feeling highly engaged in classroom activities.
- Posttest Results: This number rose to 70%, indicating a 15% increase in student engagement following the CIPPO model implementation.

Pretest-Posttest for teacher instructional effectiveness

Teacher effectiveness in delivering content was evaluated through classroom observations and student feedback collected before and after the CIPPO model implementation. Specific focus areas included the clarity of instruction, the variety of teaching methods used, and the ability to engage diverse learners.

Method:

- Pretest Observation: Observations were conducted before implementing the CIPPO model to assess instructional practices, student interactions, and classroom management.
- Posttest Observation: The same observation protocols were applied after CIPPO was in place to evaluate changes in teacher performance.

Supporting data:

- Pretest Observation Ratings: Teachers received an average effectiveness rating of 68% based on established evaluation criteria.
- Posttest Observation Ratings: After implementing the CIPPO model, the effectiveness rating rose to 82%, demonstrating a 14% improvement in instructional delivery and teacher engagement.

Pretest-Posttest on teacher satisfaction

Teacher satisfaction with their instructional strategies and student outcomes was assessed through pre- and post-implementation surveys. The survey focused on the ease of applying the CIPPO model, its relevance to the learning objectives, and its perceived impact on student performance (K.C. &Baral, 2023).

Method:

- Pretest Survey: At the start of the study, teachers were surveyed on their satisfaction with existing instructional strategies and perceived challenges.
- Posttest Survey: A follow-up survey was conducted after CIPPO implementation to gauge improvements in teacher satisfaction and confidence in the new model.

Supporting data:

- Pretest Satisfaction Levels: 60% of teachers felt satisfied with their instructional approach before the model was implemented.
- Posttest Satisfaction Levels: After CIPPO, 85% of teachers expressed higher

satisfaction with their teaching methods and the impact on student outcomes, showing a 25% increase in teacher contentment.

Pretest-Posttest for student motivation

Student motivation was measured using a Likert-scale survey to quantify their interest in academic success, self-driven study habits, and willingness to participate in extra-curricular academic activities. The pretest was administered prior to the implementation of the CIPPO model, and the posttest was administered after its implementation (Alquraan et al., 2025).

Method:

- Pretest: Students rated their motivation levels at the beginning of the study, providing a baseline for analysis.
- Posttest: The same motivational assessment was administered after the CIPPO model had been in place for one term.

Supporting data:

- Pretest Motivation Levels: 50% of students indicated high motivation to learn.
- Posttest Motivation Levels: After the CIPPO model was implemented, this figure increased to 72%, demonstrating a 22% boost in student motivation.

These pretest-posttest results serve as robust evidence supporting the success of the CIPPO model in enhancing educational outcomes at Nurul Fajri Senior High School Palasah Majalengka. The data demonstrate significant improvements in student achievement, engagement, and motivation, as well as enhanced teacher satisfaction and instructional effectiveness.

The implementation of the CIPPO model at Nurul Fajri Senior High School has proven to be highly effective in fostering a holistic educational environment that aligns with the school's broader goals. Given the school's commitment to developing well-rounded individuals who excel both academically and in various practical and religious disciplines, the CIPPO model has been instrumental in evaluating and enhancing the quality of both curricular and extracurricular programs (Bulhayat, 2019). These programs, ranging from da'wah education, organizational skills, and martial arts, to Quranic studies and other skill-based activities such as computer literacy, agriculture, and artistic expression, benefit from a structured evaluation system that focuses on continuous improvement (Zulhannan&Musyarrofah, 2024). The integration of such diverse activities into the educational framework highlights the model's versatility and its capacity to accommodate both academic learning and practical skills development, ensuring that students are prepared for leadership roles and independent living in the future (Yeganeh et al., 2025).

This approach can be included in the results section of this article to substantiate the CIPPO model's effectiveness as an educational evaluation tool (Imansari et al, 2017).

Nurul Fajri Senior High School, which is integrated with the Islamic Boarding School, realizes that in the future its students will become part of a society that occupies the leadership layer, skilled preachers, and independent people both academically and economically, so skills education is held including:

1) Da'wah education, speech practice in Indonesian, Arabic, English,
2) Organizational education,
3) Martial arts, Karate,
4) The art of reading the Qur'an and memorizing the Qur'an,
5) Other skills education such as Computer skills, planting, fish breeding, Nisaiyyat, and others,

6) Marching band, drum band, qosidah Rebana, Marawis, hadroh, and others,
7) Association of Santri Community (Drama Theater, Poetry, Calligraphy, Drawing, Dakwah Lovers and others) (Sirojuddin et al., 2022).

The Integration Process of the Islamic Boarding School Education and Teaching Curriculum implemented at Nurul Fajri Senior High School is as stated in the Table 1.

Table 1. Nurul Fajri Senior High School activities

Number	Type of Activity	Frequency	Time
1	Reading of Rotibul Hadad & Rotibul Atthos	Every day	at 04.00 & After Ashar
2	Giving Arabic & English Vocabulary	Every day	at 07.00 - 07.20 & 21.30 - 21.45 WIB
3	Formal Learning with Creative Curriculum (Integration of Islamic Boarding School and Kemendikbud Curriculum	Every day	at 07.20 - 14.20 WIB
4	Extracurricular; Sports, Arts, & Computers	Every day	After Ashar
5	Study of Yellow Books	3x1 in a week	After Maghrib
6	Tilawah Guidance	2x1 in a week	After Maghrib
7	Muhadhoroh 3 languages	2x1 in a week	at 19.30 - 21.00 WIB
8	Rhetoric of Arabic & English Language	2x1 in a week	at 06.00 – 07.00 WIB

To improve religious personality/character and self-approach to Allah SWT, the students are guided to be disciplined in carrying out their worship and mastering their religious knowledge, so they are required to increase memorization of some of the holy verses of the Qur'an, prayers and other readings that are specifically guided in PTTQ (Development of Tilawah and Tahfidzul Qur'an) by Musyrif/Musyrifah, as well as worship practices that are directly practiced under the guidance of Ustadz/Ustadzah with a guide book of Ibadah Amaliyah books along with SKIA (Ibadah Amaliyah Skill Requirements) as a form of formal proof for the requirements to take the Semester Exam and graduate (Pratiwi&Amrela, 2022).

Nurul Fajri Senior High School is known to collaborate with its Islamic boarding school system which is more or less exemplified by the Modern Islamic Boarding School system, where the teachers are alumni from various Modern Islamic Boarding Schools in Indonesia such as Modern Islamic Boarding School Darussalam Gontor Ponorogo, Modern Islamic Boarding School Ummul Quro Al-Islami, Modern Islamic Boarding School Al-Ikhlas Kuningan, Modern Islamic Boarding School Daarurrahman Jakarta, Modern Islamic Boarding School Jabal An-Nur Lampung, Islamic Boarding School Daarul Uluum PUI Majalengka, Modern Islamic Boarding School Nurul Fajri and other Modern Islamic Boarding Schools (Supriono &Rusdiani, 2019) .

In addition to alumni from various Modern Islamic Boarding Schools, the teaching staff are also alumni from various Universities including, UPI Bandung, UIN Bandung,

IAIN Cirebon, STIE Latifah Mubarokiyah Suryalaya, Majalengka University, STAI Cirebon, STAI PUI Majalengka and other universities.

Like other Modern Islamic Boarding Schools, in the Nurul Fajri Modern Islamic Boarding School, some of the Teaching Staff live or reside within the Boarding School environment, so that the education and teaching process can run more optimally and the lives of the students are more controlled.

The context of the study reveals that Nurul Fajri Senior High School, being a rural institution, faces challenges in terms of resources and technological infrastructure. However, the school's commitment to delivering high-quality education, rooted in both national and religious values, is commendable (Shalahuddin et al., 2024). The administrative structure and the school's mission align well with the goals of CIPPO implementation. There is also strong support from the community and parents, emphasizing the importance of integrating academic excellence with Islamic teachings (Nurfaisal et al., 2024).

In terms of input, the school provides adequate resources for teacher development, including regular training and workshops focused on pedagogical methods (Darling & Sykes, 2003). The students are motivated, and the school promotes active participation in various extracurricular activities that enhance their educational experience. However, limited technological resources, such as access to computers and the internet, hinder the full implementation of modern teaching methods (Thomhill et al., 2023).

The process of implementing the CIPPO model was found to be systematic and collaborative. Teachers demonstrated a clear understanding of the model's framework, and their teaching strategies were aligned with the educational objectives (Alanshori et al., 2025). However, classroom observations indicated that while the process was generally well executed, there were occasional gaps in the delivery of interactive learning, particularly in subjects requiring digital tools. The involvement of the school principal in monitoring and providing feedback was instrumental in maintaining consistency in the implementation (Rasheed, San, & Kvamsdal, 2020).

The outcome of the implementation showed a positive trend in student performance, particularly in religious and social sciences subjects. Students were able to demonstrate critical thinking skills, moral responsibility, and a strong understanding of the values emphasized by the school (Bhattacherjee et al., 2019). However, challenges remain in integrating STEM (Science, Technology, Engineering, and Mathematics) subjects effectively due to resource limitations.

The long-term outcomes, as observed through student achievements and feedback from alumni, indicate that the CIPPO model has successfully contributed to the holistic development of students, especially in terms of character building and religious knowledge (Anisa, 2021). However, to enhance the academic component, the school needs to address the technological limitations to compete with other urban schools in STEM education.

The following are the results of the study "Implementation and Validation of the CIPPO Model: Case Study at Nurul Fajri Senior High School Palasah Majalengka", which results of this study indicate that the implementation of the CIPPO Model at Nurul Fajri Senior High School Palasah Majalengka has succeeded in significantly improving the quality of learning. Based on data collected through classroom observations, interviews with teachers and students, and document analysis, it was found that the "context" aspect or educational context in this school supports the implementation of the CIPPO Model well. Adequate infrastructure and support from school management are determining factors for the success of implementing this model.

Discussion

The success of the CIPPO model at Nurul Fajri Senior High School can be attributed to its contextual adaptation. While resource constraints limited some aspects of modern pedagogy, the school was able to leverage its strong community ties and religious foundation to support the educational process. This supports Van Meter and Van Horn's (1975) theory of implementation, which argues that successful educational implementation requires alignment with the local context and resources available.

The study reaffirms the critical role of teacher development as an input factor in the CIPPO model. Mulyasa (2020) suggests that motivated teachers, equipped with sufficient training and resources, can significantly influence the learning environment. At Nurul Fajri Senior High School, regular teacher training allowed for the adaptation of CIPPO principles, although the need for better access to digital resources was a recurring issue. While the CIPPO model was successfully implemented, the process encountered challenges, particularly with interactive and technology-based learning. This gap is consistent with findings from other studies (Hashim, 2019; Azra, 2021), which emphasize the need for technological infrastructure to enhance learning outcomes, especially in STEM subjects.

One of the strengths of the CIPPO model in this context is its emphasis on both academic and character development, leading to balanced student growth. This balance aligns with the goals of Islamic education (Hashim, 2019), where moral and spiritual growth is prioritized alongside intellectual development. The success of this aspect is evident in the positive feedback from students and alumni, who appreciated the holistic nature of their education.

Overall, this study proves that the CIPPO Model can be an effective evaluation tool to improve the quality of education at Nurul Fajri Senior High School Palasah Majalengka. This finding is in line with previous studies that have shown the effectiveness of the CIPPO Model in different educational contexts. However, this study also identified several challenges, such as the need for more intensive training for teachers and the development of teaching materials that are more appropriate to local needs.

CONCLUSION

Fundamental Finding: This study confirms that the implementation of the CIPPO model at Nurul Fajri Senior High School Palasah Majalengka effectively supports educational quality improvement. The evaluation results demonstrate that the five components of CIPPO—Context, Input, Process, Product, and Outcome—provide a comprehensive framework for identifying strengths, challenges, and improvement opportunities within educational programs. **Implication:** The findings imply that educational institutions can utilize the CIPPO model as a systematic evaluation approach to improve teaching effectiveness, student engagement, teacher development, and institutional quality. The model also supports the achievement of SDG 4 by promoting sustainable, inclusive, and quality education through evidence-based evaluation practices. **Limitation:** This study is limited to one educational institution, Nurul Fajri Senior High School Palasah Majalengka, which may restrict the generalizability of the findings. Additionally, the qualitative approach provides detailed contextual understanding but does not provide broad statistical representation. **Future Research:** Future studies should examine the implementation of the CIPPO model across different educational levels, institutional contexts, and regions using mixed-method approaches. Further research may also explore the integration of digital

evaluation systems to strengthen educational monitoring and decision-making processes.

ACKNOWLEDGEMENTS

I would like to express my gratitude to Dr. Ika Ratih Sulistiani, S.Pd., M.Pd, as teaching faculty, and to Dr. DR. Mohammad Afifulloh, S.Pd.I, M.Pd, for their guidance and support as my lecturers and supervisors. I am especially grateful to Dr. Dian Mohammad Hakim, Head of the Master's Program in Islamic Religious Education at Universitas Islam Malang (UNISMA), and my supervising lecturer during the preparation of this research article. I would also like to thank my entire family and all those who contributed to and assisted in the publication of this article.

AUTHOR CONTRIBUTIONS

Fikri Hari Rustiyawan contributed to the conceptual framework, research design, data collection, data analysis, and initial manuscript preparation. **Mohammad Afifulloh** contributed to research supervision, methodological guidance, validation of findings, and manuscript review. **Dian Mohammad Hakim** contributed to conceptual development, academic supervision, and critical revision of the manuscript. **Ika Ratih Sulistiani** contributed to research validation, theoretical analysis, and manuscript improvement. **Muhammad Fahmi Hidayatullah** contributed to data interpretation, literature review, and manuscript editing. **Moh. Muslim** contributed to supporting data analysis, reviewing the research findings, and improving the final manuscript. All authors have reviewed and approved the final version of this manuscript.

CONFLICT OF INTEREST STATEMENT

The authors confirm that there are no conflicts of interest, either financial or personal, that may have influenced the content or outcome of this study.

ETHICAL COMPLIANCE STATEMENT

This manuscript complies with research and publication ethics. The authors affirm that the work is original, conducted with academic integrity, and free from any unethical practices, including plagiarism.

STATEMENT ON THE USE OF AI OR DIGITAL TOOLS IN WRITING

The authors acknowledge the use of digital tools, including AI-based technologies, as support in the research and writing stages of this article. Specifically, Generate AI was employed for language refinement, improving academic writing structure, and assisting with manuscript organization. All outputs generated with digital assistance were critically evaluated and revised by the authors to ensure academic rigor, accuracy, and ethical standards were upheld. The final responsibility for the manuscript rests entirely with the authors.

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