



## Curriculum design to improve adolescent social-emotional skills

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### ABSTRACT

Strawberry generation, internet addiction disorder, consumerism, identity diffusion, and promiscuity are phenomena that affect adolescents today. One of the triggers of these things is the maturity of the amygdala first as the center of emotion control compared to the prefrontal cortex as the logical mind controller. Efforts are needed so that adolescents are not trapped in acts of delinquency or juvenile crime. Adult guidance in training social-emotional skills can be one of the efforts. Social-emotional skills are a process to hone the competence to recognize self-identity, recognize and manage emotions, be responsible in making decisions, be assertive, and apply effectively to various social demands. The curriculum design in this study was developed by adapting backward design with the stages of setting goals in the form of competencies expected to be attached to students, then determining activities or evidence to test the achievement of goals, and lastly, designing learning experiences. This research uses literature studies to find the theoretical basis of the phenomena that occur and design solutions to these phenomena. Social-emotional skills have a high level of urgency to be implemented because they can prevent delinquency and crime in adolescents and improve student academic achievement.

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### ABSTRAK

Generasi *strawberry*, gangguan kecanduan internet, konsumerisme, difusi identitas, dan pergaulan bebas adalah fenomena yang terjadi di remaja saat ini. Salah satu pemicu dari hal-hal tersebut adalah matangnya amigdala terlebih dahulu sebagai pusat pengendali emosi dibandingkan korteks prefrontal sebagai pengendali pikiran logis. Diperlukan upaya agar remaja tidak terjebak dalam tindakan kenakalan atau kejahatan remaja. Bimbingan orang dewasa dalam melatih keterampilan sosial-emosional dapat menjadi salah satu upaya. Keterampilan sosial-emosional merupakan suatu proses untuk mengasah kompetensi mengenali identitas diri, mengenali dan mengelola emosi, bertanggung jawab dalam mengambil keputusan, bersikap asertif, dan berlaku efektif terhadap berbagai tuntutan sosial. Desain kurikulum dalam penelitian ini dikembangkan dengan mengadaptasi *backward design* dengan tahapan menetapkan tujuan berupa kompetensi yang diharapkan melekat pada diri siswa, kemudian menentukan kegiatan atau bukti untuk menguji ketercapaian tujuan, dan yang terakhir adalah mendesain pengalaman belajar. Penelitian ini menggunakan studi literatur untuk mencari landasan teori dari fenomena yang terjadi dan merancang solusi untuk fenomena tersebut. Keterampilan sosial emosional memiliki tingkat urgensi yang tinggi untuk diimplementasikan karena tidak hanya dapat mencegah kenakalan dan kriminalitas pada remaja, tetapi juga dapat meningkatkan prestasi akademik siswa.

**Kata Kunci:** Desain backward; desain kurikulum; keterampilan sosial emosional

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## INTRODUCTION

Teenagers often get the stamp of being unruly and like things full of challenges. Rhenald Kasali, in the book titled *“Strawberry Generation”* conveys the phenomenon of adolescents now as a phenomenon similar to a strawberry that is ripe but hit by another hard object, which will cause the strawberry to be physically damaged. The ease of developing their interests and talents is not matched by the endurance and determination to achieve their optimal potential.

Several changes occur within adolescents, including physical, psychological, and hormonal (Diananda, 2019). In the field of neuroscience that elaborates on the human brain and its functions, there are striking changes in the amygdala as the center of emotion. The amygdala matures first, then the prefrontal cortex as the logical mind control center. The prefrontal cortex matures at the age of 18-25 years. In adolescence, prefrontal cortex development is closely linked to the capacity to regulate and regulate emotions, self-identity affirmation, and self-control (Hiser & Koenigs, 2018).

The Amygdala matures first compared to the prefrontal cortex, often associated with risky behavior without mature consideration (Alaydrus, 2017). In addition to changes in emotions triggered by the maturation of the amygdala first, another developmental stage that needs attention is social skills. Social skills are related to adaptability and establishing good relationships with peers or adults around adolescents. The immaturity of social skills will lead to psychological disorders and hinder the development of these adolescents in the future (Lux et al., 2023). The phenomenon of Amygdala maturity coupled with the influence of the hormone dopamine, which is related to a sense of pleasure, according to Hanim in the book titled, *“Bergerak Aktif dan Ceria pada Masa Pandemi Covid-19 dengan Permainan Pickleball”*. It triggers adolescents to behave without careful consideration and creates a temporary sense of pleasure, such as drugs, brawls, free sex, and even theft (Karlina, 2020). A search with the keyword teenage phenomena reveals the results of teenage behavior that saves from social norms, religious norms, and the state described below.

Internet addiction disorder is a phenomenon that is widely discussed along with the ease of access to the internet. Teenagers spend hours without self-control watching social media sites like Instagram, TikTok, and YouTube. For adolescents, this addiction has had consequences, including visual problems that result from too long staring at devices and digestive problems because being addicted to these devices makes them ignore meal times (Fitriyadi et al., 2023). However, in another research, academic use of the internet does not contribute to increased levels of internet addiction (Salubi & Muchaonyerwa, 2023). It is essential for families and schools to help children establish good interpersonal relationships and to reduce the development of addictive behaviors associated with Internet gaming (Feng & Zhou, 2023). Comparisons between digital media and narcotic drugs have become increasingly common in the vigorous discussion on smartphone addiction and technology addiction (Hartogsohn & Vudka, 2023).

Low self-control of adolescents as a reflection of the dominant role of the amygdala as a regulator of emotions is seen in the activities of adolescents who spend a long time in coffee shops without productive activities and then become entangled in consumerism in coffee shops. Visiting coffee shops creates a sense of pride in teenagers. This sense of pride will become necessary when teenagers' posts in coffee shops on their social media get a lot of "like" responses. Ultimately, without thinking logically, teenagers will become entangled in consumerism in coffee shops, making visits to coffee shops a necessity (Yose et al., 2022). Self-control could be the underlying mechanism in the relationship between academic procrastination and time attitude (Wang & Sun, 2023). Another phenomenon in adolescents that shows emotions are more dominant than logical thinking is motorbike gangs. The existence of motorbike gangs is often found in various regions in Indonesia. Teenagers who mostly own motorbikes gather together to prove their existence by dragging sharp objects on the road or deliberately speeding on public roads. They

are not infrequently accompanied by the act of injuring other people with sharp weapons that they have (Simatupang, 2021).

Acts of delinquency and crime committed by adolescents are partly due to a failure to foster self-control (Khermarinah, 2018). Also, parents are negligent in accompanying adolescent growth and development (Hardiyanto & Romadhona, 2018) and social support promotes self-control in adolescents (Lie et al, 2022). Adult assistance to adolescents is needed so that adolescents live their adulthood responsibly (Alderman et al., 2019). Based on previous research, adolescents are expected to have social-emotional skills such as being able to regulate their emotions and behavior, being assertive and able to make decisions in social situations, being able to establish relationships with other individuals, benefiting others, as well as being able to resolve conflicts related to other individuals. The immaturity of social skills in adolescents results in several consequences, such as anxiety, mood disorders, and fatalities, such as depression and suicide (Pinheiro et al., 2022). In addition to affecting student achievement at school, social-emotional skills can reduce delinquency and misbehavior in students, according to Is and Matters in “*Social-emotional learning. USA: Committee for Children*”.

Adolescents' emotional and social skills have been on the minds of researchers and policymakers. Faturahman in Kurniawan (2015) states that school counseling guidance services can organize mature social-emotional skills, which help adolescents achieve optimal learning skills and future career success. Other research suggests that social-emotional skills help individuals in the early and late adolescent phases as they relate to the ability to cope with anxiety, manage worries, find effective ways to deal with anger and resentment, as well as the confidence to perform a task according to Chernyshenko et al. in “*Social and emotional skills for student success and well-being: Conceptual framework for the OECD study on social and emotional skills*”. A study conducted in one of the Pesantren in Kudus City stated that the maturity of students' social-emotional skills helped the students' adaptation process in the Pesantren (Ghofiniyah & Setiowati, 2018). Social-emotional skills, although important, have not received significant attention in the past education system (Munirah, 2015). However, policymakers in recent years have realized the importance of social-emotional skills and encouraged project-based learning that promotes social-emotional skills (Nisfa et al., 2022).

Based on the background data of brain, psychological, hormonal, and physical changes in adolescents that encourage adolescents to take challenging actions without logical consideration, the need for guidance that adults need to provide to adolescents and social-emotional skills that have not yet received a dominant portion in the Indonesian education system, the author wishes to provide solutions to the problems of adolescents in their growth and development through a curriculum design which contains a design of learning experiences and assessment strategies in fostering adolescent social-emotional skills and formulated in the research title curriculum design to improve adolescent social-emotional skills.

## LITERATURE REVIEW

### Adolescents and Developmental Tasks

Adolescence is the period after childhood and before early adulthood (Hardiyanto & Romadhona, 2018). Adolescents certainly have stages of development that need to be completed. This stage will provide a foothold for adolescents to carry out their maturity role responsibly (Cahyono et al., 2019). The task of adolescent development needs to be pursued to be achieved. If not, some consequences will befall the teenager, including identity diffusion. Identity diffusion is a condition where adolescents are confused about choices for themselves or do not yet have a commitment to themselves. Eventually, adolescents will be confused about the choice of specialization classes during high school, the choice of majors when deciding on college, and even about choices after high school such as work, gap year, college, or marriage. This confusion will make information conveyed by parties close to adolescents' daily lives an attractive choice

for adolescents who experience identity diffusion, even though the information tends to be unfavorable (Setyowati, 2018), or there is a phenomenon of merging personal identity into group identity. Adolescents who complete their emotional development will be better able to control stress and complete their social development. They will also be easier to adapt or manage conflicts in social relationship patterns (Cahyono et al., 2019).

Havigurst in Setyowati (2018) states that the tasks of adolescent development are as follows:

1. Achieving more mature relationships with peers and the opposite sex.
2. Achieving emotional independence from parents and other adults.
3. Being able to perform masculine and feminine social roles.
4. Behave in a socially responsible manner.
5. Prepare for a career or job with economic and financial consequences.
6. Preparing for marriage and forming a family.
7. Acquire a set of values and an ethical system as a guide to behave according to social norms.

### **Social-emotional skills**

Social-emotional skills are part of the developmental tasks of adolescence and have become a hot topic of discussion in the world of education because it involve success in achieving learning achievements as well as an indispensable aspect in the professional world, according to Frey et al. in "*All learning is social and emotional: Helping students develop essential skills for the classroom and beyond*". The definition of social-emotional skills involves many understandings. One study states that social-emotional skills are individuals' capacity to work effectively, establish safe and empowering relationships, cope with anxiety, lead and motivate others, and have high creativity (Danner et al., 2021). CASEL, an organization that supports the integration of academic and social-emotional learning, states that a person's mature social-emotional skills, which include self-control over impulsive reactions, awareness of one's own emotions and those of others, flexibility in behavior, a focus on finding solutions, resistance to peer pressure, and the capacity to interact and communicate with others, are integrated into their positive attitude (Bierman & Sanders, 2021). The competence of social-emotional skills consisting of self-management, social awareness, responsible decision-making, relationship skills, and self-awareness is proven to improve adolescent school achievement. It has a negative relationship with risky actions and delinquency in adolescents (Ross & Tolan, 2018). In this study, the authors adapted the social-emotional skills reported by CASEL (Collaborative for Academic, Social, and Emotional Learning), which include:

1. Self-awareness is the capacity to recognize feelings, evaluate circumstances that may elicit feelings, recognize assets and deficiencies, recognize passions, and evaluate one's capacity for carrying out a task.
2. Self-management has to do with controlling feelings, postponing desires, giving time management priority, and exercising self-control by norms.
3. Social awareness encompasses recognizing and appreciating the talents and viewpoints of others, demonstrating empathy and care for their feelings, comprehending diverse social standards, and comprehending situational demands.
4. Social skills for successful communication, conflict resolution, stifling unfavorable societal influences, working in a team, exercising leadership in asking for or providing assistance when necessary, and defending the rights of others.
5. Responsible decision-making is the capacity to make wise decisions after gathering knowledge and facts, foreseeing and assessing the effects of a decision, coming up with solutions for one's difficulties, offering ideas for achieving objectives and addressing problems in groups.

## Curriculum Design

A curriculum is a guide that contains a range of learning activities focussed on measurable outcomes and performed by students that can then be tested with appropriate methods to document whether or not the desired outcomes were achieved (Rajurkar et al., 2019). Tyler, in a book titled "*The twenty-first century curriculum: Issues and Challenges*" by Erstad & Voogt, states that the curriculum is a well-balanced combination of subjects that students need to learn to grow as individuals and be ready for their future duties as adults. Because it offers a framework for establishing the goal and direction of education, selecting and organizing instructional resources, and creating engaging learning experiences for students, the curriculum is crucial to the functioning of the educational system. It guarantees that learners obtain integrated resources for long-term achievement (Mohanasundaram, 2018). Through this program, students are involved in various learning activities that aim to produce changes and behavioral developments by educational and teaching objectives. This definition looks at the curriculum more from a practical point of view, which means that the curriculum is an educational program containing "how students learn to achieve educational goals".

Planning, organizing, leading, enabling, and managing the process to accomplish this goal is the process of designing; hence, designing or redesigning will result in a novelty that is superior to the previous design. The difference between what is expected to happen and the state of affairs at the time gives rise to design (Mohanasundaram, 2018). The author concludes that curriculum design is a map of integration and coordination that will organize curriculum elements in achieving goals so that curriculum design impacts changing students' attitudes, knowledge, and skills on a broader scale such as national progress.

In this study, social-emotional skills will be integrated into the counseling program. This is based on the opinion of Cahyono (2022), which states that guidance and counseling are essential to help adolescents in their turbulent period so that the enormous energy in adolescence can be optimized with positive and valuable activities and prevent juvenile delinquency through essential services, responsive services, individual planning services, and system support. Research by Rokhyani (2022) states that the counseling guidance program can be in the form of problem mapping and planning a way out of student problems, both academic and non-academic, such as problems with friends or family and interest mapping so that students can be explored further so that student development becomes optimal.

Guidance and counseling mean a process where adult individuals (teachers) guide immature individuals (students) to recognize, map, and optimize all their potential and characteristics for student independence in finding solutions in their daily lives and the future glory of students, according to the book titled "*Bimbingan dan Konseling dalam Pendidikan*" written by Rofiqoh and Zumrotun. In the national education system, regulation, guidance, and counseling means a process that is structured in stages, based on theoretical studies, and continuous in the school education system carried out by counselors or counseling teachers to assist students in their growth and development so that students can develop their academic and non-academic potential optimally as a provision for their future (Rahman & Mulyadi, 2023).

Social-emotional skills in this study were developed by adapting social-emotional learning strategies from (Bailey et al., 2019), as follows:

1. Customized for the developmental stage.
2. Pay attention to tactics that are simple to implement. Students who practice social-emotional skills more and use different senses will be more successful.
3. Fit for the demands of the students. Learning experiences aim for students to become competent in taking deliberate, intentional action on their problems.

## METHODS



This research uses the literature method. Sari (2021) states that the literature method uses book references or previous research to find a theoretical basis and problem-solving in the topic to be elaborated. The research steps that the author takes are as follows: (1) Determine the phenomenon raised as the background of the research, (2) Conduct a needs analysis, (3) Outline the theoretical basis and solution for the research phenomenon, (4) Determine learning objectives based on theory and previous research, (5) Determine evidence or activities to measure the achievement of objectives, (6) Design learning experiences.

## RESULT AND DISCUSSION

After conducting studies from various sources, the author tried designing a curriculum to improve adolescents' social-emotional skills. The design results are packaged in the form of **Table 1** as follows.

**Table 1. Curriculum Design to Improve Adolescent Social-Emotional Skills**  
(Instructional Design is based on Backward Design)

No	Competence	Identify Desired Result	Determine Acceptable Evidence	Learning Experience
1	Self-Awareness skills	Students could recognize emotion	Students can write down the various emotions in the Inside-out film and analyze the role of these emotions in Riley's life (the Inside-out film's main character).	<ul style="list-style-type: none"> <li>Watching inside-out movies.</li> <li>Discuss the different kinds of emotions and the role of these emotions.</li> </ul>
2	Self-Management Skills	Students can manage emotions	<ul style="list-style-type: none"> <li>Students can describe the physical changes they feel when angry and disappointed.</li> <li>Students can manage their emotions using disassociation techniques during role-play situations.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the features that are felt physically when an emotion arises.</li> <li>Practice managing emotions with disassociation techniques</li> </ul>
3	social awareness Skills	Students can understand and behave according to norms and situational demands.	<ul style="list-style-type: none"> <li>Each student is given a case study of 1 social situation that needs to be analyzed based on norms and situational demands.</li> <li>Students then convey to the teacher orally or in writing the behavior they will apply in the social situation.</li> </ul>	In groups, students are given one social phenomenon and then discuss it with their groups under the teacher's guidance to determine the right attitude based on norms and situational demands.
4	Be Assertive	Students can resist negative social influences	Students can practice verbal and non-verbal assertive attitudes in social situations the teacher gives.	<ul style="list-style-type: none"> <li>Watch videos from the 1% channel about assertive attitudes.</li> <li>Students learn to practice assertive behavior by playing roles in pairs or groups.</li> </ul>
5	Devise solutions to personal problems	Students can develop solutions to personal problems	Students can practice solution-focused coaching/GROW techniques in situations that require solutions.	<ul style="list-style-type: none"> <li>Students recognize solution-focused coaching techniques in finding solutions or GROW techniques.</li> <li>Students conduct simulations and discussions based on solution-focused coaching/GROW techniques on various situations that require solutions.</li> </ul>

Source: Research results (2023)

**Table 1** above was developed based on backward instructional design, where the learning outcomes expected to be embedded in students are determined at the first stage, consisting of the ability to recognize emotions, the ability to manage emotions, behave according to social norms, be able to be assertive, and be skilled in concocting solutions. Outcome mapping at the first stage of instructional design ensures that the program meets the learning needs of mastering a competency (Martin et al., 2019). The competencies determined in this study were obtained from the needs analysis results with respondents from parents, counseling teachers, psychologists, and students. These results became the author's foothold for designing activities to assess outcomes.

The last stage is to design the learning experience that students will carry out. Based on **Table 1**, students will watch *Inside Out* and discuss the different kinds of emotions and the role of these emotions. Based on Ramadhani's Diploma Thesis titled, "*Emosi Dasar Dalam Film (Studi Analisa Semiotika dalam Film Animasi "Inside Out")*", the film *Inside Out* was chosen as a strategy to recognize emotions and their functions because it features characters that represent basic human emotions such as anger, sadness, joy, anxiety, and disappointment (Hendarsyah, 2020). The role of emotions in the main character is depicted very clearly in various events that often occur in adolescents, namely liking the opposite sex, being disappointed with parents' decisions, and making decisions without careful consideration (Hasan & Fuady, 2023). The teacher can emphasize the scene where Railey (the main character in the film) decides to leave his parents' house and go to his hometown to meet her best friend. The emotions of fear and disappointment dominate this scene. The teacher can explain that emotions of fear and disappointment if not appropriately managed, can encourage illogical thinking and behavior. *Inside Out*, alongside teacher-led discussion, could be useful in teaching children about depression in a relaxed but educational way (Caves & Basu-Roy, 2022). It is hoped that this activity can provide insight to adolescents to control their emotions because the stages of managing emotions require conscious efforts from individuals (Hasmarlin & Hirmaningsih, 2019). The skills of being assertive and acting to the demands of social situations with simulation activities in groups provide insight and guidance to increase students' capacity to act to the social demands they face, based on Okina's statement in her book. In this simulation stage, students will simulate various social demands, such as meeting with company representatives in their capacity as members of the business fund team for art performances to be held at school, as well as various events that require assertive attitudes, such as refusing invitations to smoke.

The authors adapted several techniques for managing emotions and designing goals from the book "*The Secret of Enlightening Parenting*" by Okina, including dissociation techniques to manage emotions and solution-focused coaching to achieve the expected competence in responsible decision-making skills. The dissociation technique is putting oneself in a helicopter view or detaching oneself from the emotional trap when the event that triggers one of the emotions occurs. This can be done by recognizing the physical symptoms of the presence of an emotion, e.g., a burning sensation in the chest or a tense feeling in the shoulders during anger. Dissociation techniques are carried out in role-playing activities where students will try to imagine a situation that triggers angry emotions until the physical symptoms of anger that are usually present, such as chest heat, can be felt. After the physical symptoms are felt, students will be asked to take 1-2 steps back from the initial position, or if the student is in a sitting position, then the student can imagine a flying position. By shifting positions, the student can see himself/herself in an angry state imaginatively and then advise himself/herself on how he/she should behave in that situation. Self-focused coaching can begin by recalling the student's past successes or guiding the student to remember his/her resources and use them to solve the problem (Gustafsson & Öster, 2023). Self-focused coaching can also be done using the GROW (goal, realistic, option, will) method, which involves setting a goal, analyzing resources or the current situation, thinking of alternative activities to achieve the goal, and then moving toward the goal based on the alternative activities planned in the option stage. It takes skill from the facilitator (teacher) to provide open questions easily understood by students in applying the GROW method (Fanani, 2022).

Solution-focused coaching is a technique of guiding towards solutions where solutions to individual or group problems will be thought of by the students themselves with questioning techniques from the teacher. An example is finding a solution for a student who is not confident when presenting.

**Example 1:**

Teacher : "Can you remember when you were not confident when presenting?"

Student : "Once Mum, when I was in grade 6, I was doing storytelling."

Teacher : "That means you were confident and could speak in front of your friends and teachers."

"Remember what you did at that time so that you were confident in storytelling in front of friends and teachers."

Student : "Practice Mum"

Teacher : "Okay, for the current situation, where you will make a presentation next week, what efforts will you make?"

Student : " Practice three times, starting after school today."

Teacher : "How do you remember to practice your presentation?"

Student : "I will activate the reminder program on my mobile phone."

**Example 2:**

Students have difficulty with algebra. The teacher can ask what goals you want to achieve in the algebra topic. Then, students are asked to tell their current condition in understanding algebra material. Do they already know the difference between coefficients and constants? The student's current condition becomes a foothold for determining when they will repeat the algebra material and the time needed to achieve their goals. In dissociation and solution-focused coaching techniques, students can make suggestions for themselves. No matter how harsh, advice from oneself is more readily accepted by oneself. Self-focused coaching is expected to make adolescents focus on solutions to unravel their problems, not on the problem.

## DISCUSSION

The learning experience in this study was designed by involving various senses (vision, hearing, touch, and movement), such as in activities to improve the ability to manage emotions where students must be able to identify the physical characteristics of emotions happening to them. Activities involving various senses align with the submodality technique in the Neuro-Linguistic Program, which has been proven to change behavior in managing emotions and reduce the risk of self-harm in adolescents (Azalia & Pratitis, 2020). In improving responsible decision-making skills, the author adapts solution-focused coaching. This technique aligns with solution-finding techniques in research conducted by Sanjaya (2022) and has been proven to improve students' emotional intelligence. Watching films as one of the social-emotional learning activities has proven to be effective, where the activity of watching this film based on research (Abate, 2023; Indah & Lathifah, 2021; Rosyida, 2020) can increase student empathy as well as reduce the motivation to do self-harm. Technological developments in the film industry have enriched the audiovisual language over the years and made it possible to represent subtle aspects of the world so that audiences can experience fictional stories as realistically as possible and be emotionally engaged and interested (Cañas-Bajo, 2020). Simulations are among the most effective means to facilitate learning complex skills across domains (Chernikova, 2020) which are considered adequate for improving students' social skills.



## CONCLUSION

Curriculum design to improve adolescents' social-emotional skills has a high level of urgency to be implemented, referring to current adolescent phenomena such as the strawberry generation, internet addiction disorder, consumerism, identity diffusion, and promiscuity. The above phenomena are not sufficiently solved by prioritizing the achievement of cognitive aspects in adolescents alone, but stimulation is needed in every aspect that is the task of adolescent development, including social-emotional aspects. By referring to previous research information that social-emotional skills have not been a dominant aspect in the Indonesian education system and the benefits of achieving social-emotional competence as described in the previous section, the curriculum design to improve adolescents' social-emotional skills can be a part that can complement adolescent developmental tasks to produce competent adolescents in early adulthood and the following stages of life.

This research focuses on strategies to achieve social-emotional skills in late adolescence. The author suggests that future researchers design strategies to foster social-emotional skills in early adolescence. So that adolescent social-emotional skills can be achieved with a sustainable program and produce more optimal results.

## AUTHOR NOTE

The Author declares no conflict of interest regarding the publication of this article. The authors confirm that the data and content of the article are free from plagiarism.

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