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The Role of Technology and Its Impact on Contemporary Islamic Education: Developments and Challenges

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CONTENT

ABSTRACT

Background: The integration of technology into the learning process is expected to have a positive impact on both educators and students, making learning more engaging and increasing students' motivation. However, successful implementation requires readiness from both teachers and students. Objective: This study aims to explore the role and application of technology in Islamic Religious Education and its effectiveness in improving teaching and learning processes. **Method:** The research employs Library Research (literature study) to collect and analyze information on technological developments in Islamic Religious Education. Relevant literature, studies, and guidelines were reviewed to understand how technology can be integrated in accordance with Islamic principles. **Results:** Technology in Islamic Religious Education serves as a tool, learning resource, and media to support teachers in innovating their teaching methods. Practical applications and media identified include TikTok, Instagram, Microsoft PowerPoint, and YouTube, all of which can enhance learning while adhering to the guidance of the Qur'an and Hadith. **Conclusion:** Technology plays a crucial role in modernizing Islamic education, enhancing student engagement, and improving the quality of learning. **Contribution:** This study provides educators with guideline-compliant strategies for integrating technology effectively in Islamic Religious Education, fostering active and innovative teaching practices.

KEYWORDS

Technology; Contemporary Islamic Education: Developments; Challenges

1. INTRODUCTION

The development of science and technology has brought about significant changes in modern learning processes, including the use of digital tools in schools. The integration of information technology in teaching and learning activities is an absolute necessity in the global era, so that learning is not monotonous and can increase the attractiveness and effectiveness of knowledge transfer. According to Kabilan & Neelamalar (2019), the use of digital tools in education has proven to enhance students' engagement and participation, making learning more interactive and student-centered. The authors argue that technology provides opportunities for students to become more self-directed learners, increasing their critical thinking and problem-solving skills. Furthermore, the shift from teacher-

centered to student-centered learning fosters innovation and creativity in students' educational experiences (Almalki, 2021). The use of educational technology devices can shift the learning paradigm, creating a more active, innovative, and relevant learning process that aligns with current times. Therefore, the role of media in the learning process is important because it will make the learning process more varied and less boring.

Education is defined as a conscious and planned effort to create a learning atmosphere and learning process that enables students to actively develop their potential, including religious and spiritual strength, self-control, personality, intelligence, noble character, and the skills necessary for themselves, their community, their nation, and their state. Education covers everything related to human development. Education aims to improve human life from a natural state to a cultured one. Education is closely related to the cultivation of humanity. Cultivating humanity itself is a process or effort to improve the lives of humans or groups. Simply put, it is a way of life that has been developed by society (Masang, 2021). The term "mature" refers to pedagogical maturity (being aware and recognizing oneself and one's responsibilities), psychological maturity (psychological functions are mature), sociological maturity (has fulfilled the requirements for living together as determined by society), and finally biological maturity (able to reproduce) (Arfani, 2016).

The success of education is not only measured by the quality of graduates, but also by an efficient and professional learning process. This aligns with the opinion of Arifin & Setyawan (2020), who emphasize that quality education can be achieved if the teaching and learning process is effective and managed according to the principle of efficiency, namely producing optimal output with a proportional use of resources. In addition, Kusumawati & Raharjo (2022) emphasize that educational efficiency is significantly influenced by professionalism and effective educational management, which encompasses the discipline, commitment, and work ethic of educators in organizing the learning process. This is not widely recognized by education providers in rural areas, which in turn leads to problems in the education sector (Maesaroh, 2013).

Two concepts cannot be separated in learning activities, namely learning and teaching. Learning refers to what students do, while teaching refers to what teachers do. Learning can be viewed from two angles. First, learning is viewed as a system comprising several organized components, including learning objectives, learning media, classroom organization, learning evaluation, and learning follow-up (remedial and enrichment). Second, learning is viewed as a process that includes activities carried out by teachers, starting from planning and implementing activities, to evaluation and follow-up programs, which take place in an educational setting to achieve predetermined learning objectives (Faizah, 2017).

Islamic Religious Education as a subject in the education curriculum. As a subject, religious education is provided in schools and madrasas as a means to prepare individuals to become students who understand and practice the values of Islamic teachings. Islamic Religious Education is a subject that is provided to students who are required to learn its values and principles. In the context of education in Indonesia, which is influenced by Islam, Islamic Religious Education should underpin other forms of education. Islamic Religious Education is an effort to nurture and guide students so that they can comprehensively understand Islamic teachings and appreciate their objectives, ultimately enabling them to practice Islam as a way of life (Medopa, 2020).

Islamic Religious Education involves, first, conscious and planned education (planning). Second, the process of knowledge transfer (implementation). Third, educational resources derived from the Qur'an and Hadith (Materials). Fourth, it aims to produce faithful students, pious individuals with noble character, who appreciate and practice Islamic teachings, and possess the ability to coexist with followers of other religions in the context of national and state life, based on Islamic law (goals) (Ramadhan, 2017).

The objectives of Islamic Religious Education are based on a special value system founded on the Qur'an and Hadith, namely belief in God, obedience, and submission to all His commands. As practiced by the Prophet Muhammad SAW. Thus, Islamic Religious Education aims to shape individuals with noble character and the ability to implement it in their daily lives. In the present day, the approach to Islamic education is implemented through an operational process aimed at achieving the desired goal, requiring a model that underpins it, as first established by the Prophet. These values can be actualized based on human development needs combined with the influence of the existing cultural environment, so that they can achieve the ideals and goals of improving the quality of human life in all aspects of life (Sadiyah, 2015). The objectives of Islamic education have been explained by Allah in Surah Al-Baqarah, verse 30:

وَإِذْ قَالَ رَبُّكَ لِلْمَلَٰئِكَةِ إِنِّي جَاعِلٌ فِي ٱلْأَرْضِ خَلِيفَةً قَالُوٓاْ أَتَجْعَلُ فِيهَا مَن يُفْسِدُ فِيهَا وَيَسْفِكُ ٱلدِّمَآءَ وَنَحْنُ نُسَبِّحُ بِحَمْدِكَ وَنُقَدِّسُ لَكَّ قَالَ إِنِّيٓ أَعْلَمُ مَا لَا تَعْلَمُونَ

Meaning: *"Remember when your Lord said to the angels, "I am going to place a vicegerent on earth." They said, "Why would You place on it someone who will cause corruption and shed blood, while we constantly glorify You and sanctify You?" God said, "Indeed, I know what you do not know."*

Islamic Religious Education in schools serves an important purpose in instilling faith and piety, as well as shaping noble character, which is expected to guide individuals in achieving happiness in both this world and the hereafter. Sya'ban (2021) emphasizes that the success of Islamic Religious Education depends heavily on the synergy between schools, families, and communities, as religious values cannot be instilled by schools alone but must be reinforced through continuous collaboration, enabling students to internalize Islamic values in their daily lives. This view shows that Islamic Religious Education is a holistic educational process that requires broad environmental support. On the other hand, the development of Islamic Religious Education needs to be developed through integrated cooperation between schools and the community. To that end, Islamic Religious Education teachers are required to play an active role in monitoring the Islamic Religious Education activities undertaken by students in their environment (family and community), ensuring harmony and consistency between the attitudes and behaviors fostered at school and in the community (Mutamakin, 2020).

The use of technology in education is believed to provide numerous benefits, including increased motivation, engagement, and interest in learning among students. In line with this, Hapsari & Pratama (2020) emphasize that integrating technology into the teaching and learning process can make learning more attractive and interactive; however, its success is greatly influenced by the readiness of educators and students to face the transition from traditional to digital learning. Furthermore, Putri & Wahyudi (2022) emphasize that the application of technology in Islamic Religious Education requires pedagogical adjustments and digital competence on the part of teachers, so that the use of technology can have a genuinely positive impact. Furthermore, the application of technology in Islamic Religious Education must be in accordance with the objectives and Sharia laws of Islam and can be used effectively in Islamic Religious Education (Salsabila et al, 2022).

Although previous studies have discussed the role of technology in Islamic Religious Education, the majority of studies still focus on the use of specific applications (such as Instagram, TikTok, YouTube, and PowerPoint) and their positive impact on motivation and learning effectiveness. However, there is a research gap because not many studies have examined in depth the readiness of educators and students to face the transition to digital-based technology, especially in the context of Islamic Sharia values, which form the foundation of Islamic Religious Education. In addition, there has been no comprehensive study evaluating the extent to which technology integration truly supports the achievement of Islamic Religious Education objectives in terms of internalizing values, shaping character, and ensuring consistency between the use of technology and the principles of the Qur'an and Hadith. This gap indicates the need for further research on the readiness, challenges, and pedagogical suitability of technology use in Islamic education today.

The purpose of this study is to analyze in depth the role of technological developments in the implementation of Islamic Religious Education today, by examining how technology serves as a facility, medium, learning resource, and means of innovation in the learning process. This study also aims to identify the level of readiness of educators and students in facing the transition to technology-based learning, as well as to assess the suitability of using technology in accordance with the principles of the Qur'an and Hadith. In addition, this study aims to provide an overview of the effectiveness of various digital applications in improving the quality of Islamic Religious Education learning and its implications for achieving holistic Islamic education goals.

2. METHOD

2.1 Research Design

This type of research uses a qualitative approach. Qualitative research methods are used to study natural conditions, where the researcher acts as a key instrument. Data collection techniques employ triangulation, and data analysis is inductive in nature. The research results emphasize meaning rather than generalization. In qualitative research, data collection is not guided by theory, but rather by facts discovered during the research process. Qualitative research also focuses on the quality of the research object, including values, meanings, human emotions, appreciation of diversity, the beauty of works of art, historical value, and other aspects.

2.2 Research Object

The object in this study is literature sources related to technological developments and their application in Islamic Religious Education. These sources include documents, books, journals, scientific articles, research reports, and other relevant references that support the study's focus.

2.3 Data Collection

This study uses the Library Research method. Library research is an approach to collecting information and data through various library materials, including documents, books, journals, magazines, and historical accounts. This method also involves reviewing reference books and similar research results to obtain a strong theoretical basis related to the issue being studied. Data collection was carried out by reading, analyzing, and organizing relevant literature.

2.4 Data Analysis

Data analysis is carried out inductively, namely by reducing, grouping, and interpreting data based on information found in the literature. This process aims to produce a comprehensive understanding of the role of technological developments in Islamic Religious Education, as well as to draw conclusions based on findings that emerge from various library sources.

3. RESULT AND DISCUSSION

3.1 Result

Technology can also refer to the ability to rely on specific information that depends on a particular design cycle. Islamic educational technology refers to the theory and practice of developing, utilizing, managing, and evaluating learning through the use of Islamic educational media. This technology not only focuses on the psychological processes of children, but also on how technology can communicate and foster knowledge, skills, and attitudes in students (Sugianto et al, 2023).

Current technological developments are causing significant changes in human life worldwide, and these changes are affecting all aspects of life. One aspect of life that has been affected is Islamic education. Technology is a means that functions in an engineering endeavor, which, in its application, is based on exact science and technical processes. Technology in Islamic education is a product used in the implementation of Islamic education, so the technology used must be in accordance with the guidelines of the Qur'an and Hadith. The role of technology in Islamic Religious Education is to develop and realize Islamic Religious Education in accordance with the times.

In the research by Prihartana et al (2022), the existence of technology can help educators deliver material through various media, such as sending material via WhatsApp, email, and so on, which essentially means delivering material to students through electronic media, meaning that educators do not have to meet with students. Secondly, the technology used should not be burdensome for educators or students, because basically, smooth learning, especially in Islamic education, requires the use of media that can be used effectively in delivering material if the delivery of material or teaching is to be smoothly conveyed to the recipients of the material, students, or listeners. Because the material can be understood well when the media used is easy to use, such as when conducting online meetings, educators can make the most of it to deliver the material effectively. What educators must prepare are stable signals and devices that are in good condition. Therefore, educators must utilize it to the best of their ability so that the intended message can be conveyed to students or listeners, thereby achieving the desired objectives and expectations. Next, the third factor is the users of the technology themselves. Do the users have the ability to use the technology? Even if the technology is available, if users cannot use it, then the meaning of the technology and its benefits will be meaningless, because the users themselves cannot utilize it. Therefore, it is essential for us, as users of technology, especially as prospective or current educators, to have the ability to utilize technology effectively.

In line with the research by Salsabila et al (2022), the role of technology in Islamic Religious Education was found to include:

First, providing quality facilities for both students and educators. To achieve this role, several stages can be implemented. The first stage is the planning phase, which includes selecting appropriate technology for use in teaching. Following this, a thorough preparation is made for the technology to be used. The second phase is the implementation stage, where educators can put the chosen technology into practice in the classroom

Second, addressing and helping to resolve learning challenges faced by both students and educators. When addressing issues in Islamic Religious Education, educators must first identify the challenges that may arise during instruction. For example, challenges in applying technology can stem from educators' lack of proficiency in using it, students' limited skills in technology use, network connectivity issues, and other factors. Educators can then research and determine which technology is most suitable for implementing in Islamic Religious Education. This approach minimizes obstacles in future lessons, ensuring more effective teaching.

Third, assisting educators in making the teaching and learning process more efficient. By using technology, educators will feel supported and find it easier to explain material. However, they are also expected to use technological advancements wisely. This means not relying on technology as the primary tool to replace the educator's role, but instead using it as a supplementary aid. This approach ensures that the educator's role in the teaching process remains essential and does not diminish or disappear.

Fourth, fostering innovation in the field of Islamic Religious Education. With technological advancements, the educational sector can discover innovations that make learning more engaging and effective. One example of such innovation is the use of educational technology that enables distance learning. This allows educators to continue teaching through technological media, even in an online format, as we see today. Examples of technology that can be used include Zoom, Google Meet, Google Classroom, and more. Through the use of technology, Islamic Religious Education can improve the quality of its learning.

The results indicate that the use of educational technology requires willingness from both teachers and students. This willingness stems from the fact that both teachers and students are facing a transition from not using technology to integrating it into the learning process. Therefore, there is hope that technology can be applied effectively. When the process of using technology runs smoothly, the benefits are also maximized. The application of technological advancements in Islamic Religious Education also requires adaptation so that both students and teachers can experience the impact of technology on learning. The education sector needs to implement the latest innovations to enhance existing education systems. This is where technology plays a crucial role in Islamic education.

3.2. Discussion

The research findings indicate that technological advancements have significantly contributed to the transformation of the learning process in contemporary Islamic education. The implementation of digital technology, such as Learning Management Systems (LMS), Qur'an learning apps, and online conferencing platforms, enables teaching and learning to be more flexible, interactive, and accessible. Teachers can utilize digital media to deliver material, administer assessments, and reinforce Islamic character through engaging audiovisual content. In addition, technology facilitates the integration of Islamic values through the use of e-modules, educational da'wah videos, and Islamic literacy apps, which help students understand Islamic teachings in a contextual and relevant way, aligning with contemporary developments.

The research also reveals that technology enhances collaboration among teachers, students, and parents in promoting the development of Islamic character. Through digital communication platforms, schools and families can more effectively monitor academic progress and students' religious behaviors. However, the study also highlights several challenges, including the digital access gap, uneven technological literacy, and the risks of exposure to content that does not align with Islamic values. Therefore, the use of technology in Islamic education needs to be accompanied by supervision, the strengthening of digital ethics, and the integration of value-based curricula to ensure technology contributes optimally to shaping a knowledgeable, moral, and adaptable Muslim generation.

The role of technology in education now occupies a strategic position, serving as a medium, an aid, and a system that facilitates both teachers and students in the learning process. This aligns with the views of Anshori & Ridwan (2020), who explain that technology plays a transformational role in facilitating the teaching and learning process more effectively and efficiently, especially in the context of an evolving curriculum. Furthermore, Hidayat & Prasetyo (2021) emphasize that the use of technology in Islamic education has provided a significant push forward by making access to materials easier, increasing interactivity, and expanding the reach of learning. Moreover, Sukmawati and Fajri (2023) found that various educational issues in Indonesia, such as limited learning resources, low student participation, and geographical barriers, can be mitigated through the effective use of educational technology.

Efforts to enhance the goals of Islamic education demand educators who are competent in utilizing technology, as creativity in the use of modern media can create a more engaging and effective learning process. This aligns with the views of Rohim & Maulana (2020), who emphasize that teachers' ability to manage technology is a key factor in maximizing educational resources and improving the quality of Islamic learning. Furthermore, Latif & Hasan (2021) explain that innovations in technology-based teaching methods, including educational games and simple digital

media, can make learning more enjoyable and relevant for students without requiring high costs. On the other hand, Wibowo & Hidayati (2023) emphasize that instilling values in Islamic education still requires pedagogical strategies, such as role modeling good behavior, providing guidance on incorrect actions, and reinforcing moral understanding, so that students are aware of the consequences of actions that do not align with Islamic teachings.

As shown in the research findings, technology plays several roles in Islamic education, particularly in terms of facilities, media, learning resources, and supporting educators in innovating their teaching methods. Here are some roles that technology contributes to Islamic education in the form of applications, including:

a) Instagram

Figure 1. Instagram Application

Educators can utilize the various features available on Instagram as an innovation for digital-based learning media in Islamic Religious Education (Pendidikan Agama Islam) subjects. Using Instagram as a learning medium can capture students' attention because it represents an innovative teaching tool that engages them. Among the Instagram features that teachers can utilize are the Instagram feed, Instagram Reels, Instagram Stories, Instagram Live, and highlights. Islamic Religious Education teachers can utilize these features by preparing the material to be taught in various formats, such as photos or videos, and uploading it to the relevant Instagram feature based on the learners' needs. The choice of feature depends on the lesson's needs and objectives. For instance, if the teacher wants to provide material that can be viewed multiple times, they can use the Instagram feed feature. If the teacher wants to deliver live material, the Live feature can be used. If the video content is relatively long, it can be uploaded to the Reels feature. For creating simple evaluations, the Instagram Story feature can be utilized, while the Highlights feature is ideal for conveying important information. Using the appropriate feature based on the needs can help maximize the success of Islamic Religious Education learning (Laily et al., 2022).

b) TikTok

Figure 2. TikTok Application

Everyone is very fond of this application; in fact, TikTok has made people scroll through their phones at any time and moment. However, there are some negative aspects to this media, as many users lose track of time when using it. For this reason, many educators utilize this platform to introduce Islamic education to millennials. They provide content that presents religious teachings in a relaxed and non-rigid way, making the content more engaging.

As a result, viewers connect with the content because the lessons are enjoyable and the videos are concise, allowing the audience to benefit from the idea that brief videos can provide a valuable introduction to Islam and its teachings (Mardiana et al., 2021).

c) Microsoft PowerPoint

Figure 3. Microsoft PowerPoint

Microsoft PowerPoint is a computer program designed for creating presentations, developed by Microsoft as part of its Office application bundle. Teachers often face challenges when incorporating Microsoft PowerPoint media into the classroom. Only the teacher has control over what type of media is used. This means that teachers use the media, while students are simply the recipients. The results of student memory tests are significantly influenced by the use of media that incorporates visual and audio elements. With the support of multimedia presentations as inspiration, instructors must carefully consider how to utilize media. Both teachers and students can achieve learning goals more efficiently by using materials that integrate interactive media elements (Hafidz & Alfino, 2023).
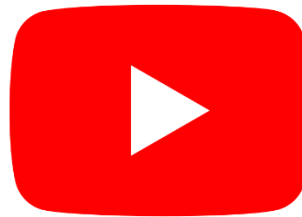
d) YouTube

Figure 4. YouTube Application

The use of YouTube as a media tool greatly helps teachers in the teaching and learning process, particularly in Islamic education. Not only can teachers use YouTube directly in the classroom, but students can also continue their learning at home by revisiting the YouTube videos that the teacher has shared in class (Baihaqi et al., 2018). Choosing YouTube as a media platform is one of the most suitable options for implementing the teaching and learning process. The advantages for teachers in using YouTube include: it serves as a valuable instructional source, a motivational tool for teaching that can engage students and adapt to modern learning styles, and as a free learning resource, which is beneficial considering the budget constraints in Islamic education. Through YouTube, the online teaching and learning process becomes more practical by simply embedding a video URL from the chosen YouTube site.

4. IMPLICATIONS AND CONTRIBUTIONS

4.1 Research Imlications

Theoretically, the results of this study strengthen the understanding that the use of technology in Islamic Religious Education not only functions as a learning aid but also as a strategic component that can influence the effectiveness of achieving the goals of Islamic education. These finding highlights that the proper use of technology can enhance the quality of the learning process, expand learning resources, and foster the creation of more interactive and meaningful learning experiences. Furthermore, this study contributes to the development of theory regarding the importance of educators' pedagogical readiness in integrating technology, ensuring that it serves not only as a medium for delivering information but also as a means of internalizing Islamic values. Thus, this research enriches the theoretical discourse on the role of technology as part of educational innovation, remaining grounded in the principles of the Qur'an and Hadith.

4.2 Research Contributions

This study makes an important contribution to broadening the understanding of the strategic role of technology in Islamic Religious Education in the modern era. Academically, it enriches the literature by providing a current mapping of how various digital platforms, such as TikTok, Instagram, YouTube, and Microsoft PowerPoint, can be effectively utilized in Islamic Religious Education. The study also offers a new perspective on the importance of educators' and students' readiness to transition to technology-based learning, while reinforcing the need for alignment between technology use and the values of the Qur'an and Hadith. In addition, this research provides both theoretical and practical foundations for developing technology-based learning models that remain focused on character building and the moral development of students, aligning with the goals of Islamic education.

5. LIMITATIONS AND DIRECTIONS FOR FUTURE RESEARCH DIRECTIONS

5.1 Limitations of the Study

This study has several limitations that need to be considered. As a literature review, all findings are highly dependent on the quality, completeness, and availability of the literature used, meaning the results may not fully reflect the actual conditions on the ground in a comprehensive manner. This study also does not involve classroom observations, teacher interviews, or empirical evaluations of technology use in Islamic Religious Education, so the effectiveness of technology implementation cannot be directly measured. Additionally, the rapid pace of technological development may render some references less relevant quickly, necessitating further empirical and more current research to strengthen the findings of this study.

5.2 Recommendations for Further Research Directions

Future research is recommended to adopt an empirical approach, utilizing observations, interviews, or classroom experiments, to gain a more accurate understanding of the effectiveness of technology use in Islamic Religious Education. Upcoming studies could also explore specific types of technology or digital platforms in more detail, as well as examine their impact on student motivation, learning outcomes, and engagement. Furthermore, comparative research across different educational levels or schools could provide broader insights into the factors that support or hinder the integration of technology in Islamic Religious Education, leading to the development of more precise, contextual, and sustainable implementation strategies.

6. CONCLUSION

The development of technology in Islamic education is one form of adaptation to the changing times, where technology serves as a supporting product for the delivery of education that is more effective and relevant to the needs of the digital era. However, the use of technology in Islamic Religious Education cannot be done arbitrarily; it must align with the guidelines of the Qur'an and Hadith, ensuring its application remains within the boundaries of Islamic values. Therefore, the presence of technology in learning is not merely a technical aid, but a strategic tool that must be integrated wisely to preserve the purity of the goals of Islamic education.

Moreover, this study emphasizes that the role of technology in Islamic Religious Education is vast and diverse, encompassing its functions as a learning facility, media for delivering material, an alternative learning resource, and a tool to help educators create innovations in the teaching process. Technology allows learning to become more interactive, engaging, and accessible to students, thereby enhancing their motivation and understanding of religious material. However, the success of utilizing technology still depends on the readiness of both educators and students, particularly in terms of digital literacy and the technical ability to operate learning devices or applications.

The use of digital applications such as TikTok, Instagram, Microsoft PowerPoint, and YouTube demonstrate that modern technology can be optimized to creatively and contextually support the delivery of Islamic values. These applications provide educators with a space to present material visually and engagingly that is accessible anytime and anywhere. With proper utilization, technology can become a driving force for creating more innovative, relevant, and student-centered Islamic Religious Education. This demonstrates that technological development, when utilized purposefully and with value, can be a significant force in achieving high-quality Islamic education in the modern era.

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Author Contribution Statement

The author declares that the entire research and writing process for this article was conducted independently. The author assumes full responsibility for all data associated with this research. No other individual contributed as a co-author or made any significant contribution to the content of this work.

Declaration of GenAI in Scientific Writingt

The author declares that artificial intelligence (AI) technology was used in a limited capacity during the preparation of this manuscript, specifically to assist in language editing, sentence structure improvement, and organizing certain sections as directed by the author. All content, data analysis, interpretations, and conclusions presented remain the sole responsibility of the author. Any use of AI was conducted without diminishing the originality of the author's ideas and academic integrity in this research. All instances of Generative AI usage in this article were conducted by the authors in accordance with the JIKPI Generative AI (GenAI) Policy, with the author assuming full responsibility for the originality, accuracy, and integrity of the work."

Conflict of Interest Statement

The authors declare that they have no significant competing financial, professional or personal interests that might have influenced the performance or presentation of the work described in this manuscript

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