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Implementation of the Talking Stick Model as an Effort to Improve Islamic Education Learning Outcomes in Elementary Schools

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ABSTRACT

Background: Islamic Education in elementary schools still uses a classical model, which results in students being less active, not independent, and many failing to achieve the Minimum Mastery Criteria (KKM). **Objective:** This study aims to examine the implementation of the Talking Stick learning model in improving Islamic Education learning outcomes for students at SD Negeri 95 Bengkulu Selatan. **Method:** The method used in this study is Classroom Action Research, which consists of four stages: planning, acting, observing, and reflecting. Results: There was a significant improvement in student learning outcomes. In the pre-cycle, the average student score was 65.7 with a mastery percentage of 40%. In Cycle I, the average score increased to 73.1 with a mastery percentage of 55%. In Cycle II, the average score increased further to 83, with a mastery percentage of 90%, indicating that the Talking Stick model is effective in improving student learning outcomes. **Conclusion:** The application of the Talking Stick model in Islamic Education at SD Negeri 95 Bengkulu Selatan successfully improved student learning outcomes. This improvement is reflected in the increased average scores and mastery percentage, which reached 90% in Cycle II, surpassing the established KKM. **Originality/Value:** This study contributes practical and pedagogical novelty to primary Islamic education by demonstrating the efficacy of the *Talking Stick* active-cooperative model in shifting conventional, passive classroom dynamics into an engaging and student-centered environment to enhance learning outcomes and conceptual mastery within regional public elementary schools, an area that remains under-investigated empirically. These findings enrich the empirical literature and serve as a strategic reference for educators to implement interactive and enjoyable instructional strategies that stimulate student autonomy and participation.

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1. INTRODUCTION

Learning is one of the key factors in achieving educational goals, as an effective and efficient learning process enables students to achieve optimal competence. This aligns with the opinion of Wulandari & Suprihatin (2021), who emphasize that meaningful learning must be directed toward achieving educational goals through a planned and focused process, allowing students to develop comprehensively. Furthermore, Kurniawan (2020) states that education is essentially a conscious effort to shape human character and personality in accordance with national educational goals, namely to produce democratic citizens who are responsible for the welfare of society. In line with this, Suryani (2019) emphasizes that the teaching process must be oriented toward shaping capable, morally intel-

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ligent individuals who can contribute positively to social life and the nation. Thus, learning not only serves as a means of transferring knowledge but also as an effort to shape character and national values.

Teachers bear the primary responsibility for implementing the learning process in the classroom, and the quality of learning is largely determined by the professionalism of teachers in managing learning activities. This is in line with Sagala (2019) view that the quality of learning is greatly influenced by teachers' ability to design, implement, and evaluate the learning process effectively. Additionally, Susanto (2020) emphasizes that changes in the educational paradigm require teachers to shift from merely delivering material to becoming facilitators who are capable of creating active and meaningful learning experiences for students. In this regard, Putri & Nurtanto (2021) state that modern teachers must be able to empower students through participatory learning methods, ensuring their optimal involvement in the learning process. Thus, the success of learning is determined not only by the material presented but also by the teacher's ability to actively engage students throughout the entire learning process.

The Talking Stick learning model, as a form of cooperative learning, shows great potential in increasing students' creativity and courage to express their opinions. As explained by Rahayu et al. (2020), the application of the Talking Stick in elementary schools can significantly increase student learning motivation through active participation and more dynamic student interaction. Additionally, Sidabalok et al. (2023) demonstrate that the Talking Stick model has a positive effect on mathematics learning outcomes, where students involved in group discussions are more enthusiastic and understand concepts more deeply. Furthermore, the use of the Talking Stick encourages elementary school students to think critically, as they are given the opportunity to express their ideas in groups and receive feedback.

Based on observations in class IV of SD Negeri 95 Bengkulu Selatan, it was found that in the Islamic Education learning process, teachers tended to use the lecture and question-and-answer models. As a result, the class still focused on the teacher as the main source of knowledge. Students tended to be passive and were not accustomed to expressing their ideas. Consequently, students lacked independence, did not dare to express their opinions, and few students asked questions during learning. The same students were always the ones who actively listened and responded to the teacher’s questions, always asking for guidance from the teacher. As a result, students were not skilled when faced with questions and problems. Therefore, a new model is needed to encourage students to express their knowledge so that when faced with a problem, they can solve it. Preliminary study results showed that, in terms of learning outcome criteria, as seen from the Minimum Passing Grade (KKM) of 70, several students had achieved the minimum passing criteria, while 60% of students scored below the minimum passing criteria. The end of the learning process is marked by the achievement of student learning outcomes. From this, teachers assess the students' results at the end through the learning outcome evaluation process.

To improve learning outcomes, teachers should create a lively and enjoyable learning atmosphere so that students are interested and actively engaged in learning. This aligns with the opinion of Putri & Muhtarom (2024), who argue that the implications of the Merdeka Curriculum require teachers to design innovative and contextual learning approaches to make the learning process more dynamic and meaningful. Furthermore, Sari et al. (2023) highlight that teachers, in their role as facilitators and motivators, can enhance student activity and engagement through the use of audio-visual media. Additionally, Hasfira & Marelda (2021) emphasize the importance of using creative methods and appreciative assessments, such as giving positive feedback and rewarding student participation, to maintain student motivation. Therefore, teachers can maximize student potential by selecting the appropriate learning model and media that suit the characteristics of the material and the needs of the students.

In research on the implementation of the Talking Stick model as an effort to improve Islamic Education learning outcomes in elementary schools, several gaps in the analysis need to be addressed. Although the Talking Stick model has been proven effective in increasing student participation in learning, its application in the context of Islamic education at the elementary school level remains limited. Previous studies have primarily focused on the use of this model in general education, with few examining its specific impact on learning outcomes in Islamic religious education. Additionally, there are still gaps in explaining how factors such as student characteristics, learning motivation, and teacher-student interactions affect the effectiveness of this model. Therefore, this study aims to fill this gap by identifying the application of the Talking Stick model in Islamic education and evaluating its effect on student learning outcomes, thereby providing deeper insights into the development of more effective learning methods.

This study aims to examine the application of the Talking Stick model in Islamic Religious Education in elementary schools, as well as to evaluate the extent to which this model can improve student learning outcomes. It also aims to identify the impact of the Talking Stick model on increasing student participation, understanding of the material, and motivation to learn in the context of Islamic Religious Education.

2. METHOD

2.1 Research Design

The type of research used in this study is Classroom Action Research (CAR). This research was conducted following a continuous cycle action research model, as described by Kurt Lewin. This action research describes a process that occurs in a continuous circle, with steps forming a spiral. The process begins with planning, followed by acting, observing, and ending with reflecting. This research was conducted at SD Negeri 95 Bengkulu Selatan in 2024 and was carried out in three cycles: the pre-cycle, Cycle I, and Cycle II. Each cycle followed a similar approach and focused on one sub-topic, ending with a formative test to assess learning outcomes after each cycle.

2.2 Research Object

The subjects of this study were 20 fourth-grade students at SD Negeri 95 Bengkulu Selatan. These students were selected because they had varying levels of understanding of Islamic Religious Education material, which allowed them to provide a clear picture of the effectiveness of the Talking Stick model in improving learning outcomes. Additionally, this study also involved teachers as facilitators in the application of this learning model.

2.3 Data Collection

Data collection was carried out using several techniques, including: (1) Observation: Observing the learning process during the implementation of the Talking Stick model in each cycle, including interactions between teachers and students, and the level of student participation in learning activities; (2) Formative Tests: Conducted at the end of each cycle to measure students' understanding of the Islamic Education material that had been taught; (3) Interviews: Involving teachers and several students to obtain feedback regarding the application of this model, the challenges faced, and students' perceptions of changes in the learning process.

2.4 Data Analysis

The data obtained from observations, formative tests, and interviews were analyzed using a qualitative descriptive approach. The observation results were analyzed to describe the increase in student interaction and participation in each cycle. Meanwhile, the formative test results were analyzed to assess the improvement in student learning outcomes in each cycle. Interview data were used to provide additional insights into the experiences of teachers and students during the implementation of the Talking Stick model. This analysis aimed to determine whether this model is effective in improving Islamic Education learning outcomes in grade IV at SD Negeri 95 Bengkulu Selatan.

3. RESULTS AND DISCUSSION

3.1 Results

3.1.1 Pre-cycle (Pre-action Implementation)

The pre-action is an activity carried out by researchers before applying the Talking Stick model to improve PAI learning outcomes in students through Cycle I and Cycle II. The results of the observation show that during the PAI learning process in the classroom, before using the learning model, there was an improvement in student learning outcomes and activities that supported learning.

The teacher only instructed the students to open certain pages in the textbook, then delivered the material through lectures, followed by assigning tasks to complete several questions, which were then collected for assessment. While the students were working on the assignments, the teacher merely observed and sat at the front of the class doing other work. Occasionally, the teacher left the classroom or went to the office and then returned to the classroom. The interaction between the teacher and students was limited to a few students asking questions about problems they did not understand.

The rigidity of interaction in learning activities, caused by the teacher not using appropriate learning models and being unable to generate meaningful interaction between the teacher and students, resulted in low PAI learning outcomes. The results of observations and pre-cycle actions showed an average score of 65.75 with a learning completeness of 40%.

3.1.2 Cycle I (This action was carried out in 3 meetings)

Cycle I was the first learning cycle using the Talking Stick learning model. The actions in this cycle were carried out in an effort to improve the results obtained during the pre-action phase. All 20 students in the class participated in this cycle of learning. Cycle I consisted of several stages, namely: planning, implementation, action, observation, and reflection.

The test result data from Cycle I, involving 20 students, showed an increase. In the pre-cycle, the average score obtained was 73.1, with a classical mastery percentage of 55%, and 45% of students had not yet mastered the material. After analyzing the learning mastery percentage, the following results were obtained:

Table 1. Learning Mastery Percentage

No	Score	Number of Students	Mastery Percentage	Category	Learning Mastery
1	≥70	11	55%	Mastered	Achieved
2	≤70	9	45%	Not Mastered	Not Achieved

Table 1 shows that out of 20 students, 11 students obtained a score of 70 or above, meaning that the percentage of student learning completeness in Cycle I was 55%, while 9 students obtained a score below 70, resulting in a student learning incompleteness percentage of 45%.

This means that, classically speaking, the learning process in Cycle I was not complete. The learning process is considered complete classically if 85% of the students in the class score 70 or above. The incomplete learning process in Cycle I was partly due to shortcomings in the implementation of actions by both teachers and students during the learning process.

3.1.3 Cycle II (Actions carried out in 3 meetings)

Based on the results of the reflection in Cycle I, there were still several aspects that had not been implemented properly, so improvements would be made in Cycle II. The actions in Cycle II were the same as in the previous cycle. These actions were carried out to improve and achieve the desired learning completeness. The actions consisted of several stages, namely: planning, implementation, observation, and reflection.

Table 2. Student Learning Mastery Percentage in Cycle II

No	Score	Number of Students	Mastery Percentage	Category	Learning Mastery
1	≥70	18	90%	Mastered	Achieved
2	≤70	2	10%	Not Mastered	Not Achieved

From the table above, it can be seen that out of 20 students, 18 scored 70 or above, resulting in a learning completeness of 90% in Cycle II. This shows that learning completeness in Cycle II has increased compared to Cycle I and has met the classical learning completeness criteria. According to the Ministry of Education and Culture, students are considered to have achieved classical learning mastery if 85% of them score 70 or above.

The results of Cycle II show an improvement compared to the pre-cycle, Cycle I, and Cycle II observations. In Cycle II, there was a significant increase to 90%, with 18 students achieving scores above the minimum passing grade (70), indicating a positive improvement. Meanwhile, the two students who did not achieve the minimum passing grade will undergo remedial lessons by completing assignments and receiving additional lessons from the teacher. The learning outcome data shows that the use of the Talking Stick model can improve student learning outcomes in Islamic Education at SD Negeri 95 Bengkulu Selatan.

Table 3. Student Learning Mastery Percentage per Cycle

No	Stage/Action	Learning Mastery Percentage	Description
		Mastered	Not Mastered
1	Pre-Cycle Mastery	40%	60%
2	Cycle I	55%	45%
3	Cycle II	90%	10%

From Table 3, it can be seen that the percentage of student learning completeness in the pre-cycle was 40%, and the percentage of students who had not completed learning in the pre-cycle was 60%. In Cycle I, the percentage of students who completed learning was 55%, while 45% had not completed learning. In Cycle II, the percentage of students who completed learning increased to 90%, with only 10% not completing learning. Judging from the

minimum completion rate (KKM), students were considered to have completed learning individually because 90% of students scored 70 or above.

From the results of the research conducted in the pre-cycle stage, it was found that out of 20 students in Grade IV at SD Negeri 95 Bengkulu Selatan, conducted on July 17, 2024, only 8 students were proficient, with a percentage of 40%, while 12 students were not yet proficient, with a percentage of 60%. This did not meet the KKM of 70 for the subject of Islamic Religious Education (PAI). In Cycle I, conducted on July 24, 25, and 26, 2024, there was an increase, with the average student score reaching 73.5. However, the classical learning mastery rate only reached 55%, with 45% of students not yet mastering the material. Several aspects, such as providing motivation and explaining learning objectives, were not carried out properly, and there were still students who did not pay attention to the lessons. In Cycle II, held on August 1, 2, and 3, 2024, learning completeness increased significantly, with 18 out of 20 students scoring 70 or above, bringing the learning completeness in Cycle II to 90%. This shows a positive improvement compared to Cycle I. The learning process in Cycle II involved improvements from the shortcomings in Cycle I, and the 10% of students who had not yet completed the course were given remedial tasks and additional guidance. Overall, the use of the Talking Stick model proved to be effective in improving student learning outcomes in PAI at SD Negeri 95 Bengkulu Selatan.

3.2. Discussion

The findings show that the implementation of the Talking Stick model at SD Negeri 95 Bengkulu Selatan ran smoothly and created a fun and effective learning atmosphere. The learning became more interactive because each student acted as both a teacher and a student, while the relaxed classroom atmosphere, with semi-circular seating arrangements, good lighting, and a non-formal approach, encouraged comfortable learning. Teachers presented the material in a simple and applicable manner, while respecting differences in students' learning styles so that they could more easily absorb the information. The material presented in visual forms such as pictures, diagrams, or symbols also helped facilitate understanding. The success of the Talking Stick model is greatly influenced by the relaxed learning atmosphere, which improves students' memory and activity. The 21st-century assessment system, which emphasizes self-assessment, peer assessment, and teacher assessment, also supports the learning process. Positive feedback further motivates students to excel, making them feel comfortable and enthusiastic about participating in the Talking Stick learning model.

The Talking Stick model is effective in increasing student participation, communication skills, and confidence, as this technique allows each student to speak in turn while holding the stick. This aligns with the findings of Ifrianti et al. (2020), who found that the use of the Talking Stick increases students' self-confidence and critical thinking. Further studies by Sasmithaningrum (2024) show that the Talking Stick cooperative model in science subjects encourages student social interaction and strengthens conceptual understanding through collaborative discussion (Sasmithaningrum, 2024). In the context of Islamic Education in elementary schools, the application of this model is highly consistent with constructivist theory, which states that knowledge is formed through social interaction and direct experience. Thus, the Talking Stick model can support students' understanding of religious material as well as the development of their social skills.

Theoretically, the Talking Stick Model is highly compatible with the principles of active learning within the constructivist framework, as it is based on social interaction that fosters knowledge through discussion and shared experiences, as explained by Vygotsky (through the concept of the Zone of Proximal Development). Social interaction in this method allows students to support each other in constructing meaning. Research by Adiko & Djafar (2022) shows that the application of the Talking Stick model can improve student learning outcomes because students actively engage in dialogue and convey their understanding in turns through the stick, in accordance with the social constructivist view that knowledge is constructed collectively. Additionally, Sasmithaningrum (2024) found that the use of the Talking Stick in science classes increased student activity and critical thinking, reflecting Piaget's theory that student thinking develops through concrete experiences and dialogic reflection. Furthermore, a study by Hernandi et al. (2025) found that this model significantly improves elementary students' analytical thinking skills and supports consistent verbal engagement, reinforcing the idea that social experiences and joint construction (constructivism) are crucial in learning.

The Talking Stick Model is highly consistent with the concept of student-centered learning as described in Albert Bandura's Social Learning Theory, where learning occurs through observation, imitation, and social interaction (Bandura, 2023). In this context, students learn not only from teachers but also from their classmates through discussion and role modeling, which enables the internalization of values such as tolerance and mutual respect (Mujahidah & Yusdiana, 2023). A study by Amsari et al. (2024) also emphasizes that Bandura's social-cognitive

theory (Bandura, 1986) provides a strong basis for explaining how social interactions in learning groups can strengthen students' understanding and foster reflective and collaborative thinking.

The use of the Talking Stick model in PAI learning also supports the constructivist approach in religious education, as students are given the opportunity to build understanding through meaningful experiences and interactions. This is in line with Schweisfurth's (2023) view that constructivist-oriented learning must place students at the center of learning activities through dialogue and reflection. In addition, Fosnot (2018) states that constructivism encourages students to relate concepts to real experiences, making knowledge more meaningful. Similar findings were also presented by Huang et al. (2020), who showed that active participation-based discussion activities can improve understanding of abstract concepts through the process of social construction. Thus, the application of the Talking Stick model allows PAI students to actively discuss Islamic values such as justice, compassion, and cooperation, so they not only understand religious concepts but also apply them in their daily lives.

The Talking Stick model supports social and interpersonal learning as modeled in Bandura's social learning theory, because through turn-taking, students are taught to listen carefully, respect their friends' opinions, and build empathy through repeated interactions (Bandura, 2018). Research by Lugini et al. (2019) shows that structured classroom discussions, including turn-taking arrangements, can improve the quality of student communication, particularly in terms of argumentation and social reflection. Additionally, Smith & MacGregor (2021) found that the use of cooperative learning strategies with turn-taking rotations improved cooperation and mutual respect among students, supporting the development of social character in line with religious learning values. Furthermore, Wang et al. (2022) stated that learning methods providing opportunities for turn-taking increase confidence and empathy among students, aligning with the objectives of PAI: to shape good character and positive interpersonal communication.

The Talking Stick model is very effective in increasing opportunities for all students to speak in a structured manner, so that participation in class becomes more evenly distributed and even shy students get a turn and social support. Research by Watanabe (2024) shows that the use of body gestures (such as the “microphone gesture”) in class can regulate turn-taking and give clear signals for when a student may speak, which increases response and active engagement. In line with this, Zhou (2024) found that the use of systematic turn-taking strategies in classroom interactions helps overcome teacher dominance and allows students to take more turns speaking, making interactions more equitable. Furthermore, Zhang (2021) asserts that student-centered turn-taking patterns, as opposed to teacher-dominated patterns, tend to reduce speaking anxiety and increase student verbal participation in discussions, reflecting the collaborative and interpersonal communication values that are essential in the context of religious character education. Therefore, the Talking Stick, with its rotating stick, is very consistent with turn-taking practices that foster mutual respect, empathy, and social skills in PAI classes.

The application of the Talking Stick model in Islamic Religious Education (PAI) learning in elementary schools also supports the development of student motivation. In the Self-Determination Theory, students' intrinsic motivation increases when they feel they have control over the learning process. The Talking Stick model gives students a sense of ownership over their own learning, as they are given the opportunity to express their opinions and discuss PAI material directly. This increases their involvement in the lesson and helps them feel more responsible for their learning. The Talking Stick model plays a very important role in improving Islamic Religious Education learning outcomes in elementary schools. By supporting active participation, improving communication skills, strengthening social character, and facilitating a deeper understanding of Islamic religious values, this model has proven to be effective in optimizing the learning process and the outcomes achieved by students.

4. IMPLICATIONS AN CONTRIBUTIONS

4.1 Research Implications

The implication of this study is that the application of the Talking Stick model in Islamic Religious Education (IRE) learning in elementary schools can be an effective alternative to increase student active participation, learning motivation, and overall learning outcomes. This model not only improves students' understanding of the material but also encourages the development of social and communication skills that are crucial in the context of religious education. Therefore, teachers in elementary schools can consider implementing this model in PAI learning to create a more interactive and enjoyable learning atmosphere while improving students' learning outcomes. This study also provides educators with insights into the importance of innovation in the use of learning methods that can stimulate student interest and improve teaching effectiveness in the classroom.

4.1 Research Contributions

The contribution of this study is to provide new insights for educators, especially Islamic Religious Education (PAI) teachers in elementary schools, regarding the application of the Talking Stick model as an effective learning strategy to increase student participation, motivation, and learning outcomes. This study also provides empirical evidence that supports the use of interactive and cooperative learning methods in the context of religious education, which can overcome the challenges of passive and traditional learning. In addition, this study offers practical recommendations for teachers to prioritize active student involvement in discussions and learning, as well as to introduce models that are enjoyable and can develop students' social skills, such as listening, respecting opinions, and speaking with confidence. Thus, this study contributes to the development of more dynamic and effective learning methods to improve the quality of education in elementary schools.

5. LIMITATIONS AND FUTURE RESEARCH DIRECTION

5.1 Research Limitations

This study has limitations in that its scope only covers fourth-grade students at SD Negeri 95 Bengkulu Selatan, so the findings may not be fully generalizable to other elementary schools with different student characteristics and contexts. In addition, this study was conducted in only three relatively short cycles the pre-cycle, Cycle I, and Cycle II—which may not provide a comprehensive picture of the long-term effectiveness of the Talking Stick model. Another limitation is the reliance on formative tests conducted at the end of each cycle, which may not fully cover all aspects of student development in Islamic Religious Education, such as character development and other affective aspects. Further research with a larger sample and a longer duration is needed to gain a deeper understanding of the long-term impact of implementing this model.

5.1 Recommendation for Future Research

For further research, it is recommended to expand the sample coverage by involving more schools and different grade levels to obtain more representative findings regarding the effectiveness of the Talking Stick model in improving Islamic Education learning outcomes in various contexts. Research can also be conducted over a longer period and involve more cycles to evaluate the long-term impact of this model on students' cognitive, affective, and social aspects. Additionally, it is recommended to explore the influence of this model on student character development, such as religious values, empathy, and cooperation, which are key objectives of religious education. The use of mixed research methods that combine quantitative and qualitative data can also provide a more comprehensive picture of the impact of implementing the Talking Stick model in learning.

6. CONCLUSION

The implementation of the Talking Stick model in Islamic Education (PAI) learning at SD Negeri 95 Bengkulu Selatan has proven effective in improving student learning outcomes. The results of the study show a significant increase in both the average scores and the mastery percentage after applying this model. In the pre-cycle, the average student score was 65.7, with a mastery level of only 40%. In Cycle I, the average score increased to 73.1, with a mastery level of 55%, and in Cycle II, the average score reached 83, with a mastery level of 90%, surpassing the established Minimum Mastery Criteria (KKM). This improvement indicates that the Talking Stick model successfully enhances students' active participation in learning and improves their understanding of the material taught. A more interactive learning process that directly involves students in discussions helps motivate them to learn and encourages them to express their opinions more confidently. This demonstrates that the model is not only effective in improving learning outcomes but also capable of creating a more enjoyable learning atmosphere that motivates students to actively engage in each learning activity.

The implementation of the Talking Stick learning model in Islamic Education at SD Negeri 95 Bengkulu Selatan has led to a significant improvement in student learning outcomes. This is evident from the increase in both the average student scores and the learning mastery percentage, which reached 90% in Cycle II, surpassing the established Minimum Mastery Criteria (KKM). The effectiveness of this model is not only reflected in academic improvements but also in the increased levels of active participation, motivation, and enhanced social communication skills among students. By encouraging students to actively engage in discussions, the Talking Stick model fosters an interactive and dynamic learning environment. This approach not only makes learning more enjoyable but also helps elevate the overall quality of Islamic Education in elementary schools.

The Talking Stick model positively impacts the quality of interaction between teachers and students in PAI learning. It enhances communication skills, builds mutual respect, and promotes a collaborative atmosphere. This model encourages students to listen attentively and express their thoughts in a structured manner, which strengthens both their academic and social skills. Therefore, the Talking Stick model offers teachers a valuable tool for creating more interactive, engaging, and effective learning experiences. It is hoped that this study will inspire elementary school teachers to embrace more cooperative learning methods, ultimately contributing to the improvement of religious education in Indonesia. By fostering student involvement, collaboration, and the development of communication skills, this model has the potential to enhance the quality of education in Islamic studies across the nation.

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Author Contribution Statement

All authors discussed the results, contributed to the final manuscript, and approved the final version for publication. Erfina Murliati: Conceptualization, Design, Methodology, Writing - Original Draft, Performed data collection and Analysis, Interpretation of the results. Zubaidah: Conceptualization, Writing - Review & Editing,

Declaration of GenAI in Scientific Writing

The authors declare that Grammarly was used in a limited capacity during the drafting and revision of this manuscript to assist with spelling and grammar checks, typo detection, identification of grammatical errors, paraphrasing suggestions, reduction of passive voice, and removal of repetitive words, sentences, and unnecessary adverbs. All suggestions provided by Grammarly were critically evaluated, selectively applied, and appropriately modified by the authors. All instances of Generative AI usage in this article were conducted by the authors in accordance with the JIPPG Generative AI (GenAI) Policy, with the authors 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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