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Reconstruction of Teaching Practices through the Deep Learning Approach: A Literature Analysis in the Perspective of Contemporary Education

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ABSTRACT

Background: Twenty-first century teaching practices are still hindered by structural challenges, including teacher centered instruction, reliance on rote learning, and assessment systems prioritizing final grades over the learning process. Consequently, students suffer from surface learning and struggle to apply knowledge in real world contexts. **Objective:** This study aims to comprehensively analyze the concept of Deep Learning, identify current teaching problems, and formulate a robust framework for reconstructing teaching practices alongside their broad pedagogical implications. **Method:** A literature review approach was utilized, examining relevant contemporary literature on pedagogical transformation, instructional design, and deep learning paradigms. **Results:** The findings reveal that reconstructing teaching practices requires a paradigm shift from simple knowledge transmission to facilitating meaningful, mindful, and joyful learning experiences. Its pedagogical implications include fostering Higher Order Thinking Skills, employing collaborative and problem-based strategies, meaningfully integrating digital technology, and implementing continuous authentic assessments. **Conclusion:** Deep Learning serves as a fundamental framework for transforming conventional teaching practices into humanistic, student centered, reflective, and adaptive learning experiences suited for modern educational demands. **Contribution:** This study contributes theoretically to enriching contemporary pedagogical discourse and practically by providing a conceptual blueprint for teachers and educational stakeholders.

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1. INTRODUCTION

The changing characteristics of contemporary student generations, coupled with increasing global demands for Higher-Order Thinking Skills, necessitate a fundamental transformation in contemporary educational practices (Supriyadi & Sassi, 2025). Education is no longer positioned merely as a mechanical vehicle for knowledge transfer, but rather as an ecosystem for developing critical, creative, collaborative, communicative, and reflective thinking capabilities (Hasanah et al., 2026). This transformation signals a pedagogical paradigm shift from teacher-centered learning toward student-centered learning.

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Ideal education should position students as active subjects who possess responsible freedom in developing their unique potential, while harmoniously integrating cognitive, affective, ethical, aesthetic, and psychomotor dimensions (Ariaini et al., 2023). Ideal learning is also characterized by the creation of a mindful, meaningful, and joyful learning atmosphere, thereby fostering independent, critically thinking, strong-character individuals with high adaptability to dynamic global changes (Prayitno et al., 2024).

Nevertheless, the reality of classroom instructional practices still faces significant structural and cultural obstacles. Based on National Assessment data and recent educational observation reports in Indonesia, classroom instruction continues to be dominated by an orientation toward curriculum material delivery and instant academic grade attainment, leaving active student engagement in constructing meaning suboptimal (Fauzia et al., 2026; Maghfiroh et al., 2026; Ramadhani et al., 2026). Consequently, students tend to experience surface learning, remain trapped in rote traditions, and encounter serious hurdles in transferring and applying knowledge into real-world problem-solving contexts.

The development of global and national research positions various innovative approaches as primary pillars of twenty-first century educational transformation, closely intersecting with the implementation of Outcome-Based Education and authentic assessment ecosystems. A number of prior studies indicate that implementing student-centered learning is proven effective in boosting intrinsic motivation, critical thinking acuity, and student character internalization (Angel et al., 2025; Nursia et al., 2026; Sidqi & Hidayati, 2024; Zuniati et al., 2024). These transformative approaches consistently seek to destabilize conventional learning traditions toward contextual, reflective formats oriented around holistic competency mastery.

Despite this, an examination of existing literature reveals limitations in research scope. Most prior studies tend to be partial, focusing solely on the effectiveness of specific methods within specialized subject clusters or merely measuring impacts on students' cognitive learning outcomes. On the other hand, comprehensive conceptual studies employing the deep learning approach as an analytical lens to reconstruct teacher teaching practices remain extremely limited.

The Deep Learning approach, which centers on the pillars of meaningful, mindful, and joyful learning, is now urgently needed to address the complexities of the modern educational world (Waloyo et al., 2026). Adopting this approach is crucial to bridging the gap between twenty-first century competency demands and conventional classroom instructional realities. This study offers novelty by positioning deep learning as a transformative paradigm in reconstructing the models and orientations of teaching practices in the contemporary era.

This study endeavors to enrich pedagogical theoretical wealth, strengthen teachers' professional competencies, and offer a practical blueprint for an adaptive and humanistic national educational transformation. Through a conceptual synthesis combining global frameworks with the philosophical values of national education, the findings of this study are expected to provide concrete guidance for educators and stakeholders in designing quality learning ecosystems.

This study aims to analyze the concept and characteristics of Deep Learning in contemporary education, identify problems in twenty-first century teaching practices, analyze the reconstruction of teaching practices through the deep learning approach, and explain the pedagogical implications of deep learning for transforming teaching practices in schools.

2. LITERATURE REVIEW

2.1 Deep Learning in Contemporary Education

Deep learning in the educational context is a learning approach that emphasizes deep conceptual understanding, interconnectedness across various academic disciplines, and students' capacity to apply knowledge to real-world situations. This approach differs fundamentally from surface learning, which tends to be oriented toward rote memorization, mechanized material delivery, and information repetition without grasping its essential meaning. Through deep learning, students are encouraged to develop critical thinking capacity, analyze information comprehensively, and build a cohesive understanding structure (Mujtahid et al., 2025). The learning process is no longer limited to the mastery of isolated facts, but is instead oriented toward mapping the relationships between new concepts and previously acquired learning experiences.

Deep learning is also understood as an approach that prioritizes the creation of meaning (meaningful learning), inter-concept connections, and proficiency in utilizing knowledge to solve real-life problems. Within this framework, learning success is not solely measured by academic grade achievements or formal exam passing, but by the extent to which students can transfer their understanding to resolve contemporary challenges. Meaningful learning enables

students to comprehend the fundamental principles behind a phenomenon rather than merely memorizing its formulas (Kusuma et al., 2025). Therefore, students are positioned as active learners who continuously explore information, pose critical questions, engage in deep discussions, and perform continuous reflection on their learning experiences.

Besides prioritizing cognitive aspects, deep learning honors students by creating a mindful, meaningful, and joyful learning ecosystem (Diputera et al., 2024). This approach harmoniously integrates cognitive, affective, ethical, aesthetic, and psychomotor dimensions so that the learning process fosters character and holistic life skills. A mindful learning atmosphere encourages students' full and conscious engagement with every learning pathway they traverse. Meanwhile, joyful learning fosters intrinsic enthusiasm and lifelong learning motivation. Through this holistic approach, students can develop into strong-characterized, creative individuals with high adaptability to dynamic global changes.

Explicitly, deep learning possesses several essential characteristics that distinguish it from conventional or purely strategic learning models. These primary characteristics center on the development of robust conceptual understanding and the capacity to transform students' ways of thinking (Imam et al., 2026). Within this framework, students are invited to master the six global 21st-century competencies (6Cs), which encompass character, citizenship, collaboration, communication, creativity, and critical thinking. Deep learning is oriented not only toward academic knowledge transfer, but also toward shaping students' value orientations, ethics, and social sensitivity in acting amidst society.

The philosophical foundation of deep learning in Indonesia has deeply rooted origins in the thoughts of national education pioneers, such as K.H. Ahmad Dahlan and Ki Hajar Dewantara. Education is viewed not merely as a medium for knowledge transmission, but as a process of humanization and the formation of whole, independent individuals who think critically and are oriented toward social welfare. The ideas concerning responsible freedom of learning, the cultivation of every student's unique potential through the Among System, and the synthesis of *Asah, Asih*, and *Asuh* directly animate the core principles of deep learning. This integration between intellectual courage and noble character formation makes deep learning a highly contextual and relevant paradigm for realizing national educational goals in the contemporary era.

2.2 Problems in Teaching Practices in the 21st Century

The demands of 21st-century education necessitate technology integration and pedagogical transformation to equip students with adaptive life skills. The rapid advancement of digital technology and industrial era dynamics require formal educational institutions to focus on developing the 4C competencies, namely Critical Thinking, Communication, Collaboration, and Creativity (Nurhayati et al., 2024). Nevertheless, the effective attainment of these competencies at the school level still faces major obstacles due to the inconsistent integration of innovative instructional design. The selection of learning models oriented toward short-term outcome achievement frequently ignores the depth of the learning process required by students.

Twenty-first century education requires a foundation emphasizing complex problem-solving skills, media literacy, and ethical information management (Fikri et al., 2026). Students are expected not only to access abundant data rapidly, but also to possess the critical acuity to categorize, analyze, and utilize that information to create innovative works. Furthermore, collaboration skills within multicultural environments and effective communication abilities are absolute prerequisites. However, reality on the ground indicates that the development of these multidimensional competencies remains fragmented and has not become the primary focus in daily instructional design.

Although the rhetoric of 21st-century education heavily emphasizes student-centered learning approaches, the reality of classroom teaching practices remains dominated by conventional teacher-centered learning traditions (Desyandri et al., 2019). Teachers continue to position themselves as sole material transmitters and authorities of knowledge in the classroom, while students occupy the position of passive information recipients. Teaching orientation is directed more toward completing syllabus delivery targets and memorizing facts rather than developing deep reasoning. Such conditions shackle creativity and inhibit the strengthening of intellectual curiosity within students.

Another fundamental problem stems from an assessment ecosystem that still heavily relies on low-level cognitive assessments and standardized written tests (Panca & Parisu, 2025). Evaluation systems of this kind foster a surface learning culture, where students study merely to chase academic grades or pass instant exams. Classroom learning activities are limited to drilling exercise questions, completing administrative targets, and mechanizing tasks without adequate exploration space. Existing assessments fail to measure depth of understanding, critical thinking dispositions, and students' ability to apply knowledge in real-world contexts.

A profound gap is ultimately created between ideal 21st-century competency demands and the reality of pedagogical practices in classrooms. Smart technology transformation is frequently interpreted merely as transferring print media to digital media without being accompanied by changes in pedagogical interaction patterns. Teachers are not yet fully capable of facilitating exploration, reflection, and cognitive dialogues that liberate students' thinking. Therefore, these structural and cultural obstacles underscore the urgency of thoroughly reconstructing teaching practices to bridge this gap through a deep learning approach.

2.3 Reconstruction of Teaching Practices Through the Deep Learning Approach

The reconstruction of teaching practices in the context of contemporary education must be understood as a fundamental effort to rearrange professional beliefs, mindsets, and the ways teachers pedagogically interact with students. Teaching renewal is insufficient if it merely replaces instructional tools, adds visual media, or mechanically applies new methods on top of an old paradigm. Authentic reconstruction demands teachers' courage to disrupt conventional teaching habits and comprehensively revise their teaching philosophy (Kartini & Kasman, 2024). Change must occur simultaneously across mindset aspects, design thinking, and concrete classroom actions.

Within the deep learning framework, the reconstruction of teaching practices focuses on designing mindful, meaningful, and joyful learning experiences (Maghfiroh et al., 2026). These three pillars guide teachers to shift the center of gravity of learning from curriculum material delivery to students' construction of understanding. Mindful learning guides students to be aware of their own thinking processes, meaningful learning connects materials to real-life realities, while joyful learning builds a learning climate that is safe, supportive, and stimulates curiosity. The combination of these three pillars ensures that classroom activities become spaces for dynamic thought exploration.

This reconstruction has a direct implication for shifting teaching paradigms and redefining teacher roles in the classroom. Teachers no longer act as transmitters of formal information, but transform into designers of learning experiences, facilitators of thinking processes, and intellectual dialogue partners for students (Veronika et al., 2024). In this new paradigm, mistakes made by students during learning are no longer viewed as failures that must be punished, but as windows to understand student thought processes and stepping stones for more precise concept reconstruction. Teachers create an inclusive psychological classroom climate that is friendly toward conceptual errors.

The reconstruction of classroom learning processes is carried out by applying strategies that stimulate higher-order cognitive functions and active student participation (Fitriani et al., 2017). Strategies such as project-based learning, problem-based exploration, Socratic essential questions, and collaborative discussions become primary vehicles for building conceptual understanding. In this context, the use of digital technology is reallocated from being merely an instrument for presenting material slides to serving as a medium for collaboration, data exploration, interactive simulations, and students' creative expressions. Technology integration is intentionally designed to deepen students' cognitive and social engagement.

Furthermore, the reconstruction of teaching practices mandates an overhaul of the assessment system used through the adoption of authentic and sustainable assessments. Assessment is no longer placed solely at the end of the learning process, but is integrated throughout the learning process via formative assessments, performance appraisals, reflective portfolios, and constructive feedback. The success of this reconstruction certainly requires the support of a conducive educational ecosystem, including visionary school leadership and professional learning communities among teachers. Collaboration among educators enables collective reflection and consistent refinement of teaching practices.

2.4 Pedagogical Implications of Deep Learning for Transforming Teaching Practices

The application of the deep learning approach brings profound and transformative pedagogical implications to all dimensions of teachers' instructional practices (Kurnianingsih et al., 2026). This paradigm shifts the primary focus of education from fulfilling curriculum administrative targets to holistically empowering student learning capacities. Teachers are required to revise their pedagogical awareness that teaching quality is not determined by how much information is presented, but by how deeply students are able to process, reflect upon, and apply that knowledge. This implication encompasses profound changes across planning stages, classroom interaction execution, and learning evaluation.

At the learning planning stage, the implications of deep learning mandate teachers to design curricula oriented toward core concept understanding and the development of Higher-Order Thinking Skills (HOTS) (Utami et al., 2026). Teachers no longer merely compile a list of materials to be covered, but instead design essential questions capable of triggering students' curiosity and critical thinking. Planning is designed flexibly and differentiately to ac-

commodate student diversity, comprehension speed, and backgrounds. Learning experiences are structured in such a way that they always connect with real phenomena so that learning feels relevant and contextual.

In terms of instructional strategy and dynamics, deep learning mandates freeing the classroom from single and monologue teaching patterns. Teachers act as flexible facilitators in guiding intellectual dialogues, triggering healthy conceptual debates, and facilitating collaborative work among students (Imam et al., 2026). Learning activities are driven by inquiry, independent investigation, and real problem-solving that demand students' physical, emotional, and mental engagement. The utilization of digital technology is developed to expand access to information and facilitate creation spaces unrestricted by physical classroom walls.

In the dimension of assessment, the pedagogical implications of deep learning manifest a fundamental shift from linear summative tests to holistic and sustainable authentic assessments. Evaluation is designed to evaluate the development of student competencies in the domains of knowledge, skills, and character in an integrated manner (Rosnaeni, 2021). The use of instruments such as project-based assessments, performance rubrics, work portfolios, and self-reflection journals provides concrete descriptions of students' cognitive growth processes. Formative and detailed feedback is provided regularly to help students recognize their strengths and areas for development in their learning process.

Transforming teaching practices through deep learning demands the continuous strengthening of teachers' professional competencies and personalities. Teachers are required to become reflective practitioners who routinely evaluate the effectiveness of their teaching methods and remain open to pedagogical innovations. Skills in managing collaborative classrooms, mastery of educational technology, and emotional sensitivity in accompanying students become absolute qualifications for contemporary educators. Thus, deep learning functions as a primary foundation in realizing humanistic, meaningful, and adaptive instructional practices suited to the demands of the times.

3. DISCUSSION

3.1 Result

The synthesis of literature shows that the reconstruction of teaching practices through the Deep Learning approach demands a fundamental paradigm shift from linear knowledge transmission to the creation of student-centered learning experiences. This primary finding interprets that contemporary teaching quality is no longer measured by how much curriculum material is completely delivered, but by the extent to which teachers can facilitate deep conceptual understanding and students' ability to transfer knowledge into real-world contexts.

The internal mechanism in this transformation heavily relies on simultaneous changes in the teacher's mindset aspects, design thinking, and pedagogical actions in the classroom. The driving internal factors include the teacher's professional awareness to break away from rote traditions and transition into designers of learning ecosystems that integrate the pillars of meaningful, mindful, and joyful learning, so that students' cognitive and emotional engagement can be optimally established.

The theoretical linkage of these findings is strongly confirmed through the synthesis of the global 6Cs competency framework with the indigenous philosophical roots of Indonesian national education. Specifically, the pedagogical vision of elevating learners through the Among System and integrating the holistic principles of Asah, Asih, and Asuh pioneered by Ki Hajar Dewantara (Mahmudah et al., 2024), alongside the critical, progressive educational philosophy of K.H. Ahmad Dahlan, establishes a robust conceptual foundation. This philosophical convergence provides essential theoretical legitimacy, demonstrating that Deep Learning is not merely an imported foreign instructional strategy, but rather a contemporary manifestation of liberating humanist educational principles. By harmonizing global cognitive demands with local moral wisdom, this approach nurtures intellectual autonomy, compassion, and social responsibility, ensuring that modern pedagogical transformation remains deeply rooted in national cultural identity.

When compared with previous studies that are generally partial such as only measuring the impact of learning methods on specific subjects or focusing solely on cognitive learning outcomes this study offers a much more holistic perspective (Ali & Maemonah, 2021; Wibowo & Salfadilah, 2025; Worang & Pangkey, 2024). Previous research often neglected the need for a comprehensive overhaul of teaching philosophy, whereas the findings in this article prove that sustainable classroom transformation can only be achieved if the reconstruction touches the aspect of dialogic relations between teachers and students.

The core conceptual innovation of this study, alongside its role in addressing the existing empirical gap, lies in the strategic position of this article, which places Deep Learning not merely as a secondary learning outcome variable, but as a robust primary analytical lens to radically reconstruct teacher instructional practices. By filling the

persistent conceptual literature vacuum regarding deep learning-based pedagogical governance, this research offers a comprehensive theoretical blueprint that effectively bridges the chasm between ambitious modern curriculum demands and the entrenched reality of conventional, teacher-centered classroom practices. Furthermore, this paradigm shift empowers educators to move beyond superficial rote learning, fostering an interactive instructional environment where cognitive depth, critical reflection, and meaningful student engagement become the driving forces of sustainable educational transformation.

A rigorous examination of the conceptual shift reveals that the primary obstacle in educational transformation is not merely the limitation of digital facilities, but rather the entrenched institutional and educator reluctance to alter traditional power dynamics within the classroom. Historically, hierarchical pedagogical structures have positioned teachers as the sole arbiters of knowledge, leaving minimal room for student agency and dialogic inquiry. Consequently, executing a genuine conceptual shift from a teacher centered to a student centered model demands a comprehensive reconstruction of the assessment system. In this paradigm, conventional rote based written tests must be systematically deconstructed and replaced by authentic, sustainable assessments that actively value students critical thinking processes, exploratory reasoning, and constructive mistakes as vital components of active knowledge construction (Kutip, 2026).

This study's significance is underscored by its relevance for policymakers and educational practitioners in designing professional teacher training oriented toward the development of Higher-Order Thinking Skills (HOTS). To achieve sustainable pedagogical reform, teacher capacity building must transcend traditional content delivery and focus heavily on cultivating critical inquiry, analytical reasoning, and complex problem-solving methodologies among students. Furthermore, alternative explanations are carefully considered, suggesting that without the systemic support of a visionary school leadership ecosystem and active professional learning communities (PLCs), the adoption of Deep Learning risks becoming merely an administrative slogan without altering the substance of pedagogical interactions in classrooms (Santyasa et al., 2025). True institutional transformation requires an aligned operational infrastructure where educational leaders foster collaborative reflection, peer mentoring, and psychological safety, thereby ensuring that abstract instructional policies translate into concrete, meaningful cognitive shifts in everyday classroom practice.

The reconstruction of teaching practices through the Deep Learning approach represents an absolute imperative for contemporary education to adequately address the multifaceted complexities of the 21st century. As conventional rote memorization and passive instruction fail to prepare learners for an automated, rapidly evolving global landscape, modern educational frameworks must pivot toward deeply transformative paradigms. Through a robust synergy among the core pillars of mindfulness, meaning, joy, meaningful technology utilization, and authentic assessment, this pedagogical framework successfully dismantles the persistent dominance of surface learning. Ultimately, it births an adaptive, humanistic educational ecosystem capable of nurturing lifelong learners who are intrinsically motivated, intellectually resilient, and fully equipped to navigate future societal challenges with creativity and ethical integrity.

4. IMPLICATIONS AN CONTRIBUTIONS

4.1 Research Implications

The application of the Deep Learning approach brings comprehensive pedagogical implications to the transformation of teaching practices, which requires teachers to change their roles from information deliverers to designers of learning experiences, facilitators of thinking, and student discussion partners. These implications encompass shifts in instructional planning based on the development of Higher-Order Thinking Skills and real-world context connections, the meaningful utilization of digital technology, and the transition of assessment systems toward authentic and sustainable assessments that comprehensively measure the learning process.

4.2 Research Contributions

The study on the reconstruction of teaching practices through Deep Learning provides significant contributions theoretically, practically, and politically. Theoretically, this study enriches the landscape of pedagogy by filling a comprehensive literature vacuum and combining global frameworks (Michael Fullan's 6Cs) with the philosophical values of national education, such as the thoughts of Ki Hajar Dewantara and K.H. Ahmad Dahlan. Practically and politically, this study functions as a blueprint for teachers and policymakers in designing mindful, meaningful, and joyful learning ecosystems to realize an adaptive twenty-first century educational transformation.

5. LIMITATIONS AND FUTURE RESEARCH DIRECTION

5.1 Research Limitations

This literature review has a primary limitation due to its conceptual and theoretical nature, meaning it has not yet empirically tested the effectiveness of Deep Learning implementation directly through classroom observations or field experiments across various educational units. Furthermore, the scope of the analyzed literature remains largely centralized at the macro level of policy and normative studies, thereby not deeply capturing the variations in practical implementation challenges faced by teachers across different educational levels and regional characteristics.

5.2 Recommendation for Future Research

Future studies are advised to employ empirical approaches, either through classroom action research, mixed methods, or longitudinal case studies, to measure the real impact of Deep Learning on enhancing students' critical thinking skills and learning outcomes. Additionally, subsequent research needs to broaden the scope of investigation regarding the effectiveness of professional teacher training, digital infrastructure readiness, and the adaptation of Deep Learning based curricula across various regional contexts to produce more applicable and contextual policy recommendations.

6. CONCLUSION

The Deep Learning approach offers a highly relevant transformational framework for reconstructing teaching practices to face the complexities of twenty-first century education. Through the pillars of meaningful, mindful, and joyful learning, this approach successfully dismantles the dominance of rote traditions and conventional teacher-centered instruction. This reconstruction demands a shift in the teacher's role into a facilitator and active learning partner who designs high-level cognitive experiences, enabling students to independently internalize knowledge and apply it in real-world contexts.

Overall, the transformation of teaching practices through Deep Learning necessitates a thorough change encompassing Higher-Order Thinking Skills based instructional planning, meaningful utilization of digital technology, and the application of authentic and sustainable assessments. The integration between the global framework of twenty-first century competencies and the philosophical values of national education, such as the thoughts of K.H. Ahmad Dahlan and Ki Hajar Dewantara, provides a robust foundation for realizing a humanistic and adaptive educational ecosystem. With teachers' pedagogical readiness and systemic support from all stakeholders, this approach is capable of producing critical, creative, and character-driven lifelong learners.

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Author Contribution Statement

The author declares that all authors discussed the results, contributed to the final manuscript, and approved the final version for publication. Aditya Widianti: Conceptualization, Methodology, Validation, Formal Analysis, Writing – Original Draft, Writing – Review & Editing. Abtiq Hidayatullah: Investigation, Data Curation, Writing – Original Draft, Visualization. Badrus Somad: Methodology, Formal Analysis, Investigation, Writing – Review & Editing. Lailatun Nafisah: Investigation, Data Curation, Writing – Original Draft. Noval: Formal Analysis, Investigation, Writing – Review & Editing, Visualization. Uswatun Hasanah: Validation, Data Curation, Writing – Review & Editing. Wasiatul Jannah: Resources, Supervision, Project Administration, Writing – Review & Editing.

Declaration of Generative AI (GenAI) Usage in Scientific Writing

During the preparation of this article, the use of Generative AI (Quillbot) was limited solely to assisting with language aspects, grammar, and sentence structure improvements. All conceptual ideas, literature analysis, synthesis, and academic substance represent the original thoughts and full responsibility of the authors. All instances of

Generative AI usage in this article were conducted by the authors in accordance with the JIPPG GenAI Tool Usage Policy, with the authors assuming full responsibility for the originality, accuracy, and integrity of the work."

Conflict of Interest Statement

The authors declare that there are no conflicts of interest associated with this study.

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