

Integrating Islamic Religious Education and the Pancasila Student Profile: The Strategic Role of Teachers in Character Development

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Abstract

Keywords:

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The Pancasila Student Profile constitutes an important framework for character development within Indonesia's Merdeka Curriculum, while Islamic Religious Education (PAI) teachers hold a strategic position in integrating religious and national values into students' daily practices. This study aims to analyze the roles of PAI teachers, identify the methods used in character development, and examine the supporting and inhibiting factors in developing the Pancasila Student Profile at SMP Negeri 6 Jombang. This study employed a qualitative approach with a case study design. Data were collected through semi-structured interviews, direct observations, and documentation involving PAI teachers as primary informants and the principal, vice principal for curriculum affairs, and students as supporting informants. Data were analyzed through reduction, presentation, and conclusion drawing, while credibility was ensured through source and technique triangulation. The findings reveal that PAI teachers perform integrated roles as educators, facilitators, and evaluators through exemplary behavior, religious habituation, direct practice, technology-assisted learning, and collaboration in P5 activities. Character development is supported by adequate school facilities, teacher and staff involvement, student participation, and established habituation programs. However, limited parental support, social media and peer influences, limited instructional time, and inconsistent collaboration remain significant challenges. The study concludes that developing the Pancasila Student Profile requires the integration of PAI learning, school culture, continuous character assessment, and collaboration among schools, families, and communities.

Abstrak

Kata kunci: Pendidikan Agama Islam; Guru PAI; Profil Pelajar Pancasila; Pendidikan Karakter.

Profil Pelajar Pancasila merupakan kerangka penting dalam pengembangan karakter pada Kurikulum Merdeka, sedangkan guru Pendidikan Agama Islam (PAI) memiliki posisi strategis dalam mengintegrasikan nilai keagamaan dan kebangsaan ke dalam kehidupan sehari-hari siswa. Penelitian ini bertujuan menganalisis peran guru PAI, mengidentifikasi metode yang digunakan dalam pembentukan karakter, serta mengkaji faktor pendukung dan penghambat pengembangan Profil Pelajar Pancasila di SMP Negeri 6 Jombang. Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus. Data dikumpulkan melalui wawancara semi-terstruktur, observasi langsung, dan dokumentasi dengan guru PAI sebagai informan utama serta kepala sekolah, wakil kepala sekolah bidang kurikulum, dan siswa sebagai informan pendukung. Data dianalisis melalui reduksi, penyajian, dan penarikan kesimpulan, sedangkan kredibilitas data diperkuat melalui triangulasi sumber dan teknik. Hasil penelitian menunjukkan bahwa guru PAI menjalankan peran terintegrasi sebagai pendidik, fasilitator, dan evaluator melalui keteladanan, pembiasaan keagamaan, praktik langsung, pembelajaran berbantuan teknologi, dan kolaborasi dalam kegiatan P5. Pembentukan karakter didukung oleh fasilitas sekolah yang memadai, keterlibatan guru dan tenaga kependidikan, partisipasi

siswa, serta program pembiasaan. Namun, keterbatasan dukungan orang tua, pengaruh media sosial dan teman sebaya, keterbatasan waktu pembelajaran, serta belum konsistennya kolaborasi masih menjadi kendala. Penelitian menyimpulkan bahwa pengembangan Profil Pelajar Pancasila membutuhkan integrasi pembelajaran PAI, budaya sekolah, evaluasi karakter berkelanjutan, serta kolaborasi sekolah, keluarga, dan masyarakat.

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INTRODUCTION

Educational transformation in the 21st century requires the education system to focus not only on the mastery of knowledge but also on strengthening students' character and competencies so that they can respond to rapid social, cultural, and technological changes (Arif et al., 2025; Sunardi et al., 2025; Ya'cub et al., 2026). In response to these challenges, the Indonesian government, through the Merdeka Curriculum, has established the Pancasila Student Profile as a framework for developing students' character, encompassing six main dimensions: faith in and devotion to God Almighty and noble character, global diversity, cooperation, independence, critical reasoning, and creativity. Recent studies have demonstrated that the implementation of the Pancasila Student Profile serves as a strategic instrument for achieving national education goals while simultaneously strengthening students' national identity amid the forces of globalization (Hasan & Sintasari, 2025). Furthermore, the successful implementation of the Pancasila Student Profile is largely determined by the quality of the learning process and the role of teachers as key actors in shaping students' character (Anindya et al., 2023; Noval & Adi, 2024).

The context of the implementation of the Merdeka Curriculum, Islamic Religious Education (PAI) occupies a highly strategic position because the substance of its learning is directly related to the development of students' character, morality, and spirituality. Several studies have revealed that PAI teachers function not only as providers of instructional content but also as role models, mentors, motivators, counselors, and facilitators in instilling the values of the Pancasila Student Profile. The findings of Hakim and Astuti (2024) indicate that PAI teachers serve as counselors, role models, collaborators, and motivators in implementing the dimensions of faith, devotion to God, and cooperation among students (Hakim & Astuti, 2024a). Meanwhile, Kartiwan et al. (2023) emphasize that PAI teachers make an important contribution to the internalization of Pancasila values through religious education and habituation activities within the school environment. These findings indicate that integrating Islamic values with the Pancasila Student Profile is a relevant approach to

supporting the strengthening of character education in the era of the Merdeka Curriculum (Kartiwan et al., 2023; Afnanda, 2023).

Nevertheless, the results of the literature review indicate that most previous studies have focused primarily on the implementation of the Pancasila Student Profile in general or on the role of teachers in character education, without examining in depth how PAI teachers carry out their roles within the context of schools that have implemented the Merdeka Curriculum. The studies by Noval and Adi (2024), Tidja et al. (2023), and Putri et al. (2024) place greater emphasis on the general role of teachers in developing the Pancasila Student Profile and on aspects of religious character (Noval & Adi, 2024; Tidja et al., 2023; M. S. E. Putri et al., 2024). Meanwhile, studies that specifically investigate the role of PAI teachers, the methods they employ, as well as the inhibiting and supporting factors in developing the Pancasila Student Profile at the junior secondary school level remain relatively limited. This research gap is further reinforced by the findings of a preliminary study conducted by the researcher at SMP Negeri 6 Jombang through observations and interviews with the Vice Principal for Curriculum Affairs and PAI teachers. The observations indicated that the school had implemented the Merdeka Curriculum and various habituation activities aimed at strengthening the Pancasila Student Profile. However, the interview findings revealed several challenges, including uneven teacher understanding of the concept of the Pancasila Student Profile, limited variety in learning methods, and difficulties in systematically integrating the dimensions of the Pancasila Student Profile into PAI learning materials. Consequently, the development of students' character in accordance with the dimensions of the Pancasila Student Profile has not yet been implemented optimally.

Based on these conditions, research is needed to provide an empirical description of the role of PAI teachers in developing the Pancasila Student Profile, the learning strategies employed, and the factors that support and hinder its implementation within the school environment. This research is important because PAI teachers are central figures in the process of internalizing religious values, which serve as the primary foundation for the dimensions of faith in and devotion to God Almighty and noble character. In addition to providing practical contributions to schools in improving the effectiveness of Merdeka Curriculum implementation, this research is also expected to enrich the theoretical discourse on the integration of religious education with character development based on the Pancasila Student Profile. Thus, this study seeks to bridge the gap between national education policies that emphasize character development and the realities of PAI learning implementation at the educational unit level (Hakim & Astuti, 2024b; Kartiwan et al., 2023).

This study aims to: 1) analyze the role of Islamic Religious Education (PAI) teachers in developing the Pancasila Student Profile at SMP Negeri 6 Jombang; 2) identify the methods used in the process of developing students' character; and 3) examine the supporting and inhibiting factors affecting its implementation. The novelty of this study lies in its specific focus on integrating three aspects simultaneously, namely the role of PAI teachers, the learning strategies employed, and the inhibiting and supporting factors in developing the Pancasila Student Profile at the junior secondary school level within a school that has implemented the Merdeka Curriculum. Unlike previous studies, which generally discuss the

implementation of the Pancasila Student Profile or the role of teachers in general, this study provides a more comprehensive and contextual analysis of the practice of developing the Pancasila Student Profile through Islamic Religious Education learning at SMP Negeri 6 Jombang. The findings of this study are expected to serve as a reference for developing an Islamic Religious Education-based character development model to support the successful implementation of the Merdeka Curriculum.

METHODS

The purpose of this study is to gain a deeper understanding of the role of Islamic Religious Education (PAI) teachers in developing the Pancasila Student Profile at SMP Negeri 6 Jombang. This study employed a qualitative approach with a case study design. The study was conducted during the second semester of the 2024/2025 academic year. The research subjects were selected purposively, with PAI teachers serving as the primary informants, while the principal, vice principal for curriculum affairs, and students were selected as supporting informants. The focus of the study consisted of three components: the role of PAI teachers in developing the Pancasila Student Profile; the learning strategies employed to internalize the values of the Pancasila Student Profile; and the factors that support and hinder its implementation. A qualitative approach was chosen because the study sought to understand the phenomenon through the experiences, actions, and interactions that occur within the school environment (Sugiyono, 2020, 2022).

The researcher served as the primary research instrument, supported by documentation forms, observation sheets, and semi-structured interview guidelines. Interviews were conducted to examine the roles of PAI teachers, the learning methods employed, and the challenges encountered in developing the Pancasila Student Profile. Direct observations were carried out during PAI learning activities and habituation programs that supported the strengthening of students' character. The documentation included teaching modules, learning materials and plans, school programs, photographs of activities, and other relevant documents. To obtain credible and accountable data, the researcher employed source and technique triangulation by comparing the results of observations, documentation, and interviews (Sari et al., 2025; Sugiyono, 2020).

Data analysis was conducted interactively throughout the entire research process, from data collection to the completion of the study. The analysis consisted of data reduction, data presentation, and conclusion drawing. At the data reduction stage, field data were selected and categorized according to the research focus. The data were then presented in the form of thematic matrices and narrative descriptions to facilitate the identification of patterns and relationships among the findings. The final stage involved concluding the data that had been consistently verified throughout the research process. Through continuous analysis, the study identified the roles of PAI teachers, the learning techniques employed, and the supporting and inhibiting factors in developing the Pancasila Student Profile at SMP Negeri 6 Jombang (Sugiyono, 2020; Sari et al., 2025).

RESULT AND DISCUSSION

Result

The Role of Islamic Religious Education Teachers in Character Development of the Pancasila Student Profile at SMP Negeri 6 Jombang

The research findings indicate that Islamic Religious Education (PAI) teachers play a strategic role in developing the Pancasila Student Profile at SMP Negeri 6 Jombang. This role is manifested through the teacher's functions as an educator, facilitator, and evaluator. As educators, PAI teachers seek to instill character values through religious habituation, exemplary conduct, and guidance for students. The activities include reciting short surahs before lessons, Yasin recitation and istighasah on Jumat Legi, habituation to congregational prayer, as well as mutual cooperation activities and the strengthening of nationalism through the recitation of Pancasila and singing the Indonesian national anthem, Indonesia Raya.

The PAI teacher explained that students' character development is carried out through exemplary conduct and continuous habituation. As stated: "Islamic Religious Education teachers play an important role in developing the character of the Pancasila Student Profile through exemplary conduct, value-based learning, and the habituation of positive attitudes at school."

This statement was reinforced by the Principal of SMP Negeri 6 Jombang, who stated that PAI teachers actively participate in various school religious activities, such as congregational prayer, Qur'an reading habituation, and the development of attitudes of tolerance and appreciation for diversity. In addition to serving as educators, PAI teachers also act as facilitators by providing a learning environment that supports students' character development. Teachers utilize various learning resources and facilities, including projectors, textbooks, the Qur'an, the internet, and the school mosque as learning resources and media. Teachers are also actively involved in the implementation of the Project for Strengthening the Pancasila Student Profile (P5) through collaboration with teachers of other subjects.

The role of PAI teachers as evaluators is reflected in assessment activities that focus not only on academic aspects but also on the development of students' attitudes and behavior. Teachers observe students' participation in religious activities, discipline, responsibility, honesty, and everyday social attitudes. As expressed by a PAI teacher: "The evaluation I conduct is not limited to written tests or daily assessments, but also includes observing students' attitudes and behavior both inside and outside the classroom."

These findings demonstrate that PAI teachers make a significant contribution to the internalization of the values of the Pancasila Student Profile through their functions in education, learning facilitation, and evaluation of students' character development

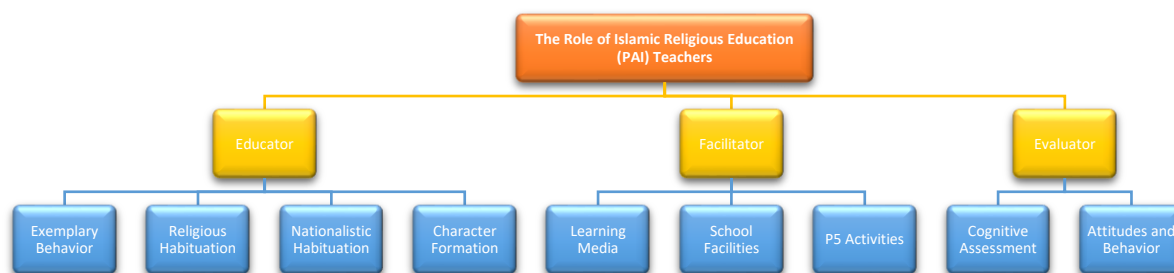


Figure 1. The Role of Islamic Religious Education Teachers in Character Developing

Methods Used by Islamic Religious Education Teachers in Character Formation of Students

The research findings indicate that various methods were employed in learning activities and school habituation programs to develop students' character. Exemplary behavior, habituation, direct practice, advice, and collaborative learning through the Strengthening Project for the Pancasila Student Profile (Projek Penguatan Profil Pelajar Pancasila/P5) were the most frequently used methods.

To implement the exemplary method, teachers were required to serve as role models for their students in terms of religiosity, discipline, responsibility, and tolerance. Meanwhile, the habituation method was implemented through daily activities such as congregational prayers, flag ceremonies, Yasin recitation and istighasah, and mutual cooperation activities. In teaching worship-related materials, teachers also employed a direct practice approach. As stated by an Islamic Religious Education teacher: "When teaching the Friday prayer material, I conduct direct practice with the students so that all students can understand the procedures for performing the Friday prayer correctly."

In addition, technology-based learning approaches were also utilized, including PowerPoint, Canva, instructional videos, and online learning resources. Interviews with students indicated that PowerPoint was the most frequently used instructional medium in Islamic Religious Education learning. Teachers also employed collaborative methods in the P5 project on Engineering and Technology, which involved cooperation between teachers and students. These findings demonstrate that student character formation was carried out through a combination of cognitive, affective, and psychomotor learning strategies. These methods collectively supported the strengthening of the dimensions of the Pancasila Student Profile.

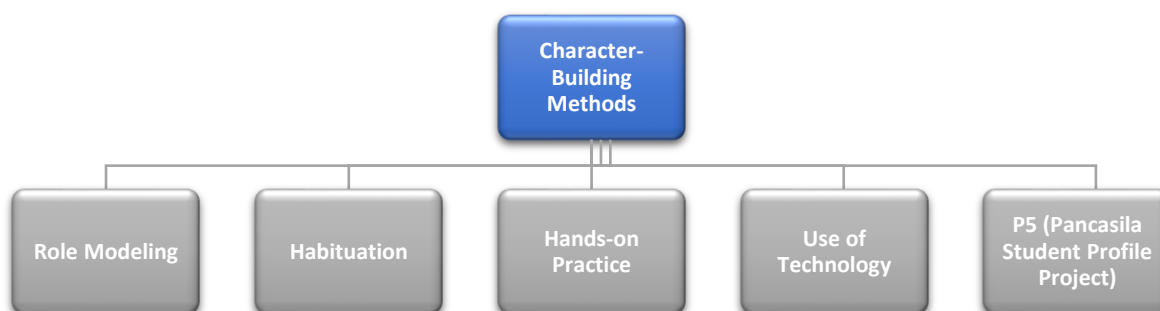


Figure 2. Islamic Religious Education Teachers in Character-Building Methods

Supporting and Inhibiting Factors in the Formation of the Pancasila Student Profile at SMP Negeri 6 Jombang

The research findings indicate that several supporting and inhibiting factors influenced the implementation of the Pancasila Student Profile formation. Supporting factors included the availability of adequate school facilities and infrastructure, support from teachers and school staff, students' willingness to participate, and the existence of habituation programs and activities such as the Strengthening Project for the Pancasila Student Profile (Projek Penguatan Profil Pelajar Pancasila/P5). In the process of developing students' character, facilities such as the library, mosque, computer laboratory, digital learning media, and a pleasant school environment played an important role. An Islamic Religious Education teacher stated: *"The supporting factors include adequate school facilities, students' willingness, and teachers who are able to manage learning in a way that motivates students."*

This study also identified several inhibiting factors. The main obstacles included family environments that did not fully support character education, the influence of social media and peer environments, limited awareness among some students, limited instructional time for Islamic Religious Education, and insufficient collaboration among all school staff in implementing the values of the Pancasila Student Profile. An Islamic Religious Education teacher stated: *"Not all students come from families that provide adequate support. In addition, the influence of social media and peer habits affects character formation."*

The principal and vice principal reinforced these findings by highlighting factors such as external social environments, limited parental involvement, and inconsistency among educators as a whole. These findings demonstrate that the formation of the Pancasila Student Profile does not depend solely on the role of Islamic Religious Education teachers; rather, it requires support from families, the social environment, and continuous collaboration among all members of the school community.

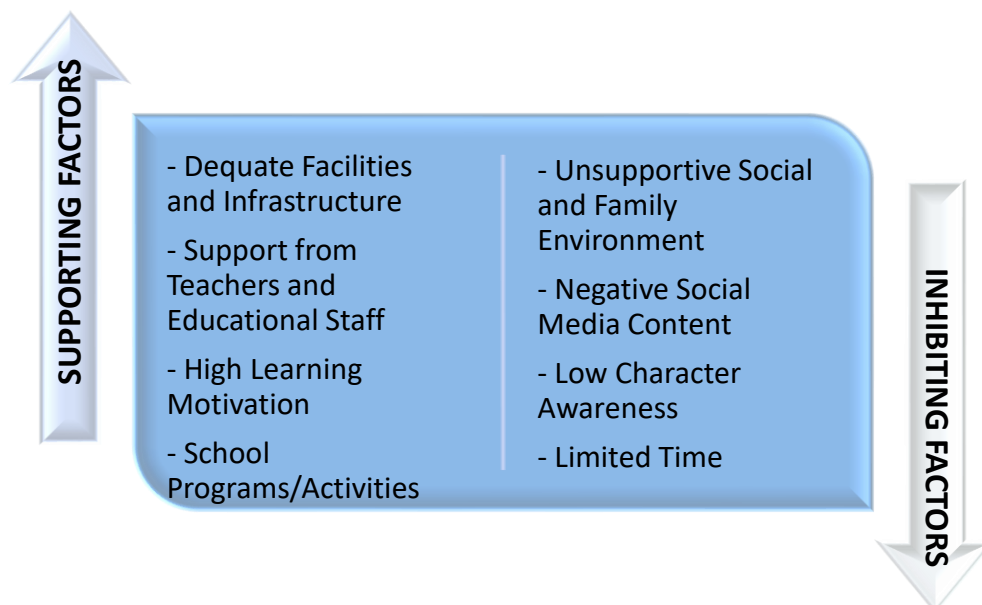


Figure 3. Supporting and Inhibiting Factors in Character Building

DISCUSSION

The Role of Islamic Religious Education Teachers in Character Formation Based on the Pancasila Student Profile at SMP Negeri 6 Jombang

The findings indicate that Islamic Religious Education (PAI) teachers at SMP Negeri 6 Jombang play important roles as educators, facilitators, and evaluators in the formation of the Pancasila Student Profile. These roles are manifested through continuous character-value inculcation, religious habituation, and exemplary behavior. PAI teachers do not merely provide religious knowledge but also instill character values in students through activities such as reciting short surahs before lessons, performing congregational prayers, Yasin recitation and istighasah, and habituating students to discipline and mutual cooperation. These findings are consistent with the study conducted by Kartiwan, Alkarimah, and Ulfah (2023), which found that PAI teachers have a strategic role in developing the Pancasila Student Profile through learning and habituation that integrate social, religious, and national values. PAI teachers play an important role in helping students develop the dimension of faith, devotion to God Almighty, and noble character, which serves as a fundamental dimension of the Pancasila Student Profile (Kartiwan et al., 2023). These findings are consistent with the views of Munawwaroh (2019) and Devi et al., who argue that exemplary behavior is a fundamental principle of Islamic education because students tend to imitate the behavior demonstrated by their educators (Munawwaroh, 2019; Devi et al., 2025).

PAI teachers not only act as educators but also serve as facilitators by creating a supportive learning environment to develop students' character. The findings indicate that teachers utilize various educational resources, including the Qur'an, textbooks, the internet, digital media, and the school mosque. Teachers also collaborate in the Strengthening Project for the Pancasila Student Profile (Projek Penguatan Profil Pelajar Pancasila/P5), which provides students with contextual learning experiences. These findings support the research conducted by Wati and Astutik (2024), which states that learning activities that enable students to directly experience and practice the values of the Pancasila Student Profile are an effective way to optimize the role of PAI teachers within the Independent Curriculum (Kurikulum Merdeka). Contextual and collaborative learning has been shown to contribute to the development of students' independence, mutual cooperation, and creativity. (Wati & Astutik, 2024).

Assessment activities focusing on students' academic achievement and character development demonstrate the role of teachers as evaluators. Teachers assess students' discipline, responsibility, honesty, social awareness, and participation in religious activities. The findings indicate that character assessment is essential for implementing the Pancasila Student Profile. These findings are consistent with the research conducted by Tidja, Lion, and Herianto (2023), which states that teachers play an important role in observing and evaluating students' character development through their daily behavior. Through continuous evaluation, teachers can determine the extent to which character values have been internalized and provide appropriate follow-up for students who still require character development and guidance (Tidja et al., 2023).

Methods Used by Islamic Religious Education Teachers in Character Formation of Students

This study found that exemplary behavior was the primary method used by Islamic Religious Education (PAI) teachers to develop students' character. Teachers sought to demonstrate behaviors that students could emulate in their daily lives, particularly in terms of religiosity, discipline, responsibility, and tolerance. These findings support the research conducted by Junaedi (2025), which states that teacher exemplarity is one of the most important factors in the successful implementation of the Pancasila Student Profile, as students can understand values more effectively through real-life practices than through theoretical instruction alone (Junaedi, 2025). Exemplary behavior is an effective educational method in Islamic education because it enables the natural internalization of values through teacher-student interactions (Sidhik et al., 2024).

In addition to exemplary behavior, the habituation method is widely used to develop students' character. Through participation in activities such as congregational prayers, Yasin recitation and istighasah, flag ceremonies, and mutual cooperation, students develop positive habits. These findings are consistent with the research conducted by Afnanda (2023), which demonstrates that religious habituation activities have a significant influence on the development of students' religious and social character. Through regular habituation, character values are cognitively understood and gradually become integrated into students' daily behavior (Shodiq & Kuswanto, 2024). This is consistent with the concept of character education, which emphasizes the importance of repeatedly practicing positive behaviors so that they become ingrained as part of an individual's character (Abdurahman et al., 2025).

The research findings also indicate that PAI teachers utilize technology and direct practice in the learning process. Practical activities, such as performing the Friday prayer, are conducted directly to provide students with hands-on experience in worship. In addition, PowerPoint, Canva, videos, and online learning resources are used to increase student engagement. These findings support the research conducted by Noval and Adi (2024), which states that the integration of technology and project-based learning can help students develop creativity, independence, and critical reasoning within the Pancasila Student Profile. Furthermore, collaborative activities in the P5 project enable students to enhance their communication, teamwork, and problem-solving skills, which are essential competencies in the modern era (Armianti et al., 2024).

Supporting and Inhibiting Factors in the Formation of the Pancasila Student Profile at SMP Negeri 6 Jombang

The research findings indicate that the successful formation of the Pancasila Student Profile at SMP Negeri 6 Jombang is supported by adequate facilities and infrastructure, support from teachers and educational staff, student motivation, and the implementation of habituation programs and P5 activities. The availability of a school mosque, library, computer laboratory, and digital learning media creates a supportive environment for the internalization of character values. These findings are consistent with the research conducted by Wati and Astutik (2024), which demonstrates that the successful implementation of the Pancasila Student Profile is influenced by a conducive school environment and the involvement of the entire school community in fostering a positive school culture (Wati &

Astutik, 2024). A supportive learning environment enables students to gain meaningful learning experiences while strengthening their character development.

On the other hand, this study identified several inhibiting factors, including an unsupportive family environment, the influence of social media, peer and social environments, low awareness among some students, limited instructional time for Islamic Religious Education (PAI), and suboptimal collaboration among the entire school community. These findings reinforce the results of the study by Putri, Puspitasari, and Setyawan (2026), which indicate that family support is one of the determining factors in the successful implementation of the Pancasila Student Profile. When the values taught at school are not reinforced within the family environment, the process of character internalization tends to be less effective (P. A. H. Putri et al., 2026). Furthermore, research by Nurhabibah, Sari, and Fatimah (2025), as well as the book by Saputra et al. (2023), indicates that uncontrolled social media use and peer influence can become obstacles to students' character development, as they often expose students to values that are inconsistent with the objectives of character education (Nurhabibah et al., 2025; Saputra et al., 2023).

Based on these findings, it can be understood that the formation of the Pancasila Student Profile is a shared responsibility involving schools, families, and the community. Although PAI teachers hold a strategic position as key agents in the internalization of values, the success of its implementation is strongly influenced by consistent support from the environment surrounding students. This finding supports the concept of the Three Centers of Education (Tripusat Pendidikan), which emphasizes that character education can only be implemented optimally when there is synergy among families, schools, and communities in creating a conducive environment for students' development. Therefore, strengthening communication between schools and parents, along with enhancing digital literacy, are strategic steps that need to be taken to optimize the formation of the Pancasila Student Profile at SMP Negeri 6 Jombang.

CONCLUSION

The research findings indicate that Islamic Religious Education (PAI) teachers at SMP Negeri 6 Jombang not only teach but also facilitate and assess the formation of the Pancasila Student Profile. The main finding of this study is that classroom-based PAI instruction alone does not determine the success of Pancasila Student Profile formation. Instead, the teachers' roles are integrated through various religious habituation activities, exemplary behavior, collaboration in the Strengthening Project for the Pancasila Student Profile (Projek Penguatan Profil Pelajar Pancasila/P5), and continuous character assessment. The findings demonstrate that the internalization of Pancasila Student Profile values through school culture and students' daily practices is more effective than relying solely on subject matter. Furthermore, the study found that integrated habituation activities, such as congregational prayers, Yasin recitation and istighasah, mutual cooperation, and the strengthening of nationalism at school, can simultaneously develop students' religious and national dimensions.

From a scholarly perspective, this study confirms previous research indicating that PAI teachers play a strategic role in strengthening students' character and implementing the Pancasila Student Profile. However, this study provides a broader perspective by

demonstrating that the formation of the Pancasila Student Profile is supported not only by teachers' roles as educators but also by their ability to facilitate and assess character development in an integrated manner. In addition, this study demonstrates that combining exemplary behavior, habituation, direct practice, the use of educational technology, and collaboration through P5 activities constitutes an effective approach to developing the various dimensions of the Pancasila Student Profile. Thus, this study extends previous research, which has generally focused either on the role of teachers or on the implementation of the Pancasila Student Profile as a whole. This study provides a more contextual analysis of how religious education and character education are integrated into the Independent Curriculum (Kurikulum Merdeka).

Several limitations of this study should be considered. First, the research was conducted at only one school, SMP Negeri 6 Jombang; therefore, the findings cannot be generalized to all educational institutions implementing the Independent Curriculum. Second, because the study focused only on the junior secondary school level, the findings do not yet provide a comprehensive picture of the role of PAI teachers in developing the Pancasila Student Profile at the elementary and senior secondary levels. Third, this study relied primarily on responses provided by research participants. Therefore, further research should be conducted across more diverse locations and educational levels using mixed-methods or quantitative approaches. Such studies could further examine the relationships among the role of PAI teachers, learning strategies, environmental factors, and the level of achievement of the various dimensions of the Pancasila Student Profile.

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Ethical Statement

This study was conducted with due consideration of ethical principles in educational research, including respect for participants, privacy, confidentiality, and the responsible use of research data. Data obtained through interviews, direct observations, and documentation were used solely for academic purposes, with due attention to protecting participants' personal information and identities in the reporting of the findings.

Artificial Intelligence (AI) Use Statement

The authors used artificial intelligence (AI) tools only for limited language-editing purposes, including improving grammatical accuracy, clarity, and readability of the manuscript. AI was not used to generate or manipulate research data, conduct data analysis, interpret the findings, or formulate the research conclusions. All AI-assisted outputs were critically reviewed, verified, and revised by the authors, who take full responsibility for the accuracy, originality, and integrity of the final manuscript.

Author Contributions

Abd. Rozaq contributed to the conceptualization, investigation, data collection, data analysis, interpretation of the findings, and preparation of the original draft. Yusuf contributed to the investigation, data organization, literature review, analysis, and manuscript revision. Moch. Sya'roni Hasan contributed to the conceptualization, methodology, supervision, validation, interpretation of the findings, and critical review of the manuscript. Mar'atul Azizah contributed to data analysis, validation, literature review, and manuscript review and editing. Humairourrohmah Binti Mastor contributed to validation, interpretation of the findings, literature review, and critical revision of the manuscript. All authors reviewed and approved the final version of the manuscript and take responsibility for its scholarly content.

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Conflict of Interest Statement

The authors declare that there are no financial, professional, institutional, or personal conflicts of interest that could have influenced the conduct, interpretation, or publication of this study.

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