

The Role of Madrasah Principal Supervision in Supporting the Improvement of Teacher Competence (Multi Case Study At Man 2 Kota Pare-Pare And Madrasah Aliyah Ddi Lil Banat Pare-Pare, Indonesia)

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This research examines madrasa heads' supervision in fostering increased teacher competency at Man 2 Pare-Pare and Madrasah Aliyah DDI Lil Banat Pare-Pare. This research focuses on the role of the madrasa head as a supervisor and the efforts made by the madrasa head to improve the competence of teachers. This research uses qualitative research which is descriptive analysis. In collecting data, 3 techniques were used, namely observation, interviews, and documentation studies. Meanwhile, the data analysis technique used in this research is the Miles and Huberman concept, which consists of 3 stages: data reduction, data display, and conclusion. The results of this research indicate that the implementation of supervision activities in improving teacher competency at Man 2 Pare-Pare and Madrasah Aliyah (MA) DDI Lil Banat Pare-Pare showed results where the implementation of supervision activities carried out by the head of the madrasah at Man 2 Pare-Pare and Madrasah Aliyah (MA) DDI Lil Banat Pare-Pare is carried out by direct supervision carried out by the head of the madrasah on the teacher concerned while carrying out teaching and learning activities. The technique used by madrasah heads in carrying out supervision activities is by visiting the class concerned and individually calling the teachers who wish to be supervised. The results or output from the implementation of this research are that teachers who have been supervised are more disciplined in the administrative preparations used in the learning activities carried out.

Keywords: Supervision, Madrasah Head, Teacher Competence.

1. Introduction

The implementation of supervision or supervision by the head of the madrasah is a benchmark for the development and improvement of the quality of teachers and the quality of the learning process which affects the quality achievement of graduates (Bunyamin and Darmawangsa, 2022; Lalupanda, 2019). Reality shows that the implementation of supervision activities is not optimal for madrasah heads (Faizatun and Mufid, 2020; Yumnah, 2021). The results of the performance assessment of the head of the madrasah by the madrasah supervisor showed: (1) The head of the madrasah carried out academic supervision activities not yet maksimal; (2) There are still many teachers who do not understand the purpose of academic supervision; (3) The management of academic supervision has not been systematically programmed; (4) Academic supervision programs have not been fully implemented; and (5) Not all teachers have received follow-up from the results of academic supervision carried out by the head of the madrasah (Asyari, 2020; Suryani and Arief, 2021).

The role of the head of the madrasah as a supervisor is responsible for improving the ability of teachers to manage teaching and learning activities and plays an important role in improving the quality of their madrasahs (Lalupanda, 2019; Rezky et al., 2023). This requires the head of the madrasah to carry out supervision activities correctly and adhere to the principles of supervision, techniques and the right supervision approach so as to be able to improve the professional competence of teachers, which has a significant impact on improving the quality of graduates, by facilitating teachers to always improve their competencies, teachers actively develop their profession to improve their knowledge, skills and insights so that they are able to improving the implementation of more active, creative, innovative and professional learning process activities that can be carried out such as in the Subject Teacher Conference (MGMP) forum (Berdiati, 2020); Rumuar, 2021).

The reality shows that the implementation of MGMP in the madrasah scope is not optimal, with the reality that some teachers have a high teaching load, teachers teach not in accordance with their scientific background, even the results of mentoring, observation and verification of the implementation of Teacher Performance Assessment (PKG) by the head of the madrasah represented by the Deputy Head of Student Affairs at MAN 2 Pare-Pare and MA DDI Lil Banat Pare-Pare, problems were found, including: Most teachers have not presented material contextual and tend to be textual, the implementation of the learning process carried out by teachers still prioritizes the cognitive aspect rather than affection and psychomotor, many teachers have not used learning media based on Information and communication technologies (ICT).

Based on this presentation, the researcher intends to conduct a study entitled "The Role of Academic Supervision of Madrasah Heads in Supporting Teacher Competence (Multi-Case Study at MAN 2 Pare-Pare and Madrasah Aliyah DDI Lil Banat Pare-Pare)".

2. Method

This study uses a qualitative approach, the data collected comes from field notes from the researcher's direct observations, interview scripts, institutional documents, personal documents, meeting minutes, memos, and other official documents. This research is a type of

multi-case study, namely research conducted in more than one place. This research is located at MAN 2 Pare-Pare and MA DDI Lil Banat Pare-Pare. Data collection techniques through interviews, observations, and documentation. The interview, observation and documentation process follows the interview and observation guidelines (attachment 1). The tools used are recorders, memos, and video and photo recoders in the form of smartphones. The researcher determined 3 informants, namely; 1) Key Informants, namely the head of the madrasah MAN 2 Pare-Pare and MA DDI Lil Banat Pare-Pare; 2) Ordinary Informants, namely the Deputy Head of Curriculum and Teacher Assembly at MAN 2 Pare-Pare and MA DDI Lil Banat Pare-Pare; 3) Supporting Informants, namely students at MAN 2 Pare-Pare and MA DDI Lil Banat Pare-Pare. The data analysis process includes: (1) Data Collection; (2) Data Reduction; (3) Data Display; (4) Verification (Conclusion Drawing).

3. Results and Discussion

Implementation of Supervision Activities Carried out by the Head of Madrasah in Improving the Professional Competence of Teachers in MAN 2 Pare-Pare City and MA DDI Lil Banat Pare-Pare

Below will be explained about the implementation of supervision activities in improving the professional competence of teachers at MAN 2 Pare-pare and MA DDI Lil Banat Pare-pare, both from the time of supervision implementation, supervision implementation techniques, evaluation of the results of supervision implementation and follow-up of the implementation of supervision:

The implementation of supervision carried out by the head of the madrasah has been carried out routinely every semester. This is based on an interview conducted by the author with the Head of Madrasah MAN 2 Pare-pare and MA DDI Lil Banat Pare-pare, that:

"The implementation of programmed academic supervision starting from the planning stage, implementation to reporting is carried out every semester (even semester and odd semester), and the results are summarized at the end of the year. In addition to programmatic supervision, the head of the madrasah also conducts incidental supervision. This is done in order to improve the process of teacher performance in providing educational services. Managerial supervision does not only concern academic supervision but also includes performance supervision for each education staff. The performance of education personnel is all services that support the smooth implementation of education in the education unit in addition to planning, implementation and assessment of learning such as infrastructure services, financial management, administrative services, as well as services to educators and education personnel in supporting smooth learning in madrasahs. This whole is the target of managerial supervision".- Head of MAN 2 pare-pare.

"The implementation of managerial supervision in improving competence at MA DDI Lilbanat is carried out 2 times a year or every odd and even semester" - Head of MA DDI Lilbanat.

In addition, the implementation of regular and routine supervision was delivered by the deputy head of MAN 2 Pare-pare.

"In the preparation of the program of teachers' activities as educators in MAN 2 parpare city,

it begins with a meeting to prepare the duties of educators, usually starting before the new school year for odd semesters and for even semesters carried out after the Final Semester Assessment is evidenced by the minutes signed by the meeting participants resulting in a decision that is specified in the Decree on the division of duties from the head of the madrasah every odd and even semester. In the decree, it is stated that each educator must be carried out for 1 year or odd and even semesters" – deputy head of madrasah MAN 2 Pare-pare.

"The head of our madrasah in compiling a program of activities for educators at MA DDI Lilbanat in a democratic way, consensus deliberation, one of which is the division of tasks at the beginning of the new school year and looking at the mapping of human resources, advantages and disadvantages of resources in the madrasah with SWOT analysis. After that, adjust the expertise and qualifications of educators' education, in their respective duties and work as well as in the implementation of the supervision program of the head of the madrasah Prepare a plan first before implementing the supervision program so that we can report the implementation of the process, evaluation and supervision report properly". - Deputy Head of the madrasah MA DDI Lilbanat.

Steps and techniques for the implementation of supervision of madrasah heads.

"Conducting an examination of the learning plan document. Have all the planning elements been prepared. In terms of the existence of all MAN 2 Parepare City teachers, they already have learning planning documents with various levels of completeness, but when viewed from the functional side of planning documents for the purposes of the learning process, teacher competency development is still needed. Some teachers prepare lesson plans only as an administrative obligation because the learning activities implemented in the classroom sometimes do not correlate with the learning programs that have been made"

"Supervise by conducting class visits that have been previously scheduled for each teacher. In this activity, the supervisor observed the learning process carried out by the teacher concerned in various aspects such as; classroom management, performers, strategies, methods, mastery of material communication patterns with students, student learning responses in learning and student absorption of the lessons received".

"Hold a meeting with the teacher concerned to provide corrections and suggestions for further improvement of learning activities. In addition, the head of the madrasah recommends taking training related to the weaknesses found in the learning process. - Head of madrasah MAN 2 Pare-pare".

Meanwhile, the steps to implement managerial supervision that you carry out in improving the professional competence of teachers at Man2 Parepare and MA DDI Lilbanat Parepare.

"The steps we take in the implementation of managerial supervision in improving the professional competence of teachers at MA DDI Lilbanat are starting by planning the implementation of supervision by making a schedule for the implementation of supervision then carrying out direct observation to the classroom to see the learning process carried out by teachers in the classroom, after that we have evaluated in the form of improvements so that in the future it is much better after that we carry out a follow-up plan to the next Supervise activity". - Head of the MA madrasah DDI Lil Banat Pare-pare.

The techniques carried out in supervising MAN 2 Parepare City are; "a) observation technique
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by observing the learning planning and implementation document, b) interview technique to ask the purpose and purpose of what is written in the planning document and the purpose and purpose of each action in the implementation of learning, c) survey technique is asking a number of questions to students to get their impression of the learning service of each subject teacher". -Head of madrasah MAN 2 Pare-pare.

The techniques carried out in supervising at MA DDI Lil Banat, Parepare City are; "The technique we do in the madrasah is by using individual techniques with class visits. The head of the madrasah in this case the supervisor comes to the classroom and pays attention to the teacher who is teaching, through class visits, the supervisor will get a lot of information about the implementation of the teaching-learning process in the classroom. Supervisors can find out the strengths and weaknesses of teachers by observing the teacher's performance in the classroom. Supervision can also determine the success of teachers in activating students in the teaching and learning process'." - Head of the MA madrasah DDI Lil Banat Pare-pare.

Monitoring, evaluation and reporting of supervision activities that have been carried out at MAN 2 Parepare City and MA DDI Lilbanat Parepare. Monitoring activities are carried out on a scheduled and incidental basis. This was obtained from the following interview results; "The head of the madrasah as a supervisor carries out monitoring on a scheduled and incidental basis. The results of the monitoring are then assessed or evaluated. For things that are positive, appreciation or reward will be given, while those that are still lacking will be improved or treated for competency development. Reporting is carried out by recording facts as data which is then compiled into a report". - Head of madrasah MAN 2 Pare-pare.

"In monitoring activities, supervisors observe and directly monitor the activities of the teaching and learning process in the classroom so that they can see the advantages and disadvantages of teachers in carrying out the teaching and learning process in the classroom. Meanwhile, evaluation activities are to find out the goals that have been achieved, things that have been done and things that have not been done and want to evaluate the results, processes and implementation of teaching and learning process activities in the classroom so that in the future it will be much better. Meanwhile, the report includes the results, process and implementation of supervision activities which can be seen in the form of a report instructing all supervision activities carried out in the madrasah". - Head of madrasah MA DDI Lil Banat Pare-pare.

The involvement of the deputy head of the madrasah in the implementation of managerial supervision of MAN 2 teachers in Parepare city. "For the implementation of supervision of education personnel, the head of the madrasah every year issues a decree on the task of implementing teacher supervision, namely supervisors including the deputy chief of the curriculum and several senior teachers to carry out supervision which is carried out at the beginning of each semester to see the readiness and completeness of the teacher's teaching equipment, the implementation can be carried out in the teacher's room, the deputy head and in the classroom and then signed proof that it has been supervised by the supervisor appointed by the supervisor Aliyah madrasah and the head of the Madrasah"

The support of the deputy head of the madrasah to the implementation of supervision aimed at improving the professional competence of MAN 2 teachers in Parepare city. "The support of the deputy head of the madrasah is important because apart from being one of the

supervisors, he must also socialize to teachers the importance of completing learning tools. All complete learning tools as the main requirement for the implementation of learning must be owned by teachers, which from the beginning of learning the deputy head of the madrasah for curriculum has explained. The realization is evidenced by having filled out the supervision blank. To all subject teachers, they must complete the completeness of the administration in addition to mastering the teaching material and as proof that they have been supervised, they must fill out the supervision blank as proof that the head of the madrasah and the supervisor of the madrasah Aliyah are known to be ".

Efforts made by the head of the madrasah in improving the professional competence of teachers at MAN 2 Pare-pare and MA DDI Lil Banat Pare-pare

The efforts of the head of the madrasah in compiling an activity program for educators/teachers.

The head of the MAN 2 Pare-pare madrasah in compiling the educator program must consider various things, namely:

"The interests of students; The education/learning process that runs in madrasahs must function to encourage the development of students' potential to achieve competencies according to graduate competency standards both from an academic and non-academic perspective. Thus, before compiling an activity program for educators, orientation / survey of basic abilities of students is first carried out at the time of admission of new students at the madrasah. This initial survey was carried out in the form of interviews and academic potential tests. Information about needs is not only from students but also from parents/guardians of students. The information obtained from this process can be one of the references in compiling an educator activity program.

The existence of personnel/teachers; This is one of the considerations in determining the program. The success of the implementation of curricular programs can only be guaranteed by the availability of qualified and competent teachers.

The interests of teachers; Teachers as educators must have performance standards to be able to get their rights such as professional, functional, performance allowances, and include in terms of career development. Thus, in the workload setting, it is still considered how much workload must be given to loyal teachers in accordance with the rights they should receive.

The existence of facilities and infrastructure and the conditions that exist in the madrasah. Change projects can be carried out in madrasahs with the support of facilities and conditions that exist in madrasahs, for example, there is a digital class piloting because of the support of digital facilities, namely IT devices and internet networks, an increase in cleaning personnel due to the increase in sanitation facilities (MCK)". Head of madrasah MAN 2 Pare-pare.

As the head of the madrasah Preparing a program of activities for educators/teachers at MA DDI Lilbanat parepare; "Before starting the new school year, in the madrasah we together with the madrasah residents make a program plan that will ensure that the teaching and learning process runs well. The program is called the Madrasah Work Plan or RKM which is considered a guideline that will monitor all madrasah activities, student development, and teaching techniques used by teachers. In Madrasah we carry out several stages in the preparation of madrasah work plans that can be made, including Identification of real challenges through
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EDS (School Self-Evaluation) activities, Analysis of school environmental conditions, which includes internal and external analysis., Analysis of environmental conditions can use the SWOT analysis method, Setting program priorities to be achieved, Determining indicators of program achievement that have been determined then Developing implementation strategies program together with madrasah residents". - Head of madrasah MA DDI Lil Banat Pare-pare.

Efforts of madrasah heads to improve teacher professionalism competence.

In order to improve the professional competence of teachers at MAN 2 Kota Pare-pare is as follows: 1). Professional Training and Development: Provide regular training and professional development programs to teachers in various aspects of education such as innovative teaching strategies, use of technology in learning, classroom management, and learning assessment. 2). Collaboration and Collocation: Encourage collaboration between teachers within the school, collaboration with teachers from other schools, and attend joint seminars or workshops to exchange best experiences and ideas in teaching. 3). Use of Educational Technology: Engaging teachers in training to use relevant educational technologies and utilize them effectively in learning, such as the use of interactive learning software, educational applications, or online learning platforms. 4). Research and Development: Supporting teachers to conduct small research or innovative projects within their own classrooms to improve their teaching practices and share the results with the educational community. 5). Self-Empowerment: Encouraging teachers to continue learning and developing themselves through reading educational literature, attending educational seminars or conferences, and taking advanced courses or courses in the field of education. 6). Monitoring and Feedback: Provide constructive feedback to teachers through performance evaluations, classroom observations, and self-reflection to help them identify areas for improvement and develop strategies to improve the quality of teaching.

In order to improve the professional competence of teachers at MA DID Lil Banat as follows: "the way we do to improve the professional competence of teachers at MA DDI Lilbanat is that we always direct fellow teachers to continue higher education studies, and to always participate in training and workshops held by BDK and the smart ministry of religion platform or through MGMP and the like". -Head of the MA Madrasah DDI Lil Banat Pare-pare.

The efforts of madrasah heads in improving and strengthening the development of teacher professional competencies in MAN 2 Parepare City are;

1). Consistently providing spirit and motivation to all teachers to always intensely carry out learning and guidance tasks to students. 2). Encouraging teachers to realize how rapid changes and developments in information technology are so that whether they like it or not, they must always learn to know new developments, especially regarding the duties of the teaching profession both through bintek and by exposing materials through the internet. They must realize that students and teachers both have the opportunity to take advantage of learning resources so that when teachers do not continue to learn, there will be a time when they are no longer needed by students because with the spirit of independent learning, students are able to learn independently. 3). The head of the madrasah always confirms the needs of teachers in the interest of carrying out their duties. 4). Inviting teachers and education staff to work together to always be role models for students in carrying out good practices in the madrasah environment.

The head of the madrasah prepares an activity program for educators/teachers through the deputy head of the madrasah in the field of curriculum with the following steps: 1). Inventory all teacher workloads from the main ones to additional tasks for teachers at the beginning of each school year and each semester. 2). Carry out the division of tasks according to the qualifications and competencies of each teacher proportionally. 3). Strengthening the division of duties through the determination of the Decree of the head of the madrasah regarding the division of operational duties of teachers and education personnel of MAN 2 Parepare City at the beginning of each semester, both main tasks and additional tasks. 4). Prepare a learning schedule / roster in each semester. 5). Determine the duties of each component of educators and education staff of MAN 2 Parepare City.

Meanwhile, in improving and strengthening the development of teachers' professional competencies at MA DDI Lilbanat Pare-pare; "In improving and strengthening the development of teacher professional competence at MA DDI Lilbanat, we always provide opportunities and opportunities for teachers to participate in training and workshops organized by the ministry of religion and BDK Makassar and include in the competency improvement program through the boss budget in the form of training and workshops together with madrasah residents". -Head of the MA Madrasah DDI Lil Banat Pare-pare.

Analysis of Supporting Factors, Inhibitions, and Strategies in the Implementation of Supervision by the Head of Madrasah in Improving the Professional Competence of Teachers at MAN 2 Pare-Pare and MA DDI Lil Banat Pare-Pare

Supporting factors in the implementation of supervision by the head of the madrasah in improving the professional competence of teachers at MAN 2 Pare-pare and MA DDI Lil Banat Pare-pare are the existence of good knowledge, and awareness of the urgency or importance of supervision by the head of the madrasa, which was obtained from the results of the following interviews; "The program and implementation of supervision intended for teachers is an urgent part of the madrasah head program because only with the supervision of the madrasah head can control the quality of teacher performance. Teacher supervision by the head of the madrasah is not only for assessment but also for the purpose of sustainable professional development for teachers. Apart from that, what is no less important is for the sake of improving the quality of education and learning services to students". – Head of madrasah MAN 2 Pare-pare.

In addition, the support of a good organizing system in activities in the implementation of supervision. "The number of teachers of MAN 2 Parepare City who are the target of supervision is 73 people, so it is impossible to reach if only the head of the madrasah himself supervises. Therefore, the head of the madrasah has formed a Teacher Performance Assessment Team that shows who assesses who by considering the seniority of the teacher. In each subject, it applies to the more senior teacher supervising the more junior teacher and then each of them conveys the results to the head of the madrasah. Meanwhile, what is assessed by the head of the madrasah is more senior teachers and teachers who are reported to be still lacking by their supervisors". – Head of madrasah MAN 2 Pare-pare.

"In organizing in madrasahs, it is in accordance with the duties and main points and expertise with the adjustment of work tasks so that every officer in the organization is responsible". - Head of the MA madrasah DDI Lil Banat Pare-pare.

Inhibiting factors in the implementation of supervision by the head of the madrasah in improving the professional competence of teachers at MAN 2 Pare-pare and MA DDI Lil Banat Pare-pare. 1). Time Constraints: Madrasah heads often have very tight schedules so that the time to supervise is limited. 2). Lack of Support from Teachers: Some teachers may be less supportive of the supervision process because they feel supervised or criticized. 3). Limited Resources: Lack of resources such as budgets, facilities, and training materials can be an obstacle to the implementation of supervision. 4). Lack of Competence of Madrasah Heads: Madrasah heads may not have adequate competence to carry out effective supervision. 5). Resistance to Change: Some teachers may be resistant to changes or updates advocated in supervision.

The Follow-up Role of Supervision carried out by the Head of Madrasah as a Supervisor in Improving the Professional Competence of Teachers at MAN 2 Pare-Pare City and MA DDI Lil Banat Pare-Pare.

Meanwhile, in the results of interviews related to the follow-up of supervision carried out by the Head of Madrasah as a supervisor in improving the professional competence of teachers at MAN 2 Pare-Pare and Madrasah Aliyah DDI Lil Banat Pare-Pare-Pare, it was found that the need to improve the ability of a teacher in carrying out his duties includes several important aspects: 1). Mastery of Material: Teachers at MAN 2 Parepare City and MA DDI Lil Banat Pare-Pare have a deep understanding of the material taught. It includes understanding concepts, knowledge of the latest developments in the field, and the ability to present material clearly and engagingly. 2). Communication Skills: The ability to communicate well is the key in becoming a teacher in MAN 2 Kota Parepare and MA DDI Lil Banat Pare-Pare. This includes the ability to explain concepts in a simple and easy-to-understand manner, listen with empathy, and stimulate productive discussions in class. 3). Understanding of Students: Teachers at MAN 2 Kota Parepare and MA DDI Lil Banat Pare-Pare always do their best in understanding the needs, interests, and learning tendencies of each student in their class. By understanding the individual differences of students, a teacher can tailor the teaching approach to maximize each student's potential. 4). Classroom Management Skills: Teachers at MAN 2 Kota Parepare and MA DDI Lil Banat Pare-Pare are required to have the ability to manage classes effectively. This includes the ability to maintain discipline, facilitate collaboration between students, and address behavioral challenges or special needs. 5). Use of Technology: In today's digital era, teachers of MAN 2 Kota Parepare and MA DDI Lil Banat Pare-Pare need to have the ability to use technology to improve learning. This could include the use of learning software, online platforms, or other tools to make learning more engaging and interactive. 6). Evaluation Ability: Teachers at MAN 2 Kota Parepare and MA DDI Lil Banat Pare-Pare can evaluate students' understanding effectively. This includes the ability to design and deliver relevant tests or assignments, provide constructive feedback, and adjust teaching methods based on the results of evaluations. 7). Engagement with Parents and Community: Cooperation with parents and the community is essential in supporting student learning outside of the classroom setting. This was also built by teachers at MAN 2 Parepare City and MA DDI Lil Banat Pare-Pare especially who were assigned as homeroom teachers. An effective teacher communicates regularly with parents, holds meetings or events that involve the community, and works closely with parents to help with student development. 8). Ability to Develop: Teachers at MAN 2 Kota Parepare and MA DDI Lil Banat Pare-Pare always carry out effective

activities, always open to learning and developing. They are constantly updating their skills, attending trainings or workshops, and engaging in a community of teachers to share experiences and ideas.

4. Conclusion

Based on the explanation above, it can be concluded that:

1). The implementation of supervision activities carried out by the head of the madrasah in MAN 2 Pare-pare City and MA DID Lil Banat Pare-pare, is carried out by means of direct, scheduled and incidental supervision carried out by the head of the madrasah on the teacher concerned while carrying out teaching and learning activities. 2). The technique used by the head of the madrasah in carrying out supervision activities is by visiting the class concerned and summoning the teacher individually who wants to be supervised. 3). The results obtained from the supervision activities carried out by the head of the madrasah are in the form of teacher discipline in teaching, administrative equipment, learning tools used by teachers when teaching, and feedback from supervision activities. 4). Although the state of facilities, facilities and infrastructure that act as learning resources has not been fully fulfilled, it does not create an obstacle for madrasah heads and teachers to carry out innovative and fun learning activity processes. 5). The implementation of the teacher competency improvement development program by the head of the madrasah at the Madrasah head of the madrasah in MAN 2 Pare-pare City and MA DID Lil Banat Pare-pare is carried out by holding training on the administration of learning equipment, the participation of teachers in training activities by the Ministry of Religion and the education office, in collaboration with other schools to hold MGMP activities in the eastern region. 6). The results or outputs of the implementation of supervision carried out by the head of the madrasah have an impact on the teacher's more discipline in preparing the administration of learning tools used in learning.

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ETHICS APPROVAL AND CONSENT TO PARTICIPATE

Not applicable

CONSENT FOR PUBLICATION

Not applicable

COMPETING INTERESTS

The authors declare no competing interests.

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