

The Contribution of Social Studies Learning in Shaping Students' Social Behavior at Mts Al Asror City Semarang

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ABSTRACT

Social studies in education is a concept that develops knowledge, attitudes, and social skills in order to form and develop the personality of a good citizen, has also become part of the curriculum discourse and education system in Indonesia, and is a social education program in school education. This research uses a descriptive qualitative method with a phenomenological approach. The research design includes the subject, time, and location of the research. The subjects of this research were students, teachers and principals at Mts Al Asror. The research was conducted in January-February 2023. The location chosen in this research is at Mts Al Asror Semarang City. Data collection techniques were conducted through interviews, observation, and documentation. The contribution that can be obtained from social studies learning is the improvement of students' ability to work together and communicate with others. Through learning activities that often involve group discussions, students are trained to collaborate in completing social tasks. The value of cooperation and solidarity instilled through this learning is very useful in their social life outside the classroom. Thus, social studies learning not only focuses on the mastery of knowledge, but also plays an

important role in shaping the character of students to become active members of society, caring, and able to adapt in an ever-evolving social life. Social Studies learning contributes significantly to the formation of students' social behavior. Through an approach that emphasizes cooperation, group discussions, and field studies, students not only learn theoretical knowledge but also hone social skills that are important in social life.

Keywords: Contribution, Social Studies Learning, Social Behavior

INTRODUCTION

Education is one of the elements to educate and improve the quality of life and socio-culture of society. Education as a means of learning new knowledge and skills so as to produce productive humans. The function of national education is to develop the ability and shape the character and civilization of a dignified nation in order to educate the nation's children. The nation's life aims to form students into human beings who are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative and independent, and have the potential to become democratic and responsible citizens. One of the important elements in education is the curriculum,

because the curriculum is an element of education and each educational unit uses it as a reference. The curriculum is a learning plan that is developed by considering various matters regarding the learning process and self-development.

The success of educational activities in schools is inseparable from the role of the curriculum used by educational units as a reference and guide in educational or teaching activities. The curriculum is a design or set of plans about goals, teaching materials, and strategies or methods used as a reference in organizing learning activities to achieve educational goals. Thus, the curriculum supports the success of learning and educational activities in each educational unit. From this description it can be seen that the existence of a curriculum in learning in schools or educational institutions plays a very important role in the realization of educational goals, the curriculum is likened to a framework of a country. Therefore, continuous efforts must be made to improve the curriculum to achieve national education goals as well as possible. Because curriculum improvement and change is also a demand in the world of education because of the life of society, nation and state. In Indonesia, the curriculum has undergone changes and developments due to globalization (Sulaeman, 2008). As seen today, the Merdeka Curriculum has been implemented in several schools, but there are still many schools that are still implementing the 2013 Curriculum. A person's social behavior can be interpreted as a way shown by someone in responding or responding to an action. This is in line with the opinion of Budiman (2009: 1), a person's social behavior is a relative trait to respond to other people in different ways. For example, in doing cooperation, there are people who do it diligently, patiently and always prioritize common interests above their personal interests. While on the other hand, there are people who are lazy, impatient and only want to make their own profits.

Social Science in education is a concept that develops knowledge, attitudes, and social

skills in order to form and develop the personality of a good citizen, has also become part of the curriculum discourse and education system in Indonesia, and is a social education program in the school education path. As expressed by Nursid (2008) that social studies subjects aim to develop the potential of students to be sensitive to social problems that occur in society, have a positive mental attitude towards the improvement of all inequalities that occur, and skillfully overcome any problems that occur daily both that befall themselves and that befall the life of society.

Social studies learning has an important role in the formation of social behavior of students. In his research Eko Yudi Yanto and Fairuz 'Ainun Na'im entitled Development of the Role of Social Studies Education in Shaping the Social Behavior of Students at SMP Negeri 1 Plered Cirebon Regency explained that the role of science education in shaping the social behavior of students is very relevant, due to the activities of the mentoring process in learning ethically and morally refined better. Embedding social behavior values is carried out through several elements of education which include the stages of planning, implementation, exemplary, and extracurricular activities at SMP Negeri 1 Plered Cirebon Regency through routine activities, spontaneous activities, and programmed activities. This can be seen from a daily activity in a gradual school environment that has good ethics and morals.... This can distinguish it from other students. Social studies learning in the formation of student character. certainly not an easy thing, need a continuous struggle in order to produce results in accordance with the objectives of national education.

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potential of students to be sensitive to social problems that occur in society, have a positive mental attitude towards the improvement of all inequalities that occur, and skillfully overcome any problems that occur daily both that befall themselves and that befall the life of society.

In its implementation, the social studies learning process has been emphasizing on cognitive aspects only, teachers do not prepare students to become citizens and at the same time good citizens of the world, who have the skills and competencies to live in society, coexist, work together, control themselves, control emotions and share with others (Ginanjar, 2016).

LITERATURE REVIEW

Contribution

Social Studies is an integrated discipline, designed to provide students with a variety of knowledge and skills needed to understand social dynamics in society. Social Studies learning has a very significant role in building students' understanding of various aspects of life, including social, economic, cultural, and historical. This understanding is a crucial basis for them to grow into responsible citizens (Sapriya, 2009). In this learning process, students are given training to recognize and understand existing social values, as well as to observe the dynamics of society at various levels, from local to national and global. The contribution of social studies learning does not only focus on the cognitive aspect, but also plays an important role in the character building of students.

Social studies educate people about the importance of human values, including tolerance, justice, democracy, and the spirit of mutual cooperation. These values have a crucial role in shaping constructive social attitudes and increasing a sense of awareness of national and state identity (Somantri, 2001). Therefore, Social Studies Education (IPS) plays an important role in building national awareness, fostering love for the homeland, and encouraging mutual respect in the midst of a multicultural life. In addition,

social studies education has an important role in strengthening students' ability to think critically and analytically about various social issues. In the application of active learning methods, such as case studies and discussions, students are invited to reflectively and rationally seek solutions to various social problems (Abdullah, 2014). Social studies not only plays a role in shaping students into academically intelligent individuals, but also serves as a forum to produce agents of social change. Students are equipped with empathy and a sense of responsibility for the surrounding environment.

Learning Social Studies (IPS)

Learning is a two-way communication process. According to Susanto (2013), learning is a combination of two activities of learning and teaching. Learning activities methodologically tend to be more determined by students, while teaching is instructionally carried out by the teacher. So, the term learning is a summary of the words learning and teaching. In other words, learning is a simplification of the words learning and teaching (BM), learning and teaching process (PBM), or teaching and learning activities (KBM).

Social studies learning is the process of educating students to understand that society is a unit (system) and the problems are interrelated, and problem solving requires an interdisciplinary approach, namely from law, political science, economics, and other social sciences such as geography, history, anthropology, and others.

Sapriya (2011:20) understanding of social studies at the school level has a different meaning, tailored to the characteristics and needs of students, especially between social studies for elementary school (SD), social studies for junior high school (SMP) and social studies for senior high school (SMA). Definition of social studies at each school level can mean stand-alone subjects, a combination of various subjects and there are also those who interpret social studies as a teaching program. This can be seen from the

approach of each level. Regulation of the Minister of National Education (Permendiknas) No. 22 of 2006 on Content Standards explained that "Social Studies (IPS) is one of the disciplines taught from SD / MI / SDLB to SMP / MTs / SMPLB. Social Studies is a set of events, facts, concepts and generalizations related to global issues ". To achieve that direction, social studies subjects in schools include (contain) several social science disciplines.

It can be concluded that social studies not only emphasize human relationships with the physical environment but also the relationship between people. Each level of social studies learning is different, at the level of SMP / MTs / SMPLB social studies learning is an integration of several social sciences.

Social Behavior

Social behavior will be relatively settled in the individual and will be seen when interacting with others. Skinner suggests that behavior can be divided into natural behavior (*innate behavior*) and operant behavior (*operat behavior*). Natural behavior is behavior that is carried from birth, in the form of reflexes and instincts, while operant behavior is behavior that is formed through the learning process. Operant behavior is behavior that is formed, learned and can be controlled; therefore, it can change through the learning process. Social behavior develops through interaction with the environment, therefore the environment will also shape a person's behavior. Based on the description above, it can be concluded that children's social behavior is strongly influenced by their social environment, whether the family, school, or community environment.

Basically, social behavior between one student and another will be different, environmental factors or residence and the role of the teacher also play a role in shaping student behavior. In educational institutions, teachers have an important role in order to realize the goals of national education with the implementation of the curriculum as well

as in creating output and most importantly the formation of good student behavior. This is where the role of social studies education in shaping students who have behavior in accordance with the objectives of national education, which is contained in Law No. 20 of 2003 article 1 paragraph 1 which states "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed for themselves, society, nation and state.

MATERIALS & METHODS

This research uses a qualitative descriptive method with a phenomenological approach. The research design includes the subject, time, and location of the research. The subjects of this research are students, teachers and principals at Mts Al Asror. The research was conducted in January- February 2023. The location chosen in this research is at Mts Al Asror Semarang City. The purpose of this research is to analyze the contribution of social studies learning in the formation of social behavior.

The selection of Mts Al Asror, Semarang City as the location of this research is based on an interesting phenomenon related to the uniqueness in the composition of its students, which consists of students who live in a boarding school environment and students who come from outside the boarding school. The diversity of social backgrounds and patterns of student life provides a variety of social behavior dynamics, so that it becomes the right context to examine the contribution of social studies learning in shaping their social behavior.

Data collection techniques were conducted through interviews, observation, and documentation. Interviews were conducted with students, teachers, and vice principal or principal. Observations were made on the implementation of social studies learning activities in and outside the classroom.

Documentation was used to collect data in the form of pictures or documents.

This research uses purposive sampling technique to select informants. The results of field mapping show the representation of informants on the issues studied. Data validity techniques use triangulation of data sources, methods, and theories. While the data analysis technique uses an interactive model, which includes data collection, data reduction, data presentation, and conclusion drawing.

RESULT

Learning Social Studies (IPS) has a huge contribution in the formation of social behavior of students, because the material taught covers various aspects of life that are closely related to social interaction, human values, and social responsibility. In social studies learning, students are taught to understand the importance of relationships between individuals in society, both in local, national and global contexts. Through learning about history, geography, economics, and socio-culture, students are invited to recognize the diversity that exists around them, as well as learn to recognize the diversity that exists around them. and learn to respect differences, be it differences in ethnicity, religion, culture, or social status. The value of tolerance and mutual respect learned in social studies is very important to create harmonious social relations between people.

Social studies learning also instills values about social justice and social obligations that encourage students to not only be selfish, but also care about the welfare of others. For example, when studying topics on human rights, government systems, or socio-economic issues, students will be taught about the importance of equal rights and obligations in social life. They will also understand the importance of sharing and contributing to addressing injustice, poverty, and social inequality that exist in society. This will influence students' attitudes in their daily lives, both at school and outside of

school, to become individuals who care and are responsible for their social environment.

Contribution of Ips Learning in the Formation of Students' Social Behavior

Another contribution that can be obtained from social studies learning is the improvement of students' ability to cooperate and communicate with others. Through learning activities that often involve group discussions, joint projects or field studies, students are trained to collaborate in completing social tasks. The value of cooperation and solidarity instilled through this learning is very beneficial in their social life outside the classroom. Thus, social studies learning not only focuses on the mastery of knowledge, but also plays an important role in shaping students' characters to become active, caring, and adaptable members of society.

Social studies learning has an important role in instilling social values, such as justice, care, and responsibility for others. Through topics such as human rights, government systems, and social inequality, students are invited to understand the importance of equal rights and obligations in social life (Aprianti, 2022). These values shape students' character so that they are not individualistic, but care about the welfare of others. This is in line with the findings in the field, where the social studies teacher, Mr. Muhammad Bahauddin Asyar, stated that the use of group methods can foster the activeness and social awareness of some students, although there are still students who remain passive in the learning process. (Interview, February 27)

Collaborative learning methods, such as group discussions and social projects, are considered capable of improving communication and cooperation skills among students. According to Brophy (2022), social studies learning that uses a participatory approach can help students develop critical thinking skills and understand various social perspectives. This is reinforced by the experience of Mr. Suratna, a social studies teacher at MTs Al Asror, who revealed that when using the group method, some students began to

interact and discuss actively. However, he also noted that there are still students who are just silent, indicating that the results of this method have not been evenly distributed to all students (Interview, February 27, 2024). Social studies learning has a major contribution in fostering students' social awareness and sense of responsibility towards the surrounding environment. According to Clark (2023), learning that covers issues of social justice, human rights, and environmental protection encourages students to be more sensitive to the social impact of their actions. This is reflected in an interview with one of the students of MTs Al Asror, Naila Azrifatun N., who stated that she is used to helping teachers and friends, such as helping friends who have not understood the lesson or bringing assignment books to the office. This behavior shows the internalization of social values obtained through the social studies learning process (Interview, 01 March 2024).

One of the objectives of social studies learning is to shape students to care about others and be able to build healthy social relationships. In line with this, pondok Marvel student Regar Y.M. explained that he likes to help friends and teachers in various situations, such as lending money to friends who are in trouble or helping carry books to the office. This behavior reflects the value of solidarity and empathy taught in social studies learning. According to Aprianti (2022), the values of democracy, social responsibility, and ethics in social interaction taught in social studies are important in building the character of students who care about the welfare of the community (Interview, March 01, 2024). Through learning activities such as discussions, group work and case studies, students not only understand the material cognitively, but also develop social skills. Brophy (2022) emphasizes that active learning methods in social studies can shape critical thinking skills while training students to appreciate differences and work together. This is reflected in the attitude of students who actively help friends in difficulty and take

part in social activities at school. This attitude shows that social studies learning has a direct impact on students' social behavior in real life. Overall, social studies learning serves as a medium for fostering students' social character by equipping them with knowledge, values, and skills. and skills to become active and responsible citizens. The approach used in social studies learning is not only informative, but also transformative, encouraging students to become agents of change in their environment. The willingness of students like Naila and Marvel to help others is a tangible form of social values that have been embedded. This shows that social studies learning successfully bridges the gap between theory in the classroom and the practice of social life in the field.

According to Azhar (2022), social studies learning is often designed through contextual approaches, such as case studies or simulations of social and economic problems, which allow students to be actively involved in the process of analysis, decision making and problem solving. In this context, students are invited to not only understand the theory, but also develop critical and collaborative thinking skills. This is in line with the statement of Wildan Hamka S., a student from MTs Al Asror, who said that he enjoyed learning in groups because he could help each other complete assignments and ask questions when there was material he did not understand. This shows that collaborative activities in social studies create an interactive space that supports active learning and mutual learning among students (Interview, March 01, 2024). Group-based learning is an effective strategy in improving students' social cooperation skills. Azhar (2022) states that activities such as group discussions and debates not only improve understanding of the material, but also train communication skills and shared responsibility. The results of an interview with MTs Al Asror student, Cintya Putri E.S., reinforced this. She mentioned that group learning makes working on tasks easier because it can be shared with friends. This reflects the real benefits of collaborative

learning methods in creating a learning atmosphere that supports active involvement and a sense of responsibility for group tasks (Interview, March 01, 2024).

Collaborative activities in social studies learning are not only academically beneficial, but also play an important role in developing students' social character. Through group work, students learn to appreciate differences, build empathy, and practice the ability to resolve conflicts constructively. Azhar (2022) emphasizes that this approach strengthens interpersonal relationships among students and prepares them to actively participate in community life. Findings from MTs Al Asror student interviews indicate that they not only understand the material better when working in groups, but also feel comfortable helping each other and sharing responsibilities. This confirms that collaborative methods in social studies learning are effective in shaping social skills and cooperative attitudes.

A Rahmi et al (2024) Effective communication is one of the crucial basic skills of interaction. Students need to learn how to convey their ideas clearly and listen attentively to their peers. Research shows that students who are able to communicate well tend to be more successful in completing group tasks and participating in class discussions. Through effective communication, students can avoid misunderstandings and strengthen cooperation within the group. Empathy also plays an important role in interaction skills. When students can understand and feel what others are feeling, they are better able to build solid and supportive relationships. Activities such as sharing stories or discussing their feelings can help students develop empathy skills. Recent studies have shown that teaching empathy in an educational context can reduce conflict between students and improve the social climate in the classroom Lulu Rahma Aulia (2024). In addition, conflict resolution skills are an integral part of effective interaction. Conflict is a natural part of social life, and the ability to handle conflict in a constructive way is essential. By

integrating these skills into the curriculum, schools can help students develop the ability to face and resolve conflicts in a healthy manner.

Communication skills are also developed, which are essential for building effective groups and reaching consensus in decision-making. Social studies learning also enhances empathy, helping students understand the perspectives of others, which supports cooperation in groups and conflict resolution. The problem-solving skills that students acquire are not only relevant in an academic context, but can also be applied in everyday life and in the workplace. Through various activities, students are taught to manage differences of opinion and find solutions that are satisfactory to all parties. Social studies learning also supports the development of leadership skills, where students have the opportunity to lead projects and organize activities. Thus, social studies provide not only social knowledge but also practical skills that are essential for facing social challenges in the real world.

Social Studies learning makes a very important contribution in shaping students' social behavior, communication skills, and character. Through collaborative learning methods such as group discussions, case studies, and simulations, students not only gain conceptual understanding of social issues, but also develop critical thinking skills, empathy, as well as the ability to cooperate and resolve conflicts. The support from theories such as Azhar (2022), Brophy (2022), Aprianti (2022), Clark (2023), and A. Rahmi et al (2024) showed that IPS is able to create a participatory learning space, encourage social awareness, and strengthen interpersonal relationships between students. The results of interviews with teachers and students of MTs Al Asror reinforce this, with the recognition that group activities encourage interaction, care, and the formation of attitudes of social responsibility. In other words, social studies learning not only instills knowledge about social norms and structures, but also becomes an effective means of character

building. Students are trained to become individuals who are caring, responsible and ready to contribute to social life. Communication, conflict resolution, leadership, and problem solving skills instilled through social studies learning activities are very relevant to facing social challenges in real life. Therefore, social studies functions not only as a cognitive subject, but also as a medium for the transformation of attitudes and values that equip students to become active, tolerant and solutive citizens.

CONCLUSION

Social Studies learning makes a significant contribution in shaping students' social behavior through active, collaborative and contextual learning approaches. Activities such as group discussions, simulations and case studies encourage students to develop critical thinking, empathy and constructive conflict resolution skills. By directly engaging in social dynamics simulated in class, students not only understand the theory, but also form caring, cooperative, and responsible attitudes in real life. Social values such as justice, solidarity, and responsibility are systematically instilled through social studies learning materials and methods. Theories from experts such as Aprianti (2022), Clark (2023), and Azhar (2022) support that social studies learning plays a role in building the character of students who are democratic and sensitive to social issues. This is in line with the results of interviews which show that students at MTs Al Asror show positive behavior, such as helping friends learn, working together in groups, and being active in social activities at school.

Communication and social interaction skills gained from social studies learning are essential in forming effective learning groups and promoting an inclusive and supportive learning climate. The cultivation of empathy and conflict resolution skills through social studies learning has been shown to reduce social friction and increase cooperation among students. This approach not only

strengthens academic skills, but also shapes students into individuals who are able to adapt in a complex social environment.

Overall, social studies learning is not only a means of delivering knowledge, but also a vehicle for building character and social skills of students. The participatory and reflective learning process makes social studies a transformation tool that equips students with values and the ability to live in society actively, tolerantly, and solutively. Thus, social studies play an important role in producing a generation that is not only intellectually intelligent, but also socially and emotionally mature, and ready to become agents of change in society.

Declaration by Authors

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