



Daily Life Content Analysis on the Kinderflix Youtube Channel as a Means of Imitating Early Childhood Adaptive Behavior

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ABSTRACT

Purpose: In the digital era, visual media acts as a "third classroom" influencing early childhood development. This study analyzes the effectiveness of Kinderflix's *daily life* content as a medium for imitation in shaping adaptive behaviors, including self-help, communication, social-emotional, and motor skills. **Methods:** This qualitative research employs content analysis. Data were collected from six popular *daily life* videos via purposive sampling. The observation instrument was structured based on Albert Bandura's Social Learning Theory, focusing on the phases of attention, retention, motor reproduction, and motivation. Data validity was ensured through triangulation of sources and theories. **Findings:** Findings indicate that Kinderflix methodically applies modeling principles through multisensory stimulation. Strategies include: (1) repetitive articulation and expressive gestures for attention; (2) interactive songs as mnemonic tools for retention; (3) invitations for active participation for motor reproduction; and (4) vicarious reinforcement for motivation. This content systematically builds adaptive behavior structures, fostering independence and social responsiveness. **Research implications:** Kinderflix serves as an effective adaptive educational instrument rather than mere passive entertainment. This study highlights the necessity of parental roles as active mediators to facilitate the transition from digital information to real-life action. **Originality:** The uniqueness of this research lies in proving how local Indonesian content, such as Kinderflix, can turn digital viewing into real action for children. At a time when similar research is still rarely done in Indonesia, this study is here to explain in depth how the video works in shaping children's independence and social skills through real human examples.



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INTRODUCTION

Early childhood education focuses on the role of children as active learners who build knowledge through exploration of the five senses, concrete experiences, and interaction with the environment. The Social Learning Theory developed by Albert Bandura serves as a conceptual bridge that connects behavioristic views focused on real behavioral changes with cognitive approaches that emphasize internal mental processes (Nupus et al., 2023). Bandura emphasized that the learning process is not solely triggered by external reinforcement, but also involves active thinking and observation activities. Although the current literature has extensively discussed the role of digital media in general as a "third-class space" (Thosin Waskita et al., 2022). This transformation is triggered by the ability of technology to present a reality simulation that is very rich in sensory stimulation, where the boundary between the physical and digital worlds becomes increasingly thin for children's perceptions. If in the past the learning process relied heavily on concrete teaching aids and face-to-face interactions, now digital content is able to present the visualization of abstract concepts through dynamic and repetitive narratives, which are naturally very popular with children in the early cognitive development phase (Sabilillah et al., 2025). Through comprehensive educational stimulation, covering physical and spiritual aspects of children are optimally prepared for the next level of education. In this process, the selection of learning media, both interactive and non-interactive, is crucial because each has different characteristics and impacts on the effectiveness of early childhood development.

One of the media that can be used for early childhood learning is digital media (Maghfirah et al., 2022). Early childhood adaptive behavior towards digital media reflects the child's remarkable ability to integrate technological stimuli into their cognitive and social schemas (Muhammad Dirzi Adari et al., 2025). In this era, adaptation is not just technical proficiency in operating gadgets, but a transformation of visual literacy. This process allows children to absorb information non-linearly and accelerate their cognitive agility in recognizing complex patterns of information through repetitive auditory and visual stimulation. This adaptive behavior is manifested through the observational learning process or modelling (Binti sholekah, 2023). Children tend to make characters or hosts in digital media as reference figures to imitate how to communicate, express, and practice basic ethics in daily life. These adaptations show that digital media has become an extension of their physical learning environment, where inspiration from the screen is often brought into the real world through role-playing (Agustin and Musayyadah, 2025). This proves that children are not only passive spectators, but active subjects who process digital content as part of the development of their imagination and self-expression. However, the success of these adaptive behaviors relies heavily on the balance between digital stimulation and real physical interaction (Phen and Ratnasari, 2025).

Some examples of digital learning media that already exist today are learning applications, educational games, interactive e-books, and educational videos. YouTube, through quality educational channels, offers an observational learning model where children learn by seeing and modeling (Farina, 2024). Thus, digital learning can be an effective tool to support early childhood development (Sari and Munir, 2024). In this context, the host or animated character in the video acts as an informal authority figure who guides the child to understand emotions, language, and daily activities. However, this shift also demands the role of parents as active curators to ensure that what children consume is not just excessive visual stimulation, but content that supports two-way interaction and holistic character development. In the context of the use of digital media, Kinderflix acts as a digital environment that is very influential in the circle of interaction. Here, the environment is no longer just a physical space, but a YouTube platform that provides behavioral models through real human figures. Theoretically, when a child watches *daily life content* on Kinderflix, there is a cognitive process that involves the activity of paying attention, remembering, and processing visual and auditory information (Khotimah et al., 2019).

The effectiveness of Bandura's social learning theory in visual platforms still has significant gaps that need to be explored. First, most digital media research in early childhood focuses on fictitious animated content, while studies on the efficacy of real *human models* in *daily life formats* such as those presented by Kinderflix on specific adaptive behaviors (independence and socialization) are still very limited. Second, there is a disconnect between the popularity of educational YouTube channels and empirical evidence on the extent to which digital imitations are transformed into concrete behaviors in the real world. Many assumptions assume that automatic educational spectacle has a positive impact, but the mechanism of transition from visual observation to adaptive action in the context of local Indonesian culture has not been deeply documented (Nurholis et al., 2026). This digital environment provides visual and auditory stimuli that then influence the way the child thinks about his own abilities, which will eventually manifest in the form of new behaviors in the real world (Cahyaningrum and Affandi, 2025). This study aims to analyze the effectiveness of the Kinderflix YouTube channel as a means of imitation in shaping early childhood adaptive behavior. The main focus of this study is to identify the content content between *daily life content* exposure and the means of imitating early childhood adaptive behavior, in order to provide data-driven guidance for parents and educators in curating digital media that truly have a real positive impact, not just passive visual stimulation. This research is here to fill this empty space by dissecting the effectiveness of specific content on children's independence.

METHOD

Context and Object

This study uses a qualitative approach with a content analysis method to conduct an in-depth interpretation of the symbolic meaning, message, and behavior displayed in the video (Haki et al., 2024). The goal is to understand how messages are constructed as a means of imitation for early childhood audiences, focusing on process meanings rather than mere statistical generalizations (Abdurrohman Akbar, 2024). The main data source in this study is a digital document in the form of a daily life-themed video on the Kinderflix YouTube channel. Sample selection was carried out systematically using *purposive sampling techniques* by considering the criteria of thematic relevance to adaptive behavior (Atti Kartikawati et al., 2025), the level of popularity of the video (number of *views*), and the representation of duration in the last one year. The videos selected specifically include aspects of *self-help*, communication, cognitive-social, motor, and environmental adaptation skills to ensure the completeness of the analysis unit.

Table 1. Observation instruments

Nu.	Categories of Adaptive Behavior	Indicator	Code	Content Criteria
1.	Self-help skills	<ul style="list-style-type: none"> a) Display eating and drinking procedures, and tidying up cutlery after use. b) Exemplify the steps of personal hygiene. c) Provide an understanding through songs or visuals about when and how to use the toilet appropriately. 	BD	Show scenes or instructions that exemplify children doing personal activities without assistance.
2.	Communication Skills	<ul style="list-style-type: none"> a) The use of functional vocabulary that is easy for early childhood to understand. b) Pronunciation, articulation and intonation of words so that children can observe the movements of talent's lips. c) The use of body gestures that support the meaning of the spoken word. d) The ability to name objects around correctly to enrich vocabulary. 	KM	It can be seen using functional words that are easy for children to imitate in interacting.
3.	Social Skills	<ul style="list-style-type: none"> a) Practice politeness with the use of 3 Magic Words. b) Exemplify how to look at the other person when talking or respond when called or asked. c) Introduce and exemplify the appropriate expression of emotions for certain situations. 	KS	Show the interaction between talents or direct instructions to the audience about social norms.
4.	Motor and Environmental Skills	<ul style="list-style-type: none"> a) Featuring fine motor coordination activities that train finger dexterity. b) Exemplify environmental cleanliness awareness actions. c) Demonstrate adherence to simple safety rules as personal safety. d) Invite the audience to move according to the rhythm to hone gross motor skills in the context of playing. 	ML	Demonstrate tangible actions aimed at conforming to environmental regulations.

Data Sources and Analysis

In collecting data, the researcher applied systematic observation techniques through in-depth and repetitive observation to identify the use of diction, body gestures, and interaction patterns in the content. As an outside observer, the researcher conducted digital documentation through non-participant observation by archiving video links, compiling dialogue transcripts, and taking screenshots of scenes that represented adaptive behavior (Amada & Hakim, 2022). In order to strengthen objectivity, this study uses observation instruments in the form of a coding sheet compiled based on the syntax of Bandura Social Learning Theory, including indicators of attention, retention, production, and motivation. In addition, literature studies are carried out as a secondary data source to review the literature related to child development and digital media as a theoretical basis in interpreting practical findings (Hamdani & Sa'diyah, 2025).

The validity of the data in this study is guaranteed through the triangulation technique of sources and theories, in which the researcher compares the dialogue transcript with visual data and juxtaposes it with Albert Bandura's social learning theory (Vera Nurfajriani et al., 2024). The data analysis procedure follows a qualitative content analysis model that starts from the *unitization* stage to determine the relevant scene fragments, followed by *categorization* or grouping units into specific skill dimensions. Furthermore, an interpretation stage is carried out to connect the category with the modeling concept to explain the mechanism of imitation that occurs. The final stage is the drawing of conclusions or *inferences* regarding the effectiveness of Kinderflix content design in stimulating children's adaptive behavior based on the frequency and quality of the educational message conveyed (Hafidh, 2017).

RESULTS

The data of this research was collected through the method of observing digital documents on content themed on daily life on the Kinderflix YouTube channel. As an audiovisual education platform, Kinderflix was developed specifically to stimulate the development of language and early childhood cognitive abilities through an interactive and communicative learning approach (Auliana et al., 2024). To date, the channel has reached a significant audience base with a total of 1.02 million subscribers and a total collection of 133 videos. In this study, the researcher presented the findings obtained through in-depth observation of 6 video titles with the theme of daily life. The six videos were selected based on the criteria of popularity or high intensity of audience engagement, with a viewing figure of 2.7 million viewers.



Figure 1. Kinderflix YouTube Channel





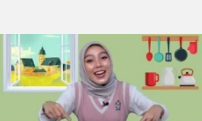
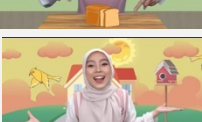

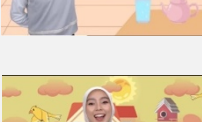
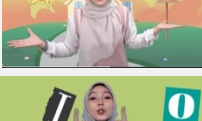

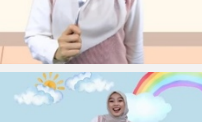

Through the analysis of the videos with the highest number of views, the researcher identified various elements of adaptive behavior modeling that are the main instruments in stimulating children's growth and development digitally. The determination of the sample based on this high viewing intensity was based on the assumption that the content had a strong level of engagement, making it representative in describing imitation patterns of behavior in children. In addition, the use of the theme of daily activities provides a stimulus that is relevant to the reality of the child's environment, which in turn allows the social learning process to occur in a more natural and applicable manner for the early childhood audience. Based on the results of observations of 30 pieces of data from 6 video titles on the Kinderflix YouTube channel, it was found that the content consistently applied modeling methods to stimulate aspects of early childhood development (Kadek et al., 2016).

Table 2. Daily Life Content Analysis Data on the Kinderflix Youtube Channel

Nu.	Video Title	Time	Modelling	Category Adaptive	Screenshot
1	Belajar Bersama kak Nisa Mengenal kata, mengenal suara hewan, lagu interaktif.	16.38	Talent demonstrate Prayer Movement before eating.	BD	
2	Belajar bermain episode toilet training untuk balita.	13.38	Talent tells Use of toilets with singing methods.	BD	
3	Belajar Bersama kak Nisa mengenal kata, mengenal suara hewan, lagu interaktif.	12.50	Talent demonstrate Combing Movement hair.	BD	
4	Belajar bermain episode kegiatan sehari-hari VOL 2	11.07	Talent demonstrate pouring movement water into a glass.	BD	
5	Belajar bermain episode kegiatan sehari-hari VOL 2	11.24	Talent demonstrate Drinking Movement Water use glass.	BD	

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Nu.	Video Title	Time	Modelling	Category Adaptive	Screenshot
6	Belajar bermain episode toilet training untuk balita.	4.46	Talent provides an example of the ordinance urinate in Potatos with media dolls.	BD	
7	Belajar bermain episode toilet training untuk balita.	14.01	Talent Tell tatacara Cleaning toilet by singing.	BD	
8	Belajar bermain episode toilet training untuk balita.	17.36	Talent demonstrate washing sequence hands well and true.	BD	
9	Belajar bermain episode kegiatan sehari-hari VOL 2	1.20	Pronunciation of sentence articulation 'Alhamdulillah' clear with repeated use of body gestures.	KM	
10	Belajar bermain episode kegiatan sehari-hari VOL 2	4.47	Object recognition 'eggs' and 'bread' with articulation clear and repetitive words.	KM	
11	Belajar bermain episode kegiatan sehari-hari VOL 2	7.13	Pronunciation of the articulation of 'good afternoon' clearly and repeatedly.	KM	
12	Belajar bermain episode kegiatan sehari-hari VOL 2	8.01	Usage functional vocabulary 'worn on the head' to explain the function.	KM	
13	Belajar bermain episode kegiatan sehari-hari VOL 2	11.25	Use of gestures body Repeatedly in demonstrating the movement of drinking water.	KM	
14	Belajar bermain episode kegiatan sehari-hari VOL 2	14.27	Introducing the word 'bird' in a way that repetitive with clear articulation.	KM	
15	Belajar Bersama kak Nisa mengenal kata, mengenal suara hewan, lagu interaktif.	3.00	Grow Recite articulations kata AIUEO by singing	KM	
16	Belajar dan bermain episode kegiatan sehari-hari. Belajar kata, motoric dan sensorik	7.21	Talent introduces the 'Fork' object in a way that Repeat.	KM	
17	Belajar bicara untuk balita episode mengenal wajah ekspresi, belajar Kata, lagu interaktif, latih emosi.	8.09	Talent demonstrate facial expressions surprised when the balloon erupted.	KS	
18	Belajar bicara untuk balita	12.16	Talent Introducing and demonstrating	KS	

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Nu.	Video Title	Time	Modelling	Category Adaptive	Screenshot
	episode mengenal wajah ekspresi, belajar Kata, lagu interaktif, latih emosi.		Angry facial expressions to the audience.		
19	Belajar dan bermain special belajar motorik. Belajar motorik, lagu interaktif untuk balita.	10.38	Talent introduces and demonstrate facial expressions crying to the audience.	KS	
20	Belajar bicara untuk balita. Kata pertama bayi, Tumbuh kembang anak, lagu Interaktif.	7.10	Talent megenalkan The word 'thank you' with the help of body gestures.	KS	
21	Belajar bicara untuk balita. Kata pertama bayi, Tumbuh kembang anak, lagu Interaktif.	5.44	Talent introduces and demonstrate facial expressions sad to audiences.	KS	
22	Belajar bicara untuk balita. Kata pertama bayi, Tumbuh kembang anak, lagu Interaktif.	6.31	Talent introduces and demonstrate facial expressions easy to audiences.	KS	
23	Belajar bicara untuk balita. Kata pertama bayi, Tumbuh kembang anak, lagu Interaktif.	7.52	Talent introduces 3 magic words with Singing	KS	
24	Belajar bersama kak Nisa untuk balita. Mengenal kata, mengenal suara hewan, lagu interaktif.	7.02	Talent demonstrate Capture Movement ball by playing.	ML	
25	Belajar Bersama kak Nisa mengenal kata, mengenal suara hewan, lagu interaktif.	10.58	Grow demonstrate spinning and Jumping mimics the movements of animals.	ML	
26	Belajar bermain episode kegiatan sehari-hari VOL 2	18.46	Talent invites the audience to perform 'open-close the palm' Repeat for Motor Training smooth.	ML	
27	Belajar Bersama kak Nisa mengenal kata, mengenal suara hewan, lagu interaktif.	3.55	Talent invites Audience for mimicking the movement of a kite.	ML	
28	Belajar dan bermain episode kegiatan sehari-hari. Belajar kata, motoric dan sensorik	2.40	Talent demonstrate running movements.	ML	
29	Belajar dan bermain special belajar motorik. Belajar motorik, lagu interaktif untuk balita.	1.48	Talent invites Audience for demonstrate jumping like rabbit animals.	ML	
30	Belajar dan bermain special belajar motorik. Belajar motorik, lagu interaktif untuk balita.	14.08	Talent invites Audience to demonstrate gerakan 'ciluk ba' repeatedly.	ML	

DISCUSSION

Data analysis shows that the Kinderflix YouTube channel methodically applies the principles of modeling as the main instrument in stimulating early childhood adaptive behavior. In Bandura's perspective, human behavior is not just the result of direct reinforcement, but the result of the process of observation of the model (Warini et al., 2023). This study identifies that the effectiveness of digital stimulation in developing children's independence and responsiveness operates through four main phases in Social Learning Theory. Comprehensively, this process integrates cognitive, motor, and emotional elements to form a sustainable adaptive behavioral structure.

Bodybuilding Skills (BD)

This category dominated the research data with a focus on the formation of children's independent behavior in daily routines. According to Erik Erikson's theory, at this age the child is in the stage of *Autonomy vs Shame and Doubt*, success in self-help prevents the child from feeling doubtful or ashamed of his abilities (Kwong, 2021). The strategies implemented include direct behavioral demonstrations by talents supported by movement repetitions, to ensure that each stage of activity can be understood and followed by children gradually.

1) Eating and Hygiene Activities.

Through the video learning together, children are shown spiritual (praying before eating) and functional (pouring water and drinking using glasses) behavioral models. This aims to train eye-hand coordination as well as basic manners.

2) Toilet Training.

The use of singing methods and puppet media serves to reduce children's anxiety about the decomposition process and make it easier to retain memory regarding the order of self-cleaning.

3) Self-Care.

Movements such as combing their hair and washing their hands in the correct order are forms of modeling tasks that are broken down into small steps so that they are easy for toddlers to imitate.

Communication and Language Skills (KM)

The findings of the study indicated that the mastery of children's vocabulary was supported by the use of repetitive articulation stimulation techniques. Communication is not just the ability to speak, but a complex process that involves understanding, processing, and delivering messages (Dhea Alfira and Siregar, 2024). This method relies on the repetition of word pronunciation with measured vowel and consonant clarity, thus creating an effective pattern of verbal imitation for an early age audience.

1) Articulation and Phonetics

Focus on pronunciation of vowels (A-I-U-E-O) and nouns with an emphasis on clarity of lip movements which is very important for children in *the language acquisition* phase.

2) Functional Vocabulary

The recognition of objects is not only limited to names (e.g., "egg", "bread", "bird"), but also to its function, such as the use of the phrase "worn on the head" to describe the use of an object.

3) Internalization of Value

The use of the words "Alhamdulillah" and "Good Afternoon" shows that language is also used as a means of character formation and time recognition for children.

Social and Emotional Skills (KS)

The findings of the study indicate that there are systematic efforts to build children's Emotional Intelligence (EQ) through the stimulation of visual facial expressions. The main focus of this strategy is to help children build self-awareness and social understanding (Veni et al., 2024). By exposing children to a variety of expressive and repetitive facial expressions, the video acts as an imitation medium that strengthens children's cognitive abilities in processing and interpreting emotional cues.

1) Identification of Emotions

Talent explicitly demonstrates basic facial expressions (happy, sad, angry, scared or surprised). This modeling helps children to label emotions both in themselves and others.

2) Social Literacy

The introduction of the "3 Magic Words" (one of which is the word "thank you") which is integrated with body gestures and chanting aims to build pro-social habits. The body gestures that accompany words help children understand that communication is not just about sound, but also body posture.

In the early stages, the success of learning depends heavily on the Attention Phase (Sasabone et al., 2026). Data in the Language Ability (KM) and Social Skills (KS) categories show that the use of repetitive articulation stimulation and prominent facial expressions is a strategic effort to win children's attention. Theoretically, without focused attention to the model, the process of internalizing information would not occur. Clarity of lip movements (*lip-reading*) and cheerful voice intonation serve as primary sensory attractions that ensure children absorb detailed information accurately. Furthermore, the information that has been ingested is managed in the Retention Phase (Patimah et al., 2025). The key to the success of this stage lies in the consistency of the reps. The repeated use of functional vocabulary and object recognition facilitates the transfer of information from short-term memory to long-term memory. In this context, interactive songs are not just an element of entertainment, but rather a mnemonic instrument that serves as a memory hook, helping the child maintain adaptive behavioral procedures in their cognitive structure.

Motor Skills (ML)

The transmission from cognitive understanding to real action occurs in the Motor Reproduction Phase. Through the Motor (ML) category, children are encouraged to practice physical simulations, such as palm opening-closing movements or jumping. In this phase, there is a synchronization process in which the child tries to match their physical actions with the stored cognitive image. This active participation transforms the child's role from a passive observer to an active actor, which is crucial for the maturity of nerve and muscle coordination. The motor aspects in this video include physical development that is interactive, designed to stimulate both gross and fine motor skills at the same time. This strategy is implemented through activities that demand total physical involvement, such as jumping mimicking animal movements to practice balance, as well as precise hand movements to practice eye and hand coordination. These motor skills are often improved through the process of imitation (Mudarris et al., 2022).

1) Gross Motor

Activities such as jumping mimicking rabbits, running, and spinning are designed to work balance, muscle strength, and whole-body coordination.

2) Fine Motor

The "palm-open-close" movement or catching the ball involves coordination of small muscles and vision that is important for preparing for future writing or holding abilities.

This process ends with the Motivation Phase, in which each exemplified behavior is associated with a positive outcome, such as an expression of joy or a pleasant atmosphere. This phenomenon provides indirect reinforcement (*vicarious reinforcement*), which triggers an internal urge in the child to imitate the behavior in order to achieve similar satisfaction (Website et al., 2025).

CONCLUSION

The findings of this study show that Kinderflix's content strategy consistently applies the principles of *Social Learning Theory*, which facilitates the child's learning process through direct observation of model behavior (*talent*). Talent acts as a model that provides *attention* (attention through attractive visuals), *retention* (repetition/repetition), and *production* (invitation to practice movements) so that these adaptive behaviors can be properly internalized in early childhood. The main advantage of the observed digital document lies in its ability to effectively integrate multisensory elements, which include the visual aspect through movement, the auditory aspect through song and precise articulation, as well as kinesthetic stimulation through physical interaction instruction.

In addition, consistency in the repetition of words and movements in each broadcast plays a crucial role in strengthening information retention and children's memory of the material presented. Consistency and repetition serve to transform foreign information into familiar patterns for the child's brain, thereby reducing the risk of "forgetting" and accelerating the process of internalizing adaptive behavior. The selection of themes based on daily activities (*daily life*) provides high contextual relevance, making it easier for children to apply the learning directly in the environment. Thus, it can be concluded that Kinderflix does not only function as a passive entertainment medium, but transforms into an adaptive educational instrument. Through visual narratives that are relevant to everyday reality, this content has proven effective in internalizing the value of independence and the ethics of politeness in early childhood. This positions the channel as a positive catalyst in the formation of character and basic life competencies in the midst of the challenges of the digital era.

To enrich the scientific treasures in the field of early childhood education and digital media, future research is expected to explore in depth the influence of Parental Moderator Variables. The focus of this study is directed to examine the extent to which the level of parental digital literacy and the typology of the mentoring style applied, both through active *mediation* and *restrictive mediation*, contribute to the acceleration of children's ability to imitate models from digital content. Further research needs to dissect whether the dialogical involvement of parents when

accompanying children to watch is able to strengthen the motor retention and reproduction phases, or conversely, whether overly restrictive restrictions actually hinder the internalization process of adaptive behavior. By integrating these variables, future research can provide a more holistic picture of the children's learning ecosystem in the digital age, where the role of parents is not only as a supervisor, but also as a facilitator of the transition from screen information to real action in everyday life.

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KD is fully responsible from the design of the research design, data collection and analysis, to the preparation of the initial draft of the manuscript. Meanwhile, NU and GN play a role in analyzing data as well as reviewing, editing, and providing substantial revisions to the manuscript. All authors have reviewed and approved the final version of this article for publication.

AI DISCLOSURE STATEMENT

During the preparation of this manuscript, the author made limited use of artificial intelligence-based tools, especially ChatGPT (OpenAI), only to improve the linguistic, grammatical, and textual structure aspects to improve the clarity of the narrative. The use of this tool does not affect the substance, data analysis, or interpretation of research results. All intellectual content is the author's original work, who is solely responsible for the accuracy and integrity of the final manuscript.

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