



Teachers' perception of gender on gender-responsive learning in the vocational school of tourism

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ABSTRACT

This study aims to determine the teacher's perception of gender towards gender-responsive learning. This research with a quantitative approach uses a questionnaire data collection method (*questionnaire*) consisting of a questionnaire on teacher perceptions of gender, teacher attitudes towards students, interaction in learning, and gender-responsive learning. The questionnaire uses a Likert scale with four answer choices. From the results of the calculation of the data, it can be seen that the mean value of teachers' perceptions of gender at SMK Negeri 8 Surabaya is 84.87 in the 76-90 interval which means that teachers' perceptions of gender towards responsive Hender learning are classified as "good". In this case, the teacher's perception of gender at SMK Negeri 8 Surabaya can influence well, providing equality in access, control, participation, and benefits for male and female students in a balanced way.

INTRODUCTION

The results of The Global Gender Gap Index 2020 by the World Economic Forum show that out of 153 countries, Indonesia is ranked 85th with a value of 0.70, which since 2018 has remained with this figure. Compared to other neighboring countries such as Thailand at 75, Singapore at 54, Laos at 43, and the Philippines at 16, Indonesia is still far behind. In social life, gender discrimination can cause differences in achievement between men and women. Patriarchal culture still exists in certain areas, compared to men in general, women tend to be left behind in the fields of health, education or the economy due to patriarchal cultural rules that make women feel disadvantaged by placing women as "second class citizens" (Ministry of Women's Empowerment, 2019).

In fact, gender will not be a problem if it does not create gender discrimination in the form of violence, subordination, stereotypes, marginalization and work overload, which can cause problems in assessing and fighting for gender (Tahar, 2003). 2012). Behaviors and traits that exist in men or women that are formed from social or culture are called gender. In the study program, the phenomenon of gender segregation is still commonly encountered as a form of voluntary gender discrimination

in the field of skills. The selection of study programs for women tends to be associated with domestic functions, while the selection of study programs for men can have more study programs due to the hope that men are able to fulfill their family's economy. Continued stereotypes will create gender bias which is considered normal in society's culture.

The gender gap is caused by the gender bias in the world of education. The development of stereotypical views in society is closely related to the occurrence of gender gaps (Widodo, 2006). Culture, customs and habits of the community are the cause of the educational gap between men and women (Egun & Tibi, 2010). Although the idea of addressing gender equality is often declared in Indonesia, patriarchal views and stereotypes related to gender are still sustainable (JICA, 2011).

Factors that cause gender inequality, including social, economic, cultural, low economic status and education. There is an assumption that men have careers in science, engineering, technology and law, while women have careers in administration, child development, education and public health, this is due to gender stereotypes (ACDP, 2013). The fields of science and engineering are considered

suitable for men because of their masculine nature, while for women they are considered suitable in the fields of nursing, education and health because of their feminine nature. This results in members of the minority sex having difficulty entering certain fields due to the point of view and culture of the community (Eurydice, 2010).

The existence of beliefs and justifications regarding rigid gender roles is the cause of the practice of gender injustice in the form of rigid standardization of gender roles so that it is embedded in people's lives which ultimately makes it normal. Meanwhile, the impact of the rigid division of roles is that students cannot grow and develop as individuals as a whole when responding to the increasingly complex dynamics of life (Kemendikbud, 2010). Along with the development of an increasingly advanced era, it is necessary to eliminate patriarchal thoughts and stereotypes about gender. Women can do men's work, and conversely men can connect skills that are mostly done by women (Elena, 2014). Addressing the issue of gender stereotyping must be carried out not only in educational orientation but also in broader socio-economic policies (OECD, 2015). Equity theory explains that when someone gets the same behavior as other people, that person feels motivated, which results in a decrease in that person's performance due to discrimination (Tahar, 2012).

The country's ability will be stronger in developing, reducing poverty and leading effectively if gender equality is created. Therefore, promoting gender equality is the main strategy in empowering women and men to be free from poverty and advancing living standards (McKinsey and Company, 2015 in the Ministry of Women's Empowerment, 2019).

Currently, talking about gender is the most important thing in development planning documents at the national or international level. Gender is used as a point in the Sustainable Development Goals (SDGs). The SDGs are a continuation of the development goals of the Millennium Development Goals (MDGs) which were completed in 2015. In the fifth goal of the SDGs there is a gender alignment which reads "Achieving Gender Equality and Empowering Women". Gender is an issue that is multidimensional in nature, consisting of health, education and economic aspects which are also the focus of the SDGs. Then, gender issues are also found in the majority of continuation of development goals.

The main international agreement has been ratified by Indonesia which supports the principle of gender equality in education. Then it will follow up on various inputs in the Dakar Declaration on Education for All (EFA) in 2000, the Beijing Platform for Action in 1995 and the United Nations Millennium Declaration in 2000. The United Nations Convention on the Rights of the Child was ratified by Indonesia in 1990. Law 7/1984 has ratified the United Nations Convention on the Elimination of All Types of

Discrimination Against Women (CEDAW), and in 2000 signed the Non-Mandatory Additional Protocol to CEDAW (Bappenas, 2013).

Efforts to provide education in Indonesia over the past 10 years have been carried out in tandem with international agreements such as the Millennium Declaration and the Dakar on Education for All, which focus on achieving equal distribution of school involvement between the rich and the poor and on achieving and maintaining gender equality at all levels of education. During the past 10 years, Indonesia has established a complete set of rules and institutional arrangements in order to achieve the goal of gender equality, this is done in the context of fulfilling obligations that are adjusted to international agreements and agreements. Indonesia has adopted regulations that support gender equality in the field of education. The form of support for gender mainstreaming is formed at the Ministry of Education and Culture (Kemendikbud) or the Ministry of Religion (Kemenag).

Equitable and broad access to education, increasing quality, competition and relevance, as well as good governance, accountability, and public image must be guaranteed by the Indonesian education system. In Article 4 paragraph (1) of the National Education System Law no. 20 of 2003 states that the implementation of education takes place in a democratic and fair manner without discrimination by upholding human rights, religious values, cultural values, and national pluralism. Then article 5 paragraph (1) states that citizens have equal rights in obtaining quality education. Based on the legal basis, each person has the same opportunity to obtain quality education in all its types, levels or educational paths without any distinction of gender, socioeconomic status, religion or cultural background.

Stipulation of Presidential Instruction No. 9 of 2000 concerning "Gender Mainstreaming in National Development" has been determined by Indonesia to reduce or eliminate gender imbalances in various aspects of life. Then follow up with the Permendiknas No. 84 of 2008 concerning Guidelines for the Implementation of Gender Mainstreaming in the Education Sector and Minister of Home Affairs Regulation no. 15 of 2008 concerning General Guidelines for the Implementation of Gender Mainstreaming in Regional Development (Kemendikbud, 2010). Gender mainstreaming in the field of education does not provide teaching on the concept of gender in learning materials, but implements the dimensions of justice and gender equality in every educational practice carried out by school principals, teachers, education staff, supervisors, students and committees.

In education, gender mainstreaming has taken place in the education bureaucracy by increasing the capacity for policy-making and education planning, while in education

units it takes place by developing education units that have gender insight in formal or non-formal channels. The impact of gender mainstreaming in education will affect children's thinking and behavior later because they have participated in learning activities that can grow students' multi-intelligence without being hampered by gender. Thus, it is hoped that schools can carry out an increase in quality education by linking the dimensions of justice and gender equality; 1) the community participates in gender-responsive education, 2) gender-responsive school education management; and 3) gender responsive teaching and learning process (Wibowo, 2010).

Learning activities that pay attention to the balance of the needs of men and women are called gender responsive learning. Educators are required to pay attention to learning approaches that are in accordance with the rules of alignment in gender responsive learning activities and gender justice by processing lesson plans, learning interactions, organizing classes and evaluating learning outcomes (Wibowo, 2010). The implementation of a gender-responsive learning process is an attempt to apply gender-responsive actions when teaching and learning in the development of structuring values, obeying norms, expectations from an action and developing conditions by teachers in order to create an atmosphere of equality, equality and mutual respect in the classroom. There have been many efforts by the government to create equal access, participation, control and benefits when gender-responsive learning takes place between male and female students. However, various obstacles were encountered, including fundamentally gender has not been clearly understood, so that school officials and teachers still have difficulty translating how gender-responsive learning is (Marwanti, 2017). Adequate resources are one of the keys that are prerequisites in implementing gender responsive learning, (Marwanti, 2017) in this case the teacher as the organizer of learning. The measurement of gender responsive learning is measured through gender responsive learning methods or models, their management, as well as assignments that do not differentiate and gender responsive learning activities (Ministry of Education, 2014).

When conducting gender-responsive learning activities, teachers are required to be sensitive, aware, responsive, and motivated. Teachers as teachers must be able to master the concept of gender in the field of education, especially on gender-responsive learning through socialization, workshops or training. The role of the teacher is very important, namely being someone who is able to reduce and even preserve gender gaps. Students get learning to respect each other's differences from teachers and education in schools. In addition, teachers also help socialize the cultural values of society (Indria, 2010). Teachers who are able to see the differences in students'

problems in class are gender sensitive teachers. To search for solutions that are gender responsive related to the problems that occur. Siany Indria's 2010 research on the gender sensitivity of teachers in Surakarta stated that the perceptions or perspectives of teachers in Surakarta about gender were different, although they were still in the same estuary. Many of the male teachers have never attended gender training. Schools also do not take the initiative to organize gender socialization by inviting resource persons who are gender experts such as NGOs and universities. The cause of this problem is that the school is not familiar with the term gender which is not an important issue to be introduced to teachers or students. People's perception or point of view regarding the concept of gender can affect their gender sensitivity.

LITERATURE REVIEW

Teacher's Perception of Gender

The meaning of perception or point of view based on the Big Indonesian Dictionary (KBBI) is a direct response or response to a certain thing. The term perception or point of view is widely used in the disclosure of the experience of something. In general, perception or point of view is a person's perspective on something that will give a response to how that person will act. Kotler (2000) in Isthofiyani (2014) states that teacher perception is a person's activities in selecting, organizing, translating information in order to obtain a meaningful description. Perception or point of view is based not only on physical stimuli but also on the relationship between stimuli with the surrounding area and on a person's circumstances. Mavrikis, Sergio, Eirini and Richard (2013) explain that teacher's perception of gender is the teacher's mindset about the phenomenon of social relations that distinguishes the roles of men and women. These perceptions relate to comprehension, relevance, perceived necessity, careful reading, helpfulness and lack of repetition that are applied by teachers to students during the learning process (Mavrikis et al., 2013)

In the environment, perception or point of view is an individual's process of organizing and interpreting sensory impressions in order to give meaning to their environment (Robbins, 2003:77). The teacher's perception or point of view according to Mangkunegara (in Arindita, 2002) is the process of giving meaning to the environment, which has the scope of interpreting objects. Giving stimulus (Input), organizing the stimulus, and interpreting the stimulus that is organized by giving the effect of action and attitude development. The teacher's perception is an active activity that has a role, not only the stimulus that affects it but also the individual as a whole with experience, motivation and the relevance of attitude when responding to stimulus. To be able to interpret stimuli and sense organs to connect with the outside world, individuals are required to always make observations. If the observation process can be

carried out, it is necessary to have an object that is good enough to be observed by the senses and attention is the first step to prepare for the implementation of observations (Walgito, 1993: 56).

The teacher's perception or point of view is a teacher's process of selecting, arranging and interpreting information suggestions and various experiences which are then interpreted to make a comprehensive description. Hidayat (2013: 60) states that perception or point of view is a skill when giving views on a problem. Basically, a perception or point of view is only possible for someone whose attitude is appropriate.

Walgito in (Hamka, 2002) explains, the teacher's point of view or perception is the occurrence of something at the following stages: the first stage is the process of finding the stimulus by the human senses, the second stage is the process of continuing the stimulus obtained by the receptor (sensory apparatus) with sensory nerves. , the third stage is the process of the emergence of individual awareness of the stimulus obtained by the receptor, the fourth stage is to produce a response or response and behavior. Based on the descriptions of experts, the perception process or point of view is carried out in three stages, namely: receiving the stimulus, managing the stimulus by selecting it and organizing information, the stimulus received by the individual changes.

Dewi (2012) explained, the teacher's point of view or perception consists of several types, namely: a) Perception or visual point of view obtained from the sense of sight is the main discussion of the discussion of perception in general, b) perception or auditory point of view is obtained from the sense of hearing, namely the ear. , c) Perception or tactile point of view is obtained from the sense of skin, d) Perception or olfactory or olfactory point of view, e) Perception or point of view of taste or taste is obtained from the sense of taste, namely the tongue. Ardila (2014) stated that the type of perception or point of view is a perception or point of view based on experience, perception or point of view that is selective, conjectural, evaluative, and contextual.

Fadil (2012) describes the factors that influence the perception or point of view where there are two factors, namely Internal Factors which are the factors that affect the teacher's perception or point of view, namely: physiological, attention, specialization, needs that are in line, experience and memory, atmosphere heart and external factors which have an influence on perception or point of view, namely: measurement and placement of objects, object color, uniqueness and contrast of the stimulus, intensity and strength of the stimulus, movement.

The social concept that distinguishes between the roles of men and women which occurs with a very long process, namely the process of socialization, strengthening, social construction, culture, religion and state power is called

gender. Thus, the length of the processing will cause gender differences to appear to be determined by God or nature without any changes. And conversely, the socialization of the social construction of gender with evolution can ultimately affect the social and biological development of each sex. The male gender is required to be aggressive and strong, so that social construction makes men experienced and motivated in defense of these traits and makes men stronger and bigger. However, with reference to that sometimes the nature of seeing a certain gender and as long as that trait can be exchanged, then that trait is the result of the construction of society and not nature.

The thought in society that women are caring, diligent and unfit to be the head of the family, so that women are responsible for all domestic work. Various roles in daily activities, including washing, cooking, caring for children, cleaning are carried out by women, which makes the workload of women much heavier than men.

The definition of gender is divided into two groups, namely the first group of feminists who explain that the difference in gender roles and behavior in society is not caused by different genders. Second, groups who think that different attitudes or roles based on gender are caused by different genders. Gender is referred to as a socio-cultural construction that distinguishes masculine and feminist characters. Although male gender is often closely related to masculine and feminist gender, the relationship between sex and gender is not absolutely correlated.

Gender roles refer to the construction roles of society and the associated behaviors and expectations of women and men. Biologically, women and men have differences. Then the culture interprets and derives the differences that exist since birth in some of the expectations of society regarding the behavior and activities that are permissible for men and women as well as the rights, resources, and powers that are appropriate to have. The development of traditions and beliefs that are socialized in society is due to the placement of women in the domestic area, where all domestic activities are the responsibility of women. While men are not required to take responsibility for it, there are not even a few customary traditions that are not allowed in relation to domestic activities. Thus, the typology of women's workload does not decrease even though women also have jobs in the public sector, the reason is that in addition to working in the public, women are also required to be responsible for domestic activities as a whole. The cause of the imbalance of gender roles is the perception or point of view of the individual's gender role whose problem originates from socio-cultural gaps in the family and society.

The teacher's perception or point of view about gender is the teacher's process of selecting, organizing, translating information in order to create a depiction of social relations that differentiates between the roles of men and women.

Gender Responsive Learning

In improving the quality of human resources, the factor that plays an important role is education, thus the field of education has an important role in shaping the quality of human resources so that they are productive, innovative and make the human person have cultural values in society. Education does not only provide skills and cognitive values in humans, but can also be used to cultivate good values for humans in social life. Based on the 1945 Constitution, every citizen has the same opportunities, treatment and rights to study. The point of view in the education factor is measured from 3 things, namely: (1) rights (2) justice (3) equality. These three things become an inseparable unit that is used as a way of learning for the people of Indonesia. Because education is from, by, and for humans, both men and women, therefore the problem of education returns to the roots of human rights (Darsono, 2008).

One example of education in policy is schools or madrasas that are responsive in learning. The learning process that provides fairness to the needs of both men and women is called gender responsive learning. In the implementation of gender learning according to Officialwal (2013: 27) it must be non-sexist, there is no discrimination, improve critical thinking, and run democratically, for example, teachers do not discriminate between students, both male and female, all must be given equal opportunities. For example, in becoming class presidents, both women and men can volunteer. Gazali (2012) argues that gender responsive education is treatment given to men and women who must be equal in achieving education that is adapted to Islamic teachings where the equal position of women and men.

It can be concluded that gender responsive learning is a learning that considers every different need, interest based on experience, and learning methods for female and male students caused by gender construction in the environment through the learning process in the school environment. The learning process is a medium for sharing the mission carried out by the school, which includes the socialization of community culture. In fulfilling this, schools and teachers must provide values of justice and gender equality in every learning. The steps that must be considered to implement justice and gender equality so that they can be implemented (Yakin, 2007). First, have sufficient insight into gender equality. In this way, a teacher is expected to be fair and non-discriminatory to both male and female students. Second, anti-gender discriminatory behavior and attitudes. For this second stage, the teacher not only understands textually the meaning of the values of gender justice but must be able to implement these values in the classroom or school. Third, be sensitive to gender issues. Teachers are required to be sensitive to what they see if there is gender discrimination or injustice in the school

environment. If there is a situation that leads to gender discrimination made by students, the teacher must prevent this and provide understanding to the student about discriminatory actions.

In addition to teachers having an important role, schools also play a role in showing values related to gender equality and justice. There are basic general things that must be considered and must be implemented by an educational organization/institute to play a maximum role in making students aware of the importance of gender equality and justice in schools. Namely the First is; schools are able to implement school laws, one of which is to strictly prohibit discrimination in educational institutions. By implementing the law in schools, it is strived for students to obey the law that runs, and can learn to be able to maintain and respect individual things around them. Second, schools must act actively in providing gender training to all staff, students, teachers, etc. in the school environment. With the aim, to instill values related to equal rights and an anti-gender discrimination attitude can be implemented effectively. Third, in order to instill and build students' awareness of attitudes that uphold rights, equal roles, and anti-discrimination attitudes towards women, the school can organize seminars or other social activities related to the development of gender equality and justice (Sure, 2007).

While other things such as student textbooks in promoting justice and gender equality. The book acts as educational literature at the SD/MI, SMP/MTs, SMA/SMK/MA levels which includes values and gender roles. One example is in the book. "Mother cooks in the kitchen, father reads the newspaper". Mother is shopping at the market, father is hoeing in the fields." Another form of sexism; pictures usually often show a boy but with a girl in a more diverse range of activities. (Purwati, 2004)

There are potential learning techniques regardless of gender during the learning process. There are 3 things that can be used as a gender perspective approach, namely: a. Gender biased learning. Learning is an interactive way of students with educators as well as learning resources in the educational environment. (Directorate General of Islamic Education, 2006) Meanwhile, gender bias is a view that explains the different roles and responsibilities of men and women in family life, society, and development. (Ministry of Women's Empowerment, 2009) Gender bias is the implementation of learning that takes sides between men and women in unfair learning roles. b. Gender Neutral Learning is learning that provides benefits for both men and women upholding justice for both c. Gender Inclusive Learning is learning that is open to both men and women and has a beneficial role for both.

Design and implement teaching and learning processes that provide knowledge about gender equality in preparing teaching materials, syllabus, competency standards, gender equality, lesson plans as well as indicators and

implementation as well as evaluation. The things in the plan to link the behavior of equality and gender justice are: (1) educational goals can be achieved by male and female students; (2) the material applied is the structure of teaching materials, illustrations, substance and language, there is no gender gap, (3) the methods and methods used can help develop both parties, (4) the media and learning resources used can be reached by both parties and (5) assessments containing forms, techniques or instruments used do not create gender bias (Ministry of Education, 2014).

METHODS

The research carried out is a quantitative approach in which research methods based on the philosophy of positivism are used in researching certain populations and samples with a view to testing hypotheses that have been determined and generalized (Sugiyono, 2013). Quantitative is processing data obtained from numbers. processed by statistical analysis. The data contained in the research is primary data where the data is obtained directly from the respondents. The data used is Ex post facto data, by obtaining data from events that have occurred and researchers do not falsify (experiment) the state of existing variables, or it can be said that researchers collect facts by

measuring the symptoms that have occurred and look for causes.

RESULTS AND DISCUSSIONS

Respondents in this study were teachers of SMK Negeri 8 Surabaya. In this study, researchers obtained data on teachers' perceptions of gender based on filling out a questionnaire (questionnaire) that had been given to teachers at SMK Negeri 8 Surabaya. The number of questionnaires distributed to respondents was 16 copies. The rate of return of the questionnaires that have been distributed has a value of 100% in other words the questionnaires were distributed back to all researchers. In determining the quantitative value of teachers' perceptions of education quality standards, it is done by using a questionnaire answer score (*questionnaire*) of 19 questions from respondents. The formula used is based on the frequency of answers, namely:

$$\text{Value} = \frac{\text{Total Score}}{\text{Number of Test}} : \text{Maximum Score} \times 100$$

Table 1. The value of the teacher's perception questionnaire instruments

No. Resp.	Answers				Values				Amount	Values
	SS	S	KS	TS	4	3	2	1		
1	9	10	0	0	36	30	0	0	66	86,84
2	18	1	0	0	72	3	0	0	75	98,68
3	6	11	2	0	24	36	2	0	61	80,26
4	6	12	1	0	24	36	2	0	62	81,57
5	17	1	1	0	68	3	2	0	73	96,05
6	5	13	1	0	20	39	2	0	61	80,26
7	9	6	4	0	36	18	8	0	62	81,57
8	0	19	0	0	0	57	0	0	57	75
9	0	19	0	0	0	57	0	0	57	75
10	18	1	0	0	72	3	0	0	75	98,68
11	17	2	0	0	68	6	0	0	74	97,36
12	14	3	2	0	56	9	4	0	69	90,78
13	0	19	0	0	0	57	0	0	57	75
14	12	7	0	0	48	21	0	0	69	90,78
15	0	19	0	0	0	57	0	0	57	75
16	0	19	0	0	0	57	0	0	57	75
Total	131	162	11	0	524	486	22	0	1032	1357,895

Based on the value of the teacher's perception of the quality standard of education above, then it is analyzed by finding the value of 67 mean and standard deviation and then determining the quality of the variable X. The calculation method is:

- a. Finding the average value (Mean)

$$\begin{aligned} x &= \frac{\sum x}{n} \\ &= \frac{1358}{16} \\ &= 84,87 \end{aligned}$$

- b. Find the number of classes (number of intervals)

$$\begin{aligned} K &= 1 + 3,3 \text{ Log } n \\ &= 1 + 3,3 \text{ Log } 16 \\ &= 1 + 3,3 (1,204) \\ &= 1 + 3,973 \\ &= 4,973 \end{aligned}$$

rounded to 5

c. Searching range

$$R = H - L + 1$$

Description:

R = Range

H = High Value

L = Lowest value

$$\text{So, } R = 98,7 - 75 + 1 = 24,7$$

d. Finding class intervals, using the formula:

$$i = \frac{\text{Range}}{\text{Number of Interval}}$$

$$= 24,7/5$$

$$= 4,95, \text{ rounded to } 5$$

So, that it can be obtained class 5 intervals and the number of intervals 5, as in the following table:

Table 2. Distribution of the Relative Value of Teachers' Perceptions of Gender Responsive Learning

Interval	M'	F	X'	FX'	X ²	FX ²
95-99	97	4	2	8	4	16
90-94	92	2	1	2	1	2
85-89	87	1	0	0	0	0
80-84	82	4	-1	-4	1	4
75-79	77	5	-2	-10	4	20
Total		16		-4		42

e. Finding the Standard Deviation

$$\begin{aligned} SD &= i \sqrt{\frac{\sum fx^2}{N} - \left(\frac{\sum fx'}{N}\right)^2} \\ &= 5 \sqrt{\frac{42}{16} - \left(\frac{-4}{16}\right)^2} \\ &= 5 \sqrt{2,6 - (-0,06)} \\ &= 5 \sqrt{2,66} \\ &= 5 (1,63) \\ &= 8,15 \end{aligned}$$

From the results of the calculation of the data, it can be seen that the mean value of teachers' perceptions of gender at SMK Negeri 8 Surabaya is 84.87 in the 76-90 interval which means that teachers' perceptions of gender towards responsive Hender learning are classified as "good". In this case the teacher's perception of gender at SMK Negeri 8 Surabaya can influence well, providing equality in access, control, participation and benefits for male and female students in a balanced way.

CONCLUSIONS

Based on the results of testing and discussion of the previous chapter, it can be concluded that: from the teacher's perception of gender at SMK Negeri 8 Surabaya, 84.87 was in the 76-90 interval, which means that the teacher's perception of gender towards learning is responsive to hender classified as "good". In this case the teacher's perception of gender at SMK Negeri 8 Surabaya can influence well, providing equality in access, control, participation and benefits for male and female students in a balanced way.

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Author's Contributions

All authors discussed the results and contributed to from the start to final manuscript.

Conflict of Interest

The authors declare that they have no competing interests.

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