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The Influence of *Guru Penggerak* Programs and *Komunitas Penggerak* in Improving the Quality of Elementary School Education through School Digitization

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ABSTRACT

Teachers' failure to see themselves as change agents is a significant issue in the modern world. Teachers can lose sight of their noble calling to educate the nation's future if they are not properly supervised. It is hoped that the *guru penggerak* Programme and the *komunitas penggerak* will help Indonesia speed up its efforts to improve the quality of its educational system. The research methodologies used in this investigation are quantitative and descriptive in nature. Two hundred people from seven elementary schools in cluster 7, Depok District, Sleman Regency, participated in this study as administrators, teachers, students, parents, community leaders, and representatives of educational organisations. The questionnaire employed in this study was a type of research instrument. Classical assumption tests (for normality, multicollinearity, and Glejser heteroscedasticity), route analysis tests, and hypothesis tests were utilised in the inferential data analysis method. This study found that the impact of the *guru penggerak* on student learning was less significant than the impact of the driving instructor on student learning via school digitisation.ss

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1. INTRODUCTION

The entry of technology into the realm of education must be accompanied by the availability of excellent human resources (HR). As stated (Selegi, 2021), in education, the implementation of science and technology focuses on preparing human resources. The technology cannot be optimised. On the other hand, if quality human resources are available but not matched by the availability of technology, they will not be able to reach educational goals because educational goals are dynamic. The condition of society is a benchmark for the purpose of education, because education aims to make humans able to carry out their nature as social beings.

Education in Indonesia needs to carry out reforms to improve the quality of human resources and digitise learning. Education actors, especially teachers, are the main actors as spearheads carrying the banner of struggle in carrying out educational transformation. Teachers are at the forefront of creating the nation's golden generation, leading to an era of progress (Rinawati, 2015).

The high expectations that were placed on the instructor backfired. Teachers may feel alone in carrying the weight of the nation's future on their shoulders. When a nation's youth fails to live up to expectations, all eyes turn to the educator who first expressed those doubts. Many issues crop up in the field, suggesting that the instructor isn't doing a great job. Beginning with the disparity between state civil apparatus teachers and honorary teachers in terms of workload and pay, a lack of oversight from relevant parties, an uneven distribution of teacher human resources across regions, inadequate infrastructure, and a general lack of appreciation on the part of educators for the gravity of their profession. This finding is consistent with study by Pernanda, who found that, other from a few signs, it is difficult to tell which teachers have public servant status and which are honorary. -Whether or not there are discrepancies in salary and perks gained by Civil Servants and temporary workers, the quality of the subsequent performance will eventually be affected, for better or worse. However, there are other instances in the real world where government employees, although having access to government-provided salary and perks, are less committed to their role as teachers than their honorary counterparts. Or the inverse, where volunteer teachers and other honorary workers don't do as good a job as paid public servants. This is the responsibility of each person in carrying out the mandates and requirements set forth by the government and associated authorities (Pernanda, 2021).

Those are some of the programs initiated by the current minister of education. Freedom to learn is a program from the Ministry of Education and Culture that has the loudest voice in instilling character education, including the profile of Pancasila students. Faith and piety to God Almighty, creative, mutual cooperation, global diversity, critical reasoning and independence are competencies that must be possessed by students (Rusnaini et al., n.d.). The mission is a task assigned to the *guru penggerak* where the *guru penggerak* is an agent of change who must be able to plan, organise, and direct school improvement and change programs for the present and the future.

Motivating teachers are future educational leaders to create a superior generation of Indonesia (Riowati & Yoenanto, 2022). There are four competency standards for guru penggeraks, namely; (1) pedagogic competence; (2) personality competence; (3) Professional competence; (4) Social competence (Sijabat et al., 2022). The guru penggerak is expected to be able to encourage students' overall growth and development, become a coach/mentor for other teachers to participate in implementing student centre-based learning as well as role models and agents of change for the world of education (Kiriana et al., 2022). A guru penggerak is needed in every school as well as in every educational unit. It aims to accelerate the transformation of education in Indonesia.

The teacher does not play a single role as part of the education component. There are other roles that certainly make a contribution that is no less big than the teacher. Apart from the teacher, the role is given by people involved directly or indirectly with the world of education, such as parents and the surrounding community. People who are involved directly or indirectly with the world of education can be called an educational community. The education community contributes indirectly to providing education because students are not in school 24 hours a day. The rest of the students' daily activities are spent outside of school. Family, friends and community are their teachers outside of school hours. Therefore, members of this driving community need to innovate the movement to always contribute to advancing the quality of education in Indonesia. The driving community consists of parents, community and traditional leaders, organisations, scholars, volunteers and other stakeholders (Mulyasa, 2021).

The *guru penggerak* and the *komunitas penggerak* both have a vital role in contributing to the transformation of education in Indonesia. The ideal of education in Indonesia can be measured by the quality of education to be achieved. The quality of education can be seen from the quality, and good schools must have: 1) high moral/character values; 2) excellent exam results; 3) support from parents,

the business world and the local community; 4) abundant resources; 5) implementation of the latest technology; 6) strong leadership and have a purpose (vision); 7) care and concern for students; 8) balanced and relevant curriculum (Fadhli, 2017).

The achievement of ideal quality of education can be achieved with the Ministry of Education and Culture programs such as *guru penggerak* and *komunitas penggerak*. However, other Ministry of Education and Culture programs can also be a driver and a bridge in achieving Indonesia's educational goals, such as the school digitisation program. This program is in line with the development of technological flows that will usher in the era of society 5.0. In this era, digitalisation will be carried out in all sectors of human life. Digitising school is a bold step that must be taken to leave the conventional style of education. If schools continue to use the old style, schools cannot create a young generation that uses technology to compete in a globalised world.

Based on the explanation above, this research aims to: 1) find out the role of *guru penggerak* towards school digitisation; 2) find out the role of the driving community towards school digitisation; 3) to determine the role of the teacher as a direct driving force on the quality of education; 4) to determine the role of the *komunitas penggerak* directly on the quality of education; 5) to find out the role of school digitisation on the quality of education; 6) to find out the role of the teacher as an indirect driving force on the quality of education through school digitisation: 7) and to determine the role of the community as an indirect driving force on the quality of education through school digitisation.

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2. METHODS

This study uses a quantitative approach with descriptive quantitative research methods. The population in this study were all elementary schools in Depok District, Sleman Regency, Yogyakarta. The research samples selected were 7 elementary schools in Cluster 7, Depok District, Sleman Regency, Yogyakarta. From the 7 schools, the researchers determined samples from principals, teachers, students, parents, community leaders and educational organisations (PGRI) members totalled 200 respondents.

Table 1. Research Sample

School	Principal	Teacher	student	student parents	public figure	PGRI member
SD Perumnas Concat, SD Perumnas 3, SD Kanisius Sengkan, SD Karangasem, SD Sarikarya, SD Kanisius COndongcatur, SD Budimulia Pandean	7	7	84	84	7	11
Total number	**200**					

The data collection instrument used is a questionnaire consisting of 4 variables with 17 indicators. For the measurement of the questionnaire, use a Likert scale. The description of the indicators is as follows.

Table 2. Questionnaire Indicators

Variable	Indicator
Driving teacher	Pedagogic competence
	Personal competence
	Professional competence
	Social competence
Driving Community	There is a role for parents
	the role of community leaders
	the role of the organisation (PGRI)
School Digitisation	Strengthening infrastructure (Facilities and infrastructure)
	Digital Learning Platform
Education Quality	high moral/character values
	excellent test results
	support from parents, the business world and the local community
	abundant resources
	latest technology implementation
	strong leadership and have a purpose (vision)
	care and concern for students
	balanced and relevant curriculum

The data analysis technique used is the inferential data analysis technique using the SPSS version 25 application. This study carried out several tests, namely the classical assumption test (normality, multicollinearity, Glejser heteroscedasticity), path analysis test and hypothesis testing. The following figure is a research variable design.

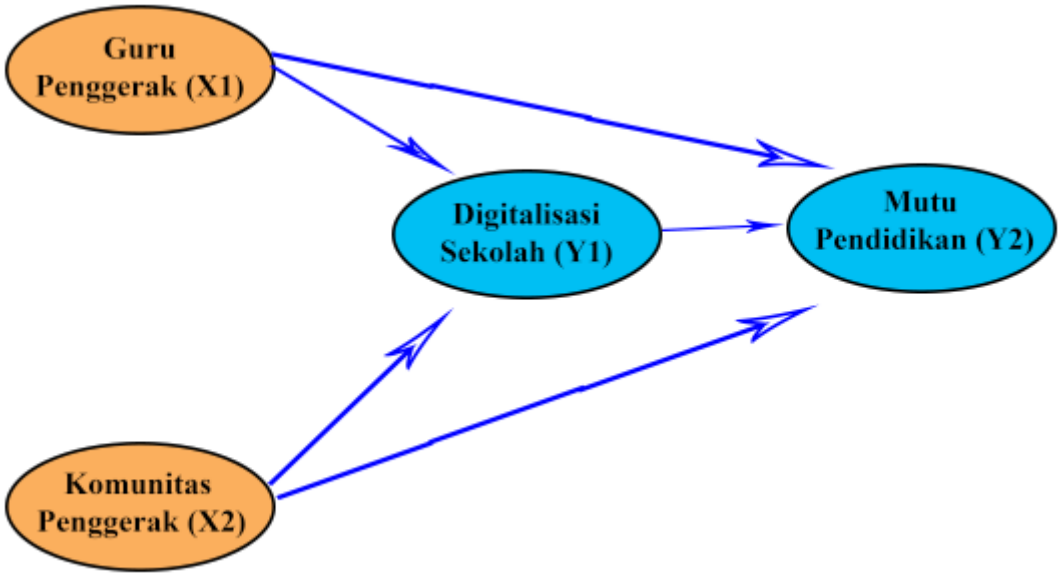

Figure 1. Variables Used in Research

Information :
X1 = independent variable
X = independent variable
Y1= intervening/mediation variable
Y2 = dependent variable

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3. FINDINGS AND DISCUSSION

3.1 The Role of *Guru penggerak* and *Komunitas Penggerak* Towards School Digitization with Classical Assumption Test Result

a. Regresion Model 1

1) Normality Test

The following table presents the result of the normality test, as follow:

Table 3. One-Sample Kolmogorov-Smirnov Test

		Unstandardised Residual
N		200
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	2.54660497
Most Extreme Differences	Absolute	.124
	Positive	.124
	Negative	-.073
Test Statistic		.124
Asymp. Sig. (2-tailed)		.067[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

The normality test results based on the table above obtained the Asymp value. Sig. (2-tailed) in the regression model 1, the influence of the *guru penggerak* variable and the *komunitas penggerak* on school digitisation was normally distributed because it was obtained at 0.067 > 0.05 (5% significance level).

2) Collinearity Test

Table 4. Coefficients[a]

Collinearity Statistics	
Tolerance	VIF
.119	9.374
.121	9.474

a. Dependent Variable: Y1

Based on the table above, it is known that the value of collinearity tolerance in the regression model 1 of the influence of the guru penggerak variable (X1 = 0.119) and the driving community (X2 = 0.121) on school digitisation (Y1) is greater than 0.10 and the VIF value is both X1 = 9.374 and X2 = 9.474 less than 10. Thus, it can be concluded that the data is said to have no symptoms of multicollinearity.

3) Glejser Heteroscedasticity Test

Table 5. Coefficients[a]

Model		Unstandardised Coefficients		Standardised Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.973	.079		12.246	.000
	X1	-.147	.022	-.432	-1.145	.082
	X2	.025	.018	.058	.288	.774

a. Dependent Variable: RES2

Based on the data from the Glejser Heteroscedasticity Test in regression model 1, namely the influence of the *guru penggerak* variable (X1 = 0.082) and the driving community (X2 = 0.774) on the digitisation of schools, the significance data is above 0.05 which indicates the absence of heterocodestatistic symptoms.

b. Regresion Model 2

1) Normality Test

Table 6. One-Sample Kolmogorov-Smirnov Test

		Unstandardised Residual
N		200
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	2.26964854
Most Extreme Differences	Absolute	.139
	Positive	.139
	Negative	-.088
Test Statistic		.139
Asymp. Sig. (2-tailed)		.055[c]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

From the table above, the normality test results obtained the Asymp value. Sig. (2-tailed) in regression model 2, namely the influence of the *guru penggerak* variable, driving community and school digitisation on the quality of education is normally distributed because it is obtained 0.055> 0.05 (5% significance level).

2) Collinearity Test

Table 7. Coefficients[a]

Collinearity Statistics	
Tolerance	VIF
.106	9.975
.130	5.169
.124	7.539

a. Dependent Variable: Y2

Based on the table above, it is known that the value of collinearity tolerance in regression model 2, namely the influence of the variable *guru penggerak* (X1 = 0.106), *komunitas penggerak* (X2 = 0.130) and school digitisation (Y1 = 0.124) on the quality of education (Y2) is greater than 0, 10 and the third VIF value is X1 = 9.975, X2 = 5.169, Y1 = 7.539 less than 10. Thus, it can be concluded that the data is said to have no symptoms of multicollinearity.

3) Heteroscedasticity Test Glejser

Table 8. Coefficients[a]

Model		Unstandardised Coefficients		Standardised Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	3.536	.290		12.200	.012
	X1	.057	.094	.154	.604	.547
	X2	.328	.062	1.066	.377	.699
	Y1	-.109	.134	-.400	-1.777	.060

a. Dependent Variable: RES3

Based on the data from the Glejser Heteroscedasticity Test in regression model 1, namely the influence of the *guru penggerak* variable (X1 = 0.547), the driving community (X2 = 0.699) and school digitisation (Y1 = 0.060) on the quality of education (Y2), the significance data is above 0, 05 which indicates the absence of heterocodestatistic symptoms.

3.2 The Role of Guru penggerak and Komunitas Penggerak to School Digitization Through Path Analysis Result

a. Regression Model 1

Table 9. Coefficients[a]

Model		Unstandardised Coefficients		Standardised Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.994	.137		7.268	.000
	X1	.452	.038	.744	11.877	.000
	X2	.115	.032	.227	3.616	.000

a. Dependent Variable: Y1

Based on the table above, the significance value of the *guru penggerak* variable (X1) is 0.000 and the driving Community variable (X2) is 0.000. The significance value is smaller than 0.05. These results can be concluded that the results of regression model 1, namely the *guru penggerak* variable and the *komunitas penggerak*, significantly affect school digitisation (Y1).

Table 10. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.962[a]	.926	.925	.54937

a. Predictors: (Constant), X2, X1

The data above shows that the R Square value is 0.926. This shows that the guru penggerak variable (X1) and the Driving communities variable (X2) contribute to the influence of school digitisation (Y1) by 92.6%. The influence of 7.4% was contributed by other variables. As for the value of e1, which is obtained by (1-0.074) = 0.2720. The following is a chart of the trajectory of the influence of the *guru penggerak* variable and the driving community variable on school digitisation.

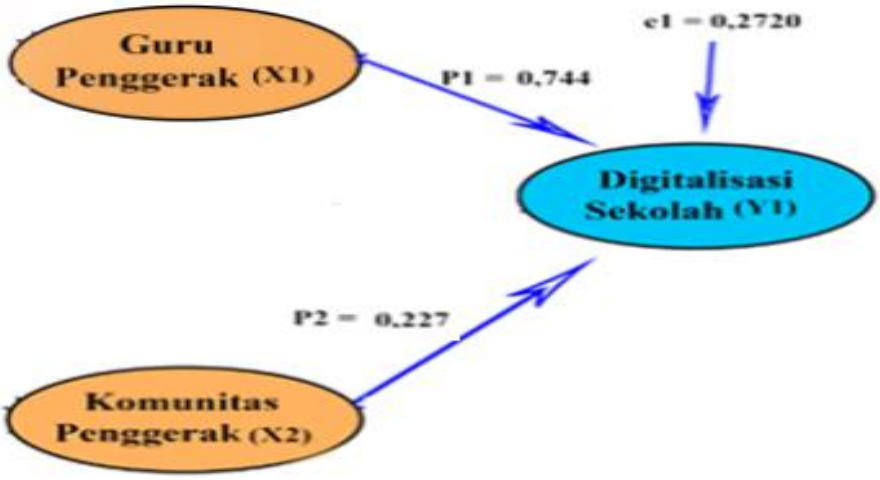

Figure 2. The trajectory of the Influence of *Guru penggerak* Variables and *Komunitas Penggerak* Variables on School Digitization

b. Regresion Model 2

Tabel 11. Coefficients[a]

Model		Unstandardised Coefficients B	Unstandardised Coefficients Std. Error	Standardised Coefficients Beta	t	Sig.
1	(Constant)	7.369	.641		11.495	.000
	X1	.465	.208	.215	2.239	.026
	X2	.490	.137	.270	3.579	.000
	Y1	1.711	.297	.480	5.770	.000

a. Dependent Variable: Y2

If seen from the table above, the significance value of the guru penggerak variable (X1) is 0.000, the Driving communities variable (X2) is 0.026 and the school digitisation variable (Y1) is 0.000. The

significance value is smaller than 0.05. These results can be concluded that the results of the regression model 2, namely the guru penggerak variable, the driving community and the digitalisation of learning have a significant effect on the Quality of Education (Y2).

Table 12. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.949[a]	.900	.898	2.28695

a. Predictors: (Constant), Y1, X1, X2

The results of the table above show that the value of R Square is 0.900. This shows that the guru penggerak variable (X1), the Driving Community variable (X2) and the school digitisation variable (Y1) contribute to the influence of education quality (Y2) by 90%. The effect of 10% is contributed by other variables. The value of e1 is obtained by (1-0.900) = 0.3162. The following is a chart of the trajectory of the influence of the guru penggerak variable, the driving community variable and the digitalisation of schools on the quality of education.

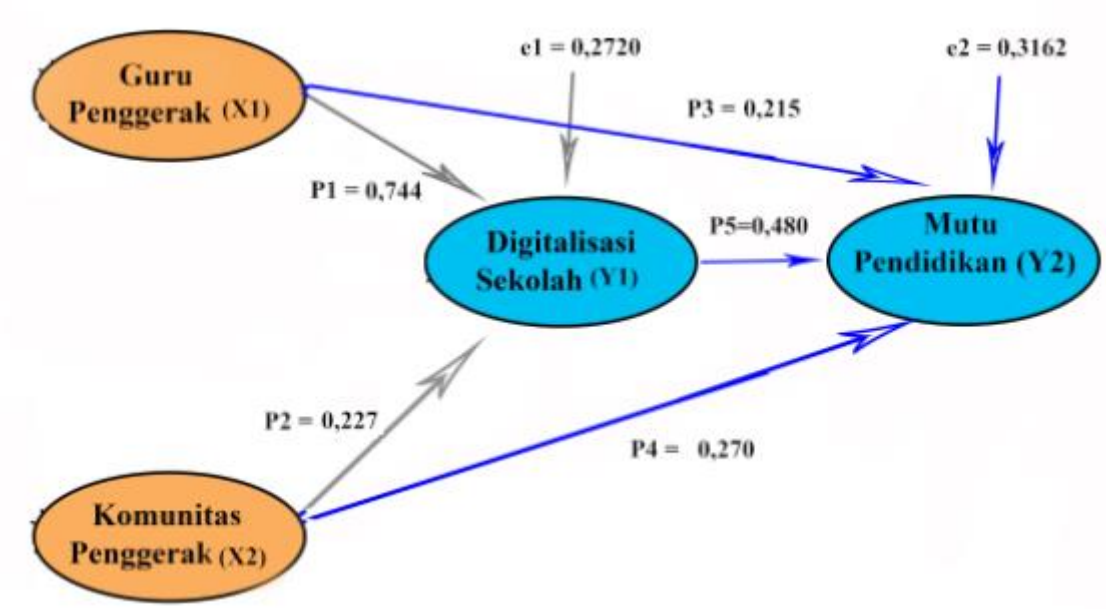

Figure 3.

Figure 3. The trajectory of the Influence of *Guru penggerak* Variables, *Komunitas Penggerak* Variables and School Digitization on Education Quality

4) Hypothesis Testing Results

a. Hypothesis Test 1

The influence of the *guru penggerak* variable (X1) on the school digitisation variable (Y1) obtained a significance value of 0.000 <0.05, which means that Ha is accepted. It can be concluded that the *guru penggerak* variable (X1) has a significant influence on the school digitisation variable (Y1)

b. Hypothesis Test 2

The influence of the *komunitas penggerak* variable (X2) on the school digitisation variable (Y1) obtained a significance value of 0.000 <0.05, which means that Ha is accepted. It can be concluded that the *komunitas penggerak* variable (X2) has a significant influence on the school digitisation variable (Y1)

c. Hypothesis Test 3

The influence of the *guru penggerak* variable (X1) on the education quality variable (Y2) obtained a significance value of 0.026 <0.05, which means that Ha is accepted. It can be concluded that the *guru penggerak* variable (X1) significantly influences the education quality variable (Y2).

d. Hypothesis Test 4

The influence of the driving community variable (X2) on the education quality variable (Y2) obtained a significance value of 0.000 <0.05, which means that Ha is accepted. It can be concluded that the driving community variable (X2) significantly influences the education quality variable (Y2).

e. Hypothesis Test 5

The effect of the school digitisation variable (Y1) on the education quality variable (Y2) obtained a significance value of 0.000 <0.05, which means that Ha is accepted. It can be concluded that the school digitisation variable (Y1) has a significant influence on the education quality variable (Y2).

f. Hypothesis Test 6

The influence of the driving community variable (X2) through the school digitisation variable (Y1) on the education quality variable (Y2). It is known that the direct influence of the driving community variable (X2) on the education quality variable (Y2) is 0.270. The indirect effect of the driving community variable (X2) on the education quality variable (Y2) through the school digitisation variable (Y1), namely 0.227 x 0.480 = 0.108. Meanwhile, the total effect of the driving community variable (X2) on the education quality variable (Y2) is 0.270 + 0.108 = 0.378. It can be concluded that the direct influence of the driving community variable (X2) on the education quality variable (Y2) is greater than the indirect effect of the driving community variable (X2) on the education quality variable (Y2) through the school digitisation variable (Y1) (0.270 > 0.108). Thus Ha is rejected because the school digitisation variable (Y1) as an intervening variable cannot mediate the influence of the driving community variable (X2) on the education quality variable (Y2).

g. Hypothesis Test 7

The influence of the *guru penggerak* variable (X1) through the school digitisation variable (Y1) on the education quality variable (Y2). It is known that the direct influence of the *guru penggerak* variable (X1) on the education quality variable (Y2) is 0.215. The indirect effect of the guru penggerak variable (X1) on the education quality variable (Y2) through the school digitisation variable (Y1), namely 0.744 x 0.480 = 0.288. Meanwhile, the total influence given by the *guru penggerak* variable (X1) on the education quality variable (Y2) is 0.215 + 0.228 = 0.443. It can be concluded that the direct influence of the *guru penggerak* variable (X1) on the education quality variable (Y2) is smaller than the indirect influence of the *guru penggerak* variable (X1) on the education quality variable (Y2) through the school digitisation variable (Y1) (0.215 < 0.288). Thus Ha is accepted because the school digitisation variable (Y1) as an intervening variable successfully mediates the influence of the *guru penggerak* variable (X1) on the education quality variable (Y2).

Discussion

Transformation of education in order to produce people who are ready to face global challenges (Rinawati, 2015). The transformation of education in Indonesia in making it happen requires support from various parties, both those who contribute directly and indirectly. Parties who contribute directly such as teachers, principals and all school residents. Those who contribute indirectly are the family and the surrounding community. Both have an important role because student activities are not 24 hours at school. In fact, most of them are spent outside of school such as at home, playground, or other places.

In schools, the person who plays an important role in providing teaching and shaping the character of students is a teacher. The teacher is a role model for students who will be an example for them. The leadership spirit of a teacher must be raised so that he will always be a role model for his students. The leadership of a teacher is not only addressed to students in leading the learning process, but is also shown to fellow teachers in organising to exchange ideas and share teaching experiences. The Minister of Education wants that in every educational unit there is a *guru penggerak*, in which the teacher can motivate other teachers to continue to carry out their role in encouraging the improvement of student achievement, teaching creatively and developing themselves actively. However, there is an additional task for a *guru penggerak*, namely being able to encourage student growth holistically, being a coach/mentor for other teachers for student-centred learning and being a role model and agent of transformation for the educational ecosystem. In addition, to achieve or maintain the standards of the Pancasila Student Profile (Satriawan et al., 2021).

Schools are not the only place for students to learn. The surrounding environment and society, including the family, is a place that has an important role in shaping the personality of students, and developing their potential talents and intelligence. The role of the community in education is as a source, implementer and user of results (Astawa, 2017). The family, especially the mother, is the first madrasa for children and has a fundamental role in shaping the basic character of the child's personality (Parhan et al., n.d.). The family should not be separated from the responsibility in providing education to children because the emotional closeness of the child is closer than that of the teacher or his friends at school. Outside the family, the surrounding environment as an internal factor also plays a role in shaping the character of students. The environment around students includes relatives, neighbours, playmates and people who interact with students who are members of a community. This community can be regarded as an external community that supports the child's education process. In a society, a driving community is needed to mobilise other communities to support the children's education process.

The goal is to build collaboration between schools and the community in supporting the optimisation of improving the quality of education. This collaboration will complement each other's shortcomings and make it easier to achieve common goals (Anggal et al., 2020). This, in line with research resulted by Katman, stated that several interesting things about the implementation of the first batch of driving school for the elementary school level in the Kendal district are the simultaneous process of accepting a concept of change and at the same time implementing it in real action, to learn and to do, an effort to get out of the current mindset and carry out activities with a modern mindset. Future, leaving behind the dominance of textbooks and mobilising sources of teaching materials outside of textbooks, the ability to adapt digital technology amidst mostly clueless followers, gain confidence as leaders of change, and are ready to share with colleagues (Katman & Akadira, 2023; Nadira, 2022).

In addition to collaboration between the school and the community, both must also use technology as a tool to achieve the expected goal of increasing the quality of education. The use of

technology by this school can also be termed as school digitisation. School digitisation is important to do because it balances human activities, which cannot be separated from technology in their daily lives. It is time for education in Indonesia to let go of conventional learning patterns and switch to technology-based learning patterns. Steps that the government can take to make it happen can be started by providing facilities and infrastructure that are ready to support the technology-based learning process (Cristiana, 2021). Only then can the government provide a digital learning platform that can be applied by all schools throughout Indonesia. But before that, it is also necessary to pay attention to the readiness of schools in the application of digital literacy to be measured and analysed so that they can be taken into consideration in the application of school digitisation (Hasanuddin et al., 2022).

The first finding in this study shows that collaboration between *guru penggerak* and mobilising communities can be a solution to improving the quality of education in Indonesia so as to create a nation's golden generation. The results of this study indicate that the *guru penggerak* and the driving communities can improve the quality of education in the scope of cluster 7, Depok District, Sleman Regency. The *guru penggerak* in this study must have pedagogic, personality, professional, and social competencies. The *guru penggerak* also plays the role of an innovator, seeking new ideas with enthusiasm and inviting early adopters. The *guru penggerak* is the person who paved the way for the process of increasing teacher capacity (Prawitasari & Suharto, 2020). All these competencies and roles are used as provisions to accelerate the transformation of national education. Apart from teachers, the community which in this case includes parents, community leaders and the local PGRI organisation also makes a major contribution in improving the quality of education in the area.

The second finding in this study shows that the school, in this case, the *guru penggerak*, if digitising the school is more effective than without digitising the school. Digitising schools here, namely the local government or school, provides facilities and infrastructure to support technology-based learning processes such as by providing laptops, wi-fi, infocus and other communication tools in each class. In addition, several schools have also provided technology-based learning platforms to enable the learning process to be carried out by utilising this technology. Supported by the digitalisation of schools, it will facilitate the teacher's steps in transforming cultural values based on culture of learning innovation by utilising various technologies and also the conditions of the school environment in accordance with the developing culture (Faiz et al., 2022).

The third finding in this study shows that community mobilisation is less effective when it involves and digitising schools in improving the quality of education. This is because school digitisation is a program that focuses on its implementation in schools. While the driving community emphasises other aspects such as the ability to social interaction and adaptability. The difficulty of the driving community in carrying out digitisation is reinforced by the results of research conducted by (Wulandari et al., 2021) that the challenges of digitising education for parents are the availability of data packages, time management and changes in learning patterns. The challenge of digitising education for children is that children are technologically stuttering.

The implication of the results of this study is that in every educational unit, such as schools, there is no need to wait for a representative to become *guru penggerak*, but each individual teacher must become *guru penggerak*. Being *guru penggerak* will raise awareness in individual teachers to always innovate to develop better skills, competencies and personalities and spread a positive aura for students, fellow teachers and also the community masyarakat (Mansyur, 2021). Thus, the transformation of education will be realised quickly and the quality of Indonesian education will increase.

4. CONCLUSION

This study concludes that the impact of the *guru penggerak* on student learning is little compared to the impact of the driving instructor on student learning that is mediated by school digitisation. It is also determined that the impact of the *komunitas penggerak* on educational quality is greatest when it is exerted directly, rather than when it is exercised indirectly, through the use of technology in the classroom. To further expedite education transformation and improve the quality of education in Indonesia, it is best if *guru penggerak* is paired with school digitisation. Finding relevant prior research was difficult for this study because so little had been done on the topic; nonetheless, there had been relatively little research on driving schools and their instructors. In keeping with the reality that driving schools still exist in Indonesia and that this programme was only implemented recently. That's why this research is so novel. It is suggested that future studies include searching for additional cases with similar characteristics and reviewing relevant literature from other countries.

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