



Patterns and Determinants of Youth Engagement in Policy and Legal Processes: A Survey from Indonesia

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Received: September 15, 2025 Revised: June 10, 2026 Accepted: July 20, 2026 Available online: October 01, 2026	This study examines the extent and nature of youth engagement in policy and legal processes in Indonesia and inquires into the factors affecting participation. Youth involvement is widely associated with the development of civic competencies, political awareness, and democratic engagement, but participation rates among young people remain uneven. Using a mixed-methods approach incorporating survey data, the essay finds that while 96.3% of respondents are aware of opportunities to engage in policy-related activities, only 43.7% understand how policies are formulated. Only 19.2% have participated directly in policy or legal processes. These findings yield a substantial gap among awareness, understanding, and participation, suggesting structural constraints related to education, access to information, and participatory mechanisms. The inspection further reveals that youth in formal educational settings exhibit lower levels of policy comprehension than the broader population, suggesting potential limitations in existing civic and legal education practices. Based on these findings, the essay develops an integrated analytical framework that links public policy and legal education, civic skill development, and experiential participation. The essay argues that youth engagement is best understood as the product of an interconnected educational and participatory ecosystem rather than as an outcome of knowledge acquisition alone. In sum, by emphasizing the relationships among policy literacy, educational experiences, and civic participation, the essay contributes to discussions of democratic development and youth empowerment. It offers insights into the conditions that facilitate meaningful engagement in public affairs.
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INTRODUCTION

Youth participation has become an essential area of inquiry in governance studies because young people are increasingly expected to contribute to public decision-making processes and policy development. The literature generally conceptualizes youth participation as more than formal political engagement; it encompasses young people's ability to influence public affairs through civic involvement, policy deliberation, leadership, and community action. Effective participation depends on the availability of civic resources and competencies that enable young people to comprehend public issues and engage with governance institutions.

In addition, a key concept underpinning youth participation is civic literacy. Civic literacy refers to the knowledge, skills, and capacities required to understand legal frameworks, public policies, and governance processes. Existing studies suggest that limited competencies in leadership, communication, facilitation, and policy analysis can constrain young people's ability to participate effectively in governance (Brik, 2024; Dickson-Hoyle et al., 2018; Dobrowolski et al., 2022; Kote et al., 2024; Masuku & Macheka, 2021; Thew et al., 2021). These studies emphasize that participation is strengthened when young people are equipped with opportunities for skills development, mentoring, and experiential learning. In this regard, governance outcomes are closely linked to the extent to which educational systems cultivate civic literacy and prepare young people to engage with public institutions.

Moreover, this framework likely suggests that legal education and public policy education represent two important pathways for developing civic literacy. Legal education provides an understanding of rights, obligations, and regulatory schemes,

while public policy education emphasizes policy formulation, implementation, and evaluation.

Hence, these fields can equip youth with the analytical and practical competencies necessary for meaningful participation in governance. However, scholarship has noted that law and public policy are often taught and practiced as separate domains, limiting opportunities for interdisciplinary learning and reducing the effectiveness of civic capacity-building initiatives (Case, 2024, 2025; Pomaza-Ponomarenko et al., 2024).

Even though international research has identified barriers to youth participation and stressed the primacy of civic competencies, limited attention has been paid to integrating legal and public policy education to strengthen youth participation in Indonesia. This gap is specifically relevant given the challenges Indonesian youth face in navigating rapidly changing technological environments, diverse social conditions, and increasing demands for policy literacy (Asimakopoulous et al., 2025; Hong et al., 2022; Romero-Carazas et al., 2024). Other studies tend to test youth participation, legal education, or policy education separately, leaving an insufficient understanding of how these areas can be connected to support young people's engagement in governance.

Nonetheless, the fragmentation between legal and policy education may block the development of comprehensive civic literacy, which enables youth to translate knowledge into meaningful participation. In line with this, this essay asks: How can integrating legal and public policy education enhance civic literacy and strengthen youth participation in governance in Indonesia?

This essay contributes to the literature in three ways. First, it develops a theoretical linkage between youth participation, civic

literacy, and governance by positioning legal and public policy education as complementary foundations for civic capacity building.

Second, it extends existing scholarship by examining this relationship within the Indonesian context, where empirical evidence remains limited. Third, it proposes an interdisciplinary framework that bridges legal and policy education to assist youth engagement, leadership development, and participation in governance processes.

To address the research question, this essay employs a mixed-methods approach that combines qualitative and quantitative analyses. The findings are expected to contribute to discussions on civic education, governance, and youth engagement by providing a framework for strengthening civic literacy through the integration of legal and public policy education.

The essay consists of the following sections. Section II outlines the research methodology, Section III presents the findings and discussion, and Section IV concludes with the study's implications.

METHOD

This Study employed a mixed-methods research design to address the research objectives comprehensively. In this section, the researcher used a mixed-methods analysis to achieve the study's aim. Based on Creswell & Báez (2020); Creswell & Clark (2017), mixed-methods analysis integrates qualitative and quantitative data to overcome limitations in connectivity among dimensions, indicators, and variables.

This approach enables a more holistic comprehension of complex social phenomena. Furthermore, to ensure relevance to real-world issues and to provide practical insights, the researcher sought a complete reflection of the data by integrating multiple forms of evidence, thereby producing comprehensive and context-sensitive findings (Creswell & Báez, 2020).

In addition, the mixed-methods approach was selected to harmonize empirical measurement with contextual interpretation. This design is particularly suitable for studies that integrate public policy and legal education frameworks to enhance recognition of youth leadership and public participation. By combining quantitative breadth with qualitative depth, the essay ensures analytical robustness and interpretive richness.

Moreover, the essay utilized both primary and secondary data. Primary data were collected through a structured online survey, while secondary data comprised relevant academic literature, policy documents, and previous empirical studies that assisted the analytical framework. Respondents were selected through non-probability, voluntary sampling, targeting individuals across various regions of Indonesia to capture a diverse range of experiences and perspectives. A total of 567 respondents completed the survey distributed via Google Forms (GF). The respondent characteristics are summarized as follows:

Tabel 1. Categorisation of Respondents (Gender)

Gender	Total
Male	250
Female	317

Source: Primary Data, Processed by Author's

Tabel 2. Categorisation of Respondents (Age)

Age	Total
16-20	232

21-25	176
26-30	159

Source: Primary Data, Processed by Author's

Tabel 3. Categorisation of Respondents (Background)

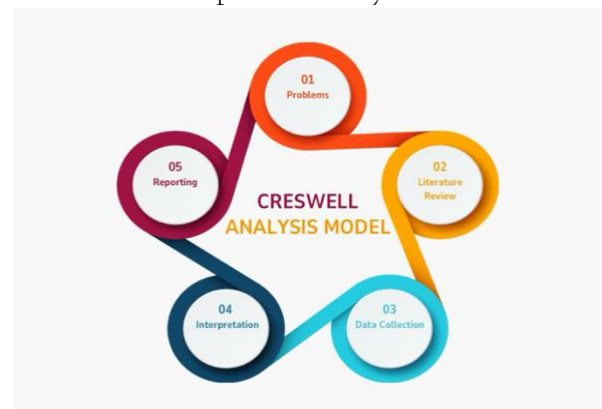
Background	Total
Students	327
General Public	240

Source: Primary Data, Processed by Author's (2025)

On the other hand, for the data processing, quantitative data were analyzed using descriptive statistical techniques, focusing on data composition, scale distributions, and frequency patterns. Visualization tools (e.g., charts and graphs) were employed to enhance interpretability and assert trends. Qualitative data were scrutinized using narrative and argumentative techniques, enabling the researcher to conduct an in-depth analysis based on patterns emerging from the quantitative results. This flow ensured coherence between numerical findings and contextual interpretation.

To tighten and validate the mixed methods' performance, the essay employed five strategies from Creswell & Poth (2016): problems, literature review, data collection, interpretation, and reporting. Here's the flow of the strategy:

Figure 1. Five Strategies by Creswell to Conduct a Comprehensive Analysis



Source: Author Visualization, 2025

Problem Identification focused on the limited participation of the younger generation in democratic governance, especially barriers to leadership capacity, communication skills, and a fragmented comprehension of legal and public policy frameworks.

The Literature Review tested empirical and theoretical studies on youth participation, governance, and education, revealing persistent gaps in competencies and leadership development, as well as a disconnection between legal and public policy education that constrains effective youth engagement.

Data Collection applied a mixed methods design to capture both scope and depth. Quantitative data were gathered through surveys to assess youth perceptions and participation patterns. Then, qualitative evidence was drawn from empirical studies and contextual analyses to explain structural and educational barriers. Interpret quantitative results and integrate them with qualitative insights to assess how educational gaps in law and public policy affect youth leadership, recognition, and public participation in governance processes.

Reporting systematically presented the findings and implications, demonstrating how harmonizing legal and public policy education can enhance youth competencies, strengthen democratic participation, and support the development of informed and proactive young citizens.

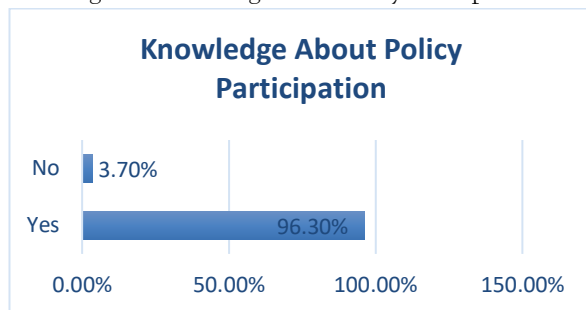
Overall, the essay will present the findings and implications collectively and ensure that the facts are accurate, the study is objective, is validated, is reliable, and aligns with the study's purpose.

RESULTS AND DISCUSSION

The Gap: From Awareness to Active Youth Participation in Policymaking

This section tests the relationship between youth civic literacy and participation in public policymaking. The findings reveal important distinctions between awareness, procedural knowledge, rights recognition, and direct engagement, thereby offering insights into how governance structures shape opportunities for youth participation.

Figure 2. Knowledge About Policy Participation



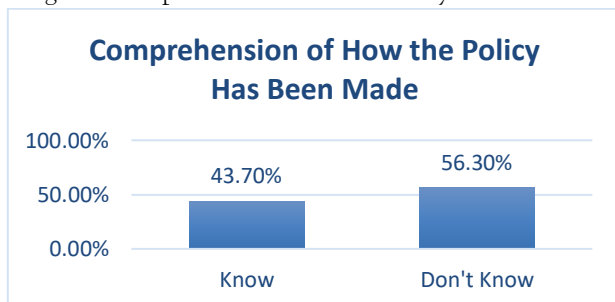
Source: Processed by Author, 2025

The survey indicates that 96.30% of respondents are familiar with the concept of policy participation, while only 3.70% report no awareness of it. At first glance, this finding suggests a relatively high level of civic consciousness among youth.

However, civic literacy scholarship emphasizes that awareness alone represents only the most basic dimension of citizenship competence. Knowledge of participation as a concept does not necessarily imply an understanding of the institutional mechanisms through which public decisions are formulated, contested, and implemented.

Consequently, awareness should be interpreted as a preliminary indicator of civic orientation rather than evidence of effective participation in governance processes. This distinction becomes evident when respondents were asked about their understanding of policy formulation processes.

Figure 3. Comprehension of How the Policy Has Been Made

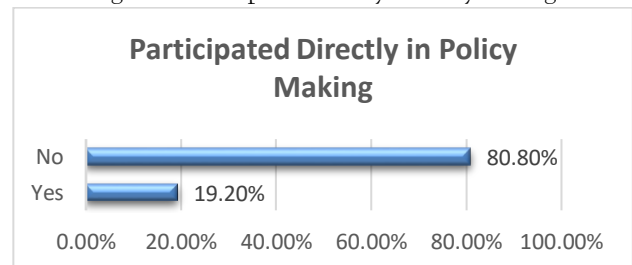


Source: Processed by Author, 2025

Although awareness of policy participation is nearly universal among respondents, only 43.70% reported understanding how public policies are formulated. This disparity reflects a significant gap between symbolic awareness and procedural literacy. Previous studies have similarly observed that young people frequently hold normative understandings of citizenship yet lack familiarity with the institutional dimensions of policymaking (Hoskins, Janmaat, & Villalba, 2012; Saud, 2020; Syaputra, 2025).

From the perspective of civic literacy theory, this finding suggests that civic education may be more successful in transmitting democratic values than in developing the analytical competencies required to navigate governance systems. As argued by Muetterties et al. (2022) and Weingart et al. (2024), meaningful participation requires knowledge of legal frameworks, policy cycles, and deliberative procedures. The limited level of procedural understanding identified in this study therefore points to a form of civic inclusion that remains largely conceptual rather than operational. The implications of this pattern become more apparent when considering direct involvement in policymaking activities.

Figure 4. Participated Directly in Policy Making



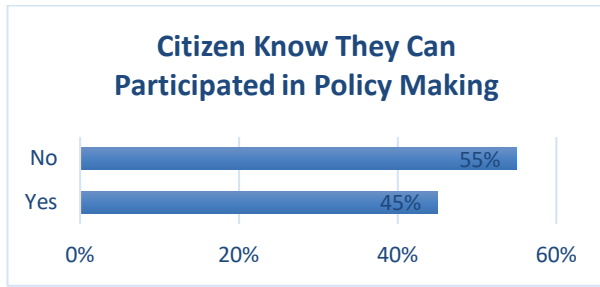
Source: Processed by Author, 2025

Only 19.20% of respondents reported having participated directly in policymaking processes, whereas 80.80% had no such experience. Rather than interpreting this outcome solely as evidence of youth disengagement, the finding may be understood as reflecting broader characteristics of participatory governance.

Contemporary governance theory conceptualizes participation as a product of both individual capacities and institutional opportunity structures. In this regard, the low level of direct involvement suggests that formal recognition of youth participation does not automatically generate meaningful access to decision-making arenas. Although youth are frequently acknowledged as stakeholders within governance frameworks, their participation often remains concentrated in consultative mechanisms that possess limited influence over policy outcomes (Marah, Pradhan, & SHUHOOD, 2024).

The findings indicate a disjuncture between the normative commitment to participation and the institutional arrangements through which participation is operationalized. A similar pattern emerges regarding respondents' awareness of participatory rights:

Figure 5. Citizen Know They Can Participated in Policy Making



Source: Processed by Author, 2025

The data show that only 45% of respondents were aware of their right to participate in policymaking, while 55% were unaware of such rights. This finding is particularly significant because rights consciousness constitutes a central component of civic literacy. Democratic governance relies not only on the formal existence of participatory rights but also on citizens' recognition of those rights as legitimate instruments of political engagement. The limited awareness identified in this study suggests that legal entitlements have not been effectively translated into civic knowledge.

Consistent with the observations of Ahlfeldt et al. (2022), this condition reflects a broader challenge within democratic learning environments, where formal rights exist but remain insufficiently embedded in everyday civic understanding. As a result, access to participation becomes unevenly distributed and more dependent upon prior educational exposure, social capital, or institutional proximity.

Viewed collectively, these findings reveal a multidimensional pattern of civic literacy deficits. While respondents demonstrate substantial awareness of policy participation, this awareness is not accompanied by equivalent levels of procedural knowledge, rights consciousness, or direct engagement. The significance of this pattern extends beyond individual-level limitations. Rather, it reveals an institutional configuration in which civic learning and participatory governance remain weakly connected.

In theoretical terms, the findings support the argument that participation is contingent not only upon opportunities for engagement but also upon the distribution of civic competencies that enable individuals to recognize, access, and utilize those opportunities.

Accordingly, the contribution of this study lies in demonstrating that youth participation should be understood as a function of the relationship between civic literacy and governance structures. The findings suggest that democratic inclusion cannot be adequately assessed through indicators of awareness alone. Instead, meaningful participation depends upon the extent to which governance institutions facilitate the development of procedural knowledge, rights recognition, and practical engagement.

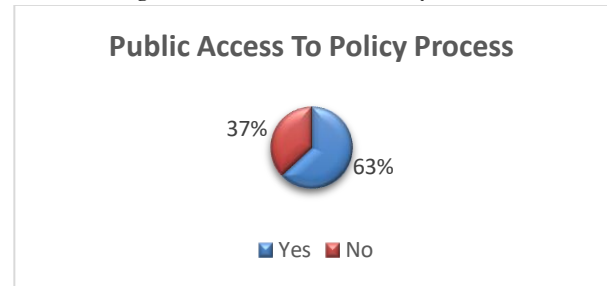
In the Indonesian context, the persistence of these gaps indicates that the challenge of youth participation is not merely one of mobilization but of institutionalizing forms of civic learning that connect citizens to the policymaking process in substantive, rather than symbolic, ways.

Bridging the Divide: Access, Comprehension, and the Barriers to Youth Participation in Policymaking

This section tests the connection between access to policymaking processes, policy comprehension, and participatory capacity among youth. From the perspective of governance theory, participation is not solely determined by the

formal availability of engagement opportunities but also by citizens' ability to recognize, understand, and utilize those opportunities. Principally, the findings provide insight into how institutional arrangements shape the distribution of participatory capacity within democratic systems.

Figure 6. Public Access to Policy Process



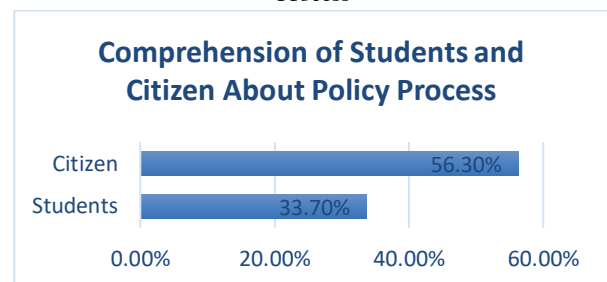
Source: Processed by Author, 2025

Figure 6 indicates that a majority of respondents perceive themselves as having access to policymaking processes, although a substantial proportion report otherwise. Rather than interpreting access as a binary condition, the findings suggest that access operates unevenly across social groups and institutional contexts. Governance scholarship has long argued that formal openness does not necessarily guarantee effective inclusion. Participatory mechanisms may exist procedurally while remaining inaccessible in practice due to informational barriers, administrative complexity, or limited institutional outreach.

On the other hand, the findings support previous studies demonstrating that procedural complexity, transparency deficits, and weak communication channels continue to constrain participation among younger populations (Löw-Beer & Luh, 2024; Macdonald et al., 2023). The significance of this finding lies less in the absolute level of access than in what it reveals about the character of contemporary participatory governance.

The persistence of unequal access suggests that opportunities for engagement remain mediated by institutional knowledge and social positioning. Consequently, participation cannot be understood simply as the existence of formal channels. Still, it must also be examined in terms of the conditions that enable citizens to navigate those channels effectively. A similar pattern emerges when examining respondents' understanding of policymaking processes.

Figure 7. Comprehension of Students and Citizen About Policy Process



Source: Processed by Author, 2025

Figure 7 reveals a notable disparity between students and the broader public in their understanding of policy processes. This finding is particularly significant because students represent a social group expected to acquire civic and legal competencies

through formal educational institutions. The lower level of understanding among students, therefore, raises broader questions concerning the relationship between civic education and participatory governance.

From a civic literacy perspective, democratic participation requires more than awareness of public issues; it requires procedural knowledge that enables individuals to understand how policies are formulated, negotiated, and implemented. Existing scholarship suggests that civic education frequently prioritizes normative discussions of citizenship while providing limited exposure to the practical dimensions of governance (Niles, 2025; Vaughn et al., 2021). The findings appear consistent with this interpretation, indicating a disconnect between formal educational experiences and the acquisition of applied policy literacy.

Importantly, the observed gap should not be interpreted solely as an educational deficiency. Rather, it reflects a broader institutional dynamic in which civic learning and policymaking processes remain weakly integrated. Students may acquire abstract knowledge about citizenship while remaining unfamiliar with the institutional procedures through which public decisions are made. This separation limits the development of what governance scholars call participatory capability, the capacity to translate civic knowledge into meaningful engagement within public institutions.

Hence, the findings demonstrate that access and comprehension constitute interconnected dimensions of democratic participation. The data suggest that the principal challenge is not merely whether participatory opportunities exist, but whether citizens possess the civic literacy necessary to recognize and utilize those opportunities. From this perspective, participation emerges as a relational outcome produced through the interaction between institutional openness and individual civic competence.

These findings contribute to broader debates on democratic governance by illustrating that participatory inequalities are reproduced not only through unequal access to institutions but also through unequal distribution of policy knowledge. The results extend existing literature by empirically demonstrating how civic literacy functions as a mediating mechanism between formal opportunities for participation and actual engagement. Even governance frameworks may formally recognize youth as stakeholders, but meaningful participation remains contingent upon their ability to understand policy processes and navigate institutional environments.

Consequently, the findings reveal a deeper characteristic of democratic structures: formal inclusion and substantive participation do not necessarily coincide. The persistence of disparities in access and comprehension suggests that democratic participation is shaped not only by institutional design but also by the extent to which governance systems cultivate civic literacy among citizens. Within this context, youth underrepresentation in policymaking appears less a consequence of political apathy than a reflection of how knowledge, institutional access, and participatory capacity are distributed across society. This interpretation advances the understanding of youth participation by positioning civic literacy as a central mechanism linking governance structures to democratic inclusion.

Boosting Youth Engagement in Policy and Legal Processes for Democratic Growth: A Recommendation and Future Direction

Pertinent to the research question, the findings indicate that legal and policy comprehension among the young generation remains limited despite relatively high levels of awareness regarding public participation. Then it interprets this discrepancy as an individual shortcoming, and the results suggest a broader tension between civic awareness and participatory capability. Within civic literacy theory, awareness constitutes only one dimension of citizenship competence; meaningful participation also requires procedural knowledge, institutional understanding, and the ability to navigate governance structures (Muetterties et al., 2022; Weingart et al., 2024). As a consequence, the central issue revealed by the findings is not whether youth recognize the importance of participation, but whether democratic institutions provide the conditions for such recognition to translate into substantive engagement. This interpretation is consistent with Saputra (2024), who identifies barriers related to leadership, interpersonal capacity, and institutional adaptation among young people. The present findings extend this argument by elucidating that participation is shaped not only by individual competencies but also by the relationship between civic knowledge and institutional accessibility.

In governance terms, participation emerges as a relational process rather than a purely individual choice. Youth may express interest in public affairs while remaining disconnected from the procedural mechanisms through which influence can be exercised. The most significant pattern emerging from the data is the distinction between awareness and comprehension. Even though most respondents recognize the concept of policy participation, substantially fewer recognize how policies are formulated and actualized. This gap is theoretically important because it distinguishes symbolic from substantive inclusion.

Modern democratic governance increasingly emphasizes participation as a normative principle, but participation cannot be considered meaningful when citizens lack an understanding of the institutional processes that structure decision-making. As a result, awareness without procedural literacy may create the appearance of democratic inclusion while limiting citizens' actual capacity to influence policy outcomes. This finding resonates with Dobrowolski et al. (2024), who argue that deficits in leadership, knowledge, ethics, and civic competencies constrain youth engagement. However, the present essay suggests that these limitations should not be understood solely as individual-level deficiencies. Then, they reflect broader patterns in the distribution of civic resources. Governance institutions do not merely provide opportunities for participation; they also shape the knowledge required to utilize those opportunities effectively.

In consequence, unequal levels of policy literacy contribute to unequal forms of participation, even within formally inclusive democratic systems. A similar dynamic is evident in the relationship between knowledge and direct participation. The findings indicate that only a minority of respondents have participated directly in policymaking and that awareness of participatory rights remains limited. This pattern sustains the argument that democratic participation depends upon more than legal recognition.

Nevertheless, from the perspective of civic literacy theory, rights become politically meaningful only when citizens understand their existence and possess the capacity to exercise them. The findings reveal a disconnect between formal democratic rights and practical democratic agency. This interpretation is consistent with Dickson-Hoyle et al. (2018),

who identify communication and facilitation barriers that restrict youth involvement in policy discourse and represent political apathy; limited participation appears to reflect restricted access to the forms of knowledge and experience necessary for effective engagement.

Moreover, the findings further contribute to understanding the relationship between education and governance. The observation that students demonstrate lower levels of policy-process comprehension than the broader public is particularly noteworthy. Educational institutions are conventionally regarded as primary sites of civic socialization, yet the results suggest that formal education does not necessarily translate into applied policy literacy. This finding supports broader concerns within the literature that civic education frequently privileges abstract understandings of citizenship while providing limited engagement with the procedural realities of governance (Urkunova et al., 2025; Niles, 2025; Vaughn et al., 2021).

In line with that, the issue extends beyond curriculum content and raises questions regarding how democratic knowledge is institutionalized and transmitted within educational systems. In more detail, the findings also illuminate the significance of participatory infrastructure. Previous essays have emphasized the role of community-based engagement and digital participation in broadening civic inclusion (Pietilä et al., 2021; Levy et al., 2021; Putri & Silvia, 2025; Putri et al., 2026; Szymkowiak et al., 2021; Wang et al., 2024).

Interestingly, the present essay contributes to this discussion by demonstrating that the interaction between institutional access and civic literacy shapes participation. The data suggest that participatory opportunities alone are insufficient when individuals lack the knowledge necessary to recognize or utilize them. Conversely, civic knowledge may remain politically inactive when opportunities for engagement are weakly institutionalized. Participation emerges from the reciprocal relationship between institutional openness and civic competence. The findings also provide insight into the broader structure of democratic inclusion. Existing scholarship has frequently interpreted low youth participation as evidence of disengagement; however, the results of this essay point toward a different explanation. Consistent with Levy et al. (2023) and Taguma and Frid (2024), the evidence suggests that interconnected educational, institutional, and communicative processes condition participation. The persistence of gaps in comprehension, rights awareness, and engagement indicates that democratic inequalities are reproduced not only through unequal access to decision-making forums but also through unequal access to civic knowledge.

In this sense, participation should be understood as a function of both governance structures and the distribution of civic literacy within society. Overall, the conceptualisation contributes to governance and civic literacy scholarship by elucidating that youth participation is best conceptualised as an ecosystem linking knowledge, institutional access, and participatory agency. The findings suggest that democratic inclusion cannot be adequately assessed through indicators of awareness alone. Instead, substantive participation depends on the extent to which citizens possess the procedural literacy to comprehend governance processes and the institutional opportunities to act on that knowledge.

In sum, in the Indonesian context, the findings justify that the challenge of youth participation is less a matter of political disinterest than a reflection of how democratic structures

distribute civic knowledge, participatory opportunities, and institutional recognition.

CONCLUSION

This essay has examined a key barrier to democratic participation among youth in Indonesia. Even though many youth are aware of public policy issues and legal processes, this awareness does not necessarily translate into meaningful engagement. The findings indicate a gap between knowledge of civic and legal institutions and the understanding, skills, and opportunities needed to participate effectively. This gap is reflected in three interconnected dimensions: civic knowledge, participatory competence, and access to opportunities for engagement.

The persistence of these shortcomings suggests that low levels of participation cannot be explained merely by individual attitudes or apathy but must also be understood in relation to broader institutional and structural conditions. In more detail, the findings contribute to existing discussions of civic engagement by elucidating the limitations of approaches that equate awareness with participation. Knowledge alone appears insufficient to foster active involvement when individuals lack practical experience or access to participatory channels. Hence, civic engagement can be understood as a process shaped by the interaction between individual capacities and the environments in which participation takes place.

The Indonesian case illustrates how weaknesses in one dimension may undermine the effectiveness of the others, even when youth express an interest in public affairs. The analysis also points to a disconnect between formal civic education and everyday democratic practice. Educational institutions, legal systems, and public communication mechanisms often operate separately rather than as mutually reinforcing spaces for civic learning and participation. As a result, youth may remain on the periphery of decision-making processes despite being directly affected by the outcomes. Several limitations should be acknowledged.

The discussion focuses on a particular demographic group and national context, which may restrict the transferability of the findings to other settings. In addition, the reliance on self-reported measures of awareness and engagement may not fully capture actual patterns of participation. Future research could address these limitations by testing different social and cultural contexts and by employing longitudinal or experimental approaches to explore how civic knowledge, skills, and participation develop over time.

To conclude, the essay suggests that meaningful democratic participation depends on more than awareness of public affairs. Civic engagement emerges from the relationship among knowledge, competence, and access to participatory opportunities, and the ways these dimensions interact provide useful groundwork for inquiring into youth participation and offer a basis for future research on the conditions that support democratic inclusion.

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CRedit authorship contribution statement

RAP contributed to the study's conceptualization by proposing the research design, methodology, and theoretical framework to generate a novel insight grounded in the research theme. NPLW helped with the literature review, the dataset, and scrutiny, and contributed to data interpretation and writing. KR and FNM contributed to the conclusions and elaborated on the recommendations based on the research's findings. All authors have reviewed or ratified the final manuscript.

Conflict of Interest

The authors declare no conflict of interest.

Ethical Statement

Ethical inspection and license were not suitable in this research.

Data Availability

The data that support the findings of this study are available from the corresponding author upon reasonable request.

Declaration of Generative AI

During the preparation of this work, the authors used Grammarly to assist in improving grammar, clarity, and academic tone of the manuscript. After using this tool, the authors reviewed and edited the content as needed and took full responsibility for the content of the publication.

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