

Integration of Faith Values and Civic Education to Achieve Just and Sustainable Citizenship

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Abstract: The development of science and technology in the era of globalization presents challenges for education, particularly in maintaining a balance between students' intellectual and spiritual intelligence. Civic Education (PKn), as a vehicle for shaping national character, holds a strategic role in integrating faith-based values to build citizenship grounded in justice and sustainability. This study aims to analyze how faith values can be internalized into Civic Education learning to strengthen students' morality and social responsibility. The research employs a quantitative survey method using questionnaires distributed to university students enrolled in Civic Education courses. The data collected were analyzed to identify students' perceptions, attitudes, and levels of awareness regarding the integration of faith values in Civic Education. The findings show that the integration of faith values such as honesty, justice, compassion, cooperation, and environmental care positively influences students' ethical awareness and civic engagement. These values not only enrich students' spiritual dimensions but also foster critical awareness of social and environmental issues around them. In conclusion, faith-based education within Civic Education serves as an essential foundation for shaping ethical, inclusive citizens. oriented toward social justice and sustainable living.

Keywords: Civic education, faith values, sustainable citizenship, moral development.

Introduction

The development of digital technology and the wave of globalization have brought significant changes to the social, cultural, and moral life of society. Advances in information technology enable cultural exchanges to occur rapidly and massively, yet at the same time give rise to new challenges related to the erosion of traditional moral values (Irawan & Bayu Firdaus, 2021; Wiguna & Dewi, 2022) argues that globalization can weaken a nation's morality through the penetration of foreign cultures and the currents of modernity that often displace local wisdom. Among adolescents, these effects appear even more pronounced. The digital media environment in which they grow up frequently promotes

consumerist, individualistic, and hedonistic lifestyles, thereby eroding core values such as honesty, responsibility, and justice that underpin social life.

In the Indonesian context, the moral challenges faced by the younger generation are even more complex. The nation's rich diversity of ethnicities, cultures, and religions may become a point of vulnerability when not balanced with strong character education. Pancasila values such as mutual cooperation, humanity, and social justice face substantial pressure if not nurtured systematically. At this point, Civic Education (PKn) plays a crucial role (Erwin, 2011; Murdiono, 2007; Winataputra & Budimansyah, 2012) assert that PKn is a strategic instrument for cultivating citizens who are critical, ethical, and responsible. In line

with this view, Anggraini (2024) demonstrates that PKn not only teaches the formal aspects of citizenship but also instills moral values such as tolerance, integrity, and patriotism. This perspective is further strengthened by Irawan, 2024; Irawan et al., 2023; Irawan & Masyitoh, 2023; Suhardiyanto et al., 2025) which shows that a well-structured Civic Education (PKn) learning system can help students consistently internalize Pancasila values.

Field realities show that the moral crisis among young people is becoming increasingly urgent to address. The KPAI Report (2023) records more than 2,300 cases of juvenile delinquency, ranging from violence and bullying to digital misuse and intolerance. Data from the Ministry of Communication and Information also indicate that the 15–24 age group constitutes the largest spreaders of hoaxes and hate speech on social media (Setuningsih, 2023; Vidi, 2021). These findings demonstrate that mastery of digital technology is not always accompanied by moral maturity. In the area of environmental sustainability, the situation is not much different. Statistics Indonesia BPS (2024) shows that young people's level of environmental awareness remains in the moderate category, while consumerist behavior and low recycling awareness continue to rise. This condition reveals a weak internalization of environmental ethics, even though such values are closely tied to faith-based moral teachings such as trustworthiness and responsibility toward creation (BPS, 2024).

From an academic standpoint, the importance of integrating faith values into Civic Education is increasingly evident (Lestari, 2020; Maya Nurjanah, 2022; Mazid et al., 2025). Studies in Civic Education have largely focused on political, constitutional, or participatory democratic aspects, but have seldom explored the role of faith values as a source of civic ethics. In fact, international literature shows that consistently practiced spiritual values can enhance social empathy, public participation, and prosocial behavior. Shaikh & Siddiqui, (2023) emphasize that a contextual revitalization of religious values is an essential response to moral decline caused by globalization. In their view, faith functions as a

moral compass that safeguards personal integrity while strengthening social solidarity.

The theoretical framework of modernity proposed by Anthony Giddens offers valuable insights into this phenomenon. According to Giddens, globalization drives a process of detraditionalization, in which the authority of traditional values weakens and the moral structure of society becomes increasingly fragile (Giddens, 2012; Hennen & van Est, 2023). In such circumstances, individuals easily experience moral dislocation and thus require an educational system capable of reinforcing ethical and spiritual values as anchors of identity. Islamic perspectives also offer a similar emphasis, noting that the rise of secularism, hedonism, and consumerism represents forms of Westernization that contradict the values of honesty, justice, and social responsibility in Islam. Therefore, integrating faith values into Civic Education not only enriches the curriculum but also mainstreams the holistic formation of intellectual and moral character.

At the conceptual level, integrating faith values into Civic Education aligns closely with two contemporary citizenship paradigms: just citizenship and sustainable citizenship. Nussbaum, (2010) emphasizes that just citizens are not only required to understand laws and political structures but must also possess moral imagination and an ethical capacity that enables individuals to recognize the humanity of others. Meanwhile Dobson, (2003) argues that sustainability cannot be achieved without the internalization of moral values that motivate individuals to act beyond personal interests. Faith values such as trustworthiness, compassion, and care for creation offer essential ethical foundations for the practice of just and sustainable citizenship.

Based on the foregoing discussion, this study aims to construct a conceptual framework of faith values within Civic Education, examine their relevance in shaping moral awareness and social responsibility, and design an integrative model that can be applied in PKn learning. This research seeks to address three main questions: (1) What are the fundamental concepts of faith values and their relevance to Civic Education? (2) How can the integration of faith values strengthen citizens'

morality and social responsibility? and (3) To what extent does such integration contribute to the formation of just and sustainable citizenship?

Materials And Methods

This study employs a qualitative approach with a literature review method (Fink, 2014; Knopf, 2006; Sitanggang et al., 2025). A qualitative approach was selected because the research aims to examine in depth the concepts, relevance, and models of integrating faith values into Civic Education. Creswell, (2017, 2016); Tashakkori & Creswell, (2007) explain, qualitative research serves to explore and understand a phenomenon through the interpretation of meanings constructed from various sources. Thus, this approach enables the researcher to analyze theoretical ideas, philosophical perspectives, and previous research findings comprehensively. The literature review method is used because the focus of this study lies in conceptual inquiry not in the collection of direct empirical data, but in comparative analysis and critical synthesis of various scholarly publications.

(Booth et al., 2016a, 2016b) describe literature review as a systematic method capable of generating new understandings through the processes of evaluating, classifying, and synthesizing prior studies. The selection of this method is also based on the need to examine the development of theories related to faith values, moral education, civic education, and sustainable citizenship across both international and national literature. Furthermore, the use of a literature review allows the researcher to explore diverse perspectives and pedagogical approaches relevant to the integration of faith values within the context of Civic Education. Booth, Sutton, dan Papaioannou (2016) emphasize that a good literature review not only summarizes findings but also critiques, compares, and identifies gaps or theoretical opportunities for conceptual advancement. Therefore, this research adopts systematic literature-tracing procedures to ensure that every source possesses strong relevance, sufficient academic quality, and direct contribution

to developing an integrative framework for faith-based Civic Education.

In selecting sources, the researcher applied strict inclusion criteria, focusing on literature addressing character education, spiritual values, civic ethics, and social sustainability. The sources used include academic books, journal articles indexed in Scopus, Sinta, and Web of Science, as well as research reports and policy documents such as the Merdeka Curriculum and the National Education Standards. This step aligns with Webster and Watson's (2002) view that a comprehensive literature review must gather diverse primary and secondary sources to build a strong argument. Accordingly, the compiled data serve as the basis for conducting thematic analysis and conceptual synthesis in formulating a model for integrating faith values aimed at shaping citizens who are just, ethical, and sustainable.

Results And Discussion

The Role of Faith Values in Moral and Civic Development

"The literature review shows that faith values play a fundamental role in shaping students' moral reasoning, character development, and civic dispositions. Faith values such as honesty, trustworthiness, compassion, responsibility, and justice have been shown to contribute to the enhancement of students' moral awareness. Kohlberg, (1981) explains that moral development is grounded in an individual's ability to evaluate actions based on universal ethical principles. In many religious traditions, these values align with transcendental moral principles, thereby strengthening students' moral reasoning structures. In addition, the literature indicates that faith values help stimulate moral sensitivity and social empathy. According Noddings, (2019), empathy that arises from spiritual awareness forms the foundation for developing caring behavior toward others and reducing the tendency for antisocial actions.

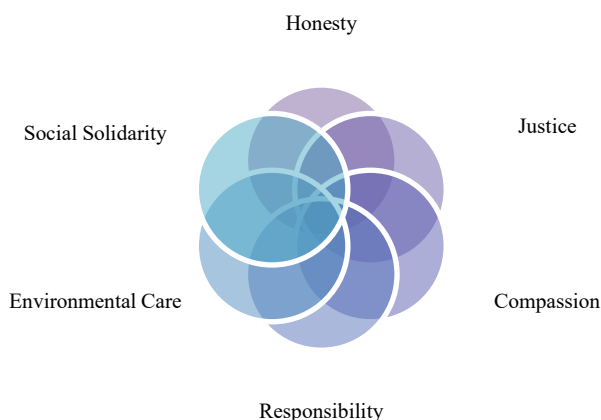


Figure 1. Character Values

Source: processed by the author, 2025

From the image above, several points can be identified. First, it reflects values of compassion and humanity, conveyed through an invitation to care for, support, and respect one another regardless of background. Second, it contains values of tolerance and appreciation for diversity, as the poster emphasizes the importance of living peacefully side by side within a plural society. Third, it highlights values of unity and social solidarity, shown through the encouragement to strengthen social bonds and build a harmonious communal life. Fourth, the value of social responsibility is evident in the message urging individuals to take an active role in creating a safe, comfortable, and inclusive environment. Lastly, it conveys optimism and hope, encouraging society to build a better future with a positive and collaborative attitude.

Other studies, such as (Narvaez & Lapsley, 2008) further affirm that spiritual values and religiosity can strengthen virtue development, including respect, social responsibility, and commitment to the common good. In the context of Civic Education, faith values provide a moral dimension that is not only rule-based but also grounded in internal awareness and self-regulation. Consequently, learners who are exposed to faith values tend to have a more comprehensive understanding of their obligations as ethical citizens who respect diversity and are sensitive to issues of social justice. Thus, faith values become a significant component in shaping a strong, inclusive, and welfare-oriented moral citizenship.

Conceptual Integration Model of Faith Values in Civic Education

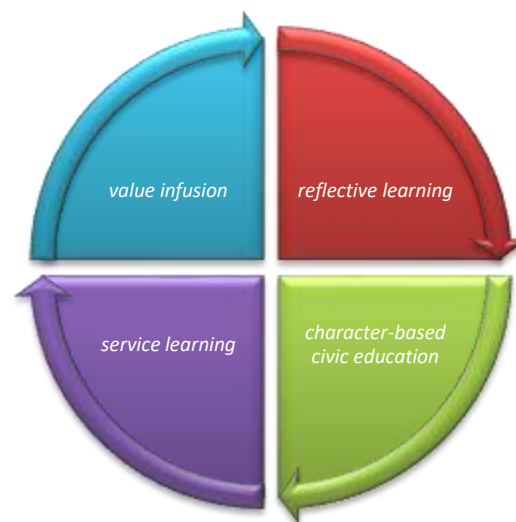


Figure 2. Model of Faith Values in Civic Education

Source: processed by the author, 2025

Furthermore, the integration of faith values into Civic Education can be carried out through several pedagogical approaches that have been theoretically and empirically validated. First, the value infusion approach, which inserts faith values explicitly into learning materials, classroom dialogues, and learning activities. Lickona, (1996, 2013, 2019) explains that value infusion is effective for developing moral awareness because students are introduced to universal values through real-life contexts and self-reflection.

Second, the reflective learning approach, which emphasizes critical reflection on moral experiences, social dilemmas, and public phenomena (critical reflection) terhadap pengalaman moral, dilemma sosial, dan fenomena publik. Paprock, (1992) notes that critical reflection can generate deeper understanding, including linking spiritual values to citizenship practices. Reflectivity enables learners to internalize faith values independently and connect them with issues such as human rights, pluralism, democracy, and social responsibility. Third, the service learning model, which integrates community service experiences with the learning of civic and spiritual values. Eyler dan Giles (1999) demonstrate that service learning enhances students' empathy, cooperation, and social concern. Activities such as environmental service, social work, or solidarity

programs can serve as platforms for applying faith values in real-life settings (Pradanna & Irawan, 2024; Saltmarsh & Zlotkowski, 2011; Sarkadi et al., 2020). Fourth, the character-based civic education approach, which incorporates character development as the core of learning.

Howard et al., (2004) explain that character education provides space for the internalization of virtues such as integrity, justice, discipline, and compassion. Integrating faith values within this model helps strengthen students' affective dimensions so that civic knowledge is accompanied by civic virtue and civic behavior in a balanced manner.

Faith Values and Social Justice Orientation

The findings of the literature review indicate that faith values play a significant role in strengthening students' orientation toward social justice. Values such as honesty, trustworthiness, responsibility, and social empathy are part of religious ethical principles that align with the concept of social justice in civic education. (J. A. Banks, 2006; K. H. Banks et al., 2006) assert that democratic citizens must hold strong commitments to equality, social inclusion, and the protection of vulnerable groups. From a religious perspective, these values are reflected in universal moral teachings such as the prohibition against injustice, the call to support the weak, and the obligation to respect human dignity. Furthermore, the literature highlights that faith values can enhance students' ability to act ethically in complex social situations. Weber & Pargament, (2014) menekankan bahwa nilai spiritual dapat berfungsi sebagai kompas moral yang mphasize that spiritual values may function as a moral compass that guides individuals to make fair and responsible decisions. In the context of Civic Education, this enables students to develop ethical civic actions, such as resisting corruption, respecting differences, and defending democratic principles.

The integration of faith values also contributes significantly to developing critical awareness of social inequality. Freire, (1985); Rachman, (2004) argue that education must cultivate critical consciousness so that students can interpret social realities objectively and commit to social

transformation. When faith values are combined with a critical pedagogical approach, learners do not merely understand injustice but are also motivated to engage in corrective efforts through concrete actions or social advocacy. Thus, spirituality and social justice are inseparable, as both complement one another in shaping citizens who are ethical, humanistic, and committed to the common good.

In addition to enhancing moral sensitivity, integrating faith values plays a strategic role in internalizing social justice principles as the foundation for fostering ethical and inclusive citizenship. Faith values essentially encompass a universal ethical framework that teaches individuals to act justly, avoid harm, respect others, and protect marginalized groups. These principles parallel Noddings, (2019) ethics of care, which emphasizes empathy, compassion, and human relationships as the basis for responsible civic behavior. In the context of Civic Education, faith values enrich the curriculum by introducing a more humanistic ethical perspective. Education thus moves beyond legal norms and civic rights and duties to include spiritual values that instill moral commitment to justice. Examples include religious teachings that discourage discrimination, uphold equal human dignity, and promote social equity principles aligned with(J. A. Banks, 2006), concept of democratic citizenship, which encourages learners to respect pluralism, challenge structural injustice, and support the inclusion of minority groups in socio-political life.

Moreover, the literature shows that faith values can provide a consistent ethical framework for students when confronting moral dilemmas and social tensions. In situations of conflict, intolerance, or social unrest, values such as compassion, modesty, and self-restraint can function as guides in promoting peace and reconciliation. This aligns with Lederach, (2010) oncept of moral imagination the ability to envision more peaceful and just social relationships through moral and spiritual lenses. Thus, the internalization of faith values in Civic Education can cultivate students' capacity to become peace-oriented citizens who prioritize dialogue and ethical solutions when navigating differences.

The integration of faith values also has the potential to enhance students' moral courage to resist injustices such as corruption, bullying, discrimination, and abuses of power. In many faith traditions, pursuing justice and upholding truth are binding moral obligations. These can serve as motivational forces that encourage students to engage in courageous civic actions for instance, reporting ethical violations, defending peers who are bullied, or critiquing public policies that disadvantage marginalized groups Narvaez & Lapsley, (2008) found that internalizing spiritual and moral values can strengthen civic virtues such as courage, integrity, and social solidarity, which are essential elements in forming democratic citizens.

At the same time, combining faith values with critical pedagogical approaches can create transformative learning experiences. Civic Education does not only present social justice as a theoretical concept; it also encourages learners to analyze issues of inequality, poverty, marginalization, and gender injustice as both moral and spiritual concerns. When students recognize that injustice is not only a structural problem but also a moral violation, they develop a deeper internal motivation to contribute to social change. Thus, faith can function as a catalyst for shaping critical consciousness that is humanistic, ethical, and socially engaged.

Faith Values and Sustainable Citizenship

Table. 1 . Relevant theories

No	Author (Year)	Key Concepts	Relevance to Study
1.	Lickona (1991)	Character education; virtue development	Serving as the foundation for the value-infusion approach and character education in integrating faith values
2.	Kohlberg (1981)	Moral reasoning; stages of moral development	Explaining how faith values strengthen students' moral development
3.	Noddings (2013)	Ethics of care; empathy in education	Supporting the importance of compassion and care in shaping civic dispositions.
4.	Mezirow (1997)	Transformative learning; reflective learning	Reinforcing the integration of reflective learning models in Civic Education
5.	Banks (2008)	Multicultural & democratic citizenship	Linking faith values to social justice and inclusive citizenship.
6.	Dobson (2007)	Ecological & green citizenship	Providing a theoretical basis for the relationship between faith values and ecological responsibility

The integration of faith values in civic education demonstrates a strong connection to the formation of sustainable citizenship. A review of major scholars shows that faith values provide the moral, spiritual, and ethical foundations needed to shape citizens who are not only law-abiding and democratic but also committed to social and environmental sustainability. Lickona, (1991, 1992) emphasizes that character education grounded in values and virtues is an essential foundation for implementing value-infusion practices in schools. Faith values such as honesty, trustworthiness, compassion, and simplicity serve as ethical capital

that helps shape the identity of responsible citizens. Meanwhile, moral development theory (Kohlberg, 1981) explains how faith values can strengthen students' moral reasoning processes as they progress toward more mature and socially responsible ethical decision-making Perspektif Noddings, (2019) ethics of care further demonstrates that compassion, empathy, and concern for others are critical dimensions in shaping civic dispositions. Within the framework of faith values, this ethic of care is manifested in attitudes of social solidarity, responsibility toward others, and commitment to maintaining social-

ecological harmony. Additionally Paprock, (1992) concept of transformative learning underscores the importance of critical reflection as a basis for enabling learners to connect faith values with sustainability awareness. Through reflective learning, students not only understand sustainability issues but also experience shifts in perspective that lead to meaningful behavioral change.

From the perspective of democratic and multicultural citizenship J. A. Banks, (2006) shows that faith values can be integrated with principles of social justice to cultivate inclusive citizens who are sensitive to inequality. Integrating faith values into the framework of inclusive citizenship strengthens the understanding that sustainability encompasses social, ecological, and moral dimensions. In line with this view, (Dobson, 2003) develops the concept of ecological or green citizenship, which emphasizes ethical responsibility toward the Earth, future generations, and all living beings. Many faith traditions teach stewardship of nature, simplicity, and reverence for life—values that align closely with this ecological citizenship model.

Beyond these foundational theories, Rakhmani et al., (2024) highlight ecological spirituality as a key element in developing sustainability ethics. Spirituality encourages individuals to view the Earth not merely as a resource but as an entity with intrinsic value that must be morally protected. In the educational context, faith values strengthen students' ecological awareness by positioning nature as a divine trust (*amanah*) that must be preserved responsibly. UNESCO (2021) supports this view, noting that ethics-based education enhances students' concern for climate change, environmental degradation, and sustainable development.

Pedagogically, integrating faith values into civic education produces a more holistic understanding of the citizen's role in maintaining the balance of the social-ecological system. Faith values promote sustainable behaviors such as simple living, anti-consumerism, waste reduction, and appreciation of biodiversity. These habits align with the concept of green citizenship citizens who are aware of the ecological consequences of their social, political,

and economic actions. Thus, faith values not only enrich students' spirituality but also serve as a moral foundation for developing a sustainable citizenship orientation. The integration of faith values into Civic Education contributes to forming citizens who care for the environment, uphold social justice, and maintain a strong intergenerational commitment to sustainability, thereby shaping a civilized and future-oriented society

Discussion

Research findings indicate that faith values such as honesty, trustworthiness, empathy, responsibility, and social concern have a close and mutually reinforcing relationship with the core aims of Civic Education. Faith values serve as a moral foundation that strengthens public ethics and students' prosocial orientations. This synthesis can be understood through the following conceptual flow:

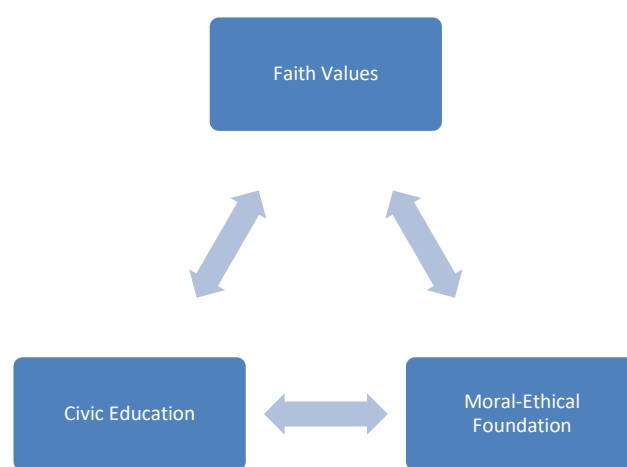


Figure.3. Values as a moral foundation that strengthens ethics
Source: processed by the author, 2025

Based on the framework of faith values, moral ethical foundations, and the principles of Civic Education, it is evident that faith values play a crucial role in enriching civic competencies by strengthening the moral dimension required in democratic life. Faith values function as an ethical basis that helps students develop moral sensitivity, the ability to distinguish right from wrong, an understanding of democratic principles, and the skills to make fair and responsible decisions. In this context, faith values are not intended as religious

doctrines that alter the substance of Civic Education; rather, they serve as a moral source that deepens the core of citizenship learning, which fundamentally aims at shaping the character of democratic citizens. In other words, faith values operate as an internal driving force that enables students to understand civic values not only cognitively but also affectively and ethically (Irawan, Istianah, et al., 2025; Irawan, Masyitoh, et al., 2025; Irawan, Masyitoh, Rahmat, Darmawan, & Anggraeni, 2024; Irawan, Wijayanti, et al., 2025; Istianah et al., 2025).

The integration of faith values into Civic Education has broad implications for shaping just and sustainable citizens. Faith values that emphasize honesty, simplicity, compassion, social concern, and responsibility toward creation foster internal motivation for students to act ethically and care for others as well as the environment. This internal motivation then becomes the foundation for developing citizens who reject violence, uphold human dignity, commit to social justice, and remain aware of the long-term consequences of their socio-political actions on ecological sustainability. Thus, faith values do not merely add a spiritual dimension to learning; they shape a citizenship orientation that encompasses moral awareness, ecological responsibility, and intergenerational solidarity three essential pillars of sustainable citizenship.

In Indonesia's plural and multicultural context, the integration of faith values carries deep relevance while demanding a high degree of sensitivity. As a nation marked by religious, ethnic, and cultural diversity, Indonesia requires that faith values be taught in an inclusive and universal manner highlighting humanistic principles that can be embraced by all groups. Such an inclusive approach provides space for students to see faith values as a unifying force rather than a source of division. This aligns with the values of Pancasila, particularly Belief in One Supreme God and Just and Civilized Humanity, which guide education to respect human dignity and acknowledge diversity. When framed within universal human values, faith values can strengthen multicultural education, especially when implemented through intergroup dialogue, collaborative work, and critical reflection

that promotes cross-identity understanding (Anggraeni et al., 2025; Irawan, Masyitoh, Rahmat, Darmawan, Anggraeni, et al., 2024).

Despite their great potential, integrating faith values into Civic Education presents several challenges. Indonesia's rich religious pluralism creates the possibility of multiple interpretations of faith values, which if not properly managed may lead to exclusivism or the assertion of group superiority. Furthermore, curriculum policies that allow pedagogical creativity are often not matched by teachers' capacity to integrate faith values professionally, with sensitivity to differences, and free from sectarian bias. These challenges demand the strengthening of teachers' pedagogical capacity, particularly in interreligious literacy, critical pedagogy, and the ability to design inclusive and non-doctrinal learning. Without such competencies, the aims of integrating faith values could become counterproductive and provoke resistance in heterogeneous settings

When linked to previous studies, these findings are consistent with the arguments of (J. A. Banks, 2006; K. H. Banks et al., 2006) regarding the importance of the moral dimension in citizenship education, particularly in shaping democratic citizens who are sensitive to issues of justice and diversity. At the national level, research by (Nasution, 2009; L. Nasution, 2020; S. Nasution, 2009; Ramadhani et al., 2025) shows that the integration of religious values can enhance prosocial behavior, tolerance, and peaceful attitudes when implemented inclusively and grounded in universal values. Conversely, normative sectarian approaches often lead to resistance, rejection, and even intolerant behaviors. Thus, the findings of this study reinforce the argument that integrating faith values into Civic Education must be directed toward humanistic values that are acceptable to all groups. This approach is not only compatible with the principles of Civic Education but also capable of addressing the challenges of Indonesia's pluralism while promoting the formation of citizens who are just, caring, and committed to both social and ecological sustainability

Conclusions

The integration of faith values into Civic Education presents a strategic and substantive contribution to the development of ethical, just, and sustainable citizenship. The findings of this study affirm that faith-based principles such as honesty, compassion, justice, responsibility, and care for creation provide a robust moral foundation that strengthens students' character formation, civic reasoning, and social engagement. Faith values operate not only as spiritual doctrines but also as universal ethical frameworks that cultivate moral sensitivity, critical awareness, and commitment to the common good. Conceptually, integrating these values through value infusion, reflective learning, service learning, and character-based civic education enriches Civic Education by linking moral-spiritual consciousness with civic responsibility. Such pedagogical approaches enable students to internalize ethical virtues, interpret social issues through moral perspectives, and practice civic behaviors grounded in care, solidarity, and integrity. The incorporation of faith values also reinforces students' orientation toward social justice by shaping their empathy, moral courage, and sensitivity to inequality, exclusion, and structural injustice. This demonstrates that spiritual ethics can meaningfully support democratic, inclusive, and humanistic citizenship. Furthermore, faith values contribute significantly to the development of sustainable citizenship. By embedding moral commitments to ecological stewardship, simplicity, and intergenerational responsibility, faith traditions complement contemporary frameworks of ecological and green citizenship. The synergy between faith-based ethics and sustainability principles encourages students to adopt environmentally conscious behaviors and understand their civic roles within broader socio-ecological systems. Overall, the study concludes that integrating faith values within Civic Education is not merely an additive enrichment but a transformative framework that shapes holistic citizens intellectually competent, spiritually grounded, socially just, and ecologically responsible. Such integration aligns with Indonesia's plural and multicultural context,

offering a potent model for strengthening national character and preparing future generations to build a just, peaceful, and sustainable society

Conflict of Interest: The authors declare that there are no conflicts of interest concerning the publication of this article.

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