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An Analysis Of Metaphors In Timothy Ronald's Youtube Video "Bitcoin Akan Ke 20 Miliar"

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ABSTRACT

The growth of digital media has positioned YouTube as an important space for informal learning, including the communication of abstract financial and digital-asset concepts. This study aims to identify the types and functions of metaphors in Timothy Ronald's YouTube video entitled "Bitcoin Akan ke 20 Miliar" and to explain their contribution to simplifying financial concepts for audiences. A descriptive qualitative design was employed using Lakoff and Johnson's Conceptual Metaphor Theory. The primary data source was the video transcript; metaphorical expressions were identified, classified, and interpreted according to their contexts. The analysis identified 16 metaphorical expressions comprising five ontological metaphors (31.25%), four structural metaphors (25%), four orientational metaphors (25%), and three concrete metaphors (18.75%). In terms of function, ten expressions (62.5%) performed a cognitive function and six (37.5%) performed an emotive function. The dominance of the cognitive function indicates that metaphors are primarily used to connect abstract concepts such as economic crises, inflation, technology, Bitcoin, and investment with more concrete and familiar experiences. Emotive metaphors, meanwhile, strengthen urgency, evaluation, and persuasive force. These findings show that metaphors in digital financial education operate as both conceptual and communicative devices that can support audience comprehension, while their use should remain accurate to avoid oversimplifying financial risk.

Keywords: Cognitive Function; Conceptual Metaphor; Digital Financial Education

INTRODUCTION

Metaphor functions not merely as a rhetorical ornament but as a conceptual mechanism through which abstract experience can be understood in terms of more concrete domains. Within Conceptual Metaphor Theory, people systematically map structures from a familiar source domain onto a more abstract target domain (Lakoff & Johnson, 1980). This perspective makes metaphor relevant to education because conceptual mapping can support the comprehension of unfamiliar ideas, while at the same time shaping how those ideas are evaluated and remembered.

This need is increasingly visible in digital communication. Platforms such as YouTube combine speech, visuals, text, and audience interaction, allowing explanations of technology, economics, and investment to circulate rapidly among non-specialist audiences. Metaphors are particularly useful in this environment because they compress complex explanations into familiar images and relationships. Research on digital and multimodal communication likewise shows that metaphor can organize meaning across verbal and visual modes and influence audience interpretation (Forceville, 2012; Omena et al., 2020).

Bitcoin is one communication object with high conceptual complexity. It was introduced as a peer-to-peer electronic cash system operating without a central authority and recording transactions through a distributed mechanism (Nakamoto, 2008). Concepts such as blockchain, mining, digital scarcity, inflation, and decentralized ownership may be difficult for general audiences to understand literally. Metaphorical expressions such as "digital gold" therefore provide a familiar conceptual bridge between a technically complex digital asset and a physical store of value.

Previous studies have demonstrated metaphor use in diverse contexts. Aprilia et al. (2022) found that metaphors in pandemic reporting intensified dramatization and shaped public perception. Haqiya et al. (2025) examined metaphors in YouTube discourse and identified structural and ontological patterns. Ndraha (2018) showed how figurative expressions in song lyrics create vivid emotional imagery, while Alzaabi and Rabab'ah (2023) highlighted the importance of conceptual metaphor in audiovisual communication and translation. These studies confirm the explanatory and persuasive capacity of metaphor, but they do not specifically address Indonesian digital financial education centered on cryptocurrency discourse.

This gap is important because digital financial communication does more than transmit information; it can also frame risk, opportunity, urgency, and asset value. Expressions such as "crisis is a staircase," "the Federal Reserve robbed people," or "Bitcoin is digital gold" provide accessible conceptual models, yet they also contain evaluative implications. In an environment where many people learn about investment through informal digital sources, understanding how such metaphors work is relevant to financial literacy and critical media literacy.

The object of this study is Timothy Ronald's video entitled "Bitcoin Akan ke 20 Miliar." The content discusses economic crises, technological development, changes in asset ownership, inflation, Bitcoin, and investment opportunities through numerous metaphorical expressions. The thesis limits the analysis to this video and focuses on metaphor types and their communicative functions. This scope allows close examination of how financial and technological concepts are linguistically simplified for a broad digital audience.

The novelty of the study lies in its integrated analysis of metaphor types and communicative functions in Indonesian digital financial education. In addition to the structural, orientational, and ontological categories derived from Lakoff and Johnson (1980), the analysis includes concrete metaphor as used in the source thesis and distinguishes cognitive from emotive functions. This combination makes it possible to examine not only what kind of metaphor appears, but also whether the expression primarily supports conceptual understanding or produces an emotional and persuasive effect.

In this context, metaphor also has pedagogical relevance because digital audiences frequently encounter complex economic concepts outside formal educational settings. YouTube content may function as a form of informal learning in which viewers obtain explanations about financial systems, investment instruments, technological developments, and economic conditions through everyday language. When highly technical concepts are expressed metaphorically, unfamiliar information can be connected with knowledge structures that are already available to the audience. Such conceptual connections may facilitate initial comprehension, particularly when the target concepts cannot easily be observed or experienced directly.

The educational value of metaphor, however, should not be separated from its framing effect. A metaphor does not reproduce every characteristic of the concept being explained. Instead, it emphasizes selected similarities between the source and target domains while potentially leaving other characteristics in the background. For example, conceptualizing Bitcoin as "digital gold" draws attention to characteristics associated with scarcity and value storage, but the expression does not necessarily represent every technological, economic, and risk-related characteristic of Bitcoin. Therefore, metaphorical explanations in digital financial discourse need to be understood both as cognitive aids and as linguistic choices that influence how audiences perceive the subject being discussed.

From the perspective of conceptual metaphor, this process occurs because abstract concepts are structured through more familiar experiences. Lakoff and Johnson (1980) explain that metaphor is embedded in ordinary conceptual systems rather than being restricted to literary language. Consequently, expressions related to movement, physical objects, spatial orientation, ownership, conflict, and human action can be used to conceptualize abstract economic processes. This theoretical perspective is particularly relevant to the selected video because discussions of economic crises, technological change, inflation, asset prices, and Bitcoin repeatedly rely on expressions that transform abstract processes into recognizable experiences.

Structural metaphors provide one important mechanism in this process. Through structural metaphor, one concept is understood through the organized structure of another concept. Such mapping enables speakers to explain an abstract situation by borrowing relationships from a more familiar domain. Within financial discourse, economic developments may therefore be conceptualized as journeys, struggles, competitions, or other structured experiences. The expression "crisis is a staircase," for example, provides an image through which a difficult economic condition can simultaneously be understood as an opportunity for upward movement. The metaphor consequently performs more than a decorative role because it organizes the interpretation of the situation.

Orientational metaphors similarly contribute to the conceptualization of financial information. These metaphors organize concepts through spatial relations such as up–down, high–low, or rise–fall. Such patterns are especially relevant in economic and investment discourse because price movements, economic growth, technological development, and market decline are frequently expressed through vertical orientation. Expressions such as "Bitcoin has gone up a little," "AI will go up," and "automotive

stocks will definitely fall to the ground" demonstrate how spatial orientation can make abstract changes in value or prospects easier to conceptualize.

Ontological metaphors enable abstract phenomena, activities, conditions, or institutions to be understood as entities with identifiable properties or capacities for action. This conceptual process allows speakers to discuss complex economic structures as if they were concrete objects or human actors. In the selected video, expressions involving the economy, property, institutions, history, and money illustrate how abstract entities can be linguistically presented as having particular characteristics or performing particular actions. Such personification and objectification can simplify complex relationships, although they may also strengthen the speaker's evaluation of the subject.

Concrete metaphor further supports accessibility by connecting abstract concepts with recognizable physical objects. The expression "Bitcoin is digital gold" is particularly significant because it transfers characteristics conventionally associated with gold to a digital asset. Similarly, describing Bitcoin as "perfect money" or "the best asset on earth" creates an immediately understandable evaluative representation. These expressions help illustrate why metaphor analysis is important in financial communication: metaphor can simultaneously explain an unfamiliar concept and position that concept positively or negatively within the audience's interpretation.

The distinction between cognitive and emotive functions is therefore essential to this study. Cognitive functions assist audiences in organizing, simplifying, and understanding abstract information. When technological or economic concepts are explained through familiar images, metaphor can reduce conceptual distance between specialized knowledge and everyday experience. Emotive functions, in contrast, intensify attitudes, evaluations, and emotional responses. Expressions such as "modern slaves" or statements that an institution "robbed people" do not merely explain a concept; they also introduce strong evaluative meanings that may influence how the audience responds to the message.

These two functions can operate simultaneously in digital discourse. A metaphor that makes a financial concept easier to understand may also encourage a particular interpretation of that concept. This interaction is particularly important in investment-related communication, where linguistic framing may affect perceptions of risk, opportunity, security, and future value. For this reason, identifying metaphor types alone is insufficient. Examining their communicative functions provides a more comprehensive explanation of how figurative language operates within the video.

The selected YouTube video offers an appropriate context for this analysis because it combines economic explanation with persuasive digital communication. Its metaphorical expressions occur within discussions of Bitcoin, economic crises, technology, property, inflation, artificial intelligence, and investment prospects. These themes contain concepts that are frequently abstract and technically complex. The use of familiar metaphorical expressions therefore creates a linguistic bridge between specialized financial ideas and the everyday conceptual experiences of viewers.

At the same time, examining these metaphors contributes to critical digital literacy. Audiences need not only to understand the literal subject matter presented in online financial content but also to recognize how linguistic choices frame that information. Distinguishing between an explanatory analogy and an evaluative claim is particularly important when metaphors are used to discuss investment assets. Such awareness can help audiences interpret digital financial messages more critically rather than accepting metaphorical descriptions as complete representations of economic reality.

Accordingly, this study aims to identify the types of metaphors used in the video "Bitcoin Akan ke 20 Miliar" and to explain their functions in digital financial communication. Academically, the study extends conceptual metaphor analysis into contemporary YouTube-based financial discourse; educationally, it offers evidence for understanding how figurative language may support, frame, and potentially bias informal learning about complex economic topics.

LITERATURE REVIEW

Conceptual metaphor operates through mappings between a source domain and a target domain. Structural metaphors organize one concept through the structure of another; orientational metaphors connect concepts with spatial orientations such as up/down or rise/fall; and ontological metaphors treat abstract experiences as entities, substances, or agents (Lakoff & Johnson, 1980). These categories are especially relevant to financial discourse because markets, institutions, and economic processes are frequently described through movement, objects, and human actions.

Concrete metaphor in this study refers to the use of physical objects or readily visualized experiences to explain more abstract concepts. Such processing is relevant because concrete representation supports mental imagery and can bridge embodied experience with abstraction (Jamrozik et al., 2016). The expression "Bitcoin is digital gold," for example, allows a technologically complex asset to be interpreted through the familiar characteristics associated with gold.

In functional terms, metaphor can facilitate knowledge construction while also producing affect. A cognitive function appears when metaphor simplifies, clarifies, or organizes a complex concept. An emotive function appears when metaphor evokes attitudes, feelings, urgency, optimism, fear, or criticism. Research

indicates that metaphorical language can produce stronger emotional effects than comparable literal expressions because it creates more vivid and specific mental representations (Li et al., 2023).

In digital media, these functions may occur simultaneously. A metaphor can make a concept memorable while also directing audience evaluation. Therefore, analysis should not stop at formal classification. Interpretation must consider the surrounding utterance, the conceptual mapping, and the dominant communicative effect of each expression. This functional perspective is used in the present study to distinguish metaphors that mainly explain from those that primarily intensify persuasion or emotion.

METHOD

This study employed a descriptive qualitative design using content analysis. The focus was metaphorical expressions in Timothy Ronald's YouTube video "Bitcoin Akan ke 20 Miliar." The primary data consisted of spoken utterances in the video, which the thesis describes as approximately one hour in its final video-information appendix. Secondary sources included books, journal articles, and scientific literature concerning metaphor theory, linguistics, digital media, and Bitcoin. No human participants were recruited because the study analyzed publicly available digital content.

Data were collected through documentation. The video was watched repeatedly to establish contextual understanding, after which the spoken content was transcribed and segments containing metaphorical indicators were marked. Each item was recorded together with its timestamp so that interpretation could be checked against the surrounding discourse. The final dataset contained 16 metaphorical expressions.

Data analysis was based primarily on Lakoff and Johnson's (1980) Conceptual Metaphor Theory. Expressions were classified as structural, orientational, ontological, or concrete metaphors. The analysis then identified the relationship between source and target domains and interpreted the meaning produced by the mapping. Each expression was also classified by its dominant communicative function: cognitive when it primarily explained or simplified an abstract concept, and emotive when it primarily evoked feelings, attitudes, urgency, optimism, fear, or criticism. Frequencies and percentages were calculated only to summarize the qualitative classifications.

RESULTS AND DISCUSSION

Results

The analysis identified 16 metaphorical expressions. Ontological metaphor was the most frequent category, followed by structural and orientational metaphors, while concrete metaphor occurred least often. Table 1 presents the distribution of metaphor types.

Table 1. Distribution of Metaphor Types

Metaphor type	Frequency	Percentage
Ontological	5	31.25%
Structural	4	25.00%
Orientational	4	25.00%
Concrete	3	18.75%
Total	16	100%

Structural metaphors included "Crisis there, there are stairs for me to climb" (00:52–00:57), "Technology will replace everything" (05:43–05:47), "Modern slaves" (07:15–07:29), and "Technocrats will rule the world" (11:12–11:22). In this group, abstract conditions such as crisis, technological disruption, employment, and expertise are organized through familiar structures such as climbing, replacement, slavery, and rule.

Ontological metaphors consisted of "The economy seems stable but fake" (01:19–01:24), "Property will be wiped out" (33:00–33:04), "The Federal Reserve robbed people" (14:24–14:38), "History always repeats itself" (12:20–12:40), and "Gold is God's money" (08:00–08:01). These expressions treat economic systems, institutions, history, property, and value as entities that can possess qualities or perform actions.

Concrete metaphors included "Bitcoin is digital gold" (08:12–08:37), "Bitcoin is the best asset on earth" (25:30–25:42), and "Bitcoin is perfect money" (23:14–23:23). The comparison of Bitcoin with gold provides a familiar physical anchor for understanding scarcity and value, while the latter two expressions attach highly positive evaluative qualities to Bitcoin.

Orientational metaphors included "Automotive stocks will definitely fall to the ground" (57:30–58:00), "Bitcoin has gone up a little" (35:04–35:06), "AI will go up" (28:50–28:52), and "When the Empire rises and falls" (19:57–20:00). Upward orientation represents growth, development, and increasing value, whereas downward orientation represents decline, loss, or collapse.

Table 2. Summary of the 16 Metaphorical Expressions and Their Classifications

No.	Metaphorical expression	Type	Function
1	Crisis there, there are stairs for me to climb	Structural	Cognitive
2	Technology will replace everything	Structural	Cognitive
3	The economy seems stable but fake	Ontological	Cognitive
4	Modern slaves	Structural	Emotive
5	Property will be wiped out	Ontological	Cognitive
6	Bitcoin is digital gold	Concrete	Cognitive
7	Bitcoin is the best asset on earth	Concrete	Emotive
8	Technocrats will rule the world	Structural	Cognitive
9	The Federal Reserve robbed people	Ontological	Emotive
10	Bitcoin is perfect money	Concrete	Emotive
11	Gold is God's money	Ontological	Emotive
12	History always repeats itself	Ontological	Cognitive
13	Automotive stocks will definitely fall to the ground	Orientational	Emotive
14	Bitcoin has gone up a little	Orientational	Cognitive
15	AI will go up	Orientational	Cognitive
16	When the Empire rises and falls	Orientational	Cognitive

Table 2 shows that metaphor type does not determine function automatically. The same type may perform different functions depending on context. Structural metaphors, for example, are predominantly cognitive, but “Modern slaves” is classified as emotive because its strongest effect derives from the negative associations of slavery.

In terms of communicative function, the cognitive function dominated 10 of the 16 items (62.5%), whereas the emotive function occurred in 6 items (37.5%). Table 3 summarizes this distribution.

Table 3. Distribution of Metaphor Functions

Function	Frequency	Percentage
Cognitive	10	62.5%
Emotive	6	37.5%
Total	16	100%

Discussion

The dominance of ontological metaphor indicates that financial discourse in the video frequently transforms abstract phenomena into entities that appear capable of being seen, evaluated, or acting. “The Federal Reserve robbed people,” for example, personifies an institution as a robber and frames reduced purchasing power through a familiar human action. This pattern is consistent with Lakoff and Johnson’s (1980) view that ontological metaphors make abstract experience cognitively manageable by treating it as bounded entities or agents.

Such simplification, however, also has rhetorical consequences. When monetary policy is framed as “robbery,” the audience receives not only a cognitive model of financial loss but also a strong moral evaluation. The expression therefore illustrates how metaphor can simultaneously clarify and persuade. In this study its dominant classification is emotive because the accusatory framing is central to the utterance’s communicative force.

Structural metaphors provide broader reasoning frameworks. “Crisis there, there are stairs for me to climb” frames crisis as a staircase. The source domain of stairs contributes stages, effort, upward movement, and achievement; these elements are mapped onto economic crisis. The result is a perspective in which crisis is not only danger but also a possible route to advancement. This supports the thesis finding that structural metaphor can guide how audiences organize complex economic experiences.

In “Modern slaves,” the structure of employment is mapped onto the structure of slavery. The two conditions are not literally equivalent, but the mapping foregrounds dependence, restricted freedom, and

repetitive work. Because “slave” carries strong historical and emotional associations, the expression does more than explain employment dependence; it intensifies dissatisfaction and criticism. This illustrates the emotive capacity of metaphor described by Li et al. (2023).

Orientational metaphors are especially compatible with market discourse because changes in value are conventionally visualized vertically. “Bitcoin has gone up a little” and “AI will go up” associate upward movement with growth, whereas “Automotive stocks will definitely fall to the ground” maps decline onto downward motion. The spatial schema allows audiences to understand changes in value or importance quickly without requiring a lengthy technical explanation.

Concrete metaphor shows its clearest educational function in “Bitcoin is digital gold.” Bitcoin has no physical form comparable to gold, yet the two are connected through characteristics such as scarcity, value, and a store-of-value function. This mapping reduces conceptual complexity by connecting a relatively unfamiliar digital asset to a familiar investment object. The result aligns with Jamrozik et al. (2016), who explain how concrete experience can support reasoning about abstract concepts.

Nevertheless, the “digital gold” comparison can highlight similarities while obscuring differences. Bitcoin and gold differ in market history, infrastructure, risk characteristics, and mechanisms of value formation. Consequently, the educational use of metaphor requires critical interpretation: a useful analogy should be treated as a conceptual aid rather than as evidence that the two assets are equivalent.

The dominance of the cognitive function at 62.5% indicates that most metaphors in the video operate as explanatory tools. Crisis, inflation, technology, artificial intelligence, Bitcoin, and investment require specialized knowledge, and metaphor connects these topics with familiar experiences. This finding strongly supports Conceptual Metaphor Theory, in which metaphor is understood as a mechanism of thought rather than merely decorative language (Lakoff & Johnson, 1980).

The emotive function, representing 37.5%, remains substantial because digital content competes for attention. Expressions such as “Gold is God’s money,” “Bitcoin is perfect money,” and “Bitcoin is the best asset on earth” do not simply define assets; they intensify value judgments and encourage emotional positioning. The combination of cognitive accessibility and emotional force helps explain why metaphor is effective in persuasive financial communication.

Compared with previous studies, these findings extend metaphor analysis into Indonesian digital financial discourse. Aprilia et al. (2022) demonstrated that news metaphors can shape perceptions of crisis; Haqiya et al. (2025) showed structural and ontological patterns in YouTube discourse; and Alzaabi and Rabab’ah (2023) emphasized conceptual metaphor in audiovisual communication. The present study adds a finance-education context in which metaphor is used to explain cryptocurrency while simultaneously framing risk, opportunity, institutions, and asset value.

The educational implication lies in metaphor’s potential as an explanatory strategy in language learning, media literacy, and financial literacy. Educators can use metaphor to connect new concepts with prior knowledge, but learners should also be trained to identify what a metaphor emphasizes and what it leaves out. Such critical comparison is particularly important when figurative language is used in persuasive discussions of investment and economic uncertainty.

The study also highlights the need for methodological care. Metaphor identification should begin with discourse context and the relationship between basic and contextual meanings rather than relying only on words that sound figurative. A systematic identification procedure, such as the principles developed in metaphor-identification research, can strengthen consistency in future studies (Croft & Cruse, 2004; Goatly, 1997).

From a language-learning perspective, the dataset provides authentic examples of figurative meaning in non-literary discourse. The expressions can be used to train students to distinguish literal from contextual meaning, identify source and target domains, and explain how metaphor organizes an argument. This expands metaphor instruction beyond poetry and fiction into contemporary digital communication.

In financial literacy, the findings emphasize that understanding metaphor should accompany understanding of economic facts. When an asset is called “perfect money” or “the best asset on earth,” the expression constructs a strongly favorable frame rather than providing a neutral technical assessment. Critical literacy therefore requires audiences to separate the explanatory value of the metaphor from the investment claim embedded within it.

The YouTube context reinforces this need because messages are delivered through a personal style, rapid pacing, and combined verbal-visual elements. Short and forceful metaphors are easy to remember and repeat. In such circumstances, figurative framing may influence audience perception even when viewers do not consciously analyze the mapping. This makes metaphor awareness relevant to both language education and responsible digital financial communication.

Overall, metaphors in the video operate on two levels. The first is conceptual: they make abstract economic and technological phenomena more structured and imaginable. The second is rhetorical: they foreground particular evaluations, emotions, and perspectives. The coexistence of these levels explains

why metaphor can be both educationally useful and potentially persuasive, especially in informal digital learning environments.

Financial and technological concepts in the source thesis are repeatedly presented as difficult to understand without familiar comparisons. Blockchain is described through the image of a public ledger, while Bitcoin mining is associated with digging for gold. These examples demonstrate the broader conceptual environment in which the analyzed expressions operate: technical systems become more accessible when they are connected to visible objects, bodily movement, or everyday human action. In educational communication, this process can reduce the distance between specialist terminology and public understanding, particularly for audiences encountering cryptocurrency concepts through informal digital media rather than formal instruction.

The source thesis also emphasizes that YouTube combines accessibility with interaction. Viewers encounter spoken explanation together with visual presentation, comments, likes, and other forms of engagement. In this environment, metaphor can function as a cognitive shortcut because a short expression can condense a much longer explanation. At the same time, the ease with which memorable expressions circulate increases the importance of critical interpretation. A metaphor may illuminate one aspect of a concept while suppressing another, so educational use should encourage audiences to ask which features are being mapped, which are excluded, and whether the resulting frame is proportionate to the underlying economic phenomenon.

These findings are also relevant to the thesis discussion of public perceptions of Bitcoin. Bitcoin may be framed as “digital gold,” as a risky investment, or as an alternative asset during inflation and economic uncertainty. Such competing descriptions show that public understanding is partly organized through language choices rather than technical information alone. The present data therefore suggest that metaphor awareness can contribute to responsible financial education: audiences should be able to recognize the conceptual benefit of a comparison without treating the comparison itself as proof of safety, profitability, or future market performance.

CONCLUSION

This study identified 16 metaphorical expressions in Timothy Ronald’s video “Bitcoin Akan ke 20 Miliar.” Ontological metaphor was the most dominant type with 5 items (31.25%), followed by structural metaphor with 4 items (25%), orientational metaphor with 4 items (25%), and concrete metaphor with 3 items (18.75%). In terms of function, 10 expressions (62.5%) were cognitive and 6 expressions (37.5%) were emotive. These results directly answer the research objectives by showing that metaphor in the video primarily functions to make abstract financial and technological concepts more accessible while also shaping emotional and evaluative responses.

The principal contribution of the study is its demonstration that metaphor in digital financial education performs a dual role as a conceptual tool and a communication strategy. For education and media literacy, metaphor can support comprehension when learners are also encouraged to examine the assumptions and evaluations embedded in figurative framing. The study is limited to one YouTube video and does not measure actual audience responses; therefore, future research should compare multiple creators, examine viewer interpretation, or apply multimodal and critical metaphor approaches to determine how verbal and visual framing influences financial understanding and decision-making.

TRANSPARENCY AND ETHICS STATEMENT

1. **CRediT Author Contributions: MNA:** conceptualization, investigation, data curation, formal analysis, and writing – original draft. **ED:** supervision, validation, and writing – review and editing. **MR:** supervision, validation, and writing – review and editing. All authors approved the final manuscript.
2. **Funding:** This research received no external funding.
3. **Conflict of Interest:** The authors declare no conflict of interest.
4. **Ethics and Participant Consent:** This study analyzed publicly available digital content and did not involve intervention or collection of personal data from human participants; therefore, participant consent was not applicable.
5. **Generative Artificial Intelligence Statement:** Generative AI was used to assist with manuscript restructuring and English-language editing based on the source thesis. The authors remain responsible for verifying all scientific content, data, interpretations, and citations.

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