Effectiveness of The Card Sort Method on Improving Reading Ability Initial Understanding Structure Text Indonesia Language Subject Procedures to Grade V Students of State Elementary School 060837 West Medan

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ABSTRACT

This study aims to analyze the effectiveness of the Card Sort method in improving the reading ability of initial understanding of procedure text structure in grade V students of State Elementary School 060837, Medan Barat District, Medan City, Academic Year 2025-2026. The formulation of the problem in this study is: "Can the application of the Card Sort method improve the ability to read initial understanding of procedure text structure in students?" This study used the Classroom Action Research (CAR) method, which was implemented in two cycles. Each cycle consists of planning, implementation, observation, and reflection stages. The participants of the study were fifth-grade students who were purposively selected. Data were collected through tests, observations, and interviews and then quantitatively analyzed descriptively. The results showed a significant increase in students' reading abilities. In cycle I, 35% of the students understood the contents of the procedural text, while 65% did not. After improvements were made in cycle II, the number of students who understood the content of the text increased to 80%, while those who did not understand the content decreased to 20%. In addition, other indicators of success also increased, such as students' ability to mention and explain characters in the text, which increased from 55% in cycle I to 75% in cycle II. Students' ability to find the main idea also increased from 65% in cycle I to 82% in cycle II. Thus, the results of this study prove that the Card Sort method is effective in improving the ability to read an initial understanding of the structure of procedural texts. Therefore, this method is recommended for application in Indonesian language learning to improve students' understanding of procedural texts.

Keywords: card sort method, reading comprehension, procedural text, classroom action research (CAR).

I. INTRODUCTION

Learning activities are crucial to educational processes. Teachers and students engage in interactions in learning avtivities. Students are expected to be more active than teachers, encompassing all physical and mental activities both individually and in groups. Learning is said to be optimal when there is effective interaction between the teacher and all students, between students and the teacher, and between students and themselves in order to achieve optimal learning objectives. Reading is a means for students to learn new things and to expand their knowledge. Through reading, students can learn about themselves, their culture, the culture of others, and the written messages contained in reading. To achieve this goal, students' reading skills are essential (Syah, 2000).

Reading is the process by which readers acquire a message conveyed by the author through words or written language (Taringan, 2008: 7). Reading is an important language skill as it provides a means of learning about the world, expanding knowledge, having fun, and exploring written messages. However, reading is not an easy task and requires the development of appropriate approaches, techniques, strategies, and methods (Tarigan, 2008).

Reading comprehension is a part of silent reading that fosters critical reading skills. Reading activities aim to gain in-depth information and to understand what is read. It is important for students to understand logical arguments, determine the main ideas, read carefully, and restate the content of the reading in their own words.

Teachers play a crucial role in the learning process as facilitators who create effective learning conditions. Teachers are required to manage the learning process and provide students with stimulation in the Indonesian language. Teachers must be adept at selecting methods that are appropriate to the subject matter and curriculum. Without language, it is difficult to realize a vision of national education vision (Gerot, L., & Wignell, 1994).

Therefore, Indonesian language education is a core subject in schools. Reading is a fundamental skill that students must master in order in order to participate in the entire educational and learning process. Students' success is greatly influenced by their reading ability. The ultimate goal of reading is to understand the content, but not all students achieve this goal. Many students are fluent readers, but lack comprehension (Martono, 2019).

Reading is a language skill that elementary school students must master, especially in the upper grades. Through this activity, students actively acquired information, knowledge, and experience. A pre-survey found that students were unable to read well and correctly, answer questions about the information read, and draw conclusions from the reading. As a result, the students were less active and felt bored with the reading lessons. During lessons, teachers simply assign reading material and assign students to read silently and then answer questions based on the content. This repetitive process leads to boredom and a lack of student engagement. Only a few students can answer questions correctly, and most still struggle to draw conclusions from reading. Interviews revealed that classroom learning is boring because teachers lack creativity (Nurcholis, 2007).

Therefore, other methods are required for the teaching and learning activities. Based on observations, other students are noisy and play alone when their friends are reading, so the reading is not listened to properly. Many students are not yet able to understand what they read. This is supported by the evaluation document of fifth-grade students, which shows that the average score on the Indonesian midterm exam in the reading aspect is not optimal, which is below 65. Based on the data table, of the 20 students, 61.11% had not completed learning and 44.44% had completed learning with a KKM score of 65 (Rahim, 2008).

Many factors cause incompleteness, such as students who do not pay attention to the lesson, being less involved in the learning process, being less active and cooperative in group discussions, and the lack of a variety of methods used by teachers. Therefore, teachers must choose the appropriate teaching method that suits the characteristics of the students and the subject matter being studied. In this case, the researcher chose the Card Sort method, which teaches concepts, grouping properties, facts about objects, or review material that has been discussed previously. Card Sort can be used for all subjects and student age levels. The reason the researcher chose the Card Sort method was that it has the following advantages: teachers can easily control the class, easy to implement, easy to organize the class, easy to follow by a large number of students, teachers can easily explain well, students can understand the material taught more easily than with the lecture method, students are more enthusiastic about learning, and socialization between students is better developed (Suharsaputra, 2019).

Based on these advantages, researchers hope that Card Sort learning in Indonesian can improve student interest and learning outcomes. Card Sort encourages collaborative learning activities and is used to teach concepts, group properties, facts about objects, and review previously discussed materials. The Card Sort method is a learning method that helps students recall what they have read from short-term to long-term memory.

The use of the Card Sort method is expected to improve students' reading skills in accordance with the KKM for Grade V in the Indonesian Language subject at UPT SD Negeri 060837, Medan Barat District, Medan City, because students are required to actively carry out responsibilities for the tasks given by the teacher. Based on the above problems, researchers have attempted to use the Card Sort method to improve students' reading skills.

II. METHODS

This study employed a quantitative approach using a classroom action research (CAR) method. A quantitative approach was chosen to objectively measure the effectiveness of the card sort method through numerical data obtained from a reading comprehension test of the initial structure of procedural texts. CAR was chosen because it allows researchers to intervene directly directly in the learning process, observe its impact, and reflect continuous improvement.

This study uses a CAR design consisting of two cycles. Each cycle comprises four stages: planning, implementation, observation, and reflection.
a. Planning Stage:
    a) Researchers have developed a learning plan that includes the use of the card sorting method to learn procedural texts.

    b) The learning materials were adapted to the Indonesian Language curriculum for grade V, with a focus on the structure of procedural texts.

    c) A research instrument, namely, a test of the ability to read an initial understanding of the structure of procedural texts, was prepared.

    d) Observation sheets to record student and teacher activities during learning are also prepared.

b.   Implementation Stage:

    a) The card sort method is applied in learning procedural texts.

    b) Students work in groups on group cards containing pieces of procedural text based on their structure.

    c) The teacher acts as a facilitator, providing guidance and feedback.

c.   Observation Stage:

    a) Student and teacher activities during learning are observed and recorded using observation sheets.

    b) Quantitative data from the initial reading comprehension test of procedural text structure was collected.

d.   Reflection Stage:

    a) Quantitative and qualitative data were analyzed to evaluate the effectiveness of the card-sorting method.

    b) Researchers and collaborators reflected on the results of observations and analyses to identify the strengths and weaknesses of the card-sorting method.

    c) Improvement plans are drawn up for the next cycle if necessary.

The independent variable is "a variable that influences another variable or produces an effect on another variable, which is generally in the order of time that occurs first. This variable is represented by the variable X'. The explanation of the independent variable in this study is the application of the card-sorting method. The card-sorting learning strategy with the steps or procedures carried out is as follows:

1.   The first step was for the teacher to give each student a card filled with material.
2.   In the second step, students were asked to find a friend (hold a card) who matched the problem on the card for one group.
3.   The third step, students will group together on their respective problems.
4.   In the fourth step, students were asked to stick on the board the discussion on the card based on the language sequence held by the group.
5.   In the fifth step, a student holding a card from each group explains and simultaneously checks the accuracy of the card.
6.   In the sixth step, students who make a mistake in finding a group according to the topic or material that matches the topic or material of the lesson are punished by having to look for the topic or material title that matches the card they are holding.
7.   The seventh step, the teacher provides comments or explanations of the game.

The dependent variable is "A variable that is linked or influenced or an independent variable." Based on this understanding, the related variable in this study was the reading ability of fifth-grade students at SD Negeri 060837, West Medan District, Medan City (Arikunto, 2017).

Reading is designed to help students understand the content of their reading. The indicators to be achieved by applying the card sorting method are as follows:

1.   Students can answer questions related to the text or obtain information and reading materials.
2.   Students can summarize the contents of the reading.
3.   Students can write information in the reading.
4.   Students can explain the meaning contained in the reading.

The five indicators of reading ability above are that students are expected to be able to improve their reading ability as a measure of their reading ability in reading content, which is a process of acquiring knowledge that involves active learning as experience and knowledge, mastering reading content, and understanding the detailed content of the reading they read.

This classroom action research was conducted in two cycles by applying the model developed by Suharsismi Arikunto. Each cycle consisted of four stages: planning, implementation, observation, and reflection.

Research instruments were used to identify all the data needed to solve problems in research activities using research methods. The research instruments used in this study were a checklist or observation sheet for teacher activities in implementing Card Sort learning, a checklist or observation sheet for student activities, and an essay test.

1. Observation Sheet

The observation sheet was used to observe student learning activities during the learning process in the Indonesian Language subject for grade V, odd semester.

2. Test Instrument

This instrument is used to determine students' abilities, particularly their mastery of the material they have learned, using the Card Sort method. The data collection tools used were pretests and post-tests.

3.Documentation Instruments

Documents were used to collect necessary data through written notes. This document is used to collect documents in the form of magazines, regulations, meeting minutes, daily notes, etc.

III. RESULTS AND DISCUSSION

Result

UPT SD Negeri 060837 is a public elementary school located in Silalas Village, West Medan District, Medan City, North Sumatra Province. This school was founded on January 1, 1968, and had an NPSN 10257656. With its ownership status as a local government school, UPT SD Negeri 060837 strives to provide quality education for students in the surrounding area. The school's location in an urban area with a fairly high population density provides its own characteristics for the learning environment.

The 060837 Public Elementary School (UPT SD Negeri 060837) has six learning groups and has been accredited as B, demonstrating the school's commitment to maintaining educational standards. Students attending school come from diverse socioeconomic backgrounds, creating diverse learning environments. The school's teaching staff consist of competent and experienced teachers dedicated to guiding and educating students. The implemented curriculum is the national curriculum, tailored to the needs and characteristics of students. 060837 Public Elementary School (UPT SD Negeri 060837) strives to create a conducive learning environment that supports the optimal development of each student.

Table 1. Student Data of Public Elementary School 060837 Medan City

No	Class	Rom-Bel	L	P	Amount
1	I	I	19	12	31
2	II	I	14	10	24
3	II	I	11	10	21
4	IV	I	8	12	20
5	V	I	10	12	22
6	VI	1	9	11	20
Amount		6	73	69	138

Source Documentation of UPT SD Negeri 060837

This study employed classroom action research (CAR). This study aimed to improve the reading skills through the card sort method of fifth-grade students of UPT SD Negeri 060837. This study was carried out in two cycles, and each cycle consisted of two face-to-face meetings, with each meeting consisting of 2×35 minutes (2 lesson hours).

Student learning outcome data were observed using observation sheets during the teaching and learning processes and were obtained from tests conducted at the end of each cycle.

Implementation of actions in cycle I was carried out in 2 meetings.

1. Meeting I (First)

The first lesson was carried out for two lesson hours (2×35 minutes). The sub-topic material was intensive reading with the title of school cooperatives. The card-sorting method was. In this activity, the teacher made an introduction that included opening the lesson with a greeting, taking student attendance, providing motivation, and conveying the learning objectives to be achieved in the lesson, followed by the teacher explaining the material about the definition of intensive reading and examples of intensive reading. Next, the teacher gave the students the opportunity to ask questions about materials that were considered difficult. The teacher organized them into study groups and instructed the students to understand the material. The teacher continued by dividing the groups into students, and each group was given a specific task to do; then, they studied, researched, or discussed their tasks in the group. After the results of their work in the group were discussed, a well-structured report was prepared. Next, students were asked to present the results or answers

obtained in front of the class. At the end of the cycle, the teacher concluded the material together with the students, and then gave an assessment.

2. 2nd (Two) Meeting

The second lesson was conducted for two lesson hours (2 × 35 minutes). The sub-topic material was intensive reading with the title of school cooperatives using the card sort method. At this meeting, the teacher carried out preliminary activities that included apperception in the form of greetings and prayers, motivation, and conveying the objectives to be achieved in the lesson.

In the second meeting, the teacher explained the learning material about intensive reading explanations and gave a good example of intensive reading; the teacher asked students questions about reading material that was considered difficult, the teacher organized students in study groups, and instructed students to understand the material that had been studied, followed by the teacher dividing the groups to students, and each group got a certain task that had to be done, then they studied, researched, or discussed their assignments in the group. After the results of their work in the group were discussed, a well-structured report was prepared . Next, students were asked to present the results or answers obtained in front of the class. At the end of cycle 1, the teacher concluded the material together with the students, and then gave an assessment.

Observation Results of the Card Sort Method for Students in Cycle I

Students' learning using the card sorting method in Cycle I was observed using an observation sheet prepared by the researcher. The learning outcome data can be seen in the table below.

Table 2. Observation Results of Student Activities Using the Card Sort Method for Students in Cycle 1

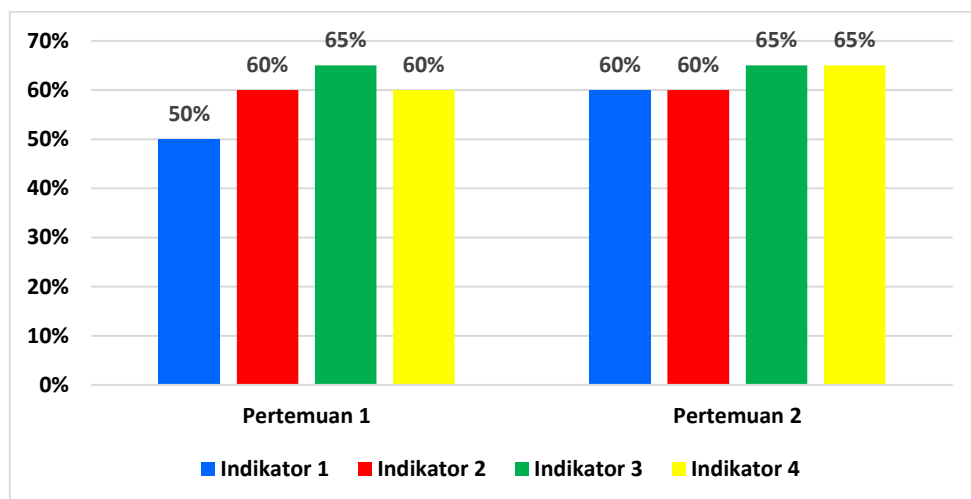| No	Indicator	Target	Meeting 1	Meeting 2	Flat-flat	Note
1	Students are able to mention and describe the characters accurately.	65%	50%	60%	55%	TT
2	Students are able to provide feedback about the story he heard.	65%	60%	60%	60%	TT
3	Students are able to find ideas main.	65%	65%	65%	65%	T
4	Students are able to tell reread the reading according to the story.	65%	60%	65%	62%	TT

Figure 1. Student Activity Process Using Student Card Sort Cycle I

In the table and graph above, it can be seen that in the learning process using the Card Sort method, the teacher must try to give direction to students so that they are able to mention and explain the characters correctly; in the first meeting, namely 50%, the second meeting 60% with an average of 55%. In the second learning outcome of the card sort method, the teacher must give students the opportunity to respond to the story they

heard, in the first meeting, namely 60%, in the second meeting 60% with an average of 60%. In the third learning outcome with the card sort method, the teacher is expected to give students the opportunity to find the main idea, which in the first meeting reached a value of 65%, the second meeting 65% with an average of 65%. In the fourth learning outcome with the card sort method, the teacher must direct students to be able to retell the reading according to the story; in the first meeting, it reached a value of 60%, and in the second meeting, it reached 65%, with an average of 62%.

In general, the results of the first cycle showed that the card-sorting method did not achieve its intended target. This was because, during the first cycle, students tended to be rigid and unfamiliar with the learning methods and approaches used by the researchers. Therefore, improvements are required for the next cycle.

The assessment of students' reading ability is based on their ability to work on test questions, which can be seen in the following table.

Table 3. Reading Ability Cycle 1

No	Analysis Components	Cycle I
1	Understanding the content of the story	35%
2	Not understanding the content of the story	65%

Based on the table above, 35% of the students understood the story's content, while 65% did not.

Learning in cycle II was carried out in 2 meetings.

1. Meeting I (First)

The first lesson lasted for two hours (2 × 35 minutes). The subtopic covered intensive reading, namely school cooperatives, using the card-sort learning method. In this meeting, the teacher conducted preliminary activities that included greetings, apperception, motivation, and conveying the objectives to be achieved in the lesson.

In this first meeting in cycle II, the teacher gives an initial test as well as an initial score for students, followed by the teacher explaining the material, which gives them the opportunity to ask about material that is not yet understood. Then, the teacher gives directions to students in solving problems in real contexts or learning and provides meaningful experiences to students through the process of experiencing. The end of the cycle conveys conclusions together with the students and teacher giving an assessment.

2. Meeting II (Second)

The second lesson lasted for two hours (2 × 35 min). The subtopic material covered intensive reading, with the theme of school cooperatives, using the card-sort method. In this meeting, the teacher conducted preliminary activities, including apperception, greetings, motivational prayers, and conveying learning objectives.

In this second meeting, the students were initially given explanations and provided with learning through group work, discussions, mutual correction, and active creative learning that prioritized collaboration. The cycle concludes with students presenting their conclusions together, followed by assessment.

Results of Observations of the Card Sort Method for Students in Cycle II

The students' card sorting methods in Cycle II were observed using observation sheets prepared by the researcher. These learning data can be seen in the table below.

Table 4. Observation Results of Student Activities in the Learning Process Using the Card Sort Method Cycle II

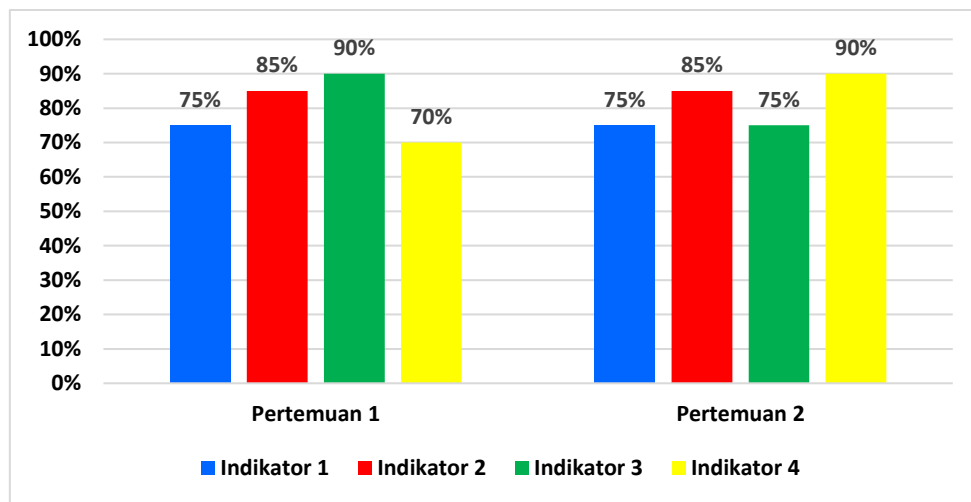| No	Indicator	Target	Meeting			Note
			1	2	Flat-flat	
1	Students are able to mention and describe the characters accurately.	65%	75%	75%	75%	T
2	Students are able to provide feedback about the story he heard.	65%	85%	85%	85%	T
3	Students are able to find main idea.	65%	90%	75%	82%	T
4	Students are able to retell the reading according to story.	65%	70%	90%	80%	T

Figure 2. Student Activity Process Using the Card Sort Method
Cycle II Students

In the table and graph of Cycle II, it can be seen that in the learning process with the card sort approach or method, the teacher must try to give direction to students to be able to mention and explain the correct character at the first meeting, 75% at the second meeting 75% with an average of 75%. In the second learning outcome of the card sort approach or method, the teacher must give students the opportunity to respond to the story they heard at the first meeting, namely 85% at the second meeting, 85% with an average of 85%.

In the learning outcomes of the third card sort approach or method, teachers are expected to provide opportunities for students to be able to find the main idea at the first meeting, reaching 90%, and the second meeting 75% with an average value of 82%. In the fourth learning outcome of the card sort approach or method, teachers must direct students to be able to retell the reading according to the story, at the first meeting reaching 70% at the second meeting 90% with an average of 80%. After reflection and action to improve the card sorting method in cycle I, in cycle II, the card sort method was increased to reach the target, with good cooperation between teachers and students until finally the card sort method in cycle II in this classroom action research could be achieved.

The assessment of students' reading ability is based on their ability to work on the test questions given, which can be seen in the following table.

Table 5. Reading Ability Cycle II

No	Analysis Components	Cycle II
1	Understanding the content of the story	80%
2	Not understanding the content of the story	20%

Based on the above table, 80% understood the story's content, while 20% did not. The students' reading scores in Cycle II were significantly improved by the card-sort approach or method used in the learning process. Because the card sorting method improved, students' reading abilities also improved.

From the results of observations in the second cycle of activities, it was found that learning using the card sort method was quite good compared to cycle one, so with these results it can be concluded that.

a. Students become more active or able to name and explain characters correctly and are not embarrassed to give ideas in the stories they hear, both in discussions and in understanding or comprehending the lesson material given by the teacher.

b. Students can find the main ideas and plot of the story more quickly and are not embarrassed to retell the reading according to the story in front of the class.

Discussion

From the research results, the average percentage of students' learning using the card sort method in cycles I and II can be seen in the table below.

Table 6. Results of Student Activities in the Learning Process Using the Card Sort Method in Cycles I and II

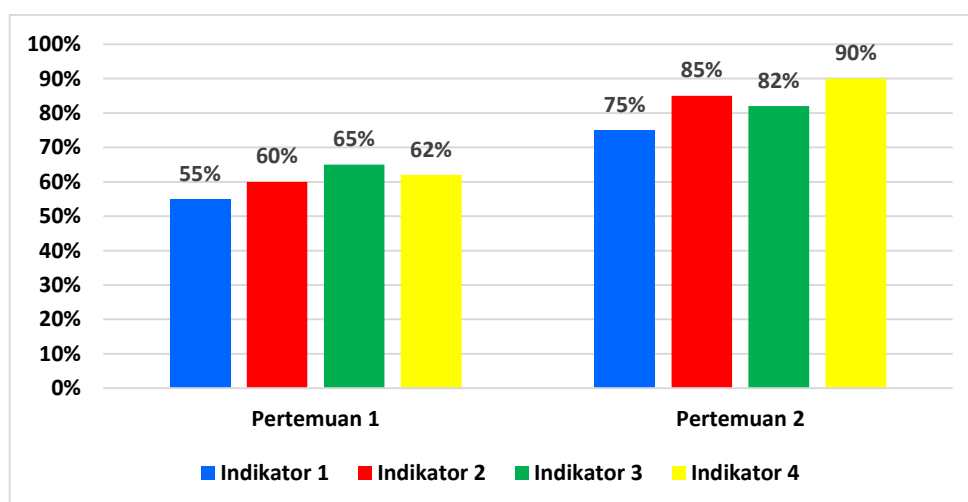| No	Indicator	Cycle 1	Cycle 2	Improvement
1	Students are able to mention and describe the characters accurately.	55%	75%	20%
2	Students are able to provide feedback about the story he heard.	60%	85%	22%
3	Students are able to find ideas main.	65%	82%	17%
4	Students are able to retell the story reading according to the story.	62%	80%	18%
	Average	60.50%	80.50%	20%

Figure 3. Results of Student Activities in the Learning Process Using the Card Sort Method in Cycles I and II

The discussion of the student card sorting method during learning in cycles I and II for each indicator is as follows:

Teachers must provide directions for students to name and explain the correct characters in a story.

In this method, teachers must try to avoid students who cannot name and explain the correct characters in the story content in Cycle I by 55%; the low level of this method is due to the lack of stimulation or direction given by the teacher. Finally, in cycle II, this method reached 75% and experienced a significant increase of 20%.

Provide opportunities for students to be actively involved in responding to stories they heard in the learning process (Zuhairi, 2016).

In cycle I, it was 60%, the low opportunity to actively provide responses to the stories they heard in the learning process, making students less confident in providing ideas in front of the class; therefore, teachers must be more creative in providing direction to students on how to provide responses in front of the class. Finally, in cycle II, this method reached 85% and experienced a significant increase of 22% (Suparno, & Yunus, 2010).

Teachers are expected to provide examples or directions regarding how to provide the main idea in a reading or story.

This method in Cycle I was 65% incomplete because the teacher did not provide enough examples of how to convey the main idea of a reading or story in the learning process. To overcome this, the teacher must often provide directions or examples of how students can be active in asking questions and interacting in class, especially by providing ideas in a story or reading. In cycle II, this reached 82%, an increase of 17% (Kosasih, 2014).

Teachers must guide students in retelling the content of reading stories in front of the class.

In Cycle I, 62% of the students were not completed because they were unable to retell the reading or story in front of class. Therefore, teachers are required to guide students more confidently and retell reading or stories in front of the class. In Cycle II, this rate reached 80%, which is an increase of 18%.

Students' Reading Ability in Indonesian Language Subjects
The results of the research conducted in the two cycles revealed students' reading ability in Indonesian language subjects using the card sort method. The results for cycles I and II are listed in the following table.

Table 7. Students' Reading Ability in Indonesian Language Subjects Cycle I and Cycle II

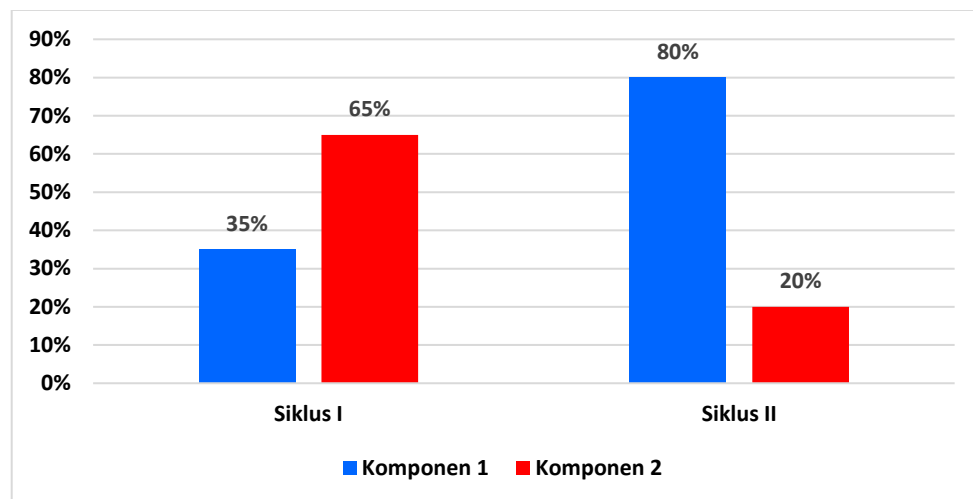| No	Component	Cycle I	Cycle II	Note
1	Understanding the content of the story	35%	80%	45% (increase)
2	Not understanding the content of the story	65%	20%	45% (decrease)

Figure 4. Students' Reading Ability in Indonesian Language Subject
Cycle I and II

From the table above, it is known that the reading ability of students in cycle I who reached the set target and were declared able to understand the contents of the story was 35%, and those who did not understand the contents of the story were 65%. Because the percentage of those who did not understand the contents of the story was still large, the researcher took action in cycle II, in which students' reading ability could be increased to 80% who understood the contents of the story and 20 those who did not understand the contents of the story. This improvement is due to efforts to improve target achievement, in terms of both methods and learning outcomes. These efforts include providing motivation and rewards to students, guiding and reminding them of the importance of collaboration, and placing greater emphasis on delivering learning materials and building students' confidence in expressing their ideas (Sanjaya, 2013).

Judging from cycle II which achieved 80% completion, it turns out that students are able to follow the learning process using the card sort method, namely students are able to name and explain the correct characters, students are able to provide responses to stories or readings they hear, students are able to provide the main idea of the contents of the reading or story, and students are able to retell the reading according to the story.

Conversely, based on the 20% incompleteness of Cycle II, it appears that students lacked an understanding of the card sort learning process. This included a lack of broad thinking when naming and explaining characters in reading materials or stories, a lack of courage to respond to stories or reading materials in class, and shyness in interacting or asking questions to the teacher or fellow students.

From these efforts in cycle II, there was an increase in students' reading methods and abilities, which reached more than 65% and had reached the success criteria. Therefore, in this study, the researcher did not continue the action to the next cycle.

IV. CONCLUSIONS

Based on the results of classroom action research and discussions that have been carried out, it can be concluded that learning with the card sort method has a significant positive impact on improving the ability to read the initial understanding of the structure of procedural texts of Class V students at UPT SD Negeri 060837, West Medan District, Medan City. First, the application of the card sort method significantly improved students' initial comprehension of procedural text structures in Indonesian courses. This improvement is reflected in the significant increase in students' average grades after participating in the card-sorting method. This demonstrates that the card sorting method is effective in helping students understand and master procedural text structures, a fundamental competency in Indonesian language learning. Second, the card sorting method has also been shown to increase students' active engagement in the learning process. By grouping and categorizing cards containing pieces of procedural text, students not only learn individually but also collaborate and discuss with their group members. This active engagement helps students develop a deeper understanding of the structure of procedural texts and improves their ability to analyze and interpret texts. Third, the card sort learning method can be an effective alternative for addressing common learning challenges in Indonesian language learning, particularly in procedural texts. This method provides a variety of learning methods, makes learning more engaging and interactive, and encourages students to learn independently and collaboratively. Therefore, the card-sorting method can be a solution for improving the quality of Indonesian language learning in elementary schools.

Funding Statement

Ethical Compliance

All procedures performed in this study involving human participants were in accordance with the ethical standards of the institutional and/or national research committee and with the 1964 Helsinki Declaration and its later amendments or comparable ethical standards.

Data Access Statement

A Data Access Statement is a section in a scientific publication or research report that explains how the data used or generated in a study can be accessed by readers or other researchers. This statement aims to promote transparency, support research reproducibility, and comply with open-access policies, where applicable.
Common Elements in a Data Access Statement:
1. Data Location: Specifies where the data are stored, such as in online repositories (e.g., Zenodo, Dryad, or institutional repositories).
2. Access Instructions: Provides information on how to access the data, such as direct links, digital object identifiers (DOI), or contact details.
3. Data Availability: Indicates whether the data are publicly accessible, available upon request, or restricted due to ethical, legal, or privacy considerations.
4. Data Licensing: If the data are open, specify the applicable license (e.g., Creative Commons).
Examples of Data Access Statements:
1. Open Data:
   o "The data supporting this study are openly available in Zenodo at [DOI:10.xxxx/zenodo.xxxx]."
2. Restricted Data:
   o "The data that support the findings of this study are available upon request from the corresponding author. Due to privacy concerns, the data are not publicly available."
3. No Data Available:
   o "No datasets were generated or analyzed during the current study."
4. Conditional Access:
   o "The data supporting this study are available under restricted access and can be obtained upon reasonable request to the corresponding author and with the permission of the ethics committee."
Purpose of a Data Access Statement:

- Reproducibility: Enables other researchers to replicate or verify the findings.
- Collaboration: Encourages further collaboration by sharing data.
- Compliance: Adheres to the policies of funding agencies or journals that require open access to data.

Conflict of Interest Declaration

No Conflict of Interest.

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