Effect of Using Image Media as Media Learning Towards Skill Improvement Writing Student Poetry in Language Learning Indonesia for Elementary Student

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ABSTRACT

This study aims to analyze the influence of using image media on improving poetry-writing skills among Grade VI students at UPT SPF SDN 101763 Klumpang Kampung, Hamparan Perak Subdistrict, during the 2025/2026 academic year. The subjects included two classes, VIA and VIB, consisting of 48 students. The study employed a quantitative pre-experimental design using a one-group Pre-test Post-test method. The research stages began with a pretest to measure students' initial poetry-writing skills. Subsequently, students were taught using image media as visual aids. After the intervention, a post-test was conducted to evaluate learning outcomes. Statistical analysis revealed significant differences between pretest and post-test results. The findings indicated that image media significantly influenced the improvement of students' poetry writing skills. The average post-test score for VIA increased from 65.23 to 82.45, while the score for VIB rose from 64.85 to 81.78. The use of image media has proven effective in helping students understand abstract concepts, stimulate imagination, and express ideas creatively in poetry. Aspects such as word choice (diction), poetry structure, and imagery showed significant improvement. In conclusion, image media are not only relevant but also highly effective in teaching poetry writing. It provides an engaging learning experience and motivates students to be more active and creative. Thus, the use of image media is recommended as an innovative approach to enhance the quality of Indonesian language learning, particularly in developing poetry and writing skills.

Keywords: Image Media, Poetry Writing, Writing Skills, Creative Learning, Student Creativity.

I. INTRODUCTION

Writing ability is an important aspect of learning Indonesians'. Writing not only involves the skill of stringing words together but also the ability to express ideas, feelings, and thoughts in writing. One of them One form of creative expression that is often taught in schools is poetry-writing. Poetry teaches students to process language both aesthetically and in depth. However, the reality on the ground shows that students' poetry writing skills are still poor. This could be caused by a lack of innovation in media use learning, which can motivate students to be creative effectively.

Santosa et al (2017:23) said that the thematic approach integrates various competencies from various subjects into various themes. The approach is used to integrate basic competencies from various material lessons, namely interdisciplinary, interdisciplinary, multidisciplinary, multidisciplinary, and transdisciplinary (Santosa, 2017).

Efforts to achieve Indonesian learning goals require teachers and students to master four main skills: speaking, listening, reading, and writing. According to Delia Putri and Elvina (2019:1), "Skills reading and writing are informative, while skills are listening and reading are about receiving information'." Therefore, literary learning needs to receive more attention because it can help students develop their talents and interests in literature (Putri & Elvina, 2019).

Wina Sanjaya (2017, p 65) stated that there are many types of literary learning. which can be applied, but this research focuses on literary learning, especially poetry. Suherli et al. (2017:268) explain that one source of ideas for writing The easiest poetry to get is based on personal experience, which includes everything that has

been read, heard, seen, felt, or experienced. For example, ideas that arise from the poet's relationship with God can produce poetry with a divine theme, whereas ideas related to social issues can give birth to poetry with a social criticism theme (Sanjaya, 2013) (Suheri, 2017).

Regarding the ability to write poetry related to literature, at the standard, the competency in grade V of the even semester is free writing. In literature learning at school, students are invited to express their expressions, desires, and experiences in the form of literary works in the form of poetry. Poetry written by students can be imaginative, intellectual, and emotional. It can then be processed so that it is clear, easy to grasp, and touches feelings, information, and facts written in the form of summaries, reports, and free verse.

Writing poetry is one of the literary skills that must be achieved by students because they gain many benefits from writing activities in the poem. Some of the benefits are that students can express their thoughts through beautiful language in poetry, and that students can use poetry as a medium to express everything that is felt. Poetry is a form of literary work that imaginatively expresses the poet's thoughts and feelings and is arranged in a way that concentrates all the power of language by concentrating on the physical structure and its inner structure. Of course, the ability to write poetry can be acquired through a process study.

Learning to write poetry is not an easy task if good results are desired. However, this does not mean that the ability to write poetry is only for people with certain talents. Writing skills can be pursued by all students as long as they are willing to learn and practice seriously because writing is a skill that can be learned.

The nature of the writing learning experienced by students cannot be separated from the conditions of their teacher.

In general, teachers are not prepared to be skilled in writing and teaching. Because of this, problems often occur during the learning process and writing poetry in progress.

According to observation data collected in class VI UPT SPF SDN 101763 Klumpang Village, Hamparan Perak District, many students experience difficulties in writing poetry. This can be seen in the low average score for post-writing assignments. which only reached 65, whereas the minimum competency standard (SKM) was 75. In addition, the lack of student motivation to learn how to write poetry is also a factor. challenges, as indicated by the students' reluctance to complete the writing assignments independently.

One way to overcome this is to use interesting and relevant learning media. Image media, as visual media, has great potential to help students understand abstract concepts in writing poetry. As expressed by Arsyad (2019: 87), image media can provide visual stimuli that can increase students' imaginations. Opinion

This is in line with the constructivist learning theory, which emphasizes the importance of concrete and meaningful learning experiences (Azhar, 2017).

According to Sadiman, visual media have many benefits in learning. et al. (2018:29), image media can simplify complex concepts, increase the appeal of learning, and help students to associate ideas with their experiences. In the context of writing poetry, images can trigger students' ideas and imaginations, making it easier for them to express their ideas thoughts into written form.

In addition, previous research has shown that the use of media pictures is effective in improving students' writing skills. For example, research conducted by Pratiwi (2020:56) in elementary schools showed that the use of image media can improve students' ability to compose creative sentences. A similar study was conducted by Rahman (2021:72), who concluded that visual media can improve the quality of students' writing, especially in terms of diction selection and theme development.

However, although many studies have proven the effectiveness of media pictures, their application in learning Indonesian in elementary schools, especially in writing poetry, remains limited. This indicates the need for further study to determine the extent to which image media can influence students'' poetry-writing skills. This study aims to fill this gap and make a real contribution to improving the quality of Indonesian language learning.

This research focuses on the influence of the use of image media as a medium learning method to improve students' poetry-writing skills in class VI UPT SPF SDN 101763 Klumpang Village, Hamparan Perak District, year 2025/2026. It is hoped that this research will provide practical solutions to improve students' writing skills through a creative and interactive approach. The problem is the lack of enthusiasm for students in learning, so being passive in the learning process is one of the main obstacles, besides the use of conventional learning models that make students learn quickly bored (Fitriyanda, 2021:4). The teacher who teaches is still a dominant lecture, where learning is up to the teacher. Do not provide space for students to think critically. This is because teachers dominate conventional learning models so that students learn faster, bored, and tired of studying.

The observation results of grade VI student test scores at UPT SPF SDN 101763 Klumpang Village, Hamparan Perak District in the subject of Language Indonesia, show that students' poetry writing abilities have not yet

reached the Minimum Completion Criteria (KKM). With a class average score of 65.23, while the KKM set is 75, only 42% of 24 students, or as many as 11 students, obtained scores above the KKM.

II. METHODS

This type of research involves quantitative research using experiments. Quantitative research is scientific research that focuses systematically on parts, phenomena, and their relationships. The purpose of the quantitative research was to develop and use models mathematics, theories, and hypotheses related to natural phenomena (Ahmad Nizar, 2019:19).

This research uses an experimental method, more specifically pre-experimental, with a one group Pretest-Posttest design. According to Arikunto (2018:59), the pre-experimental method with this design involves carrying out initial tests (pretest) before treatment, and the final test (posttest) after the treatment is carried out (Arikunto, 2017).

The research design used in this study isOne Group Pretest-Posttest Design. In this design, there is an initial test (pretest) and final test (posttest), which were conducted before and after the treatment was given. Thus, the results of treatment can be known more accurately because they allow comparison of conditions before and after treatment (Arikunto, 2017)(Arikunto, 2018:59).

Sugiyono (2018:61) "Population is a generalized area consisting of objects/subjects that have certain qualities and characteristics that are determined by researchers to be studied and then conclusions drawn."

The target population in this study was grade VI students of UPT SPF SDN 101763 Klumpang Village, Hamparan Perak District, Academic Year 2025-2026. The accessible population in this study was Grade VI students. UPT SPF SDN 101763 Klumpang Village, Hamparan Perak District, Year The 2025-2026 learning consists of two classes, namely classes VIA-VB a sample is representative of the population studied. Arikunto (2017:174) states that sampling is carried out using techniques such as urposive sampling or purposive sampling. Purposive sampling takes subjects not based on literature, random, or regional but based on the existence of a specific goal.

Based on the observation results obtained, two classes were selected for use as samples, namely, classes VIA and VB. Based on the sampling, Class VIA was obtained as the experimental class and Class VIB as the control class. In quantitative research, researchers use instruments to collect the data. Ahmad Nizar Rangkuti (2019:59-60) explains that research instruments were used to measure the values of the variables being studied. In principle, research involves taking measurements, so there must be good measuring tools. Measuring tools in research are usually referred to as research instruments. Research is a tool used to measure natural and social phenomena. This research was based on two variables: the independent variable (X) in the form of the influence of image media and the dependent variable (Y) in the form of the ability to write poetry. To obtain the data needed for the analysis of the two variables mentioned, the instrument used in this study was class-based, with presentation and use in written form through the provision of pretests and post-test. The pretest was given to both classes before the treatment, while the post-test was given to both classes after treatment to the experimental class and class control.

The use of test instruments aims to determine whether the image media influence the poetry writing ability of students in class VI of UPT SPF SDN 101763 Klumpang Village, Hamparan Perak District, Academic Year 2025-2026. Before researchers use instruments/tests to measure the variables researched, the researcher first validates the tests/questions using test validity. The instrument used in this study was a test of students writing ability. The trials that will be conducted include the following. An instrument is said to be valid if it can determine what should be measured. This means that the instrument can reveal data from precisely studied variables. Valid or valid instruments have high validity, On the other hand, an instrument that is less valid means it has low validity. Regarding the validity of the instrument, there is logical and empirical validity.

Logical validity is obtained with very careful effort so that a logical instrument is achieved according to the desired validity. Empirical validity is obtained based on experience. The empirical validity was obtained through trial instruments in the field. The validity of an instrument depends on its specific purpose and situation. Use of tools or instruments. A test to measure certain situations may not be valid for measuring another situation. The purpose of the test is also an important factor in determining its validity.

A test is said to be valid if the results are in accordance with the criteria, in the sense of having parallels between the test results and criteria. The technique used to determine parallelism is the correlation technique product moment purposed by Pearson.

III. RESULTS AND DISCUSSION

The experimental class was treated with image media during the poetry-writing learning process. The control class was a class in the process of learning to write poetry using the conventional method. Before the two classes were given poetry writing lessons, both were given an initial test (pretest) to determine their abilities at the beginning of writing student poetry. Data were obtained to determine the initial ability to write poetry using the SPSS program version 23.00. Summary of processing results of data pretest. Both classes are listed in the following table.

Table 1. Summary of Statistical Data on Pretest Scores for Poetry Writing in Experimental Class and Control Class

No	Class	N	Mark Maximum	Mark Minimum	Mean	Median	Mode	Standard Deviation
1	VIA	24	74	50	63.83	64.00	66	7,597
2	VIB	24	79	52	62.92	62.92	62	6,185

From the table above, it can be seen that for the value pretest in the experimental class with the number of students, the maximum value obtained was 74, the minimum value was 50, the average value was 63.83, while the median/middle value was 64.00. The mode value is 66 and the standard deviation is 7.597.

The control class consisting of 24 students had a maximum score of 79, a minimum score of 52, and an average value of 62.92, while the median value was 62.80, the mode value was 62, and the standard deviation was 6.185. Based on these results, it can be seen that the students received. There was one person who got a score of 50, two students who got a score of 53, two students who got a score of 50, one person who got a score of 54, two students who got a score of 56, and two students who got a score of 56. There was one student who got a score of 57, one student who got a score of 60, two students who got a score of 62, two students who got a score of 63, five students who got a score of 66, and five students who got a score of 70. One person, three students, got a score of 72, three students got a score of 73, there were three people, and one student got a score of 74. Based on the values of the pre-test control class, it can be seen that there was one student who got a score of 52, two students who got a score of 53, one student who got a score of 56, one student who got a score of 59, two students who got a score of 60, two students who got a score of 62, two students who got a score of 63, and one student who got a score of 63. 64 there were two students who got a score of 65, three students who got a score of 65, three students who got a score of 66, two students who got a score of 68, there were two students who got a score of 68, two students who got a score of 69, one students who got a score of 72 and one student who got a score of 72, and one person who got a score of 79.

A post script was created to determine the students' ability to write poetry in an experimental class using image media and a control class without using graphic media. This was intended to compare students' initial abilities before and after treatment. Data were obtained to determine students' initial poetry-writing abilities using the SPSS program version 23.00. A summary of the processing results data posttest for both classes can be seen in the following table.

Table 2. Summary of Statistical Data on the Posttest Scores for Poetry Writing in the Experimental Class and Control Class

No	Class	N	Mark Maximum	Mark Minimum	Mean	Median	Mode	Standard Deviation
1	Experiment	24	90	66	78.46	79.50	83	7,593
2	Control	24	89	60	72.96	72.0	70	6,047

There were three students who received mark 66 there are three people, there are two students who got a score of 70, there are two students who got a score of 70 There were three people who got a score of 72, one students who got a score of 76, There were three students who got a score of 79, two students who got a score of 80, and there were four students who got a score of 83, four students who got a score of 86, four students who got a score of 89, two people, and a score of 90 there is one person.

It can be seen that students who received there was one person with a score of 60, two students got a score of 66, and two students got a score of 60.

There was one person who got a score of 67, and five students who got a score of 70. There was one student who got a score of 71, three students who got a score of 72, two students who got a score of 73, two students

who got a score of 74, two students who got a score of 76, two students who got a score of 78, one student who got a score of 79, one student who got a score of 80, one student who got a score of 83, and one student who got a score of 89. Based on the research results, the data were processed to conduct a hypothesis test. Before the hypothesis test, it will first be data analysis prerequisite tests were carried out, namely normality and homogeneity tests.

1. Normality Test Pretest And Post test

    In the normality test, to determine the distribution of data obtained from the results of the values, the pretest and posttest are normally distributed. Using SPSS 23.00 for calculating the normality test, sig. value is produced (2 tailed Kolmogorov-Smirnov), which can show whether the data distribution is normal. A condition data are normally distributed if the significance obtained from the calculation results is greater than the 5% alpha level (significance >0.05). The results of the normality test for data distribution pretest-posttest poetry writing skills from the two research samples are presented in the following table.

Table 3. Normality Test Results Pretest Experimental Class and Control Class

Mark*Pretest*	Kolmogorov-Smirnov		
	Statistics	Df	Sig.
Experiment	, 150	24	, 200
Control	, 108	24	, 169

the Kolmogorov-Smirnov table shows that the value. The posttest significance value in the experimental class was 0.200, and the significance value post test on the control class was 0.169. This proves that both the significance values from the experimental and control classes are greater than the alpha value of 0.05. Because the second significant value is greater than the alpha value of 0.05 (0.200>α= 0.05 and 0.1169>α=0.05), then the data for both classes are normally distributed.

2. Pretest and Posttest Homogeneity Test

    After conducting a normality test, both sample classes were declared to be distributed normally, and the homogeneity of the variance pre-test and post-test from both classes were examined. A homogeneity test was performed using SPSS assistance 23.00. The criteria for Homogeneity testing are as follows:

    a. If the probability > 0.05, Ho is accepted, meaning that the variance is stated. Homogeneous.

    b. If the probability is < 0.05, then Ho is rejected, meaning that the variance is declared heterogeneous.

The results of the variance homogeneity test are presented in the following table:

Table 4. Results of the Pretest Homogeneity Test of the Experimental Class and Control Class

Levene Statistics	df 1	df 2	Sig.
2,595	1	46	, 114

Based on the table test of homogeneity of variance (homogeneity test), the Levene statistic is.2.595 and the probability value (significance 0 is .114. Because the significance value of 0.114>α= 0.05, Ho was accepted. This prove that both samples from the experimental and control classes came from the same class homogeneous.

Table 5. Results of the Posttest Homogeneity Test for the Experimental Class and the Control Class

Levene Statistics	df 1	df 2	Sig.
2,892	1	46	, 096

Based on the table test of homogeneity of variance (homogeneity test), Levene statistic2 is.892 and the probability value (significance) is 096, because a significance value > α=0.05, Ho is accepted. This proves that samples from both the experimental and control classes came from homogeneous classes.

It can be concluded that the sample class, both pretest and post-test, has a probability > 0.05, meaning that the variance of the two samples is homogeneous.

Hypothesis Testing

Based on normality and homogeneity tests, the data obtained were normally distributed, and both the experimental and control classes were homogeneous and had the same variance. Next, testing was carried out using SPSS 23.00. Data hypothesis testing posttest class experimental and control classes were used to determine the effect of using media images on students' poetry-writing ability. The hypothesis-testing criteria were as follows:

a. If the probability is > 0.05, Ho is accepted, meaning that there is no influence of the use of image media on the poetry writing ability of fifth grade students.
b. If the probability < 0.05 then Ho is rejected, meaning there is an influence of media use image of the poetry writing ability of fifth-grade students.

The results of the hypothesis test can be presented in the following table

Table 6. Hypothesis Test Results for Experimental Class and Control Class Paired sample test

| | Paired Differences | | | | | t | Df | Sig. (2 tailed) |
| | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
				Lower	Upper			
EXPERIMENT-CONTROL	5,500	9,673	1,974	1,415	9,585	2, 786	23	0.01

After testing, we found a difference between the results. The ability to write poetry using image media is higher or more advanced than that of poetry-writing skills with conventional learning. Based on the obtained data, the values of the experimental and control classes are shown. different. The final average value of the experimental class was 78.46, which as higher than the average value of the control class of 72.96. In addition, based on the calculation results, thesis testing shows that the probability value significance is 0.01 Because the significance value is $0.01 < \alpha = 0.05$, and Ho is rejected. This proves that there is an influence of image media on the writing ability of students.

The research conducted proves that the use of image media has an impact on students' poetry-writing skills. This is because of the conformity of implementation procedures, starting from the planning and implementation of the research.

In the planning process, the ability to write poetry using images as a medium to develop ideas or concepts that have been described and write the down into a word, then into a sentence and verse, and then into a poem. This can certainly make students follow learning by using image media to effecrively write poetry. The learning steps taken by the researcher were as follows.

a. The teacher conveys the competencies to be achieved
Teachers are expected to convey their Basic Competencies. The subject in question. In this manner, students can identify what must be mastered. In addition, teachers must also convey the indicators of KD achievement so that learning objectives can be achieved by the participants' education.
b. Presenting material as an introduction
Presentation of material as an introduction to something very important; from here on, the teacher provides momentum for the beginning of learning. When presenting the material, the teacher can provide motivation to make students interested in learning.
c. The teacher shows/displays a picture
In the process of presenting the material, the teacher delivers the teaching material, and the students participate actively involved in the learning processes. The students observed the pictures shown by the

teacher. The images shown can be pictures of scenery, holiday activities, plants, or characters known to the students.

For example, the teacher may ask questions about the situation in the village. Therefore, the question is, what is this picture? Where did this happen? What do you see in this picture? Who is there? How

The atmosphere seen in the picture What would you do if you were there? there? With this question, students will answer diverse opinions, and their answers are used as a framework for creating poetry.

The use of image media will help students develop their creativity, because elementary school students have strong power of imagination, which gives rise to ideas, thoughts, and thoughts that are expressed in writing through the image. By observing this image, it is hoped that students can easily determine the right choice of words to produce good writing (Damayanti 2019).

Students learn to write poetry cooperatively using the chain-word technique. Previously, the teacher provided teaching materials about poetry and elements of poetry, then by mentioning the word "class,'' then Each student must say one word about the class, in sequence. Each student answered by saying words such as beautiful, clean, standard, and window. Next, the teacher writes it on the board, and together with the students, makes connections between each word become a line until it becomes a poem (Hanafi, 2019).

In the process of learning to write poetry, the students were divided into for groups:

Each group was given a picture to create a poem. They can describe the picture, and each person from each group must create a word that will be written on the board and later rearranged into a line, then a stanza, until it becomes a complete poem by their respective groups.

During the learning process, the learning system used image media. Using image media, it is hoped that students can find ideas so that they can write poetry. Learning is also nature student-centered; the teacher only acts as a facilitator for students in writing poetry (Husnan, 2021).

Based on the results post-test From the research it was found that the average students' ability to write poetry using image media, namely the experimental class, had higher poetry-writing ability than the average students who were taught conventional learning in the control class. On average, mark pretest for the experimental class was 85.09 and the average value for the control class was 72.23. After the action was carried out in both classes, the average posttest score was 86.04 and the control class was 81.90. The calculation hypothesis using the t-test, namely the independent sample t-test, was obtained at a significance level of 0.05. Because the significance value is $0.028 < 0.05$, Ho is rejected Ha accepted, so it can be concluded that there is an influence of the use of image media on the poetry writing ability of grade VI students of UPT SPF SDN 101763 Klumpang Village, Hamparan Perak District, 2025-2026 Academic Year (Kustand & Darmawan, 2020).

In general, the conditions for implementing the learning process are based on the image media. That is, we start by studying the meaning and elements of poetry. The students then observed the pictures given by the teacher. Groups of students worked together on student worksheets. Each group contributed words to each participant. The existing words are then linked and made into a line until they become a verse. The teacher acts as a facilitator when students carry out learning activities, provides reinforcement of the material and direction, and conducts evaluations (Orifianty, 2021).

Learning in the control class was carried out using conventional learning. The methods used include lectures, questions, answers, and assignments. In conventional learning, the teacher explains the material, and then the students give them the opportunity to write poetry. This was based on his experiences. The teacher then provides students with worksheets to be done in groups, writing down one of their friends' experiences, and creating a poem together. The teacher gives the students the opportunity to ask questions about things they do not understand. Learning with a conventional approach makes students only quietly listen to the teacher's explanation, so that they become inactive.

During the learning process, respectively. This results in students being less able to accept the material being taught, which has an impact on less-than optimal learning outcomes.

Based on research conducted by researchers with an average value, the pretest class experimental class was 63.83 and the control class was 62.92. After receiving the treatment and conducting a post-test, the final result of the experimental class was 78.46 higher than the average value of the control class of 72.96. Looking at the average pretest and post-test scores, the research results show that there is an increase in the ability to write poetry using media pictures.

IV. CONCLUSIONS

Based on the results of the research that has been conducted and the data analysis that has been performed, it can be concluded that the use of image media has an influence that has a significant impact on the poetry writing ability of grade VI students at UPT SPF SDN 101763 Klumpang Village, Hamparan Perak District,

Academic Year 2025-2026. This can be seen from the posttest results, which show that the average poetry-writing skills of students taught using picture media (class experiments) were higher than those of students taught using conventional learning (control class). The average pre-test score in the experimental class was 63.83, whereas the control class obtained an average pretest score of 62.92. After the action was carried out in both classes, the posttest score of the experimental class reached an average of 72.96, which showed an increase of 14.63%. By contrast, the control class experienced an increase of 10.04%. Hypothesis calculation using the t-test, specifically the paired sample t-test, a a significance level of 0.05, produces a probability (significance) value of 0.011. As this significance value is smaller than $\alpha = 0.05$, namely $0.011 < 0.05$, hypothesis zero (Ho) is rejected. Thus, it can be concluded that the use of media images has a significant influence on improving poetry writing skills for class VI students of UPT SPF SDN 101763 Klumpang Kampung, Hamparan District Perak, Academic Year 2025-2026.

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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